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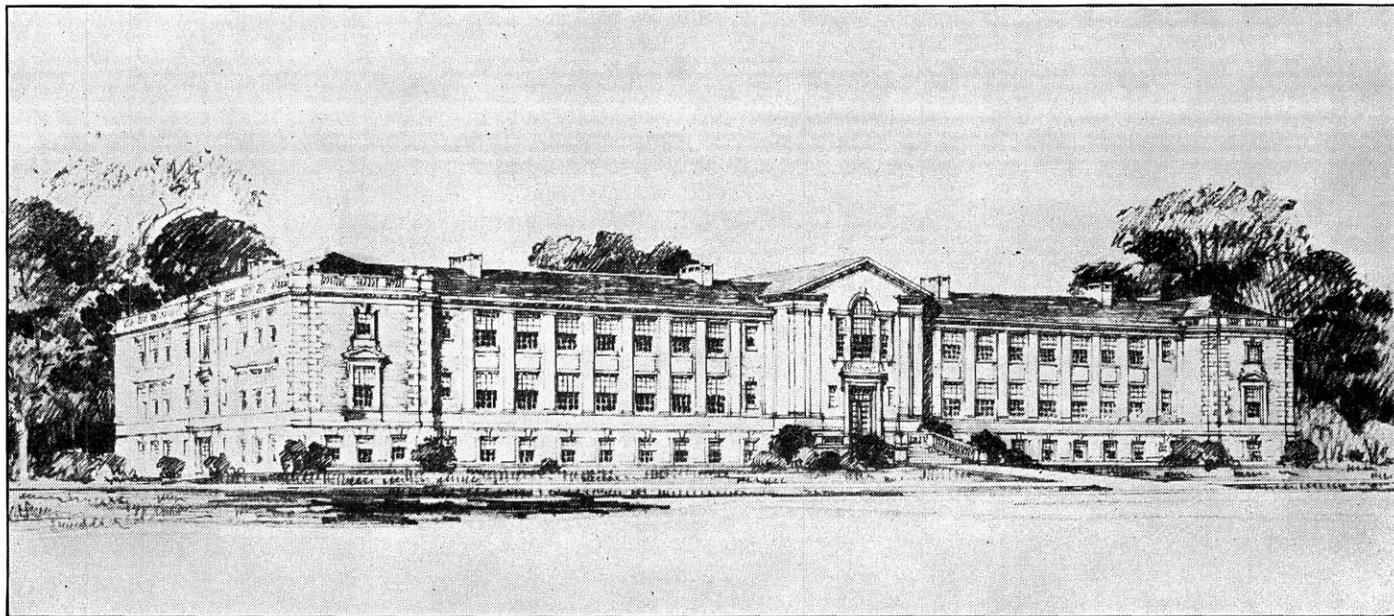
SCHOOL OF EDUCATION

ANNOUNCEMENT 1936-37



ISSUED THREE TIMES MONTHLY; ENTERED AS SECOND-CLASS MATTER AT THE
POSTOFFICE AT COLUMBIA, MISSOURI—2,000

MARCH 10, 1936



New Building Now Being Constructed for Housing the University Laboratory Schools.

CALENDAR FOR 1936 SUMMER SESSION AT COLUMBIA

Summer Session

June 8	Monday, registration
June 9	Tuesday, class work begins, 8 a.m.
July 4	Saturday, Independence Day, holiday.
July 26	Sunday, baccalaureate address, 11 a.m.
July 31	Friday, summer session class work closes, 4 p.m.
July 31	Friday, commencement exercises, 8 p.m.

UNIVERSITY CALENDAR AT COLUMBIA, 1936-37

1936

First Semester

September 11	Friday, freshman conference, 10 a.m.
September 12	Saturday, pre-registration conferences with advisers
September 14	Monday, registration
September 15	Tuesday, class work begins, 8 a.m. Opening convocation, 10 a.m.
November 11	Wednesday, Armistice Day exercises, 4 p.m.
November 25	Wednesday, Thanksgiving holidays begin, 4 p.m.
November 30	Monday, Thanksgiving holidays close, 8 a.m.
December 18	Friday, Christmas holidays begin, 4 p.m.

1937

January 4	Monday, Christmas holidays close, 8 a.m.
January 23	Saturday, mid-year examinations
January 30	Saturday, first semester closes, 4 p.m.

Second Semester

February 1	Monday, registration
February 2	Tuesday, class work begins, 8 a.m.
March 25	Thursday, Easter holidays begin, 12 noon
March 29	Monday, Easter holidays close, 8 a.m.
May 29	} Saturday, final examinations
June 5	
June 6	Sunday, baccalaureate address, 11 a.m.
June 9	Wednesday, commencement exercises, 10 a.m.

STAFF OF THE SCHOOL OF EDUCATION

- FREDERICK A. MIDDLEBUSH, Ph.D., *President of the University, Professor of Political Science and Public Law*
- THEOPHIL WILLIAM HENRY IRION, Ph.D., *Dean of the Faculty of Education, Director of the Summer Session, Professor of Education*
- FANNIE M. BARDELMEIER, A.M., *Instructor in the University High School*
- CHARLES H. BUTLER, Ph.D., *Instructor in Education, Principal of the University High School*
- ARLIE G. CAPPS, Ph.D., *Professor of Education*
- F. OLIN CAPPS, A.M., *Instructor in the University High School*
- WILLIAM W. CARPENTER, Ph.D., *Professor of Education*
- WILLIAM R. CARTER, Ph.D., *Assistant Professor of Education*
- JOHN R. COPE, Ph.D., *Correspondence Instructor in Education*
- JESSE H. COURSAULT, Ph.D., *Professor of the History and Philosophy of Education*
- JUNE COZINE, B.S. in Ed., *Instructor in the University High School*
- SHERMAN DICKINSON, Ph.D., *Professor of Agricultural Education*
- GUSTAV J. DIPPOLD, Ph.D., *Assistant Professor of Agricultural Education*
- ELLA VICTORIA DOBBS, A.M., (By invitation), *Professor of Applied Arts*
- NETTIE-ALICE DOOLITTLE, A.M., *Instructor in Education*
- JOSEPH D. ELLIFF, A.M., LL.D., *Professor of High School Administration*
- ELMER ELLIS, Ph.D., (By invitation), *Associate Professor of History*
- DOROTHY K. FARTHING, A.M., *Instructor in the University Elementary School*
- DON FAUROT, A.M., (By invitation), *Instructor in Physical Education, Head Football Coach, Chairman of Intercollegiate Athletic Coaching Staff*
- CHARLES E. GERMANE, Ph.D., *Professor of Education*
- LELIA KATHRYN GILL, A.B., *Assistant in Elementary Education in charge of the Ward for Crippled Children in Noyes Hospital*
- FRANK H. GORMAN, Ph.D., *Instructor in Education, Principal of the University Elementary School*
- CAROLINE E. E. HARTWIG, A.M., *Instructor in the University High School*
- DARWIN A. HINDMAN, Ph.D., *Professor of Physical Education and Physical Training*
- M. KEITH HUMBLE, A.M., *Instructor in the University High School*
- MINNIE L. IRONS, A.M., *Professor of Home Economics Education*
- MARY POLK JESSE, A.M., *Instructor in University Elementary School*
- ZENOBIA JONES, A.M., *Assistant in University Elementary School*
- LOIS E. KNOWLES, A.M., *Instructor in the University Elementary School*
- ALLEAN LEMMON, A.B., *Accompanist in the University Elementary School*

MARY R. MCKEE, B.A., (By invitation), *Professor of Physical Education*
JAMES C. MCPHERSON, B.S. in Ed., *Instructor in the University High School*
HAROLD Y. MOFFETT, Ph.D., (By invitation), *Associate Professor of English*
CLAUDE A. PHILLIPS, Ph.D., *Professor of Education, Acting Director of
Training*
CALVIN H. RAMSAY, Ph.D., *Instructor in the University High School*
JOHN RUFİ, Ph.D., *Professor of Education*
WALTER J. SAUPE, Ph.D., *Professor of Education*
¹ROBERT W. SELVIDGE, M.A., *Professor of Industrial Education*
JAMES T. SLEEPER, Ed.M., (By invitation), *Professor of Public School
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VIRGINIA WOOD SYMNS, A.M., *Instructor in the University High School*
ELEANOR TAYLOR, A.M., *Instructor in the University Elementary School*
VIRGINIA VICTOR, B.S. in Ed., *Instructor in the University Elementary and
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VERNA WULFEKAMMER, A.M., (By invitation), *Instructor in Applied Arts*
OPAL S. YOUNGBLOOD, M.A., *Instructor in the University High School*

¹On leave of absence, winter semester 1935-36.

²On leave of absence 1935-36

THE SCHOOL OF EDUCATION

OF THE

UNIVERSITY OF MISSOURI

HISTORICAL STATEMENT

The University of Missouri can claim many distinctive achievements; its history gives evidence of venturesome pioneering in many enterprises. Thus it was that in 1849 the General Assembly established "a normal professorship" for the training of teachers. The actual teacher-training work, however, did not begin until 1857, when one professor was employed to teach courses in Methods of Teaching.

During the Civil War, teacher-training work in the University came to a standstill, only to be revived again in 1867 when, in compliance with a provision of the State Constitution of that period, a College of Normal Instruction was provided by the General Assembly of the State. Accordingly, it is claimed that the State of Missouri has the distinction of being the first state in the Union to provide a college of normal instruction, that is, a teachers college, as a division of its state university. It is also true that this university division, the forerunner of the present School of Education was the first professional division to be created in the University.

From 1867 on, the teacher-training work was promoted variously as a University Division enterprise, as a Normal Department project, and as the function of an Education Department. In 1903 a College of Education was established as one of the University divisions. This was converted into the present School of Education in 1909.

Since 1910 the School of Education has conferred the degree of Bachelor of Science in Education upon approximately 5,000 graduates most of whom are still engaged in teaching and educational endeavors. During that same period more than 1,000 degrees of Master of Arts with a major in Education have been conferred. Since 1920 the number of candidates for the degree Doctor of Philosophy has steadily increased.

In June 1935 the Board of Curators of the University approved the conferring of the degrees Master of Education and Doctor of Education. These degrees are designed to be practitioner's rather than research degrees. On the following pages further information relative to these degrees will be offered.

TEACHING AS A CAREER

Teaching has always appealed to young men and women who hoped to make some worthwhile contribution to the development of human society.

Whether it be teaching children or university students, the teacher is a vital part of America's great educational endeavor. The teaching profession in America numbers approximately a million people. To be a teacher is to be a member of the biggest profession in America, one which influences every home and every community.

