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Whole Number 460

THE
JOHNS HOPKINS
UNIVERSITY CIRCULAR

SCHOOL OF HIGHER STUDIES
IN
EDUCATION

ANNOUNCEMENTS
1934-1935

BALTIMORE, MARYLAND
PUBLISHED BY THE UNIVERSITY
JULY, 1934

CALENDAR

1934

October 1-6, Monday-Saturday—Students in the School of Higher Studies of the Faculty of Philosophy and in the School of Higher Studies in Education register.

October 2, Tuesday—The University opens.

October 8, Monday—Instruction begins in the College for Teachers.

November 29, Thursday—Thanksgiving Recess begins (8.30 a. m.).

December 3, Monday—Instruction is resumed (8.30 a. m.).

December 20, Thursday—Christmas Recess begins (8.30 a. m.).

1935

January 3, Thursday—Instruction is resumed (8.30 a. m.).

February 22, Friday—Commemoration Day. All classes are suspended for public exercises at 11 a. m.

March 24-31, Sunday-Sunday—The University is closed for the Spring Vacation.

May 20-28, Monday-Tuesday—Oral examinations for advanced degrees are held.

June 1, Saturday—Instruction ends in the College for Teachers.

June 11, Tuesday—Degrees are conferred (4 p. m.).

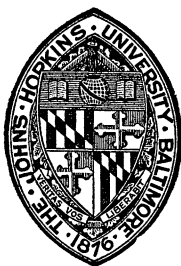
THE JOHNS HOPKINS UNIVERSITY CIRCULAR

ISSUED MONTHLY, JANUARY TO OCTOBER

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SCHOOL OF HIGHER STUDIES
IN
EDUCATION

ANNOUNCEMENTS OF COURSES
1934-1935



BALTIMORE
THE JOHNS HOPKINS PRESS
1934

BOARD OF TRUSTEES

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OFFICERS OF ADMINISTRATION OF THE UNIVERSITY

President: Joseph Sweetman Ames
Librarian: John Calvin French
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Assistant Registrar: Irene M. Davis
Treasurer: Henry S. Baker
Assistant Treasurer: E. Maxwell Sauerwein
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FACULTY FOR 1934-35 *

JOSEPH SWEETMAN AMES, PH. D., LL. D., *President of the University*
[1929; 1890] †

FLORENCE EILAU BAMBERGER, PH. D., *Professor of Education; Executive Secretary of the Executive Committee of the College for Teachers*
[1924; 1916]

JOHN DEWEY, PH. D., LL. D., LITT. D., *Visiting Professor of Education, first term*
[1934]

WALTER THOMAS WOODY, PH. D., *Visiting Professor of Education, second term*
[1933]

DAVID EMRICH WEGLEIN, PH. D., *Associate Professor of Education*
[1928; 1917]

FRANCES R. DEARBORN, A. M., *Associate in Education*
[1930]

EDWARD EARLE FRANKLIN, PH. D., *Associate in Education*
[1929]

JOHN MORTIMER STEPHENS, PH. D., *Associate in Education*
[1930]

ARTHUR LICHTENSTEIN, PH. D., *Instructor in Education*
[1934; 1933]

* Arranged in groups in alphabetical order.

† A date in brackets indicates year of appointment to present rank; a second date means year of original appointment, if differing from the former.

GOVERNMENT OF THE SCHOOL OF HIGHER STUDIES IN EDUCATION FOR THE YEAR OF 1934-35

ACADEMIC COUNCIL

The President of the University (*Chairman*)

K. R. Greenfield.....	Term exp. Oct. 1934
H. S. Jennings.....	“ “ “ 1934
T. Frank.....	“ “ “ 1935
K. F. Herzfeld.....	“ “ “ 1935
A. O. Lovejoy.....	“ “ “ 1936
F. D. Murnaghan.....	“ “ “ 1936
G. Chinard.....	“ “ “ 1937
R. D. Havens.....	“ “ “ 1937
D. H. Andrews (<i>Sec'y</i>).....	“ “ “ 1938
G. Barnett.....	“ “ “ 1938

The Dean of the College of Arts and Sciences.

By authority of the Trustees, the Academic Council has met since the organization of the University to guide the various departments of study, to select the Fellows, and to act upon such other matters as may be brought before them.

ADVISORY BOARD OF THE SCHOOL OF HIGHER STUDIES IN EDUCATION

The President of the	D. E. Weglein	K. Malone
University (<i>Chairman</i>)	B. J. Johnson	H. C. Lancaster
F. E. Bamberger	N. Gordon	G. E. Barnett

Upon the recommendation of the Academic Council, the Trustees established on April 8, 1929, The School of Higher Studies in Education, and constituted the above Advisory Board, consisting of the President of the University, the Professors and Associate Professors of Education in the Department of Education and five others appointed by the Academic Council, to have charge of the arrangements for the instruction of students and of the examinations for the degrees of Doctor of Education and Master of Education.

COMMITTEE ON THE LIBRARY

The President of the University (<i>Chairman</i>)		
K. F. Herzfeld	W. F. Albright	G. Chinard
E. B. Mathews	J. H. Hollander	The Librarian of the University

COMMITTEE ON PUBLIC LECTURES

H. C. Lancaster (<i>Chairman</i>)	H. S. Jennings
A. O. Lovejoy	K. R. Greenfield
R. D. Havens	

HISTORY OF THE UNIVERSITY

The Johns Hopkins University was founded by a merchant of Baltimore, Johns Hopkins (1795-1873) who bequeathed the greater part of his estate for the establishment of a university and a hospital. The University was incorporated in 1867, the Trustees organized in 1870 and the first courses of instruction were offered in October 1876. The work of the philosophical division of the University was begun in a small group of buildings on Howard Street where it continued until 1916 when the present site at Homewood was occupied. The Medical School was opened in 1893, in buildings adjacent to the Johns Hopkins Hospital. The School of Engineering, opened in 1914, forms part of the Homewood group. The School of Hygiene and Public Health was opened in 1918 in buildings on Howard Street but moved in 1925 to the present location near the Hospital.

