August 20, 1942.

Memo to Dean Smith:

Mano Stukey, of Stafford, one of the men that we tentatively considered to help us here in our program, was elected yesterday as Director of Athletics and Football Coach at Yankton College, Yankton, South Dakota, according to an announcement on the sport page of the Kansas City Star.

I had known of this and had written a letter of recommendation for him. Reverend Joe King, formerly of the Congregational Church here, was the man who first made the recommendation to President McCorison, of Yankton.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

July 31, 1942.

Professor A. H. Turney,
School of Education.

Dear Professor Turney:

I am returning herewith the cards of students who have been approved for practice teaching in physical education. I have signed all of them, although I note that some of these students have been approved "with condition" by your office. I do not know what these conditions are, but feel sure that your committee would not approve these applications if they were not satisfactory.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

COMMITTEE ON ADMISSIONS AND GUIDANCE

July 25, 1942

To the Chairman of the
Physical Education Department:

The students whose names appear on the enclosed cards have met all of the requirements for practice teaching of the School of Education.

If your department is willing to recommend them, please indicate this on the enclosed card.

Sincerely yours,

A. H. Turney
HN

A. H. Turney
Chairman

Will you please return these cards to the Education office as soon as convenient?

Educ. office.

July 16, 1942.

Dean George B. Smith,
School of Education.

Dear Dean Smith:

I don't know who is the "pickpocket", do you? Which one of us is that fellow?

Sincerely,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

UNIVERSITY OF KANSAS
LAWRENCE

DEPARTMENT OF PHYSICAL EDUCATION

July 13, 1942.

Dean George B. Smith,
School of Education.

Dear Dean Smith:

I am enclosing a copy of a letter from Ashley Elbl, of Kansas City, Kansas, concerning his brother who is desirous of coming to the University of Kansas. I am also sending you a copy of my reply.

This is the type of boy we want and which we are endeavoring to get to build up our department.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

C O P Y

1626 Nebraska
Kansas City, Kansas
July 6, 1942

Dr. Forrest C. Allen
University of Kansas
Lawrence, Kansas

Dear Dr. Allen:

You will probably remember my speaking to you about my brother Bill at our Basketball Banquet. Bill was supposed to come to Lawrence the week-end of the Relays, but he was working and unable to get away. I was home last week-end, the first time since Easter, and I had quite a talk with Bill. He is still very, very eager to come to the University of Kansas.

Bill is working this summer at the Mill in Sterling, but we all know that he would be unable to come to K.U. unless he could get some kind of a job. I remember my struggle at K.U. -- working at the Jayhawk for my board and on N.Y.A. for spending money. It wasn't too pleasant. However, I have talked to the Wyandotte boys up there - and they really seem to like their arrangement.

Being my brother, I think Bill has possibilities. He is a good athlete, an "A" student, and a hard worker. He earned eleven athletic letters at Sterling and made the National Honorary Society. Of course, I realize that Sterling is a small town, but I feel that Bill has it in him. He wants to be a coach.

I would surely be very grateful if you would give him some kind of a job in your department. Of course, I realize that you have a lot of boys to take care of, but I remember your saying you could always use another good boy.

How is summer school going? I imagine that you have been enjoying the cool weather. I surely have. I have a job as Research Chemist in a Crystal Laboratory in Kansas City, Mo. We make crystals for the radios used in bombers, tanks, walkie-talkie outfits, etc. It is very interesting work and I enjoy it very much.

Bill is working seven days a week at the Mill, but I'm sure that he could get off some Sunday if he could come to Lawrence to see you then. I do hope that you can find a place for him.

Sincerely yours,

(Signed) Ashley Elbl

Elbl is Coach of Wyandotte H.S. of K.C., Ks. - Jay

July 11, 1942.

Mr. Ashley Elbl,
1626 Nebraska,
Kansas City, Kansas.

Dear Ashley:

I am very happy indeed to have your letter of recent date. Yes, indeed, we will be glad to give your brother a job. If he is as good a student as Ashley Elbl is a chemist then he is a whizbang.

