May 23, 1939.

Dean E. B. Stouffer,
The Graduate School,
University of Kansas.

Dear Dean Stouffer:

Following our conversation the other day concerning the prerequisites for the combined Master's degree in Education and Physical Education, I had a conference with Dr. Elbel and Miss Hoover this morning.

The thing that held us back on the requirement of ten hours of animal biology (including anatomy and physiology) was the fact that we were unable to get the anatomy course during the summer session.

We would be very happy to have you use your good offices in making it possible for our people who expect to do the greater part of their work for the Master's degree in the summer sessions to take Human Anatomy in the summer. I hope that such an arrangement might be made for next summer.

Assuring you of our desire to do everything possible to strengthen our course, I am

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

August 8, 1938.

Dean E. B. Stouffer,
The Graduate School,
University of Kansas.

Dear Dean Stouffer:

I am enclosing a copy of the report of our committee on the prerequisites for a combined Master's degree in Education and Physical Education.

There was some discussion among members of the committee as to whether the words "or equivalent" should be added to 1. Techniques or theory and practice. From an administrative standpoint I would like to know if you think this is wise. We have left it out of our report, but some members thought it should be listed there for the benefit of those persons who might have difficulty in getting the required work. For those coming with advanced work it might be necessary. I would like for you to tell me the efficacy of such a recommendation.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

The committee on prerequisites for a combined Master's degree in Education and Physical Education recommends the following:

A. That the undergraduate work include the following courses or their equivalents:

Com. should outline + define (Include Var. Ath.?)

1. Techniques or theory and practice . . . . 8 hours
2. Hygiene, physiology, zoolory or anatomy . 7 hours
3. Courses involving the history, principles or philosophy of physical education . . . 3 hours

Total 18 hours

B. That a committee of advisors be appointed to evaluate the transcripts of all entering candidates.

C. That the addition of the Master's work in physical education will necessitate a change in the numbering of some of the junior and senior courses to open them for graduate work.

Respectfully submitted,

Forrest C. Allen
E. R. Elbel
Ruth I. Hoover
Elizabeth Dunkel.

From Dr. Lapp

Suggestions for Courses in Physical Education

1. Physiology of Exercise - 3 hrs.

(300 number) Prerequisite: Elementary Human Physiology

2. Philosophy and Principles of Physical Education - 3 hrs.

(200 number)

3. Organization and Administration of Physical Education - 3 hrs.

(change present number to 200)

4. Tests and Measurements in Physical Education - 3 hrs.

(change present number to 200 or 300)

5. Problems in Intramural Athletics - 2 hrs.

(change to 100 or 200 number)

6. Systematic Readings in Physical Education - 2 hrs.

(200 number)

7. Problems in Physical Education - 2 - 3 hrs. arranged

(300 number)

8. Psychology of Physical Education - 3 hrs.

(200 number)

9. Thesis - 3 - 5 hrs. arranged

(300 number)

27

November 24, 1937.

Dean E. B. Stouffer,
Graduate School,
University of Kansas.

Dear Dean Stouffer:

I am heartily pleased with your letter of the 19th offering a possible graduate program for students who wish to become teachers of physical education in the high schools and public schools of the state.

This strikes a very responsive chord in my makeup, and I am submitting this to our faculty in the School of Education as soon as school convenes next week. I am very happy about this and I thank you for your very splendid cooperation and suggestion.

Very sincerely yours,

FCA:AH

Director of Physical Education.

UNIVERSITY OF KANSAS
LAWRENCE

THE GRADUATE SCHOOL
Office of the Dean

November 19, 1937

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

My dear Dr. Allen:

I am writing you concerning a possible graduate program for students who wish to become teachers of physical education in the public schools.

We offer a degree which we say has a major in education, but it is much more a combined degree with education and another subject along the line which the student expects to teach. This combined degree permits the student to take fifteen hours of work in a department other than education writing the thesis on some problem in connection with the teaching of that subject with the remaining ten hours in education.

I am wondering whether such a program as this might be feasible in physical education. It would require that the student have available fifteen hours of worthwhile work for graduate credit in physical education. These courses should be planned, naturally, to fit the student to do his job as a teacher in the public schools. Part or perhaps even most of these fifteen hours might be in courses open to juniors and seniors as well as graduates, but I believe there should be at least a few hours in courses open to graduate students only. These might well be in the form of a seminar in some particular problems in connection with the teaching of physical education.

It is at least thinkable that this program might be started next summer by offering one or two courses for graduate credit in physical education which the student might take together with one or two courses in education. The following summer there should be available more work in physical education so that the student in the course of four summers could obtain at least fifteen hours of work in physical education.

I do not feel qualified to judge whether the department is prepared to undertake this additional work at the present time nor do I have any definite suggestions as to the type of courses to be offered for graduate credit. You and the other persons in your department are fully capable of answering those questions. I am simply submitting my suggestions for consideration by the department.