During the depression years many teachers were poorly paid. Comparatively few, however, were left without employment, practically no one who was well established in the profession. Teaching offers, therefore, rather continuous employment to the teacher who has been adequately trained. Also, the demand for teachers has steadily increased during the last two or three years and salaries have gradually improved.

WHAT GRADUATES OF THE SCHOOL OF EDUCATION ARE DOING

Among the types of positions now being held by students graduating from the School of Education since 1910 are the following: Elementary School teachers, Junior High School teachers, Senior High School teachers, College teachers, County Superintendents of Schools, Junior High School principals, Senior High School principals, Elementary School principals, City School superintendents, Directors of Bureaus of Research, College Deans, School Psychologists, teachers of Special Classes, State Superintendents of Public Schools, and College and University Presidents.

PLACEMENT OF GRADUATES OF THE SCHOOL OF EDUCATION

The Committee on Recommendations was established a number of years ago to systematize and facilitate the work of aiding teachers in securing positions. This service is available not only to recent graduates of the University but also to all former students who have attended the University as much as one summer session and to former graduates who desire assistance in securing promotions.

Teachers desiring the assistance of the Committee on Recommendations may address their letters to 23 Jesse Hall. A registration blank will be sent which should be filled out and returned together with seven or eight small photographs and the \$2.00 fee for one year's service. Every effort will be made to find suitable locations for the people enrolled and also to help these people in securing consideration for vacancies which they have discovered.

The latest report of the Committee on Recommendations brings out the fact that there has been a steady increase in the number of placements since 1933. The number of placements during the season of 1935 was greater

than during any previous year in the history of the committee. It showed an increase over the previous year of more than sixteen per cent. The salary statistics compiled by the committee also indicate that the average salary of the teachers who were placed has steadily increased from 1933 on. The average salary of those placed in 1935 showed an increase of eleven per cent over the average salary of those placed in 1934. The indications are that the placement of teachers can proceed normally and effectively from now on and that teachers' salaries will gradually improve.

THE COST OF TRAINING IN THE SCHOOL OF EDUCATION

All students, except those especially exempt by rules of the Curators, are required to pay a Library, Hospital and Incidental fee. The amount of this fee for students in the School of Education is \$3.50 per credit hour. During each semester of the regular school year every student is required to purchase for \$5.75 a student activity ticket which entitles him to admission to all intercollegiate athletic contests, to all concerts, some dramatic and forensic events, special lectures, a subscription to the weekly student paper, and a copy of the student annual. Students who are non-residents of the state, excepting those admitted to the Graduate School for graduate work only, are required to pay a tuition, or non-resident fee, of \$25.00 for each term.

Estimated Expenses for One Semester

Fees	\$ 60
Board	72
Room	36
Laundry	12
Books and Supplies	15
Miscellaneous	20
	—
Total	\$215

The estimates given above show the expense of the *average* male student. Expenses for a woman are usually slightly more. Miscellaneous expenses listed above cover amusements, organization dues, etc. This estimate was offered for the year 1935-36. Expenses, of course, vary from year to year. Some students also require larger funds than others. The above should be looked upon only as an estimate.

DEGREES AND CERTIFICATES

The School of Education confers only one degree, Bachelor of Science in Education (B.S. in Ed.).

The School of Education is authorized by the Legislature of Missouri to issue certificates, valid for life, or for two years, according to the prep-

aration of the candidates, to persons who, in the judgment of the faculty, are considered qualified to teach in the public schools of the state. For requirements, see below.

REQUIREMENTS FOR GRADUATION WITH THE DEGREE OF BACHELOR OF SCIENCE: In order to secure the degree of Bachelor of Science in Education (B.S. in Ed.), the candidate must fulfill the following requirements:

1. He must be regularly admitted to the School of Education.
2. He must complete the professional courses in education listed in one of the groups under the caption "Subjects and Fields of Specialization," and also complete other work approved by the adviser in conformity with the corresponding suggested curriculum.
3. He must in his junior year pass a test of proficiency in English, excepting that a student whose English is found to be unsatisfactory will be given a further test at the beginning of his senior year. No student will be recommended for graduation until his English is satisfactory.
4. He must complete a total of sixty hours.
5. He must complete a total of 120 points of college work, including the 60 hours of work required for admission to the School of Education and the 60 hours of work required in the School of Education. Each hour of credit is valued in point as follows: E, 3 points; S, 2 points; M, 1 point. No points are given for the I and F grades. "Passed" grades and advanced standing are treated as of M grades.
6. He must be recommended by the faculty of the School of Education.

REQUIREMENTS FOR A LIFE CERTIFICATE TO TEACH: Students granted the degree of B.S. in Education will be granted a life certificate to teach in the public schools of Missouri. The requirements for the certificate and degree are identical.

REQUIREMENT FOR TWO-YEAR CERTIFICATE TO TEACH: Upon the completion of not less than 30 hours of work, including 3 hours of educational psychology, 3 hours of technique of teaching, 6 hours of elective work in education, and three-fourths of the minimum requirement in one of the subjects of specialization for a life certificate to teach, a certificate valid for two years may be granted to candidates regularly enrolled in the School of Education. This certificate will not be renewed. The 30 hours in the School of Education and the 60 hours in the College of Arts and Science, which was necessary for entrance to the School of Education, make a total of 90 hours of college work necessary for the two-year certificate to teach. Students entering with advanced standing are not eligible to this certificate if they have not completed at least 20 hours of work in the University of Missouri.

RESIDENCE REQUIREMENTS: A student must spend his senior year in the University of Missouri in order to obtain the degree of B.S. in Education. Students entering with advanced standing must take at least three courses in education to fulfill the requirements for the degree, and must take at least one course with not less than three hours of credit in the subject of specialization if a candidate for the life certificate. Work done in the summer session at Rolla will be counted as work in residence.

GRADUATE DEGREES: The following graduate degrees with a major in Education may be earned through the Graduate School: Master of Arts, Doctor of Philosophy, Master of Education, Doctor of Education. Further description of these degrees will be given in another section of this bulletin.

ADMISSION TO THE SCHOOL OF EDUCATION

The requirements for admission to the School of Education are the satisfactory completion of (1) a four-year high school course or its equivalent, and (2) 60 semester hours of credit (exclusive of the required work in physical training and military science) which may be accepted toward the degree of B. S. in Education.

Students in their Freshman and Sophomore years should study the various programs of specialization carefully in planning their work, so that upon entering the School of Education in the Junior year they may not encounter difficulties in planning their work so as to be ready for graduation at the end of the second year in the School of Education.

PROGRAMS OF STUDY

Students are permitted to carry not more than 16 hours each semester or 8 hours during a summer session. The program for each semester should be worked out carefully with the help of the major and minor advisers, as well as with assistance which may be provided by the office of the Dean of the School of Education.

While the program of training of a student may be materially strengthened by taking certain elective courses, such election should be made only with the consent of the proper advisers. Students will not be permitted to elect studies at random.

FACILITIES

During the year 1936 a building for housing the University Laboratory Schools will be constructed. The building as planned will be thoroughly modern in all of its appointments, yet will be of a type that communities in Missouri can use as a pattern. It is being built to house an educational program suitable to communities supporting high schools of 300 or fewer students.

The Laboratory Schools of the University consist of an elementary school, a junior high school and a senior high school. Plans are being perfected to bring these into very close relation, eliminating many of the sharper distinctions which usually exist and uniting the whole into a continuous system of education.

Special features are included in the new building making it especially serviceable as a teacher-training institution.

Besides these facilities, the School of Education profits greatly by being one of the nine major divisions of the University. The classrooms, laboratories, libraries of the entire University are made available to its students. Specialists in many fields give instruction in all the subject-matter departments leading to teaching majors in those fields in which elementary and high school teachers work.

TYPES OF UNDERGRADUATE TRAINING

While there are certain fundamental lines of training that all teachers and educational workers should have, the complexity of school work and the many types of training offered make it necessary to have groups of courses designed to train people for definite kinds of educational work. These groups of courses are shown below together with the name of the adviser for each curriculum.

	<i>Adviser</i>	<i>Room</i>
1. Elementary School Teachers -----	Mr. Phillips	Univ. El. Sch.
2. High School Teachers -----	See page 14	
3. Teachers of Industrial Arts -----	Mr. Selvidge	111A Eng.
4. Teachers and Supervisors of Art -----	Mr. Hudson	409 Jesse
5. Teachers and Supervisors of Music -----	Mr. Sleeper	201 Lathrop
6. Teachers of Physical Training (men) -----	Mr. Hindman	Rothwell Gym.
7. Teachers of Physical Training (women) -----	Miss McKee	Women's Gym.
8. Teachers of Vocational Home Economics -----	Miss Irons	8 Gwynn
9. Teachers of Vocational Agriculture -----	Mr. Dickinson	122 Waters
10. Trades and Industries (Vocational Education) --	Mr. Selvidge	111A Eng.

Students planning to specialize for one of the fields of school work listed above should, as soon as possible after entrance to the School of Education, consult the proper adviser and fill out a subject of specialization card containing a list of all subjects to be taken for the degree. This card may be secured in room 101 Jesse Hall.

On the following pages are found suggested programs of study leading to the degree Bachelor of Science in Education.

ELEMENTARY SCHOOL TEACHERS

Elementary School Teachers: A total of 25 hours in education, including 3 hours of educational psychology, 3 hours of elementary school organization and management, 2 hours of preventive medicine, 6 hours as as-

sistant teacher in the University Elementary School, 2 hours of elementary school music methods, 3 hours of history of education, 3 hours of diagnostic testing and remedial teaching, and 3 hours of technique of teaching in elementary schools.

SUGGESTED CURRICULUM FOR TEACHERS IN ELEMENTARY SCHOOLS, INCLUDING THE KINDERGARTEN

Junior Year

<i>First Semester</i>		<i>Hours</i>	<i>Second Semester</i>		<i>Hours</i>
¹ Educational Psychology, A102	-----	3	¹ Technique of Teaching in Elementary Schools E121	-----	3
¹ Elementary School Organization and Management E120	-----	3	¹ Preventive Medicine	-----	2
Art	-----	3	Handwork, F119 or F121	-----	3
¹ Elementary School Music Methods ²	-----	2	Sociology	-----	3
Elective	-----	5	Elective	-----	5
		16			16

Senior Year

<i>First Semester</i>		<i>Hours</i>	<i>Second Semester</i>		<i>Hours</i>
¹ History of Education, B125	-----	3	¹ Assistant in Elementary School, E151	-----	3
¹ Diagnostic Testing and Remedial Teaching, A140	-----	3	Plays and Games	-----	2
¹ Assistant in Elementary School, E151	-----	3	Elective (Science and History)	----	6
Elective (Literature)	-----	2-4	Elective	-----	5
Elective	-----	4-2			
		15			16

¹Required education courses.

