



Western Maryland College  
Graduate Catalogue  
1972-1973

# Western Maryland College

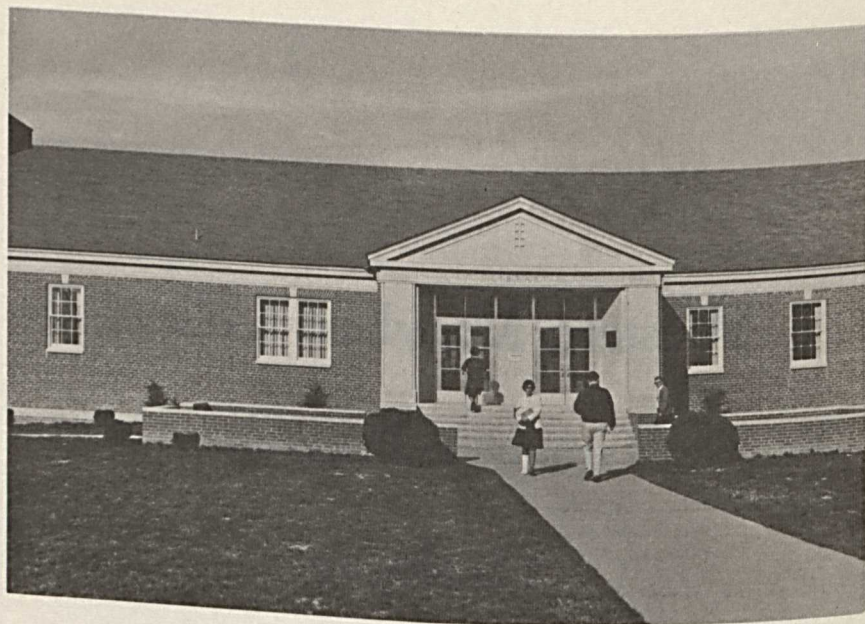
## Graduate Program

### Catalogue

WESTMINSTER, MARYLAND

VOLUME VI, No. 1





*The College Library is located in the center of the campus.*

## COLLEGE CALENDAR

### SUMMER SESSION 1972

First term begins .....	Monday, June 19, 1972
First term ends .....	Friday, July 21, 1972
Second term begins .....	Monday, July 24, 1972
Second term ends .....	Friday, August 25, 1972

### FALL TERM 1972-1973

First semester begins .....	Monday, September 18, 1972
Thanksgiving recess begins .....	Wednesday, November 22, 1972
Classes resume .....	Monday, November 27, 1972
Christmas recess begins .....	Friday, December 22, 1972
Classes resume .....	Wednesday, January 3, 1973
Semester ends .....	Friday, January 12, 1973

### SPRING TERM 1973

Second semester begins .....	Monday, February 5, 1973
*Spring recess begins .....	Friday, March 23, 1973
Classes resume .....	Monday, April 2, 1973
Semester ends .....	Friday, May 25, 1973

\*Schedule may vary in off-campus centers.

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# THE COLLEGE

Western Maryland College is located on a 160-acre campus in 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. It holds membership in The American Association of Colleges for Teacher Education and has program approval from the National Association of Schools of Music and the Council on Education of the Deaf. The College is on the approved list of the American Association of University Women.

The College is coeducational, the first institution south of the Mason and Dixon Line to open its doors to both young men and young women. Founded in 1867 under the auspices of the former Methodist Protestant Church, it is now one of the church-related colleges of The United Methodist Church.

## *PHILOSOPHY AND OBJECTIVES*

Western Maryland College, as an educational institution dedicated to the liberal arts as a vital aspect of our culture, believes it can effectively further its purposes through appropriate graduate studies for professionals in the field of education. The development of responsible and creative educators clearly entails commitment to develop an environment open to the pursuit of truth and the growth of professional attitudes, ethical values, and critical judgment. This philosophical perspective and practice, intrinsic to the educational environment of Western Maryland College, must necessarily pervade its graduate programs.

The consequent involvement of graduate students in leadership roles in academic activities and in opportunities to demonstrate and strengthen personal integrity by participation in the program requirements furthers the realization of such relevant characteristics as mature judgment and skill in human relations essential to excellence in their professional situations.

The graduate program leading to a Master of Education is designed to develop educators who will have

1. a familiarity with the broad fields of knowledge and their relationships to each other.
2. an enriched background in their area of specialization.
3. an understanding of those concepts in education which will enhance effectiveness.
4. increased leadership potential through the ability to recognize educational problems and to design and perform studies to seek inferences about them.

# The Program

The program consists of thirty credit hours, divided into three parts of approximately equal weight.

1. Area of specialization—9 to 12 hours of study in one of the following fields:

Educational Administration  
Deaf Education  
English  
Guidance and Counseling  
Mathematics  
Media

Physical Education  
Reading  
Science  
Social Studies  
Special Education  
Vocational Rehabilitation

2. Education—9 to 12 hours including Introduction to Educational Research (3) and thesis (3).

3. Synthesis—9 to 12 hours in courses covering broad fields which support the area of specialization, including Trends in American Thought (3).

## Sample Programs

The following are sample programs for each area of specialization. Some flexibility exists in most programs, depending upon student intent regarding state certification. Any changes should be approved by the faculty advisor. An asterisk indicates that further course work beyond master's degree is required for certification. Several of these programs have been revised this year; these revisions are not retroactive to include students already in progress, unless certification changes are involved. See course descriptions pp. 12 to 27.

	<i>Area of Specialization</i>	<i>Education</i>	<i>Synthesis</i>
*Administration	27A:501 or 502 27A:503 or 508 27A:507, 510, 511 or 512 27G:501 or 508 or 27M:501	27:550 27A:590 27:510	69:501 78:527 81:502 or 503 or 90:505
*Education of the Deaf	27D:501 27D:502 27D:503 27D:504	27:550 27D:590 27D:505	69:501 81:501, 502, or 503 81:510, 511, or 512
English	30:501 6 hours selected from 30:502, 503, and 504 3 additional hours in English	27:550 27:590 27:530	69:501 6 hours outside of English and Education (30:520 may be included)
*Guidance	27G:501 27G:502 27G:503 27G:504	27:550 27G:590 27:505	69:501 81:501, 502, or 503 81:504 or 505



	<i>Area of Specialization</i>	<i>Education</i>	<i>Synthesis</i>
Math	Demonstrated competency in 3 of 4 areas: 1. modern algebra 2. modern geometry 3. probability or statistics 4. modern analysis Courses (9 hours) to be designated by math dept.	27:550 27:590 27:557 27:558	69:501 57:505 3 hours outside of math and education
*Media	27M:501 27M:502 or 503 27M:320G 27M:321G	27:550 27M:590 27:511	69:501 81:502 or 503 30:520
Reading	27R:501 27R:502 27R:503 27R:504, 505, or 510	27:550 27R:590 27:505	69:501 81:502 or 503 81:504 or 503
Physical Education	72:501 and 9 additional hours in Physical Education	27:550 27:590 27:572	69:501 6 hours outside of Education & P.E.
Science	12 hours in science fields	27:550 27:590 27:536	69:501 6 hours outside of Education & Science
Social Studies	12 hours in social sciences	27:550 27:590 27:548	69:501 6 hours outside of Education & Social Studies
Special Education (Educable Mentally Retarded)	27S:502 27S:503 27S:504 27S:505	27:550 27S:590 27S:501	69:501 81:511 81:513
Special Education (Emotionally Disturbed)	27S:511 27S:512 27S:513 27S:514	27S:550 27S:590 27S:521	69:501 81:510 81:511
Vocational Rehabilitation	27G:511 27G:502 27G:503 27G:504	27:550 27G:590 27G:501	69:501 81:501, 502, or 503 81:504 or 505

NOTE: Areas of specialization are currently being devised in the following fields: art, biology, chemistry, economics, and music. For information, call the Education Department office.

