

CORNELL UNIVERSITY OFFICIAL PUBLICATION

Volume XXIV

Number 18

Announcement of the Graduate School of Education for 1933-34

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THE UNIVERSITY CALENDAR FOR 1933-34

1933

FIRST TERM

Sept. 18, <i>Monday</i> ,	Entrance examinations begin. .	
Sept. 25, <i>Monday</i> ,	} Registration and assignment of new students.	
Sept. 26, <i>Tuesday</i> ,		
Sept. 26, <i>Tuesday</i> ,	} Registration and assignment of old students.	
Sept. 27, <i>Wednesday</i> ,		
Sept. 28, <i>Thursday</i> ,	Instruction begins at 8 A. M.	
Oct. 20, <i>Friday</i> ,	Last day for payment of tuition for the first term.	
Nov. 29, <i>Wednesday</i> ,	Instruction ends at 6 P.M.	} Thanksgiving Recess
Dec. 4, <i>Monday</i> ,	Instruction resumed at 8 A.M.	
Dec. 23, <i>Saturday</i> ,	Instruction ends at 1 P.M.	} Christmas Recess
1934		
Jan. 8, <i>Monday</i> ,	Instruction resumed at 8 A.M.	
Jan. 11, <i>Thursday</i> ,	Founder's Day.	
Jan. 27, <i>Saturday</i> ,	Instruction ends.	
Jan. 29, <i>Monday</i> ,	Term examinations begin.	
Feb. 7, <i>Wednesday</i> ,	Term ends.	
Feb. 8, <i>Thursday</i> ,	A holiday.	

SECOND TERM

Feb. 9, <i>Friday</i> ,	Registration of all students.	
Feb. 12, <i>Monday</i> ,	Instruction begins at 8 A.M.	
Mar. 5, <i>Monday</i> ,	Last day for payment of tuition for the second term.	
Mar. 31, <i>Saturday</i> ,	Instruction ends at 1 P.M.	} Spring Recess
April 9, <i>Monday</i> ,	Instruction resumed, 8 A.M.	
May 26, <i>Saturday</i> ,	Spring Day: a holiday.	
June 4, <i>Monday</i> ,	Term examinations begin.	
June 12, <i>Tuesday</i> ,	End of term examinations.	
June 18, <i>Monday</i> ,	COMMENCEMENT.	

GRADUATE SCHOOL OF EDUCATION

FACULTY

LIVINGSTON FARRAND, A.B., M.D., L.H.D., LL.D., President of the University.
ALBERT RUSSELL MANN, B.S.A., A.M., D.Sc., D.Agr., LL.D., Provost of the University.
FLOYD KARKER RICHTMYER, A.B., Ph.D., Dean of the Graduate School.
JULIAN EDWARD BUTTERWORTH, A.B., A.M., Ph.D., Director of the Graduate School of Education.

STAFF OF INSTRUCTION

THOMAS LEVINGSTON BAYNE, jr., Ph.D., Assistant Professor of Rural Education.
EMMA M. S. BESIG, A.B., Instructor in Education.
CORA E. BINZEL, B.S., Professor of Rural Education.
ISABEL BULL, B.S., Instructor in Rural Education.
JULIAN EDWARD BUTTERWORTH, Ph.D., Professor of Rural Education.
THEODORE HILDRETH EATON, Ph.D., Professor of Rural Education.
EMERY N. FERRISS, Ph.D., Professor of Rural Education.
FRANK SAMUEL FREEMAN, Ed.D., Assistant Professor of Education.
LUELLE PEARL GARDNER, Ph.D., Instructor in Rural Education.
MABEL HASTIE, B.S., Instructor in Rural Education.
EDWIN RAYMOND HOSKINS, Ph.D., Instructor in Rural Education.
M. LOVELL HULSE, M.A., Instructor in Education and Secretary of the Bureau of Educational Service.
ELIZABETH C. JACOBSON, M.A., Instructor in Rural Education.
RIVERDA HARDING JORDAN, Ph.D., Professor of Education.
PAUL J. KRUSE, Ph.D., Professor of Rural Education.
MAX LUDWIG WOLFRAM LAISTNER, M.A., Professor of History.
CLYDE B. MOORE, Ph.D., Professor of Rural Education.
ROBERT MORRIS OGDEN, Ph.D., Professor of Education.
LEON F. PACKER, B.S., Instructor in Rural Education.
E. LAURENCE PALMER, Ph.D., Professor of Rural Education.
PRESERVED SMITH, Ph.D., Litt.D., Professor of Medieval History.
ROLLAND MACLAREN STEWART, Ph.D., Professor of Rural Education.
ANDREW LEON WINSOR, Ph.D., Assistant Professor of Rural Education.
———, Instructor in Rural Education.

GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education is composed of the Department of Education in the College of Arts and Sciences and the Department of Rural Education in the College of Agriculture.

Although the organization is designated as a graduate school, and although the major part of its offerings are on the graduate level, it has responsibility, also, for professional courses in Education offered to undergraduates in the various colleges. The undergraduate courses include those that are ordinarily required for a state teachers' certificate (see page 11), together with a few additional courses designed to be attractive, because of their general informational value, to students not planning to enter the teaching profession. A Bachelor's degree in Education is not conferred by Cornell University. Accordingly, an undergraduate registers in some college of the University, and must, therefore, meet the standards of admission and graduation set by that college.

The Graduate School of Education is an integral part of the Graduate School of the University, and as such, is subject to its general regulations. The prospective student should, therefore, consult also the Announcement of the Graduate School.