The first President, inaugurated in February 1876, was Daniel Coit Gilman, who was followed upon his retirement in 1901 by Ira Remsen. Dr. Remsen resigned in 1912 and during a period of two years the duties of the presidential office were discharged by an Administrative Committee of the faculty, appointed by the Trustees. Dr. William H. Welch was the Chairman of the Committee. The third President was Frank Johnson Goodnow, who filled the office from 1914 until his resignation in 1929 when he was succeeded by Dr. Joseph S. Ames.

At the time of the organization of the Johns Hopkins University most of the institutions of higher education in this country were either colleges to which graduate schools had been added, or professional and technical schools. It was the declared intention of the trustees and president of the Johns Hopkins University to found an institution which would be characterized by academic freedom and mature scholarship, rather than by inflexible curricula designed to prepare students for a particular calling or to give them certain organized bodies of knowledge. While sharing with the traditional college the obligation of transmitting the intellectual heritage of the past, the University recognized the additional responsibility of expanding the bounds of knowledge through research.

The University community was to consist of a group of scholars, the professors being those of greater maturity whose presence would be both an inspiration and a practical help to the younger members composing the student body. In his inaugural address, Dr. Gilman declared ". . . while forms and methods vary, the freedom to investigate, the obligation to teach, and the careful bestowal of academic honors are always understood to be among the University functions. The pupils are supposed to be wise enough to select, and mature enough to follow the courses they pursue." Through the years, professional schools have been added, and since the beginning the undergraduate division of the Philosophical Faculty has functioned separately as a college. However, the general principles laid down at the founding have continued to be regarded as the essential characteristics of a University, and it has always been the endeavor of those to whom the academic affairs of the University were committed to render them effective in actual practice.

SCHOOL OF HIGHER STUDIES IN EDUCATION

PURPOSE

In recognition of the distinctive position of public and private schools in present day life, the University established this School as a means of providing the more technical and specialized training for those preparing to carry forward administrative and supervisory work. That our knowledge of the conditions of pupil development may be increased and made available for use in the conduct of school systems, provision is also made for a more intensive and systematic study of educational problems.

ADMISSION

Students may be admitted to the School of Higher Studies in Education in one of two ways: 1) With a bachelor's degree, or 2) with two years of collegiate work. Both classes of students will be expected to have pursued those courses named as prerequisite by the department. Only exceptional students will be admitted on the second plan, and they will be required to spend an additional year in residence for either the degree of Master of Education or Doctor of Education. They are considered first year students and those with the bachelor's degree are usually considered students of a later year.

The prerequisites* are determined in each case with reference to the student's major interest in education and must include undergraduate courses in History of Education, Applications of Psychology to Education, Philosophy of Education, and a fundamental course in either Elementary or Secondary Education. Women are admitted on equal terms with men.

Application for admission must be made on a blank form to be obtained from the Registrar. The blank should be accompanied by transcripts of previous college or university work. When the blank has been signed by the Professor of Education, it is deposited in the Registrar's office. For other details of registration, see p. 11. Admission to the School does *not* carry with it admission to candidacy for a degree. For this, approval of a special application is necessary according to the rules stated below.

RESIDENCE

During the period of registration every student is required to file with the Registrar a program of his work. This must have the approval of the Department and must indicate whether it is equivalent to full residence or not.

For the degree of Master of Education, a minimum of two academic years after admission is required of college graduates, and a minimum of three academic years of other students.

* For these undergraduate courses see circular of the College for Teachers.

For the degree of Doctor of Education, a minimum of three academic years after admission is required of college graduates, and a minimum of four academic years of other students.

The Board reserves the right to decide in each case whether time spent elsewhere than in the University and also time spent in the University may be considered as "years of residence" in accordance with the regulations.

When a candidate for a degree wishes to carry on some of his investigations away from the University, he may apply to the Board for a leave of absence, but in such a case he is required to register. See regulations on p. 12.

A student must be registered during the year immediately preceding the award of his degree.

ACCEPTANCE OF CANDIDATES FOR DEGREES

The School of Higher Studies in Education offers two degrees: Master of Education and Doctor of Education. The determination of the requirements for degrees is vested in the Advisory Board of the School, subject to approval by the Academic Council.

Only teachers and school officials with at least three years of approved experience as teachers, supervisors, or administrators, will be accepted as candidates for these degrees. By approved experience is meant experience of such a character as may be approved by the Department of Education.

In order to be enrolled formally for a degree, the student must make written application to the Advisory Board upon a printed form provided for this purpose, at least one academic year* before he expects to present himself for his final examination. Before this application can be signed the student must pass successfully the comprehensive examinations given three times a year, the last week in September, the first week in February, and the last week in May. These examinations must be satisfactorily completed at least one year before the student expects to present himself for the degree. It is advisable to take these as soon as possible.

FOREIGN LANGUAGE REQUIREMENT

Each candidate shall be expected to have a knowledge of such foreign languages, if any, as are necessary to carry on his researches, these being determined by the Department of Education. Such languages as are required are specified on the blank for admission to candidacy. The Department will examine the students on such languages as are required in order to find out if he has an adequate knowledge of the languages designated. If the student is not required to take the examination, his blank must contain a certificate to that effect. Foreign students must give evidence of their ability to read English before they may be accepted.

* Applications made by students at the beginning of their final year must be in the hands of the Registrar by October 20.