I never hesitate in offering a good student a job because we know then that we are putting our money in a sound bank. An investment of brains is always a good thing. In addition to this fact, he is a fine athlete and he wants to major in Physical Education, for which we are very happy. We like outstanding men in our department.

Henry Shenk was in my office and I spoke to him about Bill. We both will be very happy to do everything we can to assist him in his work. You write Bill and tell him that he has a job if and when he comes to K. U. We will pay 35¢ an hour and the work will be in the towel room, or some such work.

Tell Bill to write me before he comes, and come to my office. We will help him in every possible way. If there is anything else that he would like to know have him write me concerning the matter and I will promptly reply.

With all good wishes, I am

Very sincerely yours,

FCA

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

June 27, 1942.

Dean George B. Smith,
School of Education.

Dear Dean Smith:

Eddie Hall and Clif Nordstrom dropped in the office this morning on their way home on furlough. They both made good in a big way and they look like a million dollars in their Navy outfits.

You may think I am too persistent in carrying through the thought that I was sincere when I made the statement that Eddie Hall could graduate. After a short conversation this morning I took the matter up with Eddie Hall and told him that I certainly got in bad by making such a statement. Clif Nordstrom spoke up and said that he was with Eddie when he talked with Dr. Turney, the first semester, he thought. He said that he thinks pretty definitely it was Dr. Turney, and Miss Rich was there. He stated that Dr. Turney told him that he could substitute four hours of Education for practice teaching and get a B. S. degree, but not the Teachers' Certificate. It was his idea to do that thing.

I am passing this information on to you to show you that Eddie Hall was honest and that I desired to take no advantage of anyone, even to the point of helping Eddie get in Gene Tunney's program. This closes the matter as far as I am concerned, but I did not rest easy under the statement that I had stretched a point.

Very sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

June 27, 1942.

Dean George B. Smith,
School of Education.

Dear Dean Smith:

Henry Shenk and I had a talk Friday, and again this morning regarding the possible enforcement of required Physical Education for the students here at the University next year. I tried to call you Friday morning and again Friday afternoon for a conference.

I am hoping that if and when you should decide on a convenient time to meet that Henry Shenk and I can meet with you and other authorities of the University and discuss the matter before it goes too far. The matter of personnel is quite a problem and it will take our best thinking to get this in operation at a required time.

After having talked to Dr. Cora Downs and the Chancellor regarding the location of the "Kansas Toughener", we are preparing to put the first one up south of the gymnasium between the women's tennis courts and the handball courts. We will put one up there first and see how it goes before we attempt the second one which is to be west of the varsity tennis courts just south of the stadium and in a grove of trees bordering the golf course. If you are interested I would be glad to go over these locations and discuss the projects further.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

June 16, 1942.

Dean George E. Smith,
School of Education.

Dear Dean Smith:

Your telephone conversation with me about John Buescher opened up an area of thinking that doubtless may not be presented by John when he talks with you.

John has worked a goodly portion of his time in paying his school expenses. He is not wholly self-supporting, but every Friday night during the school year he works all night at Drake's bakery. He rooms at Drake's home and this all night work helps to pay for his room rent. It is necessary for him to work two hours a day each day to earn enough money to help with his board and room.

Remembering our earlier conversation when you asked the question, "What will Buescher do when he finds his college days vanished here without the coveted college degree?", I informed John last week that he had better see you. I had in mind that you would tell him the things you told me. In fact, I was the instigator of his coming to see you. I have been pressing on him for grades at every opportunity.

I believe the term, "athletic tramp", is a misnomer in his case. He is not an "athletic tramp" in any sense of the word. He may absorb a few molecules of heat and wear some varnish off the chairs in the classrooms, but I still maintain (from my side of the story) that he is getting real values. I thought, however, if you wanted to refuse him admission that was your right. If you do not refuse him admission then I know that he would appreciate any help or advice that the Dean might give him.

