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Madison College (Harrisonburg, Va.)

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BULLETIN
MADISON COLLEGE
HARRISONBURG, VIRGINIA

GRADUATE PROGRAM
1957
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FOREWORD

This bulletin has been prepared to give information about the program of graduate studies leading to the Master's Degree at Madison College, which was inaugurated with the beginning of the 1954-55 session. Teachers holding the bachelor's degree have been seeking the opportunity, in increasing numbers, to pursue advanced professional studies and to secure the master's degree as evidence of more thorough preparation for instructional and administrative duties and of eligibility for better salary rating.

Many graduates of liberal arts colleges, now teaching in the public schools, desire to qualify for the Collegiate Professional Certificate that they, too, may become more effective teachers. They are aware that such additional studies may lead to a graduate degree; and since the work may be done in summer and evening courses, they are requesting that the opportunity be made available to them.

Basic to any graduate program are a qualified corps of instructors, a library adequate to support research, and ample facilities for laboratory work and observation. On the basis of these criteria, Madison College is prepared to offer a graduate program of high quality.

The members of the Madison faculty participating in the graduate program are exceptionally well qualified, nearly all of whom hold a doctor's degree and have experience in research and administration.

The book and periodical collection of the Madison Memorial Library has been carefully selected to enrich the educational program of the College. The collection is outstanding in the field of education and psychology (including human growth and development) and is strong in the fields of English, American history, and the professional areas of science education, business education, home economics, music education, and physical and health education. Standard works in the humanities, the social sciences, and the natural sciences are available. The bound files of periodicals are adequate to support research at the master's degree level. Facilities for the use of the micro-film are provided and inter-library loan arrangements with scholarly libraries of the region quickly bring to the campus the uncommon items needed by graduate students. A staff of four librarians regularly assist students in their bibliographical research.

Facilities for the laboratory sciences in Burruss Science Hall, completed in 1953, are ample for advanced study in biology, chemistry, and physics. The standard office machines needed for the study of business education are available in the Business Education Department. The Speech and Hearing Clinic, the Reading Clinic, and Posture and Body Mechanics Clinic provide opportunities for practice and observation in these areas. A fuller description of the facilities of the College may be seen in the catalog of the regular session.

It is our hope that college graduates and others properly qualified to undertake graduate work will find in this bulletin the information they seek preparatory to entering upon a program of studies leading to the master's degree at Madison College. Further assistance may be had by writing directly to the Dean of the College.
THE GRADUATE PROGRAM OF MADISON COLLEGE

AUTHORIZATION

Madison College was authorized by the State Board of Education at its meeting in March, 1954, to offer the degrees of Master of Arts in Education and Master of Science in Education.

ADMINISTRATION

The Graduate Council of the College has the responsibility of formulating all policies and legislation affecting graduate curricula and work leading to graduate degrees. The Council has full power to make all necessary rules and regulations and to approve candidates for degrees, subject to conformity with policies of the State Board of Education.

The Dean of the College is chairman and the executive officer of the Graduate Council.

ADMISSION TO GRADUATE STUDY

The applicant must possess a bachelor's degree from a college regarded as standard by Madison College and by a recognized regional or national accrediting agency. Application forms for admission may be obtained from the Dean of the College, who serves as chairman of the Graduate Council. These forms should be completed and returned to the Dean before the opening of the term in which the applicant desires to enroll. Each applicant must also submit a transcript of his undergraduate record and of any graduate work completed. The applicant's record must be approved by the Graduate Council before he is admitted to graduate study. If the undergraduate record shows a deficiency in the proposed major or minor fields of study, the applicant must make up the deficiency by taking such additional courses as may be required by the Graduate Council. Such courses, if required, do not count for graduate credit. Admission to graduate study does not imply admission to candidacy for a degree.
STUDENT ADVISORY COMMITTEES

The Graduate Council in cooperation with the student and departments concerned, shall name a special Advisory Committee of three faculty members for each student working toward a degree. One member of this Committee will be selected from the faculty of the student's major department, one from the department in which the student is minoring, and the third from some other department of the College. The faculty member from the major department shall serve as chairman of the Advisory Committee. The Dean of the College is an ex officio member of all Advisory Committees. He, or someone designated by him, will serve as chairman for all oral examinations.

ADMISSION TO CANDIDACY FOR A DEGREE

In order to insure that the graduate degree represents a high quality of work, candidates for the degree will be selected carefully. The applicant shall not be admitted to candidacy for a degree until he has demonstrated sufficient aptitude for graduate work in courses taken at Madison and has passed a preliminary oral examination administered by the Student's Advisory Committee. The applicant may also be required to submit a transcript of his score on the Graduate Record Examination and other evidence to be used in evaluating his qualifications for graduate study. The Graduate Council makes the decision concerning whether or not the applicant will be admitted to candidacy for the degree.

REQUIREMENT FOR THE MASTER'S DEGREE

Academic Requirements. The candidate must complete (a) twenty-four semester hours of graduate work and submit a thesis, or (b) thirty semester hours of graduate work without a thesis, for the degree of Master of Arts in Education or the degree of Master of Science in Education, depending upon the concentration. It is understood that independent research will be required in all programs. The candidate must earn a grade of B or better in each course. At least forty percent of the courses included in the student's program shall be those designated as exclusively for graduate students. No graduate credit will be granted for work done in any course to which undergraduates are admitted unless the student is enrolled in that course as a graduate student.
At least eighteen semester hours of the student’s work (or twelve semester hours and a thesis) shall be in the major field of concentration (one field or related fields) with at least nine semester hours in a minor field. Students whose special interests are in elementary education, however, may be permitted six semester hours in each of two related fields with the approval of the Graduate Council. Either the major or the minor must be in the field of education. If the applicant does not hold the Collegiate Professional Certificate, or its equivalent, he must obtain such a certificate before the degree is conferred.

Residence Requirements. A student must be in residence for at least one academic year or its equivalent in summer sessions before receiving the degree. A summer session of graduate study at another Virginia institution may be accepted toward the residence requirement at Madison. Evening or Saturday morning courses held on the campus will be counted in meeting residence requirements at Madison.

Examination Requirements. A comprehensive examination shall be passed satisfactorily by the candidate. If the student does not write a thesis the final comprehensive examination will be written. If the student does write a thesis the final comprehensive will be oral.

A candidate who fails on the comprehensive examination may be permitted a re-examination at the discretion of the student’s major department and the Graduate Council. A re-examination cannot be given sooner than the semester following the unsuccessful examination.

Thesis Requirements. A thesis of research character on a subject in the major field of interest and completed to the satisfaction of the student’s advisory committee and the Graduate Council may be submitted in partial fulfillment of the requirements for the Master’s Degree. Students who elect to write a thesis are required to complete 24 semester hours in course work.

Students who elect additional course work in lieu of a thesis must earn a total of thirty semester hours in graduate courses.