THE DEGREE OF MASTER OF EDUCATION

The requirements for the degree of Master of Education are as follows:

1. The studies of the two years immediately preceding the awarding of the degree are of a highly specialized character. Programs covering a minimum of two academic years in the case of college graduates and of three academic years in the case of other students are arranged for individual students in accordance with their major interests in education, each program calling for the satisfactory completion of such unit courses, together with any other work as may be determined by the Department of Education.

Candidates for the degree of Master of Education who are college graduates are given several options in meeting the residence requirement of two years:

(a) By resident study during one regular session and by distributing the remainder of the work through several years.

(b) By resident study during one regular session and four sessions of the Summer Courses.

Candidates without a college degree are required to spend at least one year in full-time residence but the work of the other two years may be absolved according to either of the above plans.

2. In addition to the completion of the courses, the candidate must satisfy two requirements. He must prepare an acceptable essay, and must pass such examinations as may be required by the Department of Education. The essay must be upon an approved topic and must be completed and submitted to the Board at least four weeks before the date of the final examinations. Several referees will then be appointed to examine the essay and to present a written report on it to the Board. This essay shall be prepared for presentation to the Board in the manner prescribed for the dissertation submitted for the degree of Doctor of Education. It must be deposited in the Registrar's office in this form on or before May 15. If the reports on the examinations and the essay are satisfactory and are accepted by the Board, the candidate will then be recommended to the Board of Trustees for the degree of Master of Education, and, with their approbation, the degree will be publicly conferred.

THE DEGREE OF DOCTOR OF EDUCATION

This degree is primarily a professional one differing from the degree of Doctor of Philosophy in that emphasis is placed on practical rather than theoretical investigations and in that the dissertation may be a verification or extension of existing knowledge based directly upon school room contacts, the school room serving as a laboratory. The investigation must be scientifically sound whether it be an original study or an extension or verification of another study. A curriculum in the School of Higher

Studies in Education is considered as a plan of work for advancement in a career already begun, looking toward a specific type of professional service.

The general requirements for this degree are stated in preceding paragraphs. Special requirements for the degree of Doctor of Education relate to the following matters: 1. the period of residence, 2. the subject in which the candidate proposes to do intensive work, 3. the dissertation, and 4. the examinations.

1. *The Period of Residence*

At least three academic years shall be required in the case of students who are holders of a baccalaureate degree, and at least four academic years shall be required in the case of other students.

2. *The Subject*

The degree is conferred on the basis of intensive study in one of the fields of education. The candidate's preliminary study leading to the degree of Master of Education may constitute a part of his work for the doctorate, and in addition he must complete satisfactorily certain courses and pass successfully such comprehensive examinations as are specified by the Department of Education.

3. *The Dissertation*

A distinctive requirement is the presentation of evidence that the candidate has carried to successful completion an original investigation or a verification or extension of existing knowledge based directly upon school-room contacts, the schoolroom serving as a laboratory. The results of this investigation must be embodied in a dissertation and submitted to the Advisory Board of the School of Higher Studies in Education.

A foreign student will not be permitted to choose a dissertation subject for which the chief sources of information are not available to the professors in charge. Dissertations of foreign students, if in English, will be judged by the same minimum standards with reference to English style as are now applied to the dissertations of other students.

The dissertation, to which shall be appended a brief biographical sketch of the author, must be prepared for presentation to the Board in accordance with instructions to be obtained from the Registrar. It will be submitted to two or more examiners, appointed by the President, four weeks before the candidate presents himself for the oral examination, unless the examiners give him permission to submit it at a later date. In any case, it must be deposited together with their written report by the examiners in the Registrar's office on or before May 15.

4. *The Examinations*

The candidate shall be subject to such written and oral examinations as may be prescribed by the Department of Education. These examinations

may be taken at any time during the candidate's residence. The results of the examinations shall be reported in writing to the Board, and, if these reports and the reports of the dissertation are satisfactory, the candidate shall be admitted to an oral examination before the Board.

In the written examinations no session shall exceed five hours. For the examination before the Board the time allotted shall be one hour.

Before the candidate is admitted to the oral examination, he must signify his intention, in the event of his receiving the degree, to print his dissertation in full or in part, and to satisfy the requirements specified below. The term "print" is to be construed as including permanent reproduction, in type form, by mimeograph, multigraph, flexotype, or other similar contrivance. To be accepted as satisfactory, the copies must conform in style, material, and workmanship to samples submitted to the Librarian of the University and approved by him. These must have the prescribed title-page and must contain the biographical sketch.

The dissertation must be printed in full when the cost does not exceed \$100.00, and one hundred and fifty copies must be delivered to the University within two years from the time of the conferring of the degree. If the foregoing would entail an expense of more than \$100.00, the candidate may, with the approval of the Department, submit one hundred and fifty copies of extracts or of an abridgment of not less than twenty-four octavo pages, each copy to be accompanied by an extended, analytical abstract of the dissertation as a whole.

Unless these printed copies are ready for presentation before the date for the conferring of the degree, a deposit of \$100.00 with the Treasurer of the University must be made. This deposit is returned when the printed copies are presented to the University. If these have not been received within the time specified, the Advisory Board may declare the deposit forfeited and may apply the amount to printing the dissertation or a part of it.

The names of the candidates found worthy of the degree after the oral examinations, will be submitted to the Board of Trustees, and, with their approbation, the degree will be publicly conferred.

THE DEGREES OF MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

Students in Education who so desire, may become candidates for these advanced degrees in the School of Higher Studies of the Faculty of Philosophy in accordance with the regulations of the Board of University Studies in the Circular of the School of Higher Studies of the Faculty of Philosophy.

REGISTRATION AND TUITION FEES, AND EXPENSES

REGISTRATION

When a student applies for admission to the School of Higher Studies in Education, he receives a blank form which he must present along with transcripts of his previous work to the Professor of Education. If the professor is satisfied that the student is prepared for the work, he will certify on the blank whether the applicant is admitted to studies of the first year, or to those of some subsequent year of advanced work. A student holding the bachelor's degree will be regarded, ordinarily, as having completed at least the first year of such advanced studies. The student will then present this form, properly filled in, and the transcripts to the Registrar.

