

UNIVERSITY OF HAWAII  
QUARTERLY BULLETIN

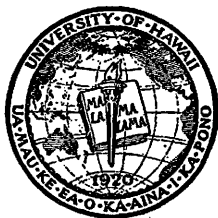
VOLUME X

NUMBER 3

TEACHERS COLLEGE

Announcements for the Session

1931-1932



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## CALENDAR

1931-1932

1931		
September 8-12	"Freshman Week."	Tues.-Sat.
September 14-15	Registration, First Semester.	Mon.-Tues.
September 16	Instruction begins.	Wednesday
October 1	Last day for receiving applications of candidates for advanced degrees.	Thursday
November 11	Armistice Day.	Wednesday
November 26-28	Thanksgiving Recess.	Thurs.-Sat.
December 21	Christmas Recess begins.	Monday
1932		
January 4	Work resumed.	Monday
January 30	First Semester closes.	Saturday
February 2	Registration, Second Semester.	Tuesday
February 3	Instruction begins.	Wednesday
February 22	Washington's Birthday.	Monday
March 25-26	Good Friday Recess.	Fri.-Sat.
April 15	Last day for receiving requests for examinations for advanced degrees.	Friday
May 28-June 3	Final Examinations.	Sat.-Fri.
June 6	Twenty-First Annual Commencement.	Monday
August 1	Last day for receiving applications for admission.	Monday
September 6-10	"Freshman Week."	Tues.-Sat.
September 12-13	Registration	Mon.-Tues.

# UNIVERSITY OF HAWAII

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\* For a list of the instructional staffs of the other colleges of the University, some of the members of which conduct courses in this College, consult the annual Directory of the University.

*Teachers College*

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Teachers College, Columbia University.

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B.A., Luther College; M.A., University of Wisconsin; Teachers College, Columbia University.

GERTRUDE REYNOLDS (MRS.), *Supervisor, Elementary School*

Diploma, Louisville Kindergarten Training School; Teachers College, Columbia University. (Principal, Kinau Kindergarten, Honolulu Free Kindergarten and Children's Aid Association.)

M. L. HORACE REYNOLDS, *Instructor in Industrial Arts*

Trade Schools, England; University of Hawaii.

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B.S., Agriculture and Mechanics College, Texas; Certificate, Rockne Meanwell Coaching School.

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MADORAH E. SMITH, Ph.D., *Assistant Professor of Education*

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BLANCHARD P. STEEVES, Ph.D., *Assistant Professor of Education*

Diploma, New Brunswick Normal School; Acadia University; B.A., Dalhousie University; University of California; M.A., Ph.D., University of Washington.

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JESSE A. TANNER, Ph.D., *Assistant Professor of Education*

Diploma, North Dakota State Normal School; B.A., M.A., University of North Dakota; University of Chicago; Ph.D., University of Washington.

GLADYS M. TRAUT, M.A., *Supervisor, Elementary School, and Instructor in Arithmetic*

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A.B., A.M., Bryn Mawr College; Cornell University; University of Pennsylvania; Ph.D., Columbia University.

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B.S., State Teachers College, Kirksville, Missouri.

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1931-1932

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## GENERAL INFORMATION

By Act of the 1931 Territorial Legislature, the Normal School was merged with the School of Education of the University of Hawaii, the merger to take effect on September 1, 1931. The institution will hereafter be known as Teachers College. Control is vested in the University Board of Regents. Coöperation with the Department of Public Instruction in establishing the best possible program for teacher-preparation is provided for by means of a curriculum advisory committee representing the Department. The new Teachers College will prepare teachers for both elementary and secondary school service.

Teachers College is located on a 15-acre portion of the University campus. The main building accommodates the larger number of professional classroom activities, Teachers College Library and, temporarily, the offices of administration. In addition to this building is a smaller one housing music and practical arts activities. Future expansion contemplates buildings to care for administration, training schools, dormitories and auditorium.

Huinalani Home (women's dormitory) and the kindergarten are located on Kinau Street.

### HISTORICAL SKETCH

The name "Normal School" was first associated in Hawaii with teachers' institutes, which were organized and conducted during the period from 1847 to 1860. These so-called Normal Schools were revived after a period of suspension and carried on from 1870 to 1877 as "teachers' conventions." In 1872 an order was issued requiring all teachers to attend these conventions twice a year for periods of eight days each. The conventions were held at convenient places in the Islands.

In 1890, after a period of thirteen years in which activities of this sort lapsed, a central convention was held in Honolulu. Five years later, in 1895, a normal school department was organized in the Honolulu High School, and in the following year, upon the addition of practice work, the name "Honolulu Normal and Training School" was assumed. In 1899 the training work of the school was transferred from its original location in the Royal School yard to the corner of Fort and School Streets, where the normal school classrooms were located. There the Honolulu Normal and Training School remained until 1905, when it was removed to new quarters at the intersection of Quarry, Lunalilo and Emerson Streets. The name of the school was changed to "Territorial Normal and Training School" in 1905.

With the beginning of the school year, 1930-31, the course work of the institution was moved into the first units of a new plant at the corner of Metcalf Street and University Avenue. The central training school will remain in the buildings on Quarry Street until such time as there is added to the buildings now on the new site a unit in which to house this part of the work.

**PRACTICE TEACHING**

Practice schools are an important part of Teachers College. The Elementary School consists of eight grades. Through coöperation with the Honolulu Free Kindergarten Association, a kindergarten is available to Teachers College. The Rural School, at Waimanalo, provides the prospective teacher with nine weeks of practice in a typical rural school. Actually living in the rural dormitory for nine weeks, the student experiences rural life in addition to professional practice. Kawananakoa Experimental School is regularly used for observation purposes and for participation teaching. Prospective secondary school teachers obtain their practice teaching in Washington Junior High School.

**THE LIBRARY**

The library, with a floor area of 45 by 60 feet, and a height of a story and a half, occupies a wing of the main building. Approximately 15,000 books and 100 periodicals are now on file, and additions are constantly being made.

**IN-SERVICE DIVISION**

The in-service work of Teachers College includes summer session activities, classes held in the late afternoons and on Saturdays throughout the year, correspondence courses, and the Test Service. This work consists of the following:

1. Class work conducted on the campus and in various centers on the outside Islands in the late afternoons and on Saturdays.
2. Correspondence courses during the regular sessions.
3. Test service, which supplies schools and teachers with tests and scales and information concerning their use.
4. Distribution of bulletins and leaflets.
5. Summer session courses.
6. Miscellaneous service to teachers such as the distribution of visual materials and the like.

The main purpose is to give teachers an opportunity to continue professional study after they have entered regular teaching service.

Graduation from a high school is not required in order to enroll for in-service work; credit earned cannot, however, be applied toward a degree prior to the acquirement of credentials equivalent to high school graduation.

Teachers outside of Honolulu have for some years been served by means of class centers, where regular courses are given under competent instructors.

All in-service courses are designed to be fully equivalent in credit value and other respects to courses carried in residence. No more than 32 credits earned off the campus (class centers) may be applied towards a degree. Credit is not given except upon examination. Every effort is made to offer such courses as serve real needs among teachers, and in the main these courses are largely the same as those on the campus.

