A

UNIVERSITY OF KANSAS
LAWRENCE

DEPARTMENT OF PHYSICAL EDUCATION

November 2, 1939.

Dr. Forrest C. Allen,
Department of Physical Education,
University of Kansas.

Dear Dr. Allen:

During the short time I have had charge of the practice teachers this school year, I have noticed several deficiencies which appear to be common to all of them. The addition of certain required courses, and possible changes within some of the courses already offered, might alleviate these conditions in future classes of practice teachers.

The inclusion of rhythmics as an integral part of a balanced physical education program is now nationally recommended. Personally, I feel that the teaching and use of rhythmics has been neglected from an athletic coaching standpoint. The importance of proper rhythm in running, in hurdling and in weight events is well known by all track coaches. Boyd Comstock set a classic (and practical) example for all coaches when, after the usual methods failed to develop his Italian discus throwers, he had them practice to the music of phonograph records with miraculous results! But rhythmics are not only useful as an aid in coaching; they lend grace and carriage to the individual, aid coordination, and afford pleasure as a leisure time recreation. Rhythmics are not required for men physical education majors, and apparently men do not elect such courses.

May I suggest that social dancing, with a strong emphasis on methods of teaching, be required as part of our 31M to 34M courses? Folk dancing and tap dancing might also be offered either as required or elective courses. Men teachers as well as women teachers graduating from Kansas University should have the ability to teach either recreational groups or high school classes in social dancing and other rhythmics.

The second glaring deficiency of this year's group of practice teachers is their inability to plan a course of instruction in an activity. They apparently have no conception or vision of a systematic, connected plan of teaching an entire unit in an activity. They apparently understand the daily lesson plan, but there is no continuity or orderly progression from day to day throughout the season. To alleviate this condition in our senior students, I be-

lieve we should either (1) offer a course in methods of teaching team games (athletics) and individual sports, or (2) require that every instructor on the staff offering either coaching or skill courses emphasize the planning and methods phase of the course. To insure that physical education majors thoroughly understand and learn the proper sequence of presenting the elements of the various sports, as well as the best methods of teaching the sport, perhaps descriptive syllabi should accompany each activity or written work should be demanded of the students enrolled. Perhaps both (1) and (2) above might be included in our physical education curriculum.

The only course dealing with methods is course M194, Content and Methods of Physical Education. I do not know exactly what is included in this course, but I am sure that time does not permit the inclusion of instruction in the various methods of the large number and variety of activities which the student will eventually be required to teach.

The departmental bulletin, Physical Education, probably will be revised some time this year. For purposes of clarification, would not definite designation of all men's courses and all women's courses be wise? The student (or reader) would then definitely know which are courses for men and which are courses for women. Pages 10 through 14 list courses for both sexes without any designation as to whether the classes are open to both, or to only one or the other.

Yours sincerely,

E. B. DeGroot, Jr.

E. B. DeGroot, Jr.

P. S. In reference to revising the 31M-34M courses (as suggested above), I might add two more points to be considered in the possible future revision:

(1) Should not swimming be given during the first half semester, rather than later, in 31M to enable non-swimmers the opportunity of learning to swim before the pool is filled?

(2) Should not track, touch football and speedball (and possibly other high school sports) be included in these 31-34 courses? High school teachers will have to teach these activities, and under our present curriculum, our majors may not learn them at any other time in school. I have seven practice teachers this year, for instance, but six of them do not know enough track to list it in the first ten activities which they feel competent to teach! Perhaps the sports I have mentioned, track, touch football, speedball and possibly others, should be taught elsewhere than in the 31-34 courses. I have not listed basketball, for I believe that all boys take at least one course of the several that are listed in that sport.

E.B.D.

The Department of Physical Education respectfully asks approval of the following physical activity courses:

47a. Elementary Equitation. This course is essentially for beginners, and includes instruction in the following: proper methods of approach and mounting the horse; correct riding posture; use of the aids in riding; riding at a walk, trot and canter; saddling and bridling. The development of a humane attitude toward, and a fine appreciation of horses is stressed.

