

October 4, 1939.

Dean R. A. Schwegler,
School of Education,
University of Kansas.

Dear Dean Schwegler:

I desire to send you a little information on the qualifications of Mr. James Raport, an instructor in the Department of Physical Education, who is teaching this semester our course in Tests and Measurements.

Mr. Raport has taken both the psychological and educational courses in tests and measurements, and also a graduate course in statistics in the Department of Psychology. He has also had courses in physiology and anatomy.

He is getting along splendidly with the teaching of Tests and Measurements in Physical Education. I thought it would be well to let you know something of his background.

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

FCA:AH

October 2, 1939.

To the Curriculum Revision Committee,
School of Education.

Dear Sirs:

In regard to our proposed course in Equitation, may I add the following information:

Each course will be given for one-half hour credit, as is the case with all other physical activity courses which are given for one-half semester.

No fee will be paid to the University, but there will be a rental fee of 50¢ per hour which will be paid to Mr. Mott, the proprietor of the Mott Stables. This, we feel, is an unusually reasonable fee.

At present Mr. Mott has eight horses, and of course the enrollment in each class will be limited to the number of horses available. However, if the enrollment is such that more horses are necessary, Mr. Mott will have no difficulty in providing the proper number.

In the matter of dress and transportation - the students may dress here in the gymnasium, or may wish to dress for riding at home before going to the classes. It is probable that Mr. Mott will provide transportation from the gymnasium to the stables for a few persons who have no other way.

The students will actually ride two hours each week. Mr. DeGroot, of course, will personally instruct each class. If, on account of bad weather, it is necessary to miss a ride occasionally these rides must be made up when weather permits before the end of the quarter, and we desire that in this make-up work the students ride not more than two hours at a time.

It is proposed that the class periods start on the hour, say 3 o'clock or 4 o'clock, and continue for one hour.

If you desire any additional information, either Mr. DeGroot or I will be very happy to supply it.

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

September 28, 1939.

Dean R. A. Schwegler,
School of Education,
University of Kansas.

Dear Dean Schwegler:

I am sending you a description of the course in Equitation which we desire to have approved for credit in Physical Education.

We are very fortunate indeed in having Mr. E. B. DeGroot on our staff, who is very proficient in this art. Mr. DeGroot received his training in horseback riding at Stanford University in the R.O.T.C. Department. The problem that plagued us quite some time in not having a man with a degree to teach this course has entirely been removed by Mr. DeGroot's presence on the faculty, who will offer the courses for both men and women.

Mr. DeGroot and Mr. Mott, the proprietor of the Mott Stables, have been conferring and I am very optimistic regarding the apparently splendid future that this health-giving sport faces on the campus. I am pleasantly surprised at the large number of faculty members and students who are thrilled at the prospect of having this course offered.

If the Curriculum Revision Committee of the School of Education acts favorably upon our petition we desire to have it presented to your faculty.

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

FCA:AH

September 25, 1939.

Dean R. A. Schwegler,
School of Education,
University of Kansas.

Dear Dean Schwegler:

I have just conferred this morning with Dr. Canuteson about Shirley Shupe, a major in our department, and although she still has an elevated blood pressure we feel that to withdraw her from the Physical Education course would be disastrous to her mentally. We are urging that she avoid any undue physical strain. I feel that she may be able to work into some sort of a physical therapy position by being permitted to continue in her chosen major - Physical Education.

Very sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball Coach.

P.S. Both Dr. Canuteson and Dr. Lins made the suggestion to me that Shirley Shupe be permitted to continue in her work. I have asked that Dr. Canuteson write you his convictions.

F.C.A.

Shirley Shupe was in Monday and said that Dr. Brown (at the student hospital) had told her not to take physical education. Her blood pressure was the lowest it has been for some time when she was in the hospital a week ago. She expects to go again in a few days.

There is nothing else she would like to major in, and does not want to give up physical education.

conf.