²Prerequisite: The ability to sing simple songs and the equivalent of courses 5 and 6, Dictation and Ear-training, in the Department of Music.

For those students who desire to specialize in Kindergarten the following electives are appropriate:

- E122 Child Study
- E123 Kindergarten Methods and Management
- E125 Primary Materials and Methods in Reading
- E129 Technique of Handling the Problem Child
- E166 Problems of Teaching Literature in the Grades
- 20 Home Nursing and Health
- 160 Home Care and Training of Children

Students completing the Elementary and Kindergarten curriculum will be required to have a minor of at least 15 semester hours.

HIGH SCHOOL TEACHERS

High School Teachers: A total of at least 20 hours in education, including 3 hours of educational psychology, 3 hours of history of education,

3 hours of technique of teaching in high school, 2 hours of high school administration for teachers, 2 hours of preventive medicine, 2 hours in the teaching of the subject of specialization, and 5 hours of student teaching.

He must have in at least one of the subjects of specialization given not less than the minimum requirement of University credit as specified. If he enters with advanced standing he must complete at least one course with not less than 3 hours of credit in his subject of specialization under the advice of the adviser in that subject.

He must demonstrate to the satisfaction of the faculty his ability to teach successfully by student teaching in the high school maintained for this purpose, excepting that a student who furnishes satisfactory evidence of successful experience as a teacher may have such experience accepted in partial or total fulfillment of this requirement. No advanced standing, however, is given for teaching experience gained as a teacher receiving a salary.

SEQUENCE OF COURSES IN EDUCATION: The sequence of courses (except as outlined in Special Curricula) in education should be as follows:

1. *Educational Psychology* (Education A102) should be taken during the first term of the first year in the School of Education. With the consent of the instructor, students in other schools and colleges may be admitted to this course during the last term of the sophomore year.

2. *History of Education* (Education B125) should be taken during either term of the first year.

3. *Technique of Teaching in High School* (Education D110) should be taken during either term of the first year, provided the student has had course A102 Educational Psychology.

4. *The course in the methods of teaching the subject in which the student specializes for the life certificate* should be taken during the first term of the second year. Prerequisite A102.

5. *Student Teaching* should be taken either term of the second year.

6. *High School Administration for Teachers* (Education D140) should be taken during either term of the second year. Prerequisite A102.

Preventive Medicine (preventive medicine course 1), required at present in place of school hygiene, may be taken at any convenient time.

SPECIALIZATION AND ADVISERS

Teachers pursuing special curricula should consult the advisers listed below. These advisers will assist the student in making out a subject of specialization card which, when approved by the Dean, will constitute the work required for the degree and life certificate. In all cases the required professional education courses listed under the field of specialization must

be taken. High school teachers are required to have a major in one and a minor in another of the subjects of specialization listed as follows:

MAJOR AND MINOR REQUIREMENTS FOR HIGH SCHOOL TEACHERS

<i>Subject</i>	<i>Minimum Requirement for Major</i>	<i>Minimum Requirement for Minor</i>	<i>Adviser</i>	<i>Room No. of Adviser</i>
Agriculture -----	(a)	22	Mr. Dickinson	122 Waters
Art -----	(a)	20	Mr. Hudson	410 Jesse
Biology -----	24	15	Mr. Curtis	110 Lefevre
Chemistry -----	24	15	Mr. Schlundt	110 N. Chemistry
English ¹ -----	29	18	Mr. Moffett	209 Jesse
French -----	24	15	Mr. Jesse	205 Jesse
Geography -----	24	15	Mr. Bratton	102 Swallow
General Science --	40 ²	30 ³	Mr. Watkins	105 Univ. H. S.
German -----	24	15	Mr. Almstedt	309 Jesse
Home Economics--	(a)	22	Miss Irons	8 Gwynn
Latin -----	24	15	Mr. Gwatkin	211 Jesse
Mathematics -----	24	15	Mr. Wahlin	201 Eng.
Music -----	(a)	20	Mr. Sleeper	201 Lathrop
Physical Education	(a)	20 ⁴	Mr. Hindman	Rothwell Gym.
			Miss McKee	Women's Gym.
Physics -----	24	15	Mr. Stewart	104 Physics
Physiology and Hygiene -----	24	15	Mr. Greene	107 McAlester
Social Studies ¹ ---	40	30	Mr. Ellis	316 Jesse
Spanish -----	24	15	Mr. Warshaw	312 Jesse

(a) For major requirement, see special curriculum.

¹See description of majors on succeeding pages.

²Ten hours physics, ten hours chemistry, ten hours biological science, preferably divided between botany and zoology. Five hours should be added to the ten hours in at least two of these fields.

³Fifteen hours biological science, ten hours physics, five hours chemistry.

⁴State Department requirements for the approval of physical education demand 24 hours in that field including a total of 10 hours in anatomy, physiology, and hygiene.

SELECTION OF MAJORS AND MINORS

Students are required to have an academic minor as well as a major. Exception is made for students enrolling in specialized curricula such as physical education, vocational home economics, music, art, etc.

IMPORTANCE OF CHOOSING PROPER MAJORS AND MINORS

Other things being equal, it would seem to be reasonable that students should major and minor in those subjects which make the strongest appeal to their interests. There are, however, certain modifications of this principle which should be very seriously considered by the student who is beginning his professional preparation for high school teaching. The matter of personal likes and dislikes of various subjects should be considered in the light of the extent to which any given subject is studied in the high schools of Missouri and the subjects that commonly go together in the programs of Missouri high school teachers. In Missouri what subject is most frequent-

ly taught in combination with English? What subject is most frequently taught in combination with Latin, mathematics, science, etc.? The following table compiled by our Committee on Recommendations reveals the great variety of teaching combinations which occur in the high schools of the state and indicates the combinations which are most frequently reported.

TEACHING COMBINATIONS IN MISSOURI HIGH SCHOOLS

<i>Major Subject</i>	<i>First in Frequency</i>	<i>Second in Frequency</i>	<i>Third in Frequency</i>
English	Music	Social Studies	Latin
Social Studies	English	Music	Physical Ed.
Mathematics	Science	Social Studies	Latin
Science	Mathematics	Physical Ed.	Social Studies
Physical Ed.	Social Studies	Science	Mathematics
Agriculture	Mathematics	Social Studies	Science
Latin	English	Mathematics	Social Studies
Home Economics	General Science	Biology	Social Studies
Commercial	English	Social Studies	Mathematics
Music	English	Social Studies	Art
Manual Training	Mathematics	Physical Ed.	
French	English	Social Studies	
Spanish	English	Social Studies	

To assist superintendents and high school principals to secure the best teaching combinations, the following are suggested as most feasible especially in small high schools:

1. English and languages.
2. Social studies.
3. Mathematics and science.

MAJORS AND MINORS IN ENGLISH

Students wishing to make their major in English are advised to take in their Freshman year, besides the required composition courses (English 1 and 2), which are not counted toward a major or minor, the course in Masterpieces (English 5 or 6).

In the Sophomore year they should take English 30 and 40 (English Life and Literature), prerequisite to upperclass courses in English literature, the course in Public Speaking (75f or 75w), and the course in Oral Interpretation of Literature (74f or 74w).

The major in English is twenty-nine hours, and must include both semesters of the course in English Life and Literature (30 and 40), at least one course in advanced composition (50 or 60), the course in oral interpretation (74), the course in public speaking (75), one course in the English language (119 or 120), one course in English literature before the eighteenth century, and one course in later literature (after 1660). Upon the basis of these requirements majors will be built up under the direction of the adviser for the department to meet the needs of different students. At least twelve of the hours must be made up of upperclass courses. With the required courses here specified there will be six hours of free electives.

A minor in English requires, besides the course in English Life and Literature (30 and 40), or its equivalent, and the course in oral interpretation (74), the four basic courses of the major (in advanced composition, the English language, and the earlier and later literature).

REQUIREMENTS FOR HIGH SCHOOL TEACHERS OF SPEECH

In addition to the professional courses required of high school teachers, any student who wishes to qualify as a teacher of speech should choose one of the following curricula:

I SPEECH

<i>English</i>			
30f or w.	English Life and Literature -----		3
40f or w.	English Life and Literature -----		3
60f or w.	Exposition; or 50f or w. Narration -----		3
73f or w.	Speech Training -----		2
74f or w.	Oral Interpretation -----		2
75f or w.	Public Speaking -----		3
106w	Debating -----		3
107f	Dramatic Interpretation -----		3
110f	Dramatic Production -----		3
118w	Applied Phonetics -----		2
119f	The English Language -----		3
175f or 176w	American Literature -----		3
135f or 136w	Shakespeare -----		3
			<hr/>
			36
<i>Education</i>			
D113f	Teaching of Speech -----		2

II PUBLIC SPEAKING

<i>English</i>			
30f or w.	English Life and Literature -----		3
40f or w.	English Life and Literature -----		3
60f or w.	Exposition -----		3
73f or w.	Speech Training -----		2
74f or w.	Oral Interpretation -----		2
75f or w.	Public Speaking -----		3
105f	Argumentation; or 114w Public Address -----		3
106w	Debating -----		3
115f	Principles of Rhetoric -----		3
116w	British Oratory -----		2
119f	The English Language -----		3
175f or 176w	American Literature -----		3
145f	Milton -----		3
			<hr/>
			36
<i>Education</i>			
D113f	Teaching of Speech -----		2

III DRAMATICS

<i>English</i>			
30f or w.	English Life and Literature -----		3
40f or w.	English Life and Literature -----		3
50f or w.	Narration -----		3
73f or w.	Speech Training -----		2
74f or w.	Oral Interpretation -----		2

75f or w.	Public Speaking -----	3
107f	Dramatic Interpretation -----	3
108w	Characterization and Acting -----	3
109w	Stagecraft -----	3
110w	Dramatic Production -----	3
119f	The English Language -----	3
195f	Modern Drama -----	3
135f or 136w	Shakespeare -----	3

37

<i>Education</i>		
D113f	Teaching of Speech -----	2

REQUIREMENTS FOR TEACHERS OF SOCIAL STUDIES

SUGGESTED CURRICULUM FOR MAJORS IN SOCIAL STUDIES

Because of the breadth of training required by teachers of social studies, it is essential that the students preparing to teach this field should start their preparation early. The following is suggested as the best plan to fit the normal student who intends to major in this field. In the Freshman year the student should take six hours of history, from courses 1, 2 and 3; in the Sophomore year the student should take American History, course 8; American Government, course 1; preventive medicine, course 1; and four hours in his minor subject.

