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**National
College
of
Education**
GRADUATE SCHOOL BULLETIN 1971-72

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**National College of Education
Graduate School**

2840 Sheridan Road, Evanston, Illinois 60201

1971-1972

General Catalog—Graduate School

Coeducational College founded in 1886

The Graduate School

INVITATION TO GRADUATE STUDY

"Few occupations make greater contribution to the welfare of humanity than teaching. Men and women so engaged may well feel satisfaction in the work they do, for they influence the young people they teach. Consequently, those teachers who pursue their studies beyond the Bachelor's degree may approach the task with the conviction that their efforts will be rewarded.

"The reward will come through the knowledge that one who takes this additional step will become a better teacher and a better citizen. But further than that, each will have the satisfaction of knowing that the children of America, or of the world for that matter, will profit more and become better people because their teachers had the seriousness of purpose to continue their own education.

"At National College of Education the graduate program is not merely a continuance of the undergraduate program, although it is closely integrated with it. Graduate study is different because one's educational goals must be different, and because the attitudes of those seeking to attain such goals are different.

"Self-direction toward improvement as a teacher and as a person is the keynote. The graduate student, with the help of his adviser examines his educational background and work experiences, takes into consideration his abilities, interests, and future professional goals, and then plans his program to fit his own needs. He will want to keep abreast of new developments and new ways of thinking about education. He will want to acquire increased ability to express himself clearly in written and oral form. Thus, he becomes a self-disciplined teacher capable of directing his own activities more rationally, and of leading others along the way."

K. Richard Johnson, President



General Information

Accreditation

National College of Education is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education.

The College is approved by the American Association of University Women, and the Illinois State Department of Public Instruction.

It holds institutional membership in The Association of Colleges for Teacher Education, The American Council on Education, the Federation of Independent Illinois Colleges and Universities, Associated Colleges of Illinois, the American Alumni Council and the American College Public Relations Association.

Historical Perspective

The College was founded in 1886 by Elizabeth Harrison and Mrs. John N. Crouse. The co-founder and first president, Elizabeth Harrison, was greatly influenced by early American disciples of Froebel, the founder of the kindergarten movement in Europe. To meet the demand for teachers in the newly developing kindergarten classes in Chicago, Miss Harrison organized instructional groups among parents. Out of this effort emerged a formalized curriculum for the preparation of kindergarten teachers and the establishment of the Chicago Kindergarten Training School, which met for a time in the newly built Chicago Art Institute. In 1893, the College moved to 10 East Van Buren Street, and the name was changed to Chicago Kindergarten College. College classes occupied the second and third floors of a three-story brick office building. In 1906 the College moved again to 1200 South Michigan Avenue, across the street from the Illinois Central Station. Dormitory accommodations for twenty-six were located on Langley Avenue. Following affiliation with the National Kindergarten Association, the name of the College was again changed to National Kindergarten College in 1912. From 1913 until 1926 the College campus was made up of a group of buildings including the Charles Gates mansion at 2944 South Michigan Avenue.

The year 1920 marked the beginning of a new era under the presidential leadership of Edna Dean Baker. It was during her administration that Harrison Hall was constructed in Evanston (1925-1926) and the College moved to its present location. During these same years the new Marienthal, a dormitory for women, was constructed at the corner of Asbury and Central. This name was transferred from the renamed Gates mansion which had served as a dormitory. Marienthal was named for the famous residence established in Germany by Friedrich Froebel as the first hall for training kindergarten teachers.

During this period the Demonstration School of the College was instituted. Miss Baker and Miss Jane Addams of Hull House cooperated in the founding of the Mary Crane Nursery School. The Guidance Center was added to College facilities in the year 1928-1929. By 1930 development of faculty, curriculum, and student body warranted the establishment of a four-year program for the degree of Bachelor of Education. National College thus took leadership among the first teacher-training institutions to inaugurate a fully integrated four-year course for elementary teachers. This also led to the last change in the name of the College; it was now incorporated as National College of Education. Under the guidance of Miss Baker the school continued through the depression, the second world war, and the first post-war years to develop as a full four-year College and to send its graduates into the elementary schools of the nation and the world. The College was accredited in 1942 by the American Association of Teachers Colleges, and in 1946 won full accreditation from the North Central Association of Colleges and Secondary Schools.

With the retirement of Edna Dean Baker in 1949, a new administration was begun under the direction of K. Richard Johnson, Ph.D., who had previously served on the College faculty as Chairman of the Science Department. His inauguration took place on November 4, 1949. In 1952 a graduate program, with emphasis upon the role of the master teacher in the classroom, and leading to the M.Ed. degree, was added to the foundation already so well established.

Accreditation of this program by both the North Central Association and by the American Association of Colleges for Teacher Education was achieved in 1953, and new accreditation was granted ten years later by the National Council for the Accreditation of Teacher Education.

In 1970, the College instituted the Master of Arts in Teaching and the Master of Science degrees.

Continued progress has been made in development of all aspects of college life. In 1961 the seventy-fifth anniversary was appropriately celebrated under the theme: "Building each complete life." Both by history and deliberate design National College of Education has been unique. It has been a privately supported, independent, non-sectarian, elementary teachers college, the oldest of its kind, and proud of its mission. The devotion of the entire effort of the institution to a single purpose has contributed clarity, unity and meaning to its functions and activities.

The past, of course, is prologue for the future, and to that future the College is oriented for improvement and growth. With the opening of the 1965-1966 academic year a new curriculum, developed and adopted by the faculty, was inaugurated. Its emphasis upon excellence in liberal arts adds a new dimension to teacher education. The first class to receive a Bachelor of Arts, instead of the B.Ed., graduated in June, 1968. The opening of the fall term, 1969, marked the inauguration by the faculty of a unique new evaluation plan to replace completely the traditional letter grade system and to emphasize instead the demonstration of specific competencies identified for each course in the curriculum.

Campus Facilities

LOCATION AND CAMPUS. The college is located on the border between Evanston and Wilmette, lakeshore suburbs just north of Chicago. The surrounding area is a part of one of the finest residential districts in the world. The location near central lines of transportation and communities with excellent elementary school systems provides many advantages.

The campus includes two academic buildings—Harrison Hall and Sutherland Hall, two dormitories—Marienthal and Edna Dean Baker Hall, and a number of houses which have been adapted for special purposes. A play field accommodating both College and Demonstration School physical activities adjoins Sutherland Hall on the west.

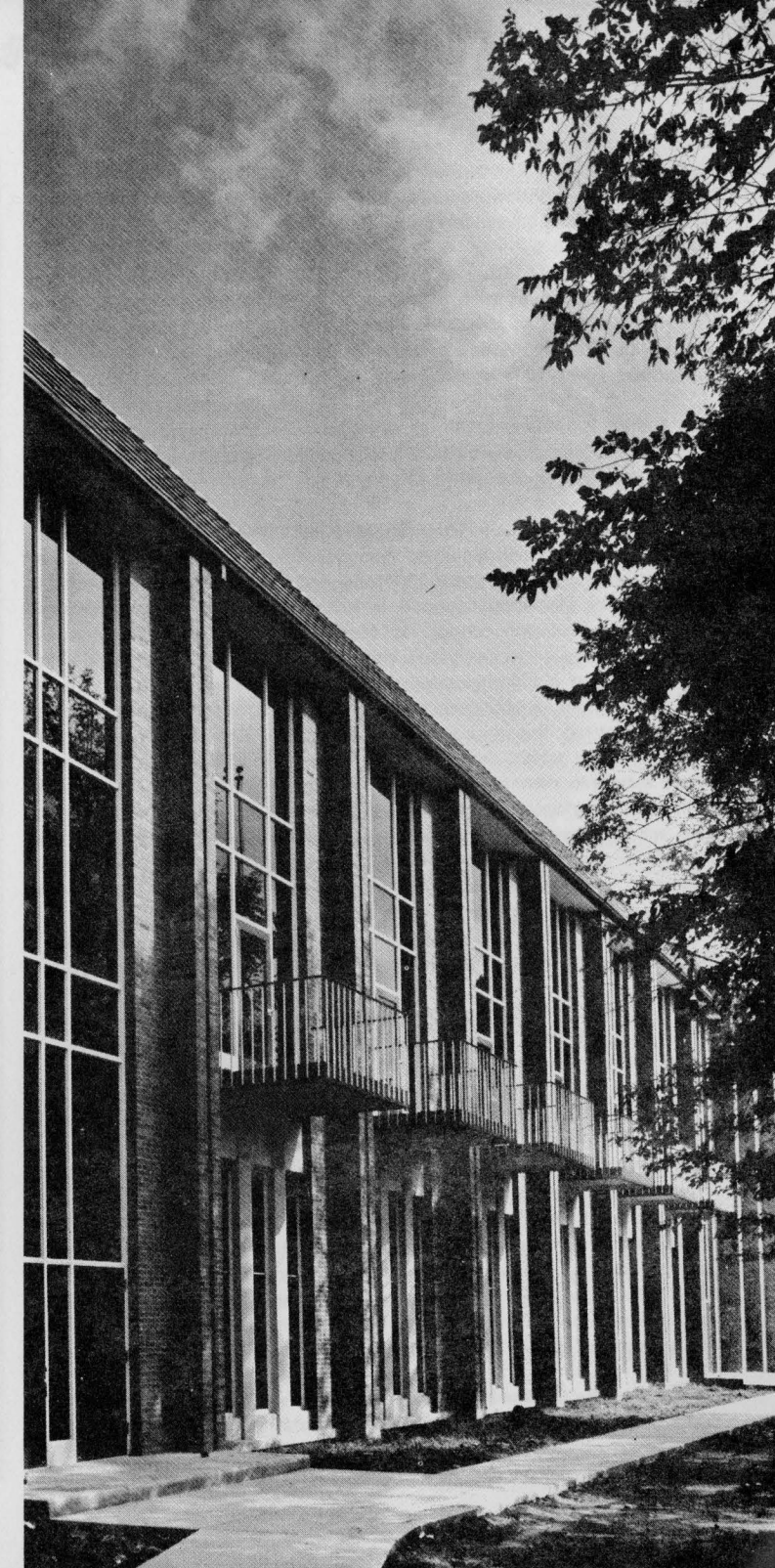
HARRISON HALL. This college center, familiar to alumni and townspeople since the College moved to Evanston in 1925, has been partly remodeled to include new life and physical science laboratories, lecture rooms, special project rooms, and to provide new quarters for the Benedict K. Goodman Student Center. New dining rooms and food service areas with all modern furnishings join Harrison and Sutherland Halls.

Harrison Hall provides space for the general administrative offices of the College, college classrooms, faculty offices, an auditorium, gymnasium, bookstore, and faculty lounges, and an industrial arts workshop. Several of these rooms have been dedicated in honor of particular persons, as follows:

- The Merritt Starr Science Laboratory
- The Standard Oil Company (Indiana) Foundation Physical Science Laboratory
- The Lola Douglas Church Room for Social Science
- The Alice Fitts Art Studio for Fine and Industrial Art and Interior Design
- The Kixmiller Room for Religious Education
- The Francis M. Arnold Room for Art and Music Appreciation
- The Margaret Farrar Auditorium for Dramatic Art
- The Jean Carpenter Arnold Auditorium
- The Irene Kessner Goodman Office of the President

The Goodman Student Study Center and lounge is located on the west side of the first floor of Harrison Hall. Besides the study lounge, a snack room and a roof-top patio are provided.

SUTHERLAND HALL. Joining Harrison Hall to the west, Sutherland Hall, an educational facilities building, was dedicated in October, 1967. This new building houses the Clara Belle Baker Demonstration School; the Norman Dwight Harris College Library; the Colonel Robert R. McCormick Children's Library; the Lillian Griffin Gymnasium; the Robert A.



Fergusson swimming pool; the Gerber Conference Room, the Weinstein Conference Room, The Kresge Science Room and the Albin E. Carlson Auditorium. In addition a number of large college classrooms, conference rooms, offices, and a new media education center are provided.

COLLEGE LIBRARIES. The N. Dwight Harris Library houses a general liberal arts collection with emphasis on education and psychology; two special collections in this library are of significance—the Mrs. John N. Crouse Curriculum Materials Center and the Muriel Betts Library of Childhood, which contains books dealing with child development.

The Robert R. McCormick Children's Library has a well-selected collection of children's books for the pupils in the Demonstration School and the College students in courses in Children's Literature and student teaching.

THE CLARA BELLE BAKER DEMONSTRATION SCHOOL. The Demonstration School includes a nursery school for three-year-olds, a junior and senior kindergarten for four- and five-year-olds, and the eight grades of the elementary school. In order to perform its function as a demonstration-research school for teacher education, the school must necessarily carry on its work with children at a high professional level. The school provides observation and participation experiences for the college students, student teaching opportunities, and a place for research and the development of newer practices in education. The children who are enrolled in the school come from a wide area in Chicago and the North Shore suburban communities. Their program is developed in accordance with their developmental patterns of growth at the various levels, taking into account their needs, interests, and abilities. Along with being a good school for children and performing the various functions in a teacher education program, the school offers leadership in a much wider area through visitation, observation, conferences, and publications.

Rooms named in honor of particular persons include:

- The Mabel Kearns Kindergarten Room;
- The Oliver Richard Aspegren III First Grade Room;
- The Jessie Lynde Hopkins Thompson Music Center;
- The Etta Mount Physical Education Office;
- The Joseph Wanberg Third Grade Room.

THE MARY CRANE NURSERY SCHOOL was founded at Hull House. The Mary Crane Nursery School, sponsored by National College of Education and the Mary Crane League, now meets in facilities provided by the Julia Lathrop Housing Center. Children, ages three through five, whose parents' working hours necessitate day care, as well as children who will benefit for other reasons, are enrolled. A program of parent counseling and parent education activities fosters better understanding of young children and a satisfying home life for the entire family.

Students of the College have the opportunity to do student teaching in the Mary Crane Nursery School under the direction of experienced teachers. The carefully planned teacher-education program and the affiliation of the

Nursery School with other social agencies in Chicago offer advantages to the student teacher seldom found elsewhere.

CO-OPERATING SCHOOLS (CENTERS FOR OBSERVATION AND STUDENT TEACHING). Opportunity of internship is afforded in fifty or more selected public, private or settlement schools located in Chicago, Evanston and other North Shore suburbs, and includes nursery school, kindergarten, primary, intermediate and middle school grades. The supervising teachers in these schools hold conferences with the students in training, and supervisors from the College faculty visit the schools regularly and confer with the individual student about specific teaching problems.

EXTENSION CENTERS. At various locales in surrounding communities teachers and other interested persons may take a limited number of Graduate courses that may be counted toward degree requirements at the College or may be taken for self-improvement. Announcement of the location of these courses offered is made each term.

