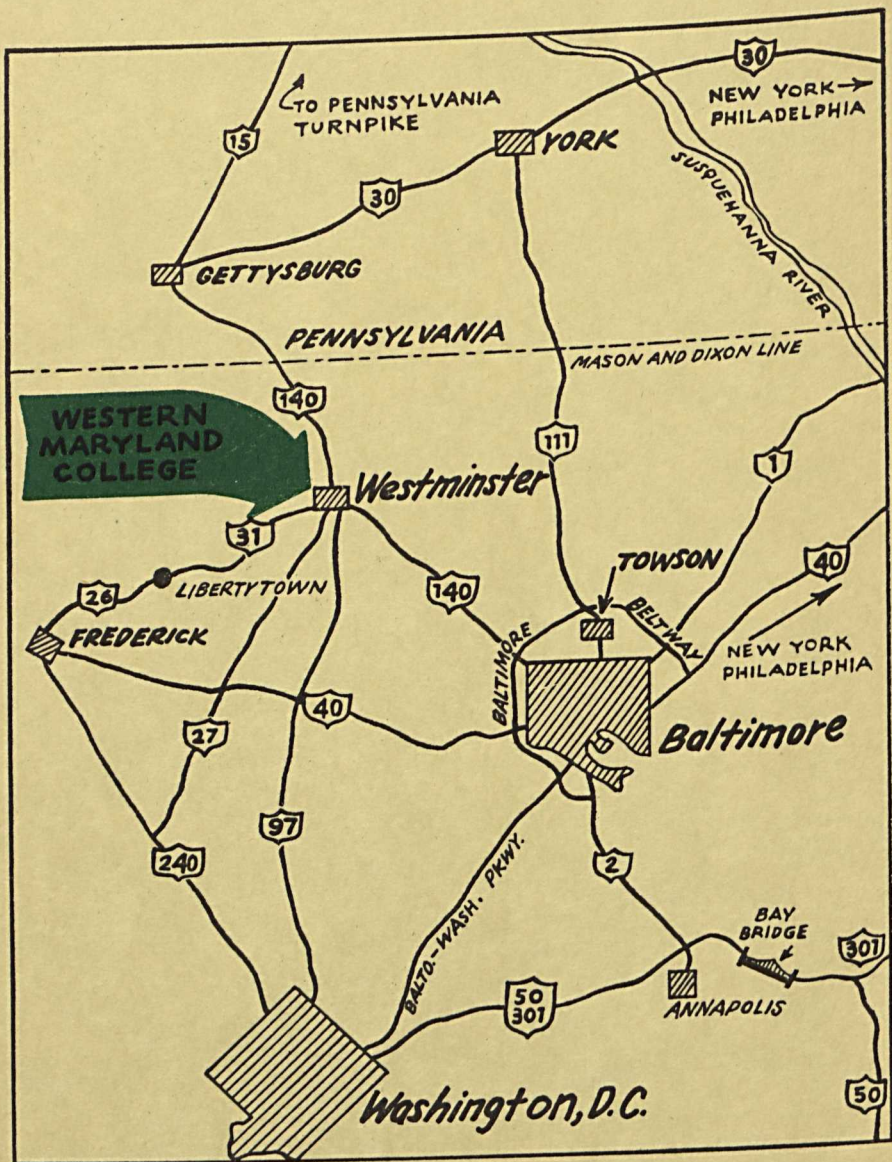


MASTER'S
CATALOGUE

1963

WESTERN
MARYLAND
COLLEGE

WESTMINSTER
MARYLAND



WESTERN MARYLAND COLLEGE

Master's Program
Catalogue

WESTMINSTER, MARYLAND

VOLUME III, No. 1



*Carroll Hall
Department of Education*

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THE COLLEGE

Western Maryland College is located on a 100-acre campus at the west end of Westminster, Maryland. It is 28 miles from Baltimore on Route 140 and 58 miles from Washington, D. C., on Maryland Routes 27 and 97.

Western Maryland College is a liberal arts institution, accredited by the Middle States Association of Colleges and Secondary Schools and by the University Senate of the Methodist Church. The college is co-educational, the first institution south of the Mason and Dixon Line to open its doors to both young men and young women. Chartered in 1868 under the auspices of the former Methodist Protestant Church, it is now one of the church-related colleges of the Methodist Church.