(To be offered for the first time during the second half of the fall semester, 1939-40.)

47b. Intermediate Equitation. The course includes advanced instruction in three-gaited riding; bareback riding; simple drills; cross country riding; low hurdles. Prerequisite, 47a or previous riding experience.

(To be offered for the first time at the beginning of the spring semester, 1939-40.)

47c. Advanced Equitation. The course includes instruction in five-gaited riding; jumping; show ring riding; open cross country riding; advanced drills. Prerequisite, 47b or previous riding experience.

(To be offered for the first time at the beginning of the spring semester, 1939-40.)

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(To be offered for the first time at the beginning of the spring semester, 1939-40.)

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(To be offered for the first time the beginning of the spring semester, 1939-40.)

Note: Students who enroll in Equitation will be asked to present a signed statement from their parents releasing the school and the proprietor of the stables from any responsibility in case of injury.

REGULATIONS CONCERNING CATALOGUE MATERIAL
Adopted by the University Senate

1. REVISION OF CATALOGUE DESCRIPTIONS--Catalogue statements concerning all courses shall be revised to the end that an accurate description of the content of each course shall be presented and limitations of enrollment in any two or more on the basis of similarity of offerings shall be clearly indicated, not only for courses within a single department but also for courses in different departments. --Adopted May 20, 1935.

2. NEW COURSES OR CHANGES IN COURSES--The Senate Advisory Committee shall serve as a committee on new courses. No new course or change in the content of a course shall be offered or shall be announced in the University catalogue unless it has been authorized by the following procedure:

a. When any school has approved a new course, or a change in the content of a course, that school shall notify the Senate Advisory Committee. The Senate Advisory Committee shall notify all deans and chairmen of departments concerned of the proposed action and of a date prior to which requests for conference may be filed. Any faculty member concerned with or opposed to such proposals may ask the Senate Advisory Committee for a conference on the proposed course or change. If no request is received, and the Senate Advisory Committee itself makes no adverse recommendations, such course or change shall be considered as approved by the committee on the date fixed. If any request for a conference is received the Senate Advisory Committee shall arrange a conference of all interested persons.

If, after conference, the Senate Advisory Committee considers the new course, or the change, unwarranted, and if the school initiating the action does not accept the committee's conclusions, the Senate Advisory Committee shall report its findings and recommendations to the Senate for Senate action.
--Adopted May 20, 1935.

Prof. Kester
ch. of
Sen. Adv.
Com.

b. No new course shall be included for instruction for the fall semester which has not been approved by the faculty of the school concerned at or before the April meeting, and no new course shall be included for instruction for the spring semester which has not been approved by the faculty of the school concerned at or before the preceding December meeting.
--Adopted November 4, 1936.

November 6, 1939.

Professor F. E. Kester,
Chairman, Senate Advisory Committee,
University of Kansas.

Dear Professor Kester:

The Department of Physical Education proposes to introduce courses in Equitation in the physical activity progran for students of the University. These courses (Elementary, Intermediate and Advanced Equitation) have been approved by the faculties of the School of Education and the College of Liberal Arts and Sciences.

We should like very much to offer the elementary course at the beginning of the second half of the present semester.

It is my understanding any new course to be offered for instruction in the fall semester should be approved by the faculty or faculties of the schools concerned at or before the April meeting and also that the Senate Advisory Committee should be notified.

Our courses in Equitation have been approved by the faculties this fall, but since there has been such a great demand on the part of students who can afford to enroll in Equitation to commence their riding this fall, I am wondering if the Senate Advisory Committee would permit us to offer the elementary course during the second half of the present semester. Enrollment for activity classes the second half of the semester takes place next week. The number of mounts available for this class is limited, and before the class actually starts we are desirous of having a pre-enrollment within the next few days so that if more horses are necessary they may be secured in time.

