

THE TEACHERS COLLEGE SLANT

OF THE

MOREHEAD  
STATE TEACHERS  
COLLEGE

CATALOG ISSUE

1936-1937



*Nineteen thirty-six and thirty-seven*

IN MEMORIAM



HONORABLE ALLIE W. YOUNG

*Member Board of Regents*

December 29, 1865

February 18, 1935

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1936

## CALENDAR

1936

## JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY

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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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## MARCH

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8	9	10	11	12	13	14	15
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## APRIL

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## MAY

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## OCTOBER

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1937

## CALENDAR

1937

## JANUARY

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## FEBRUARY

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## APRIL

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## AUGUST

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## SEPTEMBER

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## OCTOBER

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## NOVEMBER

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## DECEMBER

DECEMBER						
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## SCHOOL CALENDAR 1936-37

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### FIRST SEMESTER

Sept. 21	Monday	Registration for first semester
Sept. 22	Tuesday	Class work begins
Sept. 22	Tuesday	Fee charged for late entrance (\$1.00 per day)
Sept. 28	Monday	Last day to register for full load
Sept. 28	Monday	Entrance examinations held
Oct. 13	Tuesday	Last day to register for credit
Oct. 13	Tuesday	Students whose entrance credits are not on file will be dropped
Nov. 26	Thursday	Thanksgiving (Holiday)
Dec. 19	Saturday	Christmas vacation begins at noon
Jan. 4	Monday	Class work resumes 7:30 a. m.
Jan. 27	Wednesday	Examinations begin
Jan. 29	Friday	Semester closes

### SECOND SEMESTER

Feb. 1	Monday	Registration for second semester
Feb. 2	Tuesday	Class work begins
Feb. 2	Tuesday	Fee charged for late entrance (\$1.00 per day)
Feb. 8	Monday	Last day to register for full load
Feb. 8	Monday	Entrance examinations held
Feb. 23	Tuesday	Last day to register for credit
Feb. 23	Tuesday	Students whose entrance credits are not on file will be dropped
April 5	Monday	Registration for spring term
April 6	Tuesday	Class work begins
April 6	Tuesday	Fee charged for late entrance
April 7	Wednesday	Last day to register for full load
April 8	Thursday	Entrance examinations held
April 12	Monday	Last day to register for credit
April 14	Wednesday	Spring vacation begins at noon.
April 19	Monday	Class work resumes at 8:00 a. m.
April 19	Monday	Students whose entrance credits are not on file will be dropped
May 30	Sunday	Baccalaureate Sermon
June 1	Tuesday	Examinations begin
June 3	Thursday	Commencement
June 4	Friday	Semester closes

### SUMMER SCHOOL

The Summer School of 1937 will consist of one term of eight weeks, the beginning and closing dates to be announced later.

## OFFICERS OF ADMINISTRATION

---

HARVEY A. BABB.....	<i>President</i>
WILLIAM H. VAUGHAN.....	<i>Dean</i>
W. C. LAPPIN.....	<i>Director of Training School</i>
MARY PAGE MILTON.....	<i>Registrar</i>
ALICE PALMER MORRIS.....	<i>Librarian</i>
MARY MARGUERITE BISHOP.....	<i>Assistant Librarian</i>
DOROTHY HESSON .....	<i>Recorder</i>
W. H. RICE.....	<i>Supt. of Buildings and Grounds</i>
G. B. SENFF.....	<i>Treasurer</i>
HARLAN BLAIR .....	<i>Business Agent</i>
C. B. LANE.....	<i>Auditor</i>
MARJORIE ESHAM .....	<i>Bookstore and Post Office</i>
WILLIAM H. HUDGINS.....	<i>Clerk</i>
HANNAH C. BLAIR.....	<i>Cashier in Cafeteria</i>
Z. T. YOUNG.....	<i>Supply Clerk</i>

## PERSONNEL

CURRALEEN C. SMITH .....	<i>Dean of Women</i>
EXER ROBINSON .....	<i>Assistant to the Dean of Women</i>
J. D. FALLS.....	<i>Director of Personnel</i>
G. C. NICKELL.....	<i>School Physician</i>
MAUDE HACKNEY .....	<i>School Nurse</i>

## SECRETARIES

ANNA B. CARTER.....	<i>Secretary to the President</i>
VIRGINIA K. CONROY.....	<i>Secretary to the Dean</i>
EVALEE WOOD .....	<i>Secretary of Extension</i>
OLIVE SAGRAVES .....	<i>Secretary—Placement Bureau and Training School</i>