OBJECTIVES

The primary objective of Graduate Studies is to add to the competency of teachers and other educational workers. Each course offered is justified in terms of the contribution which it makes toward a realization of the general aim of the program and the specific objectives of the individual student. Both functional and scientific in their approach, the objectives of Graduate Studies are to prepare master teachers, supervisors, and administrators. Accordingly, work leading to the Master of Education degree is designed to prepare teachers for the following types of positions: Principal, General Supervisor, Secondary School Teacher, School Counselor.

THE PROGRAM

The student's program is devised to fit him as effectively and efficiently as possible for his future work. This is done by diagnostic test, interview, and inspection of the student's record in both education and teaching. Also considered are the trends and needs in the field of teaching to which he will return.

Deficiencies may be supplied from higher level undergraduate courses. For example, an applicant who has not completed a minimum of sixteen semester hours of undergraduate work in education will meet the certificate requirements on the undergraduate level. At the beginning of the program a series of tests will be administered to assist in the diagnosis of the student's potentialities and needs.

The program consists of thirty hours of work, divided into three parts of approximately equal weight. (It is recommended that the student take the course in Research in Problems of Education early in his program for in that course he initiates his project.) With the job analysis phase in mind each student is required to take approximately 1/3 of his work in professional courses, 1/3 in his choice of specialization and 1/3 in broader cultural areas though related to his field of specialization.

Though each student has a wide choice of courses, two specific ones are required of all who enter the program—Trends in American Thought and Research in Problems of Education.

The three parts of the program are:

1. Synthesizing program, composed of a minimum of three courses:
 - a. A course designed to relate the broad fields of knowledge to each other, providing a picture of scope, philosophy, large meanings.
 - b. Two courses designed to relate kindred fields that frequently are taught concurrently: examples are the sciences, the social sciences. (Credits 6-9 hours.)
2. Area of specialization:

After individual analysis, the student's main needs are estimated against the picture of the problems involved in present-day teaching of his subject in the school system. He is then expected to do nine to twelve hours of work in courses approved as his specialty. Some of this work may best be done in standard college courses. Here the instructor will expect more work of a higher quality than that done on acceptable undergraduate levels.
3. Professional courses:

Nine to twelve hours of work are designed by the Education Department to equip the student with a secure, contemporary technique. Every effort is made to have the student's

teaching analyzed and criticized with the aim of making him a more effective and stimulating teacher, supervisor, or administrator.

The Master's program in education at Western Maryland College differs from many others. This special characteristic of the program is that each student has a project in which he specializes in one phase of education but at the same time broadens his general knowledge. The project, planned by the student and the education department working together, seeks to capitalize on the student's own professional purposes. The student in his program undertakes to improve his local school situation through research and experimentation in daily classroom, community, or general staff work. The college accepts no plan which does not have the approval of the school administration in which the student teaches.

This on-the-job analysis is a major feature of the unique characteristic of the Western Maryland program for it guides the student to an acquaintance with a variety of practices and investigations of the needs in his own situation—and, under the guidance of the college staff, seeks to improve practice.

ADMISSION REQUIREMENTS

Students are admitted on the basis of evidence of their promise of leadership qualities as shown in their character, intellect, and record. Primarily the College seeks to admit those who expect to devote their careers to some aspect of the field of education. It is expected that the students will bring to their graduate studies a good quality general education plus a particular interest to be further developed. The College believes that it is most useful to the field of education by working with a small group of students who show promise of becoming influential in teaching, administration, and scholarship.

Admission to Graduate Study is based on the following:

1. A baccalaureate degree from a college or university of recognized standing.
2. An undergraduate background appropriate for graduate study in the candidate's chosen field.
3. A record of successful teaching experience or satisfactory completion of student teaching.
4. Evidence of personal and professional behavior acceptable to the graduate faculty.



The Library

All candidates for Graduate Studies must take the National Teachers Examinations (both common and the optional in the student's field), before completing more than one-third of the course requirements in the graduate program. Acceptable rank in this or other examinations required by the graduate committee must be attained. It is expected that deficiencies found as a result of the examinations will be met by additional course work. Such course work will not necessarily be counted toward the degree.

All applications are submitted to the Graduate Program Committee after the following steps have been completed:

1. Conference with the Director of the Graduate Program,
2. Submitted official transcripts from all other institutions of higher education which the candidate has attended,
3. Submitted scores from the National Teachers Examinations, both common and optional,
4. Submitted at least nine credits of graduate courses taken at Western Maryland College.