This procedure applies both to students who expect to be in full residence and also to those who wish to obtain permission to do a limited amount of work only.

A student must be registered during the year immediately preceding the award of his degree.

REGISTRATION FEES AND DEPOSIT

The annual fee for registration is \$3.00. In case of registration after the specified period (October 1-6, 1934) an additional fee of \$3.00 is charged, unless, for exceptional reasons, contrary action be recommended by the Department of Education.

All students are required to make a deposit of \$10.00, which will be repaid them when they leave the University if there are no charges against them.

TUITION FEES

STUDENTS IN RESIDENCE

The tuition fee for first year students in the School of Higher Studies in Education is \$400.00 a year, payable in two installments, \$250.00 in October and \$150.00 in February. If residence begins after January 1, the fee is \$250.00, payable on entrance.

(N. B.—A student having a bachelor's degree is, as a rule, admitted as a student of the second year. See page 6.)

For students in later years the tuition fee is \$300.00 a year, payable in two installments, \$175.00 in October and \$125.00 in February. If residence begins after January 1, the fee is \$175.00, payable on entrance.

No deduction in fees is made because of absence for a period of less than four months.

Students who have completed without serious interruptions * the fourth

* Such as caused by illness, absence, or time spent in overcoming deficiencies in preparation or in earning an appreciable income.

year in the School of Higher Studies (i. e., three years of graduate work) may apply to the President for a reduction of fees, provided that they have been in residence in this University for at least two years and the department certifies that the completion of the dissertation is the only requirement lacking for the degree. Such reduced fee shall be \$75.00 payable in one amount in advance, in addition to the customary charges for registration and caution money.

Students who, after two years in the School of Higher Studies in Education, present themselves as candidates for the degree of Bachelor of Arts, are charged for both years the regular College tuition fee of \$400.00.

The fee for elementary courses in French, German, and Spanish in the College for Teachers is \$18.00 per hour additional.

STUDENTS NOT IN RESIDENCE

There are four classes of non-resident students:

1. The privilege is offered to those who are engaged in some occupation outside the University and who are accepted as students in the School of Higher Studies (see page 6) to attend lectures in the University.

The maximum number of hours of lectures or seminary work permitted is 6 per week.

2. If a student is granted leave of absence by the Advisory Board of the School of Higher Studies in Education with the privilege of completing his essay or dissertation while not in residence in the University, he will be charged a fee of \$40.00, payable October first, as well as a registration fee. He must also make the usual deposit of \$10.00.

3. If a student has passed the written examinations required for a degree and has had his essay or dissertation accepted by his department, but is not prepared to present himself for his degree, he may be granted leave of absence by the Advisory Board of the School of Higher Studies in Education, and will be charged only a registration fee.

The fees charged for a year are \$40.00 per hour per week for lectures or seminars, payable \$25.00 with registration in the fall and \$15.00 on February 1. The fees for one term only are \$25.00 per hour per week, payable in advance.

4. A student who has not been admitted to the department but who wishes to attend a single course may do so with the consent of the Professor of Education. No record is kept of the work of such a student and the fees are those charged for students not in residence.

It should be understood that not every student is able to complete his work in the minimum period, but may find it necessary to continue for a longer time. In such a case his fees are assigned in accordance with the regulation without regard to his previous residence. The special regulations (1, 2, and 3 above) are in effect only when the department certifies that a student has met the stipulated conditions.

Students matriculated for the Bachelor of Science degree who are permitted to attend courses in the School of Higher Studies in Education are charged for these courses the same fees as students not in residence.

SUMMER WORK

Students who are permitted to work in the libraries during the summer are charged \$10.00 a month, payable in advance.

GRADUATION FEES

Before a degree is conferred, all outstanding accounts at the Treasurer's Office must be paid; and, in the case of a student who has not been in regular residence, the minimum for his tuition fees as a member of the School of Higher Studies will be equivalent to the amount charged for the minimum period of regular residence.

A deposit of \$100.00 must be made with the Treasurer by a candidate for the degree of Doctor of Education before the degree will be conferred unless he has satisfied the University requirements concerning the printing of his dissertation. (See page 10.)

The fees for diplomas are payable in advance and are as follows: for Master of Education, \$10.00, and for Doctor of Education, \$10.00, except in the case of a student who has received previously the degree of Master of Education in this University, in which case the fee is \$5.00.

The University will furnish academic costume for use at public exercises. The charge for this is \$3.00.

EXEMPTIONS

Members of the full-time teaching staff may take courses in any school of the University without payment of fees other than laboratory fees, but they will be liable for extra fees to cover the cost of material used. (This does not include summer courses.)

Fellows by Courtesy and former students who have received the degree of Doctor of Philosophy, Doctor of Education or Doctor of Engineering in this University are exempt from tuition fees for courses in the School of Higher Studies, but are charged all other fees.

REGISTRATION DIRECTIONS

Registration days will be from October 1 to 6, 1934. Students should pay their fees at the Treasurer's Office and then go to the Registrar's Office to fill in the necessary forms. Non-resident students must notify the Registrar as to the number of hours of work they are undertaking before their fees can be assigned. Resident students, all of whom pay the full fees, will find their fee cards filed with the Treasurer when they reach the University. **It should be noted that no student will be enrolled until he presents a receipt from the Treasurer.** The program of courses referred to on page 6 should be turned in to the Registrar's Office by October 13. A class card will be issued to each student when he registers.

