

CORNELL UNIVERSITY OFFICIAL PUBLICATION

Volume XXVI

Number 18

Announcement of the
Graduate School of
Education
for 1935-36

Ithaca, New York
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THE UNIVERSITY CALENDAR FOR 1935-36

1935

FIRST TERM

Sept.	16,	<i>Monday</i>	Entrance examinations begin.
Sept.	23,	<i>Monday,</i>	Registration and assignment of new students.
Sept.	24,	<i>Tuesday,</i>	
Sept.	24,	<i>Tuesday,</i>	Registration and assignment of old students.
Sept.	25,	<i>Wednesday,</i>	
Sept.	26,	<i>Thursday,</i>	Instruction begins at 8 A.M.
Oct.	18,	<i>Friday,</i>	Last day for payment of tuition for the first term.
Nov.	27,	<i>Wednesday,</i>	Instruction ends at 6 P.M.
Dec.	2,	<i>Monday,</i>	Instruction resumed at 8 A.M.
Dec.	21,	<i>Saturday,</i>	Instruction ends at 1 P.M.

} Thanksgiving
Recess

} Christmas
Recess

1936

Jan.	6,	<i>Monday,</i>	Instruction resumed at 8 A.M.
Jan.	11,	<i>Saturday,</i>	Founder's Day.
Jan.	25,	<i>Saturday</i>	Instruction ends.
Jan.	27,	<i>Monday,</i>	Term examinations begin.
Feb.	5,	<i>Wednesday,</i>	Term ends.
Feb.	6,	<i>Thursday,</i>	A holiday.

SECOND TERM

Feb.	7,	<i>Friday,</i>	Registration of all students.
Feb.	10,	<i>Monday,</i>	Instruction begins at 8 A.M.
Mar.	2,	<i>Monday,</i>	Last day for payment of tuition for the second term.
Mar.	28,	<i>Saturday,</i>	Instruction ends at 1 P.M.
April	6,	<i>Monday,</i>	Instruction resumed, 8 A.M.
May	—	<i>Saturday,</i>	Spring Day: a holiday.
June	1,	<i>Monday,</i>	Term examinations begin.
June	9,	<i>Tuesday,</i>	End of term examinations.
June	15,	<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, 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, M.S., Professor of Rural Education.
JULIAN EDWARD BUTTERWORTH, Ph.D., Professor of Rural Education.
ETHEL L. COWLES, A.B., Instructor in 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., Professor of Education.
LUELLE PEARL GARDNER, Ph. D., Instructor in Rural Education.
MABEL HASTIE, B.S., Instructor in Rural Education.
EDWIN RAY HOSKINS, Ph.D., Assistant Professor of Rural Education.
M. LOVELL HULSE, Ph.D., Assistant Professor of Education and Secretary of the Bureau of Educational Service.
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.
KURT LEWIN, Ph.D., Acting Professor of Education.
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 Education and Rural Education.
GEORGE A. WHITE, B.S., Instructor in Education.

ASSISTANTS, 1934-35

EVA L. GORDON, M.S., Assistant in Rural Education.
BERTRAM C. LAWSON, M.S., Assistant in Rural Education.
VIRGIL R. RUEGSEGER, M.A., Assistant in Rural Education.
RAYMOND B. REDFIELD, M.A.Ed., Assistant in Education.

COOPERATING TEACHERS IN THE ITHACA HIGH SCHOOLS, 1934-35

SIKRO AHO, A.B.	ROBERT H. HUBBELL
CLARA S. APGAR, A.B.	HELEN S. LEWIS
FRANCES BALL, A.B.	MARY V. MACALLISTER, M.A.
ISABELLE P. BENJAMIN, A.B.	BLANCHE S. MARCH
HELEN R. BIGHAM, M.A.	EDWARD I. PIERCE, B.S.
ESTHER S. CASEY	MARGARET M. REIDY, M.A.
MAYFRED CLAFLIN, B.S.	CAROL M. REINHARDT
JOSEPHINE CONLON, A.B.	ERNA B. RUSSO, A.B.
RICHARD C. CROSBY, B.S.	ESTHER M. SEARS
JANICE K. DERINGER, M.A.	ROBERT R. SCIDMORE, B.S.
MAXINE ELLINGSWORTH, B.S.	FLORENCE J. TALMADGE, B.S.
LELAND N. FREEMAN, M.A.	CATHERINE WELCH, M.A.
ELOISE T. HADLOCK	THERESA WEST, B.S.
LA VERNE M. HAUGHT, B.S.	MILDRED WILLIAMS, A.B.
SOPHIE O. HORN	FLORENCE WILLIAMSON, A.B.

