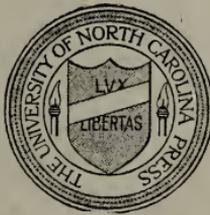


JUNE, 1923

NUMBER 203

THE UNIVERSITY OF NORTH CAROLINA RECORD



THE SCHOOL *of* EDUCATION

ANNOUNCEMENTS

1923-1924

THE UNIVERSITY OF NORTH CAROLINA PRESS

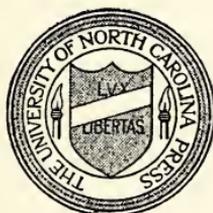
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CALENDAR, 1923-1924

THE COLLEGE YEAR

The college year is divided into Fall, Winter, and Spring Quarters of approximately eleven and one-half weeks each, and a Summer Session of twelve weeks. There is a Thanksgiving recess of three days, a Christmas recess of approximately two weeks, and an Easter recess of seven days.

Fall Quarter

1923

- September 12-15..Wednesday to Saturday.* Examinations for Removal of Conditions. Entrance Examinations.
- September 18-19..Tuesday and Wednesday.* Registration for Fall Quarter.
- September 20.....Thursday.* Fall Quarter begins.
- October 12.....Friday.* University Day.
- November 28.....Wednesday.* Thanksgiving Recess begins (1:30 P. M.)
- December 3.....Monday.* Thanksgiving Recess ends (8:30 A. M.)
- December 17.....Monday.* Fall Quarter Examinations begin.
- December 21.....Friday.* Fall Quarter ends. Christmas Recess begins.

Winter Quarter

1924

- January 2-3.....Wednesday and Thursday.* Registration for Winter Quarter.
- January 4.....Friday.* Winter Quarter begins.
- March 17.....Monday.* Winter Quarter Examinations begin.
- March 21.....Friday.* Winter Quarter ends.

Spring Quarter

- March 22.....Saturday.* Spring Quarter begins.
- April 21.....Monday.* Easter Recess begins (8:30 A. M.)
- April 28.....Monday.* Easter Recess ends (8:30 A. M.)
- May 10.....Saturday.* Selection of Commencement Orators.
- June 2.....Monday.* Spring Quarter Examinations begin.
- June 6.....Friday.* Spring Quarter ends.
- June 8.....Sunday.* Baccalaureate Sermon.
Sermon before the Y. M. C. A.
- June 9.....Monday.* Senior Class Day.
Inter-Society Banquet and Reunions.
- June 10.....Tuesday.* Alumni Day.
Meeting of Board of Trustees.
- June 11.....Wednesday.* Commencement Day.

OFFICERS OF AMINISTRATION

The University

HARRY WOODBURN CHASE, Ph.D., LL.D., *President.*

WALTER DALLAM TOY, M.A., *Secretary of the Faculty.*

CHARLES THOMAS WOOLLEN, *Business Manager.*

JULIUS ALGERNON WARREN, *Treasurer and Bursar.*

THOMAS JAMES WILSON, JR., Ph.D., *Registrar.*

GEORGE KENNETH GRANT HENRY, Ph.D., *Assistant Registrar.*

FRANCIS FOSTER BRADSHAW, A.B., *Dean of Students.*

MRS. MARVIN HENDRIX STACY, *Adviser to Women.*

LOUIS ROUND WILSON, Ph.D., *Librarian.*

CHARLES MELVILLE BAKER, A.M., B.L.S., *Assistant Librarian.*

CHESTER DEFOREST SNELL, B.H., B.S., *Director of the Extension
Division.*

ROBERT BAKER LAWSON, M.D., *Director of the Gymnasium.*

WILLIAM McKEITHAN FETZER, A.B., *Director of Athletics.*

ERIC ALONZO ABERNETHY, M.D., *University Physician.*

HARRY FULCHER COMER, B.S., *General Secretary, Y. M. C. A.*

THE SCHOOL OF EDUCATION

Officers

HARRY WOODBURN CHASE, Ph.D., *President of the University.*

NATHAN WILSON WALKER, A.B., Ed.M., *Acting Dean of the School of Education.*

MARION REX TRABUE, Ph.D., *Director of the Bureau of Educational Research.*

MRS. LOUISE COFFEY PICKARD, *Secretary to the Dean.*

ADA VIELE, A.B., *Statistical Assistant, Bureau of Educational Research.*

GEORGE BRYAN LOGAN, JR., A.B., *Librarian of the School of Education.*

The Administrative Board

MARCUS CICERO STEPHENS NOBLE,* *Professor of Pedagogy and Dean of the School of Education.*

NATHAN WILSON WALKER, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

EDGAR WALLACE KNIGHT, Ph.D., *Professor of Rural Education.*

MARION REX TRABUE, Ph.D., *Professor of Educational Administration and Director of the Bureau of Educational Research.*

ARTHUR MELVILLE JORDAN, Ph.D., *Professor of Educational Psychology.*

ESEK RAY MOSHER, Ed.D., *Professor of Education.*

JAMES FINCH ROYSTER, Ph.D., *Kenan Professor of English Philology and Dean of the College of Liberal Arts.*

ROBERT DIGGS WIMBERLY CONNOR, Ph.B., *Kenan Professor of History and Government.*

HOWARD WASHINGTON ODUM, Ph.D., *Kenan Professor of Sociology and Director of the School of Public Welfare.*

* Temporarily relieved of administrative duties. On leave, 1923-1924.

FACULTY

MARCUS CICERO STEPHENS NOBLE,* *Professor of Pedagogy and Dean of the School of Education.*

Student, Davidson College and University of North Carolina; Commandant, Bingham School, 1880-1883; Superintendent of Schools, Wilmington, N. C., 1883-1898; Professor of Pedagogy, University of North Carolina, 1898—; Dean of the School of Education, *ibid.*, 1913.—

NATHAN WILSON WALKER, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

A.B., University of North Carolina, 1903; Superintendent of Schools, Ashboro, N. C., 1903-1905; State Inspector of Public High Schools, 1907-1920; Ed.M., Harvard University, 1921; Professor of Secondary Education, University of North Carolina, 1905—; Acting Dean, School of Education, 1921—.