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

OFFICE OF THE DEAN

March 8, 1939

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

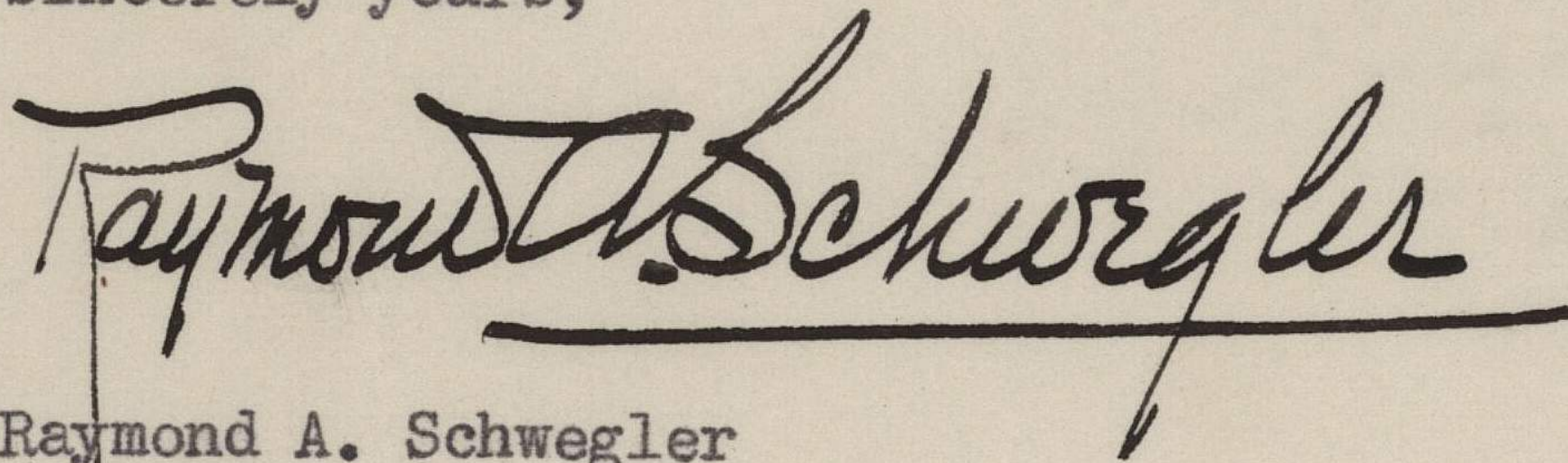
My dear Dr. Allen:

Dr. Canuteson wrote me under date of March 6, stating that at the entrance physical examination of Shirley Helen Shupe on on September 19, 1938, she had an elevated blood pressure. On several occasions the reading has been found higher than normal. Laboratory tests to date do not show any cause for this condition. The student has been asked to come into the hospital as soon as the present mild epidemic is over to have additional tests.

Dr. Canuteson recommends that with a consistently high blood pressure she should not be enrolled in physical education.

I would suggest that you confer with Miss Shupe and would advise that we cooperate with the hospital in following out Dr. Canuteson's recommendation.

Sincerely yours,



Raymond A. Schwegler
Dean

MR:RW

September 25, 1939.

Miss Mateel Rich,
Secretary,
School of Education.

Dear Miss Rich:

I would appreciate it if in the future no cards or other official papers were sent over to me for signature unless they are according to the printed regulations or have the sanction of the School of Education. I shall greatly appreciate your cooperation in this matter.

Very sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball Coach.

September 20, 1939.

Dean R. A. Schwegler,
School of Education,
University of Kansas.

Dear Dean Schwegler:

Pursuant to our conversation this morning, I think it would be an exceptionally fine idea if you could at some convenient time have a conference with Chancellor Malott and explain to him that the Senate Committee on Athletics is and always has been a committee that concerns itself with the academic eligibility of the competitive teams. They have never been interested in intramurals and the recreational and health feature of physical education.

If you at some convenient time could sell the Chancellor on the idea that we should have a Senate Committee on Physical Education and Recreation for the interests of the student body who do not indulge in competitive athletics, I think it would be a fine thing.

You perhaps recall the fate of the committee that you enthusiastically worked upon. Dr. C. F. Nelson was chairman of the Committee on Committees and he proposed that a Senate Committee on Athletics be abolished and that this new committee be formed. Some of the old "die-hards" who have been in the thick of Senate fights for years defeated the thing. I believe that if Dr. Nelson had proposed that a new committee be formed, the like of which to function for the purposes that you have always set forth, then I believe it would have gone through. I do not want to be unkind to Dr. Nelson to say that he handled it badly, but there was not enough missionary work done previous to the meeting.

