

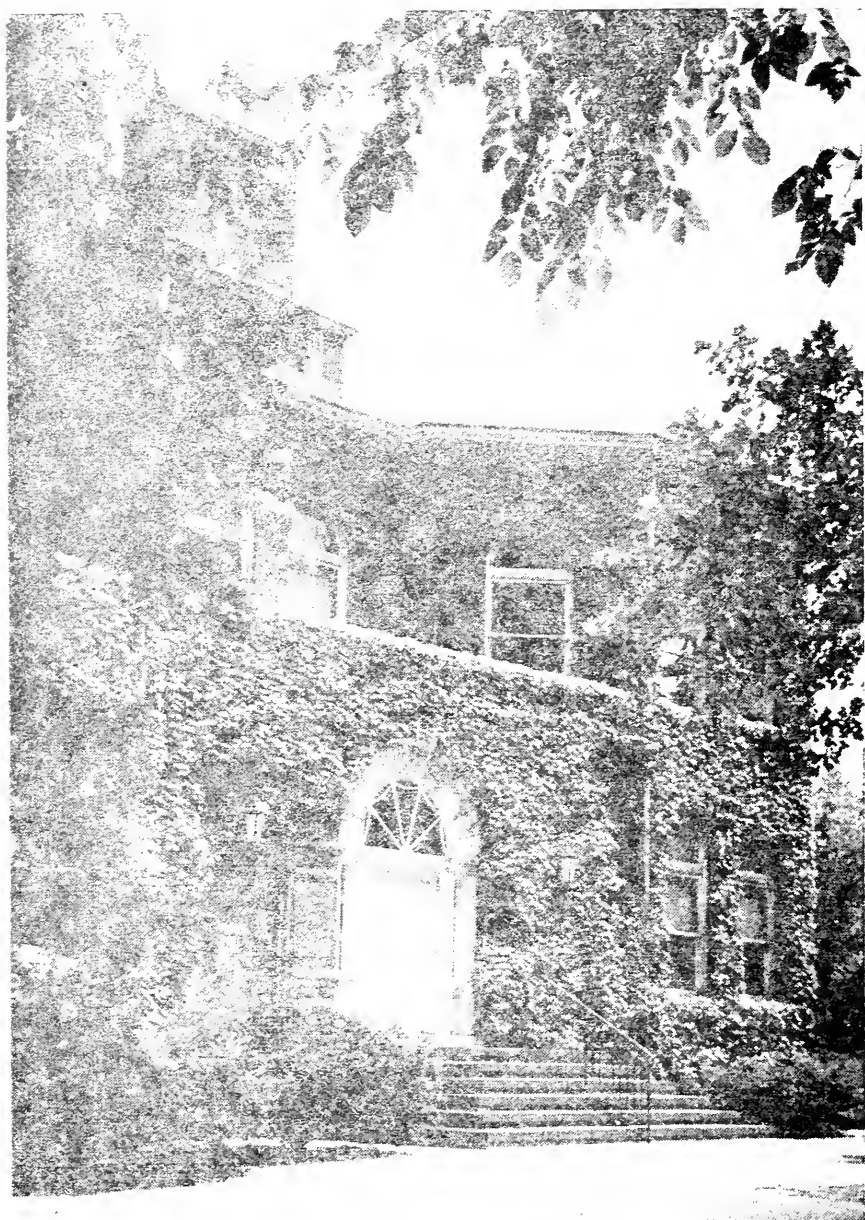
Notes

Indiana State Teachers College
Graduate Study Bulletin

The Master's Degree

February, 1959

Indiana, Pennsylvania



THE LIBRARY, WILSON HALL

Indiana State Teachers College, including the graduate program is accredited by the Middle States Association of Colleges and Secondary Schools, and the National Council for Accreditation of Teachers Education.

GRADUATE STUDY at Indiana State Teachers College

WILLIS E. PRYTT, A.M., PH.D., LL.D.
President

Foreword

Never before in the history of man have the opportunities been brighter or the tasks more stimulating than those which face the members of the teaching profession during the second half of the twentieth century.

Teaching which is meaningful makes a difference in communities, in nations and in the world. This poses a direct challenge to those engaged in teaching to be themselves actively interested in the affairs of their community and the world about them. Teachers must be broadly cultured, civic minded, and professionally able to exercise real leadership.

More has been learned in the past twenty-five years about why humans behave as they do than in all recorded history prior to that time. Those who enter upon and serve well in this largest profession, which is basic to all other professions, will need to be constantly increasing their competence as guides to desirable human growth and development.

True professional standards for admission to and retention in the teaching profession, set and maintained by the members of the profession itself, are bringing ever increasing rewards in compensation, prestige, and lasting sense of accomplishment. The effective teacher is a constant seeker after further truth, better "know-how," greater personal growth. It is to help him achieve these goals that the graduate program of Indiana State Teachers College is dedicated.

Objectives and Philosophy of the Graduate Program

The primary purposes of the graduate program at Indiana, which leads to the degree of Master of Education with a major in elementary education are to increase the competence of the general classroom teacher; to stimulate a greater awareness of educational philosophies and problems in order that teachers may assume more responsible roles in the educational program of their communities; and to provide an incentive for continued professional growth. Probably the principal characteristic of the Indiana graduate program is its primary objective — to help good teachers become better teachers.