CHANGING CONDITIONS IN SECONDARY SCHOOL TEACHING

Standards in the teaching profession have made considerable advance during the last several years. Though the possession of a Bachelor's degree has, in the past, usually been regarded as sufficient for secondary school teaching, those who have training beyond such a degree are likely, during the next few years, to find themselves in a preferred situation with regard to securing such positions. Though Cornell will not, for the present at least, discontinue its four-year program for training secondary school teachers, it is advisable that as many as possible plan to take five years for this purpose. Under the five-year program some of the professional courses in Education should be postponed to the fifth year, but the student should give particular attention early in his course to making certain that he shall have taken, by the end of this period, a combination of subjects that will enable him to fit into a secondary school situation. Under certain conditions those taking this fifth year of training may secure a Master's degree as described below. Whether the student receives his training in four years or five, it is important that he confer as early as possible with some member of the Education staff who is familiar with secondary school conditions.

GRADUATE WORK

1. The degrees of Master of Arts, Master of Science, and Doctor of Philosophy are administered directly by the Graduate School of Cornell University.

2. The degrees of Master of Arts in Education and Master of Science in Education are administered directly by the Graduate School of Education, subject to the regulations of the Graduate School of Cornell University.

A graduate student in the field of Education may become a candidate in either of these categories.

ADMISSION

1. Qualified students may be admitted to candidacy for the degrees of Master of Arts, Master of Science, or for the degree of Doctor of Philosophy with a major or minor or both in some phase of Education. A graduate of any college in which requirements for the first degree are substantially equivalent to those for the first degree at Cornell may be admitted to resident study in the Graduate School. It should be noted that these requirements include three years of study in foreign language. He may at once enter upon candidacy for an advanced degree if he can show that he is qualified to carry on study in the field in which he proposes to work.

In order to avoid delays at the beginning of the academic year, those who desire to enter the Graduate School are advised to make application for admission, either in person or by letter, in the preceding spring or summer. They should address the Dean of the Graduate School, Cornell University, Ithaca, N. Y. Students who wish to work under the direction of a particular professor should communicate with him also.

2. Qualified students may be admitted to candidacy for the degree of Master of Arts in Education under the same conditions as above stated.

Qualified students may be admitted to candidacy for the degree, Master of Science in Education, under the same conditions except that the requirement in foreign language is omitted.

In order to avoid delays at the beginning of the academic year, those who desire to enter the Graduate School of Education are advised to make application for admission, either in person or by letter, in the preceding spring or summer. They should address either the Dean of the Graduate School, Cornell University, Ithaca, N. Y., or the Director of the Graduate School of Education.

The following excerpts from the Announcement of the Graduate School will give the prospective graduate students useful information on the general subject of the degrees of Master of Arts and Master of Science, and the degree of Doctor of Philosophy. For details the Announcement itself should be consulted.

THE MASTER'S DEGREE

The Master's degree is conferred upon a candidate who, after completing at least one year of residence devoted to the study of a field comprising a Major Subject and one Minor Subject, presents a satisfactory thesis, or essay, as the chairman of the candidate's Special Committee may decide and passes an examination on his special field.

The thesis, or essay, must demonstrate the candidate's ability to do independent work, and must be acceptable in style and composition.

A statement of the general subject of the thesis, or essay, with the written approval of the chairman of the Special Committee in charge of the candidate's work, must be filed in the office of the Dean at least six months before the candidate expects to present himself for examination.

After this thesis, or essay, has been duly presented and is accepted by the Special Committee, the candidate is required to present himself for examination on his Major and Minor Subjects and on the subject matter of his thesis.

Examinations for a Master's degree may be written or oral, or both, at the option of the examining committee, and are open to all members of the Faculty.

THE DEGREE OF DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is conferred upon a candidate who, after completing not less than three years of resident graduate work devoted to the study of a field of work comprising a Major Subject and two Minor Subjects, presents a satisfactory thesis, and passes an examination on his chosen field and on the subject matter of his thesis.

The Doctor's degree is intended to represent, not a specified amount of work covering a specified time, but the attainment, through long study, of independent and comprehensive scholarship in a special field.

A candidate for the Doctor's degree will ordinarily be expected to have a working knowledge of French and German before beginning graduate work. In all cases he must, before beginning his second year of residence, show to the satisfaction of his Special Committee that he possesses a reading knowledge of these languages.

Candidates for the degree of Doctor of Philosophy are required to pass a Qualifying Examination, to be held normally not later than the close of the second year of residence.

The thesis for the Doctor's degree must give evidence of the candidate's power to carry on independent investigation and must be satisfactory in style and composition. A statement of the general subject of the thesis, with the written approval of the chairman of the Special Committee in charge of the candidate's work, must be filed in the office of the Dean at least six months before the candi-

date expects to present himself for examination. The thesis of a candidate intending to take his degree at the June commencement should normally be completed by May 15, in order that ample time may be afforded for the inspection of the thesis by all members of the Special Committee. The completed thesis, approved by the Special Committee, is to be presented at the office of the Graduate School at least five days before the examination for the degree, and must remain on file until the day preceding the examination.

The final examinations for the Doctor's degree may be either oral or written, or both, at the option of the examining committee, and are open to all members of the Faculty. The Faculty has, however, expressed the opinion that a written examination should be required for the doctorate at some time during the student's candidacy. In the event of failure in final examination, no re-examination may be held until three months after the completion of the minimum period of residence.

It is not the policy of the Graduate School to divide the final examination for advanced degrees into parts, or to accept piece-meal fulfillment of the requirements for these degrees. In ordinary cases, examinations for advanced degrees are not held until after the candidate has completed the minimum period of residence and presented a thesis duly approved by the members of his Special Committee. But on recommendation of the Special Committee the general examination for the Doctor's degree may be held not earlier than two weeks before the end of the fourth term of residence. If this examination be passed, it must be followed by an examination on the subject matter of the thesis when the completed thesis is presented.

THE MASTER'S DEGREES IN EDUCATION

A degree of Master of Arts in Education or of Master of Science in Education is conferred upon a candidate, who, after completing not less than one year of residence devoted to study in the field in which Education constitutes the major portion, has given satisfactory evidence of ability to carry graduate work, and has met such other requirements as his Special Committee with the approval of the Graduate School of Education may have established. Every candidate must have passed a final comprehensive examination.