## 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.

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 and satisfactory completion of certification requirements.
4. Evidence of personal and professional behavior acceptable to the graduate faculty.

All candidates for Graduate Studies must take the National Teachers Examinations (both common and teaching area), 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.

## Matriculation

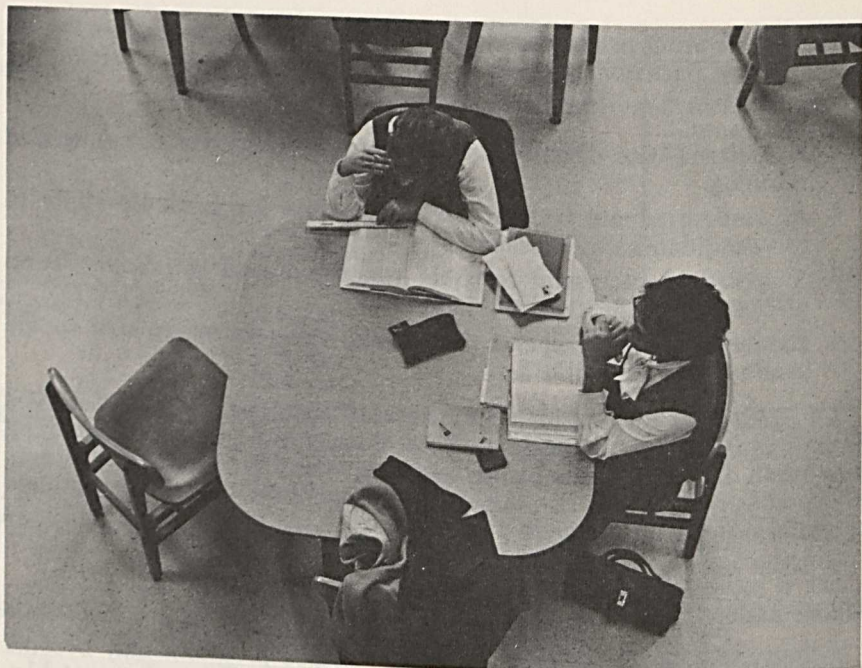
Students who wish to enroll in master's degree programs may become degree candidates when the following is submitted and found acceptable:

- a. scores on the National Teacher Examinations
- b. transcripts of previous college work
- c. references
- d. grades in first 9 credits of work at Western Maryland College

Policies concerning programs:

- a. Matriculation toward a master's degree may be achieved after 9 credits of work. However, a minimum of 15 credits must be completed following matriculation.
- b. *Trends in American Thought* must be included in the first 9 credits.
- c. Only matriculated students are eligible for *Introduction to Educational Research*.
- d. While Western Maryland College offers graduate work at several off-campus centers, a minimum of 18 hours of the total 30 must be taken on campus.
- e. A maximum of six transfer credits may be accepted from other accredited institutions.
- f. In a total 30-credit program, 6 hours may consist of undergraduate courses listed for graduate credit (e.g. Psy. 330G).
- g. Once thesis credit is begun, the student must remain in continuous registration at the College (except in summer sessions) until the thesis is approved. If all course work is complete, registration is required for zero-credit at the rate for one credit hour per semester.





*Reference room tables offer a quiet place to study.*

## **Evaluation**

The College grading system—A, B, C, D, F, and I—is used to report the quality of credit. Courses must be passed with at least a grade of B with one exception. 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.

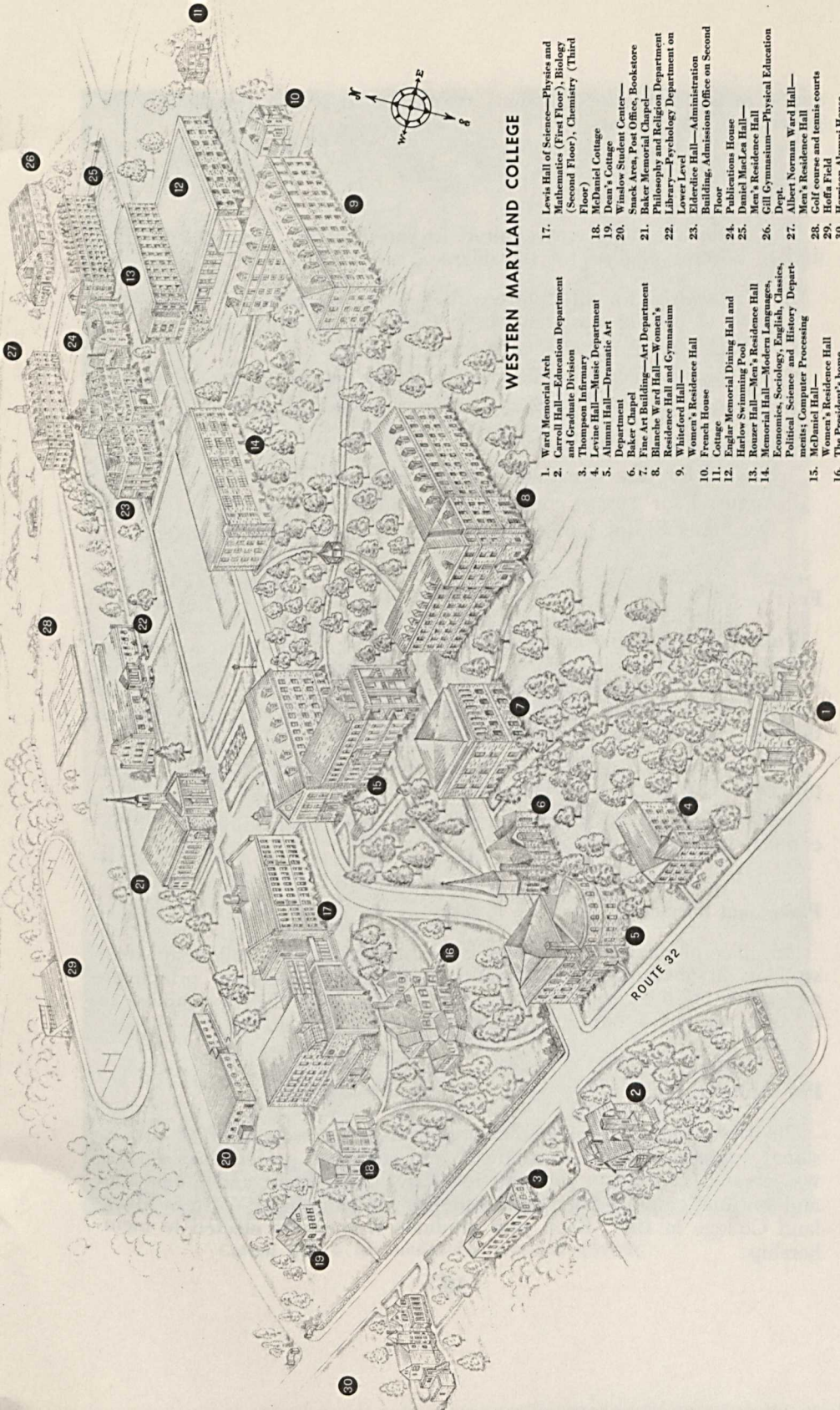
Course work reported “Incomplete” must be completed within one year from date of record if a credit grade is to be given. A grade of W is assigned when a student withdraws from a course before completing the required work. A student who receives more than one C in his graduate work should confer with the Director of the Graduate Program at once.