## THE FACULTY

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- HARVEY ARTHUR BABB, B. S., A. M.....*President*  
 B. S., University of Kentucky, 1911  
 A. M., University of Kentucky, 1934  
 Graduate Student, University of Kentucky, 1934-35
- WILLIAM HUTCHINSON VAUGHAN, A. B., A. M.....*Dean*  
 A. B., Georgetown College, 1923  
 A. M., George Peabody College, 1927  
 Graduate Student, George Peabody College, 1930-1931
- EMMA O. BACH, A. M., Ph. D.....*Modern Languages*  
 Sekundarlehrerpatent, University of Berne, 1909  
 A. M., University of Nebraska, 1913  
 Ph. D., The Johns Hopkins University, 1930  
 Professor Modern Languages  
 Head of Department
- GABRIEL CONKLYN BANKS, A. B., B. D., A. M.....*English*  
 A. B., Transylvania College, 1917  
 B. D., College of the Bible, 1921  
 A. M., Yale University, 1924  
 Instructor in English
- JAMES GILBERT BLACK, B. S., M. S., Ph. D.....*Mathematics and Physics*  
 B. S., University of Kentucky, 1921  
 M. S., University of Kentucky, 1922  
 Ph. D., University of Michigan, 1928  
 Professor of Mathematics and Physics  
 Head of Department
- MARTHA RIPPERDAN BLESSING, B. S., M. S.....*Mathematics*  
 B. S., University of Kentucky, 1897  
 M. S., University of Kentucky, 1902  
 Assistant Professor of Mathematics
- CATHERINE L. BRAUN, B. S.....*Geography*  
 B. S., George Peabody College, 1926  
 Graduate Student, University of Chicago, 1932-33  
 Instructor in Geography

- KATHERINE DUVALL CARR, A. B., A. M. .... *Biology*  
 A. B., University of Kentucky, 1931  
 A. M., University of Kentucky, 1932  
 Instructor in Biology
- LUCILLE CATLETT, A. B., A. M. .... *Training School*  
 A. B., Goucher College, 1927  
 A. M., University of Southern California, 1933  
 Critic Teacher in Science
- CLAIRE LOUISE CAUDILL, B. S. .... *Physical Education*  
 B. S., Ohio State University, 1934  
 Instructor in Physical Education
- NAOMI CLAYPOOL, A. B., A. M. .... *Art*  
 A. B., University of Kentucky, 1930  
 A. M., Teachers College, Columbia University, 1932  
 Instructor in Art
- KEITH P. DAVIS, B. S., M. A. .... *Music*  
 B. S., New York University, 1933  
 M. A., Teachers College, Columbia University, 1934  
 Instructor in Orchestra
- G. D. DOWNING, LL. B. .... *Physical Education*  
 LL. B., University of Kentucky, 1920  
 Director of Physical Education
- ANDREW ESTREM, A. B., A. M., Ph. D. .... *English*  
 A. B., Luther College, 1886  
 A. M., Cornell University, 1889  
 Ph. D., Cornell University, 1892  
 Associate Professor of English
- LINUS A. FAIR, A. B., A. M. .... *Mathematics and Physics*  
 A. B., Arkansas State Teachers College, 1925  
 A. M., George Peabody College, 1930  
 Assistant Professor in Mathematics and Physics
- JAMES DAVID FALLS, A. B., B. S., M. A., Ph. D. .... *Education*  
 A. B., Ogden College, 1920  
 B. S., George Peabody College, 1922  
 M. A., George Peabody College, 1923  
 Ph. D., George Peabody College, 1926  
 Associate Professor of Education
- NEVILLE FINCEL, A. B., A. M. .... *Economics*  
 A. B., University of Kentucky, 1921  
 A. M., University of Kentucky, 1932  
 Graduate Work, University of Virginia, 1933-34  
 Assistant Professor in Economics