I have never encouraged a boy to stay in school to participate on my athletic teams, nor will I ever do such a thing. I believe it is erroneous to judge all athletic coaches by the standard of what some coaches desire. I am always more than willing and happy to stress the importance of academic attainment, and I will cooperate with you to the fullest degree in consummating such a situation. The boy has one more year of eligibility and he desires to take a course that will make him eligible. If a fellow desires a course to

improve his voice, even for his own satisfaction, certainly there should be no lifting of eyebrows by professors. Many professors and administrators look askance at an athlete when he takes a correspondence course, viewing it with some degree of alarm, while any other student can take any course that he desires and there is no question raised about it.

Any course in the University that he is permitted to take would be counted on his eligibility. By the same token, any other correspondence course that gives any academic credit in any college in the United States would also count on his eligibility. Therefore, it was my thought that it would be better for him to take a correspondence course in this university than it would be to take one from any teachers college or any small college in the United States which would effect the same desired result on his part. The eligibility people do not make any specification whether they are freshman, sophomore, junior or senior courses -- any course that gives academic credit.

I only write these sentences endeavoring to clarify the situation.

Very cordially yours,

FCA:AH

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

June 17, 1942.

Dean George B. Smith,
School of Education.

Dear Dean Smith:

I asked Henry Shenk to check up on our graduates, seniors and juniors with an idea of submitting to you this list of our physical education majors. Only the men above sophomore standing are listed.

Out of this group I believe we could pick ten or twelve men who would be capable under supervision of doing an excellent job. Of course, some of these boys may leave before school opens up, but with the R.O.T.C. leadership in giving drills and with our staff I believe we could get along pretty well if compulsory physical education were inaugurated here at the University of Kansas. I do not mean that we could handle a maximum load with just these men, but this would be a good nucleus, and by getting in a few extra men I believe we could do the job. The men I talk about bringing in would be men that we could perhaps encourage to take graduate work, but we would have to pay them more than a mere scholarship offering.

I will be glad to talk with you at your convenience.

Sincerely yours,

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

FCA:AH
Enc.

PHYSICAL EDUCATION MAJORS (Men)

Graduates

Murray Brown
Ralph Miller

Seniors

Bill Atwell
Charles Black
George Dick
Dick Edwards
Bob Githens
Irven Hayden
Dick Miller
Ralph Schaake
Hubert Ulrich
Marvin Vandaveer

Juniors

Bill Arnold
Howard Brown (colored)
Kenneth Dugan
Don Ettinger
Walter Herriman
Warren Hodges
Jacob A. Smith (colored)
Robert Sparling
Jesse Paul Turner

To be omitted from Section II of the Catalog, page 148 and following:

I. Courses in Physical Activity

Courses for Men

1a. Elementary Basketball
1b. Intermediate Basketball
1c. Advanced Basketball
2a. Elementary Tennis
2c. Advanced Tennis
3a. Elementary Swimming
3b. Intermediate Swimming
3c. Advanced Swimming
4. Volleyball
5a. Handball
5b. Handball
6a, b, c, d. Individual Gymnastics
7a. Elementary Tumbling
7c. Advanced Tumbling
8a, b. General Physical Education
15a. Elementary Boxing
15c. Advanced Boxing
16. Touch Football
17. Wrestling
18 & 38. Varsity Athletics
19. Playground Ball

Courses for Both Men and Women

41a. Elementary Golf
41c. Advanced Golf
42a. Elementary Fencing
42b. Intermediate Fencing
42c. Advanced Fencing
43a. Elementary Tap Dancing
43b. Intermediate Tap
43c. Advanced Tap
44a. Elementary Social Dancing
44c. Advanced Social Dancing
45a. Elementary Badminton
45c. Advanced Badminton
46a. Elementary Archery
46c. Advanced Archery
47a. Elementary Equitation
47b. Intermediate Equitation
47c. Advanced Equitation