Junior Year

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
General Economics, 1f -----	5	General Sociology, 1w -----	3
¹ Educational Psychology, A102f--	3	¹ Technique of High School Teaching, D110w -----	3
¹ History of Education, B125f ----	3	Recent United States History, 110w -----	3
Contemporary Europe -----	3	Minor Subject -----	5
Minor Subject -----	2	Elective -----	2
	<hr/> 16		<hr/> 16

Senior Year

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
¹ Teaching Social Studies in High School, D121f -----	2	¹ High School Administration for Teachers, D140 -----	2
¹ Student Teaching, D150f* -----	5	Social Studies Electives** -----	5
Social Studies Elective** -----	3	Minor Subject -----	4
Minor Subject -----	4	Electives -----	5
Elective -----	2		<hr/> 16
	<hr/> 16		

¹Required education courses.

*Student Teaching may be postponed until the second semester. If this is desired, the social studies electives in the second semester should be carried in the first semester.

**All social studies electives must be selected with the help of the adviser.

If Preventive Medicine was not taken during the Sophomore year it must be completed during the Junior or Senior year.

For his minor, the student must have two of the history courses 1, 2, and 3, American History, Contemporary Europe, Recent United States History, American Government, General Sociology, and General Economics. He is advised to elect Education D121.

MAJORS AND MINORS IN GENERAL SCIENCE

Students wishing to make a major in general science should take ten hours in physics, ten hours in chemistry, and ten hours in biological science, preferably distributed between botany and zoology or human physiology. In addition students should add a minimum of at least five hours to each of two of these fields. Such students will be qualified to teach, under present regulations, general science and the two other sciences in which a minimum of fifteen hours has been attained.

Students wishing to make a minor in general science should take fifteen hours in biological sciences, ten hours in physics and five hours in chemistry. Such students, under present regulations, will be qualified to teach general science and biology. An additional five hours in physics will qualify these students to teach general science, biology, and physics.

There are almost no positions for teachers of single sciences in Missouri high schools. Teachers of science must be qualified to teach all of the natural sciences commonly offered in the high schools. The large majority of Missouri high schools offer general science. The other sciences commonly offered are general biology, physics, and chemistry. Physiology and hygiene are frequently offered. These courses are sometimes taught by science teachers and sometimes by physical education teachers.

At the present time high school teachers of science must have five hours of biology, five hours of physics, and five hours of chemistry, and a minimum of fifteen hours in each special science taught.

Teachers approved for small first-class high schools should be qualified to teach both science and mathematics.

DESIRABLE TRAINING FOR HIGH SCHOOL ACTIVITIES

In choosing high school teachers, principals and superintendents are always anxious to find candidates who are able to handle extra-curricular activities or who have developed some particular ability which will contribute to the life of the high school. From the point of view of getting a position and becoming indispensable after one has been secured, such specialized abilities as those which enable teachers to direct glee clubs, coach athletic teams, coach debating teams, manage student publications, and sponsor high school clubs of various kinds are extremely important. There are many opportunities at the University for securing training and experience in these fields. It is strongly recommended that prospective high school teachers take advantage of them.

SPECIAL UNDERGRADUATE CURRICULA IN EDUCATION

The special curricula which follow have been worked out for the guidance of students who wish to prepare for definite lines of work. The curriculum in vocational home economics is a required one but the others are headed "suggested" with only the professional education courses definitely fixed. All students planning to specialize in the fields for which curricula are suggested, are required, on entering the School of Education to work out with their respective advisers a complete list of all courses to be taken for the degree. This list must be filed with the Dean of the School of Education.

TEACHERS OF INDUSTRIAL ARTS

Teachers of Industrial Arts: A total of 20 hours in education, including 3 hours of educational psychology, 3 hours of history of education, 3 hours of technique of teaching in high school, 2 hours of the teaching of industrial arts, 2 hours of preventive medicine, 2 hours of high school administration for teachers and 5 hours of practice teaching.

SUGGESTED CURRICULUM FOR TEACHERS OF INDUSTRIAL ARTS

<i>Junior Year</i>			
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Woodwork, F10f -----	2	Shop Work for Junior High School, F1 -----	2
Tools and Materials, F5f -----	2	Pattern Making -----	2
Mechanical Drawing -----	3	Introduction to Art -----	5
¹ Educational Psychology, A102 ---	3	¹ Principles of Trade and Industrial Teaching, F194 -----	3
¹ History of Education, B125 -----	3	¹ Technique of High School Teaching, D110 -----	3
Elective -----	2	Elective -----	1
	15		16
<i>Senior Year</i>			
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Metal Work, F2 -----	2	¹ High School Administration for Teachers, D140 -----	2
¹ Administration of Industrial Education, F196 -----	2	Machine Work, F4w -----	2
¹ Student Teaching, D150 -----	5	¹ Educational Guidance, D221 ----	2
¹ Preventive Medicine -----	2	Elective -----	10
Elective -----	5		16
	16		

¹Required education courses.

TEACHERS OF ART

Teachers and Supervisors of Art: A total of 20 hours in education, including 3 hours of educational psychology, 3 hours of history of education, 3 hours of technique of teaching in elementary or high school, 2 hours of either high school administration for teachers or elementary school organ-

ization and management, 2 hours of teaching of art, 2 hours of preventive medicine, and 5 hours of practice teaching.

SUGGESTED CURRICULUM FOR TEACHERS AND SUPERVISORS OF ART

With Minor in English, Modern Language, or Social Studies.

The student applying for admission to the following curriculum should present a minimum of twenty hours or the equivalent selected from the following: Theory and Practice of Art 2, 3, 4, 19; Applied Art 50, 60, 150; History of Art 11, 12, 114, 115.

		<i>Junior Year</i>			
<i>First Semester</i>	<i>Hours</i>		<i>Second Semester</i>		<i>Hours</i>
Minor Subject -----	4		¹ Technique of Elementary, E121, or High School Teaching, D110	3	
¹ Educational Psychology, A102 --	3		¹ Teaching of Art, D103 -----	3	
¹ History of Education, B125 -----	3		Composition II -----	2	
Drawing, 88 -----	4		Weaving -----	2	
Bookbinding -----	2		Painting, 77, or Minor Subject----	4	
	-----		History of Art -----	2	
	16			-----	16
					16
		<i>Senior Year</i>			
<i>First Semester</i>	<i>Hours</i>		<i>Second Semester</i>		<i>Hours</i>
Minor Subject -----	2		Minor Subject -----	3	
¹ Student Teaching, D150 -----	5		Composition III -----	2	
¹ Elementary School Organization and Management, E120, or High School Administration, D140----	2		Applied Design III -----	2	
Primary Handwork, F119 -----	3		Intermediate Handwork, F121 ----	3	
Drawing 88 or Design 70 -----	4		Supervision and Criticism, F140 --	2	
	-----		Pottery or Minor Subject -----	2	
	16		Elective or Minor Subject -----	2	
				-----	16

¹Required education courses.

Note: If Preventive Medicine was not taken in the Sophomore year it must be completed during the Junior or Senior year.

If English is carried as a minor, care should be taken that the total number of hours in English is at least eighteen. If a Social Studies minor is planned, a total of thirty hours must be presented in this field. If Modern Languages constitute the minor, at least fifteen hours in some one language must be presented. Minors must be planned with the help of minor advisers.

ART COURSES: It is a distinct advantage to the student to elect the three fundamental courses—Introduction to Art, Representation, and Design—as a part of his Freshman and Sophomore work.

It will be greatly to the student's advantage to elect courses in as many of the following subjects as possible during the first two years of college work:

	<i>Hours</i>		<i>Hours</i>
English Literature -----	5	Psychology -----	4-6
Social Science -----	5-10	French -----	10
Biological Science -----	3-5	Mathematics -----	3
Chemistry -----	5	Physics -----	5

This curriculum will be adjusted to the needs of the individual student as much as possible. The better the high school or junior college preparation the more liberty there will be in junior and senior electives.

MEN TEACHERS OF PHYSICAL EDUCATION

Men Teachers of Physical Education: A total of 20 hours in education, including 3 hours of educational psychology, 3 hours of history of education, 3 hours of technique of teaching in high school, 2 hours of preventive medicine, 2 hours of high school administration for teachers, or elementary school organization and management, 2 hours of the teaching of physical education, and 5 hours of practice teaching.

SUGGESTED CURRICULUM FOR TEACHERS OF PHYSICAL EDUCATION—MEN

Men who select physical education as their major subject should elect Zoology in the Freshman year, as it is a prerequisite to Anatomy. During the first two years they should take physical education 41f, 42w, 43f, and 44w, in addition to the required courses 1f, 2w, 5f, and 6w. They must also take, during the first two years, Anatomy 101f, Physiology 100w, and Preventive Medicine 5f or w.

In the Junior and Senior years such students must enroll in the School of Education and complete the following program of studies:

<i>Junior Year</i>			
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
¹ Educational Psychology (Sec. II)		¹ Technique of High School Teaching, D110w	3
A102f -----	3	¹ Teaching of Physical Education, D119w	2
¹ History of Education, B125f ----	3	Body Mechanics, 180w -----	4
Community Recreation, 151f ----	3	Minor Games, 56w -----	2
Informal Activities for Boys and Men, 55f -----	2	Elective -----	5
*Elective -----	5		
	16		16
<i>Senior Year</i>			
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
¹ Student Teaching, D150f -----	2	¹ Student Teaching, D150w -----	3
History and Principles of Physical Education, 152f -----	3	¹ High School Administration for Teachers, D140w -----	2
Major Sports, 106f -----	3	Administration of Physical Education, 190w -----	3
Elective -----	8	Major Sports, 107w -----	3
	16	Elective -----	5
			16

¹Required education courses.

*Electives must be chosen so as to complete a teaching major or minor in some one teaching field other than physical education.

WOMEN TEACHERS OF PHYSICAL EDUCATION

Women Teachers of Physical Education: A total of 20 hours in education, including 3 hours of educational psychology, 3 hours of history of education, 3 hours of technique of teaching in high school, 2 hours of preventive medicine, 2 hours of high school administration for teachers, or elementary school organization and management, 2 hours of teaching of gymnastics, and 6 hours of practice teaching.