EVALUATION

There is considerable testing and evaluation in the various sections of the program.

In the course of the program, the student works on at least one problem in practical education and makes reports of his procedures to a special committee which has approved the project. One or more of his committee also supervises the problem.

The student should make direct experiment in his classroom or community on the problem. Its nature may be allied more closely to the subject matter field or to the methods field.

Nine courses must be passed with at least a grade of B. Grades lower than C are not accepted for satisfying degree requirements. In one instance a grade of C may be offset with a grade of A to make final average of at least B. A second grade of C will not count toward the minimum requirements of thirty credits.

At the end of the student's work he takes an examination designed to demonstrate his advance in control of fact, theory and philosophy of his subject and in his growth in relating principles to actual practice. The student's special committee, upon review of the records, report of the problem and results of the examinations, makes the recommendation as to whether he should be awarded the Master of Education degree.

GRADES

The College grading system—A, B, C, D, E, F, and I—is used to report the quality of credit. Graduate credit accepted in fulfillment of the requirements for the Master's degree shall average not lower than B, and no credit toward the degree shall be granted for a grade below C. Course work reported "Incomplete" must be completed within one year from date of record if a credit grade is to be given. A grade of W is assigned when a student withdraws from a course before completing the required work.

LIBRARY

Graduate students are entitled to use the library facilities under the same conditions as undergraduate students. The student should learn the library regulations as early as possible, for it is important that the graduate student realize his obligation to conform with all library regulations.

Western Maryland's new library, dedicated in December, 1962, contains more than 60,000 volumes. New titles are added monthly. The collection of material is extensive and varied as is suitable for a liberal arts college. It is also a depository for government documents.

GRADUATION REQUIREMENTS

The following steps are required to complete the Graduate Studies and to become eligible for the degree:

1. Transcript of records from all other institutions of higher education which the candidate has attended must be filed with the Department of Education.

2. The candidate must obtain satisfactory scores on the National Teachers Examinations.
3. Course work of 30 credits must be completed as follows:
 - a. Minimum of nine credits in courses dealing with the broad scope of Human Affairs, including the course: Trends in American Thought.
 - b. Minimum of nine credits in the student's field of specialization.
 - c. Minimum of nine credits in courses in Education, including Research in Problems of Education.
 - d. Minimum of 18 credits in campus courses.
4. Satisfactory completion of a project.
5. Satisfactory scores in the comprehensive examinations.
6. Completion of the program within a period of five years.

It is important that the student note that project reports must be filed by:

April 15 for June completion of degree requirements.

July 20 for August completion of degree requirements.

December 10 for January completion of degree requirements.

FEES

Tuition is \$25.00 per credit hour. Registration is \$6.00 payable once in the fall or spring terms. For summer sessions the registration fee of \$6.00 is payable once for either or both sessions. A nonrefundable fee of \$5.00 is paid when application to the program is submitted. Fees for the National Teachers Examinations are paid by the student to the Educational Testing Service.

A fee of \$7.00 is paid to the college for the final comprehensive examination. This examination will be administered by the Department of Education in January, April, and July. All applications for the final comprehensive examinations must be filed in the Department of Education office, with fee receipt from the College Treasurer, by the following dates:

March 15 for the April examination.

June 15 for the July examination.

December 15 for the January examination.

PLACEMENT SERVICE

An office of placement services is maintained by the college to assist students in obtaining positions and to aid superintendents, principals, and other public school officials to secure the people best qualified to fill their vacancies. No charge is made for this service. Western Maryland has had many more calls for teachers than it has been able to supply.



SPECIAL PROGRAMS

For those whose choice of specialization in the general program requires more than the minimum of nine credits, the following sequences are recommended:

Guidance

- Education 5530 Principles of Guidance
- Education 5519 Educational Tests and Measurements*
- Education 5521 Counseling Techniques
- Education 5538 Social Casework
- Education 5531 Occupations
- Education 5539 Administration of Guidance Programs
- *Pre-requisite for Psychological Testing

Administration

Courses in Administration should be taken after one third of the general course requirements are completed.