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 the 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 teacher's certificate (see pages 11-12), together with a few additional courses designed to be attractive, because of their general educational value, to students not planning to enter the teaching profession. There is no independent undergraduate college at Cornell for the training of teachers. Students on the undergraduate level who are preparing for teaching normally register in the College of Agriculture, in the College of Arts and Sciences or in the College of Home Economics and must meet the standards for graduation set by the College in which they are enrolled.

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. Although 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. Although 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 degree of Master of Science in Education is administered directly by the Graduate School of Education, subject to the regulations of the Graduate School of Cornell University.

ADMISSION

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. Students who wish to work under the direction of a particular professor should communicate with him also.

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 or the Director of the Graduate School of Education.

The following excerpts from the Announcement of the Graduate School will give the prospective graduate student 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 candidate 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 DEGREE IN EDUCATION

The degree 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.

This degree is 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 the degree of 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) Certain members of the instructing staff. See the announcement of the Graduate School for 1935-36.

A matriculation and examination book fee of \$11, an administration fee of \$12.50 a term, 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 \$120. 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 two 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.

HONORARY SCHOLARSHIPS

Beginning with the academic year 1935-36 there will be available five honorary scholarships to principals and teachers in public schools in the State of New York, located in places of less than 4,500 popu-

lation, who may be granted leave of absence for a year of graduate study.

Details concerning award will be furnished upon application to the Director of the Graduate School of Education.

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.

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 1935 Summer Session that are not offered during the regular year may be found on pages 22-23 of this announcement.

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.

ADDITIONAL METHODS COURSES IN ACADEMIC SUBJECTS

Aside from the special methods courses required for a certificate, the following are available through the College of Arts and Sciences:

TEACHERS' COURSE (English 98). Professor NORTHUP.

[TEACHERS' COURSE IN METHODS (German 40). Professor FAUST. Not given in 1935-36.]

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

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. Not given in 1935-36.]

THEORY OF PHYSICAL EDUCATION AND METHODS OF TEACHING (Physical Education 22.) Professor JORDAN.

(Required special methods courses in Agriculture, English, French, Home Making, Latin, Nature Study, Science, and Social Studies are described or cited in this Announcement).

REQUIREMENTS FOR CERTIFICATION

CERTIFICATES FOR SECONDARY SCHOOL TEACHERS

To meet the requirements of the State of New York for teaching in the secondary schools, the candidate is required to complete 18

semester hours in Education. The following program, approved by the State Department of Education, gives information as to the specific courses through which these professional requirements may be met.

Educational Psychology.....	3 hours
Ed.* 1 or R. E. 111* or R. E. 112	
Principles of Education.....	3 hours
Ed. 2 or R. E. 181	
Methods, Observations, Teaching, and Extra-instructional Problems.....	9 hours
These are integrated units of work which may be met, for the various groups of teachers through the following courses:	
Teachers of Agriculture: R. E. 131, R. E. 132 and R. E. 133	
Teachers of English, Science, and Social Studies: Ed. 4a or R. E. 121, Ed. 4b (including R. E. 126 for Science Teachers), and Ed. 4c.	
Teachers of Home Making: R. E. 135, R. E. 136, and R. E. 137.	
Teachers of Latin and French: Ed. 4a, Ed. 4c, Ed. 4d, and Ed. 4f or Ed. 4g.	
Teachers of other approved subjects: Ed. 4a, Ed. 4c, Ed. 4d, and Ed. 4e.	
Elective.....	3 hours
Teachers of Home Making are required to take R. E. 117 (Psychology of Childhood and Adolescence). Others may choose a three-hour course in Education or Psychology subject to the approval of their adviser in the Graduate School of Education.	

In addition, the prospective high school teacher must present a minimum number of semester hours of University credit in the subject matter field he plans to teach. If he is working in a special field, such as Agriculture or Home Making, he must have 36 hours of credit in approved professional-technical courses in his special subject. For teaching English, the minimum requirement is 18 hours; for any foreign language, it is 18 hours based upon 3 units of entrance credit; for History, 18 hours based upon 2 units of entrance credit; for Mathematics, 15 hours based upon 2 units of entrance credit; for Science, 30 hours; for Biological Science, 18 hours; for Physical Science, 18 hours; for Social Studies, 30 hours.

As early as possible in his course the student who is planning to prepare for teaching should consult that member of the staff of the Graduate School of Education most directly concerned with the teaching of his subject.