If you feel that the suggestions are worthwhile and that the department is adequately staffed to undertake the program which I suggest, that fact should appear in the summer session bulletin, and perhaps some additional announcements should be made to persons who might be interested.

Very sincerely yours,

E. B. Stouffer, Dean

EBS:EC

September 29, 1938.

Dr. E. R. Elbel,
Miss Ruth Hoover,
Miss Elizabeth Dunkel.

Dear Friends:

I would like to have a meeting soon of the committee on prerequisites for the Master's degree in Education with a major in Physical Education. In the meantime I wish you would be thinking about what you regard as suitable Physical Education courses for this degree. I expect to call this meeting in the near future, and would like for you to bring some workable suggestions.

Cordially yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

October 6, 1938.

Dean E. B. Stouffer,
The Graduate School,
University of Kansas.

Dear Dean Stouffer:

Thank you for your letter of October 5 informing me that the Administrative Committee of the Graduate School has approved the seminar in Physical Education for three hours credit for the present semester only.

Our committee is working very carefully on a possible graduate program, and our recommendations will be sent to your Administrative Committee.

Number 312 is quite satisfactory for the seminar.

Very cordially yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

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.

Course	Hours	Title
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.

Course	Hours	Title
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

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.

Course	Hours	Title
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

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.

Course	Hours	Title
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.

Course	Hours	Title
A. Core Courses.		
M165	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.

Course	Hours	Title
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.

Course	Hours	Title
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
A159-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

UNIVERSITY OF KANSAS

GRADUATE SCHOOL

TO MEMBERS OF THE FACULTY:

The proposed University budget for 1938-39 includes an item of a few thousand dollars for assistance to research projects of members of the Faculty. The Research Committee plans to give early consideration to the distribution of the fund and is, therefore, asking that requests for grants be submitted promptly.

The item in the budget is entirely from the maintenance fund. Consequently, grants cannot be made involving the direct payment of salaries or wages.

It is very important that each request be carefully considered before being submitted. It is altogether probable that the total amount requested for even the very worthy projects cannot be granted. It would be helpful to the Committee if each person submitting a request were to obtain the endorsement in writing of the head or chairman of his department.

With each application there should be furnished as complete and as accurate information as possible on the following points:

1. Nature of the project and probable results to be obtained

2. Its present state of completion

3. Total amount necessary during 1938-39 from the research funds and specific purposes for which each portion of the sum is to be used

4. Probable amount necessary from the fund in future years in order to complete the project.

Members of the faculty who wish to apply for grants should submit their requests in writing by May 18, 1938.

Very sincerely yours,

E.B.STOUFFER
Chairman, Graduate Research Committee

April 29, 1938

UNIVERSITY OF KANSAS
THE GRADUATE OFFICE

October 3, 1938

TO MEMBERS OF THE FACULTY:

For the academic year 1938-39 the sum of $1000 is available to help defray the traveling expenses of members of the faculty who attend meetings of national societies. The Graduate Research Committee has established the following regulations for the distribution of the fund:

A. A member of the faculty who attends a meeting of a national society and presents, in person, either a research paper which will probably be published or a paper especially requested by the program committee shall be eligible to apply for a grant.

B. A member of the faculty who is president or other official presiding officer of a national society, or of a main section of a national society, or who is secretary of a national society, or who is editor-in-chief of the official journal of a national society, shall be eligible to apply for a grant to attend one meeting of the society during the year.

C. The maximum of each grant shall be two cents per mile each way. In no case shall a grant exceed the necessary cost of transportation by railroad (not including pullman). In case several persons travel by private automobile, the total amount granted to all persons traveling in a single car shall not exceed four cents per mile each way.

Members of the faculty desiring grants from this fund must present written requests at the Graduate Office <u>at least one month in advance of the trip.</u> The application so far in advance is made necessary by a law enacted by the last legislature requiring that approval by the Board of Regents of each out-of-state trip be in the office of the State Auditor before the trip is taken.

Applications for grants must be approved by a sub-committee of the Graduate Research Committee. Each application should include a statement giving the following information:

1. Name of organization.
2. Place and date of meeting.
3. Title, brief abstract of contents and probable place of publication of papers to be presented.
4. Official title if applying for a grant as an officer.

Before payment of an approved grant can be made, the receipts for railroad fare both ways, or other evidence of the cost of transportation, must be presented at the Graduate Office and the proper voucher signed there.

E.B.STOUFFER, Chairman
Graduate Research Committee

ec

THE UNIVERSITY OF KANSAS
GRADUATE SCHOOL

FELLOWSHIPS AND SCHOLARSHIPS FOR 1939-'40

UNIVERSITY FELLOWSHIPS are open to graduate students who have completed at least one year of study in a recognized graduate school. The stipend is $400 for the academic year. A University Fellow is expected to give full time to graduate study and research.