These degrees are designed for school executive officers and teachers who wish to enter upon a course of professional study involving neither close restrictions nor intensive research. This course of study is both comprehensive and critical. It has, however, a distinctly professional emphasis. The amount of prescribed work will be adjusted to the particular preparation and experience of the candidate. In general these candidates are expected to fall into one of three classes:

CLASS I. Men and women, graduates of standard colleges, of approved experience in educational positions, who are seeking professional preparation on the graduate level.

CLASS II. Men and women, graduates of standard colleges, who wish to qualify as school principals or as supervisors in special fields in accord with professional requirements of various states.

CLASS III. Men and women, graduates of standard colleges, qualified for graduate work, but who have not included in their undergraduate programs courses in the field of Education sufficient for certification as teachers.

1. With the approval of the Director of the Graduate School of Education the candidate shall choose three members of the graduate faculty to serve as a special committee to direct his work. At least two of these shall be from the staff in Education, one of the two being selected by the candidate to act as chairman. This committee is empowered to determine the special qualifications of the candidate to undertake a program proper to his particular professional interest. An approved program must have unity, in terms both of purpose and of sequential development. Within an approved program are included such courses, seminars, projects, investigations, and examinations as the committee may require. These provisions may have the consequence of extending the residence requirements for students of Class III beyond the minimum of one year.

2. The office of the Director of the Graduate School of Education acts as an office of record, and the candidate for one of these degrees, shall, within ten days of his registration, file in writing a statement approved by his committee showing his plan of work and course of study.

3. Upon the satisfactory completion of the work outlined by the Special Committee and the passing of a final comprehensive examination, the Faculty of the Graduate School of Education will recommend to the Faculty of the Graduate School that the candidate be granted the appropriate degree. The maximal period allowed for the completion of all requirements conforms to the regulations of the Graduate School of Cornell University.

4. Prior to scheduling the final examination, all members of the staff under whom the candidate has carried his course work or who have acted in any advisory or similar capacity with him will be informed of his proposed examination and will be asked to express an opinion regarding his fitness for such examination, and invited to be present and take part in the examination.

The courses expected of the candidate will usually fall into four groups designated as A, B, C, and D. There will be no sharp line of demarcation between these groups, but the following statement may serve as a guide in differentiating them.

GROUP A. Courses of a special nature such as a group of courses in English, the languages, history or science which are essential to a well-trained high school teacher of these several fields.

GROUP B. Courses directly preliminary and introductory to advanced studies in Education.

GROUP C. Advanced courses in theory or science of education presupposing studies of an introductory type.

Note: For example, courses in curriculum theory, philosophy of education, history of education, educational psychology, mental measurements. To undertake a course in Class C, the student must have completed an acceptable preliminary course in Class B, or an equivalent study in the field of the advanced course.

GROUP D. Advanced special courses in the field of educational practice, which presupposes a professional background.

Note: Courses in educational administration, supervision, teacher-training, and the like, would fall, presumably, in Group D. To qualify for such a course the candidate must give evidence of professional study and experience represented minimally, say, by certification to teach, and one year of successful service in employment as teacher, principal, supervisor, or the like. Such preparation may be gained either before or after entrance upon candidacy, but is prerequisite to recognition or satisfactory completion of courses in Group D.

For further information regarding either the degree of Master of Arts in Education or Master of Science in Education address the Director of the Graduate School of Education.

TUITION FEES IN THE GRADUATE SCHOOL

A tuition fee of \$150 for the academic year is to be paid by all students registered in the Graduate School. It is payable in installments of \$75 at the beginning of each term.

Certain classes of students are exempt from the payment of the tuition fee. They are:

(1) Graduate students holding certain appointments as University Fellows or Graduate Scholars, and holders of certain temporary fellowships and scholarships.

(2) Resident Doctors, i.e., students in the Graduate School who have the Doctor's degree and are not candidates for a degree.

(3) Graduate students holding appointments as assistants and instructors and having their major studies in the college or line of work in which they are instructing, are exempt from the payment of tuition fees and laboratory and shop fees in the department in which they are employed to give instruction during the regular first and second terms only; members of the instructing staff who take work for which they must pay tuition are required to pay in proportion to the amount of work for which they are registered.

An administration fee of \$25, a matriculation fee of \$10, a health and infirmary fee of \$6 each term, a Willard Straight Hall fee of \$5 each term, and a graduation fee of \$20 are also charged.

Any tuition or other fee may be changed by the Board of Trustees to take effect at any time without previous notice.

TUITION FEES IN THE UNDERGRADUATE COLLEGES

Facts regarding tuition fees in the several schools and colleges of the University can be found in the General Information Number.

SCHOLARSHIPS AND ASSISTANTSHIPS

The Faculty of the Graduate School of Education has the power of award of the Edward A. Sheldon Scholarship for Women Teachers, which is open "to any woman of suitable qualifications who needs this assistance," preference to be given candidates in this order: first, a woman graduate of the normal school at Oswego, N. Y.; second, a woman graduate of any other normal school of the State; third, a suitably qualified woman who is preparing to teach. The regulations of the Faculty of the Graduate School of Education require that the holder of this scholarship be pursuing her work on the graduate level. The annual income is about \$150. Applications for this Scholarship should be filed with the Director of the Graduate School of Education on or before March 15.

The Department of Rural Education will award for the coming year three assistantships to graduate students majoring in the department. These assistantships pay \$350 each and allow the holder free tuition in the Graduate School. In return each student is expected to render eight hours of service each week. Applications for these assistantships should be in the hands of the Director of the Graduate School of Education by March 1.

REQUIREMENTS FOR CERTIFICATION

To meet the requirements of the State of New York for any form of permanent certificate the candidate is required to complete 18 semester hours in education; or in lieu thereof to take examinations in the required subjects. The 18 hours are distributed as follows: Psychology, 6 hours; History and Principles of Education, 6 hours; and Methods, 6 hours. These requirements may be met by several combinations of courses that are offered by the Graduate School of Education. The following are suggested:

Psychology: six hours are required.