EDGAR WALLACE KNIGHT, Ph.D., *Professor of Rural Education.*

A.B., Trinity College (N. C.), 1909; A.M., *ibid.*, 1911; Master in History, Trinity Park School, 1909-1911; Fellow in Education, Columbia University, 1912-1913; Ph.D., *ibid.*, 1913; Assistant Professor of Education, Trinity College, (N. C.), 1913-1916; Professor of Education, *ibid.*, 1916-1917; Superintendent of Wake County Schools, 1917-1918; Professor of Rural Education, University of North Carolina, 1919—.

MARION REX TRABUE, Ph.D., *Professor of Educational Administration and Director of the Bureau of Educational Research.*

A.B., Northwestern University, 1911; A.M., Columbia University, 1914; Ph.D., *ibid.*, 1915; High School Principal, Fairbury, Ill., 1911-1912; Hinsdale, Ill., 1912-1913; Instructor in Educational Administration, Teachers College, Columbia University, 1915-1917; Assistant Professor of Education, *ibid.*, 1917-1922; Director, Bureau of Educational Service, *ibid.*, 1919-1922; Chief Psychological Examiner for United States Army in Camps Taylor and Grant, and Captain, Adjutant General's Office, 1917-1918; Professor of Educational Administration, University of North Carolina, 1922—; Director, Bureau of Educational Research, *ibid.*, 1923—.

* On leave, 1923-1924.

ESEK RAY MOSHER, A.M., Ed.M., *Professor of Education.*

B.A., University of Minnesota, 1903; A.M., Western Reserve University, 1907; Ed.M., Harvard University, 1921; Ed.D., *ibid.*, work completed summer of 1923, degree to be conferred, February, 1924; Professor of Mathematics and Commandant, State Normal and Industrial School, Ellendale, North Dakota, 1904-1906; Supervisor of Instruction, Evening School System, Cleveland, Ohio, 1906-1907; Professor of Mathematics, State Normal College of the University of Montana, Dillon, 1907-1921; Vice-President, *ibid.*, 1912-1921; Acting President, *ibid.*, March-September, 1919; Professor of Educational Psychology, State Normal School, Salem, Massachusetts, 1921-1923; Professor of Education, University of North Carolina, 1923—.

ARTHUR MELVILLE JORDAN, Ph.D., *Professor of Educational Psychology.*

A.B., Randolph-Macon College, 1907; A.M., Trinity College (N. C.), 1909; Student University of Chicago, 1912-1913; Ph.D., Columbia University, 1919; Teacher, Vanderbilt Training School, Elkton, Kentucky, 1907-1908; Principal, Henderson, N. C., High School, 1909-1910; Superintendent, Williamston, N. C., Schools, 1910-1912; Substitute Teacher in Education, Northern State Normal School, Marquette, Michigan, 1913; Principal, DePauw Academy, DePauw, Indiana, 1913-1914; Instructor in Education, University of Arkansas, 1914-1915; Assistant Professor of Education, *ibid.*, 1915-1917; Professor of Psychology and Education, *ibid.*, 1919-1923; Professor of Educational Psychology, University of North Carolina, 1923—.

LOUIS ROUND WILSON, Ph.D., *Kenan Professor of Library Administration.*

A.B., University of North Carolina, 1899; Librarian, *ibid.*, 1901—; A.M., *ibid.*, 1902; Ph.D., *ibid.*, 1905; Associate Professor of Library Administration, *ibid.*, 1908-1912; Student, Columbia University, 1910; Professor of Library Administration, University of North Carolina, 1912-1920; Director of the Bureau of Extension, *ibid.*, 1914-1921; Kenan Professor of Library Administration, *ibid.*, 1920—.

LONNIE RAY SIDES, B.A., *Fellow in Education.*

B.A., Elon College, 1920. Graduate Student, University of Virginia, Summer of 1922; Graduate Student, University of North Carolina, Summer of 1923.

ADMISSION TO THE UNIVERSITY

Candidates for admission to the University are received by certificate from accredited schools or by examination.

ENTRANCE BY CERTIFICATE. Students who present certificates of work accomplished at preparatory schools and colleges may be admitted without examination, provided the certificates are approved. The right to examine, however, is reserved, when such a course is deemed necessary. Certificates must be made out on the printed forms furnished on application to the Registrar, and should be sent in as early as possible in the summer vacation; the uniform entrance certificates of the Association of Colleges and Secondary Schools of the Southern States will also be accepted. Candidates must present themselves in person before the Committee on Entrance Certificates in the Alumni Building during the period of registration (*September 12-15, 1923.*)

ENTRANCE BY EXAMINATION. Entrance examinations are held in September. The University will accept the uniform entrance examination papers of the Association of Colleges and Secondary Schools of the Southern States, provided such papers are properly vouched for and sent sealed to the University for grading. The University will accept also the certificates of the College Entrance Examination Board. Candidates for admission by examination must report at 9 a. m., *Wednesday, September 12, 1923*, to the Registrar, who will appoint time and place for examination.

Admission to Advanced Standing

A candidate for advanced standing may be admitted to the Sophomore, Junior, or Senior Class, with or without complete examination. He is subject not only to the examinations required of candidates for admission into the Freshman Class, but to special examinations both in all the required studies already pursued by the class which he desires to enter and in as many elective studies as would have been required of him as a member of that class. When satisfied with the apparent fitness of the

candidate, the examining committee, may, in spite of his deficiencies in some studies, admit him to an advanced class; but a candidate so admitted is not recommended for the degree until the deficiencies are made good. The examining committee may accept, also, with proper restrictions, the official report of work satisfactorily completed at a college or university of good standing in place of an examination upon such previous work. All credits allowed by this committee stand in suspense until the candidate shall have spent one quarter in residence. If his work during this quarter is unsatisfactory, the credits may be canceled.