**SUMMER SESSION**

The summer session is conducted during the summer months. Many of the regular session courses are repeated, and new courses offered. Demonstration classroom teaching and special lectures are featured. The summer session offers teachers in service opportunity to obtain credit toward a degree, regular students an opportunity to make up credits lacking or to reduce their load for the succeeding year and new students an opportunity for orientation.

Each summer several mainland educators are engaged to conduct special courses. A separate summer bulletin is issued.

**LOAN FUNDS**

Five separate loan funds are available to students of Teachers College:

1. The Government Revolving Loan Fund.—This consists of \$15,000 appropriated from Territorial money. Loans are made to worthy students on the basis of \$100 yearly, divided into grants of \$10 a month. Arrangements are made whereby the obligations are met after appointment to teaching service. Interest at 5% is charged.

2. Moir-Ross Health Endowment.—This fund of approximately \$1,300 is available for loans to students for health purposes. Interest at 5% is charged.

3. Helen Strong Carter Dental Loan Fund.—A fund of approximately \$1,200 available to students for dental purposes. Interest at 5% is charged.

4. The Student Loan Fund.—This fund of \$1,500, created by gifts from alumni, faculty and students, is available for loans at 5% interest, for general purposes.

5. The Dollar Fund.—This represents a sum of money kept on hand for purposes of emergency short-time loans. No interest is charged.

The above loan funds are available only to students registered in Teachers College. Their administration is in the hands of a special faculty committee.

Other student aid and awards are available to the general student body of the University, as indicated in the University Catalog.

**STUDENT COUNSELLING**

Teachers College students share with the other University students in the services of social and personal character offered by the University, such as those provided by the office of the Dean of Women. In addition, a special faculty committee on social relations and personnel of Teachers College interests itself in the social problems peculiar to teacher training.

**EXTRA-CURRICULA ACTIVITIES**

All Teachers College students are members of the A. S. U. H. (Associated Students of the University of Hawaii), and Teachers College is represented on the council of the A. S. U. H. In all student activ-

ities of a general character, Teachers College students participate in the same manner as students of the other colleges of the University. For a description of the student organizations of the University, see the University Catalog and Announcement of Courses for 1931-1932. Certain activities and organizations peculiar to teacher preparation are carried on as special functions within Teachers College.

### EXPENSES

Room and board can be obtained at prices ranging from \$18 to \$63 a month. Other living expenses are reasonable. There are a number of dormitories in the city where special rates are made to students. Huinalani Home is available to a limited number of women students at a rate of \$15 a month for room and board exclusive of school day lunches. Necessary books cost about \$35 a year.

Two residence halls and a cafeteria are available to students on the university campus and a third adjoining the campus. Cafeteria service for noon luncheon is available to all students and faculty members who desire it, and in addition, provision is made for the needs of occupants of the residence halls.

For the men there is a one-story building with accommodations for twenty-eight. Every room is well ventilated, some arranged for one man, and others for two, while a few are in a suite arrangement with a study room between two bedrooms, and designed for four men. The rooms are furnished, except for linen and bedding. For the women students, there is a one-story frame building with accommodations for sixteen, in addition to the matron, who supervises the hall. The rooms are furnished, except for bedding and linen. A kitchenette, with buffet service, is available. A charge of \$63.00 per person per semester is made for these accommodations. By arrangements with Mid-Pacific Institute, a portion of one building will be used for University women students under the direction of the University. A charge of \$25.00 per month is made for room and board, not including lunch.

Charges are payable in advance unless some other arrangement satisfactory to the Treasurer is made. No refund is made unless a satisfactory substitute occupant can be secured, in which case the rental is prorated.

Applications for rooms should be addressed to the Treasurer of the University.

For resident undergraduate students, the fees for registration, tuition, and medical service, amount to \$27.50 per semester; for non-resident students these fees amount to \$52.50 per semester. To this is added a student activities fee of \$13.00 for the year, payable at the beginning of the first semester. For resident graduate students there is a general fee of \$25.00; for non-resident graduate students this fee is \$50.00. Resident students doing part-time work (less than 10 credit hours) pay a registration fee of \$10.00 per semester and a tuition fee of \$1 per credit hour. For non-resident part-time students, the charge is \$10.00 for registration, and \$3.00 per credit hour.

Other fees are as follows:

Laboratory and special course fees are indicated in the description

of courses. All candidates, at the time of graduation, are required to pay a diploma fee of \$5.00.

All graduate students pay an additional fee of \$5.00 before the award of the advanced degree, to cover the cost of binding two copies of the thesis. If the candidate for an advanced degree wishes to purchase a hood, this may be ordered at the Business Office. A hood is loaned by the University for the graduation ceremony.

A late Registration Fee of \$1.00 is required of all students who register later than the announced registration days, and a fee of one dollar is charged for each change of schedule made after the two-week interval following registration day.

A fee of one dollar is charged students for each copy of transcript of record after the first such copy has been issued.

Charges are made for special examinations given at times other than those regularly announced. The fee is paid at the business office and the receipt presented to the instructor giving the examination.

The use of steel book lockers may be secured from the business office by making a deposit of \$1.75, seventy-five cents of which will be refunded upon return of the key.

All fees must be paid as part of registration and no registration card will be finally accepted until it is endorsed showing payment.

No student is permitted to register until all outstanding indebtedness to the University has been liquidated unless special permission has been obtained from the Treasurer.

Refunds of deposits are not made until the end of the university year, unless students are withdrawing from the course. Apparatus lost or destroyed is charged at market prices. Students whose breakage exceeds the deposit will pay the difference before receiving credit for the course taken.

Students desiring employment to help pay their expenses are assisted by the dean of women and by the Committee on Personnel of Teachers College.

#### **TRANSFER OF CREDIT**

The University of Hawaii is fully accredited by the Association of American Universities, and its students may transfer without loss of credits to other American and European colleges and universities.

#### **DEGREES**

Graduates of Teachers College are awarded the Bachelor of Education (Ed.B.) degree. Advanced degrees are conferred on the recommendation of the University Graduate Committee.

#### **GRADUATE STUDY FOR THE MASTER'S DEGREE**

Graduate study is conducted under the direction of a committee of the University faculty, the chairman of which functions as dean and director.

The minimum requirement for the Master's degree is one year of

advanced work in residence, or its equivalent, which is usually computed as thirty semester hours. The candidate must satisfactorily complete a program of advanced study for which his previous education has laid the necessary foundation, and must also present an acceptable thesis and pass the required examinations. Four Summer Sessions, with additional research or special advanced study may be accepted as fulfilling the residence requirement for this degree.

Work of advanced grade done at institutions other than the University of Hawaii may be accepted as fulfilling part of the requirements for the Master's degree, provided that the amount of work done at the University of Hawaii shall be equal to at least one-half of the total work required. The amount of credit to be allowed for work done elsewhere will be determined by the Committee on Graduate Work after examination of the transcript of record of the candidate.