*Education 1..... 3 hours

or

*Rural Education 111..... 4 hours

Psychology 1..... 3 hours

Education 7..... 3 hours

Education 17..... 2 hours

Rural Education 116..... 2 hours

*Education 1 or Rural Education 111 must be taken and work elected from the other courses to make a minimum of 6 credit hours.

History and Principles; six hours are required.

Education 2, 3a, 3b, 5, 13, 16.

Rural Education 181.

At least one course in History of Education and one in Principles of Education are required.

Methods; six hours are required.

Education 4, 4a.

Rural Education 7, 121, 126, 131, 133, 135, 136.

Elections from methods courses in academic subjects (see page 12).

Education 4 or Rural Education 121 (or the equivalent) is required of all students. Students should obtain advice from members of the Graduate School of Education regarding elections from this group.

The courses suggested above are the ones that are normally expected to be used in meeting certification requirements. Substitutions should be made only with the approval of members of the Graduate School of Education.

Requirements for certification vary from state to state. These variations are so marked that adequate information cannot be given in brief space. It is the intention of the School to offer such courses which will insure qualification for teaching certificates generally but in many cases this will involve the working out of special programs for individual students. Accordingly, students are advised to communicate with the office of the Graduate School of Education for information regarding their special needs.

BUREAU OF EDUCATIONAL SERVICE

A Bureau of Educational Service is maintained by the Graduate School of Education. Its purpose is to assist men and women who have studied or are studying at Cornell University to secure positions in educational work. Such persons are invited to register with the Bureau. Address: Bureau of Educational Service, 251 Goldwin Smith Hall, Ithaca, N.Y.

OBSERVATION AND DIRECTED TEACHING

Special arrangements have been made with the local school authorities for the observation of teaching. To facilitate further the training of teachers in certain phases of the work, provision has been made for directed teaching in the nearby villages of Trumansburg and Groton.

PHYSICAL EDUCATION

The University Department of Physical Education offers a four-year undergraduate course designed to meet the requirements for the New York State Teacher's Certificate in Physical Education. Any undergraduate desiring to prepare for the teaching of physical education should select the necessary courses in Education from those offered by the Graduate School of Education.

METHODS COURSES IN ACADEMIC SUBJECTS

A group of courses for prospective teachers is offered in the College of Arts and Sciences to prepare for teaching various subjects of the

secondary school curriculum. Elections from these may be made in meeting the requirements for the methods groups. A description of each course will be found in the announcement of the College of Arts and Sciences.

TEACHERS' COURSE (English 98). Professor NORTHUP.

TEACHING OF FRENCH (French 30). Professor MASON.

TEACHERS' COURSE IN METHODS (German 40). Professor FAUST.

TEACHERS' TRAINING COURSE (Latin 26). Professor DURHAM.

TEACHERS' COURSE (Mathematics 20). Assistant Professor CRAIG.

TEACHING OF PHYSICS IN SECONDARY SCHOOLS (Physics 91). Mr. _____.

PHONETICS AND SPEECH TRAINING (Public Speaking 31). Mr. THOMAS.

ADVANCED PROBLEMS AND METHODS (Public Speaking 51). Professor DRUMMOND
(Special methods courses in Agriculture, Homemaking, and Nature Study, are described in this announcement.)

THE SUMMER SESSION

The term of the Cornell University Summer Session covers a period of six weeks from early July to the middle of August. A wide range of courses is offered for those in educational work. Prospective students should apply to the Secretary of the Summer Session for a copy of the official announcement. A description of the courses offered in the 1933 Summer Session that are not offered during the regular year may be found on page 22 of this announcement.

COURSES OF INSTRUCTION

In the statement given below the term "Education 1," "Education 6," etc., given in parenthesis following the name of the course, indicates that the course is offered by the Department of Education. "Rural Education 111," "Rural Education 114," etc., means that the course is offered by the Department of Rural Education.

All courses offered by the Department of Education require Psychology 1 as a prerequisite.

In the Department of Rural Education courses are grouped by decades: General, 1-10; Psychology, 11-20; Method, 21-40; Preparation of Teachers for Normal Schools and Colleges, 41-50; Measurement and Statistics, 51-60; Administration and Supervision, 61-80; Theory of Education, 81-100. All courses numbered under 100 are intended primarily for underclassmen; those from 101-200 are primarily for upperclassmen and graduate students; while those numbered 201 and over are primarily for graduate students.

It should be noted that courses carrying the same name are not necessarily equivalents.

COURSES OFFERED IN 1933-34

These courses are listed in the same order as they appear in the Announcement. A statement of certification requirements is given on page 11.

GENERAL COURSES (page 15)

Rural Education 1.	Introduction to Problems of Public Education: First term.
Education 20.	Seminary in Education. First term.
Education 21.	Seminary in Education. Second term.
Rural Education 234.	Seminary. First term

PSYCHOLOGY (pages 15f)

Education 1.	Educational Psychology. Either term.
Rural Education 110.	Psychology: An Introductory Course. Either term.
Rural Education 111.	Psychology for Students of Education. Either term.
Rural Education 112.	Psychology for Students of Education. Either term.
Rural Education 114.	Psychology for Students of Hotel Administration. First term.
Rural Education 116.	Psychology for Students of Child Training. Either term.
Rural Education 119.	Personnel Administration. Second term.
Rural Education 211a.	Psychology for Students of Education. First term.
Rural Education 218.	Seminary in Educational Psychology. Second term.
Rural Education 219.	Seminary in Personnel Administration. Second term.
Education 8.	Experimental Education. Either term.
Education 17.	Mental Development. First term.