A candidate for advanced standing should present himself for examination on the same day and at the same hours as candidates for admission into the Freshman Class.

The Entrance Requirements

The entrance requirements for admission to the University without examination are fifteen (15) units secured by graduation from a four-year accredited school. *No student will be admitted without examination who presents fewer than fifteen (15) units.*

It must be clearly understood that *admission to the University does not, necessarily, mean admission to candidacy for a degree.*

In order for a student to be admitted as a candidate for a degree the student must meet the specific requirements laid down by the school or college in which that degree is conferred. (See The Catalogue, pages 62-67). In some cases this will make it necessary for the candidate to carry certain courses as prerequisites over and above the courses prescribed for the degree, or make up certain deficiencies. These deficiencies must be made good before the student may register for his Sophomore year.

The preparatory student should decide, therefore, as early as possible, for which degree he wishes to become a candidate and carry such courses in his preparatory school as will admit him to candidacy for that degree.

The Graduate School

Holders of bachelors' or higher degrees from standard colleges are admitted to the Graduate School upon presentation of their credentials and without examination. Upon the vote of the Administrative Board other mature persons may be admitted as special students in courses for which they are qualified.

Subjects Accepted for Entrance

English	3 or 4	units
History	4	units
Mathematics	4	units
Greek	4	units
Latin	4.7	units
French	3	units
German	3	units
Spanish	2	units
Botany	1 or 0.5	unit
Chemistry	1 or 0.5	unit
Physics	1 or 0.5	unit
Physiology	0.5	unit
Zoology	1 or 0.5	unit
General Science	1 or 0.5	unit
Physiography	1 or 0.5	unit
Drawing	1	unit
Civics	0.5	unit
Vocational subjects:		
Commercial Geography	0.5	unit
General Agriculture	2	units
Bookkeeping	1	unit
Commercial Arithmetic	1	unit
Stenography and Typewriting	1	unit
Manual Training	2	units

NOTE, that as many as four (4) units in English, four (4) units in history, and two (2) units in agriculture may be accepted. This amount of credit will be allowed only when the Registrar is satisfied that the work done in these subjects at any given school is of a superior order.

NOTE FURTHER: One (1) unit in any of the sciences will be allowed only when satisfactory work is done in the laboratory as evidenced by the notebook, otherwise only one-half (.5) unit will be allowed.

THE SCHOOL OF EDUCATION

Admission Requirements

The requirements for admission to candidacy for the A.B. degree in the College of Liberal Arts and for the A.B. in Education in the School of Education are as follows:

	English <i>a, b, c,</i>	3 or 4 units																						
	History <i>a,</i>	1 unit																						
	Mathematics <i>a, b, c,</i>	2.5 units																						
Select Two	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding-right: 5px;">{</td> <td style="padding-right: 5px;">Greek <i>a, b,</i></td> <td style="padding-right: 5px;">2</td> <td style="padding-right: 5px;">units</td> <td rowspan="5" style="font-size: 3em; vertical-align: middle; padding: 0 10px;">}</td> <td rowspan="5" style="vertical-align: middle;">4 or 5.7 units</td> </tr> <tr> <td></td> <td>Latin <i>a, b, c, d,</i></td> <td>3.7</td> <td>units</td> </tr> <tr> <td></td> <td>German <i>a,</i></td> <td>2</td> <td>units</td> </tr> <tr> <td></td> <td>French <i>a,</i></td> <td>2</td> <td>units</td> </tr> <tr> <td></td> <td>Spanish <i>a,</i></td> <td>2</td> <td>units</td> </tr> </table>	{	Greek <i>a, b,</i>	2	units	}	4 or 5.7 units		Latin <i>a, b, c, d,</i>	3.7	units		German <i>a,</i>	2	units		French <i>a,</i>	2	units		Spanish <i>a,</i>	2	units	
{	Greek <i>a, b,</i>	2	units	}	4 or 5.7 units																			
	Latin <i>a, b, c, d,</i>	3.7	units																					
	German <i>a,</i>	2	units																					
	French <i>a,</i>	2	units																					
	Spanish <i>a,</i>	2	units																					
	Electives	4.5 or 1.8 units																						
	Total	15 units																						

NOTE, that two foreign languages to the amount of not less than four (4) units are required for admission to candidacy for the degree A.B., and for the A.B. in Education.

NOTE FURTHER: American History is a required subject for admission to candidacy for the degree A.B., and for the A.B. in Education.

EXPENSES

Every effort is made to reduce to the lowest point the necessary expenses of an education at the University. The entire annual expenses need not exceed \$400 and they frequently may be reduced to \$300.

MATRICULATION FEES

School of Education:	
Tuition fee each quarter	\$20.00
*Matriculation fee each quarter	\$12.00
Total each quarter	\$32.00

*This fee includes the gymnasium fee, the library fee, the fee for attendance of the University physician and of the University nurse, and the fee for athletics. In the fall quarter this fee is \$12.50, including also the fee for debates.

Board

Excellent board is furnished at Swain Hall for \$21.00 a month. A few students can earn their board by waiting on the tables.

Board without room can be obtained in the town from \$22.50 to \$35.00 a month.

Dormitory Accommodations

Accommodations for something over nine hundred students are available in the University dormitories. For a list of the dormitories see page 48 of the Catalogue.

All rooms in the dormitories are completely furnished. Students will, however, provide their own pillow, bed linen (single beds) and towels.

Room rent ranges from \$3.00 to \$8.00 a month for each occupant, the price depending upon the location of the room. This charge includes light, heat and service.