Organization for Administrative Responsibilities

The responsibility for the organization and administration of the graduate program is under a Graduate Council. It is the office of this Council to advise the president of the college on matters relating to

the graduate program. Moreover, it determines standards for admission, approves applications for admission, approves graduate courses, establishes standards for graduation, approves candidates for degrees, approves teaching personnel, and establishes a policy for equalization of the teaching load.

The Director of Graduate Studies serves as the executive officer of the graduate program, administering those policies approved by the Graduate Council. He serves as chairman of the Graduate Council, thereby participating in the formulation of recommended graduate policies. In the graduate program he is responsible, with the assistance of members of the Graduate Council, for evaluation of credits, approval of applications for admission, approval of graduate courses, approval of candidates for degrees, and approval of teaching personnel. In cooperation with the coordinator of research he is responsible for the development of the graduate research program.

The coordinator of research has the responsibility of assisting in the selection of research projects, of reporting on research projects which are in progress, and of stimulating research.

Admissions Policy for Graduate Study

Admission to the graduate study program at Indiana is governed by the following policy which has been established by the Graduate Council:

1. The applicant must present a Bachelor's degree from a college or university that has been accredited by the Middle States Association of Colleges and Secondary Schools or the appropriate regional accrediting agency.

2. The applicant must present a transcript of his undergraduate work showing a 2.5 honor point value for all four years of his undergraduate work. The 2.5 assumes a grade of A to have 4 honor points per credit hour, a grade of B 3 honor points per credit hour, and a grade of C 2 honor points per credit hour. If the applicant's undergraduate record does not meet this 2.5 honor point value he may be admitted by making a satisfactory score on the Miller Analogies test or an equivalent test. The Miller Analogies test is one of the most commonly used test by graduate schools all over the United States as a criterion for admission to graduate study. A satisfactory score at Indiana is defined as a score of J-35. This score was recommended in a publication issued by the Department of Public Instruction in December, 1957.

3. The applicant must possess a Pennsylvania Teacher's Certificate or its equivalent.

Admission to graduate study does not automatically mean that the student is a candidate for the Master's degree at Indiana. Admission to candidacy for the degree may be granted only after six or more hours of graduate work have been successfully completed at Indiana.

Steps Necessary for Admission

1. The applicant will file an application for graduate study with the Director of Graduate Studies. Write to Dr. I. L. Stright, Director of Graduate Studies, for application forms.

2. Each applicant will present a transcript of all undergraduate work taken for the Bachelor's degree. Transcripts of previous work taken at Indiana need not be submitted.

3. Each applicant will have a personal interview with the Director of Graduate Studies or an assigned faculty member.

Admission to Candidacy for the Degree

The student should complete the following steps to qualify for admission to candidacy:

1. Submit an official application for admission to candidacy.

2. Submit a transcript of graduate work completed at other institutions.

3. Complete at least six semester hours of graduate work at Indiana.

4. Receive satisfactory course evaluations from the student's graduate instructors.

5. Submit a tentative program of study for the completion of the graduate program.

The application for admission to candidacy, the transcript of the graduate record, and the tentative program of study should be submitted by the student to the Director of Graduate Studies. Acceptance to candidacy requires the approval of the Director of Graduate Studies.

Curriculum for Master of Education Degree

"The education of a teacher needs to be seen as a whole, for it is the final product which is important rather than the content of any one stage. The aim of the process is to produce men and women whose intellectual and cultural backgrounds are broad and deep, who know the material they are to teach and who can present it skillfully. The balance among the three factors in the objectives of a particular graduate student's program will vary with the candidate's previous background and to some extent in view of the age group and subjects he will teach, but none of the three may be neglected."¹

The curriculum in the graduate program in Indiana is divided into four categories. The first is in the area of General Studies in which the student must complete from 14 to 18 hours of work. The courses offered in this area cut across the entire college curriculum in the various areas which are generally classified as arts and sciences. Courses in this group should contribute to the student's own personal and cultural development. As a result of these courses, the candidate for the degree should be better equipped to understand the world in

¹ Document 4.73, Middle States Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education.

which he lives and should become more appreciative of the intellectual, aesthetic, and cultural values upon which a personally satisfying and well integrated life is built.

The second area in the curriculum is designated as Professional Studies, in which the student must complete at least 8 hours of work. The work here is designed to supplement the professional studies in his undergraduate program. The courses are designed to increase the student's general knowledge of the teaching-learning process and of basic professional problems.

In the third place all students must do at least two hours of work in one of three courses which are offered in the area of foundations of education. These courses should help the student to realize the important place of public education in America.

In the fourth area every student must complete the course entitled Elements of Research.

The Graduate Council, in designing the curriculum, has felt that there is a logical place in the curriculum for some experience in research requirement. This research training should enable the student to acquire the techniques of research as well as to be able to interpret and comprehend current research as it is applied to a teacher's particular position.