GRADUATE SCHOOL OFFICE. This building is located at the corner of Maple Avenue and Sheridan Road, directly north of Harrison Hall. The Dean and his staff are located here. Interviews for graduate admission are conducted here.

ADMISSIONS HOUSE. This building is located on Maple Avenue, Wilmette, immediately across the parking lot from the northwest entrance to Harrison Hall. Admissions Counselors for undergraduate admissions are located here.

MUSIC HALL. This house, located on Maple Avenue, Wilmette, was purchased by the College in 1960 and has been adapted for use as a center for activities of the Music Department. Space is provided for two classrooms, a music library, a record room, faculty offices, and practice rooms.

WEST HALL. This addition to the physical structure of National College of Education is located also on Maple Avenue, Wilmette. Opened to use in September, 1961, West Hall has become the headquarters for the Alumni Association.

SHERIDAN HOUSE. Immediately north of Harrison Hall on Sheridan Road, this house provides offices for the Vice President of Development and his staff.

MARIENTHAL was reconstructed in 1959 and completely redecorated in 1967-68 to make it a fine, up-to-date residence for 182 students. The main floor offers a guest lounge, informal recreation room, T.V. room, Hi-Fi room, and "date" lounge. A large dining room and laundry are also on this level. Each floor has a separate lounge and snack kitchen. A sun deck is also open in pleasant weather.

EDNA DEAN BAKER HALL, newly constructed in 1966, was named for the second President of the College, with facilities for two hundred

students. Approximately twenty students share a suite of rooms and a spacious lounge area. A beautifully appointed guest lounge and recreation room are found inside the main entrance, and a kitchenette and private study are located at either end of each floor. Ample laundry facilities on the ground level and a sun deck for relaxation on the roof complete the finest in college living accommodations.

GRADUATE SCHOOL AUTHORIZATION

Under authority granted the institution by the Board of Trustees on November 10, 1951, National College of Education offers courses and related experiences leading to the degree, Master of Education. Additional authority was granted on March 10, 1970, for the Master of Arts in Teaching and the Master of Science degree programs.

Accredited by

- The North Central Association of Colleges and Secondary Schools
- The National Council for Accreditation of Teacher Education

Approved by

- The American Association of University Women
- The Illinois State Department of Public Instruction

Member of

- The Association of Colleges for Teacher Education
- The American Council of Education
- The Illinois Federation of Colleges

Administration of Graduate Study

A Graduate Council composed of seven members of the faculty has general responsibility for legislative and policy-making functions related to the graduate program. The Dean, Graduate School, is the administrative officer of the Council.

Each year one member of the Graduate Council is replaced. On-coming members are appointed by the Committee on Committees. The Dean, Graduate School, and the Dean of Academic Affairs hold continuous membership.

The Graduate School Dean is responsible for execution of policy, for providing leadership in curriculum development, and for all other matters pertaining to the graduate program.

The Faculty

The faculty of the Graduate School is composed of regular members of the College faculty who have the special preparation and experience to qualify them for graduate teaching, and such specialists in particular subject areas as may be invited from time to time to join the faculty on a part-time or visiting basis. The student is invited to consult the section of this Bulletin where the entire faculty is listed. A faculty roster of teachers for each term

is included in the separate brochure announcing course schedules. Every effort is made to encourage a direct personal relationship between faculty members and individual students, and to maintain those conditions of learning from which the student may obtain maximum professional growth in relation to stimulating teachers and experts within particular fields of study.

GRADUATE CURRICULUM

Objectives of Graduate Study

To understand the philosophy motivating the graduate school at National College of Education one must be aware of certain facts about the College.

National College of Education, throughout its existence, has been devoted to the preparation of elementary school personnel. It has developed its identity as an institution specifically serving the needs of elementary education.

The graduate programs continue this historic dedication to elementary school children as they provide advanced preparation to those who professionally serve in elementary schools. They are personnel who possess the highest qualities of character, commitment, and professional competence. Master degree programs entail at least the following specific aims and objectives:

- (1) Acquainting the student with the language, concepts, and research methods of elementary education and related fields of study;
- (2) Acquainting the student with the most recent research developments in child growth and development and newer curricular trends in elementary education;
- (3) Promoting scholarly study by the student in the advanced subject matters of elementary and related fields of study.
- (4) Promoting original experimentation and action research by the student in both campus and field situations;
- (5) Promoting maturity in the personality and in the professional relationships of the student as he goes about his work in the educational enterprise and in the community life; and
- (6) Encouraging the student to engage in further advanced study leading to continuous personal and professional development.

National College of Education prides itself on the friendly and democratic atmosphere which permeates life on its campus.

In harmony with the historic single purpose of the College and the specific objectives of graduate study detailed above, the programs of the Graduate School are offered to meet the needs of graduate students enrolling for

a *graduate degree*. Students who qualify for this exception are expected, however, to meet all other requirements for admission to study. Auditors in graduate classes need not make application for admission to study, but audited courses may not later be accepted for credit.

Criteria for Admissions

- (1) The applicant must hold a baccalaureate degree or its equivalent from an institution of accepted standing.
- (2) The applicant must show evidence in his undergraduate record of ability to pursue graduate study. (Average of 3.0 on a 4.0 scale or equivalent competency rating.)
- (3) The applicant is required to take the Miller Analogies Test and obtain a satisfactory score, 40th percentile.
- (4) The applicant shall file three references with the Registrar.
- (5) The applicant who offers an undergraduate record below the standard for admission, other factors being favorable, may be recommended for admission on condition the applicant demonstrates graduate quality in the first three courses taken on campus.
- (6) The applicant from a non-accredited college but with high quality individual record may be admitted on condition the applicant achieves graduate quality in the first five courses taken on campus.
- (7) The applicant must meet special requirements associated with the degree program selected.
- (8) When a student's previous record indicates an imbalance of certain deficiencies in general education, he will be admitted subject to the removal of such deficiencies in addition to meeting regular degree requirements.

In some instances it will be impossible for the student who intends to work toward a Master's degree at this College to complete all requirements for admission before registration time. This may be true especially with regard to the filing of recommendations, transcripts, and test scores. In cases involving undue hardship because of delay, the student may obtain permission from the Dean of Graduate School to *register for courses prior to formal admission*.

However, as soon as possible, the student should make certain that all information is at hand for the decision regarding admission to study. Obviously, this decision must be and is postponed until all credentials are received. The student is then notified in writing as to his status. Until such notification is given, formal admission to study should not be assumed.



DR. LEWIS TROYER
Dean of Academic Affairs

An application packet may be obtained from the Office of the Graduate School. It is important that these forms be completed in detail. The names of persons listed for reference should include at least one who knows or knew the student in an academic or professional situation.

The student's program of study and scholastic requirements is based on the catalog in effect at the time of formal admission to graduate study. To count, all courses must have been accepted as part of the student's approved program of studies.

Nondiscrimination

To whomsoever it may concern, it should be clear that National College of Education adheres to a consistent policy of not discriminating on grounds of race, creed, or national origin in matters affecting all personnel of the College, including students and faculty. This policy is the natural result of the educational philosophy of the institution. It is enforced by the fact that this College has participated in and benefited from programs of federal assistance, making the policy mandatory.

Entrance Examination

All persons, except as previously indicated, seeking admission to the Graduate School in order to pursue a course of study leading to a Master's degree are required to take the Miller Analogies Test. The test is given under the auspices of the Psychological Corporation, New York, New York, on a periodic basis at National College and other designated locations in the Chicago region and elsewhere in the United States. The Office of the Graduate School at National College of Education will supply information concerning application procedure for this test, the times when it is given, and the location of examination centers. With this information the student will make his own arrangements for taking the test and for having the scores reported to National College of Education. The report of scores must be submitted at application time along with other credentials required, and no admission to a program of study will be made until this record is complete. The results of the test will be used, along with other admissions data, in the decision concerning qualification for degree work at National College of Education. The test will prove additionally valuable in educational guidance during the period leading up to candidacy for the Master's degrees.

Admission of Foreign Students

The following policy concerning the admission to graduate study of foreign students is prescribed by the Graduate Council.

(1) The Graduate School welcomes the presence on the National College of Education campus in graduate degree programs of qualified students from outside the United States of America. Because of the educational and cultural hurdles to be met at an American college, foreign students selected for admission to the National College of Education Graduate School must present evidence of a record well above average in scholastic achievement

and personality adjustment. Proficiency in aural, spoken, and written English is prerequisite.

(2) All correspondence concerning admission to graduate study on the part of interested foreign students must be conducted through the Office of the Graduate School, and admissions procedures will be carried out in the same manner as for other graduate students with only such exceptions as shall be so stated in this policy declaration. Application forms and information about the College will be sent, upon request, by the Office of the Graduate School. Applications, together with recommendations and official transcripts of previous college education, should be sent to the Dean of the Graduate School. The handling of all matters pertaining to immigration regulations, such as issuance of the necessary statement (I-20 Form) to the U.S. Immigration Bureau for permission to enroll, will be carried out by the College Registrar after all required documents have been received and the Graduate Council has decided in favor of admission. While in residence at National College of Education, each foreign student will be assigned to a special foreign student adviser for assistance in meeting problems that may arise and for such personal and academic counseling as may be advisable.

(3) The selection of unsponsored (or independently applying) foreign students applicants will be made by the Graduate Council on the basis of information obtained not only from the student's application form and the required transcripts and personal recommendations, but also through use of the applicant information service of the Institute of International Education. Students seeking admission to this College will be advised to make contact with the nearest I.I.E. office and to arrange for a local interview with a representative of I.I.E. This I.I.E. Overseas Interviewer will secure the following information about the applicant:

- (1) Strength of motivation of applicant.
- (2) Applicant's general academic competence and the strengths and weaknesses of his academic credentials.
- (3) English language competence (Articulation and comprehension, aural and written; TOEFL or equivalent.) Students who cannot obtain a TOEFL bulletin and registration form locally should write well in advance for them to: Test of English as a Foreign Language, Box 899, Princeton, New Jersey 08540, U.S.A.
- (4) Financial position as reported by the applicant.
- (5) Physical health and personality.

The interviewer will forward his report through the I.I.E. office to the College. All foreign students, except those sponsored by I.I.E. itself or a responsible agency of the United States Government, will be classed as unsponsored or independent applicants and will be required to complete this procedure with I.I.E. before being given consideration for admission to National College of Education. Since this application process must necessarily consume considerable time, each student is advised to initiate contacts with the College and with I.I.E. several months in advance of the time of expected departure for the United States.

(4) All foreign students admitted to graduate study at National College of Education shall be on provisional status for one term, and the Dean of the Graduate School has the authority to require a reduced course schedule for this first, or any subsequent, term if the conditions of enrollment seem to warrant such reduction in load. Foreign students admitted on the basis outlined *will not* be expected to take the entrance examination required of all American students, and discussed in the preceding section of this Bulletin. It should be clearly understood that admission to graduate study in no way commits the College to granting a Master's degree. The student will be held to the same standards of achievement as are required for American students. These requirements are spelled out in detail in this Bulletin and should be carefully studied by all degree students. At approximately half way along the typical course of study the student must apply for admission to candidacy for the Master's degree, and at that time the Graduate Council reviews the student's record and decides whether or not he may proceed to completion of the program and to graduation.

(5) It is expected that the foreign student applicant will give assurance to the College prior to arrival on campus of adequate financial support to carry him through his stay at the College. Only limited college funds are available for scholarships and other financial assistance, and these are described in this Bulletin under the heading, "Financial Assistance to Graduate Students." Such financial assistance is usually applied directly to the payment of college fees, leaving little or no cash to be spent for other purposes. To safeguard against unexpected emergencies and needs, prospective foreign students are required to have a minimum of three hundred U.S. dollars on deposit with the College, besides the required payment of fees, before beginning a course of study. Adequate funds for the purchase of clothing suitable to the climate in Evanston, for books and educational materials, for any expected travel, and for other personal expenditures should be planned and provided for prior to arrival.

(6) The foregoing requirements are established to ensure a realistic basis upon which the foreign student may obtain the maximum benefit and enjoyment from his sojourn at National College of Education and in the United States of America. This College is committed to an educational philosophy and practice which seeks to promote the highest potential development of each student regardless of race, creed, or national origin. It regards itself privileged to have graduates in all parts of the world making significant contributions to this philosophy and practice.

Transfer of Credits

Upon approval of the Registrar and the Dean of Graduate School a maximum of three courses or the equivalent of six semester hours of graduate work may be transferred from another recognized institution. Credits so earned will not reduce the residence requirement.

Course Work in Residence

A *minimum of ten courses must be earned in residence.* This includes work taken on campus and Professional Laboratory Experiences supervised by the faculty of the College in local public schools. Courses to be counted for

residence may be accumulated on a full-time or part-time basis. Extension courses are not counted as in residence.

Course Load Limitation

The full-time student takes four or five courses during any regular term. Part-time students who teach or work full-time in other occupations will not be allowed to register for more than two courses per term. A schedule of up to four courses is permissible in the summer term, but no more than two courses may be taken in any four-week term. Enrollees in shorter terms may register for one course only per term. Course credit for shorter sessions will be equated to the above and announced whenever such sessions are offered by the College.

Withdrawals

To withdraw from the College a student presents a written statement to the Office of the Graduate School who, in turn, will notify the Registrar and the instructors concerned.

For honorable withdrawal, illness or change of residence, etc., a letter from the instructor to the Registrar verifying satisfactory work must be received.

The Graduate Council, representing the faculty of the College, reserves the right to request the withdrawal of a student at any time during his course of studies if he does not meet the required standard of scholarship, cannot remain in the College without endangering his own health or the health of others, lowers the moral tone of the school, or fails in any other particular to come up to the standards of the College.

Refund will be granted to a student if he has given the Registrar the required written notice of intent to withdraw prior to the third class meeting.

Comprehensive Fee Refunds

No part of the comprehensive fee will be refunded to students who are dismissed from the College before the end of the term. If a student voluntarily withdraws, having followed the required withdrawal procedure, during the first four weeks of the term, comprehensive fee credit in the amount of the unused portion (or a cash payment of one-third of the unused portion) will be granted. Credit will be extended one academic year.

Course Grades and Credits

The grading system by means of which the quality of credit earned is reported employs the letters A, B, C, D, and I. The grade of A indicates work of superior quality; B, work of satisfactory quality; C, unsatisfactory, but passing; D, failure; and I means incomplete.

Work accepted for the Master's degree shall average no lower than B grade, no more than one-third of which may be of C grade. No credit is granted

for a grade lower than C. Unless removed, however, by repetition of the course and attainment of an acceptable grade, all below C grades will be counted in figuring the student's average. A grade of I will be assigned if the student is unable to complete a course on time because of unavoidable circumstances or for the purposes of extended graduate research projects. An incomplete grade must be completed before the end of the succeeding term of the student's enrollment; otherwise it automatically becomes a failure.