SUGGESTED CURRICULUM FOR TEACHERS OF PHYSICAL EDUCATION—WOMEN

Women who wish to major in Physical Education are advised to take in the Freshman year, besides the required Arts and Science work, the following courses: 3f, 4w, 41f, and 42w. Zoology must be elected in the Freshman year as a prerequisite to Anatomy 101f. In the Sophomore year, students should take Anatomy 101f, Physiology 100w, and Physical Education courses 7f, 8w, 43f, and 44w.

<i>Junior Year</i>			
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
¹ Educational Psychology (Sec. II)		¹ Technique of High School Teaching, D110w	3
A102f	3	¹ Teaching of Physical Education, D119w	2
¹ History of Education, B125f	3	Junior Major Gymnastics and Athletics, 116w	2
Junior Major Gymnastics and Athletics, 115f	2	Body Mechanics, 180w	4
Elementary Folk Dancing, 125f	2	Elective	5
Community Recreation, 151f	3		
Elective	3		
	16		16
<i>Senior Year</i>			
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
¹ Student Teaching, D150f	2	¹ High School Administration for Teachers, D140w	2
Senior Major Gymnastics and Athletics, 117f	2	¹ Student Teaching, D150w	3
Theory of the Modern Dance, 128f	2	Senior Major Gymnastics and Athletics, 118w	2
Technique of Field Hockey and Basketball for Women, 129f	2	Technique of Baseball and Tennis, 149w	2
Technique of Swimming Leadership, 134f	2	Administration of Physical Education, 190w	3
History and Principles of Physical Education, 152f	3	Elective	4
Elective	3		
	16		16

¹Required education courses.

Preventive Medicine is also required for graduation.

ELECTIVES FOR MAJORS IN PHYSICAL EDUCATION

Physical Education courses 27f, 28w, 54w, 140w, 160f, 162w, 200w, 210f, 215f, 230w, 250f and w, 235f.

MINOR IN PHYSICAL EDUCATION

The Director of Physical Education must be consulted before the election of any course in physical education. The minor is intended to meet the needs of students who wish to combine the teaching of their major subject with physical education.

Men and women students must complete a total of 20 hours in physical education. Physiology 100w and Anatomy 101f are required as prerequisites to satisfy requirements of the State Department.

The following courses are suggested for the minor for women: 54w, 115f, 116w, 117f, 118w, 119w, 125f, and 190w, and the technique courses in the division in which the student is interested.

The following courses are suggested for the minor for men: 41f, 42w, 43f, 44w, 55f, 56w, 106f, 107w, 152f, 190w.

TEACHERS AND SUPERVISORS OF MUSIC

Teachers and Supervisors of Music: A total of 20 hours in education, including 3 hours of educational psychology, 3 hours of history of education,

3 hours of technique of teaching in either elementary or high school, 2 hours of preventive medicine, 3 hours of public school music methods, 2 hours of high school administration for teachers, and 6 hours of practice teaching. (See suggested curriculum.)

SUGGESTED CURRICULUM FOR PUBLIC SCHOOL MUSIC MAJORS, GENERAL SUPERVISORS AND INSTRUMENTAL SUPERVISORS

Freshman and Sophomore students planning to specialize in public school music enroll in the College of Arts and Science but plan their work with the director of public school music. In order that the planning of this work may be facilitated, we are giving here an outline of the work to be done in the Freshman and Sophomore years.

<i>Freshman Year</i>					
<i>First Semester</i>		<i>Hours</i>	<i>Second Semester</i>		<i>Hours</i>
1f	Introduction to Music -----	3	2w	Introduction to Music ----	3
	Orchestral Instruments -----	1		Orchestral Instruments ----	1
	Applied Music -----	2		Applied Music -----	2
1f	English -----	3	2w	English -----	3
	Elective -----	7		Elective -----	7
		-----			-----
		16			16
<i>Sophomore Year</i>					
<i>First Semester</i>		<i>Hours</i>	<i>Second Semester</i>		<i>Hours</i>
	Dict. & Ear Training -----	1		Dict. & Ear Training -----	1
21f	Musical Literature -----	2	22w	Musical Literature -----	2
	Orchestral Instruments -----	1		Orchestral Instruments ----	1
	Applied Music -----	2		Applied Music -----	2
5f	Preventive Medicine -----	2	A102	Educational Psychology --	3
1f	Psychology -----	3		Elective -----	7
	Elective -----	5			-----
		16			16

The work done in the Junior and Senior years is completed only after enrolling in the School of Education. The programs listed below are so planned that they fit in with the work as outlined above for the Freshman and Sophomore years.

<i>Junior Year</i>					
<i>First Semester</i>		<i>Hours</i>	<i>Second Semester</i>		<i>Hours</i>
3f	Theory -----	2	4w	Theory -----	2
	Orchestral Instruments ----	1		Orchestral Instruments ----	1
	Applied Music -----	2	48w	Ensemble -----	1
47f	Ensemble -----	1	D110	Technique of Teaching ---	3
B125	History of Education -----	3		Music Methods -----	2
	Music Methods -----	2		Elective -----	7
	Elective -----	5			-----
		16			16

*This represents the minimum requirements for part-time teachers of music. Such teachers are expected to work out a teaching major in some subject-matter field, so that besides teaching music they may teach in some other department of the high school. Such teaching majors or minors can be worked out by choosing wisely the elective hours which are listed in this suggested program of studies.

Students planning to teach music exclusively will elect 10 to 20 hours of music in addition to the suggested curriculum, in conference with the adviser.

Note 1. Instrumental Supervisors will be examined before graduation in piano, voice, one string instrument, one woodwind instrument, and one brass instrument. They will be required to show proficiency equivalent to four hours in each. General Supervisors will be required to earn credit for six hours in piano and four hours in voice or four hours in piano and six hours in voice. Public School Music majors will be required to earn ten hours credit in applied music, the distribution of hours to be approved by the adviser.

Note 2. Methods courses are described under Education (statement of courses). For high school: D131f High School Music Methods, D181w Problems in High School Music Training. For

		<i>Senior Year</i>			
<i>First Semester</i>		<i>Hours</i>	<i>Second Semester</i>		<i>Hours</i>
103f	Counterpoint -----	2	104w	Counterpoint -----	2
107f	Orchestration -----	2	108w	Orchestration -----	2
	Conducting -----	1		Conducting -----	1
	Ensemble -----	1		Ensemble -----	1
D140	High School Administration	2	D150	Student Teaching -----	3
D150	Student Teaching -----	2		Music Methods -----	2
	Elective -----	6		Elective -----	5
		16			16

TEACHERS OF VOCATIONAL HOME ECONOMICS

Teachers of Vocational Home Economics: For the four-year course leading to the degree of B. S. in Education with a life certificate in vocational home economics, see the special four-year curriculum for the training of teachers of vocational home economics in the University catalog.

CURRICULUM FOR TEACHERS OF VOCATIONAL HOME ECONOMICS

		<i>Freshman¹</i>			
<i>First Semester</i>		<i>Hours</i>	<i>Second Semester</i>		<i>Hours</i>
English 1, Composition and Rhetoric -----	3	English 2, Composition and Rhetoric -----	3		
Chemistry 1 or 2 Inorganic Chemistry -----	5	Botany 1, or Zoology 1 -----	5		
Physical Education -----	1	Physical Education -----	1		
Home Economics (chosen from the group of courses listed below) --	7	Home Economics (chosen from the group of courses listed below) --	7		
		16			16
		<i>Sophomore¹</i>			
<i>First Semester</i>		<i>Hours</i>	<i>Second Semester</i>		<i>Hours</i>
Chemistry 15, Organic Chemistry --	3	² Education, A102, Educational Psychology -----	3		
Botany 3, General Bacteriology --	3	Physiology, 100, Elementary Physiology -----	5		
Sociology 1 -----	3	General Economics 1 -----	5		
Physical Education -----	1	Physical Education -----	1		
Home Economics (chosen from the group of courses listed below) --	6	Home Economics (chosen from the group of courses listed below) --	7		
		16			16

¹For the first two years students may register in the College of Agriculture or the College of Arts and Science. In order to avoid conflicts in the junior and senior years, it is highly important that all the above required courses be included in the work of the first two years.

²Required education courses.

HOME ECONOMICS COURSES TO BE TAKEN DURING FRESHMAN AND SOPHOMORE YEARS

H. E. 1f or w., Selection and Preparation of Food -----	5
H. E. 10f or w, Home Problems -----	2
H. E. 20f or w, Home Nursing and Health -----	2
H. E. 15f, Design -----	2
H. E. 16w, Design -----	2
H. E. 50f or w, Textiles and Clothing -----	3
H. E. 51w, Textiles and Clothing -----	3

Junior Year

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Physics 1, Elementary College		² Education D110, Technique of Teaching in High School	3
Physics -----	5	² Education F175, Organization and Administration of Vocational Home Economics	3
² Education B125, History of Education -----	3	H. E. 145, Costume Design -----	2
H. E. 121, Nutrition -----	4	H. E. 122, Dietetics -----	3
H. E. 117, Economic Problems of the Household -----	3	H. E. 117, Economic Problems of the Household -----	3
or		or	
H. E. 120, Food Buying -----	3	H. E. 120, Food Buying -----	3
or		or	
H. E. 150, Buying Clothing and Textiles -----	3	H. E. 150, Buying Clothing and Textiles -----	3
		Elective -----	2
	15		16

Senior Year

<i>First or Second Semester</i>	<i>Hours</i>	<i>First or Second Semester</i>	<i>Hours</i>
² Education D140, High School Administration for Teachers -----	2	H. E. 160, Home Care and Training of Children -----	3
² Education F110, Teaching of Home Economics -----	2	H. E. 115, Home Management -----	4
² Education D150, Student Teaching of Vocational Home Economics -----	5	H. E. 110, Home Furnishing -----	3
H. E. 117, Economic Problems of the Household -----	3	Ed. F116, Teaching of Related Subjects -----	2
or		Elective -----	3-4
H. E. 120, Food Buying -----	3		
or			
H. E. 150, Buying Clothing and Textiles -----	3		
Elective -----	3-4		
	15-16		15-16

¹For the first two years the students may register in the College of Agriculture or the College of Arts and Science. In order to avoid conflicts in the Junior and Senior years, it is highly important that all the above required courses be included in the work of the first two years.

²Required education courses.

TEACHERS OF VOCATIONAL AGRICULTURE

See suggested curriculum under Agriculture in the General Catalog.