If we could get the right men on this very necessary committee we could do wonders in stimulating into activity a great program for our student body. I am sure that Dr. W. W. Davis would be very enthusiastic about the formation of such a committee. We could get a personnel that would function with our Budget Committee and our professorial staff in such a way that it would have the united support of all the right thinking people.

I hope that you can place this on your agenda for near immediate action. I will appreciate your kindly and helpful cooperation.

Very sincerely yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball Coach.

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

OFFICE OF THE DEAN

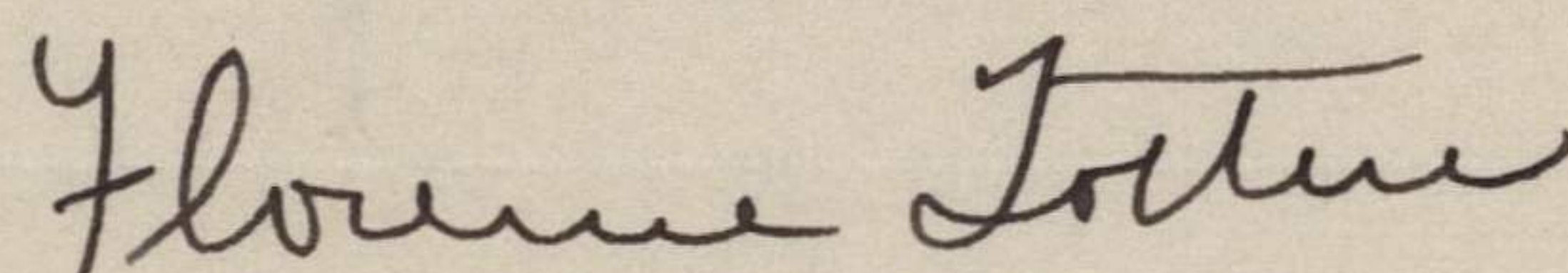
August 12, 1939

Dr. F. C. Allen
Director of Physical Education
University of Kansas

My dear Dr. Allen:

I sent your letter of August 7 concerning the possibility of offering the additional courses next summer to Dean Schwegler. He asked me to thank you for presenting this matter to him and to make sure that it was brought to his attention upon his return from his vacation.

Sincerely yours,



Florence Totten
Clerk

T

August 7, 1939.

Dean R. A. Schwegler,
School of Education,
University of Kansas.

Dear Dean Schwegler:

I have had a number of conferences with students who have come to me asking about the courses "Elementary School Playground Activities" and "Personal Hygiene and Community Health", both in the 60-hour certificate program. It seems advisable that we should plan now for next summer and try to include these in our program, if possible.

It is my understanding that there are now 12 or 15 persons who would like to take these courses. Pittsburg offers them by correspondence, but these students do not desire to take them by correspondence. I am sure if we could offer these courses here next summer that we would have a worthwhile enrollment, and we would be accommodating many of these students who desire to work on the 60-hour certificate.

With best wishes, I am

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

FCA:AH

May 24, 1939.

Dean R. A. Schwegler,
School of Education.

Dear Dean Schwegler:

Following our conference yesterday regarding the course School Hygiene, you will note that our recommendation was for the discontinuance of this course as a requirement for the major in physical education.

It could still be left in the curriculum as an elective subject. Our suggestion was only that it be dropped as one of the required courses for our majors.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

May 16, 1939.

Dean R. A. Schwegler,
School of Education,
University of Kansas.

Dear Dean Schwegler:

In a conference with Miss Hoover and Dr. Elbel the other day we discussed the possibility of discontinuing the requirement of the course School Hygiene for the major in physical education.

As you know, this course was put into the physical education curriculum as one of the required courses when our curriculum was revised in 1937 because the state law required this course. Inasmuch as the state requirement does not now include this course in School Hygiene, we are suggesting that it be dropped as one of our requirements.

It was suggested that Dr. Turney would be glad to be relieved of the course, and I am wondering if you would take up the matter with him. Before submitting our recommendation to the Curriculum Revision Committee of the School of Education I would like to have your reaction.

Much of the material in this course is covered in the new course, No. 40-Personal Hygiene and Community Health, which Dr. Elbel teaches.

I shall be glad to hear from you at your early convenience.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

May 23, 1939.

Curriculum Revision Committee,
School of Education,
University of Kansas.