A graduate student working for a Master's Degree may not take more than three courses beyond the minimum requirement for the degree for the purpose of raising his grade average.

Requests for Transcripts

Students requiring transcripts of credits earned at National College of Education should direct their requests to the Office of the Registrar.

Student Services

Graduate students interested in College housing, health services, insurance, and placement office services are invited to consult the Graduate School Office.

Personal counseling services for graduate students are provided by the Dean of Graduate School and staff members designated by him.

All graduate students are personally advised and their programs are individually planned. Graduate students are encouraged to seek frequent counsel from any of the graduate faculty. National College of Education takes pride in the high degree of personal attention given to each of its students.

Attendance

Students are expected to attend all classes for which they are registered. In the case of unavoidable absences the student bears the responsibility of reporting the reason for such absence to the instructor and of arranging with him for any necessary make-up work.

Physical Examination

The full-time graduate student attending regular sessions of the school year is required to have a physical examination by his personal physician and to file a report of the same as well as a TB x-ray report when he registers for the first time. The part-time graduate student who expects to enroll in internship must file a physical examination report with the College Health Service office at least three months prior to admission to the internship assignment; otherwise, part-time graduate students are not required to present physical examination reports. Forms for this purpose are available at the College Health Service Office.



DR. MARVIN ENGLISH
Dean, Graduate School

Personality Examination

A general personality examination is required of all students planning to earn a Master's degree. The College recognizes a close relationship between the professional competence and the mental health of the teacher. It feels a definite responsibility for insuring in so far as possible that its graduates have the requisite mental and emotional maturity to establish healthful relationships with children and with professional colleagues. The personality examination assists in early detection of problem cases, and in the provision of helpful counseling.

The examination is taken during the enrollment in the Introduction to Graduate Research course following admission to graduate study. This applies to both full-time and part-time students. An announcement of the

DR. THEODORE KAMATOS
Assoc. Dean, Graduate School



time of the examination will be made near the beginning of each session by the Dean, Graduate School.

The student is not admitted to candidacy for the Master's degree until the personality examination has been satisfactorily completed. All findings are considered confidential.

Application to Candidacy

The student should be aware that admission to graduate study does not carry with it admission to candidacy for the degree. These are *two* important and *separate* procedural steps.

The student may apply for candidacy after he has (1) removed all deficiencies; (2) demonstrated ability to pursue graduate work successfully by having maintained a "B" average in his courses; (3) completed satisfactorily the personality examination required of all students working for Master's degrees; and (4) demonstrated proficiency in English usage by having submitted to the Graduate Council at least one graduate paper, or the prospectus of his thesis. (See requirement on papers below.)

The application for candidacy should be filed with the Graduate School Dean at the time of completion of approximately half the course of study. Forms may be obtained from the Office of the Graduate School.

Graduate Research Papers

A significant aspect of graduate study at National College of Education is the requirement that all persons admitted to Master of Education degree programs shall submit to the Graduate Council two graduate research papers. One of these shall be on a topic within the field of professional education; the other must deal with a problem or topic within the perspective of a discipline in the liberal arts. One of these papers is a pre-requisite condition for admission to candidacy for the degree. Both must be filed with and accepted by the Graduate Council not later than the mid-point of the last term before graduation. The student should check with the Registrar for the specific date for each term.

The graduate student may write these papers in connection with courses in which he is enrolled (but only one paper in any one course); or he may write his papers independently. In either case, he must obtain prior clearance of his topic and a statement of his approach from the adviser on graduate papers. In general, enrollment in the course, "Introduction to Graduate Research," where instruction concerning the writing of graduate papers is given, will be considered prerequisite to permission to submit a finished paper to the Graduate Council. When a paper is written in connection with a course, the instructor of the course may serve as a judge of the content quality of the paper, and in such a case may accept the paper for credit in the course. Such papers must be superior or excellent to warrant acceptance by the Graduate School.

The adviser on graduate papers, appointed by the Graduate Council, will give final judgment on format, style, diction, and over-all quality of research and reporting. Completed papers may be submitted at any time during the course of study, but, as indicated before, the final paper must have been fully accepted by the mid-point of the last term before graduation. It is a responsibility of the student to see that his papers are submitted early enough so that instructors and the adviser on graduate papers are not embarrassed by the impending deadline.

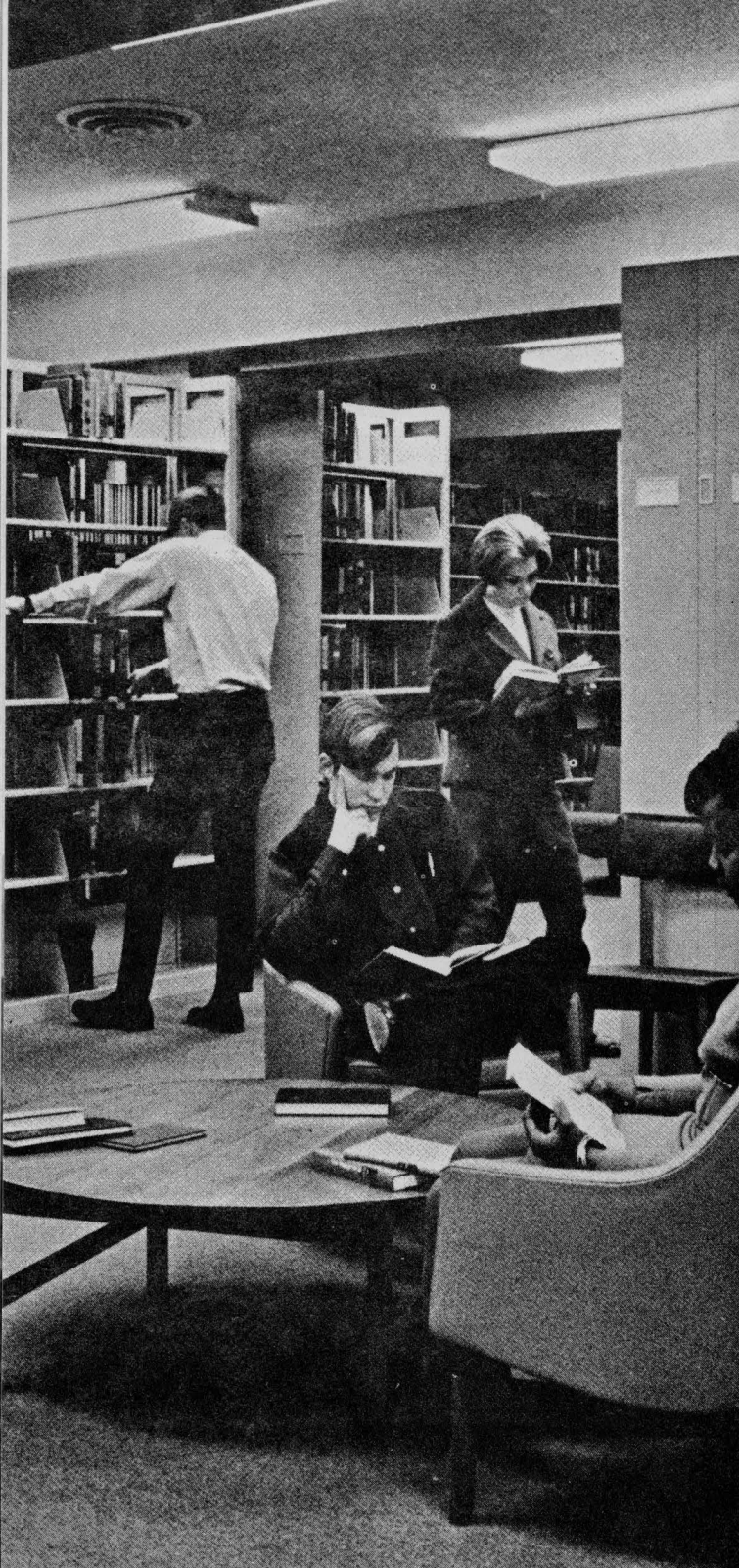
Graduate Thesis

The M.S. degree candidate is required to write a master's thesis. The student has the responsibility of making an appointment with the Dean for the purpose of counsel on the selection of a thesis topic and the formation of his faculty thesis committee.

Minimum Course of Study

A relatively major portion of the student's progress toward a graduate degree is occupied with completion of a plan of study. In the section of this Bulletin below which is entitled "Description of Courses," the range of possible selections and the specific content of courses is presented. In general the minimum requirement for graduation is satisfactory completion of fifteen to eighteen courses, but this may be increased due to individual needs of the student.





At the time of admission to graduate study each student, in consultation with the Graduate School Dean, plans for a specific program of study. A program pattern will be developed in line with the special needs of the student, and a copy of this plan will be provided for the student and also placed on file in the Office of the Graduate School.

This procedure is adopted to supply the student with maximum access to personal consideration and expert guidance. The Dean, the adviser, and, indeed, the instructor in each of the student's courses welcome the opportunity for thus getting to know the student and for offering the best possible help in meeting problems and in attaining the objectives of graduate study.

At the beginning of the final term, or summer session, in residence the student should make a final check with the Office of the Graduate School to be sure that course requirements, and all other procedures preliminary to the degree will be properly fulfilled.

Time Limitation

Normally courses counted toward fulfillment of the degree requirements must be taken within a time period of six years. If study has been carried on during summer sessions only, the seventh summer will be allowed for completion of the degree.

Master of Science degree candidates must fulfill all degree requirements within a four year period from the date of formal admission.

Requirements for Master's Degrees

The general regulations for obtaining the Master's degree at National College of Education, as given exposition above are here summarized in the following list:

- (1) Admission to graduate study as a result of the evaluation of transcripts and recommendations, and passing of the entrance examination by all students except those who already have received a graduate degree.
- (2) Satisfactory results from the required personality examination.
- (3) Satisfactory completion of a course of study consisting of not less than fifteen courses of graduate work including the graduate core requirement of the degree program elected. No more than five courses (ten semester hours) may be taken off-campus. A combination of transfer credit and National College of Education extension course credit cannot exceed this maximum.
- (4) The maintenance of a scholastic average of B or better with no more than five courses of C grade.

(5) Submission, and Graduate Council acceptance, of two graduate research papers, one in professional education and the other in liberal arts (M.Ed.) or a thesis (M.S.) (A graduate paper is not required of the MAT candidate.)

(6) Admission to candidacy for the degree.

(7) Full discharge of all obligations to the Business Office, the Library, and fulfillment of all other rules and regulations appertaining to graduate students.

It is the personal responsibility of the student himself, and of no other person or the College, to take initiative in meeting all requirements and in maintaining a careful check on progress from step to step.

The diploma for the Master's degree is issued only at regular graduation convocations. For those who complete degree requirements at other times, a letter certifying such completion of work will be issued by the Office of the Graduate School, upon the request of the student, to the public school authorities, certification boards, or other professional agencies, but such letters do not signify the actual conferring of the degree. *The Office of the Registrar should be notified at the beginning of the term or summer session in which the student expects to complete all requirements for the degree.*

Description of Master Degree Programs

Master of Science Program

The Master of Science Degree Program is designed for exceptionally qualified candidates who are certified and have serious long-term interest in current or emerging educational professional fields. Program objectives include course offerings designed to prepare students for leadership positions in administration, supervision, research and related areas. Consideration is given to preparation for further graduate study.

	Program Requirements	No. of Courses
Ed. 500	-Introduction to Graduate Research	1
Ed. 571	-Historical and Philosophical Foundations of Education	1
Ed. 515	-Statistical Methods in Education	1
Ed. 574	-Research Design Analysis	1
Ed. 573	-Contemporary Issues in Education or	1
Soc.S. 500	-Backgrounds of World Understanding	
Ed. 580	-Thesis	1
	Electives/Program Requirements	9-11
	Total	15-17 Courses

Master of Education

The Master of Education Degree Program is designed for certified teachers dedicated to children and the development of their learning environment. This program serves the needs of professional teachers who seek advanced preparation for higher levels of professional competence in the classroom.

	Program Requirements	No. of Courses
Ed. 500	-Introduction to Graduate Research	1
Ed. 501	-Research for Teachers	1
Psy. 500	-Seminar in Child Development and/or (determined with advisor)	1-2
Psy. 525	-Theories of Teaching and Learning	
Ed. 571	-Historical and Philosophical Foundations of Education	1
Ed. 573	-Contemporary Issues in Education or	1
Soc.S. 500	-Backgrounds of World Understanding	
	Electives	10
	Two Research Papers	
	Total	15-16 Courses

Master of Arts in Teaching

The Master of Arts in Teaching Degree Program is designed for students with a baccalaureate degree who desire certification for teaching. This should be considered a basic program with emphasis on entrance requirements to the profession. Professional study is combined with practical classroom experiences. The focus is on the preparation of teachers who will provide learning opportunities for children with concern for them as human beings and for their unique learning behaviors.

Program Requirements	No. of Courses
Ed. 500 —Introduction to Graduate Research	1
Ed. 571 —Historical and Philosophical Foundations of Education	1
Psy. 500 —Seminar in Child Development	1
Psy. 503 —Educational Measurements	1
Psy. 525 —Theories of Teaching and Learning I and II	2
Ed. 501 —Research for Teachers	1
Ed. 575 —Elementary Methods and the Teaching of Reading and	3
Ed. 537 —Internship in Teaching	3
Electives	6
Total	17-18

} or 5*

*When these two requirements are offered as an integrated block, a total of 5 course credits will be granted.

Administration and Supervision Sequence

**I. Graduate Core Courses for the Master of Science Degree
10 SH—Required**

- Ed. 500—Introduction to Graduate Research
- Psy. 515—Statistical Methods in Education
- Ed. 574—Research Design Analysis
- Ed. 571—Historical and Philosophical Foundations of Education
- Ed. 573—Contemporary Issues in Education

**II. Organization and Administration of School Systems
4 SH—Required**

- Ed. 516—Organization and Administration of Schools—Pre-primary through Intermediate Grades
- Ed. 576—Organization and Administration of Schools—Middle through Secondary Schools

III. Sequence for Supervision—8 SH

- Ed. 508—Curriculum —Pre-primary through Intermediate Grades
- Ed. 577—Curriculum —Middle through Secondary Levels
- Ed. 515—Techniques of Supervision, K-12
- Ed. 523—Guiding Curriculum Improvement Programs

IV. Sequence for Principalship—8 SH

- Ed. 515—Techniques of Supervision, K-12
- Ed. 532—School Finance
- Ed. 523—Guiding Curriculum Improvement Programs
- Ed. 579—Systems for Educational Planning and Accountability
- Ed. 599—School Law

V. Professional Course Electives 4-6 SH—Required

- Ed. 509—Audiovisual Education
- Ed. 511—School and Community
- Ed. 525—Introduction to Educational Therapy
- Ed. 531—Building a School Testing Program
- Ed. 537—Internship
- Ed. 543—New Media Learning Resources and Materials
- Ed. 546—Techniques of Individualizing Instruction
- Ed. 554—Computer Technology and Programming Strategies
- Psy. 502—Guidance in the Elementary School
- Psy. 507—Mental Health Education: Programs, Materials and Techniques
- Psy. 508—The Study and Practice of Group Dynamics
- Psy. 514—Use of Psychological Evaluations

(Other courses may be substituted with consent of adviser.)