GRADUATE WORK IN EDUCATION

The graduate work in Education is organized to lead to the following graduate degrees: Master of Arts and Doctor of Philosophy; Master of Education and Doctor of Education.

GENERAL INFORMATION

PREREQUISITES:

To be admitted to candidacy for the degree Master of Arts with a major in Education, students must have completed at least fifteen semester hours of professional education courses including courses in educational psychology, history and principles of education, school administration, and methods of teaching.

To be admitted to candidacy for the degree Master of Education, students must have completed not less than fifteen semester hours of work in undergraduate courses in Education in an approved institution.

CHOICE OF MAJOR ADVISER

Graduate students in education should first of all decide on the particular line of school work for which they wish to prepare. They should then consult the faculty adviser in the field of their major interest and in consultation with him make out a complete program of studies for the desired degree. Some of the fields of specialization follow, along with the names of the appropriate advisers in the Department of Education:

<i>Graduate Specialty</i>	<i>Faculty Adviser</i>	<i>Room No.</i>
Educational Psychology -----	Mr. Irion -----	101 Jesse Hall
	Mr. Saupe -----	408 Jesse Hall
History and Philosophy of Education --	Mr. Coursault ----	104 Jesse Hall
City, County, and State School		
Administration -----	Mr. Capps -----	104 Jesse Hall
	Mr. Carpenter ----	304 Jesse Hall
Educational Tests and Measurements --	Mr. Capps -----	104 Jesse Hall
Secondary Education -----	Mr. Rufi -----	323 Jesse Hall
	Mr. Watkins -----	Univ. H. S.
Teaching of English -----	Mr. Moffett -----	209 Jesse Hall
Teaching of Social Studies -----	Mr. Ellis -----	316 Jesse Hall
Educational Guidance -----	Mr. Germane -----	7 Jesse Hall
Elementary Education -----	Mr. Phillips -----	Elem. School
Industrial Education -----	Mr. Selwidge -----	111A Engineering
Agricultural Education -----	Mr. Dickinson ----	122 Waters Hall
Home Economics Education -----	Miss Irons -----	8 Gwynn Hall
Physical Education (Teacher-		
Training) -----	Mr. Hindman ----	102 Rothwell Gym.

COURSES RECOMMENDED FOR ALL GRADUATE STUDENTS IN EDUCATION

For many lines of graduate work in education advisers insist on students having during the first semester the following courses if they have not been taken as undergraduate work:

- C170 Educational Statistics
 D207 Tests and Measurements for Secondary Schools
 or
 E205 Tests and Measurements for Elementary Schools

General background courses commonly recommended for all graduate students in education who have not had the equivalent as undergraduate work are:

- A205f Psychology of Education
- B271f Philosophy of Education
- C209f State and National School Administration

DISSERTATION OPTIONAL FOR THE DEGREE MASTER OF ARTS AND NOT
REQUIRED FOR THE DEGREE MASTER OF EDUCATION

A dissertation is optional for students majoring in education for the degree of Master of Arts. However, a student may offer, subject to the approval of his major adviser, an acceptable dissertation counting four to eight hours credit in the total of thirty-two hours required for this degree.

A thesis is not required for the degree of Master of Education.

Because of the fact that the tendency the country over is in the direction of establishing a standard of at least one year of graduate study for supervisors and administrators, the undergraduate curricula in those fields have been eliminated. It will still be possible for undergraduates looking forward to administrative and supervisory work to take certain courses in those fields as undergraduates. The major portion of the training, however, should be confined to postgraduate study.

GRADUATE PROGRAMS

Graduate programs leading to the degrees herein listed should be worked out under the direction of the appropriate advisers selected in accordance with the published list of advisers. The Bulletin of the Graduate School contains suggestions for such programs.

The attention of people preparing to become college teachers is especially drawn to the following suggestion:

COLLEGE TEACHING

Advanced graduate students planning to take up college teaching and desiring professional training courses as part of their preparation are advised to consider the following courses:

- B275 College Teaching
- C273 Junior College Administration

Other courses which may be of special value and which may be taken provided the student meets the prerequisites are:

- A207 Differential Psychology
- B271 Philosophy of Education

Students planning to teach Education courses in junior colleges should have special preparation in Education with an emphasis on Elementary Education.

ADVANCED PROFESSIONAL DEGREES IN EDUCATION

The degrees Master of Education and Doctor of Education are offered as advanced professional degrees especially for those who are not planning to enter the field of educational research. These degrees are particularly for the school administrator or teacher who desires to make further preparation above the professional training offered on the undergraduate level. In order that the candidates may expedite their enrollments for these degrees, the following directions are offered.

MASTER OF EDUCATION

1. *General Statement.*

The degree Master of Education is offered to students who have pursued advanced courses of study for two semesters of sixteen weeks each or four summer sessions of eight weeks each.

2. *Acceptance of Candidates.*

The candidate for the degree Master of Education must have completed not less than 15 hours of work in undergraduate courses in education in an approved institution. After admission to the Graduate School a student wishing to become a candidate for this degree must select a major adviser in the field of Education in which he wishes to specialize (for list of major advisers see Graduate Announcement). In consultation with his major adviser he must fill out, upon a blank form provided for the purpose, a full statement of all the work he proposes to offer for the degree and present it in quadruplicate to the Dean of the School of Education not later than one month after enrollment. A student who fails to file application for his degree in due time may not be recommended for the degree at the appropriate commencement.

3. *Prerequisites for the degree of Master of Education.*

a. Residence: Two semesters of sixteen weeks each, or four summer sessions of eight weeks each, devoted to advanced courses of study are required for the degree of Master of Education. This requirement may be met in part by correspondence work, extension center work, field work under the direction of a resident University staff member, or by credit earned in the graduate school of another institution of recognized standing. A maximum total of 8 hours of work taken off the campus may be credited toward the

degree. Only candidates who have completed 16 hours of work on the campus will be eligible to pursue field work.

b. *Course of Study:* Over and above the prerequisites, a program of studies comprising at least 32 semester hours of work approved for graduate credit, sixteen of which must be in courses numbered 200 or above, must be completed. The program must include not less than 16 hours of graduate courses in education. The program may consist entirely of courses in education or may be made up in part of courses from other departments selected to fit the professional needs of the candidate.

c. *Dissertation:* A dissertation is not required but the major adviser may require written reports of field work or special investigations.

d. *Final Examinations:* A final examination, comprehensive in character and in the professional field in which the candidate takes work, will be required.

DOCTOR OF EDUCATION

1. *General Statement.*

The degree of Doctor of Education is offered to students who have pursued advanced courses of study without serious interruption for a period of at least six semesters.

2. *Acceptance of Candidates:*

Candidates for the degree Doctor of Education must have attained the degree Master of Arts with a major in education or the degree Master of Education, or the quantitative and qualitative equivalent of one of these degrees from a college or university of recognized standing. He must declare his candidacy by filling out, not later than one month after his registration for the second year graduate work, a blank form provided for the purpose, secure thereto the signature of the adviser under whom he wishes to do his graduate work, and present it to the Dean of the Graduate School.

3. *Requirements for the degree Doctor of Education:*

a. *Residence:* Three years of work above the undergraduate degree shall be required as a minimum for the degree Doctor of Education. With the approval of the major adviser and the Dean of the Graduate School a maximum of two years of graduate work completed in other institutions with recognized graduate schools may be accepted toward the requirement. In any event the candidate must be enrolled in residence on the campus of the University of Missouri for a minimum of one year.

b. *Subjects of Study:* The program of study is determined by the major adviser in cooperation with a consulting committee appointed by the

Dean of the Graduate School and shall constitute a well organized plan of professional specialization in some one of the major fields of education.

c. **Dissertation:** A dissertation is required, for which not less than 8 nor more than 12 hours of credit may be granted. The dissertation shall embody the results of an investigation which may be carried on under supervision in practical school situations and may, with the consent and advice of his major adviser and consulting committee, consist of two or three lesser educational projects. The candidate must deposit not fewer than three typewritten copies of his dissertation on or before a date set by the Faculty of the School of Education. After the dissertation has been submitted it is reviewed by the consulting committee. The dissertation shall be the property of the University of Missouri. The candidate is not required to publish this dissertation.

d. **Apprentice Training:** If a candidate majors in some aspects of educational administration or supervision or special field of teaching and has not had acceptable experience in this field, the major adviser may require as part of his program of studies one semester of apprentice work under proper supervision in a school system approved for such work by the Faculty of Education. The supervision of apprentice work shall be under the immediate direction of the candidate's major adviser, in which case not more than 12 hours credit (the equivalent of one semester) may be granted for such work. Only students who have completed a minimum of 12 hours beyond the degree A. M., M. Ed., or the equivalent thereof shall be eligible for apprentice training.

e. **Examinations:** A matriculation examination, which may be oral or written or both as determined by the major adviser, must be taken not earlier than the second year of graduate work, nor later than November 1 preceding the June in which the candidate plans to complete the requirements for the degree, or the preceding December 1 if the requirements are to be completed in August. The examination is a comprehensive one including the candidate's major fields of interest for the degree and is conducted by the major adviser and consulting committee. If the results of the examinations are such as to give evidence that the candidate can pursue further graduate study profitably, he will be advised to do so.

A final oral examination on the work included in the dissertation is also required. This is conducted by the major adviser and consulting committee.

f. **Required Research Techniques:** The candidate is required to give satisfactory evidence of sufficient knowledge of statistics and educational research techniques as to enable him to understand and utilize re-

search reports in the field of education. Acquaintance with foreign languages will not be required except as may be determined by the candidate's major adviser.

FELLOWSHIPS, SCHOLARSHIPS, AND PRIZES

Advanced students in education are eligible to the general graduate scholarships known as the Gregory Fellowships and Scholarships. Application for these scholarships should be made through the office of the Dean of the Graduate School.

PEABODY SCHOLARSHIP: In June, 1912, the trustees of the Peabody Education Fund gave the University the sum of \$6,000 on condition that it be held and used as the endowment of the Peabody Graduate Scholarship in Education. The annual income from this fund will be paid to the holder of the scholarship. The award will be made in the same manner as the University Scholarships.