At the end of the student’s work he may be required to take 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.

## **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 library contains more than 90,000 volumes. New titles are added monthly. The collection of material is extensive and



# WESTERN MARYLAND COLLEGE

1. Ward Memorial Arch
2. Carroll Hall—Education Department and Graduate Infirmary
3. Thompson Infirmary
4. Levine Hall—Music Department
5. Alumni Hall—Dramatic Art Department
6. Baker Chapel
7. Fine Art Building—Art Department
8. Blue Hall—Men's Residence Hall
9. Residence Hall and Gymnasium
10. Whiteford Hall—Women's Residence Hall
11. French House
12. Cottage
13. Eagler Memorial Dining Hall and Harlow Swimming Pool
14. Houser Hall—Men's Residence Hall
15. Memorial Hall—Botanical Garden, English Garden, Political Science and History Departments; Computer Processing
16. McDaniel Hall—Women's Residence Hall
17. The President's home
18. Lewis Hall of Science—Physics and Mathematics (First Floor); Biology (Second Floor); Chemistry (Third Floor)
19. McDaniel Cottage
20. Dean's Cottage
21. Snack Area, Post Office, Bookstore
22. Baker Memorial Chapel—Philosophy and Religion Department
23. Library—Psychology Department on Lower Level
24. Elderice Hall—Administration Building, Admissions Office on Second Floor
25. Publications House
26. Daniel MacLean Hall—Men's Residence Hall
27. Hall Gymnasium—Physical Education Department
28. Albert Norman Ward Hall—Men's Residence Hall
29. Golf course and tennis courts
30. Hoffa Field
31. Harrison Alumni House



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. Course work for 30 credits with B or better average, of which at least 18 credits must have been taken on the campus.
2. Satisfactory completion of a thesis.
3. Satisfactory scores in the comprehensive examination, if required.
4. Completion of the program within a period of six years.

Deadlines for thesis approval:

May 15 for June completion of degree requirements.

August 1 for August completion of degree requirements.

December 31 for January completion of degree requirements.

## Fees

*Tuition* is \$40.00 per credit hour. While there is no longer a registration fee, \$10.00 for each course to be taken must be paid at the time of registration. This is non-refundable (unless the college cancels the course) but is part of the total tuition. The balance due is billed after the first class session. Payment is due within 30 days.

*Matriculation* fee of \$5.00 is payable with the application for degree program. This fee is non-refundable.

*National Teachers Exam* fees are paid by the student directly to Educational Testing Service.

## 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.

## Phi Delta Gamma

Phi Delta Gamma, a fraternal organization for women of all professional interests studying in graduate and advanced professional schools, was created in 1922 to promote scholarly achievement and intellectual and spiritual comradeship. Psi Chapter was organized at Western Maryland College in 1967. Each year graduate women are elected to membership.





*Carroll Hall is surrounded by trees and gardens.*



# Courses of Instruction

A new numbering system is effective with this catalog. Old numbers for courses retained from past years are shown in brackets following course titles.

In addition to these courses, certain 300 and 400-level undergraduate courses are offered for graduate credit. Such offerings will be listed in course announcements by undergraduate number and a G suffix letter.

## 03—Art

- 03:501 History of Modern Art [Art 5411] 3 credits**  
The evolution, function, and character of art as an integral force in democratic society as background for the new art concepts.
- 03:502 Crafts [Art 5801] 3 credits**  
An investigation into several processes designed for inclusion into a school crafts program. Glass etching, enameling, found-object sculpture, and similar projects are planned.
- 03:507 Ceramics [Art 5802] 3 credits**  
A studio activity stressing the many ways of forming clay into utilitarian, decorative or bizarre objects. Basic firing techniques and glazing procedures will be introduced.

## 21—Dramatic Art

- 21:511 The Oral Study of Literature 3 credits**  
The study, adaptation and performance of various forms of literature in order to interpret and communicate to an audience a literary work in its intellectual, emotional and aesthetic entirety.
- 21:512 Theatre for Children 3 credits**  
Approaches to children's theatre, creative dramatics and dramatic literature; writing, directing and staging of plays for children with emphasis on the techniques and methods of play construction and production.

## 24—Economics

- 24:501 Economics of Environment 3 credits**  
*Prerequisite—Principles of Economics (6 hours)*  
The biological and economic crises of contemporary man, the impact of increasing resource use, of growing populations, and of affluence on the structure and function of the ecosystem; policies for conservation and preservation of the environment.
- 24:502 Current Economic Problems 3 credits**  
*Prerequisite—Principles of Economics (6 hours)*  
Topics for study will be selected from the following: pollution in growth, urban problems, poverty, health, education, transportation, population, agriculture, international trade and finance, labor, inflation, and unemployment.