The courses suggested above are the ones that are normally expected to be used in meeting certification requirements. Substitutions

*"Ed." refers to courses offered in the Department of Education; "R.E.", to courses offered in the Department of Rural Education.

should be made only with the approval of the appropriate adviser in 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 as 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.

PRINCIPALS' CERTIFICATES

The following program has been approved for the training, at Cornell, of persons seeking the several types of principals' certificates:

	12- grade School	High School	Elemen- tary School
General School Administration (R. E. 261)	2	2	2
Administration of the High School (Ed. 10)	2	2	
*Administration of the Elementary School			2
Procedures and Techniques in Educa- tional Supervision (R. E. 263)	2	2	2
Supervision of the Elementary School Subjects (R. E. 266)	2		2 ^a
*Educational Guidance (Ed. 28)	2	2	
Principles of Curriculum Building (R.E. 276)	2	2	2
*Curriculum Building in the Elemen- tary School	2		2
*Curriculum Building in the Second- ary School		2	
Extra-class Activities (Ed. 111)	2	2	
Mental Measurement (Ed. 7)	2	2	2
Educational Measurement (R. E. 251)	2	2	2
*The Problem Child (Ed. 12b)	2		2
Seminar for Principals ^b (R.E. 265)	3	3	3
Required (as above)	25	21	21
Elective ^c	5	9	9

^aStudents who lack a knowledge of methods of teaching in the elementary school will be expected to make up such deficiency.

^bThis seminar is to have three major functions: (1) to develop in the student a functional point of view in attacking the problems of the principalship; (2) to fill in the gaps in the student's training; (3) to direct the practical work required of those who have not had experience as a principal.

^cCourses may be chosen from any field, subject to the approval of the student's special committee.

*For 1935-36, equivalent courses will be offered.

COURSES OF INSTRUCTION

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 1935-36

These courses are listed in the same order as they appear in the Announcement. A statement of certification requirements is given on pages 11-13.

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 (page 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 117.	Psychology of Childhood and Adolescence. 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.
Rural Education 220.	Psychology of Learning in the School Subjects. First term.
Education 8.	Experimental Education. Either term.

METHOD (page 16ff)

Rural Education 121.	Method and Procedures in Secondary School Teaching. First term.
Education 4.	Methods, Practice, and Extra Instructional Problems.
Education 4a.	Method and Procedure in High School Teaching. Either term.
Education 4b.	Supervised Teaching. Either term.
Education 4c.	Extra Instructional Problems. Either term.
Education 4d.	Practice Teaching. Either term.
Education 4e.	Conference and Special Problems. Either term.
Education 4f.	Teacher's Course in Latin. First term.
Rural Education 126.	The Teaching of Science in the Secondary School. Either 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 Teaching for Students in Agriculture. Either term.
Rural Education 134.	Adult Education. First 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 137. Extra Instructional Problems. Second term.
 Rural Education 226. Research in Science Teaching. Either term.

PREPARATION OF TEACHERS FOR NORMAL SCHOOLS AND COLLEGES (page 19)

- 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 Measurements. First term.
 Rural Education 251. Educational Measurement. Second term.

ADMINISTRATION AND SUPERVISION (page 20f)

- Education 10. High School Administration. Second term.
 Education 11. Extra-classroom Activities. First term.
 Education 12. The Junior High School. Throughout the year.
 Rural Education 261. The Administration of Rural Schools. First term.
 Rural Education 262a. School Finance. Second term.
 Rural Education 263. Procedures and Techniques in Supervision. First term.
 Rural Education 265. Seminary for principals. Second term.
 Rural Education 266. The Supervision of the Elementary School Subjects. Second term.
 Rural Education 267. The Organization and Administration of Agricultural Education. Second term.
 Rural Education 276. Principles of Curriculum Building. Second term.
 Rural Education 278. Seminary in Rural Secondary Education. Second term.

HISTORY OF EDUCATION (page 21)

- Education 3. History of Education. Either term.
 Education 13. History of American Education. First term.

EDUCATIONAL THEORY (page 21)

- Education 2. Principles of Secondary Education. Either term.
 Education 5. Theory of Behavior. Second term.
 Rural Education 181. Principles of Education. Second term.
 Rural Education 281. Rural Secondary Education. First term.
 Rural Education 294. Philosophy of Education. Second term.
 Rural Education 295. Comparative Education. First term.

NATURE STUDY (page 22)

- 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

R.E. 1. **Introduction to Problems of Public Education.** First term. Credit two hours. Not open to freshmen. Designed for students not preparing to teach. Not credited toward the professional requirements in Education. T Th 10. *Agricultural Economics* 125. Professor MOORE.