Gentlemen:

The Department of Physical Education respectfully submits the following recommendations in regard to the four-year curriculum with a major in Physical Education:

1. That Course 40-Personal Hygiene and Community Health be substituted as a requirement in place of Course 30-Personal Health for men.
2. That Course 64-Personal Hygiene be a combined course required for both men and women.
3. That Course A254-School Hygiene not be required for Physical Education majors. The course School Hygiene was put in the Physical Education curriculum as a required course when it was formulated in 1937 because the state law required that course. The state law does not now required the above named course.
4. That the contents of Course-34W be changed to social dancing, volley ball, baseball, tennis; this is in place of games, volley ball, baseball, tennis. OK
5. That Course 39-Elementary School Playground Activities be required of women majors, instead of the games activity in P.E. 34W. OK
6. That the requirement of 5 hours of history or economics be changed to 5 hours of history or sociology, since the course in Social Science Survey is required and credit cannot be obtained for it and economics also. OK
7. That the prerequisite of physiology for First Aid be removed.

Respectfully submitted,

Director of Physical Education.

There will be a meeting of the faculty of
the School of Education at three-thirty
p. m. in 115 Fraser Hall on Tuesday, October
twenty-fourth, 1939.

DEANE W. MALOTT
Chancellor

October 24, 1939

To the faculty of the School of Education:

The Curriculum Revision Committee begs leave to recommend the following changes:

1. That course number 74, Tests and Measurements in Physical Education, be withdrawn and the graduate course number 176, Tests and Measurements in Physical Education, be approved for the regular session.

2. That course number M294, Content and Methods of Physical Education, be changed to number M194 and that it be offered second semester instead of first.

3. That the three following courses and course descriptions in equitation be approved as skill courses for the department of physical education:

47a. ELEMENTARY EQUITATION. One-half hour credit. This course is for beginners. It includes instruction in proper approach to a horse; how to bridle, saddle and mount a horse; how to develop correct riding posture and to handle a horse in walk, trot and canter. It also stresses the development of a humane attitude toward and genuine appreciation of horses. Instruction and practice in this course will terminate in a test of proficiency. DeGroot.

47b. INTERMEDIATE EQUITATION. One-half hour credit. Course includes advanced instruction, in three-gaited riding, bareback riding, simple drills, cross country riding, and low hurdles. Proper care of the horse during the riding also receives attention. Tests and some reading will be required. Prerequisite, 47a or previous riding experience. DeGroot.

47c. ADVANCED EQUITATION. One-half hour credit. Course includes instruction in five-gaited riding, jumping, advanced drills, show ring and open cross country riding. Prerequisite, 47b or equivalent riding experience. DeGroot.

Note. The physical education department will be expected to make suitable arrangements for securing the horses needed, which will be paid for by the hour by those riding. Students enrolling in equitation classes will be asked to sign a statement releasing the school and the owners of the horses from liability in case of injury received while riding.

4. That the student adviser and the enrolling officers be permitted to enroll majors in home economics specializing in dietetics for M283, Teaching of Home Economics, with a prerequisite of only P50, Educational Psychology. No catalogue statement regarding this practice will be made.

5. That course number P278, Adolescence, be changed to number P178.

6. That the description and prerequisites for course number M377 be made to read as follows:

M377. PROBLEMS IN THE THEORY AND PRACTICE OF TEACHING. Two hours credit. Second semester and summer session. This is a seminar course and is designed to furnish opportunity for group study of practical teaching problems chosen by individual class members. The problem or problems are chosen by the class at the beginning of the course. Outstanding books of recent publication may be subjected to critical review. All problems

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are treated in the light of basic teaching theory, and the course thereby aids a student to develop a more adequate teaching philosophy. Prerequisite, M240-M340, or consent of instructor Bayles.

Respectfully submitted,

CURRICULUM REVISION COMMITTEE

E. E. Bayles
Secretary

May 23, 1930.

Curriculum Revision Committee,
School of Education,
University of Kansas.

Gentlemen:

The Department of Physical Education respectfully submits the following recommendations in regard to the four-year curriculum with a major in Physical Education.

1. That Course 60-Personal Hygiene and Community Health be substituted as a requirement in place of Course 30-Personal Health for men.

2. That Course 66-Personal Hygiene be a combined course required for both men and women.

3. That Course-1254-School Hygiene not be required for Physical Education majors. The course School Hygiene was put in the Physical Education curriculum as a required course when it was formulated in 1937 because the state law required that course. The state law does not now require the above named course.