VI. Cognate Course Electives 4-8 SH—Required

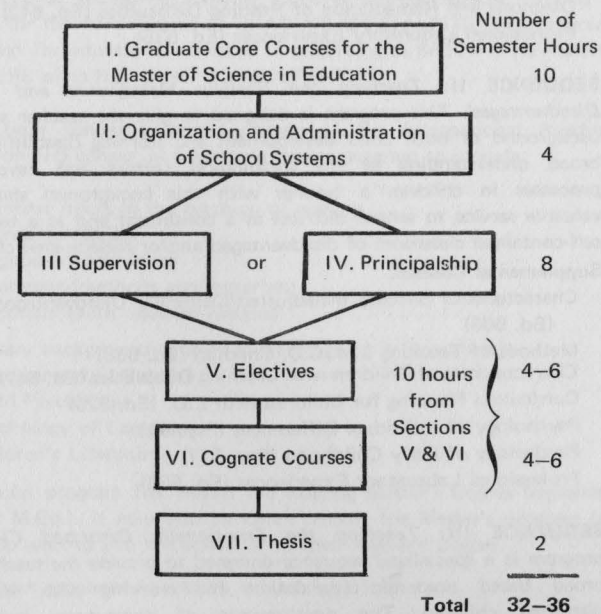
- English 504—Modern Writing and Thought
- Psy. 500—Seminar in Child Development
- Soc. Sci. 500—Backgrounds for World Understanding
- Soc. Sci. 501—Workshop in Human Relations
- Soc. Sci. 503—American Political Organization and Development
- Soc. Sci. 504—The Urban Community
- Sci. Math. 518—History of Science and Technology

(Other courses may be substituted with consent of adviser.)

VII. Thesis—2 SH

- Ed. 580—Thesis

**DIAGRAMMATIC SUMMARY OF REQUIREMENTS FOR THE
MASTER OF SCIENCE DEGREE WITH SPECIALIZATION
IN SCHOOL ADMINISTRATION OR SUPERVISION**



**SPECIAL EDUCATION
GRADUATE DEGREE PROGRAMS**

Graduate degree programs in special education have their curricular foundation in the guidelines set forth by the Office of the Superintendent of Public Instruction for working with Maladjusted Children, i.e., Learning disabilities, Emotionally Disturbed, and Socially Maladjusted/Culturally Disadvantaged youth.

Graduate students may choose between the Master of Science or the Master of Education degree. The approved sequence of Graduate School Core Courses must be followed for each degree. The M.Ed. degree may be considered the degree of the practitioner, the teacher. The M.S. degree is encouraged for all students who plan further academic work and/or administrative or supervisory positions where research and curriculum planning skills are important.

TEACHER CERTIFICATION: The declaration of a teacher as being eligible to work with children under the Maladjusted Program may be accomplished by meeting minimal requirements although completion of the degree sequence is highly recommended.

Minimum Requirements: Five basic courses are required by the Teacher Certification Board. Upon completion of these courses a teacher may submit transcripts for evaluation and gain eligibility based on the required course work completed. These five courses do not have to be in association with a degree program.

DR. JACK STURCH
Director of Special Education



PROGRAMS IN SPECIAL EDUCATION—MALADJUSTED CHILDREN

The following courses present acceptable sequences for provisional certification in special education—Type 701A-Social Maladjustment, Type 701B-Learning Disabilities, Type 701C-Emotionally Disturbed. These courses may be taken as electives in a regular program for the M.Ed. degree, or M.S. degree. They may also be taken separately on Special Student status. See section on graduate course descriptions.

701A

Education 566, Characteristics of Socially Maladjusted and Culturally Disadvantaged Children

Psychology 505, Diagnostic Testing

Psychology 507, Mental Health in the Elementary School

Education 568, Methods of Teaching Socially Maladjusted and Culturally Disadvantaged Children

Elective in special education

701B

Education 547, Characteristics of Children with Learning Disabilities

Psychology 505, Diagnostic Testing

Psychology 507, Mental Health in the Elementary School

Education 529, Methods of Teaching Children with Learning Disabilities

Elective in special education

701C

Education 567, Characteristics of Emotionally Disturbed Children

Psychology 505, Diagnostic Testing

Psychology 507, Mental Health in the Elementary School

Education 544, Methods of Teaching Emotionally Disturbed Children

Elective in special education

DEGREE SEQUENCES IN SPECIAL EDUCATION

GENERAL REQUIREMENTS:

Five (5) basic core courses required by the Graduate school in either the M.Ed. or M.S. Sequence.

BASIC SPECIAL EDUCATION:

Teaching the Exceptional Child (Ed. 527)

Introduction to Educational Therapy (Ed. 525)

Diagnostic Testing (Psy. 505)

Mental Health in the Elementary School (Psych. 507)

SEQUENCE I: *Teaching the Child with Learning Disabilities.* This program is designed to give the specific academic foundation for an understanding of the programming for the child with learning disabilities. Teachers electing this program would be qualified for positions as consultants, educational therapists with L.D. children, teachers of self-contained classrooms for children with learning disabilities.

Supplemental Courses:

Characteristics of Children with L.D. (Ed. 547)

Methods of Teaching Children with L.D. (Ed. 529)

Motor Activities for Children with L.D. (P.E. 500)

Curriculum Planning for Children with L.D. (Ed. 528)

Psychology of Individual Differences (Psy. 509)

Diagnosis and Remediation of Reading Difficulties (Ed. 542)

Professional Laboratory Experiences (Ed. 536)

SEQUENCE II: *Teaching the Socially Maladjusted and Culturally Disadvantaged.* This program is designed to give the teacher a thorough background of both child development and learning disabilities. With a broad understanding of the sociological factors and developmental processes in children a teacher with this background should offer valuable service to school districts as a consultant and as a teacher of a self-contained classroom of disadvantaged and/or maladjusted children.

Supplemental Courses:

Characteristics Socially Maladjusted/Culturally Disadvantaged Children (Ed. 566)

Methods of Teaching S.M./C.D. Children (Ed. 568)

Characteristics of Children with Learning Disabilities (Ed. 547)

Curriculum Planning for Children with L.D. (Ed. 528)

Psychology of Individual Differences (Psy. 509)

Psychology of Early Childhood (Psy. 517)

Professional Laboratory Experiences (Ed. 536)

SEQUENCE III: *Teaching the Emotionally Disturbed Child.* This program is a specialized sequence designed to provide the teacher with a broad based academic foundation for working with emotionally disturbed children. The development of competent, sympathetic, progressive teachers of self-contained classrooms for emotionally disturbed children is the basic objective of this program.

Supplemental Courses:

Characteristics of the Emotionally Disturbed Child (Ed. 567)

Methods of teaching the Emotionally Disturbed Child (Ed. 544)

Characteristics of the Child with Learning Disabilities (Ed. 547)

Methods of Teaching the Child with Learning Disabilities (Ed. 529)

Psychology of Individual Differences (Psych. 509)

Psychology of Early Childhood (Psych. 517)

Professional Laboratory Experiences (Ed. 536)

SEQUENCE IV: *Educational Therapy.* This degree sequence is designed to prepare teachers to assume responsibility in the teaching of children who are emotionally disturbed, disadvantaged/maladjusted, or have learning disabilities. The program is a broad one that would prepare a teacher to assume the role of an educational therapist, direct a learning center to which all types (A, B, C) are referred, or provide consultation services to teachers on several areas of special programming.

Supplemental Courses:

Characteristics of Children with Learning Disabilities (Ed. 547)

Characteristics of Socially Maladjusted/Disadvantaged (Ed. 566)

Characteristics of Emotionally Disturbed (Ed. 567)

Methods of Teaching Children with Learning Disabilities (Ed. 529)

Methods of Teaching Socially Maladjusted/Disadvantaged (Ed. 568)

Methods of Teaching Emotionally Disturbed (Ed. 544)

Administration and Supervision of Programs for Exceptional Children (Ed. 570)

Professional Laboratory Experiences (Ed. 536)

PROGRAM IN READING SPECIALIST

As a result of increasing demand, National College is now offering a program for the development of READING SPECIALISTS. This program is designed for educators interested in qualifying as SPECIAL READING TEACHERS or as READING CONSULTANTS.

Qualifications follow suggested criteria of the International Reading Association and consist of a Master's degree program to include:

A. 12 semester hours in the teaching of reading

Foundation Skills

Diagnostic Techniques

Treatment (methods and materials)

Practicum (with disabled readers)

B. Necessary background courses (undergraduate is acceptable)

Measurement/Evaluation

Child Psychology

Psychology of Learning

Children's Literature

This special program fits within the existing Master's Degree sequences (M.S. or M.Ed.). It may also be taken outside the Master's program by those who wish to add this specialty to their Master's Degree.

The 12 hour sequence in reading is made up of:

Ed. 591 — Reading at the Primary Level

Ed. 592 or 593 — Reading at the Intermediate or Secondary Levels

Ed. 594 — Diagnostic Techniques for the Reading Specialist

Ed. 595 — Corrective Techniques for the Reading Specialist

Ed. 596 — Practicum in Remedial Reading

Additional Courses in reading:

Ed. 541 — Reading Activities and Skill Development

Ed. 542 — Diagnosis and Treatment of Reading Difficulties

Ed. 597 — Practicum in Administration and Supervision of Reading

Ed. 598 — Seminar in Problems in the Teaching of Reading

FEES AND CHARGES

General Explanation

The fees paid by students cover only a part of the instructional and operating costs. The difference between such costs and what the student actually pays is met by income from the endowment, and contributions by public spirited men and women and business concerns who recognize the value of opportunities offered at National College of Education.

List of Charges

Application Fee	\$ 15.00
(Payable at the time of filing application for admission to graduate study, once only; not refundable)	
Comprehensive Fee (per quarter)	800.00
Part-time (on campus, per course)	160.00

Extension Course Fee (per course)	58.00
Auditor's Fee (not for credit, per course)	160.00
or	58.00
Duplicate Transcript Fee (one copy, no charge)	1.00

	Board	Single Room	Double Room	Triple Room
Per Term	\$290.00	\$245.00	\$210.00	\$200.00
Weekly Rate	28.00	24.00	21.00	20.00
Summer Term ...	(See weekly rates above)			
Guest Rates: Overnight	\$3.00	Dinner	\$2.50	
	Breakfast	\$1.25		

Room charges by special arrangement

(Resident students pay both board and room charges for each period of registration).

(Cafeterias open to both resident and part-time students for noon meals.)

Room and Board Refunds

The charges for room rent are not subject to refund or deduction under any circumstances, unless the College is able without loss to re-rent the room to a new and satisfactory applicant. In case of prolonged illness and subsequent absence from the College extending over a period of six weeks or more, or in case of withdrawal, a prorated reduction in the price of board may be made. The date of withdrawal from College is determined for any refund purposes from the date the Registrar approves the withdrawal permit card as noted in the section on withdrawals.

Refund of Fees

Prorated refunds on course fees are not made for the summer sessions; full refund will be granted if the student has given the Registrar written notice of intent to withdraw prior to the third class meeting. Prorated credit may be granted only in the case of illness. This credit will be extended one year from the date of withdrawal. The date of withdrawal is determined from the time the Registrar is informed in writing of the intent to withdraw.

Change in Fees

The College reserves the right to make changes in fees as the need arises and without previous notice.

FINANCIAL ASSISTANCE

National College of Education recognizes that many graduate students will need financial assistance in order to attend the College. Those seeking such assistance should consider the following opportunities:

NCE Awards

(1) One scholarship for the full amount of the comprehensive fee for up to four terms of full-time enrollment available to a foreign student.

(2) One teaching fellowship in the amount of \$2,475 for three terms of enrolment for a student who would be employed in the Demonstration School through special arrangement by the Graduate School Office.

(3) Full and partial tuition fellowships are available to graduate students for full-time study on campus. Preference is given to students in residence for the academic year. A work requirement often accompanies such awards.

(4) Special Education Scholarships are available by courtesy of the Office of the Superintendent of Public Instruction through National College of Education.

Graduate students should make application for financial assistance to the Graduate School Office, National College of Education, on forms provided by that office.

TRANSPORTATION

Local Facilities

All of the campus buildings may be reached via the Chicago Transit Authority Lines. The nearest station for Marienthal is Central Street, Evanston; for the Sheridan Road campus, Isabella Street. The Chicago

and North Western Railway has a station at Davis Street (downtown) Evanston, and Central Street, Evanston. The Evanston Bus Line runs along Central Street past Marienthal and within three blocks of Baker Hall. A forty-five minute ride on the Chicago Transit Authority Lines brings the student to the campus from the heart of Chicago's Loop district.

Railway

Through tickets should be purchased to Evanston, via the Chicago and North Western Railway from Chicago. These tickets will include transfers between stations in Chicago. Taxicabs may be taken from the North Western Railway station at Davis street in Evanston.

Automobiles

Parking space on College property is limited, as it is at many colleges and universities throughout the land. Some students may find it necessary to commute to and from their classes by automobile. Interns may need to use their own cars for transportation to and from their schools. These two groups of students are required to register their license numbers with the Business Office and to display a College parking permit on their automobiles.

On-the-street parking is governed by the usual restrictions of a residential area. The good name of the College in its relations with neighboring householders is enhanced when students who park on the streets close to the College adhere scrupulously to the posted rules.

LUDWIG BODZEWSKI
Assoc. Dean, Graduate School



Graduate School Calendar 1970-1971

College Calendar 1971-1972

1971 — Fall Term

September 8-10, Wednesday, Thursday, Friday
College Faculty Workshop

September 10, Friday
Demonstration School Workshop

September 13, Monday
Demonstration School Classes begin (8:45 a.m.)

September 18, Saturday
Opening of dormitories (10:00 a.m.)

September 20, Monday
Extension classes begin

September 22, Wednesday
Orientation, Registration of full-time graduate students
Times to be announced, on campus classes begin.

November 23, Tuesday
Graduate School Thanksgiving Recess (10:00 p.m.)

November 24, 25, 26, 27, Wednesday, Thursday, Friday, Saturday
Thanksgiving Recess

November 29, Monday
Graduate classes resume

December 6, Monday
Graduate School closing (see Fall Term brochure)

December 13, Monday
Final Reports for Fall Term due in Registrar's
Office (4:00 p.m.)

