

IV. EDUCATIONAL THEORY AND PHILOSOPHY

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. Twente.

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 of 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.