Courses for Women

1a. Elementary Basketball
1c. Advanced Basketball
2a. Elementary Tennis
2b. Intermediate Tennis
2c. Advanced Tennis
3a. Elementary Swimming
3b. Intermediate Swimming
3c. Advanced Swimming
3d. Diving
3e. Life Saving
4. Volleyball
5. Handball
6a, b, c, d. Individual Gymnastics
7a. Elementary Tumbling
7b. Advanced Tumbling
8a, b. General Physical Education
9a. Elementary Hockey
9c. Advanced Hockey
10. Soccer
11a. Elementary Baseball
11c. Advanced Baseball
12a. Elementary Modern Dancing
12c. Advanced Modern Dancing
13a. Folk Dancing
13b. Intermediate Folk Dance
14a. Elementary Track
14c. Advanced Track

To be substituted for the section above:

Physical Education.

Physical Education activities may be elected by any student for one hour credit, each semester. Four such credits may be counted toward graduation.

The student may elect an outdoor activity for one-half of the semester, and an indoor activity for the other half of the semester, or he may elect a single activity which is carried on throughout the entire semester.

A student may enroll for a maximum of one and one-half semester hours credit in swimming and in equitation, one-half semester hour credit in life saving, four semester hours credit in varsity athletics, and one semester hour credit in each of the other physical education activity courses.

Activity Courses in Physical Education.

Physical Education 1.
Physical Education 2.
Physical Education 3.
Physical Education 4.

A student enrolling in Physical Education for the first time will enroll in Physical Education 1; a student enrolling in Physical Education for the second time will enroll in Physical Education 2; a student enrolling in Physical Education for the third time will enroll in Physical Education 3; a student enrolling in Physical Education for the fourth time will enroll in Physical Education 4.

Physical Education Activities:

Fall Activities. archery, badminton, basketball (M), boxing (M), equitation, fencing, folk dancing, golf, hockey (W), modern dance, recreational sports, soccer, social dancing, swimming, tennis, tumbling (W), varsity athletics (M).

Spring Activities. badminton, basketball (W), archery, boxing (M), equitation, fencing, golf, handball (M), individual gymnastics (M), life saving (W), modern dance, social dancing, softball (W), swimming, tap dancing, tennis, track (W), varsity athletics (M), volleyball (W), wrestling (M).

W = courses open to women only. M = courses open to men only.

DROPPED COURSES IN EDUCATION

T268. The Principles of Education.

S258-358. Extracurricular Activities and School Controls.
S292. An Introduction to the Study of the Curriculum.
S293-393. Construction of the Elementary School Curriculum.
S294-394. Construction of Secondary School Curricula.
S399. Research in Curriculum Construction.

P255-P355. Mental Measurements of School Children.
P266-P366. Psychology of Elementary School Subjects.
P268-P368. Psychology of Reading.
P271-P371. The Nontypical Child.
P276-P376. Mental Hygiene.
P281-P381. Reading and Study Laboratory.
P300. Seminar in Educational Psychology.
P354. Educational Clinic.
P367. Advanced Educational Psychology.
P399. Research in Educational Psychology and Guidance.

E166. Statistical Methods.
E252-E352. Educational Measurements.
E253-E353. Educational Experimentation.
E261. Educational Guidance.
E272-E372. Supervision of Instruction.
E310. Methods of Research.
E370. School Surveys.
E377. Problems of Elementary School Supervision.
E399. Research in Educational Measurement and Supervision.

A159. Administration of Smaller School Systems.
A250-A350. Organization and Administration of Elementary Schools.
A270-370. Child Accounting.
A271-A371. Administration of the Curriculum.
A273. City School Administration.
A274-A374. Comparative Education.
A304. Seminar in Educational Administration.
A373. Problems of City School Administration.
A375. Educational Finance.
A376. The Business Administration of City Schools.
A378. Public School Relations.
A379. The Establishment and Operation of a Junior College.
A390. Directed Projects in the Practice of School Administration & Superv.
A399. Research in Educational Administration.