4. That the contents of Course-347 be changed to social dancing, volley ball, baseball, tennis; this is in place of games, volley ball, baseball, tennis.

5. That Course-39-Elementary School Playground Activities be required of women majors, instead of the games activity in P. E. 347.

6. That the requirement of 5 hours of history or economics be changed to 5 hours of history or sociology, since the course in Social Science Survey is required and credit cannot be obtained for it and economics also.

7. That the prerequisite of physiology for First Aid be removed.

Respectfully submitted,

Director of Physical Education.

January 30, 1941

Dean E.B. Stouffer
Graduate School
University of Kansas

Dear Dean Stouffer:

I am enclosing a carbon copy of a letter that I wrote Dean Schwegler regarding the possibility of getting Course No. 39, Elementary School Playground Activities, into our summer curriculum with Mrs. Josephine Sams as instructor. This possibility has been discussed a number of times and when the situation opened up I immediately wrote Dean Schwegler.

I learned from Dean Schwegler that all matters concerning the curriculum and the summer session budget should be referred to you, so I am writing you to find out what procedure is necessary to get the approval from the determining body.

I might say regarding Mrs. Sams that you will find her a very capable, intelligent and cooperative teacher.

I would be glad to have a conference with you if you deem it advisable, informing me as to the necessary steps I should take to proceed to the right source for action.

Very cordially yours,

Director of Physical Education and Recreation
Varsity Basketball Coach

FCA:lg
Enc.

May 23, 1939.

Curriculum Revision Committee,
School of Education,
University of Kansas.

Gentlemen:

The Department of Physical Education respectfully submits the following recommendations in regard to the four-year curriculum with a major in Physical Education:

1. That Course 40-Personal Hygiene and Community Health be substituted as a requirement in place of Course 30-Personal Health for men.
2. That Course 64-Personal Hygiene be a combined course required for both men and women.
3. That Course A254-School Hygiene not be required for Physical Education majors. The course School Hygiene was put in the Physical Education curriculum as a required course when it was formulated in 1937 because the state law required that course. The state law does not now required the above named course.
4. That the contents of Course-34W be changed to social dancing, volley ball, baseball, tennis; this is in place of games, volley ball, baseball, tennis.
5. That Course 39-Elementary School Playground Activities be required of women majors, instead of the games activity in P.E. 34W.
6. That the requirement of 5 hours of history or economics be changed to 5 hours of history or sociology, since the course in Social Science Survey is required and credit cannot be obtained for it and economics also.
7. That the prerequisite of physiology for First Aid be removed.

Respectfully submitted,

Director of Physical Education.

University of Kansas

PROGRAMS OF GRADUATE STUDY IN EDUCATION

I. Graduate Degrees in Education.

The University offers work in Education and related fields leading to the Master's degree and to the degrees of Doctor of Philosophy and Doctor of Education.

The degrees of Doctor of Education and Doctor of Philosophy with a major in Education are awarded to outstanding students who have completed not less than three years of graduate study and have met the specific requirements set by the Graduate School and Department of Education. They represent minimum training now acceptable for positions in departments of Education in colleges, universities and teachers colleges, and are rapidly becoming a prerequisite to candidacy for positions of importance in the larger school systems.

The degree of Doctor of Education is a professional degree, entirely equal in quality to the degree of Doctor of Philosophy but implying a different type of training. It is granted by many leading graduate schools and is held in high esteem by professional educators. Instead of emphasizing original research, requirements for the Doctor of Education degree emphasize the application of existing knowledge and procedures to practical school situations. The language requirement is optional and may be replaced by requirements which may be more suitable to the line of study to be pursued. Three years of practical experience are prerequisite for this degree.

For details regarding both doctoral degrees, candidates are invited to correspond with the Dean of the School of Education.

The Masters' Degrees are four in number: Master of Arts, Master of Science, Master of Science in Education, and Master of Education. Candidates holding the degree of A. B. or B. Sc. are eligible to the degree respectively of A. M. and M. Sc. Candidates who hold the degree of B. Sc. in Education are eligible to the professional degree of M. Sc. 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.

II. General Fields of Graduate Study in Education.

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

1. School Administration.
2. Direction and Supervision of Instruction.
3. Educational Psychology, Clinical Psychology and Counseling or Guidance.
4. Psychology of Reading.
5. Theory and Practice of Teaching.
- 5a. Theory and Practice of Teaching in Physical Education.
6. Curriculum Development.

