S52. ELEMENTS OF EDUCATIONAL SOCIOLOGY. Two hours credit. Both semesters. This course is one of the elective elements of the Fundamentals Group. Social implications of Education including such features as state and governmental functions of education; public schools as an agency of society; and the interrelationship between schools and other institutions in society. The school as a social organism.

Russell.

Specialized Courses

*A2. MANAGEMENT AND ADMINISTRATION OF ELEMENTARY EDUCATION. Two hours credit. Fall.

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.

Al51. ADULT EDUCATION, AIMS, METHODS, AND ORGANIZATION. hours credit.

Summer Session. This course considers the fundamental principles in adult education and examines the various developments in this field. The origins, social philosophies, objectives, methods, and results of the different types of adult Institutions will be studied.

Al54. SCHOOL HYGIENE. A hours credit. Fall and summer. 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 handling; (b) The hygiene of building, equipment, the surroundings; (c) Health education, stressing health knowledge and health habits. Prerequisites, the Fundamentals Group. Elbel.

Al58. VISUAL EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS. Two hours credit. Summer session. 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.

Montgomery.

Al80. 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.

Al84. ORGANIZATION AND ADMINISTRATION OF HOME ECONOMICS. A hours credit. Spring. 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, A50, and 10 hours of home economics.

M165. TECHNIQUES OF TEACHING. Three hours credit. Spring. 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. Unit II, the psychological bases of method. Unit III, methods, techniques, and management. 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. Summer Session. The purposes of this course are to give the student 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.

P40. EDUCATIONAL PSYCHOLOGY. Three hours credit. Spring. 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. Fall. 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.

Pl79. THE PSYCHOLOGY OF CHARACTER EDUCATION. 12 hours credit. Spring. Add following Course Pl79:

P268. PSYCHOLOGY OF READING. Two hours credit. Fall. Study of the types of reading and study difficulties in learning school subjects. Methods of diagnosis and remedial work useful to classroom teachers and to supervisors. Prerequisite, Fundamentals Group.

Crouse.

Special Methods in the Subject Matter Fields

Ml. METHODS OF TEACHING IN ELEMENTARY GRADES. hours credit. Fall and summer. 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 Psych.

M194. CONTENT AND METHODS OF PHYSICAL EDUCATION. Spring. 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. hours credit. Fall. 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. AND RELATED SUBJECTS. The hours credit. Fall. A study of the fundamental principles of organization and presentation of subject matter for home economics and related classes. The course includes, also, analysis of text and reference books, a study of equipment and illustrative material, home projects and measuring the results of instruction. Special application to the teaching of vocational home economics. Prerequisites, the Fundamentals Group.

- M284. THE TEACHING OF SPEECH AND DRAMATIC ARTS. Three hours credit. Fall.

 A course covering the teaching of speech fundamentals, forensics, acting and staging. Prerequisites, the Fundamentals Group; in the department of Speech and Dramatic Arts, courses 1, 11, 12, 51.

 Crafton
- M286. THE TEACHING OF ENGLISH. Three hours credit. Both semesters.

 (a) Nine weeks' study of the principles, materials, and methods involved in the teaching of literature in secondary schools. A study of individual differences in reading and appreciation ability, and of their relation to teaching procedure.

 (b) Nine weeks of similar study relative to the teaching of oral and written composition. (c) Observation of demonstration teaching at University: High School Prerequisites, the Fundamentals Group and a major in English Fee
- M288. THE TEACHING OF FRENCH. Three hours credit. Fall. The course includes a systematic review of grammatical principles from the point of view of the requirements of elementary instruction and a study of methods of teaching languages. Open only to students who give evidence of fitness for the work. Prerequisites, the Fundamentals Group and a major in French. Towne
- M 289. THE TEACHING OF MATHEMATICS. Three hours credit. Fall. Statement and discussion of the aims of the mathematics courses in the curriculum; the selection and ordering of the materials to be included; special technique in the treatment of particular topics as: graphs, logarithms, laws, limits, slide rule, etc.; use of standard tests; testing devices and drill materials; judging of textbooks; the construction of courses for the junior and senior high schools. Prerequisites, the Fundamentals Group and Mathematics 7 or experience in teaching high school mathematics.

