

UNDERGRADUATE STUDY IN EDUCATION

The details of the requirements set for the professional degree of Bachelor of Science in Education, and for the University Teacher's Diploma are described fully in Section I of the catalogue.

Undergraduate students doing work in Education will observe the following regulations:

a. Candidates for the degree of B. S. in Education will begin their professional work in Education with the introductory courses described below as the Fundamentals Group. They will select their other professional courses in conference with the Education Adviser.

b. All candidates for the University Teacher's Diploma will present all their courses, both academic and professional, to an Education adviser for approval.

c. In addition to the strictly graduate courses (numbered 300 or above) the following Education courses are not open for credit to students registered in the College of Liberal Arts and Science: A2, A154, A158, A180, ~~M1, M1a, M10, M11, M12, M21, M51a, M52a, M61a, M62a, M74, M79, M96a, M296, M273, P35, P40, S195.~~

Prerequisite Introductory Courses

The Fundamentals Group is prerequisite to all other Education courses. The group consists of the following courses:

A50. Introduction to School Administration (required), 2 hours.

P50. Educational Psychology (required), 3 hours.

Any two of the following three courses:

E50. Introduction to Educational Measurement, 2 hours.

H64. Survey of American Education, 2 hours.

S52. Elements of Educational Sociology, 2 hours.

Undergraduate and Specialized Courses

Fundamentals Group

A50. INTRODUCTION TO SCHOOL ADMINISTRATION. Two hours credit. Both semesters. The theory and practice of the administration of schools, outside of the classroom, with special reference to the legal, financial, and social background involved. The Kansas school laws are covered in this course. This course is one of the required components of the Fundamentals Group. Fee, \$1.

Chandler, Twente, O'Brien.

P50. EDUCATIONAL PSYCHOLOGY. Three hours credit. Both semesters. Required of all candidates for the three-year certificate. This course is one of the Fundamentals Group. It may be elected separately by students who for any reason are debarred from Fundamentals Group. The nature, variation, and correlation among human capacities; factors involved in learning; conditions of learning; problems of transfer in learning. Prerequisite, General Psychology, including laboratory. Fee, \$1.

Turney, Nash, Schwegler

E50. INTRODUCTION TO EDUCATIONAL MEASUREMENTS. Two hours credit. Both semesters. One of the elective elements of the Fundamentals Group. An introductory study of the classroom measurement of ability and achievement. The construction of tests, the distribution of marks, the principles of test interpretation. Fee, \$1.

Althaus.

H64. A SURVEY OF AMERICAN EDUCATION. Two hours credit. Both semesters. A careful review of the development of present-day educational practice. The field will be covered with special reference to the development of public schools—primary, secondary, and collegiate. This course is one of the elective components of the Fundamentals Group.

Bayles.

S52. ELEMENTS OF EDUCATIONAL SOCIOLOGY. Two hours credit. Both semesters. This course is one of the elective elements of the Fundamentals Group. Russell.

Specialized Courses

*A2. MANAGEMENT AND ADMINISTRATION OF ELEMENTARY EDUCATION. Two hours credit. Fall semester. To give the prospective teacher in elementary schools a general appreciation of the aim, scope, and setting of elementary education and the more necessary information on the internal organization of the elementary school.

* Not open to freshmen.

A154. SCHOOL HYGIENE. Two hours credit. First semester and summer session. Required of physical education majors. A critical study of three major aspects of child health and care: (a) The physical health and development of the child; children's diseases and defects, their incidence, care and ~~treatment~~ handling; (b) the hygiene of buildings, equipment, the surroundings; (c) health education, stressing health knowledge and health habits. Prerequisite, the Fundamentals Group.

Turney.

A158. VISUAL EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS. Two hours credit. The theory and administrative practice of visual education, types of equipment, sources of supply, maintenance, and relative educational values of accepted modes of visual education. Prerequisite, 15 hours of Education. Summer session.

Montgomery.

A180. ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION. Three hours credit. Spring and summer. A course to meet the needs of present and prospective department heads and supervisors of business education. Topics to be considered include the organization of a department, planning the physical layout, selection and assignment of teachers, in-service training, financing the business program, improvement of instruction, placement, follow-up systems, publicity, etc. Prerequisites, the Fundamentals Group.