ISAAC HINTON BROWN SCHOLARSHIP: Mrs. Irene Brown McKnight and Mrs. Edith Brown Smith, daughters of Isaac Hinton Brown, offer a scholarship of the value of \$100 a semester which may be awarded for four years to a young woman who meets the following requirements: She must be of Caucasian parentage, a native of Missouri, preferably from a rural district in the Ozark region in Missouri, and must be a graduate of a Missouri high school. She must, furthermore, be able to satisfy all entrance requirements to the University, must expect as a candidate for the degree of B. S. in Education to prepare for the profession of teaching, and must be unable without financial assistance to complete the University course. This scholarship will be awarded only to a first-year student. This scholarship may be withdrawn at any time if the work of the scholar is unsatisfactory or if there are other sufficient reasons for its withdrawal. The selection is based upon scholarship and upon other factors indicating high character and educational promise. Application blanks and detailed information may be obtained from the Chairman of the Isaac Hinton Brown Scholarship, University of Missouri, Columbia, Missouri. The next regular award of the scholarship will probably be in 1938.

S. H. FORD SCHOLARSHIP: This scholarship was founded without specification as to how it should be awarded. The Board of Curators has assigned it to the School of Education, with the provision that it shall be awarded in June of each year to some student in the graduating class who, upon the basis of scholarship and probable service in the field of education, is deemed most worthy to receive the scholarship, and the public announcement of the award be made by the President of the University on commence-

ment day. The scholarship consists of the income on \$1,000, and at present affords \$50 a year.

PI LAMBDA THETA PRIZE: The Alpha Chapter of Pi Lambda Theta, national honorary educational fraternity for women, offers a prize of the value of \$50 annually to a high ranking woman student in the junior class of the School of Education. This award is based upon scholarship and probable service in the field of education.

For further information concerning the School of Education, address THEO. W. H. IRION, DEAN, FACULTY OF EDUCATION, UNIVERSITY OF MISSOURI, COLUMBIA, MISSOURI.

A LIST OF COURSES IN EDUCATION

- Note 1. For full descriptions of courses see the University Catalog and the Bulletin of the Graduate School.
- Note 2. The School of Education reserves the right to cancel any of the courses herein listed or to change the semester in which any course will be offered, without further notice.
- Note 3. All courses numbered below 100 give undergraduate credit. Only those courses between 100 and 200 which are starred (*) give both graduate and undergraduate credit. All courses numbered 200 or above give only graduate credit.

(A) EDUCATIONAL PSYCHOLOGY

A102f and w. EDUCATIONAL PSYCHOLOGY. Prerequisite, either elementary psychology or a biological science. (3) MR. SAUPE; MR. CARTER.

Sec. I. For Elementary School Teachers.

Sec. II. For High School Teachers.

A140f and w. DIAGNOSTIC TESTING AND REMEDIAL TEACHING. Primarily for elementary school teachers. Prerequisites, A102, E121. (3) MR. SAUPE; MR. CARTER.

*A176f. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. Prerequisite, A102. (3) MR. GERMANE.

A200f and w. SEMINAR IN EDUCATIONAL PSYCHOLOGY. (1-3) MR. IRION; MR. SAUPE.

A202f and w. INTELLIGENCE TESTING.

Sec. I. Individual Intelligence Testing (1).

Sec. II. Group Intelligence Testing. (2) MR. SAUPE.

A205f. THE PSYCHOLOGY OF EDUCATION. (2½-3) MR. IRION; MR. SAUPE.

A206w. MENTAL HYGIENE. Prerequisite, A205 or its equivalent. (2½-3) MR. GERMANE.

A207. DIFFERENTIAL PSYCHOLOGY. Prerequisite, 20 semester hours of professional work in education, including at least two courses in educational psychology. Offered only upon special demand by advanced graduate students. (3) MR. IRION.

A208w. PSYCHOLOGY OF HIGH SCHOOL SUBJECTS. Prerequisite, A205 or its equivalent. (2½-3) MR. IRION.

A250f and w. SPECIAL INVESTIGATIONS IN EDUCATIONAL PSYCHOLOGY. (Credit to be arranged.) MR. IRION; MR. SAUPE.

A290f and w. RESEARCH IN EDUCATIONAL PSYCHOLOGY. (Credit to be arranged.) MR. IRION; MR. SAUPE.

As an undergraduate elective, see course 159f Psychological Aspects of Religion in Relation to Education, department of Bible and Religion, in the General Catalog.

(B) HISTORY AND PHILOSOPHY OF EDUCATION

B125f and w. HISTORY OF EDUCATION. (3) MR. COURSAULT.

*B190w. COMPARATIVE EDUCATION. (2).

B200f and w. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION. (1-3) MR. COURSAULT.

B250f and w. SPECIAL INVESTIGATIONS IN THE HISTORY AND PHILOSOPHY OF EDUCATION. (Credit to be arranged.) MR. COURSAULT.

B271f. PHILOSOPHY OF EDUCATION. (2½-3) MR. COURSAULT.

B275w. COLLEGE TEACHING. (3) MR. COURSAULT.

B290f and w. RESEARCH IN THE HISTORY AND PHILOSOPHY OF EDUCATION. (Credit to be arranged.) MR. COURSAULT.

As an undergraduate elective, see course 160w Philosophical Aspects of Religion in Relation to Education, department of Bible and Religion, in the General Catalog.

(C) EDUCATIONAL ADMINISTRATION

*C170f and w. EDUCATIONAL STATISTICS. (2½-3) MR. CAPPS.

C200f and w. SEMINAR IN EDUCATIONAL ADMINISTRATION. (1-3) MR. CAPPS; MR. CARPENTER.

C201f. METHODS OF EDUCATIONAL RESEARCH. Prerequisite, course C170 or equivalent. (2) MR. CAPPS.

C209f. STATE AND NATIONAL SCHOOL ADMINISTRATION. (2½-3) MR. CARPENTER.

C210w. CITY SCHOOL ADMINISTRATION. (2½-3) MR. CARPENTER.

C211f. ADMINISTRATION OF PUPIL PERSONNEL. Prerequisite, E120 or D140 or equivalent. (2) MR. CARPENTER.

C212w. SCHOOL BUILDING PROBLEMS. (2½-3) MR. CARPENTER.

C235w. ADVANCED EDUCATIONAL STATISTICS. Prerequisites, courses C170 and E205, or D207 or their equivalent. (2½-3) MR. CAPPS.

C240f. SCHOOL FINANCE. (2½-3)

C241w. PROBLEMS IN SCHOOL FINANCE. (3)

C246w. SCHOOL SURVEYS. (3) MR. CARPENTER.

C250f and w. SPECIAL INVESTIGATIONS IN EDUCATIONAL ADMINISTRATION. (Credit to be arranged.) MR. CAPPS; MR. CARPENTER.

C273f. JUNIOR COLLEGE ADMINISTRATION. (3) MR. CARPENTER.

C290f and w. RESEARCH IN EDUCATIONAL ADMINISTRATION. (Credit to be arranged.) MR. CAPPS; MR. CARPENTER.

(D) SECONDARY EDUCATION

D103w. TEACHING OF ART. (3) MISS WULFEKAMMER.

D110f and w. TECHNIQUE OF HIGH SCHOOL TEACHING. Prerequisite, Education A102. (3) MR. WATKINS.

D111f and D112w. TEACHING OF ENGLISH. D111f deals with the teaching of language and composition; D112w with the teaching of reading and literature. Prerequisite, A102. (2) MR. MOFFETT.

D113f. TEACHING OF SPEECH. (2) MR. REID.

D118f and w. TEACHING OF MODERN LANGUAGES. Prerequisite, A102. (2) MR. ALMSTEDT; MR. JESSE; MR. WARSHAW.

D119f and w. TEACHING OF PHYSICAL EDUCATION. Prerequisites, kinesiology and A102. (2) MISS MCKEE; MISS DUNCAN.

D121f. TEACHING OF SOCIAL STUDIES IN HIGH SCHOOL. The required course for all majors in the social studies and elective for all minors. Prerequisite, A102. (2) MR. ELLIS.

D122w. ORGANIZATION OF HIGH SCHOOL SOCIAL STUDIES. An elective course for all majors and minors in social studies. Prerequisite, A102. (2) MR. ELLIS.

D124w. THE TEACHING OF GENERAL SCIENCE. Prerequisite, A102. (2) MR. WATKINS.

- D125f. TEACHING OF LATIN. Prerequisite, A102. (2) MR. HARRELL.
- D128w. TEACHING OF HIGH SCHOOL MATHEMATICS. Prerequisite, A102. (2) MR. BUTLER; MISS DOOLITTLE.
- D131f. HIGH SCHOOL MUSIC METHODS. (3) MR. SLEEPER.
- D140f and w. HIGH SCHOOL ADMINISTRATION FOR TEACHERS. Prerequisite, A102. (2) MR. RUFI.
- D150f and w. STUDENT TEACHING IN HIGH SCHOOL. Hours and credit must be arranged with instructor before registration. Application should be made in the term preceding that in which the course is wanted. Prerequisite, D110. (Credit to be arranged.) MR. PHILLIPS.
- *D170w. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION. Prerequisites: Physical Education 152w and Education D110; a course in statistics is desirable but not required. (3) MR. HINDMAN.
- *D181w. PROBLEMS IN HIGH SCHOOL MUSIC TEACHING. Prerequisite, completion of the curriculum in Public School Music for freshman and sophomore years or its equivalent and A102 and D110. (2) MR. SLEEPER.
- *D195f. METHODS AND TECHNIQUES OF COUNSELING. A course for deans, principals, advisers and sponsors of high school and college students. Prerequisite A102 or its equivalent. (2½-3) MR. GERMANE.
- *D197f. SPECIAL PROBLEMS IN STUDENT COUNSELING. A course for deans, personnel directors, principals, and part-time advisers of high school and college students. Prerequisite A102 or its equivalent. (2½-3) MR. GERMANE.
- D200f and w. SEMINAR IN SECONDARY EDUCATION. (1-3) MR. ELLIS; MR. GERMANE; MR. RUFI; MR. WATKINS.
- D201s. EXTRA CURRICULAR ACTIVITIES. (2½-3).
- D206f. HIGH SCHOOL ADMINISTRATION. Prerequisite, D140 or its equivalent. (3) MR. RUFI.
- D207f. TESTS AND MEASUREMENTS FOR SECONDARY SCHOOLS. (3) MR. CAPPS.
- D210w. ENGLISH METHODS. (Literature) (2-3) MR. MOFFETT.
- D211s. ENGLISH METHODS. (Composition) (2) MR. MOFFETT.
- D212w. PROBLEMS IN THE TEACHING OF GENERAL SCIENCE. For teachers and supervisors of science. (2) MR. WATKINS.
- D213s. METHODS IN ENGLISH LITERATURE IN SECONDARY SCHOOLS. (Same as English 213s). (2) MR. MOFFETT.
- D214s. METHODS IN ENGLISH COMPOSITION IN SECONDARY SCHOOLS. (Same as English 214s). (2) MR. MOFFETT.
- D215w. HIGH SCHOOL SUPERVISION. (3) MR. RUFI.
- D219f and w. SPECIAL INVESTIGATIONS IN HIGH SCHOOL MUSIC TEACHING. Prerequisite, completion of Public School Music major in the School of Education or its equivalent. (2-5) MR. SLEEPER.
- D220f. PROBLEMS IN THE TEACHING OF SOCIAL STUDIES. Open to graduate students with a major or minor in the social studies. (3) MR. ELLIS.
- D221f. EDUCATIONAL GUIDANCE. (2½-3) MR. GERMANE.
- D230w. THE JUNIOR HIGH SCHOOL. (2) MR. RUFI.
- D240f. THE IMPROVEMENT OF HIGH SCHOOL TEACHING. (2) MR. WATKINS.
- D245w. THE HIGH SCHOOL CURRICULUM. For high school principals and teachers, and for superintendents interested in the improved adaptation of secondary school curricula. (2½-3) MR. WATKINS.
- D246w. CURRICULUM CONSTRUCTION FOR SECONDARY SCHOOLS. For high school teachers, principals, and superintendents of schools with considerable graduate training in education. Prerequisite, Education D245, High School Curriculum. In cases of individuals furnishing evidence of other adequate previous training, the prerequisite may be waived by the instructor. (3) MR. WATKINS.
- D250f and w. SPECIAL INVESTIGATIONS IN SECONDARY EDUCATION. (Credit to be arranged.) MR. ELLIS; MR. GERMANE; MR. RUFI; MR. WATKINS.
- D290f and w. RESEARCH IN SECONDARY EDUCATION. (Credit to be arranged.) MR. GERMANE; MR. RUFI; MR. WATKINS.