UNIVERSITY SCHOLARSHIPS are open to graduates of colleges and universities of recognized standing. The stipend is $250 for the academic year. A University Scholar is expected to give full time to graduate study and research.

THE IDA M. HYDE SCHOLARSHIP is open to young women doing advanced work in one of the sciences, preferably in a biological science. The stipend is $100 for the academic year.

THE EDWIN EMERY SLOSSON SCHOLARSHIP IN SCIENCE is open to students of outstanding ability in some field of science. The stipend is $500 for the academic year.

THE GEORGE A. SPANG MEMORIAL FELLOWSHIP is open to graduate students qualified for study and research under the direction of the Department of Petroleum Engineering. The stipend is $600 for the academic year.

All fellowships and scholarships are awarded on a competitive basis.

Fellows and scholars must pay the regular University fees.

Applications for fellowships and scholarships and all supporting testimonials must reach the office of the Dean of the Graduate School on or before March 1, 1939. Announcement of awards will be made on April 1, 1939. For application blanks and for further information address: **The Dean of the Graduate School, University of Kansas, Lawrence, Kansas.**

GRADUATE ASSISTANTSHIPS

A number of departments, particularly science departments, employ college graduates for service on a part-time basis. It is expected that the remainder of the time shall be given to graduate study. The stipend varies from $200 to $750 for the academic year, depending upon the amount of service.

Information in regard to positions as graduate assistants may be obtained directly from the head of the department concerned.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES

Department of Physical Education

O

To Teacher Training Institutions Offering a Major in Physical Education:

PLEASE POST THIS MEMORANDUM

Five graduate teaching assistantships in Physical Education (men and women) at $500 each are available for the academic year 1939-40. These are offered only to candidates interested in obtaining the master's degree.

BASIS OF SELECTION:

1. High scholastic standing.

   To be eligible for a graduate teaching assistantship a student must have attained a grade point average of 2.25 (B+) in all undergraduate work taken in the senior year.

2. The equivalent of the undergraduate major in physical education at U.C.L.A., approximately 30 units of upper division major courses, including the equivalent of such courses as Principles, Administration, Tests and Measurements, Kinesiology, Technique of Teaching, Corrective Physical Education, Physiology of Exercise and Health Education.

3. Recommendations from the chairman and staff members of the student's undergraduate institution, covering the following points:

   (a) Personality and cultural background
   (b) General fitness for graduate work and potentialities for growth
   (c) Ability to teach freshman and sophomore activity classes.

   (A small photograph should accompany the application)

4. A transcript of record must accompany the application.

Each graduate assistant will be required to teach not more than 10 hours per week of activity classes or the equivalent in research duties and hence it will not be possible to carry a full academic program leading toward the Master's degree or the General Secondary Credential.

The non-resident fee of $75.00 per semester may be remitted for students who have distinguished scholarship records and who maintain them.

Applicants should apply immediately to

Dr. Frederick W. Cozens
University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, California

Appointments will be made approximately on or before May 1.

February 24, 1939.

Dean E. B. Stouffer,
The Graduate School,
University of Kansas.

Dear Dean Stouffer:

I am wondering if there has been any action on the San Francisco trip. Of course, I would not expect allowance for the entire expense, but I wondered if any part of it could be taken care of by the University.

I had heard nothing about my request, and thought perhaps you could tell me.

Cordially yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

UNIVERSITY OF CALIFORNIA AT LOS ANGELES

Department of Physical Education

O

To Teacher Training Institutions Offering a Major in Physical Education:

PLEASE POST THIS MEMORANDUM

Five graduate teaching assistantships in Physical Education (men and women) at $500 each are available for the academic year 1939-40. These are offered only to candidates interested in obtaining the master's degree.

BASIS OF SELECTION:

1. High scholastic standing.

   To be eligible for a graduate teaching assistantship a student must have attained a grade point average of 2.25 (B+) in all undergraduate work taken in the senior year.

2. The equivalent of the undergraduate major in physical education at U.C.L.A., approximately 30 units of upper division major courses, including the equivalent of such courses as Principles, Administration, Tests and Measurements, Kinesiology, Technique of Teaching, Corrective Physical Education, Physiology of Exercise and Health Education.

3. Recommendations from the chairman and staff members of the student's undergraduate institution, covering the following points:

   (a) Personality and cultural background
   (b) General fitness for graduate work and potentialities for growth
   (c) Ability to teach freshman and sophomore activity classes.

   (A small photograph should accompany the application)

4. A transcript of record must accompany the application.

Each graduate assistant will be required to teach not more than 10 hours per week of activity classes or the equivalent in research duties and hence it will not be possible to carry a full academic program leading toward the Master's degree or the General Secondary Credential.

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