Ulmer

- M291. THE TEACHING OF SOCIAL STUDIES. Three hours credit. Both semesters. Study of the educational and social background of present social-studies curricula and the educational objectives and values to be attained. An evaluation of subject content made in terms of student response. Content gradation, individual differences, library-laboratory, tests, grading, special methods of procedure, devices, classroom technique and textbook analysis are among the topics considered. Prerequisites, the Fundamentals Group and a major in one of the social studies.
- M293. THE TEACHING OF SPANISH. Three hours credit. Fall.

 and value of the teaching of Spanish. Systematic review of materials, with practical drill in methods for the different aspects of language study:

 (a) pronunciation, (b) oral work, (c) vocabulary, (d) grammar, (e) reading, (f) composition. The selection and organization of content, examination of textbooks, bibliographies for the teacher and for the library. Prerequisites, the Fundamentals Group and a major in Spanish.

 Gardner
- M296. IMPROVEMENT IN THE TEACHING OF BUSINESS SUBJECTS. Three hours credit. Both semesters and summer. To acquaint present and prospective teachers, supervisors, and administrators in business education with recent trends and practices in the teaching of typewriting, shorthand, bookkeeping, junior business training, retail selling, business arithmetic, commercial geography, consumer education, and business law. Teachers will have an opportunity to become acquainted with the best materials developed for the teaching of these subjects. Prerequisites, Fundamentals Group, and basic courses in business education. Crouse

Dear Dean Smith:

I do not know whether you read the article in the Kansan of April 28, or not, concerning Burt DeGroot's exposition on physical conditioning. I thought it would be of interest to you and am enclosing herewith a copy of the paper. DeGroot is a captain in the Air Corps, and Director of Physical Training in the Fourth Air Force.

Sincerely yours,

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

Dear Dean Smith:

I am enclosing herewith the confidential papers of Dr. Lawrence Rarick. I am also sending you a copy of his letter of April 27th, and a copy of my reply.

Sincerely yours,

FCA:AH Enc.

Dear Dean Smith:

I am enclosing copies of correspondence with Dr. Lawrence Rarick, of Boston University, and also a copy of a letter I have received from Julian Ralston. By way of explanation, Ralston is the other attorney in Wichita, whom we didn't see, who gave us more information on Oklahoma and Jap Haskell's proselyting activities.

Sincerely yours,

FCA:AH Enc.

Dear Dean Smith:

I regret that it will be impossible for me to attend the meeting of the faculty of the School of Education on Tuesday, April 28. We are playing a base-ball game with the University of Missouri here at 3:30 that afternoon.

Sincerely yours,

PCA:AH

Dr. F. C. Allen 105 Robinson Gym There will be a meeting of the Faculty of the School of Education on Tuesday, April 28, at 4:30 o'clock in Room 115 Fraser Hall.

> George B. Smith Dean

Dear Dean Smith:

For years we have been struggling to make the University golf course as attractive as possible. We have had some cooperation from the past administration, and I hesitate to go to the new administration to kick on this small thing. I learn that ten or fifteen new trees have recently been planted in the Mairways.

I have had several problems with Mr. Bayles of a more major nature than the few trees that are planted in our fairways annually. And I am not asking you to protest to either Mr. Bayles or the Chancellor, but I would like for you to know of the fact that we are struggling to have an attractive golf course. It is only for the purpose of giving you the information to use at an opportune time that I am passing this on to you. I would like to discuss it with you some time.