FREE TUITION

By an act of the General Assembly of 1887, free tuition is given to teachers in the schools of North Carolina and to prospective teachers who are residents of the State. In order to secure free tuition, the student applying for the privilege must sign an agreement to teach in North Carolina for at least two years within a period of three years after leaving the University. This provision for free tuition is administered through the School of Education, and students availing themselves of the opportunity it affords are required to register through this school. This does not mean that all who avail themselves of the free tuition privilege for teachers shall register for the A.B. in Education; but it does mean that each one who takes advantage of this provision will be required to meet the professional requirements which the State now demands of one of his academic standing—that is, two professional courses for one who completes the sophomore year; four for one who completes the junior year; and six for one who completes the senior year. A student applying for the free tuition privilege, therefore, may register for either the A.B. degree in the College of Liberal Arts or for the A.B. in Education.

PURPOSES

The courses in education prepare for teaching and for the executive work of principals and superintendents of schools. A number of courses are also offered which deal with popular education from the viewpoint of the citizen, whatever his occupa-

tion or profession. All courses in education carry college credit for the several degrees and at the same time enable those who successfully complete such courses to secure State certificates to teach or to administer schools, without further examination by the State.

Under the public law of the State all public school teachers, principals, superintendents and supervisors must hold State certificates appropriate to their work. Full information concerning the requirements for the various certificates may be obtained from the Acting Dean; and prospective teachers, principals, superintendents and supervisors should secure this information before registering for courses in the School of Education.

COURSES LEADING TO THE DEGREE OF BACHELOR OF ARTS IN EDUCATION

Only courses in Education are listed and described in this bulletin. The required and elective academic courses for the degree of A.B. in Education are given in the College of Liberal Arts and are administered by the several departments concerned. These courses are not, therefore, described in this bulletin. For a description of them, the reader is referred to the University Catalogue.

In order to be recommended for the Degree of Bachelor of Arts in Education, the student must have completed satisfactorily the four-year course outlined below:

Freshman Year

English 1	Select two	Greek 1-2 or
History 1-2		Greek 3-4*
Mathematics 1-2		Latin 1-2
		German 3-4
		French 3-4
		Spanish 3-4

By postponement of any one of these double courses until Sophomore year, one course in Science (Botany 1, 2; Chemistry 1-2 or Zoology 1, 2) may be taken in the Freshman year.

Not more than three courses may be taken in any one term except by special permission.

* Greek 3-4 is to be taken if the equivalent of Greek 1-2 has been offered at entrance. Note that Greek, if elected, is required through course 5 to complete the Sophomore requirement in this language.

Sophomore Year

	English 3-4							
Select one	{	Botany 1, 2	Select two	{	Greek 3-4 or	Select two	{	Education 1
		Chemistry 1-2			Greek 5*			Education 2
		Physics 1, 2			Latin 3			Education 3
		Zoology 1, 2			German 21†			Psychology 1-2
		Botany 1 and Zoology 1			French 5			Elective, 1 Course
		Geology 1-2			Spanish 5			

If a course in Science be taken in the Freshman year, the Freshman course then postponed must be taken in place of the course in Science required of Sophomores. Not more than three courses may be taken in any one term except by special permission.

Junior Year

For Junior year students are required to select three courses open to Juniors in the School of Education and six courses open to Juniors in the College of Liberal Arts, according to the regulations governing such selection.

Senior Year

For Senior year students are required to select four courses open to Seniors in the School of Education and five courses open to Seniors in the College of Liberal Arts, according to the regulations governing such selection.

Regulations

Candidates for the Degree of Bachelor of Arts in Education must complete satisfactorily 36 full courses.

The proportion of these courses to be taken each year in the College of Liberal Arts and the proportion to be taken in the School of Education is as follows:

College of Liberal Arts School of Education

Freshman year.....	Nine courses	
Sophomore year.....	Seven courses	Two courses
Junior year.....	Six courses	Three courses
Senior year.....	Six courses	Four courses

* Greek 3-4 is to be taken if the equivalent of Greek 1-2 has been offered at entrance. Note that Greek, if elected, is required through course 5 to complete the Sophomore requirement in this language.

† German 23 or 25 may be substituted.

Courses in the School of Education that are not strictly graduate courses are classified into four groups; one group in the Principles of Education, one group in the Methods of Education, one group in the History of Education, one group in Educational Psychology. The courses included within each group are given below:

Principles: Education 2, 31, 42, 51, 55.

Methods: 5, 46, 52.

History: 26, 36, 37.

Educational Psychology: 1, 20, 22, 43, 56, 62, 64.

In order to insure a proper distribution of work and concentration of effort candidates for the degree of Bachelor of Arts in Education are required to select not less than two courses from the group in Principles; not less than two from the group in Methods; at least one from the group in History of Education, and at least one in Educational Psychology. The remaining three courses are to be selected after consultation with the Dean. The prescribed and elective courses in the Freshman and Sophomore years are to be counted in meeting this requirement.

In order to meet the requirement of the State Department of Education all students intending to teach in the high schools of the State, whether candidates for A.B. in Education or not, are required to take Education 1, Education 51, Education 52, or their equivalent, and three other courses in Education. All candidates for A.B. in Education are, therefore, required to select Education 51 and Education 52 as two of the required seven courses in Junior and Senior years.

Each student accepting the teacher's fee tuition privilege must complete in the School of Education the number of professional courses required by the State Department of Education for that grade of certificate to which his academic standing would entitle him. The grades of certificates issued and the academic and professional requirements for each are as follows:

Class of Certificate	College Courses	Professional Courses
A	36 (including)	6
B	27 (including)	4
C	18 (including)	2

All courses must be approved by the Acting Dean before they are accepted by the Registrar.

