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Number 17

Announcement of the
University Division of
Education
for 1930-31

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THE UNIVERSITY CALENDAR FOR 1930-31

1930

FIRST TERM

Sept. 15,	<i>Monday,</i>	Entrance examinations begin.
Sept. 22,	<i>Monday,</i> {	Registration and assignment of new students.
Sept. 23,	<i>Tuesday,</i> }	
Sept. 23,	<i>Tuesday,</i> {	Registration and assignment of old students.
Sept. 24,	<i>Wednesday,</i> }	
Sept. 25,	<i>Thursday,</i>	Instruction begins at 8 A. M.
Oct. 17,	<i>Friday,</i>	Last day for payment of tuition for the first term.
Nov. 26,	<i>Wednesday,</i>	Instruction ends at 6 P. M. } Thanksgiving
Dec. 1,	<i>Monday,</i>	Instruction resumed at 8 A. M. } ing Recess
Dec. 20,	<i>Saturday,</i>	Instruction ends at 1 P. M. } Christmas
1931		Recess
Jan. 5,	<i>Monday,</i>	Instruction resumed at 8 A. M. }
Jan. 11,	<i>Sunday,</i>	Founder's Day.
Jan. 24,	<i>Saturday,</i>	Instruction ends.
Jan. 26,	<i>Monday,</i>	Term examinations begin.
Feb. 4,	<i>Wednesday,</i>	Term ends.
Feb. 5,	<i>Thursday,</i>	A holiday.

SECOND TERM

Feb. 6,	<i>Friday,</i>	Registration of all students.
Feb. 9,	<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. } Spring
April 6,	<i>Monday,</i>	Instruction resumed, 8 A. M. } Recess
May 23,	<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.

UNIVERSITY DIVISION OF EDUCATION

FACULTY

LIVINGSTON FARRAND, A.B., M.D., L.H.D., LL.D., President of the University.

ADMINISTRATIVE COMMITTEE

JULIAN EDWARD BUTTERWORTH, Ph.D., Chairman of the Division.

THEODORE H. EATON, Ph.D.

RIVERDA HARDING JORDAN, Ph.D.

PAUL J. KRUSE, Ph.D.

ROBERT MORRIS OGDEN, Ph.D.

STAFF OF INSTRUCTION

THOMAS LEVINGSTON BAYNE, jr., Ph.D., Assistant Professor of Rural Education.

CORA E. BINZEL, M.S., Professor of Rural Education.

ISABEL BULL, B.S., Instructor in Rural Education.

JULIAN EDWARD BUTTERWORTH, Ph.D., Professor of Rural Education.

ANNA BOTSFORD COMSTOCK, B.S., Emeritus Professor of Rural Education.

THEODORE HILDRETH EATON, Ph.D., Professor of Rural Education.

EMERY N. FERRISS, Ph.D., Professor of Rural Education.

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PAUL J. KRUSE, Ph.D., Professor of Rural Education.

MAX LUDWIG WOLFRAM LAISTNER, M.A., Professor of Ancient History.

HELEN METCALF, B.A., Instructor in Rural Education.

CLYDE B. MOORE, Ph.D., Professor of Rural Education.

ROBERT MORRIS OGDEN, Ph.D., Professor of 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.

RICHARD STEPHEN UHRBROCK, Ph.D., Assistant Professor of Rural Education.

ANDREW LEON WINSOR, M.A., Instructor in Rural Education.

ASSISTANTS

RALPH I. HALE, M.S., Assistant in Rural Education.

FREDERICK T. MITCHELL, M.S., Assistant in Rural Education.

LILLIAN A. WILCOX, M.A., Assistant in Rural Education.

UNIVERSITY DIVISION OF EDUCATION

The formation of a University Division of Education at Cornell University was authorized by action of the Trustees on February 6, 1926. The Division has been formed by the affiliation of the Department of Education in the College of Arts and Sciences and the Department of Rural Education in the New York State College of Agriculture. This action did not discontinue the two departments but was designed to provide for a fuller coördination of their efforts than had previously existed. Each department maintains its autonomy and continues to perform such functions as are of primary concern to its college.

The offices of the Division are in Sage College. The Department of Education in the College of Arts and Sciences and the Department of Rural Education in the College of Agriculture have their offices, laboratories, and classrooms in Goldwin Smith Hall and in Caldwell Hall, respectively.

PURPOSES OF THE DIVISION

The University Division of Education provides, through the coöperation of the existing departments, a means for meeting the needs of the University for work in Education.

The purposes of the Division are:

1. To offer undergraduates in Cornell University opportunity to obtain the professional preparation commonly required of those desiring to teach in the public schools. To this end a group of introductory courses designed for those who have had no teaching experience is offered.
2. To provide opportunity for advanced study for those who have had teaching experience. Persons engaged in teaching who desire to increase their professional equipment or to prepare themselves for more specialized positions than they are now holding will find courses designed to meet their needs.
3. To furnish opportunity for research and experimentation in educational theory and practice.
4. To satisfy the demand for extension courses on the part of teachers in service.
5. To maintain an adequate placement service for workers in Education.

All undergraduate resident students in the Division must be enrolled in some college of the University. This means that they must meet the admission requirements of the college in which they are registered. Registration will admit them to such courses in the Division as they are qualified to pursue. In any extension courses that may be offered, the students must meet such requirements as may be provided in connection with the courses.

The completion of a course in the University Division of Education does not necessarily mean that the course will be credited toward the degree of a particular college in the University. Those courses which appear in the announcements of the College of Arts and Sciences and of the College of Agriculture are credited by the respective colleges. Students making elections from courses not included in the offerings of their college should make certain that they are acceptable to that college.

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.

GRADUATE WORK

Qualified students may be admitted to candidacy for the Master's degree or for the degree of Doctor of Philosophy with a major or a minor or both in some phase of Education. A graduate of any college in which requirements for a first degree are substantially equivalent to those for the first degree at Cornell may be admitted to resident study in the Graduate School. He may at once enter upon candidacy for an advanced degree if he can show that he is qualified to pursue the subjects 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., and also communicate with the professor under whose direction they desire to study.