### REQUIREMENTS FOR ADMISSION

Every applicant for admission to Teachers College must satisfy the following requirements:

1. Be at least sixteen years of age.
2. Have good health and good character. Specifically, the applicant must pass a physical examination given by the university physician, and he must be recommended, as to character, by his high school principal.
3. Have a reasonably good command of the English language, as attested by (1) a statement certifying to this fact by his high school principal, and (2) a satisfactory performance on oral and written English tests.
4. Attain a required score on a college aptitude examination.
5. Present a high school record showing evidence of satisfactory preparation in 15 units of high school work (12 units from a three-year senior high school) 3 units of which must be in English and one unit in algebra (Ninth-grade Junior high school General Mathematics may be substituted for algebra).
6. Have a social record indicating capacity for teaching.

Students in good standing in either the former Normal School or the University School of Education retain that standing in Teachers College.

The University reserves the right to limit the number of students admitted to Teachers College and may refuse admission on that basis even though the above requirements have been fulfilled.

### UNCLASSIFIED STUDENTS

An unclassified student is one not taking a prescribed regular curriculum, ordinarily a limited program of one or two courses. Unclassified students may be admitted to any course offered by Teachers College at the discretion of the dean. Such students, however, must fulfill the same general requirements for graduation, as regular students.

**CREDITS**

One unit of credit is usually given for each recitation hour per week throughout a semester. Two and one-half hours of laboratory work are usually equivalent to one hour of recitation.

**GRADE POINTS**

Grade points are determined as follows: For each credit hour, 4 grade points are granted when the grade is "A"; 3 grade points when the grade is "B"; 2 grade points when the grade is "C"; 1 grade point when the grade is "D."

Students entering the University with advanced standing are not given grade points upon work done elsewhere; but on the work done here they must earn grade points in the same proportion to credit hours as required of regular four-year students.

**REQUIREMENTS FOR THE DEGREE OF BACHELOR OF EDUCATION**

To graduate with the degree of Bachelor of Education a student must have earned 130 semester hours credit with 260 grade points. Of these, at least 32 hours credit and 64 grade points must have been earned in residence.

Students previously registered in the Normal School will receive diplomas upon completion of the work which was prescribed for them upon admittance to that school.

**CURRICULA**

The courses of the first two years (Freshman and Sophomore) are basic. With the exception of a few electives all students carry the same work. These courses are the following:

<b>FIRST YEAR</b> (Beginning 1931-32)			<b>SECOND YEAR</b> (Beginning 1932-33)		
<b>Courses</b>	<b>Credits</b>		<b>Courses</b>	<b>Credits</b>	
	<b>Sem. I</b>	<b>Sem. II</b>		<b>Sem. I</b>	<b>Sem. II</b>
English 103 .....	3	3	English 135 .....	3	3
Political Science 150 .....	3	-	Education 180 .....	3	-
Political Science 151 .....	-	3	Education 181 .....	-	3
Survey 100 or other Science .....	3	3	Education 135 .....	1	1
Education 100 .....	3	3	History 135 .....	2	2
Health Education 100 .....	2	2	Physical Education 102 or 103	1	1
Physical Education 100 or 101 .....	1	1	Biology 135 .....	2	2
Military Science (Men) .....	1	1	Military Science (Men) .....	2	2
Electives (Men, 2)			Electives (Men, 6)		
(Women, 4) .....	1 or 2	1 or 2	(Women, 10) .....	3 or 5	3 or 5
<b>Total</b> .....	<b>17</b>	<b>17</b>	<b>Total</b> .....	<b>17</b>	<b>17</b>

At the end of the second year a student elects to specialize in either the School of Elementary Education or the School of Secondary Education.

## THE SCHOOL OF ELEMENTARY EDUCATION

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The School of Elementary Education of Teachers College is organized to provide professional preparation for undergraduates and graduate students who expect to teach in elementary schools. Beyond this, it assists in providing further professional courses for teachers, supervisors, and administrators in service.

The curricula offered by the School of Elementary Education are differentiated from those of the School of Secondary Education at the beginning of the Third Year, the courses of the first two years being required in common by both schools. Students have, therefore, two years of work in the College before they are required to select the school and curriculum in which they wish to do specialized work. The following curricula are offered in the School of Elementary Education:

1. Curriculum for Teachers of the Kindergarten-Primary Years.
2. Curriculum for Teachers of the Intermediate and Seventh and Eighth Years of the Elementary School.

The program of work offered in Teachers College for the preparation of teachers for the elementary schools is four years in length. Upon completion of the prescribed courses, the student is recommended for the degree of Bachelor of Education.

**COURSES FOR TEACHERS OF THE KINDERGARTEN-PRIMARY YEARS**

THIRD YEAR *			FOURTH YEAR **		
(Beginning 1933-34)			(Beginning 1934-35)		
Courses	Credits		Courses	Credits	
	Sem. I	Sem. II		Sem. I	Sem. II
English 235 .....	2	2	English 235 .....	2	-
English 270 .....	1	-	Music 251 .....	2	-
Education 280 .....	2	-	Art 261 .....	2	-
Education 282 .....	3	-	Practical Arts 250 .....	2	-
Geography 261 .....	-	3	Geography 261 .....	3	-
Arithmetic 250 .....	2	-	Health Education 220 .....	1	-
Music 251 .....	-	2	Education 295 .....	-	3
Art 261 .....	-	2	Education 293 .....	-	3
Practical Arts 250 .....	-	2	Education 268 .....	-	3
Agriculture 270 .....	2	-	Electives .....	4	7
Health Education 220 .....	1	1			
Electives .....	3	4			
<b>Total</b> .....	<b>16</b>	<b>16</b>	<b>Total</b> .....	<b>16</b>	<b>16</b>

\* One-half of the group will register for courses during the second semester; the other half will do practice teaching (Education 254) during that semester.

\*\* One-half of the group will do practice teaching (Education 254) during the first semester.

SECOND YEAR *			THIRD YEAR **		
(Offered 1931-32 only)			(Offered 1932-33 only)		
Courses	Credits		Courses	Credits	
	Sem. I	Sem. II		Sem. I	Sem. II
English 156 .....	3	-	English 171 .....	1	-
English 270 .....	1	-	Education 282 .....	3	-
English 171 .....	-	1	Education 140 .....	2	-
Education 140 .....	2	2	Education 259 .....	-	3
Education 181 .....	3	-	Education 268 .....	-	3
Education 282 .....	-	3	Health Education 220 .....	1	-
Health Education 220 .....	1	1	Health Education 155 .....	2	-
Health Education 155 .....	-	2	Geography 162 .....	2	-
Geography 162 .....	-	2	Practical Arts 253 .....	1	-
History 152 .....	2	-	Arithmetic 250 .....	2	-
Arithmetic 250 .....	-	2	Sociology 250 .....	-	3
Practical Arts 253 .....	-	1	Electives .....	4	7
Music 251 .....	2	-			
Electives .....	2	4			
<b>Total</b> .....	<b>16</b>	<b>16</b>	<b>Total</b> .....	<b>16</b>	<b>16</b>

\* One-half of the group will register for courses during the second semester; the other half will do practice teaching (Education 254) during that semester.

\*\* One-half of the group will do practice teaching (Education 254) during the first semester.