## 27—Education (General)

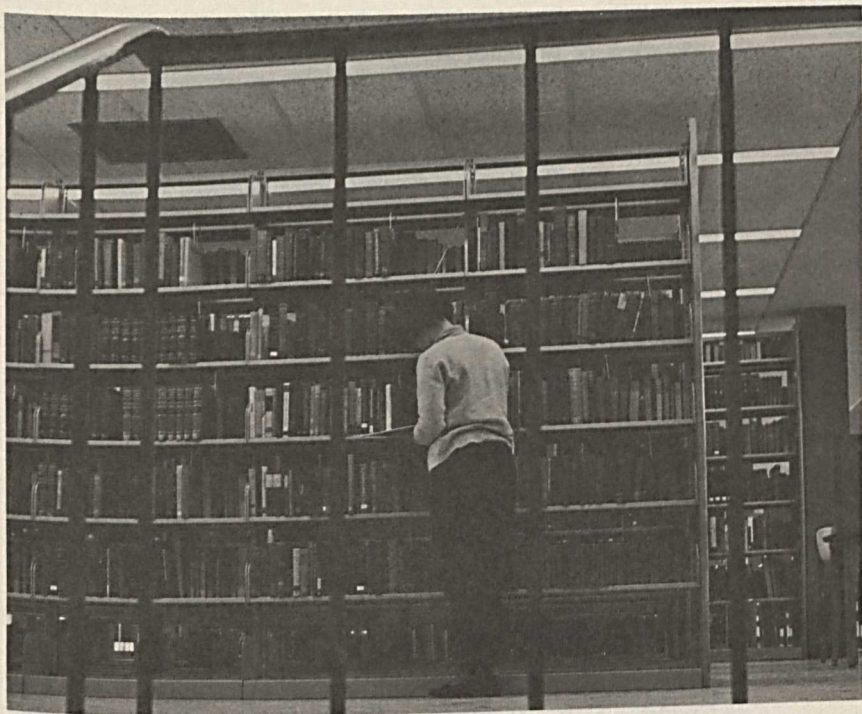
- 27:501**      **History and Philosophy of Education [Ed. 5454]**      **3 credits**  
 Central Philosophical concepts with a study of their effect upon the theory and practice in American education.
- 27:504**      **The Community College [Ed. 5955]**      **3 credits**  
 A survey course providing an over-view of the community college, its role in American higher education, and how this is implemented. Particular attention is given to the community college in Maryland.
- 27:505**      **Methods of Pupil Appraisal [Ed. 5519]**      **3 credits**  
 Nature, function, and use of measurements in the appraisal of educational products and aspects of personality. Both standardized and non-standardized instruments are included; attention is given to the application of procedures in pupil classification, guidance, evaluation, and prediction.
- 27:510**      **Foundations of Curriculum [Ed. 5543]**      **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 at elementary or secondary level and participate in critical group analysis of all problems.
- 27:511**      **Curriculum Design**      **3 credits**  
*Prerequisite—27:510*  
 An analysis of curriculum theory including the interrelationships of the various disciplines of knowledge; the stages in curriculum development from initial planning through evaluation.
- 27:513**      **Programmed Instruction [Ed. 5930]**      **3 credits**  
 A study of the most practical programming techniques and related principles as an aid in constructing, evaluating, and selecting programs.
- 27:550**      **Introduction to Educational Research [Ed. 5525]**      **3 credits**  
*Prerequisite—matriculation in the master's program or permission of instructor.*  
 The fundamentals of research techniques including procedures for the development of research paper in curriculum evaluation: topic selection, reviewing the literature, constructing hypotheses and designing the experiment. A discussion of elementary statistical devices is included.
- 27:551**      **Special Studies in Education**  
*Prerequisite—matriculation, completion of nine hours or more in the area of concentration, and permission of instructor.*  
 Independent study and research under the guidance of a faculty member in the educational field under study.
- 27:552**      **Internship [Ed. 5560]**      **3 credits**  
*Prerequisite—Permission of Director of the Graduate Program*  
 A semester under the guidance of a faculty member in actual teaching situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.
- 27:553**      **Internship [Ed. 5560]**      **3 credits**  
*Prerequisite—27:552*
- 27:590**      **Thesis in Education [Ed. 5524]**      **3 credits**  
*Prerequisite—27:550*  
 The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.



## Subject Methods

*The following courses are designed to provide a detailed study of the specific educational problems pertinent to the teaching of each discipline.*

- 27:503 Seminar: Teaching Public School Art [Ed. 5447] 3 credits**  
 A group investigation into differing art teaching techniques with emphasis placed upon proper classroom activities for attainment of specific objectives. Preparation of plans which will establish these goals will be an activity of the group.
- 27:530 Seminar: Teaching English Language Skills [Ed. 5532] 3 credits**  
 Systematic study methods of instruction in the techniques of reading, writing, critical listening, and speaking for purposes of professional education. Special attention is given to the teaching of writing through the linguistic approach.
- 27:533 Seminar: Teaching Foreign Languages [Ed. 5632] 3 credits**  
 Techniques and materials; aims, motivations, tests; infusion of cultures; use of tests; survey of research and critical examination of procedures in teaching foreign languages.
- 27:536 Seminar: Teaching of Science [Ed. 5527] 3 credits**  
 The place of science in education; existing philosophies; development of science education; classroom activities and methods; related research; professional associations; and other topics introduced by the class. Individual investigations will be developed.
- 27:538 Seminar: Field Experiences in Geography 3 credits**  
 A course designed primarily to enable teachers of geography to gain maximum benefit from field experience of various types.
- 27:548 Seminar: Teaching Social Studies [Ed. 5529] 3 credits**  
 The place of social studies in the education of elementary and secondary students; a basic curriculum and methods course focusing on diverse topics such as materials analysis, role-playing and simulation, objectives and evaluation, learning stations, conceptual-inquiry approach, discussion techniques, the process of valuing. Other topics will be developed as they come from the students' survey of the problems.
- 27:557 Seminar: Teaching of Mathematics I [Ed. 5522] 3 credits**  
 A study of current methods and materials for teaching mathematics in the junior and senior high school. Attention is given to motivation, evaluation, and special teaching problems through a study of the current literature and research in mathematics education.
- 27:558 Seminar: The Teaching of Mathematics II [Ed. 5824] 3 credits**  
*Prerequisite—27:557*  
 An in-depth extension of the areas studied in 27:557. Special attention is given to several large problems in mathematics education, through current research and individual study. Some topics studied in recent years are the slow learner, mathematics laboratories, individualized instruction, computerized instruction, facilities for mathematics teaching.
- 27:563 Seminar: Teaching Public School Music 3 credits**  
 Problems, issues, and procedures of teaching music. Instruction in some specialized skills is included.



*Open stacks in the library allow students to browse.*

- 27:572 Seminar: The teaching of Physical Education [P.E. 5823] 3 credits**  
 An extensive and intensive review of physical education literature, past and current, regarding philosophy, scientific findings, curriculum, evaluation, administration and professional preparation is accomplished.

**27A—Education (Administration)**

- 27A:501 Functions of School Administration [Ed. 5544] 3 credits**  
 Organization and administration of modern education. Stress is placed on the variety of roles played by the administration or as a facilitator of the learning process.
- 27A:502 Administration of the Public School [Ed. 5504, 5534] 3 credits**  
 An examination of the internal organization and governance of the public school. Professional, legal, and fiscal responsibilities of the administrator are reviewed. Elementary and secondary levels are included.
- 27A:503 Supervision in the Public School [Ed. 5528] 3 credits**  
 An interdisciplinary approach to the supervision of instruction. Stress will be placed on the formative evaluation of personnel and curriculum. Methods of improving instruction and in-service education will be analyzed.
- 27A:507 School Finance [Ed. 5618] 3 credits**  
 National, state, and local plans for school support with attention to the various forms for accounting for use of funds, budgeting, and the legal implications.