Crouse.

A184. ORGANIZATION AND ADMINISTRATION OF HOME ECONOMICS. Two hours credit. Spring semester. An introduction to the study of home economics education. This course includes a brief history of the home economics movement. The philosophy and objectives of home economics education and its place in the educational plan. The home economics curriculum, qualifications of teacher and opportunities open to home economics trained women. Prerequisite, Fundamentals Group.

Hoesly.

M165. TECHNIQUES OF TEACHING. Three hours credit. Second semester. This course is designed as an introduction to the theory and practice of teaching for prospective teachers, supervisors, and administrators. It consists of three broad, interrelated units. Unit I, the philosophical and social bases of method, is designed to assist the student to formulate a philosophy that is effective in clarifying the aims of education and in selecting subject matter. Unit II, the psychological bases of method, considers the theoretical and experimental evidence of import to teaching. Unit III, methods, techniques, and management, provides opportunity for a critical but constructive appraisal of general methods such as the project method, socialized recitation, assignments, supervised study, etc., in the light of Units I and II. Prerequisite, the Fundamentals Group.

Turney.

P35. ESSENTIALS OF READING. Three hours credit. The purposes of this course are to give the student a knowledge of the importance of reading, a knowledge of the importance of reading, a knowledge of the reading skills and habits which should be developed by children in the elementary schools, an understanding of the methods of teaching reading on the different grade levels and an acquaintance with the sources of materials on reading problems. The course is designed to meet the requirements of the course of study for the sixty-hour certificate. Summer session.

P40. EDUCATIONAL PSYCHOLOGY. Three hours credit. Second semester. Open only to Fine Arts students. Acceptable in lieu of P50 as part of Fundamentals Group. The nature and needs of the child, emphasizing mental and emotional development; nature of learning; conditions affecting learning; problems of transfer; brief survey of atypical children; problems of adjustment. Prerequisite, general psychology, including laboratory. Fee, \$1. Gaston.

P178. ADOLESCENCE. Three hours credit. First semester. The physical, social and psychological aspects of adolescence. The course will lay special stress on the problems of physical and mental hygiene as they appear in the physical, intellectual, social and religious development of the adolescent. Prerequisite, the Fundamentals Group. Schwegler.

P179. THE PSYCHOLOGY OF CHARACTER EDUCATION. Two hours credit. Second semester. The underlying principles which condition the modification and control of character growth. Prerequisites, for P179, the Fundamentals Group. Schwegler

S195. CURRICULUM PROBLEMS IN BUSINESS EDUCATION. Two hours credit. Fall and summer. To give teachers, supervisors, and administrators an understanding of the problems involved in making the curriculum in business education fit the needs of pupils. Criteria will be developed for determining what course should be offered, when, how much, points of emphasis, etc. Prerequisite, Fundamentals Group. Crouse

Special Methods in the Subject Matter Fields

M1. METHODS OF TEACHING IN ELEMENTARY GRADES. Three hours credit. First semester and summer session. For sophomores who are candidates for the 60-hour state certificate. Required of candidates for the two-year renewable elementary school certificate. The fundamental principles of organization and presentation of subject matter which condition good teaching. The emphasis will be placed on problems relating to elementary schools. Prerequisite, or taken concurrently, General Psychology. Litchen

M194. CONTENT AND METHODS OF PHYSICAL EDUCATION. Second semester. Three hours credit. Required of all students majoring in Physical Education. Prerequisites, course 36 and Fundamentals Group. A study of the content and methods of elementary and secondary school physical education, with specific methods regarding games, rhythmic exercises, stunts and self-testing activities. This course also includes study in characteristics, tendencies, and needs of children of various ages in relation to physical activities. Stapleton

M281. THE TEACHING OF THE NATURAL SCIENCES. Three hours credit. First semester. This course deals with the teaching of the high-school sciences. The make-up of the class determines what particular subject shall be emphasized. Objectives of science teaching, organization of courses, classroom methods and devices, testing, laboratory and demonstration work, are among the major items discussed. Prerequisite, the Fundamentals Group and a major in science. Bayles

M283. THE TEACHING OF HOME ECONOMICS. Three hours credit. First semester. A study of the fundamental principles of organization and presentation of subject matter for home economics classes. The course includes, also, analysis of text and reference books, a study of equipment and illustrative material, planning the course of study, and the history of the home economics movement. Prerequisites, the Fundamentals Group and a major in home economics. Hoesly

January 15, 1942.