I appreciate the necessity of landscape gardening on this beautiful Mount Oread, and a tree planted here and there on our golf course would not be noticed at the present time by the public. It is just another hazard that might be forgotten by the planter for the time being. But apparently our appeals to the responsible people have been of no avail.

Very sincerely yours,

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

FCA:AH

Dear Dean Smith:

from Henry Shenk, and a copy of my reply. I am also sending copies to Chancellor Malott. I thought you would be interested in Mr. Shenk's report on some of the facilities in other schools.

Sincerely yours,

FCA:AH

Dear Dean Smith:

Thank you for calling my attention to Bill Palmer, of Topeka. I learn that he is a freshman in the College this year. I am enclosing a copy of the letter I have written him.

Very sincerely yours,

FCA: AH

Mr. Bill Palmer, 1218 Mississippi St., Lawrence, Kansas.

Doer Bill:

Dean Smith, of the School of Education, told me of your interest in our Department of Physical Education. I am enclosing a bulletin showing the course of study for majors in this department, and I hope that you will find it interesting.

I would be glad to talk with you some time and tell you more about our program in this department.

Very sincerely yours,

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

FCA:AH

Dear Dean Smith:

I appreciate your speaking to me about the towel cards which the towel room attendant told you could not be used the second semester.

This regulation does apply to students who are enrolled in physical activity courses, but I do not feel that it should apply to faculty members. We are instructing the boys in the towel room to honor the towel tickets presented by the faculty members.

As you doubtless know, our towel room service is dependent upon this fee paid by the students each semester. In most cases their towel tickets are used up by the end of the semester. I am enclosing the sheet of instructions that is given to each towel room employee.

Thanking you for calling the matter to my attention, I am

Very sincerely yours,

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

FCA: AH

Doar Dean Smith:

I appreciate your speaking to me about the towel cards which the towel room attendant told you could not be used the second semester.

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Very sincerely yours,

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

FCA: AH

WEEKLY ORGANIZER MONDAY WEDNESDAY TUESDAY THURSDAY FRIDAY SATURDAY

Courses #Eseula Dean of School of Education: George B. Smith, Room 103, Fraser Hall Professors: Smith (G. B.), Schwegler, OBrien, Twente, Nash, Miessner, Turney, W. H. Johnson Associate Professors: Russell, Chandler, Bayles, (E. E.), Hoesly, Althaus, Barnhart Assistant Professors: Lowrance, Stapleton, Ulmer, Gaston Instructors: Ellsworth, Fee, Litchen, Shenk, Eaton, Camien Assistants: Oliver, (I), Pollock, Coombs, Dalton, Hiatt, Kuitert, Sheaks, Will be Epproved by Dear Lawson CERTIFICATE REQUIREMENTS A detailed statement of the current requirements of the State Board of Education of Kansas for its teaching certificates will be found in Section I of the catalogue. Persons wishing to secure licenses to teach in states other than Kansas are advised to secure from the secretary of the board of education of the state in which they wish to teach a detailed statement of the requirements of that state, and to govern themselves accordingly in their preparation. The department will be glad to cooperate, but can assume no responsibility other than that of counseling the student in his election of courses.

GRADUATE STUDY IN EDUCATION

The University offers courses leading to the following graduate degrees in Education:

- I. The Degree of Doctor of Philosophy. This degree is awarded to outstanding students who have completed not less than three full years of graduate study and research, and who have met the specific requirements set by the graduate faculty for this degree. For details regarding this degree candidates are referred to Section I of the catalogue.
- II. The Degree of Doctor of Education. This degree is the professional doctor's degree in the field of Education, and either it or the degree of Doctor of Philosophy is rapidly becoming a prerequisite to candidacy for positions of importance in larger school systems. For details regarding this degree, candidates are invited to correspond with the dean of the School of Education. The detailed requirements will be found in Section I of the catalogue.
- III. The Masters' Degrees. These are three in number: Master of Arts, Master of Science in Education, and Master of Education. Candidates holding the degree of A. B. or B. S. are eligible to the degree of A. M. Candidates who hold the degree of B. S. in Education are eligible to the professional degree of M. S. in Education. The degree of Master of Education is open to the holder of any acceptable baccalaureate degree who has met the prerequisites to graduate study in Education. A master's degree is currently required of all candidates for administrative or other responsible positions either by law, local stipulation, or present practice.