Mimeographed copies of suggested sequences will be found attached to this sheet and students are expected to select courses in conference with an adviser.

III. The 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 15 hours of undergraduate courses in Education. In general, students who have met the requirements for the three-year, "renewable-for-life" certificate of the Kansas State Board of Education have met the preparation here defined.

IV. Specific Requirements for a Master's Degree.

1. A master's degree in Education is granted upon the satisfactory completion of not less than one full academic year of graduate study or its equivalent.

2. Save in the case of the degree of Master of Education, the record must include credit for an acceptable report, in thesis form, on an approved research project done under the direction of a faculty adviser selected by the student.

3. A specified portion of the graduate credit is required in exclusively graduate courses. The requirements vary from 12 to 20 hours according to the degree sought.

4. Candidates must pass satisfactorily an oral examination covering the specific field in which they have worked. In general the purpose and form of this examination are such as to satisfy the examiners that the student has achieved reasonable competency in the following directions:

A. Within the limits of their special fields 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 interrelationship 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 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) possession of the professional skills and techniques needed in the fields of their special interests.

V. Required Courses.

With the exception of the thesis report for the M. A. and M. S. Degrees and M. S. in Education Degree, there are no uniform requirements made of all students. However, the following suggestions may prove of value to students in selecting courses.

1. It is recommended that in preparation for their research students familiarize themselves with the tools, techniques, and methods currently employed in undertakings of this type.

2. It is further recommended that candidates select not less than ten hours from the core courses named in the field which they have selected, and

3. That they arrange with the departmental adviser to whom they are assigned a complete 30-hour sequence before or soon after they begin their graduate study, to the end that they may be suitably prepared to meet the requirements which are defined above.

GRADUATE STUDY IN SCHOOL ADMINISTRATION
at the University of Kansas

A school administrator usually has command of a wide range of knowledge and skillfully renders efficient service under many varying conditions. He makes decisions and acts in a variety of situations when managing a school system. Among the more important fields in which he should have expert knowledge may be listed the following:

1. Curriculum and courses of study for the whole school system.
2. Methods of learning and teaching.
3. Organization of schools with particular reference to the classification and progress of children in the school system.
4. Personnel management including selection, assignment and training of teachers in service.
5. Financing of the educational program.
6. Business management of schools including the school plant.
7. Place and functions of the school in modern society.
8. Educational publicity and cooperation with other social agencies.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
Core Courses		
A159-A273	3	The Administration of Smaller School Systems and City School Administration
S292	3	An Introduction to the Study of the Curriculum
A250-A350	3	Organization and Administration of Elementary Schools
A274-A374	3	Comparative Education
A375	3	Educational Finance
A376	3	The Business Administration of City Schools
A304	0	Seminar
A399	2-8	Research in Educational Administration
	18-21	(12 to 16 hours from this list of offerings)

It should not be implied that the suggested courses are required of all students. It is possible to substitute other offerings if a student's previous training and interest indicate that such adjustment would better meet his professional needs.

A student should select from the graduate offerings in administration, supervision, measurement, educational psychology, educational sociology, curriculum, and theory and practice of teaching, those additional courses that will give him the materials in the various fields with which he needs to be acquainted.

In addition to the regular course work it will be advantageous for the student to do extensive and critical reading of much professional literature.

1. SCHOOL ADMINISTRATION

Dr. Twente and Dr. Russell

GRADUATE STUDY IN DIRECTION AND SUPERVISION OF INSTRUCTION
at the University of Kansas

Students who wish to pursue graduate study in the Direction and Supervision of Instruction may find the following outline a convenience in suggesting the variety and extent of offerings from which selection of courses may be made.

Teachers, principals, superintendents and supervisors are from the very nature of their duties concerned with the character, efficiency and outcomes of instruction. It is the purpose of a program of graduate study in direction and supervision of instruction to give special emphasis to these aspects of school work.