Curriculum for Master of Education Degree

Students working for this degree in Elementary Education will complete the thirty (30) semester hours of work in accordance with the following divisions:

- I. GENERAL STUDIES - - fourteen to eighteen (14-18) semester hours of work in General Studies to be selected from the following courses:

Art 521	Contemporary Movements in Art	2 s.h.
Bus 521	Economic Backgrounds of Business	2 s.h.
HE 521	Problems in Family Living	2 s.h.
Mus 521	Music Literature and Materials	2 s.h.
EngS 521	Studies in Modern European Fiction	2 s.h.
Ed 522	Principles and Practices in Speech Improvement	2 s.h.
EngS 523	Grammar of American English	2 s.h.
EngS 524	Studies in Contemporary Poetry	2 s.h.
EngS 525	Modern Drama	2 s.h.
FL 521	Language and Society	2 s.h.
FL 522	Applied Linguistics	2 s.h.
Geog 521	Advanced Human Geography	2 s.h.
HPe 521	Advanced Seminar in Health and Safety	2 s.h.
Math 521	Basic Concepts in Mathematics	2 s.h.
Sci 521	Recent Advances in Science	2 s.h.
SS 521	Contemporary American Issues	2 s.h.
SS 522	Foreign Policy Studies	2 s.h.
SS 523	Social Policy Studies	2 s.h.

II. PROFESSIONAL STUDIES — eight to ten 3-10 semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Ed	516	Statistical Methods in Education	2 s.h.
Ed	518	Production and Use of Audio-Visual Materials	2 s.h.
Ed	550	Thesis	2 to 4 s.h.
El	531	Curriculum Problems in Elementary Education	2 s.h.
El	533	Reading Disabilities of Elementary School Children	2 s.h.
El	541	Special Problems in Elementary Social Studies	2 s.h.
El	542	Arithmetic in the Elementary School	2 s.h.
El	543	Resource Materials in Elementary Science	2 s.h.
El	544	Recent Trends in Elementary Language Arts.....	2 s.h.
El	545	Experimental Studies in Art Education	2 s.h.
El	546	Modern Procedures and Skills in Elementary Music	2 s.h.
Psy	531	Psychology of the Exceptional Child	2 s.h.
Psy	532	Studies in Child Adjustment and Guidance	2 s.h.

III. FOUNDATIONS OF EDUCATION — two 2 semester hours of work to be selected from the following courses:

Ed	511	Historical Foundations of Education	2 s.h.
Ed	512	Philosophy of Education	2 s.h.
Ed	513	Social Foundations of Education	2 s.h.

IV. RESEARCH TECHNIQUES — the following course is required. It should be scheduled early in the student's program:

Ed	515	Elements of Research	2 s.h.
----	-----	----------------------------	--------

Research Requirements for the Degree

The candidate for the Master of Education degree at Indiana must satisfy the research requirements as established by the Graduate Council. He has a choice of writing a thesis on a problem of his particular interest for which two to four hours of graduate credit may be given. It is thus possible for him to complete the requirements for the degree by doing twenty-six semester hours in course work plus a four-hour thesis. If he elects not to write a thesis, he then must complete thirty semester hours in courses and in addition must fulfill the research requirement by preparing a research project.

The Thesis

After filing application for admission to candidacy for the degree, the candidate must then file a research option form in which he indicates his choice of doing a Master's degree thesis or the research project. If he elects to do a thesis he must prepare an outline of the proposed thesis including the identification of the problem which he proposes to investigate, his proposed procedures for carrying out the investigation, and the manner in which he expects to interpret the results. This is then taken to a member of the graduate faculty selected by the candidate with the approval of the Director of Graduate Studies. The member of the graduate faculty selected will

serve as the candidate's adviser and chairman of the thesis committee. In addition to the adviser the thesis committee consists of the department chairman in the student's field, the coordinator of research, and other members of the graduate faculty. This committee meets with the candidate, studies the proposed problem and approves or disapproves the thesis. If approval is given, the committee indicates the number of credit hours to be given.

The Professional Project

For those who do not do a thesis the professional project is an important part of the Master's degree program offered by Indiana State Teachers College. This feature of the graduate program gives the student an opportunity to demonstrate his professional competence in a practical situation while teaching or in a laboratory situation while in residence. The purpose of the professional project is to influence and improve school practice and procedures.

The student is encouraged to select some area in a school situation which needs study and improvement. For those in the field, the project should be developed and put into practice, so that concrete and measurable results may be obtained.

For those not teaching at the time, the project should demonstrate the ability of the student to select, organize, and present the results of professional investigation in an area of major interest.

Before it is officially undertaken, the project must be planned with the candidate's adviser, and the plan must be formally approved by the adviser, the Director of Graduate Studies, and a project committee.

Guidelines to students for completing a professional project:

1. Course in "Elements of Research": While taking this course the student should decide whether he elects to do a thesis for credit or a professional project. In this course he should formulate his ideas on the selection of a topic. He should learn how to use research materials, to prepare a project outline, and to understand the nature of the formal written report.

2. Plan for the project: The choice of topic and plan of the project should be worked out in consultation with the student's adviser. The student should present, in outline form, a "Research Proposal."

3. The student secures approval of the plan from the adviser, the Director of Graduate Studies, and project committee.

4. The student should attend any seminars which deal with the preparation of a thesis or research project.

5. The student should begin to write the report of his project as soon as possible. Rough drafts should be submitted to the adviser for correction and suggestions. The student should follow Campbell's "Form and Style in Thesis Writing."

6. Acceptance of project: Four copies of the final project should be submitted, through the advisor, to the Director of Graduate Studies, three weeks before graduation. Final acceptance rests with a graduate committee and the Director of Graduate Studies.