A tuition fee of \$75 for the academic year is to be paid by all students registered in the Graduate School. It is payable in installments of \$37.50 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, an infirmary fee of \$5 each term, a Willard Straight Hall fee of \$5 each term, and a graduation fee of \$20 is also charged.

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

The following excerpts from the Announcement of the Graduate School give the prospective graduate student useful information on the general subject of the Master's degree 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 fulfilment 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 at least one year of residence devoted to the study of a field in which Education constitutes the major portion, presents satisfactory evidence of ability to carry work of graduate grade, passes such examinations, and meets such other conditions as his Special Committee under the general supervision of the University Division of Education may direct.

These degrees are designed for school executive officers and teachers who do not wish to enter upon a restricted course of study involving intensive research, or who wish to supplement their work in order to meet advanced requirements for certification. In general these candidates are expected to fall into one of three classes:

CLASS I. Men and women, graduates of standard colleges, who have been successful in educational positions, and are seeking additional preparation on the graduate level. Many of these do not want to enter upon a restricted course of study involving intensive research. They are, however, ready to carry on systematic study of graduate grade having a direct bearing upon their professional problems.

CLASS II. Men and women, graduates of standard colleges, who wish to qualify as principals of high schools or as supervisors in various fields in accordance with programs of special professional preparation outlined by various states for these particular fields.

CLASS III. Men and women, graduates of standard colleges, who have not found it possible to include in their undergraduate programs preliminary courses in the field of Education which would qualify them to enter immediately upon graduate courses in Education, and who demand a program so planned as to enable them to satisfy these requirements in less time than would ordinarily be required as part of their graduate study leading to the Master's degree.

The character and quality of work expected for the attainment of these degrees shall be, in all respects, equivalent to the prevailing standards for the regular Master's degrees.

1. The candidate, in addition to meeting the admission requirements of the Graduate School, will be required to show evidence (satisfactory to his Special Committee) of a suitable foundation for the courses leading to the special degrees.

2. With the advice of the Chairman of the Division the candidate shall choose three members of the graduate faculty to serve on his special committee. At least two of these shall be from the staff of the Division of Education, one of the two being selected by the candidate to act as chairman.

3. The office of the Chairman of the Division of Education shall function 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.

4. The candidate will be required to unify his studies and prove his competence by the successful completion of such courses, seminars, special projects and examinations as may be designated by his Special Committee. A thesis is not required but a candidate whose interests are best served by a special investigation may offer such a study in partial fulfilment of the requirements for the degree.

5. The candidate must complete graduate courses approximating a total of thirty semester hours, at least four hours of which shall be of the seminary type. A candidate who plans to complete the residence requirements during summer sessions may elect, in lieu of seminaries, such activities as may be approved by his Special Committee.

6. Upon the satisfactory completion of the work outlined by the Special Committee and the passing of a final examination, the Faculty of the University Division of Education will recommend to the Faculty of the Graduate School that the candidate be granted the appropriate degree. Prior to scheduling this examination, all members of the staff under whom the candidate has carried course work or who have acted in any advisory or similar capacity with him shall be informed of his proposed examination and shall be asked: (1) To express an opinion regarding his fitness for such examination, and (2) To be present and take part in the examination.

The courses expected of the candidate will usually fall into three groups designated as A, B, and C. 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; or specialized courses in Education such as experimental investigation, the principalship of village and centralized schools, teaching science in the secondary school, and directed teaching in home economics.

GROUP B. Courses of a more technical character, though not highly specialized, such as rural secondary education, city school administration, and educational measurements.

GROUP C. Courses such as those in educational psychology dealing with the common problems of learning, the philosophy of education, the history of education, educational sociology, and the principles of education.

The candidate will be expected to select such courses within each of the above fields as shall seem, in the judgment of his committee, best suited to meet his particular needs. In general, he will be expected to present some courses from each of the three groups.

The course offerings of the University will vary from time to time as new needs are recognized and as additional facilities for instruction are made available. The following outline is presented for the purpose of suggesting to candidates courses offered during the year 1930-31 that are considered desirable in preparing for certain types of positions. These suggestions are to be considered as directive rather than restrictive. A grouping of courses for other types of positions may, of course, be made by the candidate and his Special Committee.

For further information regarding either the degree of Master of Arts in Education or Master of Science in Education address the Chairman of the Division of Education.

I. COURSES OFFERED DURING THE REGULAR ACADEMIC YEAR

In a few cases a course is classified in different groups because of the varying demands of the different positions. Courses enclosed in brackets are not given in 1930-31.

	GROUP A	GROUP B	GROUP C
General Elementary Supervisors	[223]*; 263	21; 227; 7 or 251; 10 or 261; 276	17; 211a or 1; 5 or 294; 20
Supervisors of Agriculture	[222]; 245; 250; 267	211a; 234; 251; 262; 263; 281; or substitutes; Rural Social Organization 12.	7; [12]; 194 or 294; 212 or [218]
Supervisors of Home Economics	269 and advanced courses in Foods and Nutrition, Textiles and Clothing; Family Life; Household Art; Household Management	[222]; 234; [248]; 251; 261; 263; 276; 281; [287]; Rural Social Organization 1; 214	211a; 194; 294; 116; [218]
Supervisors of Nature Study and Science	7; 109; 126; 226; and courses most needed in various science departments	[223]; 227; 241; 251; 252; 263; 276; 281; [287]	116; [3] or 13; 211a or 1; 239; 294
Superintendents (village, town, district, county and supervising principals)	21; 175; 262	7 or 251; 261 or 10; [12] or [287]; 227; 263; 264; 276; 281; and courses from departments of Rural Social Organization and Agricultural Economics	1 or 211a; 17; 20; 294 or 5; [222]
Principals of high schools (persons responsible to a superintendent and not dealing directly with a board of education)	[12] or [287]; 262	7 or 251; 10; 21; 263; 264; 276; [278]; 281	211a or 1; 17; 5 or 294; [222]; 20; 16
Principals of small village and centralized schools	175; [223]; 262	[12] or [287]; 251 or 7; 281; 263; [223]; 261; 276; and courses in Rural Social Organization and Agricultural Economics	211a or 17; 5 or 294

*Courses numbered under 100 are offered by the Department of Education; those numbered 100 or over are offered by the Department of Rural Education.