THIRD YEAR		
(Offered 1931-32 only)		
Courses	Credits	
	Sem. I	Sem. II
Education 291 .....	-	3
Education 259 .....	-	3
Education 258 .....	3	-
Education 268 .....	3	-
Sociology 250 .....	3	-
Biology 230 .....	2	2
History 273 .....	-	3
Electives .....	5	5
<b>Total</b> .....	<b>16</b>	<b>16</b>

**COURSES FOR TEACHERS OF THE INTERMEDIATE YEARS AND  
THE SEVENTH AND EIGHTH YEARS IN  
ELEMENTARY SCHOOLS**

**THIRD YEAR \***  
(Beginning 1933-34)

Courses	Credits	
	Sem. I	Sem. II
English 235 .....	2	2
English 271 .....	--	2
Education 285 .....	--	3
Geography 261 .....	3	--
Music 250 .....	2	--
History 271 .....	1	--
Art 262 .....	2	--
Practical Arts 250 .....	2	--
Agriculture 270 .....	--	2
Arithmetic 250 .....	--	2
Arithmetic 251 .....	--	1
Health Education 222 or 223 .....	1	1
Electives .....	3	3
<b>Total .....</b>	<b>16</b>	<b>16</b>

\* One-half of the group will register for courses during the second semester; the other half will do practice teaching (Education 254) during that semester.

**SECOND YEAR \***  
(Offered 1931-32 only)

Courses	Credits	
	Sem. I	Sem. II
English 156 .....	--	3
English 273 .....	--	1
Education 181 .....	3	--
Education 285 .....	--	3
Health Education 222 or 223 .....	1	1
Health Education 155 .....	1	2
Geography 162 .....	2	--
Geography 163 .....	--	2
History 150 .....	4	--
History 271 .....	1	--
Arithmetic 250 .....	2	--
Arithmetic 251 .....	1	--
Practical Arts 253 .....	--	1
Music 253 .....	--	1
Electives .....	2	2
<b>Total .....</b>	<b>16</b>	<b>16</b>

\* One-half of the group will register for courses during the second semester; the other half will do practice teaching (Education 254) during that semester.

**FOURTH YEAR \*\***  
(Beginning 1934-35)

Courses	Credits	
	Sem. I	Sem. II
English 235 .....	2	--
English 271 .....	2	--
Arithmetic 250 .....	2	--
Arithmetic 251 .....	1	--
Agriculture 270 .....	2	--
Health Education 222 or 223 .....	1	--
Education 285 .....	3	--
Education 291 .....	--	3
Education 293 .....	--	3
Education 268 .....	--	3
Electives .....	3	7
<b>Total .....</b>	<b>16</b>	<b>16</b>

\*\* One-half of the group will do practice teaching (Education 254) during the first semester.

**THIRD YEAR \*\***  
(Offered 1932-33 only)

Courses	Credits	
	Sem. I	Sem. II
English 156 .....	3	--
English 275 .....	1	--
Education 285 .....	3	--
Education 259 .....	--	3
Education 268 .....	--	3
Health Education 222 or 223 .....	1	--
Health Education 155 .....	2	--
Geography 163 .....	2	--
Sociology 250 .....	--	3
Music 253 .....	1	--
Practical Arts 253 .....	1	--
Electives .....	2	7
<b>Total .....</b>	<b>16</b>	<b>16</b>

\*\* One-half of the group will do practice teaching (Education 254) during the first semester.

**THIRD YEAR**  
(Offered 1931-32 only)

Courses	Credits	
	Sem. I	Sem. II
Education 291 .....	--	3
Education 259 .....	--	3
Education 258 .....	3	--
Education 268 .....	3	--
Sociology 250 .....	3	--
Biology 230 .....	2	2
History 273 .....	--	3
Electives .....	5	5
<b>Total .....</b>	<b>16</b>	<b>16</b>

## THE SCHOOL OF SECONDARY EDUCATION

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The School of Secondary Education of Teachers College is organized to provide professional training for both undergraduate and graduate students who expect to teach in secondary schools, and to assist in providing further professional training for teachers, supervisors and administrators in service.

All prospective secondary teachers are expected to enter the School of Secondary Education after the successful completion of the first two years (or the equivalent) in Teachers College.

In keeping with the policy of the Department of Public Instruction of the Territory of Hawaii to give preference to secondary teachers with five years' preparation, the program of work in Teachers College for the training of secondary school teachers is five years in length. Upon the completion of the required work at the end of the fourth year the degree of Bachelor of Education is conferred.

The professional requirements of the third and fourth years are as follows:

Third Year	Fourth Year
Education 250	Education 252
Education 251	Education 253
	Education 260
	Education 261
	Education 295

In addition to these specific professional courses each candidate will be required to present a minimum of 20 semester hours in each of two teaching fields selected from the following: Agriculture, Art, Economics and Business, English, Home Economics, Languages, Mathematics, Physical Education, Science, and Social Science.

For the present, prospective teachers of Vocational Agriculture and Home Economics will register in the College of Applied Science, taking such professional courses in Teachers College as are required.

During the fifth year students in the School of Secondary Education will register for Education 340, 350, 351, and 361, and continue their preparation in the teaching fields. The fifth-year course leads to the award of a teaching diploma. The M.A. degree is awarded only to those who have fulfilled the necessary requirements set up by the Committee on Graduate Study.

## COURSES OF INSTRUCTION

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*Courses numbered 100 to 199 are Freshman and Sophomore, or Lower Division courses. Those numbered 200 to 299 are Junior and Senior, or Upper Division courses, but may be open to Graduate Students. The numbers 300 to 399 designate Graduate courses, but in some instances Seniors may register in these.*

*Courses which extend through the year (two semesters) are designated by 00 to 49, as 100 to 149, 200 to 249 and 300 to 349. Courses of one semester length are designated by 50 to 99, as 150 to 199, 250 to 299 and 350 to 399.*

*Because of their professional nature, registration in courses offered by Teachers College is restricted to Teachers College students, except in such cases as the student in another college secures permission of his dean and the dean of Teachers College.*

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### AGRICULTURE

**270 School and Home Gardening** **Armstrong**

A course for elementary teachers. It is designed to develop ability to conduct home and school garden projects. The course includes a brief study of fertilizers, insect control, and plant propagation. First or second semester, 2 credits. (Not offered 1931-32.)

**272 Teaching Agricultural and Related Subjects** **Armstrong**

Methods of correlating academic subjects of the junior high school and of the upper grades in grammar schools with vocational agriculture as taught in Hawaii. Special attention will be given to working out courses in English, Arithmetic, Geography, and other subjects. Three lecture-recitation periods per week. First semester, 3 credits.

**274 Methods of Teaching Vocational Agriculture** **Armstrong**

Designed for those preparing to teach vocational agriculture in Hawaii. The course covers such topics as long-time programs, annual plan of work, special methods of teaching vocational agriculture, agricultural projects, records, reports. Open only to seniors or graduate students. Three lecture-recitations per week. First semester, 3 credits.