December 14-15, Tuesday, Wednesday
Faculty Interterm Workshop

December 17, Friday
Demonstration School Classes close for Winter
Holiday (3:20 p.m.)

Winter Quarter 1971

January 3, Monday
On campus and Extension classes begin (see Winter Term
brochure) Demonstration School classes resume (8:45 a.m.)

March 18, Saturday
Graduate School closing (see Winter Term brochure)
Final Grade Reports for Winter Term due in Registrar's
Office (4:00 p.m.)

Spring Term 1972

March 20, Monday
On Campus and Extension classes begin (see Spring
Term brochure)

March 23, Thursday
Graduate classes close for Spring Term Holiday (10:00 p.m.)

May 29, Monday
Memorial Day Recess

June 3, Saturday
Alumni Day

June 8, Thursday
Demonstration School closes for year (3:20 p.m.)

June 10, Saturday
Graduate School closing (see Spring Term brochure)
Commencement (2:00 p.m.)

June 12, Monday
Final Grade Reports for Spring Term due in Registrar's
Office (4:00 p.m.)

Summer Term 1972

The beginning date shall be determined in accordance with the closing dates of schools in the area. See Summer Term brochure.

August 18, Friday
Summer Term ends (5:00 p.m.)
Summer Commencement (8:00 p.m.)

August 20, Monday
Final Grade Reports for Summer Term due in Registrar's
Office (4:00 p.m.)

Graduate Course Descriptions

(The unit of credit is the course. Courses numbered 500 or above are not open for credit to undergraduates. Each course is equivalent to two semester hours of credit with the exception of Education 537 and Education 575.)

ART

Art 500, Art Education

This course is designed to give graduate students who have had varying degrees of experience common ground whereby they can grasp the methods and theory of teaching art to children. Basic uses of materials will be stressed with those who have had little experience; while the more advanced students may carry on research in the area of interpretation and do work of a more advanced nature with the basic materials used by children.
Fall.

Art 501, Crafts Workshop I

This course is designed to provide a study of clay, wood, and metal that permits the student to develop a degree of technical skill. The skills and knowledge acquired will encourage the student in choosing an area of personal creative endeavor.

Art 502, Crafts Workshop II

This workshop is designed to give the individual insight into creative and constructive processes which will enrich personal living. Through exploration and experimentation the student derives rich personal satisfaction, as well as a certain degree of proficiency, in given craft areas. Areas of concentration are mosaics, basketry, weaving, leather, and enameling.

Art 503, Seminar in Art Education

This course attempts (a) to develop further insight into the nature of the creative work of children as it is related to the physical, emotional and esthetic aspects of their development; (b) to do individual research in some aspect of child development as it is reflected in the creative work of the child; this research to be carried on at a professional level with the aid of materials gleaned from study of the child's creative work and related records; (c) to explore and discuss the meaning of the various approaches to art education.

Prerequisite: Art Education 500.

Art 504, Arts Activities in the Non-Arts Curricula

This course is designed to help classroom teachers use arts activities in the classroom in correlation with social studies, mathematics, science, and language arts. It provides an opportunity to explore and experiment with basic elementary tools and equipment and materials such as clay, plastics, leather, metal, wood.
Prerequisite: Art Education 500.
Winter.

EDUCATION

Education 500, Introduction to Graduate Research

In this course graduate students will be introduced to the aims of the fifth year of professional study, to methods of research, evaluation of printed research and use of bibliographical tools, and to the requirements concerning the writing of graduate papers.
Required course in the Graduate Core Requirement.
Each term.

Education 501, Research for Teachers

The content of the course includes experiences in the development of diagnostic methods for individual and group instruction and the study of procedures for the interpretation of educational data.
Prerequisite: Education 500
Each term.

Education 502, Early Childhood Education

This course makes a survey of current practices in the education of young children and through the development of a continuous curriculum shows the close relationship of nursery school to kindergarten and kindergarten to first grade. Each student carries on an individual project stimulated by interest or real need.

Education 503, Primary-Middle Grades Education

This course examines the special problems and opportunities in the education of children through the period of development traditionally encompassed by the first five grades of the elementary school. The crucial importance of an adequate and personally healthy introduction to the basic skills of communication, thinking, and creative expression are stressed; Each student carries on an individual project stimulated by interest or real need.

Education 504, Middle School Education

The essential characteristics and needs of children in the later elementary and junior high school years are considered with respect to the problems of school organization, curriculum planning, materials and resources. Current problems and trends are examined. Students are given the opportunity to pursue special studies to meet individual concerns.

Education 505, Current Problems in Teaching Mathematics

A survey is made of current issues in the teaching of mathematics at all levels through the elementary school. Students are given the opportunity to work on special problems pertaining to the teaching of mathematics. The "new mathematics" approach is central.
Prerequisite: Mathematics 507 or equivalent.
Winter.

Education 506, Problems and Methods in Teaching the Social Studies

This course seeks to provide awareness of the currently developing trends in the broad area of the social studies in elementary education. Special attention is given to ways of fostering the basic skills required in group cooperation, the understanding and use of abstract concepts, the interpretation of social data and their application to social living, the techniques of social inquiry, and the assessment of values. Students are encouraged to pursue special studies related to individual concerns in teaching.

Education 507, Teaching the Language Arts

This is a survey and critical appraisal of programs, practices, and trends in the teaching of the language arts—reading, oral and written expression, listening, spelling, and handwriting.

Education 508, Curriculum - Pre-primary through Intermediate Grades

The study of curriculum practices and problems in the selection and organization of curriculum materials appropriate for the younger child.
Fall.

Education 509, Audio-Visual Education

Through the examination, use, and evaluation of audio-visual aids to teaching, the student learns the value of these means of enrichment in elementary education. Areas of concentration will include photography, radio, television, films, filmstrip, exhibits, field trips, bulletin boards, tape recorder, models, overhead projection, and collections.

Education 510, Moral and Spiritual Values in Education

This course deals with a problem of growing importance to school people of all levels. It projects a conception of morality and spirituality

as qualities potentially inherent in any and every experience of growing persons in their interaction with the natural, social, cultural, and cosmic world, rather than as abstract traits. The procedure is one of helping pupils and teachers discover these values as they are found in school experiences, to identify them, and to develop them through action in actual school situations.

Education 511, School and Community

This course is designed to study the relationships between the school and the community. The fundamentals of the public relations program, the work of cooperating agencies and organizations related to the school, the public interest in education, and the community approach to education are parts of the course.

Education 512, Parent-Teacher Communication

This course has two purposes: (1) to serve the experienced teacher through study and evaluation of methods and materials, study-group procedures, discussion group planning and programming in order to prepare for leadership in parent education; (2) to serve the beginning teacher through emphasizing and practicing techniques appropriate to parent-teacher conferences, and by familiarizing the student with resources, methods, and materials used in working with parents and the community.

Education 513, Teaching by Television

The aim of the course is to provide teachers with a fundamental knowledge of television as a communications medium and an understanding of the problems and advantages of its use as an educational tool. The students will get laboratory experience in the operation of television equipment and will have the opportunity to plan and participate in experimental television teaching projects.
Prerequisite: Education 509 or equivalent.

Education 514, Seminar for Supervising Teachers

Course planned for classroom teachers working with student teachers or for prospective supervising teachers recommended by administrative staff of cooperating schools. Study of purposes and goals of student teaching program. Review and evaluation of significant laboratory situations.

Education 515, Techniques of Supervision K-12

This course is designed to acquaint the mature student with the purposes, organization and techniques of creative, democratic supervision, whether employed in the guidance of student teachers or teachers in a public school. Human relations and the creative aspect of this function are stressed.
Spring.

Education 516, Organization and Administration of Schools—Pre-primary through Intermediate Grades

The research literature, scope of responsibility, organizational patterns, philosophy, programs, facilities, and instructional materials suitable for schools for the younger child.
Fall.

Education 517, Administration and Supervision of Nursery Schools

This course is designed to help nursery school teachers and directors evaluate various types of group experiences provided for the young child in today's nursery schools. A survey of present standards, licensing practices, building and budget needs is made. The importance of parent and community relationships is considered, as well as the criteria developed for promoting staff competencies.
Prerequisite: Experience in a nursery school or by special permission of the instructor.

Education 518, Philosophy of Education

This course explores the basic issues of educational philosophy in which current educational practices are rooted; assesses the conflicts and contributions of the major systems of philosophy, especially as these bear upon education; and seeks to aid the student in developing a philosophical attitude and viewpoint that is as clear and consistent as possible.

Education 519, Seminar in Philosophies of Education

For the student of educational theory and practice this seminar gives opportunity to survey the field of authoritative opinion on fundamental issues respecting educational aims and procedures as interpreted by educational philosophers. Recent developments as well as the historically established positions are analyzed.

Education 520, Trends in Teaching Communication Skills

An advanced course which provides an analysis of trends in the teaching of communication skills of reading, speaking, listening, and writing in the elementary school curriculum. Both action-research and reviews of the research literature with respect to these skills will be emphasized. The course is designed primarily for in-service teachers who are working toward advanced degrees.
Prerequisite: Education 507 or equivalent.

Education 521, Trends in Teaching the Social Studies

This is an advanced course providing an analysis of trends in the social studies curriculum of the elementary school with special reference to selection of content, grade placement of concepts and activities, methods

of teaching, needed equipment, and community resources. The course is designed primarily for in-service elementary teachers.
Prerequisite: Education 506 or equivalent.

Education 522, Trends in the Mathematics Curriculum of the Elementary School

This is an advanced course providing analysis of the latest trends in the mathematics curriculum of the elementary school with special reference to selection of content, grade placement of concepts and activities, methods of teaching, needed equipment, and relation to total curriculum. The course is designed for in-service personnel of elementary schools.
Prerequisite: Education 505 or equivalent.
Spring.

Education 523, Guiding Curriculum Improvement Programs

This advanced course includes critical analysis of the roles of the administrator, supervisor, consultant, and teacher in curriculum improvement projects. Action research, cooperative evaluation, group dynamics, and cultural change are analyzed for the effects each has on curriculum development.
Prerequisite: Education 508, Education 577, or equivalent.
Spring.

Education 524, Workshop in Teaching Skills

Teachers desiring to work on specific problems in the basic skills will have opportunities to do so under guidance. Recent trends and research will be utilized as individuals or committees pursue their work.
Prerequisite: teaching experience.

Education 525, Introduction to Educational Therapy

Some of the basic techniques which are used in describing learning problems and preparing children for remedial instruction are demonstrated and evaluated.
Prerequisite: Psychology 505

Education 527, Teaching the Exceptional Child

This course seeks to provide understandings, techniques, and materials of use to the regular classroom teacher in caring for the individual differences of such exceptional children as may be found in the typical elementary school. The course also serves as a foundation study for those preparing for professional activity in Special Education.

Education 528, Curriculum Planning in Special Education for Teaching Children with Learning Disabilities

A course for teachers of special education for children with learning

problems. A study is made of curriculum content and patterns appropriate to children with various types of learning disabilities in both regular and special classes.
Prerequisite: Education 529 or equivalent or instructor's permission.

Education 529, Methods of Teaching Children with Learning Disabilities

Various methods of teaching children with learning disabilities are presented and/or demonstrated. The use of specialized materials is an integral part of the course.
Prerequisite: Psychology 505
Spring.

Education 531, Building a School Testing Program

Critical analysis of group tests of intelligence, achievement, aptitudes, interest, and personality as they may be used gradewide in a school testing program. The course emphasizes the positive values accruing from a carefully developed testing program. The course is designed primarily for in-service public school personnel.
Prerequisite: Psychology 503 or equivalent.

Education 532, School Finance

Sources, distribution and accounting of school revenues.

Education 535, Independent Study

The purpose of independent study is to provide graduate students an opportunity to study in special areas where they need further information, or to investigate a practical school problem. If a regularly scheduled course devoted to the general area of interest is available, the student will not be permitted to register for Independent Study in that area. Students in residence only.

Education 536, Professional Laboratory Experiences

For graduates who have taught or have satisfied deficiencies in student teaching at the undergraduate level, additional student teaching is available to give broader contact with fine elementary schools while pursuing graduate study. The character of the work varies with the student, with a possible range from classroom teaching for the less experienced to an internship for mature students wishing to better fit themselves for the guidance of student teachers or teachers in public school systems. Students in special education may elect supervised public school experiences in their area of interest.

Education 537, Internship in Teaching—MAT Degree Program

Special internships in cooperatively guided school experiences in selected communities, school systems, and other situations are available for

advanced students with necessary qualifications. These may be elected in the areas of classroom teaching and special education depending on the need of the student. One to three course credit. (When in combination with Education 575 in an integrated block—two and one half course credits.)

Admission to and continuance in the Internship are as follows:

(1) Formal application for admission to graduate study must be completed.

(2) Formal application for Internship on the form provided by the Graduate School should be filed at the beginning of the term previous to that in which assignment is desired.

(3) The student will submit a physical examination report to the Graduate School Office. (See regulation above on Physical Examinations.)

(4) The student will give evidence of emotional stability and adequate personality adjustment as indicated by cumulative observations and the results of the required personality examination.

(5) The student may be asked to submit a report of satisfactory speech as determined by a specific test administered by a faculty member of the College Speech Department.

(6) College work in residence at National College of Education must precede enrollment in the Internship.

(7) Prerequisite courses are: Education 575, Methods of Teaching in the Elementary School and the Teaching of Reading; Psychology 525, Psychological Theories of Teaching and Learning; and Psychology 503, Educational Measurements.

(8) Any prospective student who receives a grade below a "B" and demonstrates a lack of readiness in Education 575 shall automatically be delayed from Internship assignment. Each such student shall have the benefit of a case conference composed of the members of the Graduate Council plus any instructors who may contribute information to the record. The decision of the Graduate Council shall determine whether the student may be subsequently admitted to an Internship assignment.

(9) An interview with at least one member of the Internship staff, as indicated by the Director of Teaching Internships, is required before assignment.

Education 541, Reading Activities and Skill Development

This course is designed to bring some of the newer findings in physiological readiness and skill development programs and activities to elementary classroom teachers. Analysis and discussion of controversial aspects of the teaching of reading.

Education 542, The Diagnosis and Treatment of Reading Difficulties

In this course attention is given to principles and methods for diagnosis and remediation of reading problems, an evaluation of the major causes of reading difficulty, planning a corrective program, and an examination of methods and materials of remediation for use by the classroom teacher.

Education 543, New Media Learning Resources and Materials

Through a laboratory approach the mature student is provided insights into methods, materials, principles of selection and application of the new media in education. A problem-solving and decision making approach is employed in the specification of learning outcomes and in practical demonstrations in the development of learning resources and instructional materials centers.