- 27A:508**      **Supervision and Evaluation of School Personnel [Ed. 5540]**      **3 credits**  
 An over-view of personnel practices and the evaluation of personnel. Management and human relations principles are stressed.
- 27A:510**      **School Labor Relations [Ed. 5539]**      **3 credits**  
 A study in organized labor groups as they pertain to education. Topics to include negotiations, salary disputes, fringe benefits, unions, etc.
- 27A:511**      **Innovations in Educational Organization [Ed. 5610]**      **3 credits**  
 An examination of innovative modes of school organizations as they are relevant to present situations. Topics include the middle school, ungraded schools, the open school concept, differentiated staffing, team teaching, etc.
- 27A:512**      **Administration, Supervision, and Operation of School Plants [Ed. 5523]**      **3 credits**  
 Operation of physical facilities; custodial staff; heating and ventilation; cleaning operations; building and equipment maintenance.
- 27A:513**      **School-Community Relations [Ed. 5841]**      **3 credits**  
 Elements of successful school-community relations programs. A study of the role of the school as it relates to society and the relationship between social and educational problems.
- 27A:551**      **Special Studies in Administration**  
*Prerequisite—matriculation, completion of nine hours or more in the area of concentration, and permission of the instructor.*  
 Independent study and research under the guidance of a faculty member in administration.
- 27A:552**      **Internship in Administration [Ed. 5560]**      **3 credits**  
*Prerequisite—Permission of the Director of the Graduate Program*  
 A semester under the guidance of a faculty member in an actual administrative situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.
- 27A:553**      **Internship in Administration [Ed. 5560]**      **3 credits**  
*Prerequisite—27A:552*
- 27A:590**      **Thesis in Administration [Ed. 5524]**      **3 credits**  
*Prerequisite—27:550*  
 The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

#### 27D—Education of the Deaf

- 27D:501**      **Speech Development in Deaf Children: Primary [Ed. 5883]**      **3 credits**  
 A study of the principles and techniques in teaching speech to young deaf children. Observation and practicum are provided.
- 27D:502**      **Speech Development in Deaf Children: Intermed. & Adv. [Ed. 5884]**      **3 credits**  
 A study of the principles and techniques in teaching speech to intermediate and deaf children. Observations and practicum are provided.

- 27D:503**      **Methods of Teaching School Subjects to Deaf Children:**      **3 credits**  
                   **Primary [Ed. 5887]**  
 Principles and methods of teaching elementary school subjects to deaf children. Particular attention is devoted to reading, arithmetic, social studies, and science. Observations and practicum are provided.
- 27D:504**      **Methods of Teaching School Subjects to Deaf Children:**      **3 credits**  
                   **Intermediate and Advanced [Ed. 5888]**  
 Principles and methodology of teaching school subjects in the intermediate and advanced grades. Use of audio-visual aids, observations, and practicum are included.
- 27D:505**      **Language Development in Deaf Children—Methods [Ed. 5882]**      **3 credits**  
 Methods of teaching language to deaf students; the nature of interpersonal communication; and the effects of hearing loss on the development and effectiveness of oral and written language. Frequent observations.
- 27D:521**      **Workshop: Diagnostic Evaluation of Deaf Students**      **6 credits**  
 A study of the use and interpretation of tests for the educational planning and the achievement of deaf children. (Summer 1972 only.)
- 27D:552**      **Internship in Education of the Deaf [Ed. 5560]**      **3 credits**  
*Prerequisite—Permission of Director of the Graduate Program*  
 A period under the guidance of a faculty member in actual teaching situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.
- 27D:590**      **Thesis in Education of the Deaf [Ed. 5524]**      **3 credits**  
*Prerequisite—27:550*  
 The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

### 27G—Education (Guidance and Counseling)

- 27G:501**      **Principles of Guidance [Ed. 5530]**      **3 credits**  
 An introduction and orientation to guidance and counseling services. This course is planned to serve as a first course for prospective counselors, to give the classroom teacher a better understanding of how the counselor and teacher can work together, and to offer the school administrator or supervisor a deeper understanding of the role of the guidance program in the organization, administration, and supervision of the school.
- 27G:502**      **Counseling I: Theories and Techniques [Ed. 5721]**      **3 credits**  
 A comprehensive overview and introduction to counseling theory and techniques. The purpose of the course is to enable the student to learn (1) become more aware of the client and his expectations, (2) learn the spectrum of counseling theories from the cognitive to the affective, and (3) learn specific techniques and practices that will be used by the counseling practitioner.
- 27G:503**      **Counseling II: Practicum [Ed. 5722]**      **3 credits**  
*Prerequisite—27G:502*  
 A course designed to study tapes of counseling sessions. Each student is expected to make tapes during the semester. These are to be evaluated by the total group. Much individual learning takes place stemming from the specific tape, specific client, and specific situation. This course should prepare the graduate student to begin work as a school counselor.



- 27G:504 Career Information and Activities [Ed. 5533] 3 credits**  
An aid to prospective counselors in becoming aware of their role in career development. Classroom teachers benefit from this course by having the opportunity of seeing the relationship between their classroom activities and the career development process of the students whom they teach. Throughout the entire course, students are urged to see the relationship between career development and counseling style.
- 27G:505 Counseling Minority Groups [Ed. 5771] 3 credits**  
A course designed to prepare the prospective counselor, school administrator, and the classroom teacher to work more effectively with minority group cultures. Special attention is given to a sociological survey of minority cultures in the United States; counseling and guidance activities relevant for the minority sub-groups will be explored.
- 27G:506 Organization and Administration of Guidance Programs [Ed. 5612] 3 credits**  
*Prerequisite—27G:503*  
Problems and procedures in initiating and conducting guidance programs. Emphasis is placed on the administrative structure of the guidance program within the organization of the entire school system. Responsibilities of administrative and supervisory personnel are considered.
- 27G:507 Guidance in the Elementary School [Ed. 5830] 3 credits**  
*Prerequisite—27G:501*  
Elementary School Guidance and Counseling has been developed for persons who are preparing to work in an elementary school setting. It has as its primary objective professional preparation and will include theory, method, and evaluation techniques which are unique to this setting. The course has been divided into learning units which attempt to not only give the student background, but will expose him to the practical side by requiring his involvement in experimental activities.
- 27G:508 Group Dynamics [Ed. 5631] 3 credits**  
The use of group interaction to develop individual sensitivities and insights into self and others. Group and personal dynamics are interpreted with the goal of improved skills in human relationships.
- 27G:511 Organization and Administration of Vocational Rehabilitation Programs [Ed. 5725] 3 credits**  
Study of the administration of vocational rehabilitation programs at national, state and local levels. Emphasis placed on administering special programs: mental retardation, rehabilitation workshops and facilities, correctional programs and the public assistance recipient. Course geared to the professional needs of rehabilitation counselors, teachers, supervisors, and administrators.
- 27G:551 Special Studies in Guidance and Counseling**  
*Prerequisite—matriculation, completion of nine hours or more in the area of concentration, and permission of the instructor.*  
Independent study and research under the guidance of a faculty member in this field.
- 27G:590 Thesis in Guidance and Counseling [Ed. 5524] 3 credits**  
*Prerequisite—27:550*  
The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.