The Student’s Advisory Committee must recommend the thesis subject and outline to the Graduate Council for approval at least three months prior to the time the degree is expected to be awarded.

The thesis shall consist of a written interpretation of a body of facts and opinions gained through critical reading and independent

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1Subject to approval of Southern Association of Colleges and Secondary Schools.
research. There must be an adequate analysis of the assembled data. The thesis must be prepared according to the general requirements established by the Graduate Council and must be completed one month before the time of graduation to assure the Advisory Committee of its acceptability. Three unbound copies of the thesis must be filed with the Chairman of the Graduate Council not later than two weeks before the date of graduation.

CREDITS BY TRANSFER

A limited amount of transfer credit is accepted from other institutions.

SCHOLARSHIP REQUIREMENTS

The grades given in graduate courses are A, B+, B, C, and F. Graduate students must receive a mark of B or better in a course if it is to count in meeting requirements for a master's degree.

TIME LIMIT

A graduate student is expected to complete all requirements for the degree within six years from the time he begins his graduate study. The Graduate Council may, however, permit an extension of time because of extenuating circumstances.

MAJOR AND MINOR FIELDS

As the graduate program of the College develops, students will have the opportunity to minor in most of the following fields and to major in many of them: art, biology, business education, chemistry, education and psychology, English, foreign languages, geography, history, home economics, mathematics, music, physical and health education, physics, social science and sociology.
GRADUATE COURSES IN SUMMER SESSIONS

Beginning with the 1955 summer session graduate courses were offered in the intersession and in a six-week session which followed the intersession. Courses offered during the intersession have fifteen class meetings of two hours and forty minutes each and give three semester hours of credit. Graduate courses taught during the six-week session meet for one hour and twenty minutes, five days a week. Each course gives three semester hours of credit. By attending both the intersession and the summer session a student may earn a total of nine semester hours of credit.

By attending the intersession and six-week summer sessions and by taking evening classes at Madison College or extension classes during the regular sessions it is possible for a student to complete the work for a master's degree in two calendar years.

FEES

Students taking graduate courses at the College as evening and Saturday morning classes will be charged at the rate of $31.00 for each course carrying 3 semester hours of credit. For non Virginia students the charge for each 3 semester hour course will be $43.50.
REQUIREMENTS FOR MAJORS AND MINORS, AND COURSE DESCRIPTIONS

The courses offered in each department participating in the graduate program are listed on the pages that follow. A few of the courses listed are taught in the evening during the winter session. A much more comprehensive offering is available in the summer. Courses with numbers from 100 to 200 are open to approved undergraduates. Courses numbered 200 and above are for graduate students only.

DEPARTMENT OF ART

Art 100. Art in the Modern World.
3 credits.
Development of architecture, painting, and sculpture in the nineteenth and twentieth centuries. Lecture course.

Art 110. Studio Problems.
3 credits.
Individual research and experimentation in ceramics, crafts and or mobile sculpture and other problems. Prerequisite: two courses of undergraduate work.

Art 115. Painting.
3 credits.
Oil painting and or serigraphy with emphasis on composition, color and individual technique. Research in the twentieth century styles and execution. Prerequisite: two courses of undergraduate work.

DEPARTMENT OF BIOLOGY

The graduate program of the Department of Biology has three aims: (1) to supplement the candidates subject matter background and to emphasize the impact of Biological principles on the economic and social problems of our times; (2) to give to the professional teacher an opportunity to learn techniques of value for actual classroom experience; (3) to introduce all students to research, the one fundamental method by which our knowledge progresses.

All students majoring in the department will be required to take at least one of the field courses i.e. Bio. 100, 110, 112. Major students engaged in teaching are urged to elect Bio. 120 and/or Bio. 127. The remainder of a major program should be selected from courses in the 200 series. It is strongly recommended that all majors elect to write a thesis.
Students minoring in Biology should take at least one field course and Bio. 125 or 130.

**Bio. 100. Vertebrate Ecology.**

3 credits.

A course designed to acquaint students with the fundamental relationships existing between animals and their environment. Emphasis will be placed on the dynamic aspect of ecology and its importance to mankind. The laboratory will consist of group discussion sessions and selected field trips throughout the Shenandoah regions.

**Bio. 110. General Entomology.**

3 credits.

A laboratory and field study of the common insects, their morphology, life histories, and their relationship to plants, animals, and man. Collection, identification, and preservation of local insects by standard methods.

**Bio. 112. Parasitology.**

3 credits.

A general survey of the most important parasites of man with special emphasis on those parasites commonly found in Virginia. The course deals mainly with the fields of protozoology, helminthology and medical entomology. The laboratory is devoted to the collection, identification and the preparation of permanent mounts of the parasites.

**Bio. 120. Biology in the Secondary School.**

3 credits.

A course designed to help students with the problems related to instruction in secondary school biology. The role of the biology teacher in the school and the community will be explored. Methods, content selection, teaching aids, student-teacher planning and techniques of evaluation are to be investigated. Opportunity will be provided to place emphasis upon problems related to the specific teaching position.

**Bio. 125. Principles of Embryology.**

3 credits.

A comparative study of the developmental anatomy of the vertebrates with stress placed on the mammal. Selected experiments, using mammals, will be performed to illustrate certain basic aspects. Prerequisite: Bio. 61-62.

**Bio. 127. Major Diseases of Man.**

3 credits.

This course offers instruction in sound attitudes and understandings about mental illness, cardio-vascular diseases, and cancer. Designed for teachers of health and physical education, home economics, and science, this course will
stress control of disease in the community through cooperation with voluntary health agencies and local medical authorities. Study and review will be made of free and inexpensive publications and films developed by three voluntary health agencies. Opportunity will be provided for students to make a special study of disease control programs for their particular community.

**Bio. 130. Principles of Genetics.**

3 credits.

A study of the facts and principles of biological inheritance. Class discussions and experimental breeding of fruit-flies, corn, pumpkins, etc. Also collecting and analyzing cases of human inheritance.

**Bio. 200. Physiology of Respiration.**

3 credits.

A comparative study of breathing and respiration in selected invertebrates and vertebrates including man. Consideration will be given to the Emden-Meyerhoff and Kreb's cycles. Prerequisite: Chem. 35-36.

**Bio. 210. Histology.**

3 credits.

The study and identification of tissues. Practical work in the mounting and staining of selected material.

**Bio. 220. Cytology.**

3 credits.

A study of plant and animal cells with emphasis upon nucleus and cytoplasm. Also the preparation of materials for study which involves fixing, staining, and mounting.

**Bio. 230. The Seed Plants.**

3 credits.

The morphology and physiology of the Spermatophyta. Prerequisite: Bio. 53-54 or equivalent.

**Bio. 240. Modern Theories In Biology.**

3 credits.

A study of the meaning, value, and necessity of theories as they are related to man, the animal and plant worlds, and to nature in general. Illustrations showing how theories and progress are related.