- Education 5534 Administration of Elementary Schools
- Education 5504 Administration of Secondary Schools
- Education 5528E Supervision in the Elementary School
- Education 5528S Supervision in the Secondary School
- Education 5614 School Business Administration
- Education 5615 School Law

Special Education

- Education 5802 Fundamentals of Special Education 3 crds.
- Psychology 5547 Psychology of the Exceptional Child 3 crds.
- Education 5801 Methods and Materials of Teaching Exceptional Children 2 or 3 crds.
- Art 5801 Arts and Crafts 3 crds.
- Education 5804 Observation, Participation, and Teaching Exceptional Children 2 or 3 crds.
- Education 5803 Diagnostic Testing and Remedial Teaching 3 crds.
- Education 5833 Occupational Education for Exceptional Children 3 crds.
- Psychology 5822 Individual Intelligence Testing 3 crds.
- Education 5538 Social Casework 3 crds.

Home and School Visitor

- A. Education—(six credits) 3 crds.
 - Education 5521 Techniques of Counseling 3 crds.
 - Education 5519 Educational Tests and Measurements 3 crds.
 - Education 5461 Education and Economic Development 3 crds.
- B. Psychology—(six credits) 3 crds.
 - Psychology 5309 Abnormal Psychology 3 crds.
 - Psychology 5547 Psychology of the Exceptional Child 3 crds.
 - Psychology 5551 Mental Hygiene 3 crds.
 - Psychology 5451 Human Growth and Development 3 crds.
- C. Sociology—(six credits) 3 crds.
 - Sociology 5202 The Family 3 crds.
 - Sociology 5310 Juvenile Delinquency 3 crds.
 - Sociology 5501 Introduction to Social Work 3 crds.
- D. Law 3 crds.
 - Education 5615 School Law 3 crds.

GENERAL EDUCATION

- Education 5549 Anthropology and Education—3 credits
Educational implications of our knowledge of prehistoric man and of primitive society including race, language, and religion, the interaction of physical and social factors, and the genetics of social institutions.
- Education 5454 History and Philosophy of Education—3 credits
Central philosophical concepts with a study of their effect upon the theory and practice in American education.

- Education 5452 History of Education in American Culture—3 credits**
Principal factors in American culture in relation to policies and practices in public education. Economic, political, and social problems will be dealt with in historical perspective.
- Social Studies 5606 Great Issues in Modern Society—3 credits**
Aspects of six great social, political, and economic issues facing America and the world. The diversity of culture is examined. Against this setting the contemporary western urban character and the issue of educational objectives and method are explored. Other issues are: population growth as a world problem, underdeveloped areas of the world as they relate to American foreign and economic policy; American military and foreign policy as related to communism, and the effect of mass opinion on democratic government.
- Education 5525 Research in Problems of Education—3 credits**
Current problems in education as related to the students' teaching situations. Each student through individual research and discussion, identifies and plans for the project required of members of the program. The problem and method must be approved for satisfactory completion of the course.
- Education 5461 Education and Economic Development—3 credits**
Critical analysis of current explanations of economic growth and development with particular attention to the evolution of modern economic institutions in relation to the objectives and problems of modern education.

ADMINISTRATION AND SUPERVISION

- Education 5806 Administration and Supervision of Schools—3 credits**
- Education 5504 Administration of Public School (Secondary)—3 credits**
A course in the organization and administration of secondary school systems; internal organization, financing, legal and professional responsibilities, and similar topics.
- Education 5524 Administration of the Small School—3 credits**
Methods of organization and administration of the small school. Problems considered include: programming studies, community relationships, internal operation of the school, formulation of school policy, and adaptation to needs of the smaller community.
- Education 5534 Administration of Elementary Schools—3 credits**
A course in the organization and administration of elementary school systems; internal organization, financing, legal and professional responsibilities, and similar topics.
- Education 5515 School Law—3 credits**
A study of local school administration from the legal point of view; principles of law and their applications described in legal theory. Attention is given to legal powers and duties.
- Education 5523 Administration, Management and Operation of School Plants—3 credits**
Operations of physical facilities; custodial staff; heating and ventilation; cleaning operations; building and equipment repairs.
- Education 5544 Functions of School Administration—3 credits**
Structure, function, and operating procedures of the school administrator. Emphasis is given to the organization structure and service functions of the various administrative units.
- Education 5614 School Business Administration—3 credits**
Principles of business management; office practice; the school budget; financial accounting; purchasing supplies; safeguarding funds; and practical studies of school economics.
- Education 5528E Supervision in Elementary Schools—3 credits**
Methods of studying and improving conditions of learning and pupil growth, recent trends in supervision, the nature and function of supervision, group participation in policy development, evaluation and rating as they pertain to elementary schools.
- Education 5528S Supervision in Secondary Schools—3 credits**
Methods of studying and improving conditions of learning and pupil growth, recent trends in supervision, the nature and function of supervision, group participation in policy development, evaluation and rating as they pertain to secondary schools.
- Education 5560 Internship—3 to 6 credits**
Open to a limited number of advanced students; administrative experience in selected school systems. Conference hours for students and staff members are devoted to discussion of work and problems encountered by students in their internships. Each student is required to submit a written report describing and appraising the experience.