Prerequisites to Graduate Study in Education

1. Candidates for graduate degrees must have earned an acceptable baccalaureate degree, and must --

2. Present a transcript showing the completion of not less than fifteen hours of undergraduate courses in Education, over and above general psychology.

3. In addition to the above requirements, applicants for the degree of Doctor of Education must show that they have had not less than three full years of satisfactory experience in the practice of Education.

General Fields of Graduate Study in Education

In order to prepare for the specific types of professional service which the daily practice of education demands, candidates are advised to organize their course selections about a core of major interest. For the purpose of facilitating this organization the following major fields have been recognized, and each student will be expected to select one of these fields in conference with his adviser.

1. Administration and Supervision of Schools

2. Curriculum

3. Educational Psychology and Guidance

4. Educational Theory and Philosophy

Evaluation.

Requirements for the Masters' Degrees

(These regulations will apply to candidates beginning graduate programs after September 1, 1942. For students who have started their work toward the Masters' Degrees, adjustments will be made so that they will not be held responsible for requirements which were not in force when they began their programs)

1. The masters' degrees in Education are granted upon the satisfactory completion of not less than one full academic year, or its equivalent, of graduate study.

2. Candidates for the degrees of Master of Arts and Master of Science in Education must present an acceptable report, in thesis form, on approved research.

The candidate must present with his thesis a satisfactory abstract.

3. Candidates for the degree of Master of Education will, in lieu of a thesis, prepare a report on some phase of educational practice of which they have made a special, intensive study. They will present this report in bound form for permanent filing in the office of the School of Education.

4. Candidates must satisfactorily pass an oral examination. In general, the purpose and form of this examination is such as to satisfy the examiners that the student has achieved reasonable competency in the following directions:

A. Within the limits of their special field of interest, candidates for advanced degrees in Education will be expected to furnish satisfactory evidence of achievement in the following aspects of their professional training.

a. Methods of collecting educational data, and the terms, procedures and computations essential in making simple analyses and interpretations of data.

b. Psychological characteristics of school children, relating especially to problems of learning, habit formation, the development of attitudes and ideals, and to generalized training effects.

c. Basic educational theory or philosophy, as it relates to the aims and purposes of education and to the determination of educational values, espe-

cially in the student's own field of study.

- d. Social implications of education; including such features as state or governmental functions of education, public schools as an agency of society to serve society's needs, and the interrelationships between schools and other institutions or movements in society.
 - e. An appropriate knowledge of educational literature.

f. An understanding of the growth and development of American education insofar, at least, as it sheds light upon current trends and practices.

B. Candidates will be expected to give evidence of a critical attitude or habit of mind which disposes them to examine carefully any reports, proposals, or data with reference both to their adequacy or accuracy and to their specific limitations or meanings.

C. Candidates will be expected to show adequacy of preparation in the

fields in which they plan to teach.

D. Candidates will be expected to provide evidence of (a) ability to deal with practical school problems and (b) the possession of the professional skills and techniques needed in the fields of their special interests.

PROGRAMS LEADING TO MASTERS' DEGREES

1. All candidates for the degrees of Master of Arts, Master of Science in Education, or Master of Education, with a major in Education, except candidates interested in combining Education and a subject matter field, will select a major field from one of the areas specified above.