**Bio. 250. Survey of Radiation Biology.**

3 credits.

A study of the effect of ionizing radiation on the organism. The nature and source of these radiations will be discussed as well as their effect and methods...

6 credits.
A thesis may be submitted in partial fulfillment for the requirement of the Master's Degree. It must be research on a subject in the major field of interest and completed to the satisfaction of the Student's Advisory Committee and the Graduate Council. The Student's Advisory Committee must recommend the thesis subject and outline to the Graduate Council for approval at least three months prior to the time the degree is expected to be awarded. The thesis must be completed one month before the time of graduation to assure the Advisory Committee of its acceptability.

DEPARTMENT OF BUSINESS AND BUSINESS EDUCATION

The graduate program in the Department of Business and Business Education embraces three areas of concentration. The graduate student is expected to complete courses in each of the following three areas:

1. Improvement of Instruction.
2. Program Development and Business Background Courses.
3. Research.

In addition to the above three areas of concentration in business education, the graduate student will complete the appropriate number of semester hours for a minor or a major in education. The M. S. degree in Education is awarded upon the successful completion of the graduate program in business education.

BUSINESS AND BUSINESS EDUCATION

Graduate courses to be offered by the Department of Business and Business Education for graduate students and approved undergraduates at the next three Summer Sessions:

B. E. 120. Improvement of Instruction in the Social-Business Subjects.
3 credits.
Techniques and procedures in the teaching of general business, business law, economics, economic geography, consumer business education, and related
subjects are studied. Unit lesson plans are developed. Open to graduate students and to approved undergraduate students.

B. E. 150. CURRICULUM CONSTRUCTION IN BUSINESS EDUCATION.
3 credits.
Principles, practices and problems in the evaluation and construction of business education curricula to meet the needs of youth and adults in a democratic society. Open to graduate students and to approved undergraduate students.

B. E. 250. RESEARCH TECHNIQUES IN BUSINESS EDUCATION.
3 credits.
Approved research procedures are examined. Statistical concepts for teachers, business workers, and school administrators are presented. Case applications to field problems applied to varied research techniques. Open to graduate students only.

DEPARTMENT OF CHEMISTRY
A graduate major or minor in chemistry should be built around the needs and interests of the student. A major in chemistry will consist of 18 semester hours of graduate work in chemistry (or in a related field) subject to the approval of the head of the department; and a minor in chemistry will consist of nine semester hours of graduate work in chemistry. The student plans his program with the help of the head of the department.

CHEM. 105. THEORETICAL CHEMISTRY.
3 credits.
This course deals with some of the fundamental concepts, laws, theories, and philosophies of chemistry. Considerable emphasis is placed on the practical applications of various chemical laws and concepts. To meet the interests and needs of the student, work will be chosen from the areas of Physical Chemistry, Electrochemistry, and Thermodynamics.

CHEM. 106. THEORETICAL CHEMISTRY.
3 credits.
A continuation of Chemistry 105.
CHEM. 110. Physiological Chemistry.
3 credits.
This course includes a study of foodstuffs, their digestion and metabolism, respiration, body secretions and excretions, the blood, urine, calorimetry, nutrition, endocrine organs, and vitamins.

CHEM. 120. Recent Developments in Chemistry.
3 credits.
A study of recent developments in such areas of chemistry as solvents, metals and alloys, plastics, petrochemicals, silicones, nuclear chemistry, medicinals, rubber and synthetic polymers, paints, detergents, textiles, etc. The material will be selected and taught in such manner that it will be of especial interest and use to teachers of biology, chemistry, and general science.

CHEM. 130. Advanced Organic Preparations.
3 credits.
Emphasis on advanced laboratory preparations and techniques. Considerable time is devoted to theories and mechanisms of reactions in organic chemistry.

CHEM. 300. Thesis.
6 credits.
A thesis may be submitted in partial fulfillment of the requirements for the Master's Degree. It must be research on a subject in the major field of interest and completed to the satisfaction of the Student's Advisory Committee and the Graduate Council. The Student's Advisory Committee must recommend the thesis subject and the outline to the Graduate Council for approval at least three months prior to the time the degree is expected to be awarded. The thesis must be completed one month before the time of graduation to assure the Advisory Committee of its acceptability.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

MAJOR

The candidate for the Master's Degree who elects to major in education must successfully complete (a) twenty-four semester hours of work and submit a thesis, or (b) thirty semester hours of work without a thesis. The Department of Education and Psychology offers four areas of concentration: Human Growth and Development, Guidance, Instruction, and Administration and Supervision. The pattern of course work required in each of these areas is described below:
I. Human Growth and Development

A. Required Courses

1. Ed. 184. Human Growth and Development 3
2. Ed. 118. Growth and Development During Childhood and Preadolescence 3
   or
   Ed. 128. The Adolescent Years
   or
   Ed. 130. Analysis of Individual and Group Behavior
   or
   Ed. 171. Human Relations in the Classroom
   or
   Ed. 167. Instruction
   or
   Ed. 191. The Elementary School Curriculum
   or
   Ed. 140. Basis of Curriculum Development

B. With Thesis
   Ed. 300. Master's Thesis 6
   — 12

C. Without Thesis
   Two electives from the following: 6
   — 18

Ed. 101. Development of Modern Education
Ed. 102. Education as a Field of Study
Ed. 103. Philosophy of Education
Ed. 105. The Role of the School in Society
Ed. 125A. Teaching of a Subject Field:
   Language Arts
II. **Guidance**

A. **Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 116. Theory and Practice of Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 137. Individual and Group Tests</td>
<td>3</td>
</tr>
<tr>
<td>or Ed. 130. Analysis of Individual and Group Behavior</td>
<td></td>
</tr>
<tr>
<td>Ed. 171. Human Relations in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>or Ed. 150. Techniques in Counseling</td>
<td></td>
</tr>
<tr>
<td>or Ed. 114. Mental Health in the Classroom</td>
<td></td>
</tr>
</tbody>
</table>

4. One of the following:

   a. Human Growth and Development | 3 |

5. One of the following:

   b. Instruction | 3 |

6. One of the following:

   Ed. 184. Human Growth and Development | 3 |
   or Ed. 118. Growth and Development During Childhood and Preadolescence | |
   or Ed. 128. The Adolescent Years | |
   or Ed. 112. Secondary School Curriculum and Co-Curriculum | 3 |
   or Ed. 140. Basis of Curriculum Development | |
   or Ed. 167. Instruction | |
   or Ed. 191. The Elementary School Curriculum | |
B. With Thesis

Ed. 300. Master's Thesis 6

C. Without Thesis

Two of the following: 6

Ed. 101. Development of Modern Education 18
Ed. 102. Education as a Field of Study 18
Ed. 103. Philosophy of Education 18
Ed. 105. The Role of the School in Society 18
Ed. 125A. Teaching of a Subject Field: Language Arts
Ed. 125C. Teaching of a Subject Field: Reading
Ed. 160. Family and School Relationships 18
Ed. 290. Reading and Research 18