An acceptable project should show evidence that the candidate:

1. Has comprehended the essentials of his problem, has followed a well organized plan of work, and has presented satisfactory solutions.
2. Has made an independent and intensive study of his problem.
3. Has made a comprehensive study of the literature in his field.
4. Has shown a command of effective and fluent English with the ability to write in a professional style.
5. Has reached conclusions and recommendations that are justified by his findings and experiences.
6. Has a practical working knowledge of research procedures.
7. Has produced a project of definite value to the educational profession.

Final Conference

After the student has submitted a final draft of his thesis or research project, a final conference is held at which time the student has the opportunity to orally present the results of his thesis or research project. In the case of a thesis, members of this conference are the student's thesis committee. For the research project, the final conference is conducted by the student's adviser plus two or three other members of the graduate faculty named by the Director of Graduate Studies.

The Advisory System

The purpose of the advisory system is to insure that the student's work follows a coherent, well-balanced, and unified program for his professional growth and development. The advisory responsibility falls into two parts:

1. Prior to admission to candidacy: At this stage the advisory function is essentially the responsibility of the Director of Graduate Studies and includes the following:

- a. To assist the student in preparing his plan of graduate study.
- b. To recommend the student for admission to candidacy upon completion of the necessary requirements.
- c. To aid the student in the selection of an adviser for completion of degree requirements after he is accepted for candidacy.
- d. To encourage the student to attend seminars for the discussion of the nature of the graduate program.

2. After acceptance of candidate for the degree: The graduate student will be assigned, or may choose with the approval of the Director of Graduate Studies, a faculty adviser to assist him in his graduate work. Necessary changes in advisers may be made at the discretion of the Director of Graduate Studies. This adviser should be competent in the student's area of specialization, as his primary responsibility is to assist the student in choosing, preparing, and presenting his thesis or project in oral and written form as a demonstration of professional competence.

Credit by Transfer

Indiana will admit to its graduate program transfer students from other accredited graduate schools provided they are in good standing in those schools and satisfy Indiana's basic admission requirements. A maximum of 12 semester hours of work done elsewhere will be accepted provided they represent courses that fit the Indiana program and have earned a grade of at least "B". Such transfer credit must have the approval of the Graduate Council.

In order to receive the maximum amount of twelve hours the work must have been completed in a time such that within five years the entire program will be completed at Indiana. If it is necessary that more than five years elapse, then the amount of credit accepted by transfer will be reduced.

Since the graduate program at Indiana has been approved by the Middle States Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teachers Education, graduate work completed at Indiana is transferable to other institutions. A number of students in the Indiana service area who are enrolled in graduate programs leading to a Master's degree at other institutions are now completing some of their work in the Indiana program.

Semester Hours Required

A minimum of thirty semester hours of approved graduate work beyond a Bachelor's degree is required. A student who is teaching full-time will be limited to four semester hours of work per semester. The number of semester hours obtained during summer sessions shall not exceed the number of weeks of attendance.

Time Limit

Thirty semester hours must be completed within the five-year period immediately preceding the date when all the requirements for the degree are completed. For justifiable reasons the Graduate Council may extend this period.

Residence

A minimum of ten semester hours will be required to be taken during summer sessions. Courses taken prior to September 1957 at Indiana State Teachers College may not be used as graduate work.

Scholarship Requirement

A candidate must have maintained a grade point average of 3.0, (B), in all work taken after receiving the Bachelor's degree. Only grades of "A", "B", or "C" are acceptable toward a Master's degree. Marking system: grade of "A", 4 quality points; "B", 3 quality points; "C", 2 quality points.

Library

The college library provides excellent facilities for graduate work with professional librarians readily available for assisting specialized reference work. The present book collection of 60,000 volumes is

supplemented by extensive holdings of periodicals, microfilms, microcards, curriculum materials, federal and state documents, association publications, and phonograph records.

Graduate students are both encouraged and expected to spend time in the library. Particular attention is given by the librarians to graduate students in the procurement of needed materials and the further development of proficiencies. With the exception of those books which are reserved for special purposes, all books circulate for two weeks. Unbound periodicals for one day. Bound periodicals do not circulate. Students should register for a library card which will be needed to take out library materials.

Hours: 7:45-5:00; 7:00-9:00 Monday, Wednesday, & Friday
 7:45-5:00; 6:30-9:30 — Tuesday and Thursday
 7:45-5:00 Saturday
 2:30-5:00 Sunday

Specific suggestions for the personal use of library materials may be found in the handbook purchased by each graduate student.

Indiana in Mexico

Arrangements have been completed with the Graduate Division of Mexico City College for graduate students in Indiana to participate in their Latin America workshop during the Main Summer Session.

Dr. Edward Bieghler, Chairman of the Department of Foreign Languages, is the Indiana liaison representative for this program. The graduate student would spend six weeks in Mexico, studying in one of the four areas: Comparative Education, Art and Art History, History and International Relations, and the Teaching of Spanish. He would earn six semester hours of graduate work. This credit would be applied in the Indiana program within the area of General Studies.

The total cost, including air travel, tuition, and room and board is estimated to be from \$450.00 to \$500.00.

Detailed information on this feature of the Indiana program may be obtained by writing to the Director of Graduate Studies.

Visiting Professors

During the summer sessions some of the graduate courses may be offered by visiting professors. An attempt will be made to bring to the Indiana campus outstanding professors from other recognized schools when the need and opportunity arises.