Dean George B. Smith,
School of Education,
University of Kansas.

Dear Dean Smith:

We had scheduled our basketball game with the University of Wichita on February 2nd, thinking that this date would come between semesters. Now that the enrollment schedule has been changed, I trust that it will be possible for these boys to enroll early.

I am asking each of the boys on the squad to see their respective deans at an early date to make arrangements for their enrollment. I sincerely trust there will be no conflict, as we desire to cooperate in every possible way, and we do not want the boys to miss any school.

Sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

Basketball Squad Members Enrolled in the School of Education

Charles Black

Don Blair

John Buescher

George Dick

Don Ettinger

T. P. Hunter

Bob Johnson

Dick Miller

Ralph Miller

Paul Turner

Hubert Ulrich

January 26, 1942.

Dean George B. Smith,
School of Education.

Dear Dean Smith:

I am happy to sign the application card of Edward Hall for Supervised Teaching with the provision that he bring up his grade average to the satisfaction of the Administrative Committee.

Sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

January 24, 1942

OFFICE OF THE DEAN

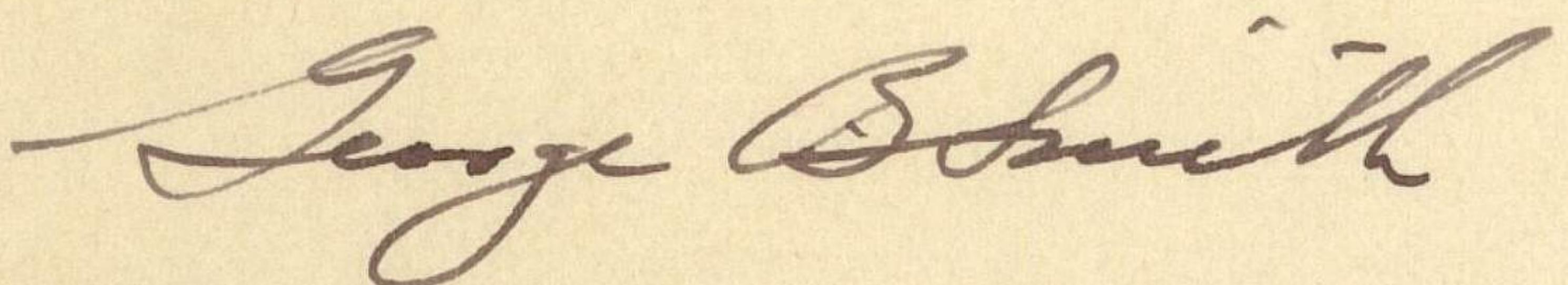
Dr. F. C. Allen
105 Robinson Gym
Campus

Dear Dr. Allen:

Enclosed is a practice teaching application
for Ed Hall.

We should be glad to have you fill in the
recommendation part and return this appli-
cation to us at your earliest convenience.

Sincerely yours,



George B. Smith
Dean

MR:hn
44

January 3, 1942.

Dean George B. Smith,
School of Education.

Dear Dean Smith:

I am enclosing herewith for your signature two copies of the appointment blank for Mrs. Hulteen - one of which is to be sent on to the Chancellor's Office. After talking with Mr. Nichols we felt that a temporary appointment was best for the time being. I trust this may have your approval.

Sincerely yours,

Enc.

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

December 16, 1941.

Dean George B. Smith,
School of Education.

Dear Dean Smith:

I am enclosing a couple of programs of the Dodge City basketball clinic which I brought back with me when I returned Saturday. I hope you will pardon the scribblings on these programs.