A total of thirty hours of credit is required for the Master's degree. Faculty advisers will be available to counsel students and will be expected to approve the selection of courses which constitute the student's program of study. His program need not be restricted to the courses listed here but may include other graduate offerings in Education as they appear in the University catalogue.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses. (At least ten hours should be selected).		
E252-E352	3	Educational Measurements
E272-E372	2	Supervision of Instruction
E166	3	Statistical Methods
M165	3	Theory and Practice of Teaching
E253-E353	3	Educational Experimentation
S292	3	An Introduction to the Study of the Curriculum
B261	3	Administration of Junior and Senior High Schools
S258-S358	3	Extracurricular Activities and School Controls
E399	2-8	Research in Direction and Supervision of Instruction
A304	0	Seminar
B. Related Courses.		
E377	2	Problems of Elementary School Supervision
T268	3	Principles of Education
P367	3	Advanced Educational Psychology
S153	3	Advanced Educational Sociology
E261	2	Educational Guidance
E370	2	School Surveys
E310	2	Methods of Research
M240-M340	3	Modern Teaching Procedures
B264	2	Administration of Extracurricular Activities
P255-P355	3	Mental Measurements of School Children
P271-P371	3	The Nontypical Child
A274-A374	3	Comparative Education
P268-P368	2	Psychology of Reading

2. DIRECTION AND SUPERVISION OF INSTRUCTION

Dr. OBrien

GRADUATE STUDY IN THE FIELDS OF EDUCATIONAL PSYCHOLOGY,
CLINICAL PSYCHOLOGY, AND GUIDANCE
at the University of Kansas

For persons who wish to pursue graduate study in order

- (a) to acquire a more adequate insight into the psychology of learning, or
 - (b) to attain skill in the diagnosis of individual differences in learning ability and in personality structure, or
 - (c) to achieve familiarity with, and skill in the conduct and administration of personal guidance programs,
- the following program of study is offered.

The core courses listed below represent the bodies of knowledge which any candidate in these fields should master.

The group of related courses represents the specialized and auxiliary courses from which the student should select those items which are most germane to his particular objective.

For students working in fields (b) and (c) above named, the adviser may suggest additional courses from the department of General Psychology.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses.		
M165	3	Theory and Practice of Teaching
P255-P355	3	Mental Measurements of School Children
P271-P371	3	The Nontypical Child
P367	3	Advanced Educational Psychology
P399	2-8	Research in Educational Psychology and Guidance
P300	0	Seminar
B. Related Courses.		
S292	3	An Introduction to the Study of the Curriculum
P268-P368	2	Psychology of Reading
M269-M369	3	Methods of Teaching in Elementary Grades
P278	3	Adolescence
P281-P381	2	Reading and Study Laboratory
M240-M340	3	Modern Teaching Procedures
P354	3	Educational Clinic
E166	3	Statistical Methods
E252-E352	3	Educational Measurements
E253-E353	3	Educational Experimentation
E261	2	Educational Guidance
E272-E372	2	Supervision of Instruction
E310	2	Methods of Research
A254	2	School Hygiene
A274-A374	3	Comparative Education
P276-P376	2	Mental Hygiene
V158	2	Vocational Guidance

3. EDUCATIONAL PSYCHOLOGY AND GUIDANCE

Dr. Nash, Dr. Schwegler, and Dr. Turney

GRADUATE STUDY IN THE PSYCHOLOGY OF READING
at the University of Kansas

The following sequence of courses is recommended for students electing to do their work in the general field of psychology of reading, whether they plan simply to improve their general mastery of the field, or to prepare to serve as experts in remedial reading.

The core courses represent the minimum essentials that should be mastered in this field.

The related courses represent supplementary material from which selections should be made after consultation with the adviser.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses.		
P367	3	Advanced Educational Psychology
P255-P355	3	Mental Measurements of School Children
P268-P368	2	Psychology of Reading
P281-P381	2	Reading and Study Laboratory
E252-E352	3	Educational Measurements
P399	2-8	Research in Educational Psychology
P300	0	Seminar
B. Related Courses.		
P271-P371	3	The Nontypical Child
E166	3	Statistical Methods
P276-P376	2	Mental Hygiene
P278	3	Adolescence
P354	3-5	Educational Clinic
E310	2	Methods of Research
Psych. 154	3	Abnormal Psychology

4. PSYCHOLOGY OF READING OR READING SPECIALIST

Dr. Nash

GRADUATE STUDY IN THE THEORY AND PRACTICE OF TEACHING
at the University of Kansas

For those who wish to study the teaching process, with a view to becoming more competent as teachers, qualifying as instructors in the theory and practice of teaching, or preparing to become supervisors of practice teaching, the following is intended to indicate core offerings and other closely related offerings in Education. All courses should be chosen with the aid of the student's adviser.