### ART

**261 Art for Kindergarten-Primary Teachers** **Behrns**

The course makes a study of the various types of art activities, freehand and constructive, suited to the growth of creative ability in the fine arts as a part of the daily interests of children in the kindergarten and primary years. Four hours of class work per week. First or second semester, 2 credits. (Not offered 1931-32.)

**262 Art for the Intermediate and Upper Elementary Years Behrns**

A course similar to 261 except that the types of art activities to be examined and practiced will be for more mature children. There will be reading and discussion in the theory of public school art. Four hours of class work per week. First semester, 2 credits. (Not offered 1931-32.)

**264 Art Values in Home and Community Behrns**

Art related to the practical problems of home and community life, illustrated by examples of architecture, crafts, house furnishings, textiles, costumes, paintings, etc. There will be field trips, reading, discussion and experiments. First or second semester, 2 credits.

**291 Teachers' Course in Art**

A course in the organization and administration of Art Education. Class discussions of various theories, methods and systems of teaching art. The development of a constructive program of art education with practical application to the work in the Junior High School. Second semester, 2 credits.

**BIOLOGY AND NATURE STUDY****135 Biology****Brown**

The emphases in this course will be of two kinds. In the first semester chief attention will be given to the nature-study aspect of biology. The concern will be largely with first-hand observation and study of selected Hawaiian plant and animal forms in their natural environment. Ecological problems will receive attention. In the second semester emphasis will be given to those biological questions which contribute most directly to the explanation of behavior and thus form a biological basis for the understanding of human behavior on the psychological level. First and second semesters, 2 credits each.

**150 Nature Study****Banks**

This course is offered (1) for those who wish to do work in this field in addition to the nature study done in 1930-1931 in the former Normal School program of courses, and (2) for those who in 1932-1933 and thereafter will be taking or will have taken Biology 135. The course will include study of the place of nature study in the schools and of theories as to how it should be taught. Three hours of class work per week. First or second semester, 2 credits.

**230 Biology****Banks**

A study of the basic life processes of plants and animals, including the development and interdependence of organisms. Behavior of simpler organisms will be studied with a view to making it contribute to a clearer understanding of human behavior on all levels, including the mental. Some attention will be given to genetics. Three hours of classroom work per week. First and second semesters, 2 credits each. (Offered 1931-32 only.)

**251 Biology****Banks**

Same course as 230 except briefer. Four hours of classroom work per week. Second semester, 3 credits. (Offered 1932-33 only.)

## EDUCATION

**100 Introduction to Education** Faulkner, Smith, Weeber, Woods

This course is the first of a series of courses which form a core of professional work running through the first two years of the student's program. The series is constructed around practical professional problems beginning with those closest to the entering student and remaining so far as possible from the student's point of view practical and significant throughout. The instructor in charge of a particular section is responsible for undertaking to stimulate and help individual students to integrate their various college experiences around their professional interest. This particular course and those of the series following are intended to be unifying professional courses. It is desired that students go freely to their education instructors with their professional problems of all sorts. First and second semesters, 3 credits each.

**135 Participation in Teaching**

Students are assigned as assistants to classroom teachers in Kawanakoá Experimental School and other schools for two hours a week of participation and observation. The course serves two main purposes—first, to give the student, through contact in the schoolroom with pupils of various ages, experience that will aid him in selecting at the end of the year the type of work he will prepare for, and second, to provide illustrative experience with children in the classroom to accompany the courses in Problems of Behavior and Problems of Educational Method. First and second semesters, 1 credit each. (Not offered 1931-32.)

**140 Kindergarten Procedure and Materials** Lawrence

A study is made of the various types of play materials and their relative values in the education of young children; of the methods of using these by working with the materials and observing children at work; of the educational principles involved, so that the student may understand not only the selection and handling of such materials but the habits, knowledge, and skills derived from their use by children; of the equipment of a kindergarten from the standpoint of the children's needs. First and second semesters, 2 credits each.

**151 Introduction to Education** Peterson

This course is offered as a first professional course to students who may elect Secondary Education and who are of sophomore standing. The aim is to give the student a survey of the broad field of education. Treatment is given to such topics as teaching as a profession, public school organization, the curriculum, the historical background of American education, scientific principles of child training, etc. Second semester, 3 credits. (Offered 1931-32 only.)

**180 Problems of Human Behavior** Smith, Weeber, Woods

The emphasis in this course is upon the adjustive and social nature of behavior. The nature of habit is studied. The student is introduced to the problems of mental hygiene and of social psychology. The course is continuous with 100 described above. First semester, 3 credits. (Not offered 1931-32.)

**181 Problems of Educational Method****McCluskey, Peterson, Sayers, Weeber, Woods**

The problems dealt with in this course will be centered for the most part around such matters as differing conceptions of the meaning and place of "learning," concern for the "whole" child, thinking as method, care for individual differences, meaning and place of "subject-matter." The course is continuous with 100 and 180. First or second semester, 3 credits. (Not offered 1931-32.)

**240 Boy Scouting****Robley**

A course devoted to education for boy scout leadership. First and second semesters, 1 credit each.

**250 Educational Psychology****Livesay**

This course deals with psychological principles underlying the educative processes, and includes such topics as native endowment, transfer of training, individual differences, sex differences, habit formation, the role of instincts in education, etc. Prerequisite: Psychology 150 or its equivalent. First semester, 3 credits.

**251 Principles of Secondary Education****Livesay**

This course deals with the principles fundamental to the organization, administration, curricula, and subject matter of the secondary school. The nature of the adolescent; the objectives of secondary education; junior and senior high school organization and relations; values of the various secondary school subjects; and adapting secondary instruction to individual differences are some of the major topics considered. Prerequisite: Education 250. Second semester, 3 credits.

**252 Principles of Teaching in Secondary Schools****Tanner**

The treatment of the application of psychological principles to classroom procedure. The course covers such topics as diagnosis of pupils, motivation, lesson planning, discipline, socialized recitation, project teaching, and supervised study. Systematic visits to secondary schools may be required as part of the course. Limited to seniors and graduate students. First semester, 3 credits.

**253 Practice in Teaching in Secondary Schools****Spencer, Steeves**

Practice in teaching in the secondary schools in Honolulu and Rural Oahu. An arrangement exists with the Department of Public Instruction whereby qualified students may have an opportunity to do practice teaching in Honolulu public secondary schools. Rural secondary teaching will be done in the junior high school division of Teachers College Rural School at Waimanalo. Usually this involves the responsibility of a class or group for the remainder of the year after admission to the course. All students registered in this course will be required to attend a one-hour conference each week. Open only to seniors and graduate students. Either semester, 5 credits.

**254 Practice in Teaching in Kindergartens and Elementary Schools****McCluskey**

Practice teaching in the elementary school is done in the second semester of the third year or the first semester of the fourth year under the four-year program of preparation for elementary school

teaching. Practice for students completing the three-year program of studies is scheduled for the corresponding semesters of the second and third years. The teaching is done at the Kinau Kindergarten, Teachers College Elementary School, and Teachers College Rural School. 11-16 credits.

**258 History of Modern Education**

**Woods**

The course proceeds as an investigation of the origin and development of a number of present educational problems. Such developments as compulsory education, co-education, vocational education, standardized testing, the visiting teacher, modern health measures in education, extra-curricular activities, the method of purposeful activity, will be examined in the light of their beginnings and of factors influencing their growth. First semester, 3 credits.