Methods and Materials

- Education 5532 Problems of Teaching Language Skills—3 credits**
Systematic study of methods of instruction in the techniques of reading, writing, critical listening and speaking for purposes of professional education.
- Education 5512 Literature for Junior-Senior High School—3 credits**
Interpretive and critical study of literature for adolescents with methods of developing and presenting.

- Education 5522 Problems of Teaching Mathematics—3 credits**
Appraisal of significant problems of needs of youth in mathematics, organizing and teaching mathematics, and evaluating instruction in mathematics.
- Education 5447 Teaching Public School Art—3 credits**
Problems, issues, and procedures of teaching art. Instruction in some specialized skills is included. For experienced teachers only.
- Education 5526 Audio-Visual Aids—3 credits**
Ways of using objective teaching materials, including slides, prints, motion pictures, bulletin boards. Materials are surveyed and attention is given to their selection and use. Instruction in operation of equipment is provided.
- Education 5535 Learning Activities in Education I—3 credits**
Study of learning activities to aid the school curriculum to function effectively; appraisal of instructional materials and evaluation procedures. Opportunities are provided for classroom teachers to share experiences and to plan their programs. Emphasis will be placed upon the evaluation and development of the plans of those in the group.
- Education 5536 Learning Activities in Education II—3 credits**
A continuation of Education 5535.
- Education 5545 Problems in Teaching Junior High Schools—3 credits**
Nature of the junior high school pupil; the planning of experiences and effective methods of teaching to guide growth toward desirable ends.
- Education 5805 Problems of Teaching Geography—3 credits**
The place of geography in the social studies program; teaching learning procedures and activities; teaching materials and resources.
- Education 5506 Problems in Reading—3 credits**
Methods and materials of instruction and diagnosis and treatment of problems in reading. Emphasis is upon practices suitable for classroom.
- Education 5529 Problems of Teaching Social Studies—3 credits**
The place of social studies in education for democratic citizenship; grade placement and individual differences; classroom activities and methods; audio-visual aids and their use; the separate subjects in the social studies program; organization around problems; use of school library; professional aids to teachers. Other topics will be developed as they come from the students' survey of the problems.
- Education 5604 Development of Art Techniques in Teaching—3 credits**
Experience with various art media. Students will carry on work related to personal or professional interests. Class discussions and reports of reference reading will be concerned with the relationship of the arts to special fields, the school program, and to development of the individual.
- Education 5527 Problems of Science Education—3 credits**
Problems in science education to develop the role of science in general education. Topics will include growth and development, biological reproduction, energy production and distribution, conservation and other topics introduced by the class. Emphasis is upon practices suitable to the classroom.

Guidance

- Education 5530 Principles of Guidance—3 credits**
Guidance in the homeroom, classroom, club; group discussions and committee work; Guidance with pupils and parents regarding health, discipline, study, social, emotional, counseling with pupils and parents regarding health, discipline, study, social, emotional, educational, and vocational problems. The purpose is to survey personnel services and to help teachers, administrators and other non-specialists to do more effective guidance work.
- Education 5531 Occupational Guidance—3 credits**
Functions and methods of vocational guidance; social, economic, and psychological factors affecting vocational adjustment; assembling and imparting information about occupations through courses, group activities, studying individuals through interviews, tests, and other techniques; placement in jobs, on the job adjustment.
- Psychology 5551 Mental Hygiene—3 credits. See Psychology, page 10.**
- Education 5521 Techniques of Counseling—3 credits**
Various specialized techniques, materials and procedures to be used by school guidance counselors. Emphasis is upon interpretation of case data and techniques of counseling individual pupils.
- Education 5533 Occupational Information and Activities—3 credits**
Assembling information about occupations, preparation of occupational data for pamphlets, organization and promotional charts; techniques in job analysis, time and motion studies, and preparation of job specifications. Study will be made of existing surveys and analyses of vocational and educational opportunities.
- Education 5538 Social Casework in Guidance—3 credits**
Case conferences, study of current counseling problems, reading of references, and submitting reports of cases discussed.