Permanent Certification Requirements

By action of the State Council on Education, all college certificates issued after October 1, 1959, will require the completion of at least twelve hours of post-baccalaureate work for permanent certification. The plan of the State Council is that after October 1, 1961 the requirement will be eighteen hours of post-baccalaureate work. By 1963 the requirement is to be stepped up to twenty-four, and by October 1, 1965 it will require the completion of thirty semester hours.

of post-baccalaureate work to make a college teaching certificate permanent. Many states have already gone this far in their requirements for a permanent teaching certificate.

Certainly all teachers who are able to qualify for admission to a graduate program and who are able to profit by graduate work should be encouraged to do the six to thirty hours in a graduate program and to qualify for an earned Master's degree.

When to Apply for Admission

Application forms for admission may be obtained from the Graduate Office. Applicants are urged to complete the necessary steps for admission as soon as possible. Write to Dr. I. L. Stright, Director of Graduate Studies, State Teachers College, Indiana, Pennsylvania.

Fees

Tuition Fee	\$15.00 per semester hour
Graduation Fee	\$ 5.00
Activity Fee (charged in summer sessions only). The activity fee for the regular summer session is \$5.00, and \$1.75 each for the pre-and the post-session.	

Scholarships

The Board of Trustees of the Indiana State Teachers College has authorized the college Loan and Scholarship Committee to divert some scholarship aid to meritorious graduate students. The following suggestions have been presented by the Loan and Scholarship Committee:

1. For the present that one \$50.00 scholarship be awarded each semester to that graduate student who best merits the award.
2. Three members of the Graduate Council serve as a committee to recommend the recipient to the Loan and Scholarship Committee.
3. Nominations for the award be made to the committee by the Director of Graduate Studies.
4. To be eligible for nomination the student must have completed twelve semester hours of graduate work at Indiana and be an approved candidate for the Master of Education degree at Indiana.

College Catalog

Detailed information about the college, academic requirements, and names of faculty is available in the General Catalog. This catalog may be obtained by writing to the Registrar.

Undergraduate Summer Program

Indiana State Teachers College maintains a comprehensive program of undergraduate instruction throughout the summer. Detailed information on the undergraduate program may be obtained by writing to the Dean of Instruction for the undergraduate Summer School Bulletin.

Veterans

Indiana is approved to offer training under the Korean G.I. Bill (Public Law 550) and Public Law 894 (disabled Korean veterans). Students who are entitled to training under one of these bills should contact the Veterans Counselor immediately after being accepted for admission to Indiana. The Office of the Veterans Counselor is in Room 101, Whitmyre Hall.

Auditors

Students not eligible to enroll for credit or not interested in credit may enroll as auditors. Course fees are the same as those required of persons enrolled for credit.

Housing Facilities

Room reservations can be made by writing to the Dean of Women. An advance registration deposit will not be required to reserve a room for summer sessions.

Students are not expected to room alone. Therefore, prospective students are urged to apply in pairs. In this way each student is assured a congenial roommate. Single applications are handled to the best possible advantage, but the college prefers that students make their own choices whenever possible. Applications for rooms are filed in the order in which they are received. Students are requested to write to the Dean of Women if there is any preference in rooms, and to indicate whether a room with or without water is desired. The college will give preferences to those whose reservation deposit has been paid in advance.

The housing fee, which includes room, board, and laundry, is \$14.00 per week.

COURSE DESCRIPTIONS

I. General Studies

Art 521 Contemporary Movements in Art

Current philosophies and trends in fine arts and art education as they apply to human growth and development will be studied. Research and round table discussion of contemporary art forms will help the student to discover the concepts involved in art expression and how they evolved.

Bus 521 Economic Backgrounds of Business

This course is designed to provide a thorough overview of the economic environment in which business and other agencies must operate. The student will gain a broad perspective of business operations through such topics as business organization and management, consumption of goods, business risks, the business cycle, budgeting and investments.

HE 521 Problems in Family Living

Transportation, communication and technological advances with labor saving and other devices are bringing so many possibilities and changes to the home that it is necessary constantly to challenge the home's adjustment. The course will utilize knowledge and research from science, medicine, technology, sociology, economics, art and psychology in being better able to: provide food, shelter, clothing; utilize time, energy and material resources; and increase day to day satisfactions in living. Seminars and the problem solving method will be used.

Mus 521 Music Literature and Materials

The purpose of this course is to further enhance the musical background of the elementary teacher through acquaintance with suitable literature and materials.

Ed 522 Principles and Practices in Speech Improvement

This course will provide for a study of the normal development of speech, classroom methods in speech improvement, and special consideration for children handicapped in speech or hearing. Library research, project work, demonstrations, and experimentation will be heavily stressed.

EngS 521 Studies in Modern European Fiction

Outstanding novels and selected shorter fiction produced on the Continent since 1900 will be considered. Students will direct their attention to style, literary trends, and the contemporary milieu as these matters affect the interpretation of the literature.

EngS 523 Grammar of American English

In this course an examination will be made of the varieties of usage in modern American English together with a study of English sentence patterns and the functions of sentence parts.

EngS 524 Studies in Contemporary Poetry

The course is concentrated in tendencies in modern poetry from Whitman and Emily Dickinson to the present, with special attention to major figures British and American. Emphasis is placed upon appreciation of the poet's technique and an understanding of the contemporary scene as it supplies inspiration and determines theme.