METHOD (pages 16ff)

Rural Education 121.	Method and Procedure in Secondary School Teaching. First term.
Education 4.	Method and Procedure in High School Teaching. First term.
Education 4a.	Observation and Practice in High School Method. First term.
Education 4b.	Practice in High School Method. Either term.
Rural Education 126.	The Teaching of Science in the Secondary School. Second term.
Rural Education 131.	Introduction to the Teaching of Agriculture in the Public Schools. First term.
Rural Education 132.	The Teaching of Agriculture in the Secondary Schools. Either term.
Rural Education 133.	Directed Agricultural Teaching. Either term.
Rural Education 135.	The Teaching of Home Economics in the Secondary School. Either term.
Rural Education 136.	Directed Teaching of Home Economics in the Secondary School. Either term.
Rural Education 222.	Principles of Method. Second term.
Rural Education 226.	Research in Science Teaching. Either term.
Rural Education 228.	Seminary in Child Guidance. Second term.
Rural Education 240.	Cooperative Extension Work. First term.

PREPARATION OF TEACHERS FOR NORMAL SCHOOLS AND COLLEGES (page 18)

Rural Education 243.	Problems of College Teaching. Second term.
Rural Education 245.	The College Preparation of Teachers of Agriculture for the Secondary School. Second term.
Rural Education 249.	Seminary in Home Economics Education. First term.
Rural Education 250.	Seminary in Agricultural Education. First term.

MEASUREMENT AND STATISTICS (page 19)

Education 7.	Mental and Educational Measurement. First term.
Rural Education 253.	Statistics for Students of Education. First term.

ADMINISTRATION AND SUPERVISION (pages 19f)

Education 10.	City School Administration and Supervision. Throughout the year.
Education 11.	High School Administration. Second term.
Rural Education 261.	The Administration of Rural Schools. First term.
Rural Education 262.	Special Problems in School Administration. Second term.
Rural Education 263.	Procedures and Techniques in Supervision. First term.
Rural Education 264.	Seminary in Rural School Administration. Second term.

- Rural Education 266. The Supervision of Elementary School Subjects. Second term.
 Rural Education 276. Principles of Curriculum Building. Second term.

HISTORY OF EDUCATION (page 20)

- Education 3. History of Education. Throughout the year.
 Education 13. History of American Education. Either term.

EDUCATIONAL THEORY (page 21)

- Education 2. Principles of Secondary Education. Second term.
 Rural Education 181. Principles of Education. Second term.
 Rural Education 187. The Junior High School and the Rural Community. Second term.
 Rural Education 194. Education and Vocations. First term.
 Rural Education 281. Rural Secondary Education. First term.
 Rural Education 294. Philosophy of Education. Second term.
 Education 5. Theory of Behavior. Second term.

NATURE STUDY (page 21)

- Rural Education 107. The Teaching of Nature Study and Elementary-School Science. Second term.
 Rural Education 209. The Nature Movement and its Makers. First term.

GENERAL COURSES

Introduction to Problems of Public Education (Rural Education 1). First term. Credit two hours. Not open to freshmen. Designed for students not preparing to teach. Not credited toward the certificate requirements in education. T Th 10. *East Roberts* 222. Professor MOORE.

Seminary in Education (Education 20). First term. Credit two hours. Primarily for graduate students; open to upperclassmen by permission. M 4-6. *Goldwin Smith* 248. Assistant Professor FREEMAN.

Topics relevant to educational theory.

Seminary in Education (Education 21). Second term. Credit two hours. Admission by permission of the instructor. M 4-6. *Goldwin Smith* 248. Professor JORDAN.

Topics developing from historical and current problems of educational practice, especially as related to administration and conduct of the public school system and of the university. Primarily for graduate students.

Seminary (Rural Education 234.) First term. Credit one hour. M 2-3:30. *Stone* 309. Professor BUTTERWORTH.

A consideration of scientific method in Education with particular reference to thesis writing.

PSYCHOLOGY

Psychology 1 is prerequisite to all courses in Education.

Educational Psychology (Education 1). Either term. Credit three hours. Lectures and recitations. First term, M W F 11. *Goldwin Smith* 234. Assistant Professor FREEMAN. Second term, Section I, T Th S 11. *Goldwin Smith* 134. Professor OGDEN. Section II, M W F 10. *Goldwin Smith* 234. Assistant Professor FREEMAN.

A study of functional psychology with special reference to the learning process and its application to educational theory and practice. Students must apply at *Goldwin Smith* 246 for assignment to sections.

Psychology: An Introductory Course (Rural Education 110). Either term. Credit three hours. Open to students above the freshman year. M W F 10. *Stone* 102. Assistant Professor WINSOR.

Psychology for Students of Education (Rural Education 111). Either term. Credit four hours. Open to juniors and seniors. Assistant Professor BAYNE and Dr. GARDNER.

First term:

Section 1: lectures, M W F 11; laboratory, T 1.40-4; *Stone* 203.

Section 2: lectures, M W F 9; laboratory, Th 1.40-4; *Stone* 203.

Second term:

Section 1: lectures, M W F 11; laboratory, T 1.40-4; *Stone* 203.

Psychology for Students of Education (Rural Education 112). Either term. Credit three hours. Prerequisite, Rural Education 110, Psychology 1, or equivalent. Open to second term sophomores, juniors, and seniors. M W F 9. *East Roberts* 222. Professor KRUSE.

Psychology for Students of Hotel Administration (Rural Education 114). First term. Credit four hours. Open to juniors and seniors. Lectures, M W F 8. *Stone* 102. Laboratory, W 1.40-4. *Stone* 203. Assistant Professor WINSOR.

Psychology for Students of Child Training (Rural Education 116). Either term. Open only to students who have had course 111 or its equivalent. T Th 11. *Stone* 102. Dr. GARDNER.

Personnel Administration (Rural Education 119). Second term. Credit three hours. Prerequisite, course 114 or the equivalent. M W F 9. *Stone* 102. Assistant Professor WINSOR.

Psychology for Students of Education (Rural Education 211a). First term. Credit four hours. For mature students with teaching experience. M W F 11-12:20. *Stone* 309. Professor KRUSE.