Teachers of Agriculture	[222]*; 267 and under certain conditions advanced courses in agricultural electives	175; 234; 251; 261; 276; 281	13; 194; 211a or 1; 212 or [218]
Teachers of Home Economics	Advanced courses in Home Economics subjects	[222]; 234; 251; 276; 281; [287]; and Rural Social Organization I	211; 211a; 194; 116
Teachers of academic subjects	4; 121; [222]; 276; and appropriate courses in academic subjects and teachers' courses in specific subjects	7; 8; 10; [12]; 21; 234; 251; 252; 263; [278]; [287]	1 or 111; 211a; 2 or 181; 5; 16; 20; 17; 281; 294

II. COURSES OFFERED DURING THE 1930 SUMMER SESSION

These are, in general, representative of summer session offerings suitable for persons seeking one of these degrees.

	GROUP A	GROUP B	GROUP C
General Elementary Supervisors	S125; S18; S263; S30	S7; S8; S17; S150; S151; S261 or S10	S1 or S111a or S111b; S 226
Supervisors of Agriculture	S232; S245a; S267	S151; S261; S263; S268; S282	S111a or S111b; S226
Supervisors of Home Economics	S269; S134; S135a; S235	S151; S261; S263	S111a or S111b
Supervisors of Nature Study and Science	S126; S126a	S151; S263	S111a or S111b or S1
Superintendents (village, town, district, county and supervising principals)	S10; S11; S175; S262b	S5; S7; S8; S14; S17; S18; S150; S151; S261; S263; S282	S1 or S111a or S111b; S 226
Principals of high schools (persons responsible to a superintendent and not dealing directly with a board of education)	S262b; S10; S11	S5; S7; S8; S14; S17; S151; S263; S282	S111a or S111b or S1; S226

*Courses numbered under 100 are offered by the Department of Education; those numbered 100 or over are offered by the Department of Rural Education.

	GROUP A	GROUP B	GROUP C
Principals of small village or centralized schools	S175; S262b	S17; S150; S151; S261; S263; S282	S1 or S111a or S111b; S226
Teachers of Agriculture	S232; S245a; S267	S151; S261; S268; S282	S111a or S111b
Teachers of Home Economics	S269; S134; S135a; S235	S151	S111a or S111b
Teachers of academic subjects	S226; S121b; S4; and appropriate courses in academic subjects and teachers' courses in specific subjects	S5; S7; S11; S14; S17; S18; S261; S282; S150; S151; S263	S1 or S111a or S111b; S181

APPOINTMENT SERVICE FOR TEACHERS

An appointment service is maintained by the Division. Its purpose is to assist men and women who have studied or who are studying at Cornell University to secure positions in educational work. Such persons are invited to use this service, which is performed without charge. Those desiring assistance should communicate with the office of the Division.

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 Division 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 25). Mr. THOMAS.

(Special methods courses in Agriculture, Homemaking, Nature Study, and the elementary school subjects are described in this announcement.)

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 Division of Education. The following are suggested:

Psychology: six hours are required.

*Education I 3 hours
or

*Rural Education III 4 hours

Psychology I 3 hours

Education 7 3 hours

Education 17 2 hours

Rural Education 116 2 hours

*Education I or Rural Education III 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 Division 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 Division.

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 Division 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 Division of Education for information regarding their special needs.

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 1930 Summer Session that are not offered during the regular year may be found on pages 23-27 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; Educational Method, 21-40; Preparation of Teachers for Normal Schools and Colleges, 41-50; Educational Measurement, 51-60; Educational Administration and Supervision, 61-80; Principles of Education, 81-90; Philosophy of Education, 91-100. 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 1930-31

These courses are listed in the same order as they occur in the announcement. A statement of certification requirements is given on page 13.

GENERAL COURSES (page 16)

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.

PSYCHOLOGY (pages 16f.)

Education 1.	Educational Psychology. Either term.
Rural Education 111.	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. Second term.

Rural Education 119.	Personnel Administration. Second term.
Rural Education 211a.	Psychology for Students of Education. First term.
Rural Education 212.	Psychology of Learning. Second term.
Education 6.	Experimental Education. Second term.
Education 17.	Mental Development. First term.
Education 8.	Experimental Investigation. Either term.

EDUCATIONAL METHOD (pages 17ff.)

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. Second term.
Rural Education 126.	The Teaching of Science in the Secondary School. Second term.
Rural Education 131.	Teaching Agriculture in the Secondary School. First and second terms.
Rural Education 133.	Directed Teaching of Agriculture in the Secondary School. Either term.
Rural Education 135.	The Teaching of Home Economics in the Secondary School. Second term.
Rural Education 136.	Directed Teaching of Home Economics in the Secondary School. Either term.
Rural Education 226.	Research in Science Teaching. Either term.
Rural Education 227.	Seminary in Elementary Education. Second term.
Rural Education 234.	Seminary. First term.
Rural Education 239.	Problems of Extension Teaching. First term.
Rural Education 240.	Seminary in Problems of Extension Work. Second term.

PREPARATION OF TEACHERS FOR NORMAL SCHOOLS AND COLLEGES (pages 19f.)

Rural Education 241.	The Preparation of Teachers for Normal Schools and Colleges. Second term.
Rural Education 245.	College Preparation of Teachers of Agriculture for Secondary Schools. Second term.
Rural Education 250.	Seminary in Agricultural Education. Second term.

EDUCATIONAL MEASUREMENT (page 20.)

Education 7.	Mental and Educational Measurement. First term.
Rural Education 251.	Mental and Educational Measurement. Second term.
Rural Education 252.	Conferences on Statistical Methods. Throughout the year.

EDUCATIONAL ADMINISTRATION AND SUPERVISION (pages 20ff.)

Rural Education 161.	Principles of School Administration and Supervision. First term.
Education 10.	City School Administration and Supervision. Throughout the year.
Rural Education 175.	The Principalship of Centralized and Village Schools. 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 267. Administration and Supervision of Agricultural Education. First term.
 Rural Education 269. The Administration and Supervision of Home Economics Education. First term.
 Rural Education 276. Principles of Curriculum Building. Second term.