EngS 525 Modern Drama

Plays of the modern theatre starting with the Scandinavian and proceeding by way of the Continental, English, and Irish to the American will be studied. Among the playwrights included are Ibsen, Strindberg, Becque, Chekhov, Pirandello, Capek, Wilde, O'Casey, Shaw, O'Neill and Arthur Miller. Significant movements and avant garde trends will be discussed.

FL 521 Language and Society

The work of this course is designed to inform the student as to the salient facts of language and its fundamental role in the development and continuity of society and culture. Some points considered are: language families and their characteristics, factors of linguistic change and development, reciprocal influences of culture and language, linguistic borrowing, language and religion, and systems of writing.

FL 522 Applied Linguistics

This course is designed to contribute to two closely related objectives: a practical introduction to the reading of a foreign language (normally French or Spanish); and an examination of certain linguistic phenomena with particular reference to the foreign language in question and English. Attention is given to similarities and differences between the foreign language and English, their mutual influences, the cultural implication of these influences, and how language reflects culture and in turn modifies it.

Geog 521 Advanced Human Geography

Advanced Human Geography will develop case studies of particular regions in various parts of the world and will analyze, where appropriate, the effect of geography on major events in the news. The course builds onto the principles of geography learned in undergraduate World Geography.

HPE 521 Advanced Seminar in Health and Safety

This course will explore the basic health and safety needs of students. It will deal primarily with the results of a study of scientific articles on health which have appeared in medical, public health and allied professional journals over a period of five years. The chief purpose is to orient the student to this vast field of ever changing data in health and safety and to have him utilize it for his own consumption.

Math 521 Basic Concepts in Mathematics

This course aims to develop an understanding of mathematics as a system of thought and will include such topics as kinds of number, scales of notation, the nature of arithmetic operations, basic principles of general numbers and measurements, the history and development of number and some of the contributions to our civilization, and elementary discussions of mathematics developed in the past one hundred years.

Sci 521 Recent Advances in Sciences

Designed to bring the student up-to-date with the more recent developments in the field of science that have taken place in the past twenty-five years, this course assumes a background of information of the fundamentals of biological science and physical science.

SS 521 Contemporary American Issues

This course will be conducted in seminar fashion, centering its attention on one or two major contemporary American issues. Class procedure will include lectures, oral reports, and a term paper.

SS 522 Foreign Policy Studies

This course considers selected problems in international affairs. Emphasis is placed on those problems and conflicts which have evolved in the post-war era, particularly as they relate to the position of the United States in World affairs. Specific problems are approached both in terms of the countries involved and in terms of the existing balance in the world economic, ideological, and power structure.

SS 523 Social Policy Studies

This course will be concerned with the attempt to develop the answers to the general question, "What courses of social action will best serve the general welfare?" Focusing on several key issues on the American social scene, the class will examine the genesis of each problem, the present conflict of values inherent in the problem, the alternative proposals for its solution, and the social consequences social scientists have found might be expected if a given proposal for solution were activated. After considering how a single social policy decision is actually developed as the resultant of many forces—e.g., economic, political, psychological, and even religious or ethical—each member of the class will be cast as a policy-maker and asked to justify through facts and accepted democratic values his choice of a given policy and course of action on each major issue studied by the class.

PROFESSIONAL STUDIES**Ed 516 Statistical Methods in Education**

The basic statistics needed by workers in education and psychology will be developed. A study will be made of central tendency, including the mean, median, and mode, as well as of measure of dispersion. Correlation techniques will be studied extensively as well as newer statistical methods. Emphasis will be placed on the use of statistical techniques studied and on statistical interpretation. Prerequisite or concurrent registration Elements of Research.

Ed 518 Production and Use of Audio-Visual Materials

This course will deal with the production and proper utilization of both projected and non-projected visual materials and advanced techniques in producing tape recordings. Students will have the opportunity to produce projects with bulletin board materials, colored slides, filmstrips, dry mounted black and white pictures, wet mounted pictorial materials, lantern slides, transparencies, feltboards, marionettes and puppets, models, dioramas, and tape recordings. The work will consist of both lecture and laboratory experiences. Prerequisite: Audio-Visual Education.

Ed 550 Thesis

Students writing a thesis for credit will register for this course.

EI 531 Curriculum Problems in Elementary Education

The curriculum will be studied in relation to local needs and resources. Special attention will be given to contemporary forms of organization and procedures for curriculum development. A student will concentrate his studies on a specific problem or area of interest.

EI 533 Reading Disabilities of Elementary School Children

This course will consider the identification, causes, and correction of reading disabilities. The mechanics, psychology of reading, and emotional factors involved will be studied.

EI 541 Special Problems in Elementary Social Studies

The content of the social studies in the elementary school as it contributes to world understanding and the American cultural heritage will be included in this course. Each student will concentrate his studies on a special problem or area of interest.

EI 542 Arithmetic in the Elementary School

An overview of the development of arithmetic as a part of the elementary school curriculum will be presented. It will emphasize curriculum development based upon research in arithmetic, special problems in the teaching of arithmetic and the literature which should be known to a teacher of arithmetic. Prerequisite: The Teaching of Arithmetic.

EI 543 Resource Materials in Elementary Science

This course is designed to give the elementary teacher experience with the literature, equipment, and materials used in teaching science in the elementary school. References dealing with experiments, demonstrations, and identification of plants and animals will be studied. Experiments and demonstrations will be emphasized. Science kits will be prepared which contain basic equipment that may be used in classroom situations. Field trips will be taken to observe materials in real life situations. Given in summer school only.