Cordially yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

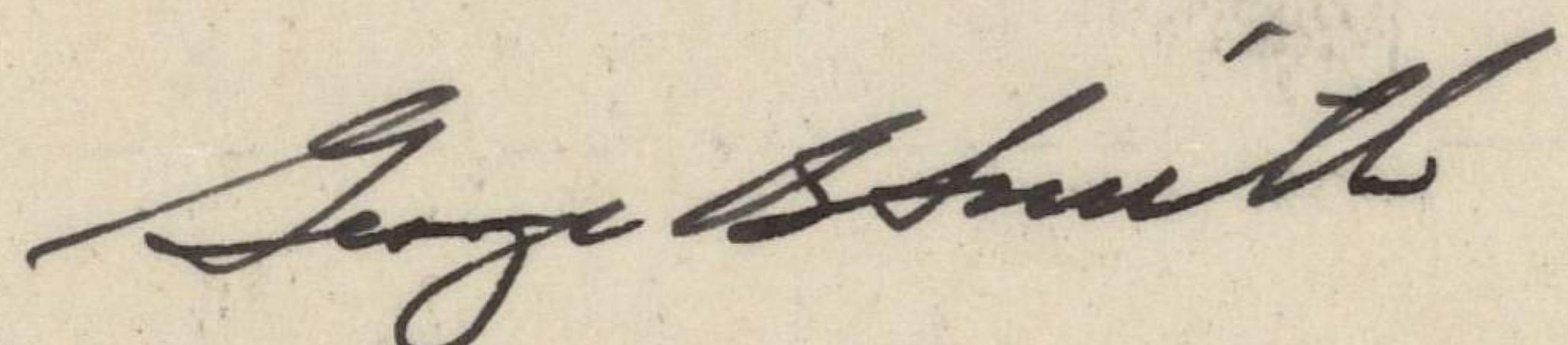
December 1, 1941

The Professor of Military Science and Tactics
The University of Kansas
Lawrence, Kansas

Dear Sir:

This is to notify you that because of excessive
absences in course number 39, Infantry Subjects,
Mr. Bay Bille is withdrawn from the course with
a grade of "F".

Very truly yours,



George Rector Smith
Dean

GRS/MR

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cc. to Mr. Pitt, Asst. Registrar

December 11, 1941

Dean George B. Smith
Fraser Hall
Campus

Dear Dean Smith,

We are doing some extension work at Dodge City. Harold Ingham is going out with us.

I trust that this meets with your approval.

Sincerely,

FCA/PG

Director of Physical Education and Recreation
Varsity Basketball and Baseball Coach

Dean Smith

Smith, George Baxter, Associate Professor of Education, University of Iowa, Iowa City, Iowa, b. Jan. 20, 1907, Minneapolis Minn.; m. Marjorie Austin of Woodstock Ill., Sept. 6, 1934; c. Stuart Austin. Edn.: B. Sc., Univ. of Minn., 1929, M. A., 1930; Ph.D., Columbia Univ., Tchrs., College, 1935. Exp.: Dir. Evening Schls., Woodstock, Illinois, 1930-34; specialist in Adult Education, Morehead S. T. College, Morehead Kentucky, summer 1935; Specialist in Adult Education, State Department of Education, Providence, R. I., summer 1935; Assistant Professor Education University of Buffalo, 1935-1939; Spec. Lecturer, University of Minnesota, summer 1937. Member: N. E. A.; A. U. P.; A.A. S. A. ; A. A. S. S. P.; Sigma Phi Epsilon; Phi Delta Kappa; Kappa Delta Pi. Ph.D. Dissertation: Home Study in Adult Education. Author: Home Study in Adult Education, 1935; Numerous articles and reviews. Special interest: Secondary Education and Adult Education.