HISTORY OF EDUCATION (page 22.)

- Education 13. History of American Education. Either term.
 Education 16. Readings in the History of Education. Second term.

PRINCIPLES OF EDUCATION (page 22.)

- Education 2. Principles of Secondary Education. Second term.
 Rural Education 181. Principles of Education. Second term.
 Rural Education 194. Education and Vocations. First term.
 Rural Education 281. Rural Secondary Education. First term.

PHILOSOPHY OF EDUCATION (pages 23.)

- Rural Education 294. Philosophy of Education. Second term.
 Education 5. Philosophy of Education. Second term.

NATURE STUDY (page 23.)

- Rural Education 7. Nature Study. Second term.
 Rural Education 109. The Nature Study Movement and its Makers. First term.

GENERAL COURSES

Introduction to Problems of Public Education (Rural Education 1). First term. Credit two hours. Designed for students not preparing to teach. Not credited toward the professional requirements in education. Not open to freshmen, T Th 10. *Caldwell* 100. Professor MOORE.

Seminary in Education (Education 20). First term. Credit two hours. Prerequisite, Education 1. Professor OGDEN. M 4-6. *Goldwin Smith* 248. Topics relevant to the fundamental assumptions of educational theory will be chosen. Primarily for graduate students.

Seminary in Education (Education 21). 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.

PSYCHOLOGY

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

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* 251 for assignment to sections.

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

First term:

Section 1. Lectures, M W F 11. *Caldwell* 143. Laboratory, T 1:40-4. *Caldwell* 282.

Section 2. Lectures, M W F 11. *Marketing Building*. Laboratory, W 1:40-4. *Caldwell* 282.

Section 3. Lectures, M W F, 9. *Caldwell* 143. Laboratory, Th 1:40-4. *Caldwell* 282.

Second term:

Section 1, Lectures, M W F 11. *Caldwell* 143. Laboratory, T 1:40-4. *Caldwell* 282.

Section 2, Lectures, M W F 11. *Caldwell* 100. Laboratory, Th 1:40-4. *Caldwell* 282.

Psychology for Students of Hotel Administration (Rural Education 114). First term. Credit four hours. Open to juniors and seniors. Lectures, M W F 8. *Home Economics* 100. Laboratory, Th 1:40-4, *Fernow* 210. Assistant Professor UHRBROCK.

Psychology for Students of Child Training (Rural Education 116). Second term. Credit two hours. Prerequisite, Rural Education 111. T Th 11. *Caldwell* 100. Professor KRUSE.

Personnel Administration (Rural Education 119). Second term. Credit three hours. Prerequisite, course 114 or the equivalent. M W F 8. *Home Economics* 100. Assistant Professor UHRBROCK.

Psychology for Students of Education (Rural Education 211a). First term. Credit four hours. For mature students with teaching experience. M W F 11-12:30. *Caldwell* 282. Professor KRUSE.

[**Psychology for Students of Education** (Rural Education 211b). Second term. For members of the teaching staff. Professor KRUSE.] Not offered in 1930-31.

Psychology of Learning (Rural Education 212). Second term. Credit two hours. Th 4-6. *Caldwell* 282. Professor KRUSE.

[**Seminary in Educational Psychology** (Rural Education 218). Second term. Credit two hours. Professor KRUSE.] Not offered in 1930-31.

Experimental Education (Education 6). Second term. Credit two hours. Prerequisite, Education 1 and permission of the instructor. Assistant Professor FREEMAN. Hours to be arranged. *Goldwin Smith* 248.

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

Mental Development (Education 17). First term. Credit two hours. Prerequisite, Education 1. Assistant Professor FREEMAN. W 2-4. *Goldwin Smith* 248.

A course in child psychology, dealing with the facts of mental growth and their interpretation, with special emphasis upon theories of learning.

Experimental Investigation (Education 8). Repeated in second term. Credit and hours to be arranged. Prerequisite, Education 6 or 7. Professor OGDEN and Assistant Professor FREEMAN. *Goldwin Smith* 248.

Experimental study of a special problem in educational psychology or in mental measurements.

EDUCATIONAL METHOD

Method and Procedure in Secondary School Teaching (Rural Education 121). First term. Credit three hours. Prerequisite, Rural Education 111. Open to juniors and seniors. Students preparing to teach home economics should take Rural Education 181. M W F 11. *Poultry Building* 174. Professor FERRISS.

The development of certain principles of teaching in secondary schools, and their application to practical questions arising from the problems of selecting and organizing teaching materials, planning class work, making the assignments, determining classroom and laboratory methods, directing study, managing the class, measuring the results of teaching, etc., considered in the light of the principles developed.

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

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. Professor JORDAN and Mr. HULSE. M 4. *Goldwin Smith* 256.

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

Practice in High School Method (Education 4b). Second term. Credit two hours. For seniors only. Prerequisite, courses 4 and 4a. Mr. HULSE. M 4. *Goldwin Smith* 256.

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. Prerequisites, Rural Education 111 and 121 or their equivalents. T Th 10. *Fernow* 16. Professor PALMER.

This course is concerned with the organization of high school science material, the introduction of scientific ideas to high school students, and a consideration of useful sources of information and supply. Opportunity is provided for observation of high school science teaching for the third hour of credit.

Teaching Agriculture in the Secondary School (Rural Education 131). First and second terms. Credit three hours a term. Open to students who have completed Rural Education 111, who have met the farm-practice requirements, and whose progress in the prescribed courses in agriculture is adequate. Lectures, T Th 9. *Caldwell* 282. One conference hour and not less than one laboratory period a week in directed teaching are required. Professor STEWART and Messrs. HOSKINS and VAUGHAN.

A course for students preparing to teach agriculture in the secondary school, including participation in the organization of departmental work and in teaching.

[The Teaching of Agriculture in the Secondary School (Rural Education 132). Credit two hours. Mr. HOSKINS.] Not given in 1930-31. Given in the Summer Session, 1931.