GRADUATE WORK IN EDUCATION: HIGHER DEGREES

The School of Education is prepared to offer a fairly wide range of graduate work as will be seen from the list of courses announced in this bulletin. Graduate students in Education working for advanced degrees, Master of Arts and Doctor of Philosophy, register in the Graduate School of the University.

COURSES IN OTHER DEPARTMENTS CARRYING PROFESSIONAL CREDIT FOR TEACHERS

With the approval of the Dean of the School of Education, certain courses given by other departments of the University may be accepted for professional credit toward the A.B. degree in Education and toward the State's professional certification requirements for teachers. Attention is called particularly to the following undergraduate courses which may, with the approval of the Dean, be thus credited:

Psychology 1-2—General Psychology—which is interelective with Education 1 as one professional course.

Psychology 26—Child Psychology.

Psychology 30—Social Psychology.

Sociology 1—The Elements of Sociology.

Sociology 2—Principles of Sociology.

Sociology 4—Educational Sociology.

Sociology 10—The Study of Social Problems.

Sociology 24—The Philosophy of Play.

THE CERTIFICATE IN EDUCATION

Beginning with the current academic year, the School of Education will award annually at Commencement certificates in Education to Seniors in the University who complete all requirements of the State Department of Education for teachers' certificates of Class A. The holder of such certificate issued by the School of Education will be entitled to the Class A rating by the State Department of Education, and on presentation of his credentials will receive a Class A certificate appropriate to the work for which he has fitted himself. Six courses in Education are required for the Certificate in Education.

LIBRARY FACILITIES

In addition to the library facilities afforded by the General Library, the School of Education has its own departmental library of over two thousand bound volumes and several thousand pamphlets, periodicals, and school reports. Here are to be found most of the more important recent books on education printed in English, all the more important educational journals and periodicals, to which the Library is a regular subscriber, and a large collection of state and city school reports. This library is housed in Peabody Hall and is in charge of a trained librarian. In addition to an adequate stack room, there is a well appointed reading room.

The Educational Library is open on week days from 9 A. M. to 1 P. M., and from 2 P. M. to 5 P. M.; and on week day evenings from 7 P. M. to 10 P. M.

CLASSIFICATION OF COURSES IN EDUCATION, 1923-24

SOPHOMORE ELECTIVES: Education 1, 2.

JUNIOR AND SENIOR ELECTIVES: Education, 5, 20, 22, 36, 37, 51, 52, 64.

COURSES FOR GRADUATES AND ADVANCED UNDERGRADUATES, 26, 31, 42, 43, 46, 55, 56, 62.

STRICTLY GRADUATE COURSES: 101, 103, 104, 110, 126.

CONSPECTUS OF COURSES IN EDUCATION, 1923-1924

Cat. No. of Course	Descriptive Title	Credit	Classification	Instructor	When Given
1	Fundamentals of Education..	1	Psychology.....	Jordan.....	F..... S
2	Principles of Education.....	1	Principles.....	Walker.....	...W...
5	Library Administration.....	½	Methods.....	Wilson.....	...W...
20	Educational Psychology.....	1	Psychology.....	Jordan.....	F.....
22	Educational Psychology: The Psychology of Training...	1	Psychology.....	Jordan.....	...W...
26	Public Education in the South	1	History.....	Knight.....	F W...
31	Rural School Organization and Administration.....	1	Principles.....	Knight.....	F W...
36	Foundations of Modern Education	1	History.....	Knight.....	...W...
37	History of American Education	1	History.....	Knight..... S
42	The Elementary School Principalship.....	1	Principles.....	Trabue..... S
43	The Elements of Statistical Methods.....	1	Psychology.....	Trabue and Jordan.....	...W...
46	Classroom Management.....	1	Methods.....	Trabue.....	...W...
51	Principles of Secondary Education	1	Principles.....	Walker.....	F W...
52	General Methods in Secondary Education.....	1	Methods.....	Walker..... S
55	Social Policy and Education	1	Principles.....	Walker.....	F.....
56	Tests and Measurement in Secondary Education.....	1	Psychology.....	Jordan..... S
62	Tests and Measurement in Elementary Education.....	1	Psychology.....	Jordan.....	...W...
64	Mental Measurements.....	1	Psychology.....	Jordan..... S
101	Problems in Secondary Education	½, 1, or 1½	Graduate.....	Walker.....	F-W-S
103	Problems in Educational Administration	½, 1, or 1½	Graduate.....	Trabue.....	F-W-S
104	Problems in Educational Measurements	½, 1, or 1½	Graduate.....	Trabue and Jordan.....	F-W-S
110	Problems in Educational Psychology	½, 1, or 1½	Graduate.....	Jordan.....	F-W-S
126	Foundations of Education.....	½, 1, or 1½	Graduate.....	Knight.....	F-W-S

COURSES

1. FUNDAMENTALS OF EDUCATION.

PROFESSOR TRABUE. Credit, 1 course.
Sophomore course. *Five hours a week.*
Fall or Spring Quarter.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussions. Required of all students in the School of Education who do not elect psychology 1-2.

2. PRINCIPLES OF EDUCATION.

PROFESSOR WALKER. Credit, 1 course.
Sophomore course. *Five hours a week.*
Winter Quarter.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: first, to give information about the school, as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not. Lectures, readings, discussions, and reports.

3. METHODS IN EDUCATION. (Not offered in 1923-24.)

4. THEORY AND PRACTICE OF EDUCATION. (Not offered in 1923-1924.)

5. LIBRARY ADMINISTRATION: THE USE OF BOOKS.

PROFESSOR L. R. WILSON. Credit, $\frac{1}{2}$ course.
Junior and Senior elective. *Three hours a week.*
Winter Quarter.