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

Topics relevant to educational theory.

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

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.

R.E. 234. **Seminary.** First term. Credit two hours. M 2-3:30. *Stone* 309. Professor BUTTERWORTH.

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

PSYCHOLOGY

Ed. 1. **Educational Psychology.** Either term. Credit three hours. Lectures and recitations. First term, M W F 11. *Goldwin Smith* 234. Professor FREEMAN. Second term, M W F 10. *Goldwin Smith* 142. Professor OGDEN.

A study of functional psychology with special reference to the learning process and its application to educational theory and practice.

R.E. 110. **Psychology: An Introductory Course.** Either term. Credit three hours. Not open to freshmen. Fee, \$1. M W F 10. *Stone* 102. Assistant Professor WINSOR.

R.E. 111. **Psychology for Students of Education.** Two sections each term. Credit three hours. Open to juniors and seniors. First term: M W F 9 and 11. Second term: M W F 11. *Stone* 203. Assistant Professor BAYNE and Dr. GARDNER.

R.E. 112. **Psychology for Students of Education.** Either term. Credit three hours. Prerequisite, course 110, Psychology 1, or the equivalent. Open to second term sophomores, juniors, and seniors. M W F 9. First term. *East Roberts* 222; second term, *Caldwell* 143. Professor KRUSE and Assistant Professor BAYNE.

R.E. 114. **Psychology for Students of Hotel Administration.** First term. Credit three hours. Not open to freshmen. M W F 8. *Stone* 102. Assistant Professor WINSOR.

R.E. 117. **Psychology of Childhood and Adolescence.** Either term. Credit three hours. Open only to students who have had course 111 or 112 or equivalent. Lectures, M W F 10. *Roberts* 392. Professor KRUSE and Dr. GARDNER.

R.E. 119. **Personnel Administration.** Second term. Credit three hours. Prerequisite, course 114 or its equivalent. M W F 8. *Stone* 102. Assistant Professor WINSOR.

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

[R.E. 212. **Psychology of Learning.** Second term. Credit two hours. Professor KRUSE.] Not given in 1935-36.

R.E. 218. **Seminary in Educational Psychology.** Second term. Credit two hours. Th 4:15-6. *Stone* 309. Professor KRUSE.

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

R.E. 220. **Psychology of Learning in the School Subjects.** First term. Credit two hours. Prerequisite, a course in educational psychology and permission of the instructor. Primarily for graduate students. S 9-11. *Stone* 309. Assistant Professor BAYNE.

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

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

[Ed. 17. **Mental Development.** First term. Credit two hours. Prerequisite, Education 1 or its equivalent. T 4-6. Professor FREEMAN.] Not given in 1935-36.

[Ed. 18. **Individual Differences.** Second term. Credit two hours. Prerequisite, Education 1 or its equivalent. It is desirable, though not required, that Education 7 precede this course. M 2-4. *Goldwin Smith* 248. Professor FREEMAN.] Not given in 1935-36.

METHOD

R.E. 121. **Method and Procedure in Secondary School Teaching.** First term. Credit three hours. Prerequisite, course 111 or its equivalent. Open to juniors and seniors. Lectures, M W F 11. *Stone* 102. Professor FERRIS.

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, and so forth.

Ed. 4. **Methods, Practice, and Extra-Instructional Problems.** Credit nine hours. Dr. HULSE in charge.

While the various phases of the work in this field will be closely integrated to function as a unit in the preparation of teachers, credit may be granted for any part successfully completed. The number of students permitted to register for the courses in this group is limited both by existing practice teaching facilities and by various selective factors. Among the factors that will be emphasized are: adequate preparation in the subject matter fields in which one expects to teach, academic ability as determined by college records, proficiency in educational courses, physical fitness, and those personal and social qualities requisite to successful teaching. In addition observation and practice facilities will be strictly limited to those students preparing to teach in those states and cities requiring observation and practice. Registration required for courses 4a, 4b, 4d and 4e at Room 251, *Goldwin Smith Hall*.

A. TEACHERS OF ENGLISH, SCIENCE, AND SOCIAL STUDIES

Ed. 4a. **Method and Procedure in High School Teaching.** First term. Credit three hours. For seniors only. M W F 11. *Goldwin Smith 264*. Second term, for juniors and B seniors. M W F 11. *Goldwin Smith 256*. Professor JORDAN and Dr. HULSE.

Designed for students who expect to teach in secondary schools. Methods of class management, types of recitation, assignment and planning of lessons. Observation of actual high school classes required. Prerequisite to Education 4b and 4d.