[**Psychology of Learning** (Rural Education 212). Second term. Credit two hours. Th 4:15-6. *Stone* 309. Professor KRUSE.] Not given in 1933-34.

Seminary in Educational Psychology (Rural Education 218). Second term. Credit two hours. Th 4:15-6. *Stone* 309. Professor KRUSE.

Seminary in Personnel Administration (Rural Education 219). Second term. Credit two hours. Open to qualified seniors and graduates. Th 4:15-6. *Stone* 203. Assistant Professor WINSOR.

Experimental Education (Education 8). Either term. Credit and hours to be arranged. Consent of the instructor is required. Education 7 should normally precede this course. *Goldwin Smith* 248. Assistant Professor FREEMAN.

Problems of experimental education; the application of psychological and statistical methods to problems in educational psychology; chief results and bearings.

Mental Development (Education 17). First term. Credit two hours. Prerequisite Education 1 or its equivalent. Given in alternate years. W 2-4. Assistant Professor FREEMAN.

A course in child psychology, dealing with the facts of mental growth and their interpretation.

Individual Differences (Education 18). First term. Credit two hours. Prerequisite Education 1 or its equivalent. It is desirable, though not required, that Education 7 precede this course. W 2-4. *Goldwin Smith* 248. Assistant Professor FREEMAN.

Study of the nature, causes, and consequences of individual differences in abilities, interests, and achievement. Given in alternate years.] Not given in 1933-34.

METHOD

Method and Procedure in Secondary School Teaching (Rural Education 121). First term. Credit three hours. Prerequisite, course 111 or its equivalent. Open to juniors and seniors. M W F 11. *Stone* 102. Professor FERRISS.

The development of certain principles of teaching in secondary schools, and their applications to practical problems of the teacher such as selecting and organizing teaching materials, making the assignment, directing study, etc.

Method and Procedure in High School Teaching (Education 4). First term. Credit three hours. For seniors only. M W F 11. *Goldwin Smith* 264. M W F 3. *Goldwin Smith* 256. Professor JORDAN.

Designed for students who expect to teach in secondary schools. The relation and duties of high school teachers to their students, to the community, and to the state; methods of class management and types of recitation. Observation of actual high school classes required.

Observation and Practice in High School Method (Education 4a). First term. Credit one hour. For seniors only. M 4. *Goldwin Smith* 256. Professor JORDAN, Mr. HULSE, and Miss BESIG.

Planned to be taken coincidentally with course 4, required of students desiring to meet the New York State requirements for the provisional professional certificate.

Practice in High School Method (Education 4b). Either term. Credit two or three hours. For seniors only. Prerequisites, courses 4 and 4a. M 4. *Goldwin Smith* 256. Mr. HULSE and Miss BESIG.

This course is limited to students needing two additional hours credit in observation and practice to meet State education requirements. Enrollment is limited to students specifically recommended by the Department of Education. The work will involve daily observation and practice in the Ithaca High School under supervision of selected teachers and under the general direction of the Department of Education. Conferences will be held once a week with the instructor in charge.

The Teaching of Science in the Secondary School (Rural Education 126). Second term. Credit two or three hours. Prerequisite, course 121 or its equivalent and at least 30 hours in science. Lectures, M W 10. *Fernow* 8. Professor PALMER and Miss GORDON.

The organization of science material for use in the junior and senior high school with consideration of sources of information and supply. Opportunity for observation of high school science teaching is provided for the third hour of credit.

Introduction to the Teaching of Agriculture in the Public Schools (Rural Education 131). First term. Credit two hours. Open by permission only to upper class students preparing to teach agriculture, whose progress in the prescribed courses in technical agriculture is adequate. Lecture, T 10, *Stone* 203. One laboratory period a week, M, 1:40-4. Professor STEWART and Dr. HOSKINS.

A discussion of the problems of organization, management and teaching in departments of agriculture based upon observation, participation, and analysis. Laboratory fee, \$5.

The Teaching of Agriculture in the Secondary Schools (Rural Education 132). First and second terms. Credit three hours a term. Open to students who have completed course 111 or its equivalent and have completed the farm-practice requirements, and whose progress in the prescribed courses in technical agriculture is adequate. Course 131 should precede or accompany. Lectures, T Th 9, *Stone* 203. One laboratory a week in directed teaching is required. Dr. HOSKINS and Mr. —.

A study of the problems of teaching based upon participation in teaching responsibilities. A consideration of the curriculum, courses of study, appropriate methods of teaching, text and bulletin materials, equipment, and community relationships. Laboratory fee, \$5.

Directed Agricultural Teaching (Rural Education 133). First or second term. Credit one or two hours. Registration by permission. Dr. HOSKINS and Mr. —. Laboratory fee, \$5.

The Teaching of Home Economics in the Secondary School (Rural Education 135). Either term. Credit three hours. Prerequisite, course 111 or its equivalent. Required of juniors preparing to teach home economics. Lectures, T Th 10. Laboratory, T or Th 1:40-4. *Stone* 102. Professor BINZEL and Miss JACOBSON.

This course proposes to interpret present day educational theories and practices as applied to home economics; to study the activities in which the home economics teacher engages and the factors which make for successful performance. Laboratory fee, \$2.

Directed Teaching of Home Economics in the Secondary School (Rural Education 136). Either term. Credit two or three hours. Prerequisite, course 135.

Students planning to take this course should arrange with the department during the junior year. General conferences, S 8-10. *Stone* 203. Professor BINZEL and Misses BULL, HASTIE, and JACOBSON.

This course is designed to give students opportunity for observation and teaching under the guidance of the department. A week-end trip for the purpose of studying equipment is a part of the course. Laboratory fee, \$10.

Principles of Method (Rural Education 222). Second term. Credit three hours. Prerequisite, course 211a or its equivalent and teaching or comparable experience in agriculture, home making, or science. Given in alternate years. T Th S 10. *Stone* 203. Professor STEWART.