- MARVIN GEORGE, B. S., A. M.....*Music*  
 B. S., State College, Bowling Green, Ohio, 1930  
 A. M., Teachers College, Columbia University, 1931  
 Instructor in Band and Orchestra
- HENRY CLAY HAGGAN, B. S., M. S. in Agriculture.....*Agriculture*  
 B. S. in Agriculture, University of Kentucky, 1918  
 M. S. in Agriculture, University of Kentucky, 1934  
 Professor of Agriculture  
 Head of Department
- MYRTIS W. HALL, B. S., A. M.....*Home Economics*  
 B. S., George Peabody College, 1925  
 A. M., George Peabody College, 1930  
 Instructor in Home Economics  
 Head of Department
- ERNEST HOGGE .....*Chemistry*  
 B. S., Morehead State Teachers College, 1931  
 M. S., University of Kentucky, 1934  
 Graduate Student, University of Kentucky, 1934-35  
 Instructor in Chemistry
- REX LIVINGSTON HOKE, A. B., A. M., Ph. D.....*Education*  
 A. B., University of West Virginia, 1922  
 A. M., University of Chicago, 1926  
 Ph. D., University of Cincinnati, 1928  
 Associate Professor of Education
- LEWIS HENRY HORTON, A. B.....*Music*  
 A. B., Oberlin College, 1923  
 Instructor in Music  
 Head of Department
- INEZ FAITH HUMPHREY, A. B., A. M.....*English*  
 A. B., Eureka College, 1910  
 A. M., University of Chicago, 1927  
 Graduate Student, University of Michigan, 1930-31  
 Associate Professor of English  
 Acting Head of Department
- WARD B. JACKSON, A. B., M. A.....*English*  
 A. B., University of Kentucky, 1928  
 M. A., University of Kentucky, 1932  
 Instructor in English
- ELLIS TUCK JOHNSON, A. B. ....*Physical Education*  
 A. B., University of Kentucky, 1932  
 Head Coach

- ROMIE D. JUDD, A. B., A. M.....*Education*  
 A. B., Georgetown College, 1916  
 A. M., University of Chicago, 1929  
 Graduate Work, Harvard University, Teachers  
 College, Columbia University, and George  
 Peabody College  
 Professor of Education and Head  
 of Department
- WARREN C. LAPPIN, A. B., A. M.....*Training School*  
 A. B., Transylvania College, 1920  
 A. M., University of Chicago, 1929  
 Associate Professor in Education  
 Director of Training School
- ARTHUR Y. LLOYD, A. B., A. M., Ph. D.....*History and  
Government*  
 A. B., Western Kentucky State Teachers College, 1926  
 A. M., Vanderbilt University, 1929  
 Ph. D., Vanderbilt University, 1934  
 Professor of History and Government  
 Head of Department
- JESSE T. MAYS, A. B., A. M.....*Industrial Arts*  
 A. B., Union College  
 A. M., George Peabody College, 1933  
 Instructor in Industrial Arts
- FRANK B. MILLER, A. B., M. Ed., Ph. D.....*Education*  
 A. B., University of Akron, 1925  
 M. Ed., University of Akron, 1927  
 Ph. D., University of Kentucky, 1934  
 Associate Professor of Education
- LEONARD MILLER, A. B.....*Physical Education*  
 A. B., University of Kentucky, 1931  
 Assistant Coach
- JUANITA MINISH, A. B., A. M.....*Training School*  
 A. B., Transylvania College, 1919  
 A. M., George Peabody College, 1930  
 Critic Teacher, Foreign Languages
- AMY IRENE MOORE, B. S., A. M.....*Training School*  
 B. S., Kansas State Teachers College, 1917  
 A. M., University of Chicago, 1925  
 Critic Teacher in Mathematics
- KATHLEEN MOORE, A. B., A. M.....*Training School*  
 A. B., Mississippi State College for Women, 1926  
 A. M., Teachers College, Columbia University, 1929  
 Critic Teacher, Third Grade

- ALICE PALMER MORRIS, A. B., B. O.....*Librarian*  
 A. B., Carroll College, 1913  
 B. O., Carroll College, 1914  
 Instructor in Library Science
- EDNA NEAL, A. B., A. M.....*Training School*  
 A. B., University of Kentucky, 1929  
 A. M., Teachers College, Columbia University, 1933  
 Critic Teacher, Second Grade
- CLARENCE E. NICKELL, A. B., M. A.....*Education*  
 A. B., University of Kentucky, 1925  
 M. A., University of Kentucky, 1932.  
 Assistant Professor of Education
- EVELYN ODOM, A. B., A. M.....*Training School*  
 A. B., Winthrop College, 1928  
 A. M., Teachers College, Columbia University, 1933  
 Critic Teacher, Fourth Grade
- ETTA M. PAULSON, A. B., A. M.....*Training School*  
 A. B., Western State Teachers College, Kalamazoo,  
 Michigan, 1922  
 A. M., Teachers College, Columbia University, 1930  
 Critic Teacher, Fifth Grade
- CHARLES O. PERATT, A. B., Ph. B., A. M.....*History and  
 Government*  
 A. B., University of Kentucky, 1904  
 Ph. B., University of Chicago, 1916  
 A. M., Columbia University, 1919  
 Graduate Student, Columbia University, 1931-32  
 Associate Professor of History and Government
- DOROTHY J. RIGGS, A. B., A. M.....*Music*  
 A. B., University of Iowa, 1930  
 A. M., Eastman School of Music, 1932  
 Instructor in Piano
- BETTIE M. ROBINSON, A. B., A. M.....*English*  
 A. B., Georgetown College, 1893  
 A. M., Columbia University, 1926  
 Instructor in English
- ELIZABETH ROOME, B. S., A. M.....*Training School*  
 B. S., Columbia University, 1924  
 A. M., University of North Carolina, 1930  
 Critic Teacher, First Grade
- WILLIAM DUVALL SCROGGINS, A. B.....*Physical  
 Education*  
 A. B., Morehead State Teachers College, 1933  
 Instructor in Physical Education