Prospective teachers in all fields will be assigned to this course to maintain as far as possible two equal groups. One group will take this course in the second term of their junior year, the other group will take this course in the first term of their senior year.

Ed. 4b. **Supervised Teaching.** Credit four hours. Either term. For seniors only. Dr. HULSE, Miss BESIG, _____, _____.

Registration limited. A course designed to follow 4a and should be taken in the term immediately following the successful completion of 4a.

Assignment will be made to the classes of the critic teachers in the respective fields. Practice and observation scheduled daily at a regular hour and the work will be closely integrated with instruction in special method. Teachers of science should register for Course 126 offered by the Department of Rural Education.

Ed. 4c. **Extra-Instructional Problems.** Credit two hours. Either term. M 4. *Goldwin Smith 256*. Dr. HULSE.

A course dealing mainly with problems of extra-instructional nature and designed to acquaint the teacher with the full responsibilities of her position. Taken by all seniors in the term of their practice teaching.

B. TEACHERS OF LATIN AND FRENCH

Ed. 4a. See above for a description of this course.

Ed. 4d. **Practice Teaching.** Credit 2 hours. Either term. Dr. HULSE and teachers of the Ithaca High School.

Assignment will be made to the classes of regular teachers in these fields in Ithaca High School. Each student teacher is required to attend one class each day, five days a week for a term. The work will involve participation and practice under the supervision of the regular teacher and the instructor of this course. The work will be coordinated with special methods in these fields. Each student is required to take one of the two special methods courses 4f and 4g.

Ed. 4f. **Teacher's Course in Latin.** See Latin 26. Credit two hours.

Ed. 4g. **The Teaching of French.** See French 30. Credit two hours. [Not offered in 1935-36.]

Ed. 4c. See above for description of this course.

C. TEACHERS OF OTHER APPROVED SUBJECTS

Ed. 4a. See above for description of this course.

Ed. 4d. Same as above except that students will register for course 4e in lieu of a special methods course.

Ed. 4e. **Conference and Special Problems.** Credit two hours. Either term. Hours to be arranged. Dr. HULSE.

Conference with the instructor in charge and the study of special problems supplementing the practice of teaching in approved subject.

Ed. 4c. See above for a description of this course.

R.E. 126. **The Teaching of Science in the Secondary Schools.** Either term. Credit two hours. Hours to be arranged. Open to seniors on the approval of the instructor. Fernow 8. Assistant Professor _____.

Special methods of teaching science and the organization of science materials in the secondary school. This course is correlated with the practice teaching in science.

R.E. 131. **Introduction to the Teaching of Agriculture in the Public Schools.** First term. Credit two hours. Open by permission only to upperclass students preparing to teach agriculture, whose progress in the prescribed courses in technical agriculture is adequate. Lecture, T Th 11. Laboratory, M 1:40-4. *Stone* 102. Professor STEWART.

A discussion of the problems of organization, management, and teaching in departments of agriculture based upon observation, participation, and analysis. Laboratory fee, \$3.50.

R.E. 132. **The Teaching of Agriculture in the Secondary Schools.** 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 this course. Lectures, T Th 9, *Stone* 203. One laboratory period a week in directed teaching is required. Assistant Professor HOSKINS and Mr. PACKER.

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.

R.E. 133. **Directed Teaching for Students in Agriculture.** Credit one or two hours. Registration by permission.

Section 1: First term. For students registered in R.E. 131. Professor STEWART.

Section 2: First or second term. For students registered in R.E. 132. Assistant Professor HOSKINS and Mr. PACKER.

Laboratory fee, \$2.50 a term.

R.E. 134. **Adult Education.** First term. Credit three hours. M W F 11. *Agricultural Economics* 125. Professor MOORE.

A consideration of the development, trends, opportunities, and problems of adult education. Designed for vocational students.

R.E. 135. **The Teaching of Home Economics in the Secondary School.** Either term. Credit three hours. Prerequisite, course 111 or its equivalent. Required of juniors preparing to teach home economics. Lectures, T Th 9. Laboratory, T or Th 1:40-4. *Stone* 309. Additional hours must be available for student teaching. Professor BINZEL and Miss _____.

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, to induct students into teaching through graded participation in the home arts department of the Ithaca Junior High School. Laboratory fee, \$2.

R.E. 136. **Directed Teaching of Home Economics in the Secondary School.** Either term. Credit two or four 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, Misses HASTIE and COWLES.

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.

R.E. 137. **Extra-Instructional Problems.** Second term. Credit two hours. T Th 9. *Stone* 102. Professor FERRISS.