In conference with an adviser, each candidate will arrange his program as follows:

- a. Select one of the five areas as a major field. He will be expected to take the four basic courses in this area, totaling 8 semester hours.
- b. Select three other areas, in each of which he will complete two of the basic courses, a total of 12 semester hours.
- c. Select from any areas other than the major 4 additional semester hours of basic courses.
- d. Select 6 additional semester hours to complete the minimum master's degree program according to the interests and needs of the candidate. Usually, candidates for the degrees of Master ofArts and Master of Science in Education will use a part of these hours for thesis credit. The remainder may be used for electives in any basic course, specialized course, or special fields of study in Education, or in related subject matter fields.

Candidates for the degree of Master of Education will, in lieu of a thesis, prepare a report on some phase of educational practice of which they have made a special, intensive study. They will present this report in bound form for permanent filing in the office of the School of Education. This report may be the end-product of work in any of the special fields of study listed under each of the five general areas of graduate study in the School of Education, may develop from work in any course in the program, or may be done as a completely separate project.

- 2. Candidates for the degrees of Master of Arts or Master of Science in Education who wish to divide their work between courses in Education and courses in subject matter fields will arrange his program as follows:
- a. Select two of the five areas, in each of which two of the basic courses will be taken, a total of 8 semester hours.
- b. Select a total of 4 semester hours of basic course work from the other three areas.
- c. Select not less than 10 nor more than 15 hours of graduate work in a subject matter field of the candidate's choice. In general, the total amount of work in the subject matter field, both undergraduate and graduate, will approximate forty semester hours.
- d. The remainder of the minimum master's degree program may be used for electives in any Education area in which the candidate has special interest, or in special fields of study in any of the areas in which the candidate has had course work, or for thesis credit.
- e. Each candidate will present a satisfactory thesis representing original work done under the guidance of his adviser(s).

COURSES IN EDUCATION

Graduate Courses

The first four courses in each area are basic courses. All 200 courses are open to graduate students and to seniors.

Preparation for Certificates

Under the present program, facilities for study can be provided which will meet the specific course and credit requirements for various certificates issued by most State Boards of Education. For detailed information consult the dean of the School of Education.

Special Fields of Study

Students who enroll in any one of the special studies sections will pursue, as individuals or in small groups, a study of the field that the student will choose with the advice of his adviser. A final written report may be required, which may be based on library readings or may be a description and an evaluation of some proposed solution to a problem that the student may have studied in a school or institutional situation. The descriptions of the contacts available under special fields of study headings are suggestive of areas of probable interest.

I. ADMINISTRATION AND SUPERVISION OF SCHOOLS

- 200. School Administration. Two hours credit. Fall and summer. Legal and organizational phases of national, state, county and local district administration of schools. School administration, as one of the many activities in the community which is concerned with educational services, will be posited and evaluated in the existing economic pattern. Principles of school administration in terms of a social policy will receive critical attention. Prerequisite, the Fundamentals Group.
- 201. Administrative Policies and Practices as Employed in School Systems. Two hours credit. Spring and summer. Policies and practices that are common to all school divisions: pre-school, elementary and secondary schools, colleges and special schools. Administrative practices will pertain to pupil population, schedule making, pupil-activity and guidance services, employee personnel problems, school plant management and community relationships. Students will pursue this course so as to give emphasis to the school division in which they are particularly interested. Prerequisite, the Fundamentals Group. Twente.
- 202. Activities and Relationships Essential to the Improvement of Instruction. Two hours credit. Fall and summer. For teachers, supervisors and principals in both elementary and secondary schools and general administrators concerned with instructional problems. A study of values of supervision, organizational patterns, qualifications of personnel, activities employed, financial considerations and record keeping required in supervision. For those interested in secondary and elementary programs the readings will be differentiated. Prerequisite, the Fundamentals Group.
- 203. Procedures and Programs Effective in the Improvement of Instruction. Two hours credit. Spring and summer. For teachers, administrators and other persons concerned with the direction of instruction in either elementary or secondary schools. Study and observation of various means and procedures for improving the quality of instruction. School visits and reports on the teaching observed will be expected. Programs and procedures employed by regional accrediting agencies, educational organizations or individual school systems may be made objects of critical study. Elementary and secondary teachers will pursue this course so as to give emphasis to their own level of work. Prerequisite, the Fundamentals Group.