EI 544 Recent Trends in Elementary Language Arts

This course will deal with trends, problems, and recent contributions of research in the language arts. Areas will include elementary English, spelling, penmanship, and children's literature. Each student will concentrate his studies on a special problem or area of interest.

EI 545 Experimental Studies in Art Education

Teachers will undertake art experiences in various media as they are adapted to the provision of art experiences for the child. Emphasis will be placed on the stages of growth, type of motivation, and ways of administering stimuli. The class will study the exceptional child to learn to recognize and encourage evidences of art potential as well as wholesome self-expression.

EI 646 Modern Procedures and Skills in Elementary Music

The purpose of this course is to provide the elementary teachers with new developments and techniques recommended for music education.

Psy 531 Psychology of the Exceptional Child

This course is designed to aid the student in meeting the needs of those children who deviate from the typical in areas of physical, mental, emotional, and educational development. Consideration will be given to methods of instruction and curricular material.

Psy 532 Studies in Child Adjustment and Guidance

This course considers the problems of child adjustment in relation to causative factors. It stresses the dynamics of the child's need to make an adequate adjustment in his relations with other children and adults. The various causes of childhood maladjustment and the classroom teacher's function in remedial treatment will be explored. Case material will be used with direct application to specific problems.

FOUNDATIONS OF EDUCATION**Ed 511 Historical Foundations of Education**

A study of the European influence on early American education, the development of the various types of schools and their modifications as influenced by educational movements at home and abroad, and the leaders connected with these movements will be presented.

Ed 512 Philosophy of Education

This course will consider the new developments in scientific methodology, theories of curriculum and method, and the development of principles upon which to base instruction.

Ed 513 Social Foundations of Education

This course will deal with those social and cultural forces which influence education and the ways in which education has been affected by them. Particular stress will be placed upon current problems as they relate to the entire educational system and to curricular problems and practices in today's schools.

RESEARCH TECHNIQUES**Ed 515 Elements of Research**

Selection of a research problem, collection of data, types of research, the research report, and the use of the library in connection with the research problems will be studied. Elements of statistics are introduced. This course provides background for the preparation of the thesis or research project, and enables the student to become an intelligent consumer of the products of educational research.

GRADUATE STUDY PROGRAM — SUMMER SESSIONS, 1959

Pre-Session	Main Session	Post-Session
	9:20 - 10:15	10:55 - 11:50
El 542 Arithmetic in El. School	El 531 Curr. Problems in El. Education	Psy 531 Psychology of Except. Child
Sci 521 Recent Advances in Science	Psy 532 Studies in Child Adj. and Guid.	SS 521 Contemporary American Issues
Mus 521 Music Literature and Materials	El 533 Reading Dis. of El. Sch. Children	HPe 521 Advanced Seminar in Health & Safety
EngS 523 Grammar of Amer. English	Ed 515 Elements of Research	Ed 518 Prod. and Use of Audio-Vis. Mat.
Fl 522 Applied Linguistics	Ed 516 Statistical Methods in Ed.	Ed 512 Philosophy of Education
Math 521 Basic Concepts in Mathematics	El 531 Curr. Problems in El. Education	El 543 Resource Material in El. Science
Bus 521 Economic Back. of Business	Psy 532 Studies in Child Adj. and Guid.	El 544 Recent Trends in El. Language Arts
Ed 522 Princ. and Prac. in Speech Imp.	El 533 Reading Dis. of El. Sch. Children	El 541 Special Problems in El. Soc. Studies
Geog 521 Advanced Human Geography	Ed 515 Elements of Research	El 546 Mod. Proc. and Skills in El. Music
El 545 Exp. Studies in Art Education	Ed 516 Statistical Methods in Ed.	Ed 512 Philosophy of Education

TENTATIVE SCHEDULE 1959-1960

Fall Semester

Tuesday Evenings (7:00 - 8:40)

Math 521 Basic Concepts in Mathematics
Ed 515 Elements of Research

Thursday Evenings (7:00 - 8:40)

EngS 524 Studies in Contemporary Poetry
El 531 Curriculum Problems in Elementary Education

Saturday Mornings

(9:00 - 10:40)

FL 521 Language and Society
Art 521 Contemporary Movements in Art
Geog 521 Advanced Human Geography

(11:00 - 12:40)

Psy 532 Studies in Child Adjustment and Guidance
El 533 Reading Disabilities of Elementary School Children
Ed 513 Social Foundations of Education

Spring Semester

Tuesday Evenings (7:00 - 8:40)

Ed 512 Philosophy of Education
El 542 Arithmetic in Elementary School

Thursday Evenings (7:00 - 8:40)

Psy 531 Psychology of the Exceptional Child
Bus 521 Economic Backgrounds of Business

Saturday Mornings

(9:00 - 10:40)

Ed 522 Principles and Practices in Speech Improvement
SS 521 Contemporary American Issues
Mus 521 Music Literature and Materials

(11:00 - 12:40)

El 545 Experimental Studies in Art Education
Ed 515 Elements of Research
El 544 Recent Trends in Elementary Language Arts

CALENDAR

June 1, 1959 June 1, 1960

Pre-Session, June, 1959

- June 1 --Applications for admission to the Graduate Division, for all students who plan to take work during the Pre-Session must be filed at the Graduate Office on or before this date.
- June 9 Registration and payment of fees for all graduate students in Pre-Session.
- June 10 Pre-Session classes begin.*
- June 15 --Applications for admission to the Graduate Division, for all students who plan to take work during the Main Session must be filed at the Graduate Office on or before this date.
- June 24 --End of classes, Pre-Session.