A course similar to 131 but not including participation in teaching.

Directed Teaching in Agriculture in the Secondary School (Rural Education 133). First or second term. Credit from one to three hours. Open only by permission. Professor STEWART and Mr. VAUGHAN.

The Teaching of Home Economics in the Secondary School (Rural Education 135). Second term. Credit three hours. Prerequisite, course 111. Required of juniors preparing to teach. Course 181 or its equivalent should precede or parallel this course. Lectures, T Th 8. Laboratory, T or Th 1:40-4. *Caldwell* 143. Professor BINZEL.

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.

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. *Caldwell* 282. Professor BINZEL and Misses BULL and HASTIE.

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.

[Principles of Method (Rural Education 222). Credit two hours. Prerequisites Rural Education 211a or its equivalent and teaching experience. Professor STEWART.] Not offered in 1930-31. Offered in summer session, 1930.

Designed to develop through concrete situations the principles underlying successful teaching experience.

[The Teaching of Elementary School Subjects (Rural Education 223). First term. Credit three hours. Professor MOORE.] Not offered in 1930-31.

A course designed for experienced elementary school teachers, supervisors, and others who are concerned with recent developments in this field. A critical consideration of important research studies which have a direct bearing upon the teaching of elementary school subjects.

Research in Science Teaching (Rural Education 226). Either term. Credit one or two hours. Open to graduate students who have had courses 111, 121 and 7. Professor PALMER.

Special problems in science teaching.

Seminary in Elementary Education (Rural Education 227). Second term. Credit two hours. T 4-6. *Caldwell* 143. Professor MOORE.

Open to graduate students who are especially interested in elementary school problems. The topics considered will vary from year to year, depending upon the interests of those participating.

Seminary (Rural Education 234). First term. Credit one hour. Th 4-5:30. *Caldwell* 143. Professor BUTTERWORTH.

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

Problems of Extension Teaching (Rural Education 239). First term. Credit three hours. Open to graduate students qualified in knowledge of the psychology of learning and of the System of Cooperative Extension Work in Agriculture and Home Economics. M W 11-12:30. *Caldwell* 143. Professor EATON.

A study of aims, programs and methods in cooperative extension work in Agriculture, and Home Economics.

Seminary in Problems of Extension Work (Rural Education 240). Second term. Credit two hours. Open to graduate students experienced in the extension field and those who have completed course 239. M 4-6. *Caldwell* 282. Professor EATON.

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. *Caldwell* 282. Professor BUTTERWORTH.

To meet the needs of those responsible for the training of teachers for rural elementary and secondary schools.

[Resident Instruction in the Colleges of Agriculture and Home Economics (Rural Education 243). Second term. Credit three hours. Open to graduate students and members of the staff. This course assumes familiarity with the psychological bases of learning.

A study of instructional aims and methods at the college level. Professor EATON.] Not offered in 1930-31.

College Preparation of Teachers of Agriculture for Secondary Schools (Rural Education 245). Second term. Credit three hours. Open to graduate students of approved qualifications. M F 2-3:30. T Th 9 should be kept free. *Caldwell* 282. Professor STEWART.

A study of college training for prospective teachers of vocational agriculture in the secondary school.

[The Preparation of Teachers of Home Economics (Rural Education 248). First term. Credit three hours. Open to graduate students of approved qualifications. Professor BINZEL.] Not offered in 1930-31.

This course is designed to meet the needs of persons who have had both technical preparation in home economics and teaching experience, and who desire to prepare for the special problems involved in the professional work of preparing teachers of home economics. It treats of collegiate and secondary curricula in home economics with reference to the technical preparation of teachers, their professional needs, supervised teaching experience, and the organization and content of special methods courses in home economics.

Seminary in Agricultural Education (Rural Education 250). Second term. Credit one hour. For graduate students doing research in agricultural education. W 4. *Caldwell* 282. Professor STEWART.

EDUCATIONAL MEASUREMENT

Mental and Educational Measurements (Education 7). First term. Credit three hours. Prerequisite, Education 1 and permission of the instructor. Assistant Professor FREEMAN. T Th S 9. *Goldwin Smith* 227.

The nature of intelligence. The 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. *Caldwell* 282. 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.

Conferences on Statistical Methods (Rural Education 252). Throughout the year. Credit may be arranged. Designed primarily for students of education. By appointment, *Caldwell* 225. Assistant Professor BAYNE.

[Statistics for Students of Education (Rural Education 253). First term. Credit two hours. Primarily for graduate students in education. Assistant Professor BAYNE.] Not offered in 1930-31.

EDUCATIONAL ADMINISTRATION AND SUPERVISION

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. Open also to graduate students without administrative experience who have had the foregoing courses or their equivalent. M W F 9. *Marketing Building*. Professor BUTTERWORTH.

An introductory course covering the general problems of administration in elementary and secondary schools: types of school units; state and county organizations; functions of boards of education; selection, promotion and tenure of teachers.

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.

[The Junior High School (Education 12). Throughout the year. Credit two hours. For seniors, graduates, and other qualified students. Professor JORDAN.] Not offered in 1930-31.

The Principalship of the Centralized and Village School (Rural Education 175). Second term. Credit two hours. T Th 11. *Caldwell* 143. Given in alternate years. Open to graduate students by special permission. Professor FERRISS.

A course designed primarily for those preparing to be principals of schools containing both high school and elementary grades. Attention is given to the needs of those combining the work of principal and teacher of agriculture.

The Administration of Rural Schools (Rural Education 261). First term. Credit three hours. T Th 11-12:30. *Caldwell* 282. 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. T Th 9. *Caldwell* 282.

A study of sources of school funds; relation of school revenues to wealth; types of equalization funds; methods of distributing such funds; cost accounting; budget making; and the organization of school taxation.

[B. The School Population. Second term. Credit two hours.] Not offered in 1930-31.

[C. The School Plant. Second term. Credit two hours.] Not offered in 1930-31.

Procedures and Techniques in Supervision (Rural Education 263). First term. Credit three hours. M W F 10. *Caldwell* 282. Professor MOORE.