217-317. Special Fields of Study in Administration and Supervision of Schools. Two to six hours credit. Both semesters and summer. The following list of fields of study is suggestive but not all inclusive:

- A. Pupil-personnel record systems
- B. Community-school relations programs
- C. School-employee personnel policies and programs
- D. Financial accounting procedures
- E. Guidance service programs
- F. School survey plans and techniques
- G. Pupil-activity programs
- H. School building programs
- I. Financing school programs
- J. Equipment and materials
- K. Diagnosis and remediation
- L. In-service education of teachers
- M. Educational opportunities in administration and supervision at any level or in any unit of a school system

Prerequisite for 217, the Fundamentals Group and staisfactory completion of course credit in Administration and Supervision; for 317, 15 hours of Education and satisfactory completion of course credit in Administration and Supervision of Schools.

- 318. Seminar in Administration and Supervision of Schools. Maximum of 2 credit hours. Prerequisite, permission of an instructor. Staff.
- 319. Thesis in Administration and Supervision of Schools. Credit to be arranged. Prerequisite, permission of an instructor. Staff.

II. Curriculum

One of the purposes of the work in this area will be to utilize the facilities of the Curriculum Laboratory.

- Emphasis will be on current curriculum practices in elementary schools. Fields to be covered may be in terms of the usual subject-matter divisions in the elementary school, unit activities which overlap subjects, or areas of modernalife. Students will be expected to make an intensive study in one of the fields indicated according to their individual interests. Prerequisite, the Fundamentals Group.

 Russell.
- 221. Secondary School Curriculum. Two hours credit. Spring and summer. Emphasis will be on current curriculum practices in secondary schools. Fields to be covered may be in terms of the usual high school subject divisions, student interests or activities which overlap subjects, or areas of modern life. Students will be expected to make an intensive study in one of the fields indicated according to their individual interests. Prerequisite, the Fundamentals Group.

 Althaus, Smith.
- 222. Foundations and Principles of Curriculum Development. Fall and summer. Two hours credit. Orientation in curriculum development emphasizing the place of the school in society, past and present influences upon the curriculum, basic principles and approaches to curriculum revision and a study of local and state organization for curriculum programs. Prerequisite, the Fundamentals Group.

 Althaus.
- 223. The Emerging Curriculum. Two hours credit. Spring and summer. A study of new types of curriculum patterns which are being established in various state and local school systems. The purposes, organization, procedures and final outcomes of these patterns will be critically examined. Prerequisite, the Fundamentals Group.

 Russell, Smith.
- 237-337. Special Fields of Study in Curriculum. Two to six hours. Both emesters and summer. The following special fields of study are presented for those students who wish to pursue more intensively various aspects of this area. This list is suggestive but not all inclusive:
 - A. Curriculum problems in junior, senior high school, and junior college or in separate fields within these divisions.
 - B. Curriculum problems in pre-school, kindergarten, and elementary schools, or in separate fields within these divisions.
 - C. Curriculum problems of the small elementary or secondary school.
- D. Curriculum revision projects.

 Prerequisite for 237, the Fundamentals Group and satisfactory completion of course credit in Curriculum; for 337, 15 hours of Education and satisfactory completion of course credit in Curriculum.

 Staff.
- 338. Seminar in Curriculum. Maximum of 2 credit hours. Prerequisite, permission of an instructor. Staff.
- 339. Thesis in Curriculum. Both semesters and summer. Credit to be arranged. Prerequisite, permission of an instructor. Staff.