A critical study of procedures and techniques of teaching based upon the experience of teaching and an analysis of educational literature.

Research in Science Teaching (Rural Education 226). Either term. Credit one or two hours. M or W 9. *Fernow* 8. Professor PALMER.

Special problems in science teaching.

[Seminary in Elementary Education (Rural Education 227). Second term. Credit two hours. Professor MOORE.] Not given in 1933-34.

Seminary in Child Guidance (Rural Education 228). Second term. For graduate students who have had work in child guidance. F 4-6. Nursery School. Professor WARING.

The Teaching of Agriculture in the Secondary School (Rural Education 232). Second term. Credit three hours. Open to graduate students with approved qualifications. Given in alternate years. M W F 9. *Stone* 309. Dr. HOSKINS.] Not given in 1933-34.

Cooperative Extension Work (Rural Education 240). First term. Credit three hours. Open to graduate students qualified in agriculture or home economics. M W F 10. *Stone* 309. Professor EATON.

A study of the educational aims, content, and methods of the cooperative extension work in agriculture and home economics.

PREPARATION OF TEACHERS FOR NORMAL SCHOOLS AND COLLEGES

[The Preparation of Teachers for Normal Schools and Colleges (Rural Education 241). Second term. Credit three hours. M W F 10. Professor BUTTERWORTH.] Not given in 1933-34.

Problems of College Teaching (Rural Education 243). Second term. Credit three hours. Open to graduate students who teach or intend to teach in college. T Th S 10. *Stone* 309. Professor EATON.

A study of course aims, course organization, and teaching methods at the level of undergraduate instruction.

The College Preparation of Teachers of Agriculture for the Secondary School (Rural Education 245). Second term. Credit three hours. Open to graduate students of approved qualifications. Prerequisite course 211a. M W F 9. *Stone* 309. Professor STEWART.

A critical study of programs of college training for prospective teachers of agriculture for secondary schools.

[The Preparation of Teachers of Home Economics (Rural Education 248). First term. Credit three hours. Open to graduate students of approved qualifications. Given in alternate years. Time to be arranged. Professor BINZEL.] Not given in 1933-34.

Seminary in Home Economics Education (Rural Education 249). First term. Time to be arranged. Credit two hours. Open to graduate students. Course content to be adapted to the personnel of the class. Professor BINZEL.

Seminary in Agricultural Education (Rural Education 250). First term. Credit two hours. Th 4-6. *Stone* 309. Professor STEWART.

A consideration of the relationships of federal and state authorities in administering the programs of vocational agriculture.

MEASUREMENT AND STATISTICS

Mental and Educational Measurements (Education 7). First term. Credit three hours. Prerequisite, Education 1 or equivalent. Assistant Professor FREEMAN. T Th S 9. *Goldwin Smith* 225.

The nature of intelligence. History of the development of individual and group tests of intelligence; principles underlying their formation and application; the use of tests of intelligence in dealing with defective and superior children, and with problem cases; their use in general school problems and in fields outside the school. The theory, construction, and use of educational tests. Demonstration in administering tests.

[Mental and Educational Measurement (Rural Education 251). Second term. Credit three hours. Prerequisite, permission to register. Primarily for graduate students. M W F 8. *Stone* 309. Assistant Professor BAYNE.] Not given in 1933-34.

Statistics for Students of Education (Rural Education 253). First term. Credit two hours. Primarily for graduate students in education. Open to a limited number of other students upon approval of the instructor. W 2-4. *Stone* 309. Assistant Professor BAYNE.

A study of common statistical procedures in relation to critical reading of technical studies, research, and writing reports of studies. As far as possible the work is related to the problems of the individual student.

ADMINISTRATION AND SUPERVISION

City School Administration and Supervision (Education 10). Throughout the year. Credit two hours a term. Prerequisite, Education 1. Professor JORDAN. M W 9. *Goldwin Smith* 248.

Principles of administration and supervision of state and city school systems, involving problems of evaluation and improvement of teaching, and of the subject matter in the public schools. The course will be adapted to the particular needs of the class.

High School Administration (Education 11). Second term. Credit two hours. For seniors, graduates, and other qualified students. W F 3. *Goldwin Smith* 234. Professor JORDAN.

Principles relevant to administration of the senior and junior high school; classification of pupils; program making; curriculum problems; the principal as supervisor; pupil guidance; duties of the principal in both large and small schools.

[The Junior High School (Education 12). Throughout the year. Credit two hours a term. For seniors, graduates, and other qualified students. W 4-6. *Goldwin Smith* 234. Professor JORDAN.] Not given in 1933-34.

[Principles of School Administration and Supervision (Rural Education 161). First term. Credit three hours. Open to juniors and seniors who have had courses 111 and 121 or 181, or their equivalents. Open, also, to graduate students without administrative experience who have had the foregoing courses or their equivalent. M W F 9. Professor BUTTERWORTH.] Not given in 1933-34.

[The Principalship of the Centralized and Village School (Rural Education 175). Second term. Credit two hours. Given in alternate years. Open to graduate students by special permission. T Th 11. *Stone* 203. Professor FERRISS.] Not given in 1933-34.

The Administration of Rural Schools (Rural Education 261). First term. Credit three hours. T Th 11-12:20. *Stone* 203. Professor BUTTERWORTH.

A course for students of experience dealing with the problems of organizing and administering education in the elementary and secondary schools in country and village districts.

Special Problems in School Administration (Rural Education 262). This course is divided into units in such a manner as to include the major problems of the school administrator. Professor BUTTERWORTH.

[A. **School Finance.** Second term. Credit two hours.] Not given in 1933-34.

B. **The School Population.** Second term. Credit two hours. [S 10-11:45. *Stone* 309.]

The school census, attendance, grading and promotion, retardation, elimination and similar problems.

[C. **The School Plant.** Second term. Credit two hours. S 10-11:45. *Stone* 309.] Not given in 1933-34.