- EARL KING SENFF, A. B., A. M.....*History and  
Government*  
A. B., University of Kentucky, 1931  
A. M., University of Chicago, 1933  
Instructor in History and Government
- \*MILDRED SILVER, A. B., A. M.....*Training School*  
A. B., Lawrence College, 1917  
A. M., Northwestern University, 1918  
Instructor in English
- LORENE SPARKS, A. B., A. M.....*Training School*  
A. B., Kentucky Wesleyan College, 1929  
A. M., Teachers College, Columbia University, 1933  
Instructor in Social Science
- RUSSELL FRANKLIN TERRELL, A. B., A. M., Ph. D.....*Economics and  
Sociology*  
A. B., University of Nashville, 1904  
A. M., George Peabody, 1916  
Ph. D., George Peabody College, 1926  
Professor of Economics and Sociology  
Head of Department
- REBECCA THOMPSON, B. S., A. M.....*Training School*  
B. S., George Peabody College, 1925  
A. M., George Peabody College, 1929  
Critic Teacher, Sixth Grade
- ERNESTINE TROEMEL, B. S., A. M.....*Health and  
Physical Education*  
B. S., University of Wisconsin, 1925  
A. M., Teachers College, Columbia University, 1932  
Instructor in Health and Physical Education
- WILFRED A. WELTER, B. S., M. S., Ph. D.....*Biology*  
B. S., University of Minnesota, 1926  
M. S., Iowa State College, 1927  
Ph. D., Cornell University, 1932  
Associate Professor of Biology
- ELLA WILKES, B. S., M. S.....*Geography*  
B. S., Peabody College, 1924  
M. S., University of Chicago, 1931  
Associate Professor of Geography
- GEORGE THOMPSON YOUNG, A. B., A. M.....*Training School*  
A. B., Centre College, 1931  
A. M., Columbia University, 1935  
Instructor in Social Science

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\* Leave of absence 1936-37.

## COMMITTEES 1935-36

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### EXECUTIVE

BABB, <i>Chairman</i>	MILTON, <i>Secretary</i>
SMITH	FALLS
JUDD	VAUGHAN
LAPPIN	BLACK

HAGGAN

### ATHLETIC

JUDD, <i>Chairman</i>	JOHNSON
BLACK	JACKSON

RICE

### CERTIFICATES

LAPPIN, <i>Chairman</i>	VAUGHAN
	MILTON

### ANNUAL

CLAYPOOL, <i>Chairman</i>	CARR
HOGGE	BANKS

SENIOR SPONSOR

### LYCEUM AND ENTERTAINMENTS

PERATT, <i>Chairman</i>	HORTON
HOKE	DOWNING

### LIBRARY

WELTER, <i>Chairman</i>	LLOYD
HUMPHREY	ROBINSON
WILKES	MORRIS, <i>Secretary</i>

JUDD

### Y. M. C. A.

HAGGAN, <i>Chairman</i>	GEORGE
	TERRELL

### Y. W. C. A.

SMITH, <i>Chairman</i>	EXER, ROBINSON
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## ENTRANCE AND ADVANCED STANDING

MILTON, <i>Chairman</i>	HALL
HUMPHREY	VAUGHAN

## EXTENSION

FALLS, <i>Chairman</i>	MILTON
VAUGHAN	

## TRAIL BLAZER

FALLS, <i>Chairman</i>	HUMPHREY
GEORGE	

## CATALOG

VAUGHAN, <i>Chairman</i>	<i>All Heads of Departments</i>
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## EXCURSION AND FIELD TRIPS

BRAUN, <i>Chairman</i>	TERRELL
SMITH	CARR

## SOCIAL

EXER ROBINSON, <i>Chairman</i>	ODOM
SENFF	PAULSON
MILTON, <i>Secretary</i>	HAGGAN