III. EDUCATIONAL PSYCHOLOGY AND GUIDANCE

- 240. The Learning Processes. Two hours credit. Fall and summer. A study of the current theories and descriptions of the processes of learning. The basic problems of biological and environmental factors are reviewed and the principles of motivation and learning techniques are emphasized. The problem of transfer of training in modern educational methods is investigated. Prerequisite, the Fundamentals Group.
- 241. Nontypical Children. Two hours credit. Spring and summer. The nature of individual differences. Basic theories of intelligence, particularly as applied to deviates. Types and incidence of deviates. Special emphasis upon school problems of mentally subnormal and giften children, delinquents and other maladjusted children, blind, deaf, and hard of hearing, and other special types of nontypical children. Especially for teachers of special classes, school psychologists, and counselors. Prerequisite, the Fundamentals Group. Turney.
- 242. Mental Hygiene. Two hours credit. Fall and summer. A study of basic problems of adjustment of school children. Incidence and nature of emotional maladjustments are studied with a view to their early recognition and redirection in children and adolescents. The course is designed to help teachers and other school people in their task of promoting normal development of personality. Some attention to case study methods as they apply to school children. Prerequisite, the Fundamentals Group.
- 243. Clinical Problems in Education. Two hours. Spring and summer. This course has three major aspects: first, the clinical study of children; second, counseling and guidance; third, reading and study difficulties. They are presented so as to give students an overview of these areas and an understanding of how they relate to the teacher's work. The work in this course will be carried on largely in the educational clinic and the teachers laboratory. Prerequisite, the Fundamentals Group.
- 257-357. Special Fields of Study in Educational Psychology and Guidance. Two to six hours. Both semesters and summer. The following special fields of study are presented for those students who wish to pursue more intensively various aspects of this area. This list is suggestive but not all inclusive:
 - A. Improvement of reading and study (including laboratory work)
 - B. Guidance, counseling, and clinical techniques (laboratory practice)
 - C. Learning processes
 - D. Psychology of school subjects
 - E. Personality problems
 - F. Measurement of mental and other abilities
 - G. Character education

Prerequisite for 257, the Fundamentals Group and satisfactory completion of course credit in Psychology and Guidance; for 357, 15 hours of Education and satisfactory completion of course credit in Educational Psychology and Guidance.

Staff

- 358. Seminar in Educational Psychology and Guidance. Maximum of 2 credit hours. Prerequisite, permission of an instructor. Staff.
- 359. Thesis in Educational Psychology and Guidance. Both semesters and summer. Credit to be arranged. Prerequisite, permission of an instructor.

 Staff.

- 260. Modern Teaching Procedures I. Two hours credit. Fall semester and summer session. A program for teaching. A practical study of problems of teaching on the elementary, secondary, and collegiate levels, including consideration of assumptions regarding the nature of society, the psychological nature of the learner, the nature of subject matter, the covering end for teaching, the criteria for choice of subject matter, and the criteria for choice of method. In a term paper each student will work out a unit in his own teaching field, exemplifying accepted principles. Prerequisite, the Fundamentals Groups.

 Bayles.
- 261. Modern Teaching Procedures II. Two hours credit. Spring semester and summer session. A comparative study of modern teaching theories. A comparison of progressive, specific objectivist, essentialist, and pragmatic theories of teaching, with special emphasis on practical implications. It is hoped, though not required, that course 260 will precede this course. Prerequisite, the Fundamentals Group.

 Bayles.
- 262. Philosophy of Education. Two hours credit. Fall and summer. An analysis of educational objectives and practices in the light of the facts of biology, psychology, and sociology. Prerequisite, the Fundamentals Group.

 Schwegler.
- 263. Comparative Education. Two hours credit. Spring and Summer. Influence of industrial and social ideals on educational systems. Comparison of standards and values. A critical study of typical foreign countries with reference to the organization, administration, supervision, financing, and curricula of public educational institutions—elementary, secondary, and higher. Prerequisite, the Fundamentals Group.