Primarily for prospective teachers of science and home economics. This course is designed to deal with problems confronting the teacher in the performance of those duties and the meeting of those responsibilities in the school that extend beyond the classroom and class instruction.

[R.E. 222. **Principles of Method.** 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. Professor STEWART.] Not given in 1935-36.

R.E. 226. **Research in Science Teaching.** Either term. Credit one or two hours. M W or S 9. *Fernow* 8. Professor PALMER.

Special problems in science teaching.

[R.E. 227. **Seminary in Elementary Education.** First term. Credit two hours. M 4-6. *Stone* 309. Professor MOORE.] Not given in 1935-36.

[R.E. 228. **Seminary in Child Guidance.** Second term. Credit two hours. For graduate students who have had work in child guidance. F 4-6. *Nursery School.* Professor WARING.] Not given in 1935-36.

[R.E. 232. **The Teaching of Agriculture in the Secondary School.** (Advanced course.) Second term. Credit two hours. Open to graduate students and others by special permission. Assistant Professor HOSKINS.] Not given in 1935-36.

[R.E. 240. **Cooperative Extension Work.** First term. Credit three hours. Open to graduate students qualified in agriculture or home economics. Professor EATON.] Not given in 1935-36.

PREPARATION OF TEACHERS FOR NORMAL SCHOOLS AND COLLEGES

[R.E. 241. **The Preparation of Teachers for Normal Schools and Colleges.** Second term. Credit three hours. Professor BUTTERWORTH.] Not given in 1935-36.

[R.E. 243. **Problems of College Teaching.** First term. Credit three hours. Open to graduate students intending to teach in colleges. Given provisionally upon enrollment of not less than six students. Hours of meeting two or three times a week will be arranged after enrollment and consideration of students' schedules. Professor EATON.] Not given in 1935-36.

[R.E. 245. **The College Preparation of Teachers of Agriculture for the Secondary School.** Second term. Credit three hours. Given in alternate years. Professor STEWART.] Not given in 1935-36.

[R.E. 248. **The Preparation of Teachers of Home Economics.** 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 1935-36.

R.E. 249. **Seminary in Home Economics Education.** 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.

R.E. 250. **Seminary in Agricultural Education.** First term. Credit two hours. Prerequisite, one term of graduate study. T 4-5:40. *Stone* 309. Professor STEWART.

A consideration of the problems involved in the redirection of teacher education.

MEASUREMENTS AND STATISTICS

Ed. 7. **Mental Measurements.** First term. Credit three hours. By permission of the instructor, candidates for the principal's certificate may enroll for two hours credit. Prerequisite, Education I or equivalent. T Th S 9. *Goldwin Smith* 225. Professor FREEMAN.

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.

R.E. 251. **Educational Measurement.** Second term. Credit three hours. Candidates for the principal's certificate may register for two hours. Prerequisite, a course in educational psychology. Open to graduates and upperclassmen. M W F 8. *Stone* 309. Assistant Professor BAYNE.

Mental and educational measurement in relation to the classification of pupils, determination of the progress of pupils, and other problems of the teacher, supervisor, and administrator.

[R.E. 253. **Statistics for Students of Education.** First term. Credit two hours. Primarily for graduate students in education. Open to a limited number of other students upon approval of the instructor. Assistant Professor BAYNE.] Not given in 1935-36.

ADMINISTRATION AND SUPERVISION

Ed. 10. **High School Administration.** Second term. Credit two hours. For seniors, graduates, and other qualified students. W F 3. *Goldwin Smith* 236. 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.

Ed. 11. **Extra-classroom Activities.** First term. Credit two hours. For seniors and graduates. M 4-6. *Goldwin Smith* 236. Professor JORDAN.

A study of the place extra-classroom activities should assume in the school program. General principles involved, with special attention given to athletics, dramatics, publications, school finance, music, debate, and school clubs.

Ed. 12. **The Junior High School.** Throughout the year. Credit two hours a term. For seniors, graduates and other qualified students. M W 9. *Goldwin Smith* 248. Professor JORDAN.

Psychological, biological, and pedagogical bases for the Junior High School; fundamental principles; organization and administration; curricular content in detail; methods of instruction.

R.E. 261. **The Administration of Rural Schools.** First term. Credit three hours. Candidates for a principal's certificate may register for two hours credit. T Th 11 and an additional hour to be arranged. *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.

R.E. 262A. **School Finance.** Second term. Credit two hours. T Th 9. *East Roberts* 223. Professor BUTTERWORTH.