Education 544, Methods of Teaching Emotionally Disturbed Children

An extensive review of the literature dealing with special school programs for the emotionally disturbed child; individual instruction, self-contained classrooms, resource rooms. The legal implications of working with emotionally disturbed children. The process of parent conferences and counseling. The responsibility of treatment for the disturbed child. Processes in techniques, management, and behavior modification.

Prerequisite: Psychology 505

Education 545, Teaching Gifted Children

The aim of this course is to provide teachers with learning experiences and knowledge concerning characteristics and methods of teaching gifted children.

Education 546, Techniques of Individualizing Instruction

Designed to help teachers develop an independent study program for children. What is independent study? What do children do? What does the teacher do? What will be the areas of exploration and practice? Role playing and micro-teaching to provide small group practice learning experiences. Organized to meet the special needs of learning center directors, classroom teachers, and others who work with learning centers and the independent study concept.

Education 547, Characteristics of Children with Learning Disabilities

This course seeks to provide understandings, techniques, and materials of use to the teacher in caring for the individual differences of children with learning disabilities. The course also serves a foundation study for those preparing for professional activity in special education for children with learning disabilities.
Fall.

Education 548, Family Life Education I

This course seeks to provide awareness of the currently developing trends in family living—sex education programs through the study and discussion of available information and resources basic to the topic.

Education 549, Family Life Education II

This course is an intensive study of family living—sex education materials and programs designed for the pre-adolescent and adolescent. Emphasis will be placed on physical, psychological and social maturation studies. Prerequisite: Education 548.

Education 550, Learning Center Operations

This course is designed to provide a comprehensive overview of the development of a Learning Center including all pertinent factors necessary to make it a practical and workable operation.

Education 551, Linguistics for Classroom Teachers

Methods of analyzing language. Spoken language as a major factor in determining usage standards, dialectical differences and semantic variations. Etymology, semantics, historical linguistics, comparative linguistics, geographical linguistics, graphology, and usage in the total English program of the elementary school. Prerequisite: Education 507 or equivalent.

Education 552, Problems of Teaching Adolescents

Designed to help the teacher to become acquainted with research findings in adolescent psychology. Lectures, readings, and class projects pointed toward understanding and dealing with the behavior problems of school children.

Education 553, The Emerging Kindergarten Curriculum

Assessing kindergarten programs and procedures in the light of contemporary research. Study of new teaching media and techniques in terms of children's needs and values.

Education 554, Computer Technology and Programming Strategies

Promoting an understanding of what a computer is capable of performing; understanding programming techniques; application of computer use in specific fields of study.

Education 557, Teaching for Thinking

Students will become familiar with the results of research in human problem solving, learning theory, taxonomies of educational objectives, and methods of "teaching for thinking."

Education 559, Drugs, Addiction, and Children

The study of drugs in common use by the drug culture, physiological effects, and consequences of use. Examination of drugs used therapeutically for children with various school problems.

Education 560, Afro-American History

The course is designed to acquaint teachers with the many varied teaching techniques and materials for the teaching of Afro-American history to elementary school children.

Education 562, Evaluation of the Teaching Act

An examination of the various analytic programs and matrices designed for the assessment of teaching effectiveness.

Education 566, Characteristics of Socially Maladjusted and Culturally Disadvantaged Children

This course is designed to offer the teacher a comprehensive review of sociological factors that affect a student's learning process; socio-economic status, population mobility, home and school environment, etc. Extensive reading, research, field-trips and experience comprise the basis for this course.
Fall.

Education 567, Characteristics of Emotionally Disturbed Children

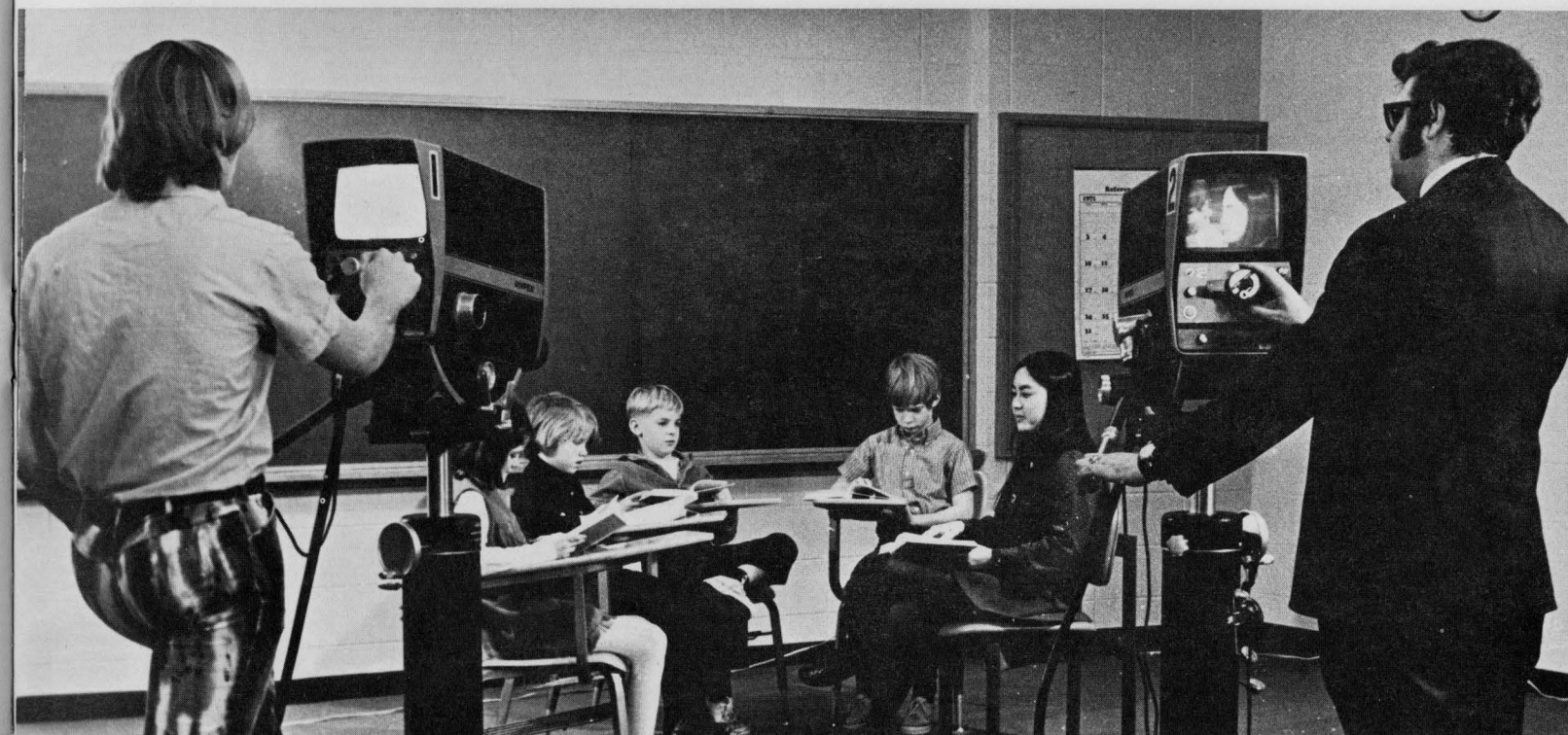
An in-depth study of the school as a social setting and the child's relation to it. An overview of abnormal psychology and the types of personality and social disorders that may be most prevalent in the school. A thorough review of the literature dealing with behavior disorders, school phobia, classroom management and identification of the child with emotional disturbance.

Education 568, Methods of Teaching Socially Maladjusted and Culturally Disadvantaged Children

A study of the psychological factors which result from cultural deprivation, social mobility, socio-economic factors, etc. Insight is also gained into the psychological and personality structures of various ethnic groups which may affect the learning process. Prerequisite: Psychology 505
Spring.

Education 570, Administration and Supervision of Programs for Exceptional Children

A course for advanced students in special education preparing to assume supervisory or administrative roles. In-depth study of structure and process in this field.



Education 571, Historical and Philosophical Foundations of Education

Explores the development and the implications of educational thought and practice. Underlying philosophical problems in education are identified. Implications of historical background are reviewed. Each term.

Education 573, Contemporary Issues in Education

Problem analysis of selected and timely issues in education in their legal, historical, sociological and philosophical dimensions. Particular attention is devoted to the role of the educational profession in issues involving public policy. Winter.

Education 574, Research Design Analysis

Brings together principles of research design and statistical procedures for the interpretation or development of educational data. Prerequisite: Psychology 515 or equivalent. Winter.

Education 575, Elementary School Methods and the Teaching of Reading

This course is a comprehensive study of methods of teaching in the elementary school with a special emphasis on reading. The student is

expected to demonstrate a knowledge of basic methods of teaching language arts, social studies, science and mathematics. Problems of classroom management, lesson plans and units for teaching are included. (Two and one-half course credits.)

Education 576, Organization and Administration of Schools—Middle through Secondary Grades

The research literature, scope of responsibility, organizational patterns, philosophy, programs, facilities, and instructional materials suitable for middle grade and high school students. Winter.

Education 577, Curriculum—Middle through Secondary Levels

The study of curriculum practices and problems in the selection and organization of curriculum materials appropriate for middle grade and high school students. Winter.

Education 578, Teaching for Valuing

This course will deal primarily with the knowledge of and application of valuing strategies and techniques in the classroom and how the curriculum can make provisions for teachers and students to cooperatively explore, test and evaluate, clarify and develop values that are commensurate with society.

Education 579, Systems for Educational Planning and Accountability

The art and science of complex system design for management of educational change. Preliminary design and planning techniques for development of requirements, transition to conceptual design, writing of proposals, system management and system testing. System tools such as PPBS are emphasized. Spring.

Education 580, Thesis**Education 581, Achievement Motivation**

A course of study built around the development of a positive self-concept utilizing the small group process in most of the following six phases: sharing, success, strengths, values, conflict management and reinforcement.

Education 591, Reading at the Primary Level

Detailed study of skills, methods, and materials, including phonics, structural analysis, interpretive skills and library reading for a K-2 program.

Education 592, Reading at the Intermediate Level

Detailed study of skills, methods, and materials, including structural analysis, dictionary, study skills, interpretive skills, critical reading, and library reading for a 3-8 program.

Education 593, Reading at the Junior/Senior High Levels

Study of developmental and corrective methods and materials, including study skills, interpretive skills and critical reading in the 7-12 program.

Education 594, Diagnostic Techniques for the Reading Specialist

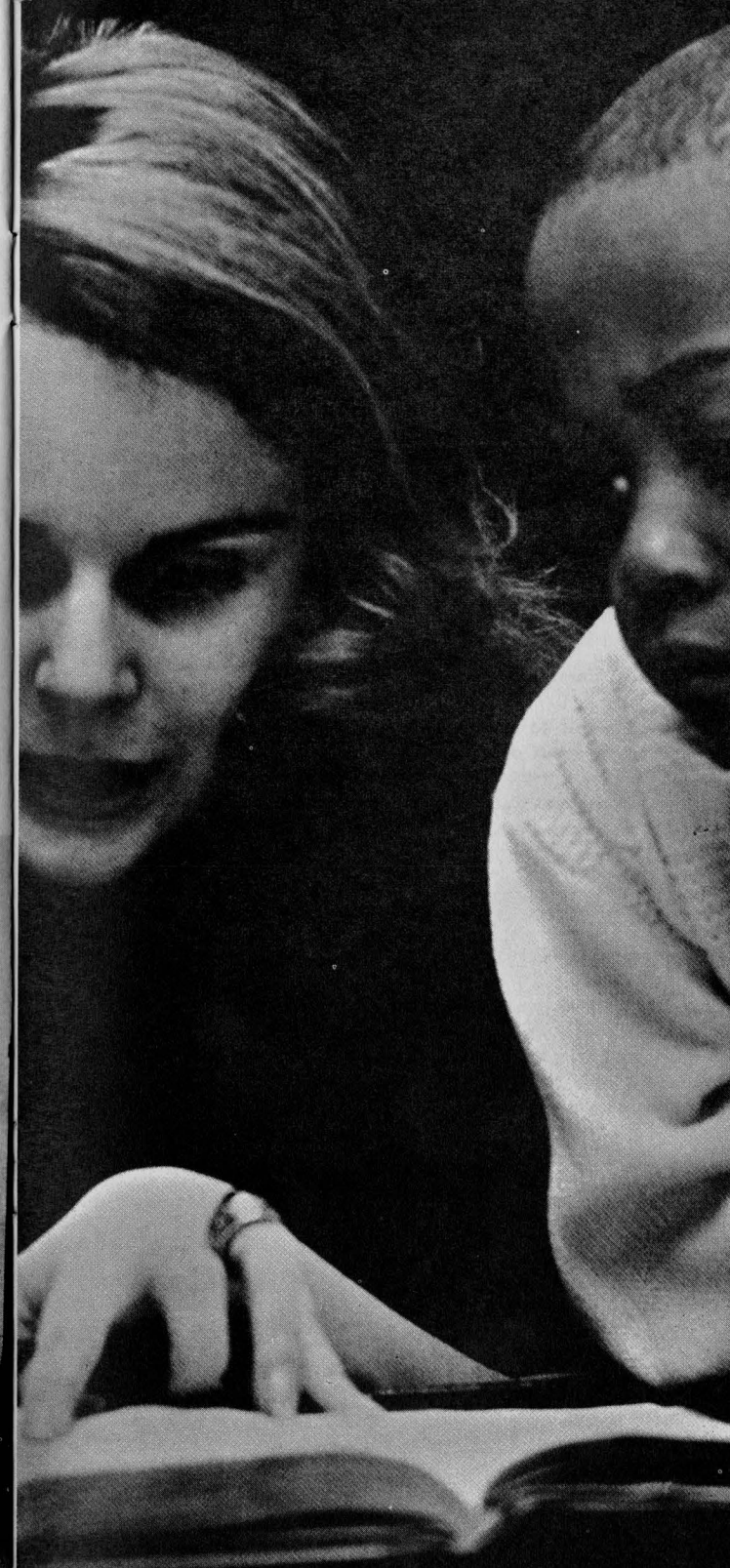
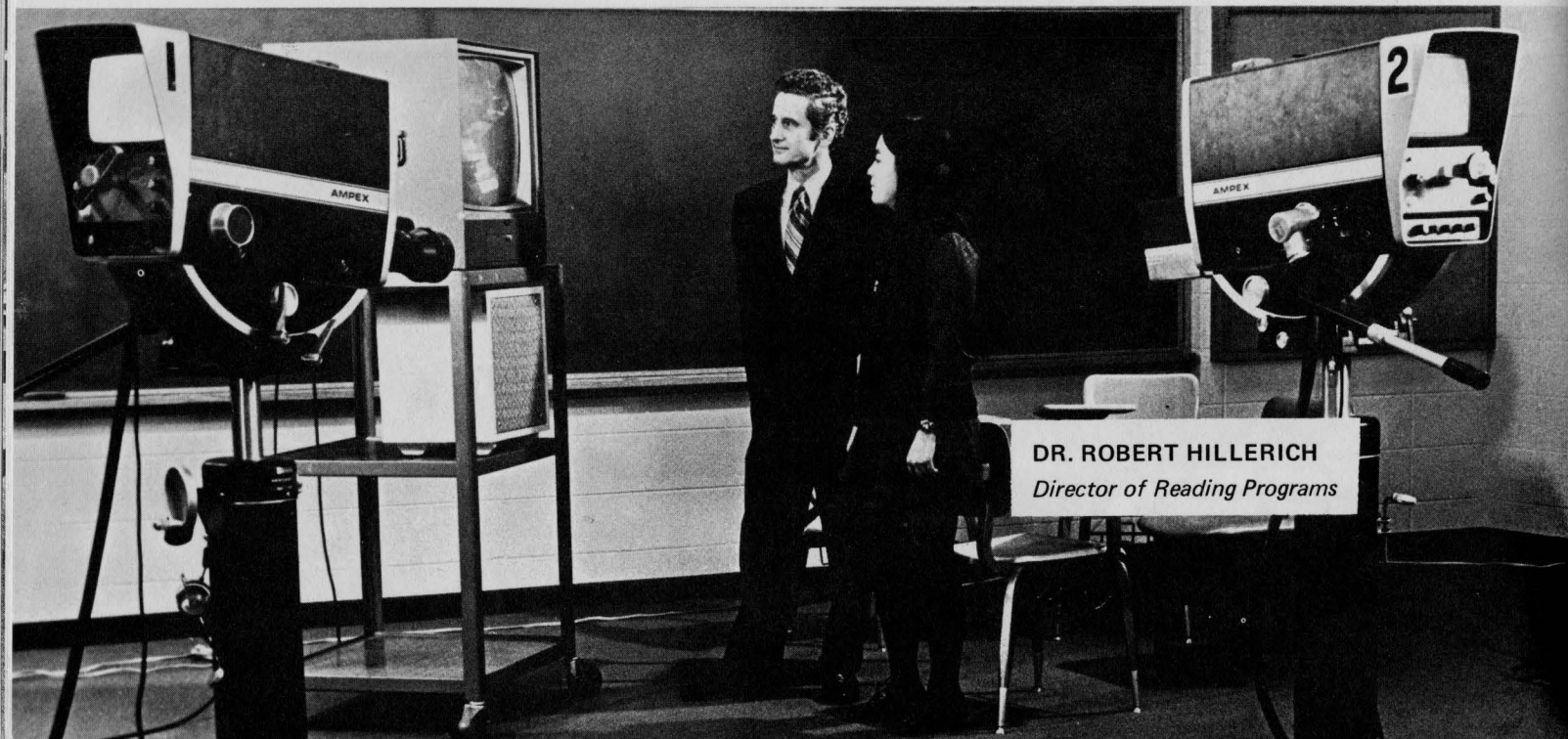
Identification of the disabled reader, including factors associated with reading disability, diagnostic instruments and procedures. Prerequisite: Education 591 and Education 592 or consent of instructor.