Main Session: *

- June 30--Registration and payment of fees for all graduate students in Main Session.
- July 20--Applications for admission to the Graduate Division, for all students who plan to take work during the Post-Session must be filed at the Graduate Office on or before this date.
- August 7--End of classes, Main Session.

Post-Session:

- August 6 --Registration and payment of fees for all graduate students in Post-Session.
- August 10--Classes begin, Post-Session.*
- August 21--End of classes, Post Session.
- August 26--End of Post-Session.
- August 31--Applications for admission to the Graduate Division, for all students who plan to take work during the Fall Semester 1959-1960, must be filed at the Graduate Office on or before this date.

* During the Pre-and Post-Sessions classes will meet on eleven days. On each day there will be two sessions; one starting at eight o'clock and running to 9:15, with the second starting at 11:15 and running to 12:30. During Main Session graduate students may carry three courses. For each course there will be one class meeting for an hour in length per day.

CALENDAR

Fall Semester, 1959-1960:

- September 15—Registration and payment of fees for all graduate students in Fall Semester.
- September 17—Evening classes begin.
- September 19—Saturday classes begin.
- November 25—Thanksgiving recess begins.
- November 30—Thanksgiving recess ends.
- December 21—Christmas recess begins.
- January 4—Christmas recess ends.
- January 16—Applications for admission to the Graduate Division, for all students who plan to take work during the Spring Semester must be filed at the Graduate Office on or before this date.
- January 16—Semester ends.

Spring Semester 1959-1960:

- January 30—Registration and payment of fees for all graduate students in Spring Semester.
- January 30—Saturday classes begin.
- February 2—Evening classes begin.
- March 16—Spring vacation begins.
- March 23—Spring vacation ends.
- April 15—Easter weekend begins.
- April 17—Easter weekend ends.
- May 21—Semester ends.

Graduate Council

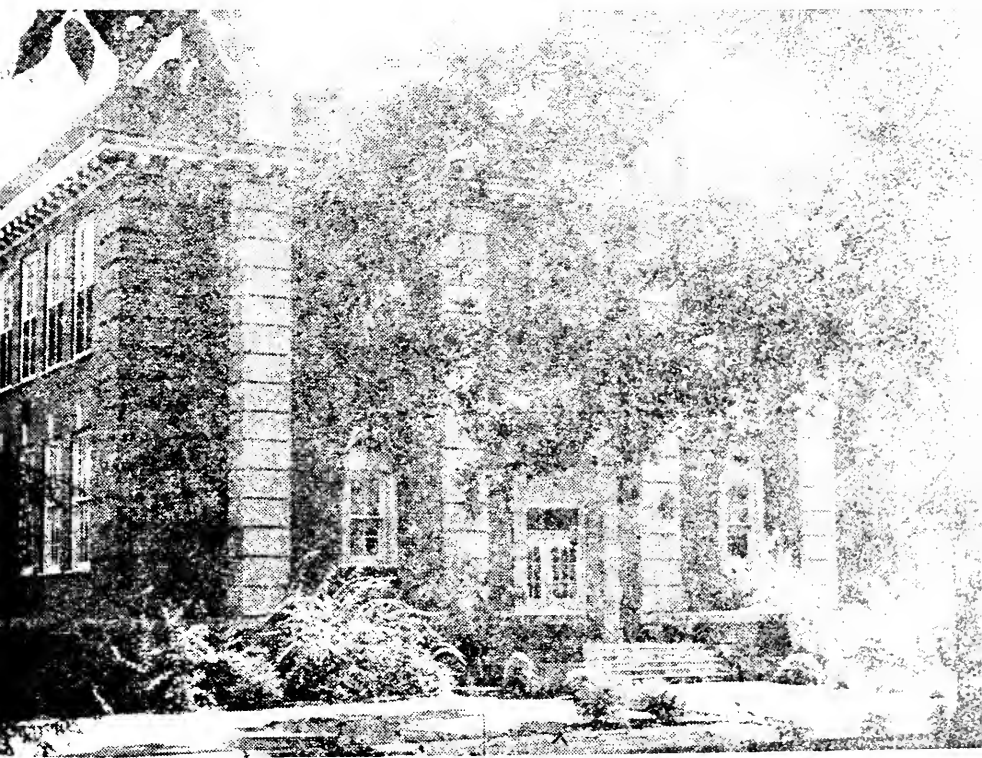
	I. L. Stright, Chairman	
	Edward W. Bieghler, Secretary	
Ralph W. Cordier	William E. Lafranchi	Dwight Sollberger
John E. Davis	P. David Lott	George A. W. Stouffer
S. Trevor Hadley	Joy E. Mahachek	Albert J. Wahl
	Arthur F. Nicholson	

The Indiana Graduate Program will be expanded to include majors in the academic fields of Secondary education beginning on September 1, 1959.



From Oak Grove Toward Waller Gymnasium

McElhany Hall from Oak Grove



Graduate Studies
State College
Indiana, Pennsylvania

1960

**The
Master's
Degree**

1961