III. Instruction

A. Required Courses

1. Ed. 167. Instruction 3

2. Ed. 112. Secondary School Curriculum and Co-Curriculum 3

or

Ed. 191. Elementary School Curriculum

3. Ed. 140. Basis of Curriculum Development 3

4. One of the following:

a. Human Growth and Development 3

Ed. 118. Growth and Development During Childhood and Preadolescence
Ed. 128. The Adolescent Years
Ed. 184. Human Growth and Development

or

b. Guidance 3

Ed. 118. Growth and Development During Childhood and Preadolescence
Ed. 128. The Adolescent Years
Ed. 184. Human Growth and Development
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 114</td>
<td>Mental Health in the Classroom</td>
<td></td>
</tr>
<tr>
<td>Ed. 116</td>
<td>Theory and Practice of Guidance</td>
<td></td>
</tr>
<tr>
<td>Ed. 130</td>
<td>Analysis of Individual and Group Behavior</td>
<td></td>
</tr>
<tr>
<td>Ed. 137</td>
<td>Individual and Group Tests</td>
<td></td>
</tr>
<tr>
<td>Ed. 150</td>
<td>Techniques of Counseling</td>
<td></td>
</tr>
<tr>
<td>Ed. 171</td>
<td>Human Relations in the Classroom</td>
<td></td>
</tr>
</tbody>
</table>

B. With Thesis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 300</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

C. Without Thesis:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two of the following:</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 101</td>
<td>Development of Modern Education</td>
<td></td>
</tr>
<tr>
<td>Ed. 102</td>
<td>Education as a Field of Study</td>
<td></td>
</tr>
<tr>
<td>Ed. 103</td>
<td>Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>Ed. 105</td>
<td>The Role of the School in Society</td>
<td></td>
</tr>
<tr>
<td>Ed. 125A</td>
<td>Teaching of a Subject Field: Language Arts</td>
<td></td>
</tr>
<tr>
<td>Ed. 125C</td>
<td>Teaching of a Subject Field: Reading</td>
<td></td>
</tr>
<tr>
<td>Ed. 160</td>
<td>Family and School Relationships</td>
<td></td>
</tr>
<tr>
<td>Ed. 290</td>
<td>Reading and Research</td>
<td></td>
</tr>
</tbody>
</table>

IV. Administration and Supervision

A. Required Courses

1. Ed. 240. The Fundamentals of Educational Administration 3

2. Ed. 250. Supervision of Instruction 3

3. Ed. 118. Growth and Development During Childhood and Preadolescence 3

or

Ed. 128. The Adolescent Years

or

Ed. 184. Human Growth and Development
Semester Hours

or
Ed. 114. Mental Health in the Classroom
or
Ed. 116. Theory and Practice of Guidance
or
Ed. 130. Analysis of Individual and Group Behavior
or
Ed. 137. Individual and Group Tests
or
Ed. 150. Techniques in Counseling
or
Ed. 171. Human Relations in the Classroom


or
Ed. 140. Basis of Curriculum Development
or
Ed. 167. Instruction
or
Ed. 191. Elementary School Curriculum

B. With Thesis
   Ed. 300. Master's Thesis 6

C. Without Thesis
   Two of the following: 6

Ed. 101. Development of Modern Education
Ed. 102. Education as a Field of Study
Ed. 103. Philosophy of Education
Ed. 105. The Role of the School in Society
Ed. 125A. Teaching of a Subject Field:
   Language Arts
Ed. 125C. Teaching of a Subject Field:
   Reading
MINOR

The candidate for the Master’s Degree who elects to minor in education must successfully complete nine semester hours of work. One course should be selected from three of the following five groups of courses:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Group D</th>
</tr>
</thead>
</table>
| 3              | Ed. 118. Growth and Development During Childhood and Preadolescence  
Ed. 128. The Adolescent Years  
Ed. 184. Human Growth and Development  
or  
Ed. 116. Theory and Practice of Guidance  
Ed. 130. Analysis of Individual and Group Behavior  
Ed. 137. Individual and Group Tests  
Ed. 171. Human Relations in the Classroom  
or  
Ed. 112. Secondary School Curriculum and Co-Curriculum  
Ed. 140. Basis of Curriculum Development  
Ed. 167. Instruction  
Ed. 191. The Elementary School Curriculum  
or  
Ed. 101. Development of Modern Education  
Ed. 102. Education as a Field of Study  
Ed. 103. Philosophy of Education  
Ed. 105. The Role of the School in Society  
Ed. 125A. Teaching of a Subject Field: Language Arts  
Ed. 125C. Teaching of a Subject Field: Reading  
Ed. 160. Family and School Relationships |
Ed. 290. Reading and Research

or

E. One of the following:

   Ed. 240. The Fundamentals of Educational Administration

   Ed. 250. Supervision of Instruction

DEPARTMENT OF EDUCATION
AND PSYCHOLOGY

GRADUATE COURSES

Ed. 101. DEVELOPMENT OF MODERN EDUCATION.
3 credits.

The American background in European education and national school systems of Europe are traced. Main patterns in American education and leaders of recent movements are studied. Some appraisal of present progress and problems of education in America receive final attention.

Ed. 102. EDUCATION AS A FIELD OF STUDY.
3 credits.

This is a foundation course which approaches the field of education through a study of national movements, organizations, and commissions. An evaluation of the influence of such factors on the development of education in this country will be made. The approach to this course is interdepartmental.

Ed. 103. PHILOSOPHY OF EDUCATION.
3 credits.

This course includes a critical survey of widely recognized theory regarding the nature and purpose of education in the Western World, with special emphasis upon such theory as it bears on and gives direction to educational policy and practice within the American democracy.

Ed. 105. THE ROLE OF THE SCHOOL IN SOCIETY.
3 credits.

Interpretation of the school as society's agency for human betterment, with emphasis on cultural living. Some issues that arise in the organization and operation of the schools.
Ed. 112. **Secondary School Curriculum and Co-Curriculum.**

3 credits.

The principles and forms of curriculum organization, with appraisal of such curricular patterns as the subject matter curriculum, the correlated, fused, core and experience curriculum are included in this course. Also considered are the techniques for reorganizing the curriculum; leadership in curriculum development, and participation of teachers in curriculum improvement.

Ed. 114. **Mental Health In the Classroom.**

3 credits.

This course includes the study of the elementary principles governing the development of human behavior with particular reference to the cause and prevention of social and emotional maladjustment. The responsibility of the school for the cultivation of the wholesome personality is emphasized.

Ed. 116. **Theory and Practice of Guidance.**

3 credits.

An overview of the philosophy and function of guidance in public schools, the role of the classroom teacher in the guidance program, and organization for adequate guidance services will constitute the framework of the course. Consideration will be given to topics such as case studies, record keeping, testing, use of occupational information, and techniques of counseling.