Instruction is given as to the kind of information specific reference books, dictionaries and encyclopedias contain. Special emphasis is laid on methods of finding material for use in the preparation of themes, essays, debates, orations and of assisting others in finding material in school or public libraries for school use. Practice at the reference of the University Library and the preparation of an extensive list of readings on some subject to be assigned will be required. Lectures, assigned readings, text-books.

6. THE RURAL SCHOOL CURRICULUM. (Not offered in 1923-1924.)

12. EXPERIMENTAL EDUCATIONAL PSYCHOLOGY. (Not offered in 1923-1924.)

20. EDUCATIONAL PSYCHOLOGY.

PROFESSOR JORDAN. Credit, 1 course.
 Prerequisite, Education 1 or *Five hours a week.*
 Psychology 1-2. *Fall Quarter.*

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement. Texts and lectures.

22. EDUCATIONAL PSYCHOLOGY: THE PSYCHOLOGY OF LEARNING.

PROFESSOR JORDAN. Credit, 1 course.
 Prerequisite, Education 1 or *Five hours a week.*
 Psychology 1-2. *Winter Quarter.*

An analysis of human learning; its nature, means, and possibilities. A reading survey will be made of the outstanding experimental work on these lines. The aim will be to get an accurate and scientific notion of the subject, with particular reference to its application in educational practice.

26. PUBLIC SCHOOL EDUCATION IN THE SOUTH.

PROFESSOR KNIGHT. Credit, 1 course.
Five hours a week.
Fall or Winter Quarter.

This course gives a historical survey of public school education in Southern States with especial attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems. Text-book, lectures, investigations and reports.

29. AMERICAN PUBLIC EDUCATION. (Not offered in 1923-1924.)

30. RURAL EDUCATION. (Not offered in 1923-1924.)

31. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION.

PROFESSOR KNIGHT. Credit, 1 course.
Five hours a week.
Fall or Winter Quarter.

A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present conditions in the South. The county as the unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Text-books, lectures, special investigations and reports.

36. HISTORIC FOUNDATIONS OF MODERN EDUCATION.

PROFESSOR KNIGHT.

Credit, 1 course.

Junior and Senior elective.

*Five hours a week.**Winter Quarter.*

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States. Text-books, lectures, investigations, and reports.

37. PUBLIC EDUCATION IN THE UNITED STATES.

PROFESSOR KNIGHT.

Credit, 1 course.

Junior and Senior elective.

*Five hours a week.**Spring Quarter.*

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through: (a) The period of transplanting of European institutions; (b) the period of modification of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America. Text-book, lectures, investigations, and reports.

40. STATE EDUCATIONAL ORGANIZATION. (Summer Quarter only.)

41. THE CITY SCHOOL SUPERINTENDENCY. (Summer Quarter only.)

42. THE ELEMENTARY SCHOOL PRINCIPALSHIP.

PROFESSOR TRABUE.

Credit, 1 course.

Graduate or Advanced

Five hours a week.

Undergraduate.

Spring Quarter.

This course considers the duties, qualifications, and activities of the principal of an elementary school. Text-book, assigned readings, and special reports.

43. ELEMENTS OF STATISTICAL METHODS.

PROFESSORS TRABUE AND

Credit, 1 course.

JORDAN.

Five hours a week.

Prerequisite, Education 1 or

Winter Quarter.

Psychology 1-2.

The first meetings in this course will consider various methods of collecting data for educational, psychological, social, and economic

investigations. The interpretation of data by graphic and mathematical devices, will be taught chiefly by examples. Numbering, tabulation, the calculation of averages and variabilities, the transmutation of measures, and simple correlations will be included. Students will be required to plan experiments and statistical investigations for the solution of problems in their own fields of interest. Readings, demonstrations, problems, reports, and critical discussions.

44. SCHOOL FINANCE (Summer Quarter only.)

45. THE JUNIOR HIGH SCHOOL. (Summer Quarter only.)

46. CLASSROOM MANAGEMENT.

PROFESSOR TRABUE.	Credit, 1 course.
Advanced Undergraduates	<i>Five hours a week.</i>
and Graduates.	<i>Winter Quarter.</i>

A course for prospective teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included. Text-book, special readings, observations, and reports.

51. PRINCIPLES OF SECONDARY EDUCATION.

PROFESSOR WALKER.	Credit, 1 course.
Required for Juniors in	<i>Five hours a week.</i>
School of Education.	<i>Fall or Winter Quarter.</i>
Junior and Senior elective.	

A study of the American high school, its evolution, organization, administration, functions, and problems. Special emphasis will be laid on the public high school in North Carolina. This course is designed especially to meet the needs of those students who are looking toward principalships in small high schools. Text-books, lectures, assigned readings. *The Principles of Secondary Education* by Inglis will be used as the basis of this course.

Students who intend to make application for the High School Teacher's certificate are required to complete satisfactorily Education 51, 52, and at least two or four other courses, the number depending upon the class of certificate for which the applicant intends to apply.

52. GENERAL METHODS IN SECONDARY EDUCATION.

PROFESSOR WALKER.	Credit, 1 course.
Required of Juniors in the	<i>Five hours a week.</i>
School of Education.	<i>Spring Quarter.</i>
Junior and Senior elective.	

The course deals with a general survey of the nature of the secondary school pupil and of the nature of the subject matter taught

in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class; tests, examinations, and scales are also taken up and discussed in some detail. The first half of this course is based upon Colvin's *Introduction to High School Teaching*; the second half, upon Parker's *Methods of Teaching in High Schools*.

54. THE PSYCHOLOGY OF HIGH SCHOOL SUBJECTS. (Not offered in 1923-1924.)

55. SOCIAL POLICY AND EDUCATION.

PROFESSOR WALKER. Credit, 1 course.
Senior or Graduate. *Five hours a week.*
Fall Quarter.

Fundamental problems in the social and ethical theory of education. Lectures, prescribed readings, essays, and reports. Open to seniors and graduate students only.