Smith, George Baxter, Associate Professor of Education, University of Iowa, Iowa City, Iowa, b. Jan. 20, 1907, Minneapolis Minn.; m. Marjorie Austin of Woodstock Ill., Sept. 6, 1934; c. Stuart Austin. Edn.: B. Sc., Univ. of Minn., 1929, M.A., 1930; Ph.D., Columbia Univ., Tchrs. College, 1935. Exp.: Dir. Evening Schools, Woodstock, Illinois, 1930-34; specialist in Adult Education, Morehead S. T. College, Morehead Kentucky, summer 1935; Specialist in Adult Education, State Department of Education, Providence, R.I., summer 1935; Assistant Professor Education University of Buffalo, 1935-1939; Spec. Lecturer, University of Minnesota, summer 1937. Member: N.E.A.; A.U.P.; A.A.S.A.; A.A.S.S.P.; Sigma Phi Epsilon; Phi Delta Kappa; Kappa Delta Pi.; Ph.D. Dissertation: Home Study in Adult Education. Author: Home Study in Adult Education, 1935; Numerous articles and reviews. Special interest: Secondary Education and Adult Education.

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE
October 23, 1941

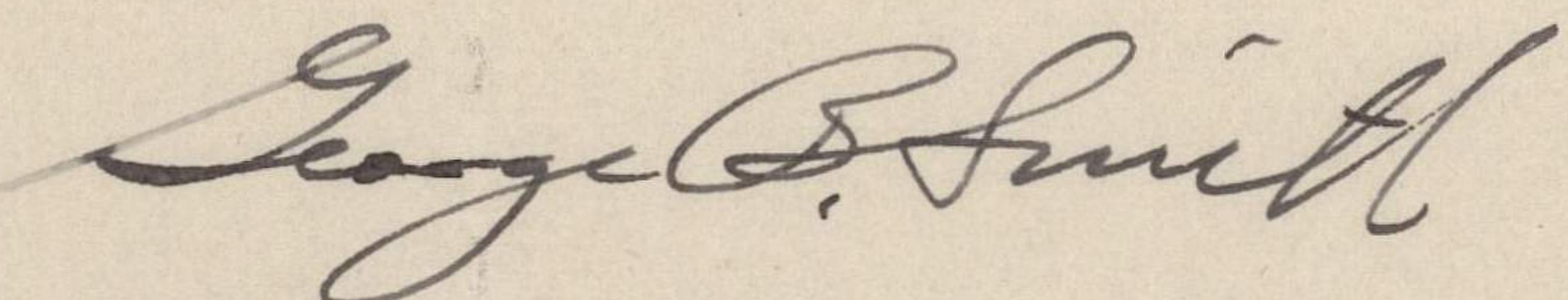
OFFICE OF THE DEAN

Dr. E. R. Elbel
Dr. Forrest C. Allen
Robinson Gymnasium
University of Kansas

Gentlemen:

Thank you very much for your reprint. I am delighted to receive copies of publications of the staff and hope you will keep me on your mailing list.

Sincerely yours,



George B. Smith
Dean

MR:hn

October 20, 1941

Miss Mateel Rich
School of Education
Fraser Hall
Campus

Dear Miss Rich,

I am enclosing a College class schedule. Under Physical Education courses I have indicated the enrollment in the $\frac{1}{2}$ hour activity courses which you requested. As nearly as I could check, these figures are correct.

Sincerely,

PMG/g

Secretary to Dr. Forrest C. Allen

October 13, 1941.

Dean George B. Smith,
School of Education,
University of Kansas.

Dear Dean Smith:

I am sending you a copy of the budget allotment that was allowed last summer for recreation for our eight weeks of recreative endeavor. We started four or five years ago, and they said it couldn't be done. The administrators said that the students came here to study and not to play; that for ten years previous to this they had made some effort to get the students to play and it didn't work out that way.

My conception of the beginning of the program was to work on the family unit plan, feeling that the young wives and young mothers of these teachers, many of whom came to get advanced degrees, naturally got the poorest and hottest rooms in Lawrence because the residents kept the best ones for their own comfort. The days being excessively hot and the nights humid made student life almost unbearable. The fact that the library had poor lighting facilities added to the difficulty.

The good Lord blessed us by providing a wonderful breeze after sundown across the top of Mount Oread. My thought was to arrange some sort of an attractive and yet quiet program for students and their wives so that they could come out for an airing and yet have an incentive to do so. We had no appropriation for lights because the administrators put it up to me to make good without money or lights. We got \$100.00 for our first appropriation. We built sand piles, teeter-totters, and painted shuffleboard courts on the sidewalks. We ran our program from 6:30 to 7:30, and then it got dark. Naturally there was no place to go and no attraction without lights, so the people dispersed.