SCHOLARSHIPS

THE GEORGE PEABODY SCHOLARSHIP

The George Peabody Scholarship was founded in 1912 by the Trustees of the Peabody Education Fund, who, in partial preparation for the closing of the Trust, presented to the University a gift amounting to \$6,000. The Trustees of the University have set aside this gift as the endowment of the scholarship to be known as the George Peabody Scholarship, in the Department of Education. The original endowment has been increased by the addition of the accrued income so that the stipend at the present time is estimated at \$300.00.

The scholarship is open to men and women who are residents of "The Southern and Southwestern States of our Union," including Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. It is offered to candidates who can give evidence of a liberal education, such as the diploma of a college of good repute, and who intend to continue work in education, preferably in connection with a system of public schools in the territory mentioned above. Application must be made *prior to March 1* on a prescribed form to be obtained from the Registrar. The successful candidate is expected to signify his acceptance *not later than April 15*. The incumbent is not exempted from tuition and other fees, and is eligible for reappointment.

THE EDWARD FRANKLIN BUCHNER RESEARCH FUND
IN EDUCATION

The Edward Franklin Buchner Research Fund in Education was established by the friends, alumni, and students who wished to honor Professor Edward Franklin Buchner and who wished to show their appreciation of what he had done for students in Education at the Johns Hopkins University. The Trustees have set aside this gift as the endowment of a scholarship in the Department of Education. This endowment makes available an income of \$300.00.

The scholarship is open to men and women. It is offered to candidates of superior ability who can give evidence of a liberal education, such as the diploma of a college of good repute, who are interested in research in the field of Education. Applications must be made *prior to March 1* on a prescribed form to be obtained from the Registrar. The successful candidate is expected to signify his acceptance *not later than April 15*. The incumbent is not exempted from tuition and other fees.

GENERAL INFORMATION

LIBRARIES

THE UNIVERSITY LIBRARIES include 446,206 bound volumes, selected with reference to the instruction and research carried on at Johns Hopkins. Of these volumes about 300,000 are housed in the library building at Homewood, Gilman Hall. The main reading room, in which nearly 200 readers can be accommodated, contains a reference collection of 10,000 volumes. Two other reference rooms, one for history, economics, political science, and law and one for the Greek and Latin classics, education, philosophy, psychology, and orientalia, are in the same building. Desks for the use of graduate students are provided in the book-stacks in close proximity to the collections with which they work.

Outside of Gilman Hall on the Homewood campus, there are departmental libraries aggregating more than 50,000 volumes in chemistry, geology, engineering, physics, and plant physiology.

The main reading room is open daily, except Sunday, from 9 a. m. to 9 p. m. (on Saturdays until 4 p. m.) and the other reference and reading rooms until 5 p. m., with provision in special cases for later hours.

The William H. Welch Medical Library, on Monument Street near Wolfe Street, contains the collections of the medical and allied sciences numbering about 100,000 bound volumes. Here in a library building of exceptional beauty and convenience the libraries of the School of Medicine, the School of Hygiene, and the Johns Hopkins Hospital have been combined into one central collection with ample facilities for reading and research.

THE PEABODY LIBRARY is a choice collection of books purchased since 1861. It is particularly full in the transactions of learned societies, in long historical series, and in costly illustrated books, and includes 260,000 volumes and pamphlets, well catalogued and arranged. It is open daily without charge, from 9 a. m. to 10 p. m. The Maryland Diocesan Library, of more than 32,600 volumes is housed in the Peabody Library Building.

THE ENOCH PRATT FREE LIBRARY numbers more than 600,000 volumes, and is open daily, without charge, from 9 a. m. to 10 p. m. A branch of this library is not far from the University, on St. Paul Street near 26th Street.

THE MARYLAND HISTORICAL SOCIETY LIBRARY contains 36,000 volumes of historical works and is open daily.

Other important libraries of Baltimore are the Bar Library (60,000 volumes), and the Medical and Chirurgical Library (39,000 volumes).

Washington is so near that its museums and libraries may be easily visited. Among the chief institutions of interest to students are these:

The Library of Congress.
The Smithsonian Institution and National Museum.
The Army Medical and Surgical Museum and Library.
The U. S. Coast and Geodetic Survey.
The U. S. Geological Survey.
The U. S. Naval Observatory.
The Libraries of the Departments and Bureaus.
The Corcoran Art Gallery.
The Folger Shakespeare Library.

TREASURER'S OFFICE, BUDGET APPROPRIATIONS,
FOREIGN SHIPMENTS, ETC.

I. The Treasurer's Office is open from 9 a.m. to 4.30 p.m., except on Saturday, when it is closed at 12.30 p.m.

II. For the several departments an annual allowance is made by the Trustees in the budget, and in deciding on the allowances they are governed by a consideration of the general interests of the University, as well as by the needs of special branches of instruction. A statement of the amount of the allowances and expenditures will be communicated to the several departments at intervals throughout the academic year, and special statements may be obtained at any time from the Treasurer upon request.

III. No member of the academic staff may incur a bill in the name of the University, unless authority is given for the same by the Trustees, in advance, either as an allowance in the annual budget, or as a special appropriation.

IV. All bills should be promptly endorsed as correct by the person under whose authority the expense has been incurred and then referred to the Treasurer's Office for payment. Advantage should be taken of all discounts.

V. The Treasurer's Office will make purchases, at wholesale rates, of general supplies which are required for the current needs of the University, and the departments may secure such supplies from the Treasurer's Office by requisition.

VI. Such petty cash books as are authorized by the Treasurer should be presented for balance and settlement every month.

VII. The wages of all persons employed by the University will be paid at the Treasurer's Office unless otherwise arranged.

VIII. When C. O. D. packages are expected, previous arrangements should be made for their reception.

IX. Outlays made for individuals (express parcels, postage, telegraph messages, etc.) are payable at once at the Treasurer's Office.