Ed. 118. **Growth and Development During Childhood and Preadolescence.**

3 credits.

The principles underlying the growth and development of boys and girls in the elementary school are explored in this course. Extensive reading and analysis of current research is required.

Ed. 125A. **Teaching of A Subject Field: Language Arts**

3 credits.

This course considers teaching principles and techniques in particular subject fields for both elementary and secondary schools. The level of treatment is determined by the group enrolled and by the preferences of the instructor.

Ed. 125C. **Teaching of A Subject Field: Reading.**

3 credits.

This course considers teaching principles and techniques in particular subject fields for both elementary and secondary schools. The level of treatment is determined by the group enrolled and by the preferences of the instructor.

Ed. 128. **The Adolescent Years.**

3 credits.

A study of the dynamics shaping the growth, development, and behavior of the adolescent and youth forms the basis of this course. Extensive analysis and appraisal of current research is required.
Ed. 130. **Analysis of Individual and Group Behavior.**

3 credits.

This course deals with methods and techniques employed in the study of individual and group behavior. The practical application of methods is made whenever possible.

Ed. 137. **Individual and Group Tests.**

3 credits.

The development, administration, and interpretation of standardized tests are considered in this course, as well as the use of such tests in survey programs, in the evaluation of instructional efficiency, and in the planning and improvement of teaching procedures.

Ed. 140. **Basis of Curriculum Development.**

3 credits.

This course is designed to help teachers determine what public schools in a democratic society should teach. Also included is the preparation of curriculum guides in all subject fields at both the elementary and secondary school levels.

Ed. 150. **Techniques in Counseling.**

3 credits.

This course deals with the various techniques employed in the counseling process. Old and new viewpoints are considered and each student is encouraged to develop his own frame of reference.

Ed. 160. **Family and School Relations.**

3 credits.

An inter-disciplinary approach to an understanding of the relationship between the contemporary American family and the school as seen by specialists in psychiatry, sociology, and child development.

Ed. 167. **Instruction.**

3 credits.

This course includes the following: The theory and practice of teaching in democratic school systems, techniques for studying children and youth; the group process in teaching; motivation of learning; teacher-student planning; the broad unit as a teaching instrument, the role of guidance in teaching; the cooperative appraisal of growth.

Ed. 171. **Human Relations in the Classroom.**

3 credits.

Included in this course is the diagnostic and remedial study of pupil-pupil and pupil-teacher relationships in the classroom. A theory of improved human
relations will be considered as well as the administration and interpretation of sociometric tests in terms of teaching-learning activities.

**Ed. 184. Human Growth and Development.**

3 credits.

This course deals with the principles basic to an understanding of the growth and development of human beings. The dynamics influencing behavior are explored. Techniques for studying behavior are considered and case materials analyzed.

**Ed. 191. The Elementary School Curriculum.**

3 credits.

This course includes a study of the current practices in curriculum development for the elementary school. The activity program, the fusion of various subject matter areas, the core concept, the development of group activities, and the promotion of creative learning are also considered. Special emphasis is given the role of the teacher in curriculum development.

**Ed. 240. The Fundamentals of Educational Administration.**

3 credits.

This course deals with such topics as Federal, state and local authority and control of education; financial support for public education; problems related to the administration and supervision of pupil personnel, teaching personnel, and of the instructional program.

**Ed. 250. Supervision of Instruction.**

3 credits.

In this course supervision is viewed as educational leadership in the improvement of instruction. The implications of research on the nature and scope of supervision are reviewed; current views on cooperative planning of supervisory programs are analyzed; and the improvement of supervisory techniques studied.

**Ed. 290. Reading and Research.**

3 credits.

The student registered for this course is given an opportunity for directed reading and research in areas of his special interest.

**Ed. 300. Thesis.**

6 credits.

A thesis may be submitted in partial fulfillment of the requirements for the Master's Degree. It must be research on a subject in the major field of interest and completed to the satisfaction of the Student's Advisory Committee and the Graduate Council. The Student's Advisory Committee must recommend the thesis subject and the outline to the Graduate Council for approval at least three months prior to the time the degree is expected to be awarded. The thesis must be completed one month before the time of graduation to assure the Advisory Committee of its acceptability.
DEPARTMENT OF ENGLISH

Majors (Required: 9 semester hours. Additional hours needed for the major may be chosen from elective courses).

Eng. 101. Growth and Development of the English Language
Eng. 120. The Practice of Literary Criticism
Eng. 201. Shakespeare

A. The Comedies and Histories
   —or—
B. The Tragedies and Histories

Minors (Required: 6 semester hours. The three additional hours needed for the minor may be chosen from elective courses).

Eng. 101. Growth and Structure of the English Language
Eng. 120. The Practice of Literary Criticism

ENG. 101. THE GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE.
One semester; 3 credits.

An introduction to the history of the English language, with attention to the changing forms of speech as reflected in morphology, phonology, syntax, and semantics. Readings and research in special phases of historical and descriptive grammar. Open to approved undergraduates.

ENG. 120. THE PRACTICE OF LITERARY CRITICISM.
One semester; 3 credits.

The history and theories of literary criticism are given brief attention. The major emphasis of the course, however, is upon critical examination and analysis, both oral and written, of representative poems, short stories, and dramas. Students are given ample opportunity to practice literary criticism. Open to approved undergraduates.

ENG. 130. STUDIES IN AMERICAN LITERATURE.
One semester; 3 credits.

A study of literary movements and significant authors of several of the periods of American literature will be made in different years. Open to approved undergraduates.

ENG. 140. POETRY AND PROSE OF THE ENGLISH RENAISSANCE.
One semester; 3 credits.

The major literary expressions of the English Renaissance from the rise of humanism to Milton, excluding Shakespeare. Open to approved undergraduates.
ENG. 150. MODERN DRAMA.
One semester; 3 credits.
A study of the representative plays of modern and contemporary dramatists, beginning with Ibsen, Shaw, and O'Neill. Wide reading in the works of the chief contemporary dramatists will be required. Open to approved undergraduates.

ENG. 160. SEMINAR ON COMPOSITION PROCEDURE AND PRACTICE.
One semester; 3 credits.
Theories and classroom practices of composition are appraised critically, and skill in the application of approved methods and procedures is developed and demonstrated. Open to approved undergraduates.

ENG. 170. STUDIES IN SEVENTEENTH-CENTURY LITERATURE.
One semester; 3 credits.
A study of selected authors and movements in the poetry and prose of the seventeenth-century. Especial attention to Metaphysical poetry and to the development of modern English prose style. Open to approved undergraduates.

ENG. 180. STUDIES IN THE POETRY OF THE ROMANTIC MOVEMENT.
One semester; 3 credits.
A study of Romanticism in the works of the precursors, Wordsworth, Coleridge, Byron, Shelley, Keats, and others. The choice of authors to be studied may vary in different years. Open to approved undergraduates.