Education 595, Corrective Techniques for the Reading Specialist

Methods and materials for working with the retarded and the disabled reader. Prerequisite: Education 594.

Education 596, Practicum in Remedial Reading

Supervised application of diagnostic and corrective techniques in a clinical situation. Prerequisite: Education 595.



Education 597, Practicum in Administration and Supervision of Reading Instruction

Supervised work in a school setting.
Prerequisite: Education 591 and Education 592 or Specialist Sequence

Education 598, Seminar in Problems in the Teaching of Reading

Problems in teaching reading will be identified and explored, practices and suggested solutions will be examined in the light of current research findings.
Prerequisites: Education 591 and 592 or consent of the instructor

Education 599, School Law

Laws affecting organization and administration of schools, school and teacher liability.

ENGLISH**English 500, Juvenile Literature**

This course is designed to give teachers full acquaintance with books written for children from preschool through the upper elementary grades. Planned to parallel the psychological development of the child, the course begins with simple, realistic material; then continues with folk tales, historical, sociological, and biographical literature as the child's interests widen and his understandings develop.

English 501, The Teacher as a Writer

This course takes into consideration the special needs of the teacher in writing. Special attention is given to organization, written expressions of ideas, and proper documentation. The course is not limited to technical and professional writing, however, but also seeks to give each student opportunity to practice the form of creative expression in which he may be interested.

English 502, Great Literature of the World

This course provides the teacher with an opportunity to become better acquainted with the masterpieces of world literature. Special emphasis is placed upon representative works from non-English and non-Western sources.

English 503, Representative American Writers

Assignments in this course are drawn from the writings of authors such as Irving, Hawthorne, Emerson, Whitman, Mark Twain, Sandburg, Joyce, and others, who have made significant contributions to our national literature and thought.

English 504, Modern Writing and Thought

Non-fiction prose of this century is studied with respect to the values—personal and social—emphasized by those authors who have produced it.

HUMANITIES**Humanities 500, Comparative Arts I**

In this course the interrelationship is shown between music and the various art forms of painting, literature, architecture, sculpture, and drama. Master works of the Renaissance, Baroque, and late eighteenth century Neo-Classical periods are investigated in the light of the historical and cultural milieu of these eras.
Fall.

Humanities 501, Comparative Arts II

This course attempts to show the interrelationship between music and the various art forms of painting, literature, architecture, sculpture, and drama. Master works of the nineteenth and twentieth centuries, including Romanticism, Realism, Naturalism, Impressionism, Expressionism, and the contemporary emphases, are considered in the context of historical and cultural events.
Winter.

Humanities 502, Comparative Arts Tour

Through a guided lecture tour of European countries various art forms of music, painting, architecture, sculpture, literature and drama are studied in relation to their various environments, historical backgrounds, cultural and esthetic influences. Significant drama and music festivals, art treasures, architectural and artistic points of interest in each of the following countries will be studied—England, France, Holland, Belgium, Germany, Switzerland, Liechtenstein, Austria, Italy, and Monaco. Two papers are required: one before the tour and another upon returning. A personal evaluation will also be made.
Summer.

Humanities 503, Humanities in the Elementary School

Designed for elementary and junior high school teachers. The place and function of the humanities in elementary education. Instructional approaches for enriching classroom instruction in aesthetic and humanities education. Uses of art, architecture, music, drama, dance, literature, poetry, history, and philosophy as resource areas.
Spring.

MATHEMATICS**Mathematics 500, Number Theory**

Divisibility criteria; Euclid's algorithm; important theorems about nature of primes, factorials, etc.; continued fractions, unit fractions, and Pythagorean triples; Diophantine equations, congruencies; quadratic residues.

Mathematics 501, Sequences, Series, Functions and Limits

Some famous sequences (i.e. triangular numbers, square numbers, pentagonal numbers, Fibonacci sequence, etc.) deriving the n th term of a sequence; deriving the sum of n terms of a series; graphing data; deriving sequences from patterns of data; limits as applied to infinite series; applications of concept of limit.

Mathematics 502, Foundations of Algebra

Axiomatic structure of an algebra; coordinate systems; algebraic relations, functions and graphs; fields (rational, real, and complex); rings; groups; ideals; Boolean algebra; algebra of matrices, algebra of factors.

Mathematics 503, Foundations of Geometry

Structure of a geometry; metric geometry with applications to problem

DR. JANET REES, Supervisor**Graduate Student Internships**

solving; important theorems of geometry; famous problems of geometry; Theorems of Euclidean geometry after Euclid; various non-Euclidean geometries; transformations.

Mathematics 504, Probability and Statistics with Application to Research

Combinatorial counting procedures; frequency distributions; collection and organization of data; mean; media; quartiles; variance; standard deviation; normal distribution; sampling procedures; confidence limits; hypothesis testing; bivariate research; correlation; research design.

Mathematics 505, Introduction to Computer Programming

Function and interrelation of computer components; computer languages; computer capabilities and limitations; key-punching; iterative algorithms for problem solving; applications.

Mathematics 507, Foundations of Mathematics

To complete the basic mathematical knowledge of traditionally prepared graduate students, untrained in the modern approach to mathematics, this course will emphasize the structure of mathematical systems. Topics covered include numeral systems; axiomatic systems, both algebraic and geometric; the nature of proof; the logical development of the fundamental algorithms of elementary mathematics.
Fall.



MUSIC

Music 500, Music Education for Classroom Teachers

This workshop will provide acquaintance with enriching music materials, evaluation of teaching methods and significant trends in music education, round-table discussions and musical participation; and research projects with consideration given to the growth and needs of each student.

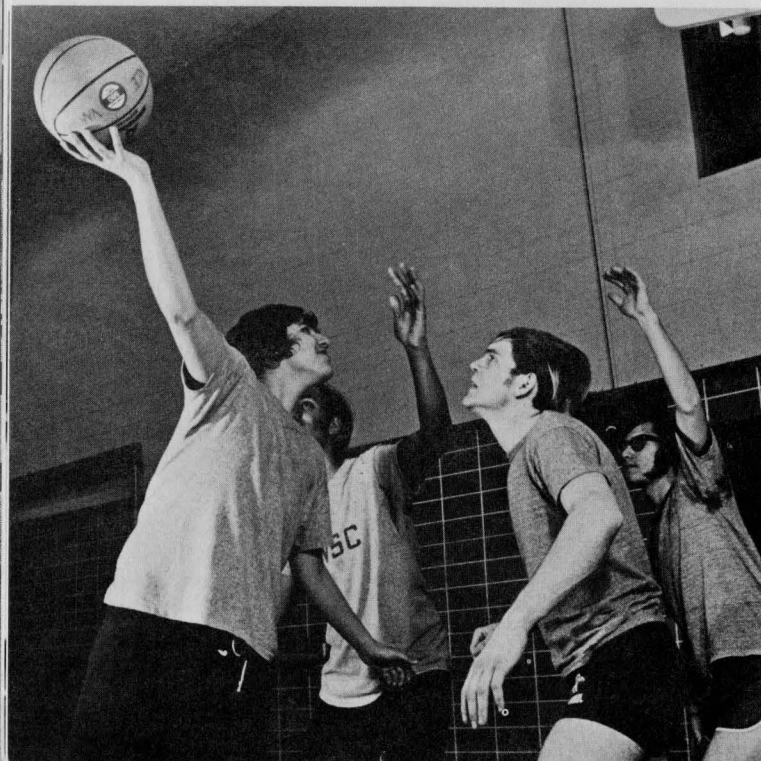
Prerequisite—an undergraduate music education course, or equivalent.
Winter.

Music 501, Music in the Romantic Era

An opportunity for personal enrichment of the teacher, this course carries on studies in the styles of music in the nineteenth century from selected works by Beethoven, Schubert, Mendelssohn, Brahms, Liszt, Chopin, Verdi, Wagner, Berlioz, and Bizet.

Music 502, Music in the Baroque and Classical Eras

As a course offering special enrichment to the teacher who appreciates and uses music, this course studies the styles selected from works by Handel, Bach, Scarlatti, Haydn, Mozart, and Beethoven.



PHYSICAL EDUCATION

Physical Education 500, Motor Activities for Children with Learning Disabilities

Terminology of different types of brain injuries and possible screening techniques for the classroom teacher. Motor activities to help the child with learning problems in writing, reading, and general coordination. Emphasis on body exploration and visuo-motor training activities. Anatomy of motion and posture. Corrective exercises and rehabilitation techniques.

Physical Education 501, Physical Education in the Elementary School Curriculum

This course is designed to cover a critical analysis of the role of the school as it applies to the physical growth of children; the history, methods, techniques, materials, and purposes of physical education programs in the elementary school setting; the nature of physical fitness activities, tests, and evaluation, as advocated by the President's Council on Physical Fitness.

Physical Education 502, Recreation in School, Home and Community

This course is designed for teachers wishing to develop and enrich their knowledge of recreational activities. Programs, activities, materials, and techniques applicable to schools, city recreation departments, camps, and similar youth serving agencies will be explored.

PSYCHOLOGY

Psychology 500, Seminar in Child Development

A study of the principles of development, motivation, and learning as related to the child's emotional, intellectual, social, self, and personality development. Application of this knowledge to guiding the child in the educational process. A part of the Graduate Core Requirement for M.A.T. and M.Ed. Each term.

Psychology 501, Dynamics of Personality

This course is an intensive study of the dynamics of personality through discussion and the analysis of case material. Special emphasis will be placed upon the basic psychological processes involved in the development and functioning of the normal adult personality.

Psychology 502, Guidance in the Elementary School

A basic course in Guidance with emphasis on the functional value of a sound guidance program. The process of organizing a guidance program, evaluating pupil behavior, conducting group guidance activities, and interviewing pupils and parents will be studied in the framework of basic principles, research, and modern issues. Fall.

Psychology 503, Educational Measurements

The measurement of pupil progress in relation to educational goals. The course stresses students' skills in preparing their own classroom tests and in using standardized tests in the school's testing program. A study is also made of techniques for reporting test results to pupils, their parents and other school personnel.

Winter.

Psychology 504, Play Therapy as an Aid to Teaching

Adaptation and application of the basic principles of play therapy in the elementary school receive major attention. A study is made of the possible origin, manifestations, and effects of emotional disturbances in children. Limited research, individual conferences, wide reading, reports and presentation of case studies will be used to meet the special interests and needs of students.

Psychology 505, Diagnostic Testing

A study of how the teacher can use tests for screening purposes; of how the teacher can better make use of psychological reports; of how the teacher can use selected tests to supplement testing done by the psychologist; and of how tests can be used by the teacher to aid him in developing an educational program for children with learning disabilities. Prerequisite: Education 547 or Education 566 or Education 567

Psychology 507, Mental Health in the Elementary School

This course is a consideration of the basic concepts for understanding mental health and psychopathology. Consideration is given to the personal application of the fundamentals of mental health. The role of the teacher in the prevention and treatment of maladjustment is studied. Specific theory and techniques for dealing with child problems are considered. The development of materials in mental health and self-understanding for the curriculum of the school is expected.

Psychology 508, The Study and Practice of Group Dynamics I, II

Ways of working effectively in groups as leaders and members. These courses, through experience and discussion, aim to improve understanding of the principles of group dynamics with children and adults. Prerequisite: Course I before II.
I—Fall, II—Winter.

Psychology 509, Psychology of Individual Differences

A critical review is made of the many ways in which human beings are assumed to be different from as well as similar to one another. An analysis is then made of the various modifications of the school environment which have been tried in attempting to meet the special problems posed by these similarities and differences. The research evidence for and against such modifications is taken into account.