**259 Comparative Practice in the Elementary Schools of the United States**

**Weeber**

A study of the varying educational practices in the United States. The class will examine descriptive literature of the different types of schools of the country with a view to understanding the different ways in which these schools conceive the nature of learning and teaching and the function of the schools. Second semester, 3 credits.

**260 Statistical Method**

**Kelly**

This course covers in a practical way the statistical and graphic methods of value to the classroom teacher and school administrator. Tabulation, graphical representation, the calculation of measures of central tendency and dispersion, and the calculation and interpretation of zero order correlations. Open only to seniors and graduate students. May be elected by students in the other colleges. First semester, 3 credits.

**261 Educational Measurements for Secondary Teachers**

**Woods**

A study of the common errors in teachers' marks and ways of improving such marks; the use of standard educational and mental tests in school work with practice in scoring such tests and in interpreting the results; and the criteria by which to judge tests. Open only to seniors and graduate students. Second semester, 3 credits.

**262 Educational Measurements for Elementary Teachers**

**Woods**

An introduction to achievement tests and testing. Something of the history and meaning of the testing movement is studied. The place of tests in an "activity" school is investigated. First or second semester, 2 credits.

**266 Psychology of the Pre-School Child**

**Weeber**

A consideration of the significance of the pre-school age and of the historical background and methods of studying the young child. The normal course of physical and mental growth is outlined, together with methods and standards of measurement. Special stress is laid on habit formation and on emotional and social aspects of development, with attention to the contributions of the nursery-school movement. First semester, 2 credits.

**267 Psychology and Treatment of Exceptional Children** **Smith**

A study of the psychological and educational aspects of the problems presented by the various types of exceptional children, including family and developmental history, case studies, and detailed consideration of special experiments and of curriculum matters. Second semester, 3 credits.

**268 Mental Hygiene** **Smith**

A study of the factors that determine personality and the conditions requisite to the preservation of mental health and the avoidance of mental illness. Special emphasis is laid on those principles that may guide in the care and education of the child in accordance with mental hygiene, and on methods of studying the maladjusted child. First semester, 1931-32; second semester 1932-33; 3 credits. Repeated second semester, 1931-32, as an elective.

**271 Principles of Vocational Education** **Armstrong**

What vocational education is; the development of vocational education, with special reference to agriculture; organizations adapted to this type of work; organization for vocational education in Hawaii. Required of those preparing to teach vocational agriculture. Three lecture-recitations per week. Second semester, 3 credits.

**273 Visual Aids in Teaching** **Vernon**

Study of the use of pictures, charts, lantern slides, motion pictures and other visual aids in teaching. Study of stereopticons, motion picture and still film projectors. First or second semester, 2 credits.

**275 Practice Teaching in Vocational Agriculture** **Armstrong**

Practice teaching in a department of vocational agriculture. Designed for students who are fairly familiar with Hawaii's major crops. Second semester, 3 credits.

**277 Practice Teaching and Field Practice in Agriculture** **Armstrong**

Designed for those who are not acquainted with Hawaiian agriculture. Students will spend the entire semester on some plantation having a department of vocational agriculture where they will alternate between practice teaching and practical field work. Open only to seniors approved by the Professor of Agricultural Education. Second semester, 16 credits.

**280 The Kindergarten Curriculum** **Lawrence**

The course is given to a study of the principles that determine the selection of subject matter and the organization of the modern kindergarten curriculum. Some attention is given to the evolution of the modern kindergarten-primary curriculum. First semester, 2 credits. (Not offered 1931-32.)

**282 The Primary Curriculum** **Weeber, Woods**

In this course students work upon the problems of curriculum making in the classroom. An examination is made of a wide range of reported activities and an attempt is made to draw up a set of guiding principles for originating and developing activities. The volume en-

titled "Activity Program for the Primary Years," published by the Department of Public Instruction is critically examined. First or second semester, 3 credits.

**283 Girl Scout Training Course**

A course designed to interest and provide preliminary instruction to any student wishing information on leisure time program for girls. Parts of the tenderfoot, second-class, and first-class badge requirements will be presented as the Girl Scout troop leader presents them to a troop of girls in various stages of progress. Visits to Girl Scout troops and outdoor trips will be features of the course. Limited to junior and senior women. Second semester, 1 credit.

**285 The Elementary School Curriculum**

Peterson, Sayers

This course is the last of the series in education and deals with the most technical problems with which the teacher has to work—those of curriculum building in the classroom. Criteria are formulated and criticisms of various present practices are developed. Contrasting daily and weekly schedules are examined. The difficulties and dangers of the "activity" program are studied. Second semester, 3 credits.

**291 Adult Education**

Tanner

A study of the movement, its significance for the times, and the problems of administration it raises. Considerable attention is given to the possibility of the development of a territory-wide program of adult education in Hawaii, and to agencies, such as the parent-teacher association, available for aiding the organization of the program. Open as an elective to seniors and graduate students. Second semester, 3 credits.

**293 Comparative Educational Practice**

Weeber

This course will include an examination of the growing field of literature descriptive of school practices in the so-called New Schools abroad and in America. Attention will be given to such school procedures in America as the Winnetka, Dalton, Francis W. Parker, Lincoln, and many others including Hanahauoli and Kawanakoa. Study will be made of the newer schools of Germany, Russia, and Austria. First semester, 3 credits. (Not offered 1931-32.)

**295 History of Education in the United States**

Woods

A study of the evolution of American educational institutions from the colonial period to the present, with attention to the political, social, religious, and economic factors as they have influenced educational development. Limited to seniors and graduate students. Second semester, 3 credits.

**300 Educational Research**

Staff

An opportunity is offered for qualified graduate students to work on research problems in some field of education. Registration allowed only after consultation with the staff member concerned. Either semester, 1 to 3 credits, depending upon the nature of the investigation.

**340 Philosophy of Education****Sayers**

Education as a social and psychological process will be studied during the first part of the course. This will be followed in the second semester by an attempt to construct a working theory of education for a democracy. Conflicting theories of the curriculum and of method will be examined, and a way out of the present confusion in theory and practice will be sought. Registration only by permission of instructor. First and second semesters, 2 credits each.

**350 History of Education****Woods**

A survey of the development of educational thought and practice, from the time of the Greeks down to the present, with special attention to the origins of the influences responsible for the modern school systems. Registration only by permission of instructor. First semester, 3 credits.

**351 Advanced Educational Psychology****Livesay**

The application of experimental evidence in the field of psychology to the major educational problems. Attention will be given to the bearing of recent psychological theories upon education. Registration only by permission of instructor. Second semester, 2 credits.

**361 Mental Deficiency and Abnormality****Weeber**

A consideration of the causes and principal types of deficiency and abnormality with suggestions for appropriate educational treatment. This course is designed to aid teachers and administrators in recognizing subnormal and neurotic children, and in making the proper educational adjustments. Registration only by permission of instructor. Second semester, 3 credits.