A total of 30 credit hours is required for the master's degree. Not less than 15 hours of work shall be in the field of Education, and not to exceed 15 hours may be offered in the subject matter field. A thesis dealing with some phase of the teaching of the subject matter field is required. It is expected that the student will take advantage of the opportunity to take courses in the subject matter field of his own teaching as well as in Education.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses.		
ML65	3	Theory and Practice of Teaching (not to be repeated if taken as undergraduate)
M240-M340	3	Modern Teaching Procedures
M269-M369	3	Methods of Teaching in Elementary Grades
M377	2	Problems in the Theory and Practice of Teaching
M399	2-8	Research in the Theory and Practice of Teaching

One of the graduate courses in the teaching of special subject matters may be taken if not already taken as an undergraduate. The course should be in the student's major subject matter field or a closely related field. The following courses are offered: M273, M281, M283, M284, M286, M288, M289, M291, M293, and M294.

B. Closely Related Courses.

S292	3	Introduction to the Study of the Curriculum
P367	3	Advanced Educational Psychology
T268 or B260	3	Principles of Education or Principles of Secondary Education
P255-P355	3	Mental Measurements of School Children
E252-E352	3	Educational Measurements
S293-S393	3	Construction of the Elementary School Curriculum
S294-S394	3	Construction of Secondary School Curricula
A158	2	Visual Education in Elementary and Secondary Schools
P276-P376	2	Mental Hygiene
P278	3	Adolescence
E272-E372	2	Supervision of Instruction

5. THEORY AND PRACTICE OF TEACHING

Dr. Bayles and Dr. Turney

GRADUATE STUDY IN THE THEORY AND PRACTICE
OF TEACHING PHYSICAL EDUCATION
at the University of Kansas

For those taking a master's degree in the theory and practice of teaching physical education, the same requirements hold as for any such degree in Theory and Practice of Teaching: q. v.

The following courses are considered as core offerings, but each student is expected, with the aid of his advisers, to choose courses which are best adapted to his own needs.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
Core Courses in Education		
M165	3	Theory and Practice of Teaching
P278	3	Adolescence
M294	3	Content and Methods of Physical Education
M240-M340	3	Modern Teaching Procedures
M399	2-8	Research in the Theory and Practice of Teaching
Core Courses in Physical Education		
100	3	Principles of Community Recreation
176	3	Tests and Measurements in Physical Education
202	3	Administration of Physical Education
300	2-4	Special Problems in Physical Education
312	3	Seminar in Physical Education

5a. THEORY AND PRACTICE OF TEACHING
PHYSICAL EDUCATION

Dr. Bayles, and Dr. Allen,
Dr. Elbel, or Miss Hoover

GRADUATE STUDY IN CURRICULUM DEVELOPMENT
at the University of Kansas

For the convenience of those who wish to pursue graduate study in curriculum development, the following outline is intended to suggest the variety and extent of offerings from which selection of courses may be made.

The purpose of the program of graduate study in this field is to provide special training for those who are interested in curriculum making. The work is designed for teachers, principals, and supervisors.

The selection of courses will vary with the special objectives which different persons may have. The core of courses listed below represents approximately the lines of work candidates in this field should pursue, while the related courses represent the variety of courses from which one may choose in filling out his requirement of thirty hours.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses. (At least twelve hours should be selected).		
M165	3	Theory and Practice of Teaching
B260	3	Principles of Secondary Education
S292	3	Introduction to the Study of the Curriculum
S293-S393	3	Construction of the Elementary School Curriculum
S294-S394	3	Construction of Secondary School Curricula
T268	3	Principles of Education
S399	2-8	Research in Curriculum Construction
B. Related Courses.		
A250-A350	3	Organization and Administration of Elementary Schools
B261	3	Administration of Junior and Senior High Schools
A274-A374	3	Comparative Education
AL59-A273	3	Administration of Smaller School Systems and City School Administration
P268-P368	2	Psychology of Reading
P255-P355	3	Mental Measurement of School Children
E272-E372	2	Supervision of Instruction
E252-E352	3	Educational Measurements
E253-E353	3	Educational Experimentation
P367	3	Advanced Educational Psychology
M240-M340	3	Modern Teaching Procedures

6. CURRICULUM DEVELOPMENT

Dr. Althaus and Dr. Russell