X. FOREIGN SHIPMENTS. All foreign shippers should be instructed to mail a Consular Invoice and a bill of lading by the following mail, all addressed to The Johns Hopkins University.

Goods for other persons should not be included in University cases. Consignments should not be addressed to individuals if they are intended for the University and are to be entered through the Customs for University use.

LIVING ACCOMMODATIONS

The first unit in the dormitory system for men was ready for occupancy in September, 1923, and provides for approximately one hundred and fifty students. The circular of Alumni Memorial Hall contains detailed information regarding rooms and charges. Students may also find homes in the vicinity—in boarding houses and with families.

Lists of desirable places are kept by the Secretary of the University Branch of the Young Men's Christian Association.

BUREAU OF APPOINTMENTS

The University Bureau of Appointments, authorized by the Trustees, is under the supervision of the Registrar.

The Bureau maintains a file in which are registered all present and former students who care to avail themselves of its assistance in finding suitable employment. It is successful, year by year, in placing numbers of students in academic and business positions. The Bureau also records the names of resident students who desire to contribute to their own support by part-time and vacation work, and endeavors to secure for them employment as teachers, tutors, or salesmen in Baltimore. So far as its resources permit it gives vocational guidance to undergraduates, and keeps lists of books helpful to students who are selecting a vocation.

The services of the Bureau are offered, without charge, to all students and former students of the University. There are no fees for its service to employers.

INTRODUCTORY COURSES

4 T. Applications of Psychology to Education: Elementary School Subjects. Dr. STEPHENS. Not offered in 1934-35.

5 T. The Principal and His School. Professor BAMBERGER. Th., 4.10-5.50 p. m. Baltimore Polytechnic Institute 138.

This course, intended for principals, supervisors, and vice-principals, deals with the organization and administration of schools and examines the principles and problems involved in current practices in elementary education. It surveys modern methods, procedures, and materials of instruction. Attention is given to the more recent experimental studies in the various fields.

7 T. The Curriculum: Character Education. Miss DEARBORN. Not offered in 1934-35.

11 T. Clinical Methods in Elementary Education. Professor BAMBERGER and Dr. LICHTENSTEIN. M., 4.10-5.50 p. m. Gilman Hall 216.

This course provides two types of work:

(a) To gain acquaintance with scientific means of detecting and diagnosing the general mental ability of a child; to become familiar with one interview test of general intelligence by study and by practice in using it.

(b) To help teachers by a critical diagnosis of the difficulties of particular children with the purpose of suggesting remedial measures. This course should prove helpful to teachers of special classes and to those who are interested in problems of individualization of instruction. A limited number are admitted for training in the giving and the interpreting of individual tests.

There is a laboratory fee of \$1.00 for materials used by students engaging in a testing program. The instructor aids students in the selection of tests and in the statistical computation. There are adding machines and other devices at the disposal of the students.

12 T. Educational Tests and Measurements. Professor BAMBERGER and Dr. LICHTENSTEIN. Tu., 4.10-5.50 p. m. Second half-year. Gilman Hall 117.

The most important group tests for measuring pupil achievement are examined for the purpose of understanding principles of selection. Practice in giving and scoring tests is included together with sufficient elementary statistics to permit students to tabulate, analyze, and interpret results. Each student is expected to administer either a single test or a battery of tests to a group of pupils selected for this purpose.

Laboratory fee: \$.50.

Note: Education 12 T combined with Education 21 T or 91 T or 113 T fulfills the requirement of a survey course in Education.

13 T. Historical Backgrounds for Education. W., 4.10-5.50 p. m. Gilman Hall 314.

This course is conducted by members of the staff of the School of Higher Studies of the Faculty of Philosophy, each of whom lectures on the topics within his own special field. It is designed to give students the historical backgrounds of various periods of civilization to enable them to understand and appreciate the origin and the educational needs of the people at a given period.

The Paleolithic Period. Professor EDWARD W. BERRY. October 10.

- The Neolithic Period. Professor EDWARD W. BERRY. October 17.
 The Ancient Eastern Period. Professor Emeritus WILLIAM ROSENAU.
 October 24 and 31.
 The Greek Period. Professor DAVID M. ROBINSON. November 7 and 14.
 The Philosophy of the Sophists. Professor A. O. LOVEJOY. November
 21.
 The Philosophy of Plato and Aristotle. Professor A. O. LOVEJOY.
 November 28.
 The Roman Period. Dr. RICHARD M. HAYWOOD. December 5 and 12.
 France. Professor H. CARRINGTON LANCASTER. January 9 and 16.
 The Colonial Period in America. Dr. W. STULL HOLT. January 23
 and 30.
 The Constitutional Period in America. Professor GILBERT CHINARD.
 February 6 and 13.
 The Social Effects of the Industrial Revolution. Professor JACOB H.
 HOLLANDER. February 20 and 27.
 Europe. Professor KATHERINE J. GALLAGHER. March 6 and 13.
 The Civil War Period in America. Associate Professor BROADUS MIT-
 CHELL. April 3 and 10.
 The Modern Period in Europe. Professor ERNST FEISE. April 17 and
 24.
 Russia. Dr. JOHANNES MATTERN. May 1 and 8.

NOTE: Attention is called to the following course offered in Political Science in the College for Teachers.

5 T. The History of the Idea of Social Justice. Dr. MATTERN. Th., 6.30-8.10 p. m. Gilman Hall 313.

The course makes a study of the social reform literature and of the practical application of reforms by legal and revolutionary methods.

ELEMENTARY EDUCATION

21 T. A Survey of Elementary Education. Miss DEARBORN. Tu., 4.10-5.50 p. m. First half-year. Gilman Hall 313.

This course surveys the elementary school from the traditional to the modern trends and considers the development of present tendencies and techniques; changes in criteria for evaluating procedures, content, and materials; and some of the unsolved problems.