This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy.

56. SUPERVISION AND MEASUREMENTS IN SECONDARY EDUCATION.

PROFESSOR JORDAN. Credit, 1 course.
Senior or Graduate. *Five hours a week.*
Spring Quarter.

Standard tests for measuring the results of secondary school instruction will be examined and discussed. An effort will be made to give students some familiarity with the methods and scales.

62. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION.

PROFESSOR JORDAN. Credit, 1 course.
Senior or Graduate. *Five hours a week.*
Winter Quarter.

Methods of measuring and improving the results of instruction in the elementary school. As much use as possible will be made of actual measured results.

63. THE PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS.
(Summer Quarter only.)

64. MENTAL MEASUREMENTS.

PROFESSOR JORDAN. Credit, 1 course.
Junior and Senior elective. *Five hours a week.*
Prerequisite, Education 1 or *Spring Quarter.*
Psychology 1-2.

A study of mental tests both individual and group. The origin of the test will be first considered followed by a comparative study of the various types of group and individual tests. There will be ample opportunity offered for the actual administration of the tests and the interpretation of the results.

101. PROBLEMS IN SECONDARY EDUCATION.

PROFESSOR WALKER. Credit, $\frac{1}{2}$, 1, or $1\frac{1}{2}$ courses.
 Graduate. *Two hours a week.*
Fall, Winter, and Spring Quarters.

This course is intended for advanced students and is primarily a course in investigation. To be admitted to it, a student must have pursued other courses in secondary education. Students who have not taken Education 51 may be admitted only with the special permission of the instructor. At the beginning of the course each student is required to select some one problem for special investigation. The problem for investigation may be chosen by the student but must be subject to the approval of the instructor both as to field and method. A thesis will be required of each student. Throughout the year regular class discussions will be held on various problems in secondary education and assigned readings will be required.

103. PROBLEMS IN EDUCATIONAL ADMINISTRATION.

PROFESSOR TRABUE. Credit, $\frac{1}{2}$, 1, or $1\frac{1}{2}$ courses.
 Graduate. *Two hours a week.*
Fall, Winter and Spring Quarters.

A graduate course offering opportunity for intensive study and research on selected problems in the field of educational administration. The problems will be selected by the class each year, making it possible for the student to take this course more than once. Prerequisites: Education 40 and 41, or their equivalent.

104. PROBLEMS IN EDUCATIONAL MEASUREMENTS.

PROFESSOR TRABUE. Credit, $\frac{1}{2}$, 1, or $1\frac{1}{2}$ courses.
 Graduate. *Two hours a week.*
Fall, Winter and Spring.

Students who wish to specialize in educational measurements may take this course more than once if desired, for the problems considered will differ from year to year. Prerequisite: Education 62 or 56.

106. PUBLIC EDUCATION IN THE SOUTH. (Not offered in 1923-1924.)

110. PROBLEMS IN EDUCATIONAL PSYCHOLOGY.

PROFESSOR JORDAN. Credit, $\frac{1}{2}$, 1, or $1\frac{1}{2}$ courses.
 Graduate. *Two hours a week.*
Fall, Winter, and Spring Quarters.

Prerequisites, Education 1 or Psychology 1-2, and preferably one other course in Educational Psychology.

A graduate course treating intensively of the fundamental facts of educational psychology. This course is designed for those who intend to major in educational psychology and for all those who wish a thorough grounding in the psychological principles of Education.

126. FOUNDATIONS OF EDUCATION IN THE SOUTH.

PROFESSOR KNIGHT.

Credit, 1 course.

Graduate.

Two hours a week.

Fall, Winter, and Spring Quarters.

This is a research course in modern educational practices and institutions and is open only to those advanced students who have had Education 26, or Education 36, or its equivalent. Various educational agencies will be studied through investigations, reports, and conferences.

131. RURAL SCHOOL ORGANIZATION, ADMINISTRATION AND SUPERVISION. (Not offered in 1923-1924.)

140. SEMINAR IN EDUCATION.

Professors in The School of
Education.

Thesis Course.

Two hours a week.

This is a course of strictly graduate grade in which there will be taken up such work as is necessary for each student in connection with the writing of his degree thesis. It is intended for those students whose graduate major is in Education, but students whose thesis topics are closely related to Education are invited to attend and to take part in the discussions. The class will meet for two hours each week through the year.

CORRESPONDENCE COURSES IN EDUCATION

For the year 1923-24 the School of Education is offering through the University Extension Division the correspondence courses outlined below. Full particulars regarding correspondence instruction may be had by addressing the Extension Division and asking for its literature on this subject.

c 2a. PRINCIPLES OF EDUCATION.

PROFESSOR MOSHER.

Credit, $\frac{1}{2}$ course.

Sophomore course.

Fee, \$6.50.

16 assignments.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: first, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school

and to acquaint the student with the modern scientific approach to such problems. This course parallels the first half of Education 2 in the University catalog. The second half of this course is given only in the Summer School.

c 26. PUBLIC SCHOOL EDUCATION IN THE SOUTH.

PROFESSOR KNIGHT. Credit, 1 course.
 Fee, \$12.00.
25 assignments.

This course gives a historical survey of public school education in Southern States with special attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems.

c 31. RURAL EDUCATION.

PROFESSOR KNIGHT. Credit, 1 course.
 Fee, \$12.00.
27 assignments.

This course is planned for teachers and prospective teachers and principals of rural or village schools, county superintendents, and supervisors. Consideration is given to the principal problems of rural education in the United States with special emphasis on conditions in North Carolina. Attention is given to importance and conditions of the rural school, and to plans for improving rural education. The curriculum, problems of support, administration, health, recreation, the county unit plan, and consolidation and transportation will be studied.

c 51a. PRINCIPLES OF SECONDARY EDUCATION.