Procedures and Techniques in Supervision (Rural Education 263). First term. Credit three hours. M W F 10. *Stone* 203. Professor MOORE.

Designed for superintendents, supervisors, and principals. Students who have not had experience in these fields will be admitted only upon permission of the instructor. A consideration of the nature and purpose of supervision; the improvement of the learning-teaching process; skill in observation; analysis of methods; relationships between general and specific objectives; selection, analysis, and organization of subject matter; measuring and testing results; assisting teachers in professional growth. The experience and needs of the class will determine the emphasis and nature of treatment of these various aspects.

Seminary in Rural School Administration (Rural Education 264). Second term. Credit two hours. M 4-5:30. *Stone* 309. Professor BUTTERWORTH.

Designed for those desiring to make an intensive study of administrative problems in rural elementary and secondary schools. Topic to be announced.

The Supervision of Elementary School Subjects (Rural Education 266). Second term. Credit three hours. M W F 10. *Stone* 309. Professor MOORE.

A course designed for supervisors, elementary school principals, and superintendents. It includes a consideration of important research studies which have a direct bearing upon the teaching and supervision of the elementary school subjects.

Administration and Supervision of Agricultural Education (Rural Education 267). Second term. Credit three hours. Open to graduate students of approved qualifications. Given in alternate years. M W F 9. Professor STEWART.] Not given in 1933-34.

The Administration and Supervision of Home Economics Education (Rural Education 269). First term. Credit three hours. Open to students of approved qualifications. The course includes directed observation of and participation in supervision. Professor BINZEL.] Not given in 1933-34.

Principles of Curriculum Building (Rural Education 276). Second term. Credit three hours. For graduate students only. T Th 2-3:20. *Stone* 309. Professor FERRISS.

A consideration of the major problems, principles, and techniques in determining educational objectives, and curriculum content and organization.

Seminary in Rural Secondary Education (Rural Education 278). Second term. Credit two hours. Given in alternate years. W 4-5:30. *Stone* 203. Professor FERRISS.] Not given in 1933-34.

HISTORY OF EDUCATION

History of Education (Education 3). (a) (Greek, Roman, and Early Medieval). First term. Credit two hours. Open to upperclassmen and graduates only. T Th 10. Professor LAISTNER. (See History 7) (b) (Late Medieval and Modern). Second term. Credit two hours. Open to upperclassmen and graduates only. T Th 10. Professor SMITH. (See History 36.)

History of American Education (Education 13). First term. Repeated second term. Credit three hours. Prerequisite, Education 1, or its equivalent. Mr. HULSE. T Th S 10. *Goldwin Smith* 142.

A survey of educational changes in the United States from the beginning of the seventeenth century to the present, with special emphasis on public schools, and consideration of the religious, economic, political, and social factors affecting education. European influences throughout the period will also be considered briefly.

EDUCATIONAL THEORY

Principles of Secondary Education (Education 2). Second term. Credit three hours. Prerequisite, Education 1. Section 1, M W F 2. Professor JORDAN. *Goldwin Smith* 234. Section 2, T Th S 9. Assistant Professor FREEMAN. *Goldwin Smith* 234.

The nature and significance of education; biological and psychological foundations; the secondary school as a social institution; educational ideas and values; the curriculum. Students who elect course 2 must apply at *Goldwin Smith* 142 for assignment to sections.

Principles of Education (Rural Education 181). Second term. Credit three hours. Prerequisite, Rural Education 111. Open to juniors and seniors. Students preparing to teach home economics should take this course. Section 1, M W F 11. *Stone* 102. Section 2, M W F 9. *Stone* 203. Professor MOORE.

A consideration of fundamental principles of education with special attention to the needs of prospective teachers in the high school.

The Junior High School and the Rural Community (Rural Education 187). Second term. Credit two hours. Open to seniors who have had courses in educational psychology and methods, and to graduate students. T Th 11. *Stone* 203. Professor FERRISS.

A consideration of the junior high school idea with particular reference to its adaptation to smaller communities. Treats of such topics as aims and essential features, types of administrative and curriculum organization, pupil activities, the work of the teacher, etc.

Education and Vocations (Rural Education 194). First term. Credit three hours. Open to seniors and graduate students qualified in educational psychology, and economics or sociology. T Th S 10. *Stone* 309. Professor EATON.

A study of the theory of vocational education in the large.

Rural Secondary Education (Rural Education 281). First term. Credit four hours. Designed primarily for graduate students. M W F 9, and conference periods to be arranged. *Stone* 309. Professor FERRISS.

A course to consider some of the more basic problems in the nature, organization, curriculum, and extension of secondary education in its adaptation to rural needs and conditions.

Philosophy of Education (Rural Education 294). Second term. Credit three hours. Open to graduate students whose studies in education are well advanced. M W F 11. *Stone* 309. Professor EATON.

An examination of the concepts of education, and of the bearing of several major theories of life upon education.

Theory of Behavior (Education 5). Second term. Credit two hours. Primarily for graduate students; open to upperclassmen by permission. W 2-4. *Goldwin Smith* 248. Professor OGDEN.

The nature of behavior; learning, insight, personality and character; educational applications.

NATURE STUDY

The Teaching of Nature Study and Elementary-School Science (Rural Education 107). Second term. Credit three hours. Open to those who have taken or are taking course 121 or its equivalent, and at least 30 hours in science. Lecture, M 12. *Fernow* 8. Practical exercises, T Th 1:40-4. Professor PALMER and Miss GORDON.

A study of the content and methods of nature-study and elementary-school-science programs, with consideration of their significance to agriculture and to secondary-school science. Recommended for those preparing to teach science.

[**Nature Literature** (Rural Education 202). First term. Credit two hours. Prerequisite courses 111 and 121. Professor PALMER and Miss GORDON.] Not given in 1933-34.

The Nature Movement and its Makers (Rural Education 209). First term. Credit two hours. M W 10. *Fernow* 8. Professor PALMER and Miss GORDON.

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