## 27M—Education (Media)

- 27M:320G Cataloging and Classification [L.S. 5520] 3 credits**  
Principles and techniques of cataloging materials, with special reference to school media centers.
- 27M:321G Reference and Bibliography [L.S. 5223] 3 credits**  
Evaluation and use of various types of reference materials, print and non-print.
- 27M:501 Media Design, Production, and Evaluation ([L.S. 5826] 3 credits**  
Criteria for selection of hard and soft ware. Production of materials not commercially available to meet learning needs.
- 27M:502 Book Selection for Children [L.S. 5328] 3 credits**  
A study of all types of new materials (especially the problem areas), general principles of selecting materials for elementary school students, use of authoritative book reviews and book lists, and the art of storytelling.
- 27M:503 Book Selection for Young Adults [L.S. 5217] 3 credits**  
Same as 27M:502, except books studied would be appropriate for use with secondary school students.
- 27M:504 Administration of Media Programs [Ed. 5224] 3 credits**  
Media centers facilities; the administration of materials, equipment, production services, television, programmed learning, independent study; budgeting; assistance in utilization of materials in the classroom; research; and the systems approach in education.
- 27M:505 Classroom Television Techniques [Ed. 5854] 3 credits**  
A study of various ways of using television instruction as a means of augmenting the curriculum and integrating the various components of classroom instruction.
- 27M:506 Automation and Informal Retrieval 3 credits**  
An over-view of the various means of acquiring resource materials through central information systems; implementation of dial access and similar systems of information storage and retrieval.
- 27M:507 Development of Educational Media 3 credits**  
History of books, libraries, and audio-visual applications; library as a social institution; the impact of communication media on society as it is being affected by technological change and institution developments; and an examination of innovative practices.

## 27R—Education (Reading)

- 27R:501 Foundations of Reading [Ed. 5707] 3 credits**  
This is a survey course in which the content is related exclusively to reading instruction. Basic techniques, general principles of reading instruction, phonetics and directed reading activities are dealt with in depth.
- 27R:502 Diagnosis of Reading Disabilities [Ed. 5908] 3 credits**  
An analysis of the symptoms of various reading disabilities as well as both informal and standardized diagnostic instruments: purposes, grading, and interpretation of results.



**27R:503 Laboratory Practicum in Reading [Ed. 5909] 3 credits**  
*Prerequisite—27R:501, 27R:502*  
 A laboratory experience in which children are evaluated and then treated for reading disabilities, under supervision.

**27R:504 Evaluation of Reading Research [Ed. 5910] 3 credits**  
*Prerequisites—27R:501, 27R:502*  
 The nature of the research relevant to reading will be discussed. Then findings, both old and new, will be evaluated.

**27R:505 Organization and Supervision of Reading Programs [Ed. 5656] 3 credits**  
*Prerequisite—27R:503*  
 A study of organizational principles for the development and operation of a reading program within a school and within a school district. Particular attention is given to the functions and duties of personnel involved.

**27R:506 Reading in the Secondary Schools [Ed. 5912] 3 credits**  
 A course designed to help teachers in the secondary disciplines to develop reading skills utilized in their subject areas and to recognize reading problems.

#### 27S—Special Education

**27S:501 Introduction to Special Education [Ed. 5813] 3 credits**  
 A course to develop an understanding of exceptional children through study of their potentialities and needs; their personality and educational adjustments; the special facilities and curricula for them.

**27S:502 Teaching Exceptional Children: Mentally Retarded I [Ed. 5711] 3 credits**  
 Survey of methods, materials, and techniques for teaching the educable mentally retarded child; discussion of instructional activities and practical problems.

**27S:503 Teaching Exceptional Children: Mentally Retarded II [Ed. 5712] 3 credits**  
*Prerequisite—27S:502*  
 Designed as a seminar and practicum course in the observation and teaching of the educable mentally retarded.

**27S:504 Occupations for the Mentally Retarded [Ed. 5837] 3 credits**  
 Educational methods and developments of curriculum for mentally retarded youth at different maturational levels. Study of employment opportunity, job analysis, guidance, and placement of procedures.

**27S:505 Measurement of Exceptional Children—EMR [Ed. 5745A] 3 credits**  
 Selection, administration, and interpretation of tests in general use with educable mentally retarded students. Tests of the following types are examined: psychological, intelligence, achievement, personality, vocational interests, psycho-linguistic, and manual dexterity.

**27S:508 Teaching the Trainable Retarded Child [Ed. 5716] 3 credits**  
 Methods and techniques for providing social, emotional, communicative, and manipulative experience for the trainable retarded child.

- 27S:511 Teaching Exceptional Children: Emotionally Disturbed [Ed. 5714] 3 credits**  
An analysis of educational provisions for disturbed and maladjusted students, including definitions, characteristics, identification and programs of prevention and re-education.
- 27S:512 Curriculum Development: Emotionally Disturbed [Ed. 5718] 3 credits**  
A study of resources and materials suitable for the construction of curriculum appropriate to the special needs of emotionally disturbed pupils.
- 27S:513 Measurement of Exceptional Children: Emotionally Disturbed [Ed. 5745B] 3 credits**  
Selection, administration, and interpretation of tests in general use with emotionally disturbed students; standardized and non-standardized instruments are included.
- 27S:514 Diagnostic-Prescriptive Teaching: Emotionally Disturbed [Ed. 5719] 3 credits**  
A study of the learning process as it relates to the emotionally disturbed child. Application and interpretation of formal and informal diagnostic procedures utilized in the assessment of individual strengths, weaknesses and learning styles are studied. The writing of prescriptions which translate diagnostic findings into appropriate remedial techniques is emphasized.
- 27S:521 Teaching Exceptional Children: Learning Disabilities [Ed. 5717] 3 credits**  
A study of children with perceptual learning problems. Emphasis is placed on differential diagnosis, prescriptive teaching, and educational remediation. The course is designed to acquaint teachers (of educable mentally retarded and of regular classroom) with the latest trends in teaching children with learning disorders; specific learning problems in the areas of reading, writing, arithmetic, and non-verbal reasoning will be discussed.
- 27S:522 Methods and Materials for Children with Learning Disabilities [Ed. 5703]**  
This course is designed for teachers working with pupils who have specific learning and reading problems and perceptual handicaps or who are functionally mentally retarded. Current methods and materials such as the Frostig, Gillingham, and V.A.K.T. will be discussed concerning the needs of children with learning disorders. Additional topics are added in accordance with specific needs of students.
- 27S:523 Diagnostic-Prescriptive Teaching: Learning Disability [Ed. 5719] 3 credits**  
A study of the learning process as it relates to the learning disabled child. Application and interpretation of formal and informal diagnostic procedures utilized in the assessment of individual strengths, weaknesses, and learning styles are studied. The writing of prescriptions which translate diagnostic findings into appropriate remedial techniques is emphasized.
- 27S:527 Teaching Exceptional Children: The Gifted [Ed. 5713] 3 credits**  
An analysis of educational provisions for superior and creative students, including characteristics, identification and special problems of underachievement and social adjustment.
- 27S:528 Teaching Exceptional Children: The Slow Learner [Ed. 5715] 3 credits**  
An analysis of educational provisions for slow-learning students including a developmental approach to curricular offerings and evaluation procedures.