277-377. Special Fields of Study in Educational Theory and Philosophy. Two to six hours credit. Both semesters and summer. The following special fields of study are presented for those students who wish to pursue more intensively various aspects of this area. This list is suggestive but not all inclusive:

A. Generalized methods and techniques of teaching, or methods and techniques in specialized subject matter fields.

B. Organization of courses for teaching purposes.

C. Theories of teaching or of Education in general, including historical development.

D. National systems of education, including historical development.

- E. Specific philosophical approaches to Education, or the philosophical implications of specific Educational practices.
- F. Studies of stated Educational objectives, their social, psychological. and philosophical implications, and their probable outcomes in practice.
- G. Detailed study of special philosophical approaches to education -- John Dewey, Bode, Pestalozzi, Froebel.

Prerequisite for 277, the Fundamentals Group and satisfactory completion of course credit in Theory and Philosophy; for 377, 15 hours of Education and satisfactory completion fo course credit in educational theory and philosophy. Staff.

- 378. Seminar in Educational Theory and Philosophy. Maximum of 2 credit hours. Prerequisite, permission of an instructor. Staff.
- 379. Thesis in Educational Theory and Philosophy. Credit to be arranged. Prerequisite, permission of an instructor.

 Staff.

V. EVALUATION

- 280. Measurement in Modern Education. Two hours credit. Fall and summer. Critique of the inadequacies of traditional testing in elementary and high schools, developments and functions of measurement in education, construction and appraisal of instruments of measurement, and limitations and neglected aspects of measurement which call for improvement. Emphasis is given to the comprehensive character of a measurement program and practice is provided in selecting, administering and scoring tests in various subjects, and in the analysis and presentation of testing results. Prerequisite, the Fundamentals Group.

 OBrien.
- 281. Application and Interpretation of Measurement. Two hours credit. Spring and summer. Provides students with a broad concept of measurement, including physical, mental, academic, financial, social, aptitude, personality, and other outcomes or aspects of the school and its program. Students may consider the types of evidence needed and the uses to be made of such evidence in the appraisal of a pupil, a program, or a school and may then undertake such projects as individual diagnoses, remedial programs or school surveys. They may use measures of achievement, ability and aptitude in relation to various school problems such as guidance, ability grouping and experimental efforts to improve instruction or school facilities. Prerequisite, the Fundamentals Group.

 OBrien.
- 282. Statistical Methods. Two hours credit. Fall and summer. The use and interpretation of statistical methods in education. Training in the simpler statistical calculations using educational data. Critical evaluation of statistical techniques in relation to typical educational research procedure. Prerequisite, the Fundamentals Group.

 Turney.
- 283. Methods of Educational Research. Two hours credit. Spring and summer. An introduction to scientific method in education. A study of the more important techniques used in educational research such as documentary, survey, experimental, case study, and genetic methods. Procedures in the analysis and interpretation of data. Preparation of research reports. Prerequisite, the Fundamentals Group.

 Turney.
- 297-397. Special Fields of Study in Evaluation. Two to six hours credit. Both semesters and summer. The following special fields of study are presented for those students who wish to pursue more intensively various aspects of the evaluation area. This list is suggestive but not all inclusive:
 - A. Advanced and applied statistical techniques
 - B. Research techniques in relation to educational problems
 - C. Problems in measurement in specific secondary or elementary school areas, such as, individual subject fields, aptitude and personality testing, etc.

D. Problems in measurement in general secondary or elementary school areas, such as, evaluation of the total program, formulation of programs, evaluation of success in teaching, etc.

E. Diagnostic and remedial testing.

Prerequisite for 297, the Fundamentals Group and satisfactory completion of course credit in Evaluation; for 397, 15 hours of Education and satisfactory completion of course credit in Evaluation.

398. Seminar in Evaluation. Maximum of 2 credit hours. Prerequisite, permission of an instructor. Staff.

of an instructor. Thesis in Evaluation. Credit to be arranged. Prerequisite, permission Staff.