(E) ELEMENTARY EDUCATION

- E106w. TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL. (2) MR. GORMAN.
- *E108s. PRIMARY MATERIALS AND METHODS. A critical study is made of the principles, techniques and materials which are used to organize the curriculum of the first three grades for a modern elementary school. One major feature of the study involves the consideration of the curriculum from the point of view of the activities of children. A limited amount of attention is devoted to extra-curricular activities. Prerequisites, A102 Educational Psychology and E121 Technique of Teaching in Elementary Schools. (3).
- E120f. ELEMENTARY SCHOOL ORGANIZATION AND MANAGEMENT. (3) MR. PHILLIPS.
- E121w. TECHNIQUE OF TEACHING IN ELEMENTARY SCHOOLS. Prerequisite, A102. (3) MR. PHILLIPS.
- E122f. CHILD STUDY. Prerequisite, A102. (3) MISS TAYLOR.
- E123w. KINDERGARTEN METHODS AND MANAGEMENT. (3) MISS TAYLOR.
- *E125s. PRIMARY MATERIALS AND METHODS IN READING. Prerequisites, A102 and E121. (3).
- E129s. MUSIC IN PRIMARY GRADES. Public school music methods in kindergarten and lower grades. Three laboratory periods and two recitations per week. Students with sufficient previous musical training may be excused from part or all of the laboratory work. (2) MR. SLEEPER.
- E130w. MUSIC IN INTERMEDIATE GRADES. Laboratory requirement as in E129f. (2) MR. SLEEPER.
- *139s. THE TECHNIQUE OF HANDLING THE PROBLEM CHILD. Prerequisite A102. (3).
- E151f and w. ASSISTANT IN THE ELEMENTARY SCHOOL. Hours and credit must be arranged with the instructor before registration. Application should be made in the term preceding that in which the course is desired. Prerequisites, A102, E121. (Credit to be arranged.) MR. PHILLIPS.
- *E163s. INDIVIDUALIZED INSTRUCTION. Theory and technique of Dalton Laboratory plan, Winnetka plan, and others, with discussion and observation of demonstration class in University Elementary School. (3).
- *E165w. PROBLEMS IN THE TEACHING OF READING. For teachers, supervisors, and superintendents. Selection of material and methods for grades I to IX. (3) MR. GERMANE.
- *E166w. PROBLEMS OF TEACHING LITERATURE IN THE GRADES. To obtain graduate credit considerable experience will be required in creative writing of the various types of children's literature and an undergraduate major in English. General prerequisites A102 and E121. (2-3) MISS FARTHING.
- *E170f. ELEMENTARY SCHOOL CURRICULUM. Prerequisites, A102 and E121. (2) MR. PHILLIPS.
- *E175f. RURAL SCHOOL SUPERVISION. (2) MR. PHILLIPS.
- *E180w. MUSIC SUPERVISION. A comparative study of modern methods of teaching music in grades I to VI, teaching of sight-singing and appreciation. Prerequisite, completion of the curriculum in Public School Music for freshman and sophomore years or its equivalent and E129 and A102. (2) MR. SLEEPER.
- *E184w. PROJECTS IN MORAL EDUCATION. (3) MR. GERMANE.
- *E195w. PROBLEMS IN COUNTY SCHOOL SUPERVISION. Maximum credit, 8 hours. Credit to be arranged.) MR. PHILLIPS.
- E200f and w. SEMINAR IN ELEMENTARY EDUCATION. (1-3) MR. PHILLIPS.
- E204f. ELEMENTARY SCHOOL SUPERVISION. (3) MR. PHILLIPS.
- E205w. TESTS AND MEASUREMENTS FOR ELEMENTARY SCHOOLS. (2) MR. CAPPS.
- E206w. CURRICULUM CONSTRUCTION IN ELEMENTARY SCHOOL. (2-3) MR. PHILLIPS.
- E208s. THE WORK OF THE ELEMENTARY SCHOOL PRINCIPAL. A course designed to deal with the special techniques needed by an elementary school principal. (2-3).
- E218f and w. SPECIAL PROBLEMS IN ELEMENTARY SCHOOL MUSIC TEACHING. (2-5) MR. SLEEPER.
- E225w. PRACTICE IN SCHOOL SUPERVISION. For supervisors, principals, and superintendents. (3) MR. PHILLIPS.

E250f and w. SPECIAL INVESTIGATIONS IN ELEMENTARY EDUCATION. (Credit to be arranged.) MR. PHILLIPS.

E290f and w. RESEARCH IN ELEMENTARY EDUCATION. (Credit to be arranged.) MR. PHILLIPS.

(F) VOCATIONAL EDUCATION

AGRICULTURAL EDUCATION

F100w. FOUNDATIONS OF VOCATIONAL AGRICULTURE. (Prerequisite to all courses in Agricultural Education.) (3) MR. DICKINSON; MR. DIPPOLD.

F105w. SPECIAL METHODS IN TEACHING VOCATIONAL AGRICULTURE. (3) MR. DICKINSON.

F107w. SUPERVISED FARM PRACTICE IN VOCATIONAL AGRICULTURE. (2) MR. DICKINSON.

*F120w. COMMUNITY EDUCATIONAL ACTIVITIES IN VOCATIONAL AGRICULTURE. (2) MR. DIPPOLD.

F156f and w. STUDENT TEACHING IN VOCATIONAL AGRICULTURE. (Credit arranged.) MR. DICKINSON.

*F195f and w. SPECIAL PROBLEMS IN AGRICULTURAL EDUCATION. (Credit to be arranged.) MR. DICKINSON; MR. DIPPOLD.

F240f and w. PROBLEMS IN AGRICULTURAL EDUCATION. (2-4) MR. DICKINSON; MR. DIPPOLD.

HOME ECONOMICS EDUCATION

F110f and w. METHODS OF TEACHING VOCATIONAL HOME ECONOMICS. This course parallels student teaching. (2) MISS IRONS.

F116w. TEACHING OF RELATED SUBJECTS. (2) MISS IRONS.

STUDENT TEACHING OF VOCATIONAL HOME ECONOMICS. Described under D150f and w.

F175f and w. ORGANIZATION OF VOCATIONAL HOME ECONOMICS. (3) MISS IRONS.

F230f and w. SUPERVISION OF STUDENT TEACHING OF VOCATIONAL HOME ECONOMICS. Prerequisites, D150, F175, F110. (Credit to be arranged.) MISS IRONS.

F273w. PROBLEMS IN HOME ECONOMICS EDUCATION. (3) MISS IRONS.

INDUSTRIAL ARTS AND TRADES AND INDUSTRIES

F1w. SHOPWORK FOR JUNIOR HIGH SCHOOLS. (3).

F2f. METAL WORK. (2).

F4w. MACHINE WORK. (2) MR. PHILLIPS.

F5f. TOOLS AND MATERIALS. (2).

F10f. WOODWORK. (2).

F106w. FURNITURE CONSTRUCTION. (4).

MECHANICAL DRAWING. For mechanical drawing, pattern making and other shop courses, see Mechanical Engineering in the General Catalog.

F119f. ART AND HANDIWORK IN THE PRIMARY GRADES. (3) MISS DOBBS.

F121w. ART AND HANDWORK IN THE INTERMEDIATE GRADES. (3) MISS DOBBS.

*F140w. SUPERVISION AND CRITICISM OF ELEMENTARY HANDIWORK (2) MISS DOBBS.

F165f and w. TRADE ANALYSIS. A course for those preparing to teach a trade. (4) MR. SELVIDGE.

*F190w. ORGANIZATION OF SUBJECT MATTER. (2) MR. SELVIDGE.

*F194f. PRINCIPLES OF TRADE AND INDUSTRIAL TEACHING. (3) MR. SELVIDGE.

*F196f. ADMINISTRATION OF INDUSTRIAL EDUCATION. Designed especially for superintendents and principals. (2) MR. SELVIDGE.

*F197f and w. SPECIAL PROBLEMS IN INDUSTRIAL EDUCATION. MR. SELVIDGE.

F201w. JOB ANALYSIS APPLIED TO CURRICULUM MAKING. (2) MR. SELVIDGE.

F221f. VOCATIONAL GUIDANCE. (2) MR. SELVIDGE.

GENERAL

F200f and w. SEMINAR IN VOCATIONAL EDUCATION. (1-3) MR. DICKINSON; MR. DIPPOLD; MISS IRONS; MR. SELVIDGE.

F250f and w. SPECIAL INVESTIGATIONS IN VOCATIONAL EDUCATION. (Credit to be arranged.) MR. DICKINSON; MR. DIPPOLD; MISS IRONS; MR. SELVIDGE.

F290f and w. RESEARCH IN VOCATIONAL EDUCATION. (Credit to be arranged.) MR. DICKINSON; MR. DIPPOLD; MISS IRONS; MR. SELVIDGE.

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