22 T. Problems in Elementary Education. Miss DEARBORN. Tu., 4.10-5.50 p. m. Second half-year. Gilman Hall 313.

An analysis is made of important issues and conflicts in elementary education and their relationship to the formulation and maintenance of an effective educational program.

25 T. The Elementary School Curriculum: Reading. Miss DEARBORN. Th., 4.10-5.50 p. m. Gilman Hall 305.

A. First half-year: In the Intermediate Grades.

B. Second half-year: In the Primary Grades.

This course purposes to study the general and specific grade goals in reading; methods and content as determined by research and expert opinion; skills and abilities to be stressed

in achieving a satisfactory maintenance program; a critical evaluation of modern trends which research and expert opinion are evolving; criteria of and importance of inter-recitation reading activities; manner of relating reading to the other content subjects. A minor project for practical use in the class room is required.

26 T. The Elementary School Curriculum: The Social Studies. Miss DEARBORN. W., 4.10-5.50 p. m. Gilman Hall 313.

A. First half-year: In the Primary Grades.

B. Second half-year: In the Intermediate Grades.

The course deals with the selection of materials in social studies; standards for organization and presentation of these materials; modern trends and research in the techniques of teaching; and the place of the child in a social studies program.

Making of teaching materials (lessons, informal tests, or a small unit of work) is required.

27 T. The Elementary School Curriculum: Language Arts. Miss DEARBORN. M., 4.10-5.50 p. m. Gilman Hall 312.

A. First half-year: In the Intermediate Grades.

B. Second half-year: In the Primary Grades.

This course emphasizes the fields of oral and written expression, spelling, and writing and their relation to the content subjects. Studies are made of the social needs in the language arts; the psychological principles underlying the selection of materials and techniques of teaching; the problems of curriculum making in determining the general and specific grade goals for each subject; the skills and abilities needed for securing a good maintenance program. Reports and a minor project are required.

NOTE: Students wishing to make a combination of two halves from among the three courses above should register accordingly at the beginning of the year, otherwise registration for the second half-year carries additional tuition fees.

SECONDARY EDUCATION

91 T. The Junior High School: Survey of Junior-High-School Education. Dr. FRANKLIN. Tu., 4.00-5.40 p. m. First half-year. Gilman Hall 117.

This course is a survey of the junior high school in respect to its historical development, its aims and special functions, its curriculum, its extra-curriculum, and its general teaching methods.

92 T. The Junior High School: Problems in Junior-High-School Education. Dr. FRANKLIN. F., 3.10-4.00 p. m. Baltimore Polytechnic Institute 138.

This course consists of an intensive study of certain aspects of junior-high-school education. Special attention is devoted to problems incident to the curriculum and courses of study. Current studies are examined critically and each member of the class selects, in accordance with his interests and needs, a special problem for detailed investigation.

112 T. The Secondary School: The Curriculum and Instruction. Associate Professor WEGLEIN. F., 4.10-5.00 p. m. Baltimore Polytechnic Institute 136.

This course includes a consideration of the general problems connected with the program of studies, curricula, and courses of study. Attention is given to types of learning and methods of instruction.

113 T. The Secondary School: Organization and Class Room Management. Associate Professor WEGLEIN. One hour a week. 1935-36.

114 T. Teaching in the Secondary Schools: Theory, Observation, and Practice. Associate Professor WEGLEIN and Dr. FRANKLIN. Three hours per week. Regular class hour, Tu., 11.30-12.20 p. m., Gilman Hall 100, and additional hours arranged in individual schedules between 9.00 a. m. and 2.30 p. m., Monday to Friday.

This course is designed for graduate students and those within one year of graduation, who are preparing to teach in secondary schools. It consists of two main divisions, as follows: (1) Principles of Secondary School Teaching, for which a credit of two points is given; and (2) Observation and Practice Teaching, for which a credit of four points is given. The course requires twenty hours of observation—ten group and ten individual—and ten hours of successful practice teaching under careful supervision. In addition to the regular class hour mentioned below, four hours per week through the year are required of each student. Before arranging schedules for the year students planning to take this course should confer with Dr. Franklin.

Prerequisite courses: Applications of psychology to education and philosophy of education, a survey course in the field of secondary education, and two introductory academic courses in each subject for which practice teaching assignment is made.

Concurrent courses: History of education and a course in special methods in the subject the student desires to teach.

The successful completion of this course fulfills the requirement for practice teaching of the Maryland State Department of Education.

Assignment to Baltimore public high schools, including the City College, the Polytechnic Institute, the Eastern, the Western, the Forest Park High Schools, and the junior high schools, is made possible through the cooperation of the Board of School Commissioners of Baltimore, and to private high schools through that of the School Committee of the Friends School, and of the Board of Trustees of the Park School of Baltimore.

ADVANCED COURSES

SEMINARIES

The work of the Department centers in the Seminaries where the students receive training and criticism in educational research and discuss problems and interpretations of findings in their own independent investigations. There are two seminaries in which the entire staff of the School of Higher Studies in Education participates.

- 1 Ed. Introductory.** First, third, and fourth Friday of every month, 8.10-10.00 p. m. Gilman Hall 216.

This course makes a systematic analysis of the various types of educational research: historical, experimental (laboratory and statistical), philosophical, and clinical. It aims to have the students become familiar with the various techniques. It is advised that students have some knowledge of tests and measurements and statistics before entering. Permission in some cases may be granted the students to take the course in tests and measurements (Education 12 T) concurrently.

- 2 Ed. Seminary.** S., 11.00 a. m.-12.40 p. m. Gilman Hall 216.

The work of the seminary is a critical investigation of topics in connection with essay and dissertation work. Open only to, and required of, all candidates approaching the completion of their research.