Typical problems: how local school funds are levied, collected, and disbursed; cost accounting; budget making; bonding; sources of state funds and their distribution. The discussion will be based upon actual problems; prospective members of the class are urged, therefore, to bring with them financial data regarding their schools.

[R.E. 262C. **The School Plant.** Second term. Credit two hours. Professor BUTTERWORTH.] Not given in 1935-36.

R.E. 263. **Procedures and Techniques in Supervision.** First term. Credit three hours. Candidates for a principal's certificate may register for two hours credit. 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. Students taking this course must be prepared to spend four full days or more in observing supervisory procedures in various school systems.

[R.E. 264. **Seminary in Rural School Administration.** Second term. Credit two hours. Professor BUTTERWORTH.] Not given in 1935-36.

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

R.E. 265. **Seminary for Principals.** Second term. Credit three hours. Required of all graduate students who are candidates for a principal's certificate. W 4-6 and additional time for field work. *Stone* 309. Professor MOORE.

R.E. 266. **The Supervision of the Elementary School Subjects.** Second term. Credit three hours. Candidates for a principal's certificate may register for two hours credit. M W F 9. *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.

R.E. 267. **The Organization and Administration of Agricultural Education.** Second term. Credit three hours. Should follow course 261 or its equivalent. T Th 11-12:20. *Stone* 203. Professor STEWART.

Designed primarily for persons preparing to organize, administer, and supervise agricultural education. Participation in field experience, field study, and supervision make up a part of the program of study.

[R.E. 269. **The Administration and Supervision of Home Economics Education.** 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 1935-36.

R.E. 276. **Principles of Curriculum Building.** Second term. Credit three or four hours. For graduate students primarily. T Th 2-3:20 and an additional hour to be arranged for those wishing to carry further the study of special curriculum problems. Stone 203. Professor FERRISS.

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

R.E. 278. **Seminary in Rural Secondary Education.** Second term. Credit two hours. Given in alternate years. M 4-6. Stone 203. Professor FERRISS.

HISTORY OF EDUCATION

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

Ed. 13. **History of American Education.** First term. Credit three hours. Prerequisite, Education 1, or its equivalent. Dr. HULSE. T Th S 10. *Goldwin Smith* 236.

A survey of educational change 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

Ed. 2. **Principles of Secondary Education.** Either term. Credit three hours. Prerequisite, Education 1. First term, M W F 2. *Goldwin Smith* 234. Professor JORDAN. Second term, M W F 2. *Goldwin Smith* 234. Professor JORDAN.

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* 251 for enrollment.

Ed. 5. **Theory of Behavior.** Second term. Credit two hours. Primarily for graduate students; open to upperclassmen by permission. T 4-6. *Goldwin Smith* 248. Professor OGDEN.

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

R.E. 181. **Principles of Education.** 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. *Agricultural Economics* 125. Section 2, M W F 9. *Agricultural Economics* 125. Professors MOORE and EATON.

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

[R.E. 194. **Education and Vocations.** 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.] Not given in 1935-36.

R.E. 281. **Rural Secondary Education.** First term. Credit three hours. Primarily for graduate students. M W F 9. 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.

R.E. 294. **Philosophy of Education.** 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.

R.E. 295. **Comparative Education.** First term. Credit two hours. S 11:30. *Stone* 309. Professors BUTTERWORTH, FERRISS, and MOORE.

A consideration of the educational systems of certain European countries.

NATURE STUDY

R.E. 107. **The Teaching of Nature Study and Elementary-School Science.** Second term. Credit three hours. Open to those who have taken or are completing thirty hours in science and have had at least one term of suitable professional work. 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 or supervise science.

[R.E. 202. **Nature Literature.** First term. Credit two hours. Prerequisite, courses 111 and 121. Professor PALMER and Miss GORDON.] Not given in 1935-36.

R.E. 209. **The Nature Movement and Its Makers.** First term. Credit two hours. M W 10. *Fernow* 8. Professor PALMER and Miss GORDON.

Discussion of the history of the nature movement, with special consideration of its influence on, and its relation to, the teaching of science in elementary and secondary schools. Studies are made of the present and past status of nature and science education.

SPECIAL COURSES OFFERED IN THE 1935 SUMMER SESSION

(The courses listed below are not offered in the year 1935-36)

PSYCHOLOGY AND MEASUREMENT

Ed. S 12b. **The Problem Child.** Credit two hours. Daily except Sat., 11. *Goldwin Smith* 134. Professor FREEMAN.