The next year we got an additional \$150.00 and we bought three lights and put them on poles. We provided simple games and borrowed benches from the Athletic Association and a few seats that we used for our basketball games in the auditorium. More people became interested in the games and from that time on the project was an emphatic success.

I might also say that my first thought was to get these little youngsters out of those hot rooms and to provide play facilities for the smallest ones so that the mothers would feel that they were especially benefitting their children by bringing them up to what we called the community center.

We utilized the temporary band stand for folk dancing and we engaged a very personable young woman to handle the youngsters. Mothers and grandmothers by the score came each night. We used the loud speaker system and also used a piano.

We had installed a stone drinking fountain near Fowler Shops and provided ice water day and night for the hundreds who came. We started with one monkey maze, the next year we built a larger one, and one night after the lights were turned out we saw four married couples climbing on the monkey maze and having a lot of fun. That caused us to build the largest one, and I believe that that one piece of apparatus is the most popular single unit in the quadrangle.

We have had a summer outdoor picnic at the opening of school and one at the close. We have had community sings which have socialized the student body and the faculty more than any one thing, I believe, that we have had here.

At the end of this summer session I received a letter from the Chancellor in which was this paragraph:

"I just want to tell you that I thought your picnic last evening was a great success and very much worthwhile for both students and faculty alike. As a matter of fact, I have heard a great deal of very fine commendation of your whole play program this summer. It has been a splendid job well done."

Of course we have had a six-team softball league, co-recreational splashers, and when it was cool we had dances with a twelve-piece orchestra in the Union Building. When it got too hot we used cornmeal on the street and held the outdoor dance in the street between the Anatomy building and Fowler Shops. We have had an attendance as large as 500 at some of these dances. We got a bargain price on the twelve-piece orchestra - \$10.00 a night.

But all of this has been rather of a hodge-podge way of doing it. Last year they gave me \$300.00 for assistance. This was spent by paying our helpers on an hourly basis, with one exception. And we received \$400.00 for equipment. We spent this money for additional lights and for the large monkey maze. Our lighting problem is well taken care of, but there are several things that we need your help on. I would like to discuss these personally with you.

Mr. Chandler was under the impression that he was not to have much to do with supervision of the expenditures for this past summer session, thinking that Mr. Nichols and Dean Stouffer were taking it over. As a consequence we had a lot of difficulty in being able to direct our play program to get authorization for certain expenditures. The uncertainty of it caused running back and forth, which made it not only annoying but our program suffered somewhat as a result. What I fear for next year is that we will suffer by not getting enough of an appropriation due to the fact that Mr. Chandler, as assistant director of the summer session, was

always generous, but if Mr. Nichols takes it over, as an administrator, he is not as apt to be as sympathetic.

This letter is merely a forerunner to our meeting. If you could have a chat with Mr. Chandler before you talk with me I believe that it would be very beneficial. When I presented my case to Mr. Chandler he was sympathetic. Dean Schwegler has been our inspiration and our shield as well as our guide in promoting this playground proposition. Doubtless he might lend a helping hand in evaluating this program.

Dean Swarthout went directly to Mr. Nichols and Dean Stouffer and got his appropriation for his entertainment. Unless we plan early and ask for a comprehensive and enlarged program I am not sure whether we will emerge right side up or not. And then again, it may be that we may not have a summer session next year. At any rate, I am looking ahead and endeavoring to do the best job possible under the circumstances.

I forgot to mention the fact that I have a class in Community Recreation in the summer. We use this class in directing and supervising the play, making it their laboratory work. This conception was the nucleus in developing the various activities of our playground.

I have planned for lawn bowls on the east end of our quadrangle, but I am afraid I am licked in this. I want to talk to you about it. The quadrangle that I speak of extends from the gymnasium to the driveway at the Anatomy building, and it is an ideal spot for lawn bowls. I had the Chancellor's consent, but when Mr. Bayles graded our intramural field at the wrong time and against our wishes it took all the available sod that we could have used had we graded it after our intramural football season this fall.