We should greatly appreciate your kindly consideration of this request at your earliest convenience.

Sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

PERCENTAGE TABLE FOR LEAGUE STANDINGS

To find percentage, follow down vertical column at left to the number of games won, then proceed to the right on that line until column is reached indicating number of games lost. The figures at the junction will be the percentage.

Games Won	Games Lost 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	500	333	250	200	167	143	125	111	100	.091	.083	.077	.071	.067	.063	.059	.056	.053	.050	.047	.045	.043	.042	.040	.039
2	667	500	400	333	286	250	222	200	182	167	154	143	133	125	118	111	105	100	.096	.091	.087	.083	.080	.077	.074
3	750	600	500	429	375	333	300	273	250	231	214	200	186	177	167	158	150	143	136	130	125	120	115	111	107
4	800	667	571	500	444	400	364	333	308	286	267	250	235	222	211	200	191	182	174	167	160	154	148	143	138
5	833	714	625	556	500	455	417	385	357	333	313	294	278	263	250	238	227	217	208	200	192	185	179	172	167
6	857	750	667	600	545	500	462	429	400	375	353	333	316	300	286	273	261	250	240	231	222	214	207	200	194
7	875	777	700	636	583	538	500	467	437	412	389	368	350	333	318	304	292	280	269	259	250	241	233	226	219
8	888	800	727	667	615	571	533	500	471	444	421	400	381	364	348	333	320	308	296	286	276	267	258	250	242
9	900	818	750	692	643	600	562	529	500	474	450	429	409	391	375	360	346	333	321	310	300	290	281	273	265
10	909	833	769	714	667	625	588	556	526	500	476	455	435	417	400	385	370	357	345	333	323	313	303	294	286
11	917	846	786	733	688	647	611	579	550	524	500	478	458	440	423	407	393	379	367	355	344	333	324	314	306
12	923	857	800	750	707	667	632	600	571	545	522	500	480	462	444	429	414	400	387	375	364	353	343	333	324
13	929	867	812	765	724	684	650	619	591	565	542	520	500	481	464	448	433	419	406	394	382	371	361	353	342
14	933	875	824	777	737	700	667	636	609	583	560	538	519	500	483	467	452	437	424	412	400	389	378	368	359
15	937	882	833	789	750	714	682	652	625	600	577	556	536	517	500	484	469	455	441	429	417	405	396	385	375
16	941	888	842	800	762	727	696	667	640	615	593	571	552	533	516	500	485	471	457	444	432	421	410	400	390
17	944	895	850	810	773	739	708	680	654	629	607	586	567	548	531	515	500	486	472	459	447	436	425	416	405
18	947	900	857	818	783	750	720	692	667	643	620	600	581	562	545	529	514	500	486	474	462	450	439	429	419
19	950	905	864	826	791	760	731	704	678	655	633	613	594	576	559	543	528	514	500	487	475	463	452	442	433
20	952	909	870	833	800	769	741	714	690	667	645	625	606	588	571	556	541	526	513	500	488	476	465	455	444
21	954	913	875	840	808	777	750	724	700	677	656	636	618	600	583	568	553	538	525	512	500	488	477	467	457
22	956	917	880	846	815	786	759	733	710	688	667	647	629	611	595	579	564	550	537	524	512	500	489	478	468
23	958	920	885	852	821	793	767	742	719	697	677	657	639	622	605	590	575	561	548	535	523	511	500	489	479
24	960	923	889	857	828	800	774	750	727	707	686	667	649	632	615	600	585	571	558	545	533	522	511	500	490
25	962	926	893	862	833	806	781	758	735	714	694	676	658	641	625	610	595	581	568	556	543	532	521	510	500

We have always had the basket ball court for the following periods for Intramural games for men

Mon Wed 6-7 10-11

Tues + Thurs 10-11

Friday 6-10

Saturday 8:30-2 P.M.