### 30-English

- 30:501**      **Modern Approaches to the Study of the English Language [Eng. 5412]**      **3 credits**  
The concepts and operations of structural and transformational grammars; their relationships to rhetoric and literature; and their connections to earlier views on grammar and language.
- 30:502**      **Seminar: Major British Writers**      **3 credits**  
Individualized study of major works from British literature. A different subject is selected each year.
- 30:503**      **Seminar: Major American Writers**      **3 credits**  
Individualized study of major works from American literature. A different subject is selected each year.
- 30:504**      **Seminar: Major World Masterpieces**      **3 credits**  
Individualized study of major works from world literature. A different subject is selected each year.
- 30:505**      **Critical Approaches to Understanding Literature [Eng. 5411]**      **3 credits**  
Various critical approaches to literary criticism, beginning with Aristotle and continuing through to selected contemporary critics.
- 30:520**      **Studies in Mass Communication [Ed. 5853]**      **3 credits**  
A study of the impact of various media of mass communication upon education, in and out of the classroom. Particular attention is given to possible influences of media on the minds of the young.
- 30:530**      **English Language: Problems of Usage [Eng. 5608]**      **3 credits**  
A review course in the fundamentals of writing, particularly designed for graduate students experiencing some difficulties in this field. (This course will not count toward an area of concentration in English.)

### 36-Science

- 36:511**      **Ecology [Biol. 5206]**      **3 credits**  
A synthesis of ecological principles combining both the functional and the descriptive and involving the interrelationships of plants, animals, and micro-organisms. The ecosystem approach is stressed in order to understand the dynamic relationship that exists between man and his natural environment.
- 36:512**      **Workshop in Science [Sci. 5628]**      **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.
- 36:521**      **Topics in Organic Chemistry [Chem. 5501]**      **3 credits**  
*Prerequisite—1 year of Organic Chemistry*  
Selected topics in organic chemistry, including mechanistic theory, structural theory, spectroscopic applications, and practical aspects of biochemistry.

### 38—Geography

- 38:511 **Principles of Human Geography [Geog. 5550]** 3 credits  
Adjustments which man makes to various habitats; a consideration of natural environmental factors in relation to human life.
- 38:512 **Geographic Patterns [Geog. 5615]** 3 credits  
Physical character and human use of geographic regions.
- 38:513 **Historical Geography of North America [Geog. 5627]** 3 credits  
A consideration of past circumstances from the geographer's viewpoint to understand how the combination of nature and culture created the regional patterns in North America in earlier times.
- 38:514 **Foundations of Geography [Geog. 5650]** 3 credits  
A survey of man's natural environment; distribution, and interrelationships of climates, vegetation, soils, and land forms. Problems in map interpretation.

### 48—History

- 48:501 **Economic and Social History of the United States Since 1865 [Hist. 5307]** 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.
- 48:502 **Cultural History of the United States 1865-1940 [Hist. 5308]** 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.
- 48:503 **World Problems Since 1945 [Hist. 5330]** 3 credits  
Study and discussion of selected problems currently important.
- 48:504 **Negro History [Hist. 5401]** 3 credits  
A study of black Americans from colonial times to contemporary. Emphasis is placed upon the contributions made by Negroes to the U. S. social, cultural, economic and political experiences.

### 57—Mathematics

- 57:323C **Probability [Math. 5323]** 3 credits  
A study of sample spaces, counting techniques, different types of events in a discrete or continuous setting, random variables and related moments, binomial, Poisson, normal, and other standard distribution.
- 57:324B **Mathematical Statistics [Math. 5324]** 3 credits  
A study of multidimensional random variables, Chebychev inequality, Central Limit Theorem, sampling and statistical inference, descriptive statistics.



- 57:501      Advanced Modern Algebra** **3 credits**  
 An in-depth treatment of modern algebraic structures, including work with linear transformations, finite dimensional vector spaces, and morphisms.
- 57:502      Modern Geometry [Math. 5322]** **3 credits**  
 Elementary theory of the foundations of geometry, logical systems, and methods of proof; selected topics in Euclidean geometry with a brief study of finite and projective geometrics; an intuitive investigation of the basic ideas of non-Euclidean geometry.
- 57:503      Advanced Modern Geometry** **3 credits**  
*Prerequisite—57:502*  
 Topics selected from one or more of the following areas: non-Euclidean geometry, projective geometry, differential geometry, Hilbertian geometry.
- 57:504      Modern Analysis [Math. 5403]** **3 credits**  
 A rigorous study of infinite sets, functions, limits, continuity, derivatives, and Riemann integrals, with applications of the concepts to the teaching of elementary calculus.
- 57:505      History of Mathematics [Math. 5308]** **3 credits**  
 A study of the development of the major areas of mathematics, with emphasis on personalities, historical periods, and significant cultural influences. Attention will also be given to the role of history in the teaching of mathematics.
- 57:521      Math for Middle School Teachers [Math. 5827]** **3 credits**  
 An intuitive study of the nature of mathematics through an examination of some concepts from logic, numbers, geometry, and probability. The course is designed for those teachers who feel uncomfortable with mathematics or whose mathematical background is limited. (This course does not count toward an area of concentration in mathematics.)
- 57:522      Introduction to Modern Math [Math. 5825]** **3 credits**  
 An introduction to some of the more common modern concepts in mathematics recently introduced. The structure of mathematics and meaning of the concepts are stressed. (This course does not count toward an area of concentration in mathematics.)
- 57:551      Special Topics in Mathematics** **3 credits**  
 An individual directed study of one or more topics from advanced mathematics.

## 72—Physical Education

- 72:501      Statistical Analysis in Physical Education [P.E. 5415]** **3 credits**  
 A critical statistical analysis of measurement and evaluation in physical education. The tools and techniques of descriptive and inferential statistics are emphasized.
- 72:502      Administration of Athletic Programs [P.E. 5444]** **3 credits**  
 A study of the history and current problems and standards associated with the organization and administration of interscholastic athletic programs.

- 72:503 Physiological Basis of Athletics and Physical Education [P.E. 5901] 3 credits**  
An examination of the basic physiological principles governing motor activity. Energy sources, methods of conditioning, ergogenic aids, diet, and other pertinent topics are considered.
- 72:504 Issues and Problems in Contemporary Sport 3 credits**  
Recognition, discussion, and systematic analysis of controversial issues and problems encountered in organized athletics in contemporary American society.
- 72:505 Theories and Techniques of Advanced Football Coaching [P.E. 5443] 3 credits**  
The theory and practical application of organizing, coaching, and administering an interscholastic football program. Primary emphasis is given to the development of the basic system, medical procedures, psychology of coaching, utilization of game films, and personnel analysis.
- 72:506 Comparative Physical Education [P.E. 5820] 3 credits**  
Physical education games and programs, both past and present, of various countries throughout the world are examined in light of their implications among and with the geographical, political, social, religious, and cultural aspects of each country.
- 72:507 Psychology of Physical Education and Athletics 3 credits**  
The study of the application of psychological principles and theories to physical education and athletics. Motor learning, maturation, motivation, sensory perception, psychosomatic relationships, value formation, and emotional reactions are investigated.
- 72:508 Perceptual Motor Learning 3 credits**  
The theory of the theoretical aspect of the perception-learning processes and their relationship to the learning of movement skills.
- 72:509 Construction and Maintenance of Physical Education Facilities [Ed. 5518] 3 credits**  
A study of terminology, principles, and standards for planning, construction, use, and maintenance of indoor and outdoor physical education facilities.