ENG. 190. STUDIES IN OLD ENGLISH.
One semester; 3 credits.
The Old English language with readings in selected poetry and prose of the period.

ENG. 201. SHAKESPEARE.
One semester; 3 credits.
A study of selected plays by Shakespeare, either of the tragedies and histories or of the comedies and histories.

ENG. 210. STUDIES IN MIDDLE ENGLISH LITERATURE.
One semester; 3 credits.
The life and thought of medieval England as revealed in the literature from the Norman Conquest to the introduction of printing.

ENG. 220. STUDIES IN RESTORATION AND EIGHTEENTH-CENTURY LITERATURE.
One semester; 3 credits.
A study of several major authors of the Neo-classical period will be made in the context of the cultural and intellectual currents of the time. In some years Dryden, Swift, and Pope will receive chief attention; in others, Dr. Johnson and his contemporaries. Open to approved undergraduates.
ENG. 230. STUDIES IN ENGLISH LITERATURE OF THE NINETEENTH CENTURY.
One semester; 3 credits.
The course considers the works of several major authors of the century. The choice of authors for study will vary in different years. Open to approved undergraduates.

ENG. 240. STUDIES IN CONTEMPORARY LITERATURE.
One semester; 3 credits.
Poetry and fiction of the most significant contemporary authors will be examined. Choice of authors studied will vary in different years. Open to approved undergraduates.

ENG. 300. THESIS.
One semester; 6 credits.
A thesis may be submitted in partial fulfillment of the requirements for the Master’s Degree. It must be research on a subject in the major field of interest and completed to the satisfaction of the student’s Advisory Committee and the Graduate Council. The student’s Advisory Committee must recommend the thesis subject and outline to the Graduate Council for approval at least three months prior to the time the degree is expected to be awarded. The thesis must be completed one month before the time of graduation to assure the Advisory Committee of its acceptability.

DEPARTMENT OF HOME ECONOMICS
To satisfy the increasing demand for graduate education in all fields of home economics, the department at Madison College offers a limited number of advanced courses.
The graduate courses may be applied toward a minor for the Master’s Degree.
The graduate courses may be used for renewal of teaching certificates.
Nine hours of graduate work in home economics constitute a minor.

H. E. 239. SEMINAR IN TEXTILES.
3 credits.
Recent trends in textile developments affecting characteristic behavior of old and new fibers as reported in current literature. Study in selection and care for specific consumer needs. Problem in construction involving principles of new fabric use. Study of production and distribution. Field trips. Prerequisite: H. E. 39 (Textiles) or equivalent.

H. E. 240. CLOTHING CONSTRUCTION TECHNIQUES.
Three hours daily; 3 credits.
An evaluation of the newer techniques and skills used in clothing construction. A survey of fitting problems, pattern adjustment, and body measurements
applied to individual basic patterns. The class will be briefed on the new small equipment available for home and school. Garments will be constructed by the student, incorporating the skills and techniques studied. Prerequisite: Home Economics 40 (Clothing Construction) or equivalent.

H. E. 276 THE SOCIOLOGY OF THE CONTEMPORARY AMERICAN FAMILY.
(Also listed as S. S. 276)

3 credits.

The American family is studied in its structural aspects. Primary emphasis is upon the middle class family by reference to the husband-wife, parent-child, and in-law relationships. Family behavior is related to occupational structure, religious orientation, educational patterns and social stratification.

H. E. 279. SEMINAR IN VOCATIONAL HOME ECONOMICS EDUCATION.

3 credits.

A study is made of the contribution of home economics to American education. A critical examination is made of trends and issues in curriculum development, instruction, guidance, evaluation, supervision, and research. Prerequisite: H. E. Ed. 70 (Vocational Home Economics) or equivalent.

H. E. 280. SEMINAR IN SUPERVISION OF STUDENT TEACHERS IN VOCATIONAL HOME ECONOMICS.

Three hours daily; 3 credits.

A study of the field of supervision including such topics as the nature and function of supervision, in-service improvement of teachers, techniques of classroom visitation, teaching ratings, teachers' meetings, human relations, and the selection of training centers. Prerequisites: Bachelor's degree, teaching experience in vocational home economics.

DEPARTMENT OF MATHEMATICS

The mathematics department offers a minor in the graduate program leading to the Master of Arts in Education and Master of Science in Education degrees. It is contemplated that a major in mathematics will be offered in the near future.

The requirement for a minor is nine semester hours selected from the graduate courses offered by the mathematics department. The program of courses must be approved by the head of the department.

MATH. 100. FOUNDATIONS OF MATHEMATICAL THOUGHT.

3 credits.

This is an introductory study of the logical structure of mathematics. It is concerned with the place of logical reasoning and the significance of logical structure in both mathematical and scientific thought. Modern postulational concepts and methods will be investigated. This course is open to approved undergraduates.
Math. 110. **Fundamental Concepts of Algebra.**

3 credits.

Attention is given to the fundamental concepts and postulates which form the foundations of algebra. The complex number system and the elementary theories of numbers, polynomials, and equations are developed using the concepts and terminology of modern algebra.

Math. 120. **Foundations of Geometry.**

3 credits.

A study of the fundamental concepts of the various geometries as logical systems based upon postulates and undefined elements. Attention is given to the historical evolution of our geometric concepts and to the relationship of Euclidean plane geometry to other geometries.

Math. 130. **Secondary School Mathematics From An Advanced Standpoint.**

3 credits.

This course is designed to broaden and deepen the high school teachers knowledge of the subject matter that he teaches. The material is examined from a mature viewpoint, and related topics from higher mathematics are introduced as they contribute to a better understanding of the subject matter. Opportunities for discussion of the various teaching possibilities will be given from time to time. Open to approved undergraduates.

Math. 140. **Projective Geometry.**

3 credits.

A study of the fundamental theorems and concepts of synthetic projective geometry. Attention is given to ideal elements, duality, projectively related forms, cross ratio, projective theory of conics.

Math. 150. **Theory of Numbers.**

3 credits.

Topics in elementary number theory including properties of integers and prime numbers, divisibility of numbers, simple Diophantine equations, congruences and residues.

**DEPARTMENT OF MUSIC**

Candidates may now elect either a major or a minor in music and music education for the Master's Degree. Further, they may concentrate on one major interest—choral music, instrumental music, music education, or music theory, composition, and literature—or may broaden their work to include courses from each of these areas.

Music Education 210, Research and Trends in Music Education, will be required of all graduate music students. Requirements for the major will include also at least one of the courses in music literature:
Music 113. **Music of the Baroque and Classical Periods**

Music 114. **Music of the Romantic Period**

Music 115. **Twentieth Century Music**

Most courses will be offered during the regular six-week summer session. Others, notably those which are given in cooperation with the Virginia Music Workshop and Camp at nearby Massanetta Springs, will be offered during the three-week intersession in June. These intersession courses are so indicated in the descriptions which follow.