The purpose of this course is to assist graduate students of experience to improve their supervisory procedures and techniques. The course includes a survey of the literature related to supervisory problems and an evaluation of the theories and practices involved. Schools are visited and procedures are observed from the viewpoint of the supervisor.

Seminary in Rural School Administration (Rural Education 264). Second term. Credit two hours. M 4-5:30. *Caldwell* 282. Professor BUTTERWORTH.

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

Administration and Supervision of Agricultural Education (Rural Education 267). First term. Credit three hours. Open to graduate students of approved qualifications. M F 2-3:30, and one laboratory to be arranged. T Th 9 should be kept free. *Caldwell* 282. Professor STEWART.

A course on the administration and supervision of vocational education, designed for persons preparing to administer and supervise agricultural education. Participation in field experience, study and supervision is a part of the program.

The Administration and Supervision of Home Economics Education (Rural Education 269). First term. Credit three hours. For graduate students only. T Th S 10. *Home Economics* 400. Professor BINZEL.

This course is intended for supervisors and for teachers who are preparing for supervisory positions in the field of home economics. The course is concerned with the analysis of the supervisor's job and with methods of supervision. Among the problems presented for study and investigation will be the organization and the administration of homemaking departments; the principles underlying the present day changes in home economics education; the principles underlying the organization of courses; evaluation of teaching; improvement of teachers in service; teachers' conferences; and study classes.

Principles of Curriculum Building (Rural Education 276). Second term. Credit three hours. For graduate students only. T Th 2-3:30. *Caldwell* 100. Professor FERRISS.

A consideration of the major problems, principles, and techniques in determining educational objectives, and curriculum content and organization, with special emphasis upon elementary and secondary education in rural communities.

[**Seminary in Rural Secondary Education** (Rural Education 278). Second term. Credit two hours. Given in alternate years. Professor FERRISS.] Not offered in 1930-31.

Special topics: pupil guidance and providing for individual differences. Other topics may be substituted if interests of those participating make them desirable.

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. Professor LAISTNER. (b) (Late Medieval and Modern). Second term. Credit two hours. Open to upperclassmen and graduates only. Professor SMITH.] Not offered in 1930-31.

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* 225.

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.

Readings in the History of Education (Education 16). Second term. Credit two hours. Prerequisite, Education 1 and 13, or permission of the instructor. Mr. HULSE. Hours to be arranged. *Goldwin Smith* 248. Primarily for graduate students. An advanced course, emphasizing the historic changes in aims and methods.

PRINCIPLES OF EDUCATION

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 12. 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* 251 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. *Caldwell* 100. Section 2, M W F 8. *Roberts* 292. Professor MOORE.

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

Education and Vocations (Rural Education 194). First term. Credit three hours. Open to graduate students and seniors who have had Educational Psychology, and Economics or Sociology. T Th S 11. *Caldwell* 100. Professor EATON.

A study of vocational education from the point of view of a democratic philosophy of education.

Rural Secondary Education (Rural Education 281). First term. Credit four hours. Designed primarily for graduate students. M W F 9, and a period to be arranged. *Caldwell* 282. 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. Among the topics treated are: the functions of rural secondary education; present demands upon the rural secondary school; problems of organization; problems of curriculum building; prevocational and vocational work; pupil guidance; extraclass activities; the rural secondary school and the adult.

[**The Junior High School and the Rural Community** (Rural Education 287). Second term. Credit two hours. Professor FERRISS.] Not offered in 1930-31.

PHILOSOPHY OF EDUCATION

Philosophy of Education (Rural Education 294). Second term. Credit three hours. Open to graduate students whose studies in education are already well forward. M W 11-12:30. *Caldwell* 492. Professor EATON.

A critique of education.

Philosophy of Education (Education 5). Second term. Credit two hours. Prerequisite, Education 1 and at least one course in Philosophy. Professor OGDEN. W 2-4. *Goldwin Smith* 248.

A study of education as interpreted by the more important philosophical conceptions and theories, with special application to the spirit and demands of modern society.

NATURE STUDY

Nature Study (Rural Education 7). Second term. Credit three hours. Prerequisite, one-half year of botany, biology, or zoology and a physical science. Lecture, M 12. *Fernow* 16. Practical exercises, M W 1:40-4 or T Th 1:40-4. Professor PALMER.

Laboratory and field practice with those subjects in physical and biological science most suitable for use in elementary schools with attention given to the methods of study, manner of presentation, and relation of the topics to agriculture.

[**Nature Literature** (Rural Education 102). First term. Credit two hours. Prerequisite courses 111, 121, and 7. Professor PALMER.] Not given in 1930-31.

The Nature Study Movement and its Makers (Rural Education 109). First term. Credit two hours. Prerequisite, courses 111, 121, and 7. M W 10. *Fernow* 16. Professor PALMER.

A study of the past and present status of nature and science education in elementary schools.

SPECIAL COURSES OFFERED IN 1930 SUMMER SESSION

The courses listed below are not offered during the regular year 1930-31.

EDUCATIONAL PSYCHOLOGY AND MEASUREMENT

Psychology for Extension Workers (Rural Education S 112). Credit two hours. M W F, 7:30-8:50. *Caldwell* 250. Professor KRUSE.

A point of view in education and in psychology for extension workers. The nature of man with emphasis on the tendencies basic to the effective influencing of human behavior. How human beings come to be what they are. How they differ in quantity and quality of traits.

Mental and Educational Measurement (Rural Education S 150). Credit two hours. Daily except Sat., 9. *Caldwell* 143. Dr. WINSOR.

A beginning course for students of child training and for teachers of the primary and intermediate grades. A study will be made of individual and group tests in relation to development, diagnosis, and classification of young children.

EDUCATIONAL METHOD

Organization and Methods of Teaching Industrial Arts (Education S 42). Credit two hours. Daily except Sat., 8. *Rural Engineering Laboratory*. Mr. KULP.

A course required of Industrial Arts students who desire certification. Consideration is given to the point of view in industrial arts education, aims and objectives, the organization of instructional materials and the courses of study for the small high school; related subject matter commonly taught; the management of the shop, including shop equipment and shop procedures.