PROFESSOR MOSHER. Credit, $\frac{1}{2}$ course.
 Junior and Senior elective. Fee, \$6.50.
16 assignments.

This course parallels the first half of Education 51 in the University catalog. It is based directly upon Inglis' *Principles of Secondary Education*, Parts I and II. It deals with such topics as the secondary school pupils, their physical and mental traits and individual differences; the secondary school population, its character and classification; the historical development of secondary education in America and in other countries; its relation to elementary and higher education; the social principles determining it, and its aims and functions.

c 51b. PRINCIPLES OF SECONDARY EDUCATION.

PROFESSOR MOSHER. Credit, $\frac{1}{2}$ course.

Junior and Senior elective. Fee, \$6.50.

16 assignments.

This course parallels the second half of Education 51 in the University catalog. It is based directly upon Inglis's *Principles of Secondary Education*, Part III. It deals with the "Means and Materials of Secondary Education." It takes up such topics as the program of studies, criteria of subject values; the place of the various high school subjects in the program of studies; the organization of secondary education, etc.

NOTE: Either half of Education 51 may be taken by correspondence, and the other half may be taken in the Summer School.

c 52a. GENERAL METHODS IN SECONDARY EDUCATION.

PROFESSOR MOSHER. Credit, $\frac{1}{2}$ course.

Junior and Senior elective. Fee, \$6.50.

16 assignments.

This course parallels the first half of Education 52 in the University catalog. It is based upon Colvin's *Introduction to High School Teaching*. It deals with a general survey of the nature of the secondary school pupil and of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class.

c 52b. GENERAL METHODS OF SECONDARY EDUCATION.

PROFESSOR MOSHER. Credit, $\frac{1}{2}$ course.

Junior and Senior elective. Fee, \$6.50.

16 assignments.

This course parallels the second half of Education 52 in the University catalog. It is based upon Parker's *Methods of Teaching in High Schools*. It deals with such topics as economy in class room management, types of learning involved in high school subjects, etc.

NOTE: Either half of Education 52 may be taken by correspondence, and the other half may be taken in the Summer School.

NOTE: Those who have taken the course listed as c2 in previous years are not eligible to take c51a or c51b, and those who have taken c3 are not eligible to take c52a or c52b.

c 62b. EDUCATIONAL MEASUREMENTS (Elementary Course.)

PROFESSOR TRABUE. Credit, $\frac{1}{2}$ course.

Senior elective. Fee, \$6.50.

16 assignments.

This is the second half of the course listed as Education 62 for students in residence. It consists of the practical application of the principles discussed in the first half, which the student may have

taken either in the regular year or in summer session (Education s62a. The work will include (1) the actual giving of certain specified tests to a group of at least 35 pupils in a classroom and (2) the interpretation and use of the resulting scores in the improvement of instruction in the classroom studies. Test blanks and supplies for this work may be purchased directly from the publishers or they will be supplied at cost by the Extension Division.

EXTENSION CLASSES

The School of Education is prepared to conduct through the Extension Division extension courses in Education in the cities and towns of the State. The same credit is given for these extension classes as for residence work, provided the University entrance requirements are met. Groups wishing to organize extension classes should send in their applications early. The minimum number of students for which the Extension Division is willing to organize a class is usually held at fifteen. The request for such a class should be accompanied by a full statement of the probable enrollment, the general type of persons who wish to take the course, how frequently the class wishes to meet, where it will meet, who will have charge of the local organization arrangements, and what particular course is desired.

For full particulars, address either the Director of the Extension Division or the Dean of the School of Education.

MISCELLANEOUS ACTIVITIES

BUREAU OF EDUCATIONAL RESEARCH

The Bureau of Educational Research was organized in the School of Education on July 1, 1923, for the purpose of conducting and encouraging scientific research in the public schools of the state of North Carolina. This Bureau serves as a clearing-house for exact information about educational conditions in the state, collects and assembles the results of investigations conducted by other agencies dealing with social work, and carries on independent studies of a scientific nature. Standard scales and tests for measuring the work of the schools may be purchased at cost through the Bureau.

The staff of the Bureau is at present composed of the professors in the School of Education and one Statistical Assistant. The Bureau is equipped to conduct surveys of any phase of school efficiency, and its services are given without charge to public schools in the state. Schools in other states will be charged a reasonable price for services rendered. Correspondence regarding investigations should be addressed to Dr. M. R. Trabue, Director of the Bureau of Educational Research.

TEACHERS BUREAU

The School of Education conducts a teachers' bureau which is at the service of teachers and school officials without any cost to them whatsoever. The annual registration of teachers runs from 300 to 500, most of whom register with it in the Summer School.

THE HIGH SCHOOL JOURNAL

The *High School Journal* is published eight times a year by the School of Education. All the professors in the school contribute to its columns, as do other members of the University faculty. The subscription price is \$1.50 a year. The Editorial Board is composed of the professors in the School of Education.

ORANGE COUNTY SCHOOLS

The School of Education coöperates with the Orange county school officials in the administration and supervision of the public schools of the county. This phase of our work is conducted by Dr. E. W. Knight, who meets regularly with the county board of education to give such expert advice and assistance as the board may need or desire. Dr. Knight also serves without pay as Assistant County Superintendent of Schools.

EDUCATIONAL INFORMATION AND ASSISTANCE

The members of the School of Education, by virtue of their close contact with the schools of the State, their wide acquaintance with school officials, and their practical and theoretical knowledge of the State's school problems, are obliged to carry on constantly a rather considerable correspondence. Every year they are called upon by school officials and teachers to answer hundreds of letters of inquiry relating to every conceivable phase of educational administration and school procedure. There is no charge whatsoever for this service.

THE MURPHEY CLUB

The Murphey Club is an informal organization of the students and faculty of the School of Education for the study of current educational problems. The Club holds monthly meetings throughout the college year.