- Education 5539 Labor and Personnel Problems—3 credits**
Development and methods of organized groups in industry in settlement of labor disputes. The course includes an economic and legal analysis of labor union and employer associations activities.
- Education 5540 Personnel Management—3 credits**
Problems of supervising employees in modern industry. Emphasis is upon the application of scientific management and the importance of human relations.
- Education 5641 Organization and Administration of Guidance Programs—4 credits**
Problems and procedures in initiating and conducting programs of vocational guidance. The course is designed for students completing requirements for certification in guidance. Those wishing to register for four credits must secure permission in writing from the Department of Education. (Prerequisites: Education 5530, 5533, 5519, and 5521.)
- Education 5612 Organization and Administration of Guidance Programs—3 credits**
- Psychology 5309 Psychology of the Abnormal—3 credits.** See Psychology, page 10.
- Education 5943 Modern Biology for Teachers**
A study of modern concepts of biology with special emphasis on the basic principles.
- Education 5945 Modern Chemistry for Teachers**
A review of the fundamentals of chemistry with emphasis upon modern concepts.

Curriculum

- Education 5542 Curriculum in English in Elementary and Secondary Schools—3 credits**
Guided studies in curriculum planning. Prerequisite is Education 5510.
- Education 5543 Problems in Curriculum Construction—3 credits**
Principles of curriculum development, course planning, professional development of subject matter, and the improvement of instruction. Each student will present at least one problem and participate in critical group analysis of all problems.

Education of Exceptional Children

- Education 5701 Materials in Teaching Special Education—3 credits**
Selection and preparation of instructional materials, use of environmental resources, records, and reports, and other practical problems of organization and management.
- Education 5703 Methods in Teaching Special Education—3 credits**
Organization and planning of instructional activities; readings, lectures, and discussion of methods. Observation and some teaching experience with small groups of retarded children is included.
- Education 5803 Special Education: Diagnostic Testing and Remedial Teaching—3 credits**
A study of diagnoses through use of formal and informal tests and clinical measurements suitable for use with mentally retarded children. Procedures for teaching the academic subjects.
- Education 5801 Special Education: Methods and Materials—3 credits**
A study of programs, problems, methods and materials of working with children who are exceptional—mentally, physically, or emotionally.
- Psychology 5547 Psychology of the Exceptional Child—3 credits**
Nature and needs of the exceptional child; degrees of deviation from the typical and their causes, and disorders of behavior which are frequently concomitant. Psychological bases of a suitable program.
- Education 5837 Occupations for the Educable Retarded—3 credits**
Educational methods and development of curriculum for mentally retarded youth at different maturational levels. Study of employment opportunities, job analysis, guidance and placement procedures.

Art*

- Art 5601 The Arts in Contemporary Life—3 credits**
Philosophy, music, and art as interrelated aspects of modern life.
- Art 5411 History of Modern Art—3 credits**
The evolution, function, and character of art as an integral force in democratic society as background for the new art concepts.
- Art 5414 History of Northern Renaissance Art—3 credits**
The Renaissance in northern and western Europe and the art of the seventeenth and eighteenth centuries.

English*

- English 5608 English Language: Problems of Usage—3 credits**
For advanced students who have individual problems in their competence in English. Emphasis is placed on devices for self direction.
- English 5508 World Literature—3 credits**
Significant works in Western and Oriental culture in translation. These are discussed and considered comparatively as reflections of the understandings and values of the cultures they represent.
- English 5809 Survey of American Culture—3 credits**
A historical study of the relationships among social conditions, intellectual history, and the development of arts and letters.

History and Social Studies*

- Political Science 5203 International Organization**
An analysis of attempts which have been made, and are being made, to deal with international problems through international cooperation, such as: the United Nations and the specialized agencies, the International Court, defense organizations, the European Community, the Organization of American States, and International Commodity Controls.
- History 5302 The Orient in Twentieth Century—3 credits**
A history of the Orient from 1900 to the present.
- Political Science 5306 Comparative Government**
An analysis of various types of political institutions in major states of the world today.
- History 5307 Economic and Social History of U. S. Since 1865—3 credits**
A history of economic and social development of the United States since 1865; changes in industry, commerce, agriculture together with political and social organization.
- History 5308 Cultural History of the United States 1865-1940—3 credits**
Topics treated will include urbanism; mechanization; democratic and humanitarian reform; agrarian and labor discontent; educational trends; journalism, literature, and the arts; minorities and immigrant groups; reorientation and socialization of religion; recreation and sport; and medicine and public health.
- History 5403 U. S. Foreign Policies Since 1898—3 credits**
A history of American diplomacy from 1898 to the present.