Method and Procedure in Teaching in the Elementary School (Rural Education S 121a). Credit two hours. Daily except Sat., 10. *Caldwell* 143. Miss HICKS.

A consideration of the problems of teaching: how to motivate study, cultivate interest, organize teaching materials, select and solve problems, plan class procedure, construct and use questions, drill, measure the results of teaching, etc., to make clear the principles which are fundamental to efficient instruction.

The Teaching of Reading (Rural Education S 125). Credit two hours. Daily except Sat., 2. *Caldwell* 143. Miss HICKS.

This course deals with the various phases of the reading process. Attention will be given to diagnosis, remedial work, types of reading, materials suitable for the various grade levels, recent investigations and recommendations. The course is designed for teachers, principals, and supervisors.

The Teaching of Science in the Rural Secondary School (Rural Education S 126a). Credit one hour. M W F, 11, T Th, 11-12:50, one conference period a week. July 21 to August 1. *Fernow* 8. Professor PALMER.

Designed for teachers of agriculture or others who are called upon to teach courses in science and who desire to know the science program in rural high schools and the outstanding problems in the field. The work is planned for experienced teachers.

The Teaching of Vocational Agriculture in the Secondary School (Rural Education S 132). Credit two hours. Lectures, M T Th F, 9. Laboratory, W, 1:40-4. *Caldwell* 282. Mr. HOSKINS.

Designed for teachers of agricultural courses or for students preparing to teach such courses. Students not registered in S 132 d or S 132 f are required to make a minimum of three field trips.

A study of the problems confronting the teacher of agriculture; the vocational point of view in instruction; determination of courses of study from field studies and analyses; forms used in teaching, including the selection of materials and their organization for instruction purposes; the relationships of the agricultural teacher to other agencies of agricultural training in the community.

Laying out the Agricultural Program in the Secondary School (Rural Education S 132 d). Credit one hour. Daily except Sat., 8. Laboratory, T Th, 1:40-5:00. July 7 to 18. *Caldwell* 282. Mr. HOSKINS.

A special unit course designed for teachers of agriculture who desire help in organizing their programs according to local and state needs.

The Teaching of Agricultural Economics and Farm Management in High School Departments of Agriculture (Rural Education S 132e). Credit one hour. Daily except Sat., 8. Laboratory, T Th, 1:40-5. July 21 to August 1. *Caldwell* 282. Mr. HOSKINS and Assistant Professor HARRIOTT.

A special unit course designed specifically for teachers of vocational agriculture, based upon a study of concrete cases.

Procedures and Techniques in Teaching Vocational Agriculture in the Secondary School (Rural Education S 132f). Credit one hour. Daily except Sat., 8. Laboratory, T Th, 1:40-5. August 4 to 15. *Caldwell* 282. Mr. GETMAN.

A study of specific teaching situations as a basis of discovering and defining desirable procedures and techniques.

Homemaking in the Intermediate Grades (Rural Education S 134). Credit two hours. Daily except Sat., 10. *Caldwell* 294. Assistant Professor WELCH.

A study of the problems involved in teaching homemaking in the intermediate grades; purposes of homemaking in the grades, the selection and organization of study and teaching problems, and methods of teaching.

Special Problems in Teaching Homemaking (Rural Education S 135a). Credit four hours. Daily except Sat., 11-1. *Practice House*. Miss VAN LIEW.

This course deals with problems such as the school lunch, the school apartment or house, and community agencies in teaching and developing the homemaking program. Laboratory fee, \$8.

Foundations of Method (Rural Education S 226). Credit two hours. Daily except Sat., 10. *Goldwin Smith* 183. Professor HARPER.

This course is designed primarily for experienced elementary and high school teachers and supervisors. It will include a critical examination of current and

proposed educational methods in the light of accepted principles of educational psychology. Special attention will be given to the theories involved in project-teaching. The course will include such topics as the laws of learning, interest and effort, the thinking process, the organization of experience, the relationship between subject matter and the educative process, discipline and moral training.

The Teaching of Vocational Agriculture in the Secondary School (Rural Education S 232). Credit two hours. M T Th F, 9. Laboratory, W, 1:40-4. *Caldwell* 250. Primarily for state supervisors and teacher-trainers; open to other graduate students by permission only. Professor GENTRY.

Designed to consider in a critical way the problems confronting supervisors and teacher-trainers in agricultural education. For the nature of the problems, see S 132.

The Teaching of Homemaking in the Secondary School (Rural Education S 235). Credit two hours. Daily except Sat., 9. *Caldwell* 294. Miss BULL.

This course is particularly designed to assist teachers in improving their methods of teaching. Study will be made of recent investigations in the field of homemaking and of their bearings upon the homemaking curriculum in secondary schools, the content of courses, and teaching methods.

Special Problems in Education (Education S 9). Professor JORDAN will advise students majoring in the Department of Education; students majoring in rural education may consult any member of that Department.

This course is designed to give advanced students an opportunity for study of special problems under personal direction of instructors. The work may consist either of essays and reports on some special topic, or of laboratory practice of an advanced grade. Students interested in work of this nature should consult with some member of the resident staff.

Extra Classroom Activities (Education S 11). Credit two hours. Daily except Sat., 8. *GS* 256. 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. Individual problems of the class will have special attention.

Practice in High School Method (Education S 20). Credit one to three hours. Hours to be arranged. *GS* 251. Mr. HULSE.

This course is limited to students needing credit in practice teaching to meet specific state requirements. Application must be made before June 1 to Mr. M. L. Hulse, 251 Goldwin Smith Hall, Ithaca, N. Y. The work will involve daily observation and practice in the Ithaca High School Summer Session under supervision of selected teachers and under the general direction of the Department of Education. Frequent conferences will be held with the instructor in charge.

Teachers' Course in Social Studies in Senior High School (Education S 30). Credit two hours. Daily except Sat., 10. *GS* 225. Mr. KIDGER.

This course considers the content and method of teaching social studies in the senior high school. The interrelation of geography, history, and civics will be emphasized. Especial attention will be given to the most effective methods not only in presenting American history but also in dealing with problems of democracy. A consideration of individual method of measurements, and effective methods of testing, the use of outside reading, maps, charts, diagrams, note books.