LECTURES

- 3 Ed. Philosophy of Education: The American Mind and Patterns of Education.** Professor BAMBERGER. S., 9.00-11.00 a. m. Gilman Hall 216.

This course concerns itself with the political, economic, and social development in America out of which bodies of ideas affecting American schools and education have emerged.

Each member of the class is expected to select an historical or philosophical problem and to work towards its solution. The course is conducted on a pro-seminar plan and such class periods as are necessary are devoted to discussion of historical method and methods of social research, constructive criticisms of student's reports, and class readings. It may be used by students for developing an historical background for their special problems of research which lie in the field of education in the United States.

- 4 Ed. The Historical Development of Educational Theory.** Professor BAMBERGER. Two hours a week. 1935-36.

A study is made of the historical foundation of the important concepts in educational theory, with emphasis on the historical relations of education and philosophy, designed to afford opportunity to investigate the historical backgrounds and the theoretical interpretations involved in the problems selected for individual investigations.

- 5 Ed. Applications of Psychology to Education.** Dr. STEPHENS. Th., 4.10-5.50 p. m. Gilman Hall 314.

This advanced course gives an intensive and critical treatment of those psychological problems which have an educational significance. Attention is given to psychological findings, principles and their theories, and their educational implications.

6 Ed. Supervision of Schools. Professor BAMBERGER. M., 4.10-5.50 p.m. Gilman Hall 305.

This course seeks to set up through a survey of the significant research studies in the field of elementary and secondary curriculum-making and supervision a scientific basis for supervision. After an examination of the emotional and intellectual elements involved in human leadership there follows an analysis of techniques and procedures for making supervision as objective as possible. Among these are class analysis charts and age-grade census, the necessity and procedure for evolving common mutually acceptable standards for school room activities of the pure practice type, the problem solving type, and the appreciation type. Self-appraisal standards for conducting demonstration lessons and holding group and grade meetings are evolved. This course is open to elementary and secondary supervisors and principals and those who are preparing for these positions.

7 Ed. An Examination of Current Educational Philosophies. Professor DEWEY. F., 6.30-8.10 p.m. Gilman Hall 216. First half-year.

An examination is made of current social philosophies in relation to problems of education.

8 Ed. Historical Factors in Education. Professor WOODY. F., 6.30-8.10 p.m. Second half-year. Gilman Hall 216.

This course discusses dictatorship versus democracy in relation to education. It sets forth the historical factors which have determined the developments of the past twenty years, particularly in the Soviet Union, Germany, and Italy.

9 Ed. Applications of Statistical Method to Education. Dr. STEPHENS. W., lecture, 4.00-5.00 p.m.; laboratory, 5.00-6.00 p.m. and 6.30-8.10 p.m. Gilman Hall 216.

This course covers the general problem of measurement in education; attempted solutions and the assumptions upon which they are based; the computation, interpretation, and conditions for using the different measures. It involves such measures as the median, arithmetic mean, mean deviation, standard deviation (including equivalent scores), coefficients of correlation (including partial and multiple correlation), correlation ratio, coefficients of association or contingency, regression equations, measures of reliability.

10 Ed. School Administration. Section III. Associate Professor WEGLEIN. F., 5.10-6.00 p.m. Baltimore Polytechnic Institute 136.

This course includes a treatment of such topics as the following: classification, progress, and promotion of pupils; organization of special classes; selection and distribution of textbooks; measuring results of teaching; operation of school buildings; school records and reports; school attendance; improvement of teachers; health education; extra-curricular activities; relation of schools to other social agencies.

11 Ed. Problems in the Psychological Study of Education. Dr. STEPHENS. Hours to be arranged. Gilman Hall 400.

Advanced students preparing to do research work on psychological problems in education are admitted to this course. The work varies from individual to individual but includes comprehensive study of several fields of applied psychology and cognate subjects, some experimental work, conferences, discussions, and reports.

Interested students should consult the instructor.

12 Ed. Problems in the Scientific Study of Supervision. Professor BAMBERGER. Hours to be arranged to meet the individual needs of the students. Gilman Hall 218.

This is not a lecture course but students at arranged hours meet with the instructor to discuss problems of their individual research in a comprehensive study of supervision.

13 Ed. The Educational Philosophy of John Dewey. Professor BAMBERGER. S., 2.00-2.50 p.m. Gilman Hall 216.

This course makes an intensive study of the educational philosophy of John Dewey and its application to practical situations.

JOURNAL CLUB

Reports on current literature in the field of education are made by individuals and critically discussed by the group. Attendance at these meetings is required of all advanced students who expect to candidate for a higher degree. The meetings are held in Gilman Hall, room 216, from 8.00-9.40 p. m., according to the following schedule.

November 6, 1934
December 11, 1934

February 5, 1935
March 5, 1935

April 9, 1935

EDUCATIONAL CONFERENCE

The educational conference is designed to supplement the work of the regular courses by offering former students, faculty, and those interested in carrying on individual research an opportunity for critical discussion of their problems. Instructors and advanced students are expected, and alumni in education are invited to attend the meetings which are held in Gilman Hall, room 216, from 8.00-9.40 p. m. on the following dates:

November 27, 1934
December 18, 1934

January 8, 1935
February 19, 1935

April 16, 1935

EDUCATIONAL CONSULTATION

As an aid to elementary school teachers, the Department of Education offers the opportunity of case study of pupils in the Educational Clinic. Teachers desiring assistance in meeting the difficulties presented by individual pupils will first secure appointment by communicating with Professor Florence E. Bamberger.

Parents and social agencies desiring the benefits of examination of children and educational consultation may secure them under the above procedure.

This service is subject to a fee of \$5.00 for other than public school pupils.

THE JOHNS HOPKINS UNIVERSITY

BALTIMORE

FOUNDED 1876

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REPORT OF THE PRESIDENT