#### 78—Political Science

- 78:511 International Affairs [P.E. 5306] 3 credits**  
Lectures and discussions on problems in the world community. Emphasis is given to the activities of the United Nations and to UNESCO.
- 78:527 School Law [Ed. 6515] 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.

#### 81—Psychology

- 81:330C Psychology of Deafness [Psy. 5330] 3 credits**  
An examination of the effects of a lack of hearing on personality and behavior. The literature in this and related fields is interpreted in terms of its theoretical and practical meaning for persons with hearing losses and for professionals who serve in their habilitation and education. Through an understanding of the effect of auditory deprivation, the course offers insight into the role of hearing in the psychological development of those with normal hearing.



- 81:501      Advanced Educational Psychology [Psy. 5546]      3 credits**  
A study of the learning process and the application of principles of psychology to education. Factors influencing learning, the products of learning, and evaluative techniques are emphasized.
- 81:502      Human Growth and Development: Child [Psy. 5751]      3 credits**  
This course describes the child and examines him in the context of his culture and of his own biology, and explains and makes some suggestions about him. The approach is relatively eclectic, but certain theoretical positions are made explicit. The view is to be that of a psychologist, but materials from other disciplines in both biological and social sciences are used, as appropriate.
- 81:503      Human Growth and Development: Adolescent [Psy. 5752]      3 credits**  
This course describes the adolescent and examines him in the context of his culture and of his own biology, and explains and makes some suggestions about him. The approach is relatively eclectic but certain theoretical positions are made explicit. The view is that of a psychologist, but materials from other disciplines in both biological and social sciences are used, as appropriate.
- 81:504      Mental Hygiene [Psy. 5551]      3 credits**  
Principles of mental hygiene, including prevention of maladjustment, preservation of mental health, and cure of mental illness. Emphasis is placed on personal and social adjustment of teachers and students, and classroom practices for mental health.
- 81:510      Psychology of the Exceptional Child [Psy. 5547]      3 credits**  
Nature and needs of the exceptional student; degrees of deviation from the typical and their causes, and disorders of behavior which are frequently concomitant. Psychological bases of a suitable educational program are included.
- 81:511      Psychology of Abnormal Behavior [Psy. 5309]      3 credits**  
A study of disorganized behavior of persons, including anxiety reactions, neuroses, and conduct disorders with some attention to signs of psychotic behavior. The course aims to develop capacity for recognizing abnormal behavior patterns.
- 81:512      Psycho-Social Aspects of Deafness [Psy. 5340]      3 credits**  
Behavioral implications of deafness are studied in depth, with particular emphasis upon relevant literature. Research related to intelligence, personality, social adjustment, and vocational considerations, is reviewed and synthesized. Appropriate diagnostic and assessment procedures with the deaf are discussed. This course is oriented toward providing the student with informational background for the guidance and counseling of deaf children and adults.
- 81:513      Psychology of the Mentally Retarded [Psy. 5319]      3 credits**  
A study of the physical, social, educational, and vocational characteristics of mentally deficient and mentally retarded students. Etiological factors of mental deficiency will be reviewed and a field trip will be made to a nearby State institution for the retarded. A survey of ancient and current educational programs for the trainable and educable retarded will be discussed, thereby pointing out the strengths and weaknesses of our current educational curricula. Current rehabilitation programs, residential schools, cooperative school programs, and community projects relating to the retarded will be discussed.

- 81:505      **Psychology of Personality [Psy. 5210]**      **3 credits**  
A study of the major contemporary approaches to personality theory, including relevant research and overall evaluation.
- 81:506      **Behavior Modification in the Classroom [Psy. 5324]**      **3 credits**  
A study of the principles of behavior modification and their practical application in the classroom. Students develop projects to be performed in their teaching situations: identification of problem, definition behavioral terms, selection of methods to change behavior and to measure change.



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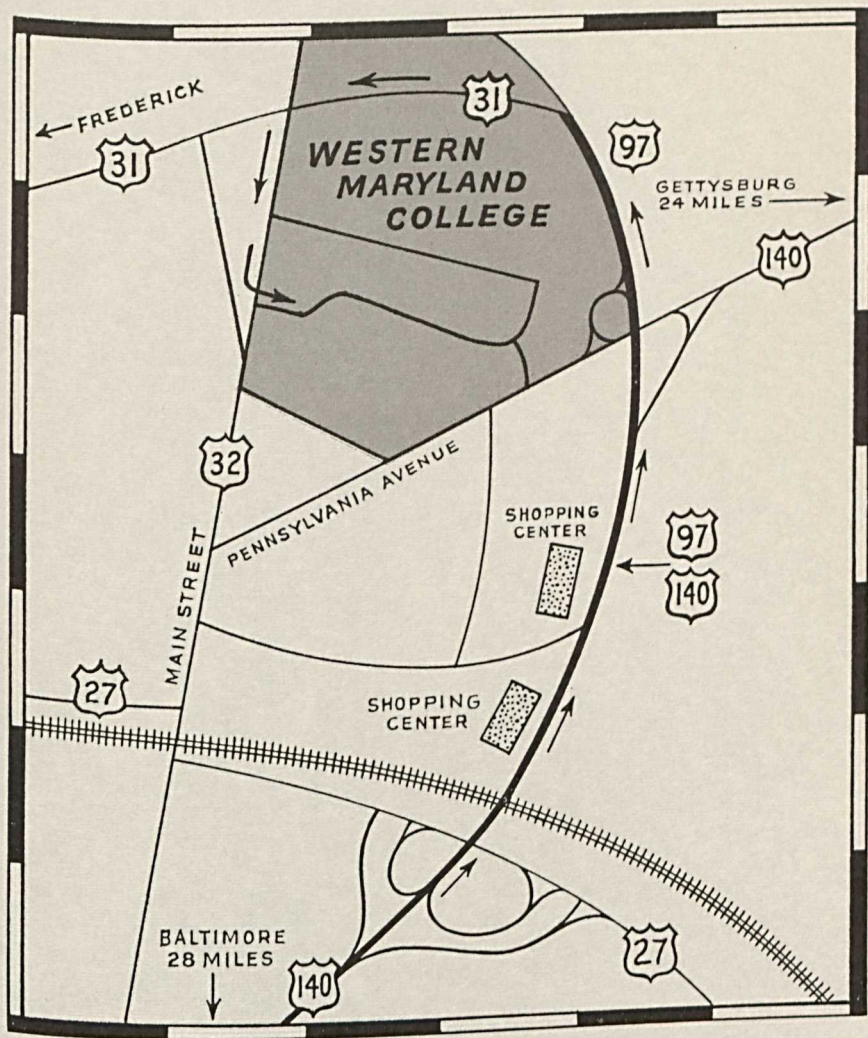
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 riculum, Montgomery County Schools.  
 JAMES W. WILSON, M.A., *Coordinator of Career Development*, Western Maryland  
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*APPROACH TO THE CAMPUS*