**COURSE DESCRIPTIONS**

**Music 110. Choral Materials and Techniques.**

Hours to be arranged; 3 credits. (Intersession.)

A study of the problems, materials, and techniques of teaching choral music in the high school. Laboratory experiences will be provided at the Virginia Music Camp at Massanetta Springs during the week of June 17.

**Music 111. Instrumental Materials and Techniques.**

Hours to be arranged; 3 credits. (Intersession.)

A study of the problems, materials and techniques of teaching instrumental music in the high school, with emphasis on orchestra. The orchestra of the Music Camp at Massanetta Springs will provide laboratory experience and opportunities for observation. Open to approved undergraduates.

**Music 113. Music of the Baroque and Classical Periods.**

1 hour and 20 minutes daily; 3 credits.

A study of vocal, instrumental and organ music of the Baroque Period beginning with the late Renaissance composers Monteverdi, G. Gabrielli and Sweelinck culminating in Bach and Handel; the Mannheim School; the pre-classical Viennese composers; Gluck, Haydn, Mozart, Beethoven.

**Music 114. Music of the Romantic Period.**

1 hour and 20 minutes daily; 3 credits.


**Music 115. Twentieth Century Music.**

1 hour and 20 minutes daily; 3 credits.

A survey of the trends found in twentieth century music. Impressionism; "New Music" from Satie to Schoenberg, Bartok, and Hindemith. The music of contemporary American composers. Undergraduate students may enroll with permission of the instructor.
Music 121. Instrumentation.
1 hour and 20 minutes daily; 3 credits.
The arranging of music for orchestra, band, and various ensemble groups.
Styles in arranging, range and characteristics of the different instruments, and
instrumentation for various types of musical composition. Open to approved undergraduates.

Music 122. Modern Harmony and Composition.
1 hour and 20 minutes daily; 3 credits.
A study of the harmonic, contrapuntal and other stylistic devices of the
twentieth century composer and their application in creative writing by the
student who wishes to acquire a technique in the contemporary idiom.
Composition in both small and larger forms depending upon the talent and
background of the student. This course is not only for the talented composition
student but also for the teacher and performer who desires an increased understand-
ing of our contemporary music.

Music 123. Modern Harmony and Composition.
1 hour and 20 minutes daily; 3 credits.
A sequel to Music 122. One course may be taken without the other and
either may be elected first.

Two 40 minute lessons each week; 1 credit.
Four semester hours of credit in applied music—piano, voice, organ, and
an orchestral instrument—may be offered toward the master's degree. Grad-
uate students will be encouraged to study applied music, and work will be suited

Music 135. Advanced Conducting (Choral and Instrumental).
1 hour and 20 minutes daily; 3 credits.
Prerequisite—Music 77-78 or equivalent.
Refinement of baton technique.
Score reading. Specific problems selected from standard works. Practical
experience with choral and instrumental groups.

Music 136. Master Class in Piano.
Hours to be arranged; 3 credits. (Intersession.)
Emphasis will be placed on a broadened knowledge and use of teaching
materials and techniques, on repertory and on improving students' own perform-

Music 137. Instrumental Techniques.
1 hour daily; 2 credits.
This course is designed for instrumental music teachers who need further
help with one specific instrument or group of instruments. Members of the group
Music Education 141. Problems in Music Education.

1 hour and 20 minutes daily; 3 credits.

This course is designed to consider some of the problems most often found in teaching of music, and will deal to a large extent with particular interests and needs of members of the group. It will include work on both elementary and secondary levels, with appropriate study of materials and procedures for teaching.


1 hour and 20 minutes daily; 3 credits.

This course deals with psychological factors involved in the teaching of music, with individual measurements in music, and with more recent developments in music education. It is designed to include work which is significant to all branches of music teaching.

Music Education 211. The Supervision and Administration of Music.

1 hour and 20 minutes daily; 3 credits.

The supervision of teachers of music; administrative responsibilities of music teachers and supervisors. The role of the supervisor of music in the schools, etc.

Music Education 212. Projects in Music Education.

Hours to be arranged; 3 credits.

Students who elect this course will select, formulate, carry through and evaluate a specific project in the teaching of music in their own schools. Registration may be for Fall or Spring Term; periodic conferences and reports will be arranged.

Music Education 300. Thesis.

6 credits.

A thesis may be submitted in partial fulfillment for the requirements of the Master’s Degree. It must be of research character on a subject in the major field of interest and completed to the satisfaction of the Student’s Advisory Committee and the Graduate Council. The Student’s Advisory Committee must recommend the thesis subject and outline to the Graduate Council for approval at least three months prior to the time the degree is expected to be awarded. The thesis must be completed one month before the time of graduation to assure the Advisory Committee of its acceptability.
DEPARTMENT OF SOCIAL SCIENCE
AND HISTORY

There are two major programs of study in the Department of Social Science and History:
ONE—A Major in Social Science
TWO—A Major in History

PROGRAM NUMBER ONE: SOCIAL SCIENCE MAJOR

I. Organization of Program leading to Social Science Major

A. Each graduate student centers a major program around THREE disciplines selected from among the following: Economics, geography, government, history and sociology.

B. One of these three disciplines becomes the focus of the candidate's work and is known as his DISCIPLINE OF CONCENTRATION. The remaining two disciplines are known as SUPPORTING DISCIPLINES.

C. One course in each DISCIPLINE OF CONCENTRATION is required. Example S. S. 178—Community Organization is required for all students with a DISCIPLINE OF CONCENTRATION in Sociology. A student with history as a DISCIPLINE OF CONCENTRATION must take one of the following two courses: S. S. 122—Contemporary United States History or S. S. 132—Contemporary World History. (See Catalog for details.)

D. As early in the candidate's program as possible, a central theme for graduate study is chosen so that course selections may have significance. This is done with the major advisor in consultation with other members of the graduate committee.

II. General schedule of Course Program for Social Science Major

A. Program with Thesis

  6 credit hours in discipline of concentration
  3 credit hours in first supporting discipline
  3 credit hours in second supporting discipline

  12 Total
B. *Program without Thesis*

- 12 credit hours in discipline of concentration
- 3 credit hours in first supporting discipline
- 3 credit hours in second supporting discipline

18 Total

**PROGRAM NUMBER TWO: HISTORY MAJOR**

I. Organization of Program Leading to History Major

A. Each graduate student is required to take S. S. 122—Contemporary United States History and S. S. 132—Contemporary World History. Total 6 credit hours.

B. To give scholarly breadth to the program one course must be selected from the fields of economics, government or sociology. (For specific courses see Graduate Catalog.) Total 3 credit hours.

C. The remaining courses are electives in the field of history and are to be selected from any history course listed in the Graduate Catalog. Total 3 to 6 credit hours. (Depending upon whether or not student writes a thesis.)