Now if you don't understand any of this I will explain it to you when you have ample time to allow someone to cry on your shoulder.

Sincerely yours,

PCA:AH
Encl.

Director of Physical Education and Recreation,
Varsity Basketball and Baseball Coach.

October 9, 1941

Dean George B. Smith
School of Education
Fraser Hall
Campus

Dear Dean Smith,

On our hallway bulletin board here in the department of Physical Education we have the following sign:

ONE OF THE GREATEST
ACADEMIC SINS
IS CUTTING CLASSES!
There is no excuse
for it!

Nuff said, Mr. Nible et all!

Very cordially yours,

FCA/pg

Director of Physical Education and Recreation
Varsity Basketball and Baseball Coach

October 14, 1941

Mr. Ray Nible
Sigma Nu House
West Tenth Street
Lawrence, Kansas

My dear Mr. Nible:

This is to confirm our conversation of October 14, with regard to your persistent cutting of classes.

If you have an unexcused absence after this date in 1, General Psychology, 5 hours; 1, Fundamentals of Speech, 2 hours; or 3P, Infantry Subjects (Military Science); you will be withdrawn from the course in which the absence occurs with a grade of "F".

Sincerely yours,

George B. Smith

George Baxter Smith
Dean

ORS/MB
9

Sept. 30, 1941

Dean George B. Smith
School of Education
Fraser Hall
Campus

Dear Dean Smith,

I am enclosing appointment planks for Carl Jessup and William Belt who are doing some teaching in our physical education classes.

We have had these young men on the irregular pay roll, but felt that since they are graduate students it would be more advisable to have regular appointments for them.

Carl Jessup is a fine young man who is doing excellent work here. He lost his wife this summer and we are doing everything we can to help him recover from the shock.

William Belt is teaching in the Spanish department in addition to his work here in this department. He assisted with the fencing classes and was on the fencing team for a number of years.

I have written to Mr. Raymond Nichols about these appointments and I trust that after you have signed them that they will be sent to the Chancellor's office.

We are using Haven Glassmire, John Pfitsch and one or two other well-qualified students to handle some of our activity classes. In view of the government's most recent ruling regarding the selectees' induction into the Army, we feel it is not expedient to send through regular appointments for these young men. For that reason we shall take care of their salaries on the irregular payroll.

Sincerely,

FCA/pg

Director of Physical Education and Recreation
Varsity Basketball Coach

Sept. 16, 1941

Dean George B. Smith
Fraser Hall
Campus

Dear Dean Smith,

I am signing T.P. Hunter, Jr.'s application for practise teaching. I realize the grade point average in all work is slightly below the standard required by the University.

I have seen this young man grow since he entered the University. He came from a small Texas high school where but five teachers were employed and where doubtless some of the teaching was not tip-top. He moved on to Oklahoma City for his senior work and entered here as a freshman four years ago. He failed in his first semester in ten hours of work--five hours in American People and five hours in Social Science Survey. Hunter came to me and said he did not believe he was "smart enough" (as he put it) to make the grade in this university. He stated that he had had a poor high school background and had not learned to study correctly. His honesty and bearing made a big hit with me. I said to him--"Yes, you are, Hunter. This University is built for fellows as honest and daring as you are."

He re-enrolled in his second semester thanks to the broad mindedness of Dean Schwegler and the School of Education, and he has not failed one hour since. T.P. Hunter is one of the most highly respected boys on the campus, and it is for this reason and other equally good reasons that I gladly sign his card of application.

Mr. Hunter's draft number came up in August and he was deferred until February with the provision that he complete his college course this semester. Seventeen hours are necessary for his graduation. If he had not been drafted he would have planned to take his practise teaching the second semester and would have had a higher grade point average.

Sincerely yours,

FCA/pg

Director of Physical Education and Recreation
Varsity Basketball Coach

Sept. 10, 1941

Dean George B. Smith
Fraser Hall
University of Kansas

Dear Dean Smith,

Please find enclosed my signature on applications for supervised teaching for the various students desiring to teach physical education.