R.E. A116. **Child Psychology.** Credit two hours. Daily except Sat., 10. *Stone* 102. Professor KRUSE.

R.E. A212. **Psychology of Learning.** Credit two hours. M W F 7:30-8:50. *Stone* 309. Professor KRUSE.

R.E. A215. **Psychology of Adolescence.** Credit two hours. Daily except Sat., 10. *Agricultural Economics* 240. Assistant Professor WINSOR.

R.E. A253. **Educational Statistics.** Credit two hours. Daily except Sat., 11. *Stone* 309. Assistant Professor BAYNE.

METHOD

Ed. S30. **Teaching the Social Studies in the Senior High School.** Credit two hours. Daily except Sat., 12. *Goldwin Smith* 225. Mr. KIDGER.

R.E. A122. **Education Through Child Activity.** Credit two hours. Daily except Sat., 8. *Stone* 203. Miss HICKS.

R.E. A122a. **Observation of Child Activity Education.** No credit. Daily except Sat., 9-12. *Stone* 301. Miss HICKS.

R.E. A128. **The Teaching of Natural History in the Field.** Credit three hours. Lectures, M, 12. *Fernow* 8. Field work F, 1:40 to S, 8 p.m. Professor PALMER and others.

R.E. A132d. **Laying out the Agricultural Program in the Secondary School.** Credit one hour. Daily except Sat., 7:30-9. July 22 to August 16. Dr. GETMAN.

R.E. A142a. **Organization and Methods of Teaching Industrial Arts.** Credit two or three hours. Daily except Sat., 8. *Agricultural Economics* 240. Mr. KULP.

R.E. A143. **The Organization and Teaching of Technical Subjects.** Credit two hours. Daily except Sat., 8. *Stone* 102. Mr. FENNINGER.

R.E. A144. **Problems in Technical Education.** Credit two hours. Daily except Sat., 10. *Roberts* 292. Mr. FENNINGER.

R.E. A235. **Seminary in Teaching Home Economics.** Credit two hours. Daily except Sat., 2. *Stone* 203. Miss HERRINGTON.

R.E. A236. **Creative Procedures in Teaching Home Arts in the Junior High School.** Credit two hours. Daily except Sat., 11. *Agricultural Economics* 240. Miss HERRINGTON.

R.E. A267c. **Vocational Education in the Public Schools.** Credit two hours. M W F 11; T Th, 2-3:30. *East Roberts* 232. Professor STEWART and members of the State Department of Education.

ADMINISTRATION AND SUPERVISION

Ed. S23. **The Administration of the Elementary School.** Credit two hours. Daily except Sat., 10. *Stone* 203. Mr. PILLSBURY.

R.E. A169a. **Administrative Problems of the Homemaking Teacher.** Credit two hours. Daily except Sat., 10. *Stone* 309. Miss VAN LIEW and Miss HUTCHINS.

R.E. S262a. **School Finance.** Credit two hours. Daily except Sat., 10. *East Roberts* 232. Professor BUTTERWORTH.

R.E. A262f. **Educational Finance and School Business Administration.** Credit two hours. Twice daily except Sat., August 5-16. *Plant Science* 233. Dr. SIMPSON.

R.E. S279. **Newer Curriculum Development and Trends.** Credit two hours. Daily except Sat., 9. *Goldwin Smith* 183. Professor FERRISS.

R.E. A280. **Curriculum Building in Industrial Arts Education for Senior High Schools.** Credit four hours. Daily except Sat., 8-12. *Roberts* 301. Mr. FALES.

EDUCATIONAL AND VOCATIONAL GUIDANCE

Ed. S28. **Educational and Vocational Guidance.** Credit two hours. Daily except Sat., 10. *Goldwin Smith* 166. Dr. EMERSON.

Ed. A28a. **Educational and Vocational Guidance.** Credit two hours. Daily except Sat., 11. *Goldwin Smith* 242. Mr. PILLSBURY.

Ed. S31. **Research and Studies in Occupational and Educational Opportunities.** Credit four hours. Daily except Sat., 1:30-3:00. *Goldwin Smith* 166. Dr. EMERSON.

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General Information Number

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Announcement of the Law School.

Announcement of the College of Arts and Sciences.

Announcement of the College of Architecture.

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Announcement of the New York State College of Agriculture.

Announcement of the Two-Year Courses in Agriculture.

Announcement of the Winter Courses in the College of Agriculture.

Announcement of the Farm Study Courses.

Program of the Annual Farm and Home Week.

Announcement of the New York State College of Home Economics.

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Announcement of the New York State Veterinary College.

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Announcement of the Summer Session.

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