Are these times OK for this yr.?

E.

Ed,

Call Mrs. Tiffner, the electricians wife about having her son hold the flag at BB game.

Jan

Men who are O. K. for Practice Teaching:*

Howard Trabant

Jack Sands

Dan Rmule

Gene Billups

Wm. Greene

Wm. Hall.

*To be eligible they must have 1.1 ave. in all work, and 1.5 in major.

(Hines, col., and Nesmith probably will not be eligible.)

Women who are O. K. for Practice Teaching:

Virginia Anderson

Martha Jane Andrews

Julia Ruth Henry

Geraldine Ulm

Lois Wisler

Mickie Learnard

(Victory Hawkey and Placida Koelzer have also applied, but probably will not be eligible.)

Miss Hoover --

There is a University regulation concerning a change in textbooks which provides that any request for a change in textbooks must be submitted by the instructor to the head of the department; after he has approved the request it is sent to the Chancellor's office for approval. Notice should be posted on the bulletin board sixty days in advance of the change in textbooks so that the students will be notified far enough in advance.

AH

UNIVERSITY OF KANSAS
LAWRENCE
DEPARTMENT OF PHYSICAL EDUCATION

Recommendations:

1. That Course 40 - Personal + Community Health be substituted for Course 30 Personal Health for men. as a requirement

2. That Personal Hygiene, Course 64 be a combined course required for both men and women.

3. That School Hygiene not be required for Physical Education Majors.

~~The courses~~ ~~[redacted]~~ School Hygiene was put in the P.E. Curriculum as required courses when it was formulated in 1937 because the state law required those courses. The state law does not now require the above named courses.

4. That the content of Course PE 34 W be changed to Social Games - volley ball; OK baseball - tennis, instead of games - volley ball; baseball - tennis.

5. That ~~Courses~~ 39 Elem School Playground OK Activities be required of women majors instead of the games activity in PE 34 W

That Social Dances be
substituted for Lower Organizations
games. in PE 3 & 4.

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 Survey is required and credit cannot be obtained for it and Economics also

O/K

7. That the prerequisite of Physiology for First aid be removed.

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

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.

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

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

#30 to be dropped

1-2-7 turned back for another letter
Medical Schools Req

5a. THEORY AND PRACTICE OF TEACHING
PHYSICAL EDUCATION

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

Thesis on the subject of
Physical Educa.
Dr Elbell

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

Dr. Althaus and Dr. Russell

UNIVERSITY OF KANSAS
LAWRENCE

DEPARTMENT OF PHYSICAL EDUCATION

August 15, 1939.

Dear Dr. Allen:

I think I can get everything cleared up today or tomorrow, at the latest, and will close the office. I have given Mr. Falkenstien your forwarding address, will put a notice in the door that the office will be closed until September 1, and also will notify the telephone operator - I believe that will take care of everyone who needs to be notified.

Roger Brice came in this afternoon from Salina to say hello. He is expecting to come back in the fall, and is seriously considering enrolling in Physical Education. He has not yet definitely decided, however. He will need a job, he says. At the same time he was in the office Bob Meredith, of Lincoln, Kansas, came in. He is counting on a job.

I went over to Mrs. Shaad's this afternoon, and have written Mr. DeGroot about the arrangements there. She has a lovely house, and personally I think it is a splendid opportunity for a young couple. She will be very friendly and cooperative, but will not intrude in any way.

Also, this afternoon I treated myself to an inside view of the chancellor's new residence. The painters are still working over there, and they were very willing for me to go through and look around. There seems to be a fire place in every room, and all the bathrooms are done up in pink and green!

Best wishes.

Sincerely yours,

Alberta Hulteen

P.S. My cold miraculously disappeared Monday afternoon, thanks to the treatment you gave me Sunday. I do appreciate it - very, very much.