I am returning three applications of students who do not meet the requirement on their average grade points in all their work. I am sorry that I can not sign these under the circumstances. Miss Nusbaum has an incomplete in my summer course in community recreation. When she does her incompletely completed work I trust her work will satisfy a "B". Miss Irene McAdoo had expected to enroll mid-term last year, but did not. Mr. Ed Hall, captain of the football team, is a fine man and a very attentive student. I am amazed that he is below the standard.

Very sincerely yours,

FCA/pg

Director of Physical Education and Recreation
Varsity Basketball Coach

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

OFFICE OF THE DEAN

September 4, 1941

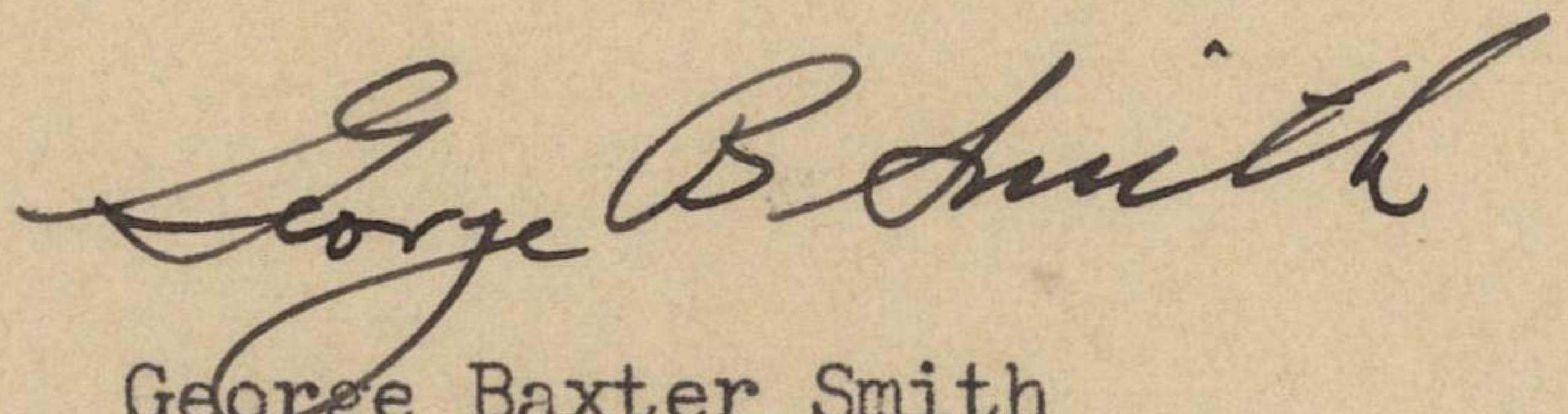
Dr. Forrest C. Allen
105 Robinson Gymnasium
The University of Kansas

My dear Dr. Allen:

Again this year the committee on the University Teachers Diploma is asking your help in selecting the students who will be given the opportunity to do supervised teaching. As in the past, the committee wishes you to consider carefully the candidates whose cards are enclosed and recommend to the committee for acceptance those who you feel will develop into acceptable teachers in your field on the high school level.

It is hoped that you will make every effort to return these cards to the office of the School of Education by Thursday, September eleventh.

Sincerely yours,



George Baxter Smith
Dean

MR:RW

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Enclosures

November 6, 1941

Dean George B. Smith
School of Education
Fraser Hall
Campus

Dear Dean Smith,

A few days ago the business office called us and informed us that Gene Feaster, one of our life guards who has been employed by us since the first of the year, could not be on our irregular payroll as he is already employed by the department of physics on their regular payroll. As you know, no employee of the University can be on both payrolls.

Consequently, in accordance with the University's business policy, we have placed him on our regular payroll and have made out the enclosed appointment blank. After you have signed the blank will you kindly send it on to Mr. Raymond Nichols, executive secretary of the University?

Sincerely,

FCA/pg
c.c. Raymond Nichols

Director of Physical Education and Recreation
Varsity Basketball and Baseball Coach