Psychology 510, Counseling Theory and Practice

This course seeks to develop an understanding of the major counseling theories. Each student investigates counseling theory through wide reading and has an opportunity to see the implications for theory in demonstration and practice. Development of the basic theoretical considerations underlying school counseling is stressed.

Prerequisite: Psychology 502 or equivalent.

Winter.

Psychology 511, School Counseling

A presentation of the basic philosophy, objectives and fundamental principles of counseling. A thorough study of the counseling relationship and counseling process. An introduction to specific techniques in counseling and guidance will be provided. Opportunity to discuss specific problems in counseling is also included.

Prerequisite: Psychology 502 or equivalent.

Spring.

Psychology 514, Use of Psychological Evaluations

This course is designed to give the classroom teacher, supervisor and administrator an understanding of a wide variety of individual psychological diagnostic instruments, their advantages, and ability to make use of evaluations based on these instruments. Several of the more common tests will be demonstrated. The ultimate value of the course will be in the teacher's ability to make use of psychological evaluation and interpretations in classroom activities to benefit the individual child.

Prerequisite: Psychology 503 or equivalent.

Psychology 515, Statistical Methods in Education

This course studies methods of dealing quantitatively with school data and with data resulting from experimental investigations.

Prerequisite: Psychology 503 or equivalent.

Fall.

Psychology 517, Psychology of Early Childhood

This course is meant to provide a mature approach to the structures and processes, biological and social, internal and external, which make of the period from birth to approximately five years, the most crucial in the entire course of individual development. It presupposes a general acquaintance with the field of child psychology and human development. The insights and viewpoints of outstanding contributors to child study are examined to a depth not usually possible in a general course. The student is invited to read widely and deeply in a chosen aspect of the subject. Practical implications of theory are discussed, but the central focus is upon principles rather than upon techniques of application.

Prerequisite: Psychology 500 or equivalent.

Psychology 519, Theories and Practices in Family Counseling

This course will endeavor to introduce the student of family process to the basic concepts applied to emotional health and illness as seen from a family-dynamic point of view, as well as introduce the clinical aspects of the work with dysfunctional families. This includes the significant literature, case illustrations as well as treatment techniques in family therapeutic practice.

Psychology 520, Advanced Diagnostic Testing

This course is designed to give practice and develop skill in administering and scoring tests of personality as used in individual assessment of children and adolescents. It is geared toward the need of those preparing to work within the area of school psychological services.

Prerequisites: Psychology 505 and Psychology 507 or equivalent.

Psychology 521, Student Behavior Problems and Remediation Practices

This course offers empirically developed materials to assist deans, counselors, principals, and others charged with the responsibility for student behavior and control. Trends and techniques currently employed will be examined in terms of usage by students in the class. The present body of psychological, legal, and investigative knowledge will be discussed as it specifically pertains to the current needs of pupil personnel workers.

Psychology 525, Theories of Teaching and Learning I, II

A critical assessment of the foundations, historical perspectives, and contemporary developments of psychological theories of learning and teaching.

I—Fall, II—Winter.

Psychology 527, Behavior Modification Techniques for the Classroom I, II

This student investigates methods of effecting behavioral changes in children through systematic control of the contingencies of reinforcement.

Psychology 537, Internship/Group Leadership

Focus is on the supervision of the student as the leader of a group. Emphasis is given to developing an understanding of the process of interaction, the leader as the enabler, group formation and function, and how the student or leader uses himself and his skill to promote individual growth of group members and movement of the group as a whole.

Prerequisite: Psychology 508 I and II.

SCIENCE**Science 500, Science in the Aerospace Age**

A study is made of many phases of aviation and space developments. The course deals with some of the basic principles of flight, theories of aerodynamics, types of aircraft, rockets, missiles, and their applications to air and space navigation. Attention is given to the effects of air and space developments on our economic, social, and geographic concepts. Flight experience is available with licensed instructors. Visits are scheduled to a Naval Air Station, a large air field, and a missile installation. The course is designed to provide the teacher with background to introduce aerospace concepts to students.

Summer.

Science 501, Science for Teachers

Science at all levels in the elementary school curriculum is constantly pointed up in this course. The course includes an analysis of children's texts and supplementary books, field trips, experiments, projects, collections, audiovisual aids, and free material for all grade levels. Time is spent setting up objectives, determining the appropriate content for the age level, methods of motivation, and ways of evaluating the results. Organization of a total science program and problems involved are handled in discussion groups.

Winter.

Science 503, Seminar in Science Education

This course concerns criteria for the selection of objectives in science for the elementary school and a consideration of those objectives. Materials for enriching and implementing the objectives of science instruction will be surveyed and reasonable expectations from children in science will be examined.

Science 513, Concepts in Outdoor Education

This course provides opportunity to explore the natural resources of a community. Principles of conservation and ecology are discussed. Methods and techniques of using the out-of-doors are explored. Organization and scheduling of meetings will depend upon the locality.

Science 516, Concepts in Animal Biology

This course will provide opportunity for a systematic study of the invertebrate and vertebrate animals. Basic concepts in cellular chemistry, histology, morphology, physiology and development will be discussed. Individual research topics will deal with aspects of ecology and animal behavior.



Science 517, Concepts in Plant Biology

This course will provide opportunity for a systematic study of the lower plants through the vascular plants. Concepts will be discussed from the molecular to the ecological community level of organization. Individual research topics will deal with economic botany and paleobotany.

Science 518, Field Study in the Physical Sciences

This course offers a brief survey of geological time periods, the molecular and gross aspects of soil, aspects of water pollution, and principles of conservation. Field experiences offer opportunity to analyze, classify and collect data and samples in the physical environment. Organization and scheduling of meetings will depend upon the locality.

Prerequisite: Science 513 or consent of instructor.

Science 519, Field Study in the Biological Sciences

This course offers a survey of the flora and fauna of selected communities. Discussion and field experiences will center around both aquatic and terrestrial organisms in various habitats. Organization and scheduling of meetings will depend upon the locality.

Prerequisite: Science 513 or consent of instructor.

Science 520, Concepts in Human Physiology

Discussion will center on the internal environment or homeostasis of man. Concepts explored will involve the organs regulating and distributing body fluids, metabolism, neurophysiology, support and movement, sex and reproduction and pathology. Individual research topics will deal with aspects of genetics, evolution and history of mankind.

SOCIAL SCIENCE**Social Science 500, Backgrounds for World Understanding**

An attempt is made to develop an understanding of the relations of nations and peoples in the modern world, of the tensions which tend to keep them apart, the factors which make cooperation desirable, and the practical efforts being made to further more widespread understanding and cooperation.

Required in the Graduate Core Requirement.

Fall, Spring.

Social Science 501, Workshop in Human Relations

Involving extensive student participation, this workshop seeks to develop sensitivity to problems of intergroup and intercultural tensions, and to help participants plan practical, educative programs which will reduce such tensions and improve human relations in school and community.

Social Science 502, Economics for Teachers

This course considers very practical economic problems that teachers face in their own lives, both personally and professionally. Emphasis is placed on the actual practices in the economic sphere, the cultural context, and the dynamic nature of the present world.

Social Science 503, American Political Organization and Development

This course provides the elementary teacher with a study of the functions of national, state, and local government in the United States and in Illinois. Recent developments in the distribution of powers, the distinctive character of American party politics, and relations of government to the teacher as citizen are stressed. Familiarity with the form and substance of Federal and Illinois constitutions is required.

Social Science 504, The Urban Community

A study is made of the dominant form of present-day community life and of the process of urbanization as it affects the growth and character of specific communities and results in the problems of secondary contacts, impersonal relationships, multiplication of groups and institutions, decrease in effective social control, and increase in complex interdependence.

Social Sciences 505, Anthropology in the Elementary School

This course seeks to make available the general insights of anthropology to the elementary school teacher, and thereby to correct many current misconceptions concerning primitive peoples, especially the American Indians, the nature of culture, the facts about race and racism, and the problems and patterns of social change and cultural interchange.

Social Science 506, History of Eastern Asia

A course designed to answer questions concerning this important part of the world for teachers who wish to be informed.

Social Science 507, History of Southwestern Asia

A course designed to present up-to-date understanding of this important area which has played so large a part in Western cultural history and is today a major world-problem area. North Africa is included as a part of this cultural area.

Social Science 508, History of Africa

The purpose of this course is to familiarize the student with the history of Africa; to help him better understand the political and other cultural changes now taking place; and to interpret Africa's place in relation to present world developments. The historical backgrounds from ancient times, including the coming of the white man, the partitioning of the continent, the break-up of colonialism, and the rise of nationalistic and pan-African movements, are reviewed to obtain insight on the personalities involved and the crossfire of present-day activities and trends.

Social Science 509, Current Affairs

This course provides opportunity for systematic study of current happenings of national and international importance. Techniques of propaganda analysis and balanced judgment of issues are stressed. The chief sources of information such as television, radio, motion pictures, newspapers, magazines, and other current publications are assessed.

Social Science 510, Seminar in the Social Foundations of Education

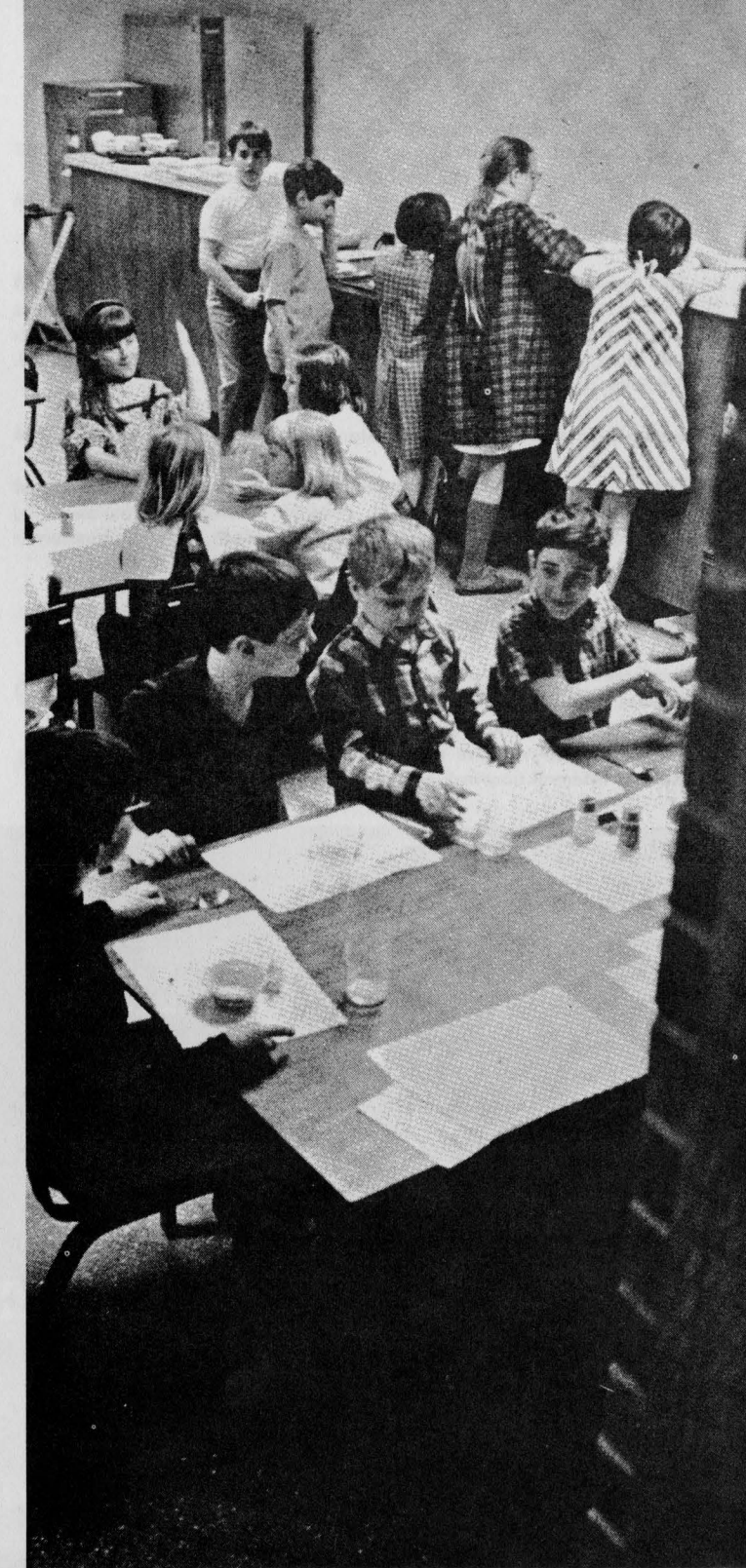
A study of the social factors and forces which affect education, integrating materials from the fields of sociology, cultural anthropology, economics, political science, social psychology, and educational sociology as these focus upon the significant issues and problems of education. Each student will carry on intensive study of some aspect of social foundations.

Social Science 511, Contemporary Latin American Cultures

This course is a study of contemporary cultural developments in lands south of the United States-Mexico border, emphasizing the present day scene as these people take a growingly significant role in world affairs.

Social Science 516, The Negro in American History

This course is designed to acquaint the student with the roles and contributions of the Afro-American in the Nation's heritage and culture.



SPEECH AND DRAMA

Speech-Drama 500, Voice and Speech Improvement

This course is designed to meet the needs of the graduate student and elementary teacher who is conscious of minor voice and speech problems requiring attention. Problems impeding personal and social adjustments and those limiting professional effectiveness will be especially considered. Readings, discussion, intensive speech practice are included.

Speech-Drama 501, Speech Correction

This course deals with problems in the recognition, diagnosis, and treatment of speech defects in children. Techniques for observing handicaps and for correcting these are presented. Special attention is given to diction and correct enunciation.

Speech-Drama 502, Creative Dramatics in the Classroom

This practical course in the use of the dramatic in classroom teaching includes demonstrations with children and with the class in playing out ideas, experiences and stories. The study of the philosophy, techniques, and materials of creative dramatics included, as well as a comparative study of informal play-making and formal children's theater.

Speech-Drama 503, Teaching Speech in Elementary Schools

A study of methods in the teaching of speech in the elementary school; analysis of speech needs of children, emphasis on speech improvement, basic speaking skills, discussion, social speech, conversation, storytelling, oral reading, choric speaking, and informal dramatics; handling of auditorium programs; analysis and development of materials for classroom use.

Speech-Drama 504, Dramatic Arts in the Elementary School

This course presents a study of the various dramatic activities in the elementary school. It includes the basic elements of play production as well as creative dramatics and informal drama in the classroom. Research in costume, scenery, integration of dance, music, and other arts related to the school pageant and play are included.

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