EDUCATIONAL ADMINISTRATION AND SUPERVISION

The Curriculum of the Junior-Senior High School (Education S 17). Credit two hours. Daily except Sat., 12. *Goldwin Smith* 264. Mr. MEYER.

Special emphasis will be placed upon the curriculum in its relation to the large aims of the secondary school. The complementary nature of the junior and senior high school will receive particular attention.

The Principalship of the Centralized and Village School (Rural Education S 175). Credit two hours. Daily except Sat., 8. *Caldwell* 143. Mr. SNYDER.

This course is designed for principals and superintendents of centralized and village schools having both elementary and secondary work, and for those preparing for such positions. Among the problems considered are: the school and its relation to its community; an analysis of the principal's activities and his relation to pupils, teachers, parents; the organization of the school, schedule making, placement and time allotment of subjects, and distribution of teaching load; aims and methods of supervision and the training of teachers in service; the administration of curricula and courses of study; the administration of pupil progress; pupil guidance and study supervision, direction and control of extra-class activities, the organization of the office and office work; the principal and the community.

The Principalship of the Village School (Rural Education S 179). Credit two hours. Daily, August 4 to 15. First meeting M, 9:30. *Fernow* 210. Dr. BROWNELL.

A unit course designed specifically for principals of smaller high schools, who are also responsible for the organization, administration, and supervision of the elementary grades. See S 175 for a statement of problems considered.

The Problem of Directed Teaching in the Training of Teachers of Vocational Agriculture (Rural Education S 245a). Credit one hour. M W F, 11. *Caldwell* 282. Open to graduate students in agricultural education who are registered for S 232 or S 267. Professor STEWART.

A study of the organization and practice of directed teaching in relation to the college preparation of teachers of vocational agriculture.

The School Population (Rural Education S 262b). Credit two hours. Section 1, daily except Sat., 11, *Caldwell* 292. Section 2, for district superintendents only, daily, July 7 to 18. First meeting, M 8. *Fernow* 210. Professor BUTTERWORTH.

Typical problems: Measuring pupil progress; classification and grading; elimination and its causes; case studies of retardation; attendance; the visiting teacher and her work; pupil personnel records; adjusting the school organization to meet individual needs. The work will center about actual problems; hence prospective members of the class are urged to bring definite data from their schools. Write to the instructor in charge for an outline of the types of data that will be most useful.

Organization and Administration of Cooperative Extension Work (Rural Education S 268).

A study of practice in the development, organization, and management of state and county programs in cooperative extension work. Dr. LADD and others.

The course is divided into two sections that from time to time meet together for consideration of problems common to Agricultural Extension and Home Economics Extension.

Section 1. For workers in Agricultural Extension. Credit two hours. Daily except Sat., 10. *East Roberts* 232. Mr. HOCHBAUM and others.

A study of principles applicable to the effective and economical development, organization, and executive conduct of extension work in agriculture; the interrelations of the departmental undertakings of agricultural extension; the relations of an extension program in agriculture to the agencies of research and resident instruction in agriculture, to an extension program in Home Economics, and to other educational agencies.

Section 2. For workers in Home Economics Extension. Credit two hours. Daily except Sat., 10. *Home Economics* 100. Professor VAN RENSSLAER and others.

A study of principles applicable to the effective and economical development, organization, and executive conduct of extension work in Home Economics; the interrelations of departmental undertakings in an extension program for Home Economics; the relations of an extension program in Home Economics to the agencies of research and resident instruction in Home Economics, to the work in agricultural extension, and to other educational agencies.

High School Administration (Education S 5). Credit two hours. Daily except Sat., 9. *GS* 256. Dr. KLOPP.

A study of the principles basic to administration of the senior and junior high school; the course of study; principles of election; classification of pupils; use of intelligence and achievement tests; the principal as supervisor; building problems; selection and rating of teachers; schedule-making; problems growing out of the experience of the class.

The Junior High School (Education S 14). Credit two hours. Daily except Sat., 10. *GS 221*. Mr. MEYER.

Among the topics considered in this course are: the development of the junior high school idea; the special purposes of the junior high school; types of administrative organization, bases of determining curriculum content and organization; critical analysis of representative curricula and courses of study; special problems of pupil activities, pupil guidance and adjustment.

School Supervision. Credit two hours. (Education S 18). Daily except Sat., 11. *GS 183*. Dr. KLOPP.

The principles and applications of supervision of city and town school systems, involving problems of evaluation and improvement of teaching, and of subject matter. Open to both supervisory officers and teachers. The course will attempt to meet the particular needs of the class.

HISTORY OF EDUCATION

History of Education (Education S 3). Credit two hours. Lectures, recitations, and prescribed readings. Daily except Sat., 12. *GS 256*. Mr. HULSE.

The purpose of this course is to give an understanding of present educational values and practices through an historical consideration of their origin and development.

The topics treated are to a great extent those emphasized in the syllabus for the New York State Teachers' Certificate; education in primitive and barbaric societies; the rise of the school as an institution; Greek and Roman education; scholasticism, humanism, and realism; the 'psychological' movement; the origin and nature of specifically modern tendencies in education.

PRINCIPLES OF EDUCATION

Educational and Vocational Guidance (Rural Education S 282). Credit two hours. Daily except Sat., 8. *Caldwell 100*. Dr. BROWNELL.

A study of the larger aims and problems of guidance in secondary education; of the present status and trends in the guidance movement; of the guidance agencies and resources and methods of utilizing them; of school organization and curricular adjustments appropriate to the ends of guidance, etc.

DEMONSTRATION SCHOOL

In connection with the courses offered in Rural Education a demonstration school will be conducted at the Forest Home School, near the College Campus, in coöperation with the school authorities there. It will be organized as a rural school offering work in grades one to six inclusive. Informal procedures will be emphasized. It is the plan that special conferences will be arranged from time to time by teachers of the Summer School staff for the discussion of the principles underlying the procedures followed in the school.

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Announcement of the Winter Courses in the College of Agriculture.

Announcement of the New York State College of Home Economics.

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Announcement of the Summer Session of the Law School.

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