D. As early in the candidate’s program as possible a central theme for his graduate study is chosen so that course selections may have significance. This is done with his major advisor in consultation with other members of the graduate committee.

**MINOR GRADUATE PROGRAMS IN THE DEPARTMENT OF SOCIAL SCIENCE AND HISTORY**

There are two minor programs of study in the Department of Social Science and History:

I. Minor Program in Social Science

A. 9 hours are required. A Minor must include two courses selected from one social science discipline. The discipline from which these two courses are selected is known as the minor concentration. One of these two courses is required (Examples) S. S. 178—Community Organization, is required.
for all students with a minor discipline in sociology. A student with a minor discipline in history must take either S. S. 122—Contemporary United States History or B. S. 132—Contemporary World History. (See Catalog for details.)

B. A student may select a minor concentration in any one of the following disciplines: Economics, geography, government, history or sociology.

II. Minor Program in History

A. 9 hours are required, including the two following courses:
   1. S.S. 122—Contemporary United States History
      3 credit hours
   2. S.S. 132—Contemporary World History
      3 credit hours

B. A third course may be selected from any other history offering.

COURSE OFFERINGS IN ECONOMICS, GEOGRAPHY, GOVERNMENT, HISTORY, AND SOCIOLOGY

A. Economics

1. S.S. 200—Economics in Contemporary Society
   3 credit hours
   The role of economics in national and world affairs is analyzed and special attention is given to international trade, distribution of wealth and income, taxation and public debt, recurrent major depressions and periods of prosperity, and types of economic systems.

2. S.S. 280—Reading and Research
   3 credit hours
   Opportunity is offered the individual student for reading and research in areas of his special interest.

B. Geography

1. Geography 110—Seminar in Geographical Units
   3 credit hours
   Directed readings, research, and discussion dealing with selected geographical areas of interests for both the group and the individual student. Open to approved undergraduates.
C. Government

1. S.S. 240—Federal Government
   3 credit hours

   This course consists of four major units, designed to provide a better understanding of the contemporary constitution and government of the United States: (1) the constitutional convention of 1787, (2) the original constitution, (3) the establishment of the Federal government under President Washington, and (4) the growth of the constitution through amendment and interpretation.

2. S.S. 280—Reading and Research
   3 credit hours

   Opportunity is offered the individual student for reading and research in areas of his special interest.

D. History Courses: Description of each course is found in the History Major Program p. 35

1. S.S. 122—Contemporary United States History
2. S.S. 132—Contemporary World History
3. S.S. 121—Foundation of Contemporary United States History
4. S.S. 131—Foundations of Contemporary World History
5. S.S. 125—Problems in United States History, 1789-1877
6. S.S. 235—Problems in History of Civilization
7. S.S. 224—Seminar in Colonial and Revolutionary History
8. S.S. 280—Reading and Research
9. S.S. 300—Thesis

E. Sociology

1. S.S. 276—The Sociology of the Contemporary American Family (Also listed as H. E. 276)
   3 credit hours

   The American family is studied in its structural aspects. Primary emphasis is upon the middle class family by reference to the husband-wife, parent-child, and inlaw relationships. Family behavior is related to occupational structure, religious orientation, educational patterns, and social stratification.
2. S.S. 275—Contemporary Sociological Theory and Research
3 credit hours

A study is made of contemporary systematic theory as presented by key representatives such as Durkheim, Max Weber, Talcott Parsons, Robert Merton, and Kingsley Davis. The relationship between theory and research is studied by reference to significant research undertaken during the last twenty years.

3. S.S. 178—Community Organization
3 credit hours

Representative community studies are read as an aid in the development of theories of community organization. Detailed analysis is made of the relationship between social stratification and occupation, family, religion, political behavior and education. Open to approved undergraduates.

4. S.S. 165—Youth and Young Adult Behavior Patterns
3 credit hours

This course is designed to give a better understanding of the behavior patterns of youth and young adults in contemporary United States. These behavior patterns are related to family, religion, education, occupational orientation, clique structure, social stratification and social mobility. Open to approved undergraduates.

5. S.S. 270—Social Change
3 credit hours

An analysis is made of the dynamics of social behavior by reference to changes in value orientation, technology, population characteristics, power structure, system of stratification, and communication techniques.

6. S.S. 280—Reading and Research
3 credit hours

Opportunity is offered the individual student for reading and research in areas of his special interest.
7. S.S. 300—Thesis
   6 credit hours

   A thesis may be submitted in partial fulfillment for the requirements of the Master's Degree. It must be of research character on a subject in the major field of interest and completed to the satisfaction of the Student's Advisory Committee and the Graduate Council. The Student's Advisory Committee must recommend the thesis subject and outline to the Graduate Council for approval at least three months prior to the time the degree is expected to be awarded. The thesis must be completed one month before the time of graduation to assure the Advisory Committee of its acceptability.

GENERAL SCHEDULE OF COURSE PROGRAM
FOR HISTORY MAJOR

A. Required Courses

1. S.S. 122—Contemporary United States History
   3 credit hours

   An analysis is made of the political, economic and social history of the United States from the end of World War I to the present and is intended to provide a background to understanding and teaching current events. Open to approved undergraduates.

2. S.S. 122—Contemporary World History
   3 credit hours

   A study is made of the period from the end of World War I to the present. This provides a background for understanding and teaching current events.

B. Supporting Courses—One of the following three courses is required:

1. S.S. 200—Economics in Contemporary Society
   3 credit hours

   The role of economics in national and world affairs is analyzed and special attention is given to international trade, distribution of wealth and income, taxation and public debt, recurrent major depressions and periods of prosperity, and types of economic systems.
2. S.S. 240—Federal Government
3 credit hours

This course consists of four major units, designed to provide a better understanding of the contemporary constitution and government of the United States: (1) the constitutional convention of 1787, (2) the original constitution, (3) the establishment of the Federal government under President Washington, and (4) the growth of the constitution through amendment and interpretation.

3. S.S. 270—Social Change
3 credit hours

An analysis is made of the dynamics of social behavior by reference to changes in value orientation, technology, population characteristics, power structure, system of stratification, and communication techniques.

C. History Electives—One or two courses must be selected from the following (depending upon whether or not the student writes a thesis):

1. S.S. 121—Foundation of Contemporary United States History
3 credit hours

This course is designed to analyze in detail the political, economic, and social history of the United States from the close of the reconstruction period (1877) to the beginning of the great depression (1929). Open to approved undergraduates.

2. S.S. 125—Problems in United States History, 1789-1877
3 credit hours

This course offers an opportunity for a thorough study of selected topics from this period of United States History. Research papers, lectures, and class discussions will deal with the subjects chosen. Open to approved undergraduates.

3. S.S. 235—Problems in History of Civilization
3 credit hours

An opportunity is provided for the study of selected subjects and periods from earliest times to the present.