B260. Principles of Secondary Education.
B261. Administration of Junior and Senior High Schools.
B264. The Administration of Extracurricular Activities.
B277-B377. Problems of Secondary-School Practice.

V156. Vocational Education.
V158. Vocational Guidance.
V256-V356. Administration and Supervision of Vocational Education.
V377. Problems in the Practice of Vocational Education.

M240-M340. Modern Teaching Procedures.
M269-M369. Methods of Teaching in Elementary Grades.
M377. Problems in the Theory and Practice of Teaching.
M399. Research in the Theory and Practice of Teaching.

CHANGES IN EDUCATION COURSES

(Page numbers refer to Mimeographed Bulletin)

P278. Adolescence to	P178. (page 13).
P279-P379. The Psychology of Moral Education to	P179. The Psychology of Character Education. (page 13).
A251-A351. Adult Education, Aims, Methods, and Organization to	A151. (page 12).
A254. School Hygiene to	A154. (page 12).
M1. Methods of Teaching (Elementary Schools) to	M1. Methods of Teaching in Elementary Grades. (page 13).
M165. Theory and Practice of Teaching to	M165. Techniques of Teaching. (page 12).
M283. The Teaching of Home Economics to	M283. The Teaching of Home Economics and Related Subjects. (page 13).
M96. The Teaching of Commercial Subjects to	M296. Improvement in the Teaching of Business Subjects. (page 14).

Additions

A180. Administration and Supervision of Business Education (page 12).

A185. Organization and Administration of Home Economics (page 12).

S195. Curriculum Problems in Business Education (page 13).

all of pages 5 to 10 inclusive

SCHOOL OF EDUCATION

Dean, School of Education: George B. Smith, Room 103, Fraser Hall
Professors: Smith (G. B.), Schwegler, Allen (F. C.)(Head, Department of Physical Education), OBrien, Twente, Nash, Miessner, Turney, Johnson (W. H.)
Associate Professors: Elbel, Russell, Chandler, Bayles (E. E.), Hoesly, Althaus, Barnhart
Assistant Professors: Hoover, Lowrance, Stapleton, Hurt, Ulmer, Gaston, CROUSE
Instructors: Ellsworth, Fee, Litchen, Replogle, Shenk, Camien, Eaton, Schilling
Assistants: Van Swearingen, Oliver (I), Pollock, Coombs, Dalton, Hiatt, Kuitert, Sheaks, Summers, Belt, Jessup, Raugh

CERTIFICATE REQUIREMENTS

A detailed statement of the current requirements of the Kansas State Board of Education for its teaching certificates will be found in Section I of the catalogue. Persons wishing to secure licenses to teach in other states should secure a detailed statement of the requirements from the secretary of the board of education of the state in which they wish to teach. The School of Education will gladly render all possible aid in their preparation, but it 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 B. A. or B. S. are eligible to the degree of M. A. 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 usually required, either by law, local stipulation, or prevailing practice, of all candidates for administrative or other responsible school positions.

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 themselves for specific types of professional service, candidates are advised to select their courses with a core of major interest. For the purpose of facilitating this selection the following major fields have been organized. Each student will be expected to select one of these fields in conference with his adviser.

I. Administration and Supervision of Schools
II. Curriculum
III. Educational Psychology and Guidance
IV. Educational Theory and Philosophy
V. 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, especially 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. Topics listed under special fields of study are suggestive only. Other fields or problems may be selected under the direction of an adviser.

*Courses in Education are subject to change without further notice.

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. Twente

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. OBrien.

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. OBrien.

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
N. Adult education.

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. Staff.

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.

220. Elementary School Curriculum. Two hours credit. Fall and summer. 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 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. 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 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. Curriculum problems in junior, senior high school, junior college, and in adult education, 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. Nash.

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. Turney.

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 reading laboratory. Prerequisite, the Fundamentals Group. Nash.

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.

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 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. STAFF

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

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

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 referece 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, OBrien.

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.