**363 Educational Administration****Wist**

This course is designed for both teachers and prospective administrators in elementary and secondary education. Among the problems to be studied are the following: organization and administrative control in a state or territorial system; centralization in administration; taxation for school support; the development of curricula; control and development of libraries and classroom reading materials; personnel relations within a system; classification of pupils; records and reports, and other problems of interest. Registration only by permission of instructor. Second semester, 3 credits.

**380 Seminar in Research and Thesis Writing****Livesay**

This course is designed to assist graduate students in thesis preparation and will deal principally with research technique and thesis development. Registration only by permission of instructor. First semester, 2 credits.

**ENGLISH****103 General English****Coale, Kidwell, Kluegel, Mackenzie**

This course is the first of a series which aims to promote the growth of students in the intelligent, enjoyable use of language and literature, and, through this means, in dealing thoughtfully and appreciatively with the affairs of life.

Activities include the making and carrying out by students of plans for work, and the critical discussion by them of materials read or produced. The free practice of meaningful speech and oral reading is encouraged. Attention is given as needed to shortcomings in technique. Emphasis is placed upon both exploration or experimentation in new fields and acquaintance with the kinds of language and the productions in literature which seem to possess especially rich potential values. The two years of work are laid out in part in terms of various forms of literary expression. At each stage there may be utilized, however, any other phases or forms that are pertinent. First and second semesters, 3 credits each.

**106 Individual Remedial Work in Speech** **Mackenzie**

This work is open to such individuals as are recommended for it by their instructors in other courses, or as feel the need to improve their enunciation and articulation of English sounds. The instruction is entirely individual. Hours arranged by appointment. Period of work may fall at any time during either semester. No credit.

**135 General English** **Coale, Kidwell, Kluegel, Mackenzie**

This course is a continuation of the basic work outlined for English 103. Students are encouraged to proceed further in the lines of reading and expression which they have already found most valuable, to increase their familiarity with useful materials and their control of helpful skills, and to continue their development in principles of literary judgment and artistic expression. First and second semesters, 3 credits each. (Not offered 1931-32.)

**156 General English** **Coale, Kidwell, Kluegel**

This course is a continuation of the basic work of courses offered in the former Territorial Normal School under the numbers 101, 201, and 301. Students are encouraged to proceed further in the lines of reading and expression which they have already found most valuable, to increase their familiarity with useful materials and their control of helpful skills, and to continue their development in principles of literary judgment and artistic expression. First and second semesters, 3 credits each.

**171 Dramatic Story Telling** **Lawson**

Students will tell and dramatize folk tales and stories for little folk. They will do creative story telling based on the legends of the ancestral races of the people of Hawaii. Emphasis will be given to the growth of freedom of expression and good English construction. Two class meetings a week. Second semester, 1 credit.

**175 Literature of Travel** **Kluegel**

The course will consist of reading and discussion about the various kinds of travel experience. Some writing of an original sort, connected with this type of experience, may be included. There will be emphasis upon a procedure in dealing with literature which approaches an integration of reading and writing in a study of travel. Registration limited to teachers in service. Second semester, 2 credits.

**176 Child Life in Literature****Coale**

The members in this course will investigate the meaning of child life in its various relationships as revealed through different phases of literature. Ideas will be developed by means of experience in both reading and writing in this field. Registration limited to teachers in service. Second semester, 2 credits.

**235 Literature****Kidwell, Kluegel, Lawson, Mackenzie**

In this course the round table procedure is used in connection with more or less thoroughgoing reading and writing on questions that concern the group. An attempt is made through the work to promote integration of the artistic and the scientific points of view. First and second semesters, 2 credits each. (Not offered 1931-32.)

**237 The Teaching of English in Secondary Schools****Coale**

This is a professional course for prospective secondary school teachers of English. It aims to help students realize the place of English in the lives of boys and girls, to understand present conditions and problems in the field, and to organize their own preparation, both professional and personal. First and second semesters, 2 credits each.

**238 School Journalism****Tanner**

The course is designed to give the principles of news and feature writing, advertising, and makeup, together with financing and managing school papers, magazines, and annuals. The members of the group electing this course are on the editorial staff of the university paper, *Ka Leo*. First and second semesters, 2 credits each.

**270 Literature for the Kindergarten-Primary Years****Kluegel**

A course designed to acquaint the student with the literature, both technological and literary, suitable for children of kindergarten and primary years. First semester, 1 credit.

**271 Literature for the Intermediate and  
Upper Elementary Years****Kluegel**

A survey of literature suitable to children of the middle and upper years of the elementary school. First or second semester, 2 credits. (Not offered 1931-32.)

**273 Literature for Intermediate and  
Upper Elementary Years****Kluegel**

A survey of literature suitable to children of the middle and upper years of the elementary school. Same course as 271, except briefer. First or second semester, 1 credit. (Offered 1931-32 and 1932-33 only.)

**274 School Dramatics****Lawson**

In this course examination is made of the possibilities of dramatization in the work of the schools. A critical study is made of conflicting theories and practices in play-making and -producing, and the movement of the present time is sought. First or second semester, 2 credits.

**GEOGRAPHY****162 Occupational Life in the United States** Jarrett

This course consists of work upon a series of problems connected with man's adaptations to the natural environment in the United States. There will be study of his manner of living, his industries, means of transportation and communication, and trade. Special attention will be given to available source material for children. First or second semester, 2 credits. (Offered 1931-32 and 1932-33 only.)

**163 Occupational Life in Foreign Countries** Jarrett

A course similar to 162 except that attention will be centered chiefly upon the occupations and manner of life of foreign peoples which constitute their characteristic adaptations to the natural environment. Reading materials for children will be investigated. First or second semester, 2 credits. (Offered 1931-32 and 1932-33 only.)

**261 World Occupational Geography** Jarrett

This course will deal with most of the problems of 162 and 163 but will deal with certain of these problems more briefly. Part of the course will be given to an examination of reading and other materials suitable for pupils in the intermediate and upper elementary years. First or second semester, 3 credits. (Not offered 1931-32.)

**262 Hawaiian Geography** Jarrett

This course is designed especially to help teachers to interpret the activities of the people of Hawaii today. It will include a study of some of the typical industries of Hawaii, explained partly by certain geographic controls such as topography, climate, and natural resources; a study of the various races in Hawaii with some reference to their earlier history in Hawaii and present adjustments; and an attempt to show the relationship between Hawaii and other Pacific countries. Available materials for children for the study of Hawaiian geography will be examined. First or second semester, 2 credits.

**HAWAIIAN****150 Hawaiian Language** Akimo

This is a beginner's course intended to build up the student's vocabulary and knowledge of grammar and usage to the end that he may form simple sentences. The purpose is to aid in developing through a study of the language an understanding and appreciation of the Hawaiian environment which is so intimately associated with Hawaiian language. First or second semester, 2 credits.

**HEALTH EDUCATION****100 Hygiene** Smith

Attention in the course will be divided between personal hygiene and community and school hygiene and sanitation. Sufficient study is made of bodily functions to furnish a basis for the proper care of the body. Self-improvement in hygiene is encouraged through various devices including conferences with the instructor. Some time is given

to social hygiene. A brief study is made of communicable diseases. First aid is given attention. First and second semesters, 2 credits each.