Social Studies 5606 Great Issues in Modern Society—3 credits

This course examines aspects of six great social, political, and economic issues facing America and the world. First the diversity of culture is examined. Against this setting the contemporary western urban character is examined and the issue of educational objectives and method is explored. Other issues included are population growth as a world problem, underdeveloped areas of the world as they relate to American foreign and economic policy, American military and foreign policy as related to communism, and the effect of mass opinion on democratic government.

Political Science 5413 International Affairs—3 credits

Lectures and discussions on problems in the world community. Emphasis is given to the activities of the United Nations and to UNESCO.

Political Science 5501 Russia in International Affairs—3 credits

Lectures and discussions of Russian culture and the role of the Soviet in relation to the World Community.

Geography 5550 Principles of Human Geography—3 credits

Adjustments which man makes to various habitats; a consideration of natural environmental factors in relation to human life.

*Certain advanced courses on the 400 level may be offered to students who wish to specialize in one of these areas. The student must arrange through the Department of Education for such courses.

Library Science***Lib. Sci. 5220 Cataloging and Classification—3 credits**

Designed to develop principles and techniques of cataloging books and other materials; special attention to the problems of school libraries.

Lib. Sci. 5217 Book Selection I—3 credits

A study of criteria and tools of book selection; attention given to publishers' series; individual problems of selection considered.

Lib. Sci. 5224 Administration of School Libraries—3 credits

Organizing the school library to assist in meeting the objectives of the school program; principles and techniques of administering the library.

Lib. Sci. 5222 Reference and Bibliography—3 credits

A study of materials and methods for locating information; includes general reference works, bibliographies, books and periodicals in special fields.

Lib. Sci. 5405 Children's Literature—3 credits

Includes history of children's literature, study of illustration, book talks and story telling; to develop broad acquaintances with literature for young people.

Education 5526 Audio-Visual Aids—See page 6.**Mathematics****Math 5301 Advanced Calculus—3 credits**

Series, expansion of functions, hyperbolic functions, partial differentiation, multiple integrals.

Math 5303 Solid Analytic Geometry—3 credits

Three dimensional.

Math 5401 Differential Equations—3 credits**Math 5307 Higher Algebra—3 credits**

Elementary theory of numbers, group theory, fields, polynomials over a field, algebra of matrices.

Math 5315 Statistics—3 Credits

Frequency distributions, central tendency, dispersion, normal curve, correlation.

Math 5322 Fundamental Concepts of Geometry—3 Credits

Foundations and evolution of geometry; selected topics from Euclidean and non-Euclidean geometries, projective geometry, affine geometry; studies in the nature of proof and famous geometric problems. This course is especially recommended for prospective teachers of mathematics.

Music***Music 5731 Basic Music—3 credits**

Designed for classroom teachers; includes note reading, rhythmic exercise, sight reading, teaching rote songs, and attention to basic skills in chord playing.

Music 5601 Workshop in Instrumental and Choral Music—3 credits

Interpretation, methods of approach to, and presentation of standard and contemporary choral and instrumental music to student groups for singing and listening.

Music 5409 Harmonic Analysis I—3 credits

Analysis of harmony as used by composers of the Viennese classic and romantic era to denote form and style.

Music 5410 Harmonic Analysis II—3 credits

Continuation of 5409.

Physical Education*

Physical Education 5405 School Health Program—3 credits

The development and administration of an adequate school health program. Special emphasis on the cooperation of School Health agencies with the Department of Public Health, voluntary and private health agencies. Survey of areas dealing with Health services, health supervision and counseling, and health instruction.

Physical Education 5818 Construction and Maintenance of Physical Education Facilities—3 credits

A study of terminology, principles and standards for planning, construction, use and maintenance of indoor and outdoor physical education facilities.

Physical Education 5811 Public Relations in Physical Education—3 credits

The application of good public relations to physical education. Effective practices employed in industry are applied to physical education. Topics include philosophy and principles of public relations; radio, television and newspapers as public relations agencies; effective public speaking; use of handbooks and other publications.