**220 Health and Physical Education in the Kindergarten-Primary Years** **Waterman**

This course deals with the classroom teacher's responsibilities and opportunities in the health and physical education of young pupils. It will also give practice in the games and dances of young children. Two hours per week. First and second semesters, 1 credit each.

**222 Health and Physical Education in the Intermediate and Upper Elementary Years** **Waterman**

A study of what constitutes a proper health and physical education program for children between the ages of 9 and 14. Practice is given in the games and dances of children of these ages. Two hours per week. This course is open to women only. First and second semesters, 1 credit each.

**223 Health and Physical Education in the Intermediate and Upper Elementary Years** **Simpson**

This course is similar to 222 except that it will make more of a study of boys' athletics and give practice in these. Open to men only. First and second semesters, 1 credit each.

**HISTORY**

**135 Problems of the American Citizen** **Cary**

This course is intended to bring the student into contact with the current issues of American life and to guide him through an historical treatment of these problems to an increased understanding of the factors that have played a part in their evolution. The course should afford practical training in the reflective method of dealing with the economic, social, and political problems of our own time. First and second semesters, 2 credits each.

**150 History of the United States** **Gordon**

A course dealing particularly with problems in American life. Attention is given both to problems internal to America and to such international problems as immediately involve America. Progressive developments in American history are linked with current problems so far as possible. First semester, 4 credits. (Offered 1931-32 only.)

**152 History of the United States** **Gordon**

A course similar to 150, but briefer. Offered to students preparing to teach in the primary school. First semester, 2 credits. (Offered 1931-32 only.)

**154 Hawaiian History** **Akimo**

This course is a brief survey of the larger historical events of Hawaiian history. It involves a study of the background of various historical places and of the development of certain Hawaiian institutions of today. It is designed for teachers in the elementary schools. First or second semester, 2 credits.

**271 History Materials for Children****Gordon**

In this course an attempt is made to develop an acquaintance with types and sources of history materials suitable for the use of pupils in the middle and upper elementary years. First semester, 1 credit.

**273 Contemporary World History****Gordon**

This course is a brief survey of the conditions and problems of the present reconstruction period. Large use is made of current articles, editorials, and news stories. Second semester, 3 credits. (Offered 1931-32 only.)

**HOME ECONOMICS****240 Household Management****Otremba**

A study of the practical arrangement, organization, equipment, and care of the house in relation to costs and their contribution to better family life. Similar to 250, except that it gives more attention to the principles of art structure as applied to the problems of interior decoration. Registration limited to teachers in service. First and second semesters, 2 credits each.

**LIBRARY TECHNIQUE****150 Library Technique****Macdonald**

A course designed to give elementary acquaintance with the technique of library management that should prove valuable in caring for the school library. First or second semester, 1 credit.

**MUSIC****140 Mixed Chorus****Kahananui**

An opportunity for students to have experience in vocal ensemble work and to acquire a repertoire of good choral music. For students who have done very little work in music in the secondary schools, this course provides a valuable foundation course for later required work in music. Two one-hour meetings a week. First and second semesters, 1 credit each.

**145 Orchestra****Kahananui**

This course is open to students who have had orchestral experience in high school. It is offered to afford them an opportunity to continue this experience and to lead them to contribute in this field of music to the schools in which they later teach. Two one-hour meetings a week. First and second semesters, 1 credit each.

**147 Survey of Musical Literature****Kahananui**

The course is intended to provide the student with an opportunity to become acquainted with some of the masterpieces of music and to understand their messages and characteristics. The educational possibilities of the records heard will be discussed. Two one-hour meetings a week. First and second semesters, 1 credit each.

**235 Music for the Junior High School Years** **Kahananui**

A survey of current problems in junior high school music education. The organization of a program of music that will function in the life of the adolescent child. Music and character education. Voice classification in the junior high school. Organization of glee clubs, choruses and other music clubs. Second semester, 2 credits.

**240 Music for the Intermediate and Upper Elementary Years** **Kahananui**

A study of music education in the elementary school with emphasis on intermediate and upper elementary materials. The development of musical power and skill in reading will be studied, also the integration of music with other subjects in the curriculum with a view to developing an understanding of music as education. Study of the child voice and its care, especially the changing voice, will be made. Same course as 250, except carried throughout the year. Registration limited to teachers in service. First and second semesters, 1 credit each.

**250 Music for the Intermediate and Upper Elementary Years** **Kahananui**

A study of music education in the elementary school with emphasis on intermediate and upper elementary materials. The development of musical power and skill in reading will be considered, also the integration of music with other subjects in the curriculum with a view to developing an understanding of music as education. A study of the child voice and its care, especially the changing voice, will be included. Four class meetings a week. First semester, 2 credits. (Not offered 1931-32.)

**251 Music for the Kindergarten-Primary Years** **Kahananui**

A study of music education in the early years of the elementary school. The emphasis will be upon those materials for the kindergarten-primary years through which sensitiveness to beauty of tone and rhythm can be developed and which will lead the child to respond intelligently to musical experiences. A worthwhile song repertoire will be built. How the child's music work can function in our educational program will be discussed. A study of the child voice and its care will be made. Four class meetings a week. First or second semester, 2 credits.

**253 Music for the Intermediate and Upper Elementary Years** **Kahananui**

This course is similar to 250, except briefer. Two class meetings a week. First or second semester, 1 credit.

**261 Music History Through the Classical Period** **Kahananui**

A study of earlier periods of music in the light of their influence on the development of later music. Through records the growth of music in relation to environment and as influenced by changing civilization will be traced. Second semester, 2 credits.

**262 Music History of the Nineteenth Century** **Kahananui**

The study of the history of this period will involve listening to

much music. Comparison will be made between the development of the art and literature of this period and the development of music. A study will be made of the relation of this period to those preceding and following it. First semester, 2 credits. (Not offered 1931-32.)

#### PRACTICAL ARTS

##### 150 Hawaiian Arts

Kelle

Lauhala-weaving, involving preparation of material, use of waste, weaving of articles of household and personal use. Five hours of class meetings a week. First or second semester, 2 credits.

##### 250 Woodcraft

Reynolds

This course is intended to provide a working knowledge of the various common tools and materials and of the processes in which they are employed. Two two-hour periods a week. First or second semester, 2 credits. (Not offered 1931-32.)

##### 253 Woodcraft

Reynolds

This is the same course as 250, except briefer. One two-hour period a week. First semester, 1 credit. (Offered 1931-32 only.)

#### RELIGION

Certain courses in religion taken in the Hawaii School of Religion may be credited toward graduation from the University of Hawaii. The courses that may be credited are designated by the University.

Students desiring credit for work done in the Hawaii School of Religion should register the courses they intend to take on their University registration cards, which is considered a written request for credit for such courses. Complete registration is made at the School of Religion building.

#### SOCIOLOGY

##### 250 Sociology

Tanner

It is the purpose of the course to examine, so far as time allows, all factors and situations within the contemporary school and community, in order to discover the conditions within which a genuine education may be envisaged and, it may be, eventually developed. First semester, 3 credits.