Physical Education 5814 Physical Education in the Elementary School—3 credits

Trends in materials, methods and activities for the elementary school physical education program. Aims and objectives, classification of pupils, selection of activities, organization are considered.

Physical Education 5823 Seminar in Physical Education—3 credits

A seminar for teachers and administrators on the solution of current problems associated with planning, scheduling and conducting programs in physical education. A study is made of new developments in methods, curriculum, evaluation, activity, leadership, supervision and finance.

*See preceding page.

Psychology*

Psychology 5309 Psychology of the Abnormal—3 credits

Psychology of all types of the abnormal. The emotional and social problems of such children and the psychological bases of appropriate education and care are emphasized.

Psychology 5551 Mental Hygiene—3 credits

Common deviations of personality and typical methods of adjustment.

Psychology 5451 Human Growth and Development—3 credits

Behavioral analysis of growth and development of the child from the prenatal period through adolescent; physical, emotional, mental development; social adjustment; the adolescent personality and its problems.

Psychology 5547 Psychology of the Exceptional Child—3 credits

Nature and needs of the exceptional child; degrees of deviation from the typical and their causes, and disorders of behavior which are frequently concomitant. Psychological bases of a suitable program.

Education 5546 Advanced Educational Psychology—3 credits

A survey of the development of the major concepts, types of research, and professional practices in the psychology of learning.

Education 5519 Educational Tests and Measurements—3 credits

Nature, function, and use of measurement in the appraisal of educational products and aspects of personality. Surveys of different kinds of mental and educational tests with application of procedures in pupil classification, guidance, marks, evaluation, and prediction will be made. (Pre-requisite to Psychological Testing.)

Psychology 5821 Individual Intelligence Testing—3 credits

The first course in a year sequence designed to meet credential requirements in individual testing. Covers the available individual intelligence tests, their administration and interpretation, including a discussion of the relation of these scores to those obtained on group intelligence tests.

Psychology 5822 Psychological Testing—3 credits

Prerequisite: Psych. 5821 or permission of Director of Graduate Program. Practicum course in the administration and scoring of the Stanford Binet and Wechsler-Bellevue tests. Tests are administered under supervision.

Psychology 5913 Analysis of the Individual

Evaluation of the individual in mental ability, achievement, interest, aptitude, and personality; a basic review of statistics as applied to testing.

Philosophy*

Philosophy 5508 Trends in American Thought—3 credits

Changing social ideas of the American people and their leaders; European and American influences, growth of democratic ideas; nationalism; impact of science and education.

Philosophy 5322 Social and Political Thought in Our Times—3 credits

An evaluation of man's history, social institutions, social control, and political development as background for analyzing the social and political problems of our times.

Sociology*

Sociology 5501 Self and Personality—3 credits

Topics considered include biological, psychological, and cultural basis of behavior; self and personality development; processes of thinking and intelligence; emotional adjustment and mental hygiene. This is an advanced study of theories of personality and adjustment.

Sociology 5639 Social Casework—3 credits

A study of the method and objectives. The individual in relation to his cultural background; the skills in interviewing, understanding the client's problem, and selection and referral to appropriate resources.

Sociology 5202 The Family—3 credits

The study of the present-day American family and marriage relationships, mate selection, husband-wife relationships, parent-child relationships, family disorganization, and the family budget.

Sociology 5310 Juvenile Delinquency—3 credits

Cases typical of those encountered by school personnel, psychologists, social workers, police, and probation officers are the basis for discussion of methods used for identifying problem situations, for securing appropriate treatment and effecting cooperation in the community.

Science***Science 5517 Conservation of Natural Resources—3 credits**

Study of conservation practices. Field study includes trips to forests, farms, mines, quarries, streams, and the ocean.

Science 5557 Advanced Conservation of Natural Resources—3 credits

Readings and discussions of natural resources in conjunction with field trips under the leadership of various specialists in forestry, agronomy, geology, fish culturists, and biologists.

Biology 5414 Community Health—3 credits

A course designed to acquaint the student with community health problems, prevention and control of diseases, and with the agencies which deal with these problems.

Science 5628 Workshop in Science—3 credits

Opportunity for study in selected areas for teachers in service in elementary and secondary schools. Study of mechanics, heat, astronomy, and the interrelations of matter and energy with particular emphasis on recent advances in these areas. For students interested in the study of special problems in physical science.

*See page 8.



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