## CONVOCATION

MILLER, <i>Chairman</i>	BRAUN
FAIR	HORTON
A. I. MOORE	

## STUDENT RELATIONS

VAUGHAN, <i>Chairman</i>	EXER ROBINSON
SMITH	LAPPIN
FALLS	

## STUDENT LOAN COMMITTEE

GEORGE, <i>Chairman</i>	SMITH
LANE	



JOHNSON CAMDEN LIBRARY

## SECTION I.

### THE ORGANIZATION OF THE COLLEGE

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#### THE BOARD OF REGENTS

The government of the Morehead State Teachers College is vested by law in the Board of Regents. The Board of Regents is the legislative body of the college and is the final authority in all matters of administration. The Board exercises a general supervision over the financial and educational policies of the institution, but in accordance with established principles of educational administration, it chooses an executive officer, known as the President, on whom it depends for advice and direction in all matters pertaining to the formulation and execution of its plans and policies.

#### COLLEGE ORGANIZATION

The Morehead State Teachers College has the following organization:

##### The Organization in General

- President's Office
- Dean's Office
- Executive Committee
- Faculty
- Registrar
- Business Office
- Dean of Men
- Dean of Women
- Extension Office
- Standing Committees
- Superintendent of Buildings and Grounds
- Library
- Placement Bureau
- Stenographic Bureau
- Bookstore and Post Office

- b. Executive body of the faculty to see that the regulations and general policies adopted by the faculty are put into execution.
- c. Jurisdiction over questions of scholarship and attendance, student load, change of schedules, student activities, calendar and vacations, and the coordination of outside activities.
- d. Consideration of student petitions and other administrative detail assigned by the President.

### THE FACULTY

The Faculty of the Morehead State Teachers College shall consist of all officers of instruction of the rank of instructor and above.

The Faculty has regular monthly meetings on the third Tuesday of each month and special meetings upon the call of the President or the Dean.

The Faculty is the legislative body of the college, in so far as the powers of legislation are not reserved to the Board of Regents or to the President. It shall be its duty to consider recommendations of the Executive Committee as to possible legislation. It has jurisdiction over the following:

- a. Requirements and methods for admission, advanced standing, graduation, and issuance of diplomas and certificates.
- b. Recommendation of candidates for degrees.
- c. Regulations as to the library, in so far as such regulations are not reserved to the province of the Library Committee.
- d. General interests of student life, such as health, food administration, conditions of living, regulation of social life, athletics, and extra-curricular activities.
- e. Supervision of curriculum construction, particularly with reference to changes in courses and the addition of new ones.

The Faculty always has the right to address the President or the Board of Regents upon any matter in connection with the life of the institution.

## SECTION II.

### GENERAL INFORMATION

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#### HISTORY

The Morehead State Normal School was created in 1922 by an act of the General Assembly of Kentucky. This act provided for the opening of two normal schools, one in Eastern and one in Western Kentucky, for the purpose of training white elementary teachers. Morehead and Murray were the locations selected for these schools by a commission named for that purpose. Since that time the name of the school has been changed twice as has seemed appropriate to its growth and organization. In 1926 it became the Morehead State Normal School and Teachers College, and in 1930 the present name of the Morehead State Teachers College was given. This same year similar changes were made in the three sister institutions of the State.

On September 24, 1923, the school opened with Professor Frank C. Button as its first president. There was a faculty of nine members and a student body of less than one hundred. President Button had served for twenty-five years as head of the Morehead Normal School, a private institution upon whose site the new State normal had been built. Before the end of the first year, the faculty has grown to thirteen members and the student body to two hundred and fifty. There has been since that time, an increase in the number of both students and faculty, as well as additions to the housing facilities.

#### LOCATION

The Morehead State Teachers College is located in Morehead, midway between Lexington and Ashland. It is reached by the Chesapeake & Ohio and the Morehead and North Fork railroads, and United States Highway 60, well known as the Midland Trail. It is the most accessible Kentucky institution of higher learning for the people of the Big Sandy and

Licking River Valleys, and the Ohio Valley section from Ashland to Cincinnati. It is within easy reach of the people of both the Cumberland and the Kentucky River Valleys.

The campus of approximately seventy-five acres is composed largely of the wooded slope of a mountain, and stretches out toward the southeast into the practically level athletic field. This setting is of unsurpassed natural beauty. Added to the attraction of inspiring scenery are those of a healthful climate and unusually cool summer nights. The campus, as well as the surrounding country, offers much of interest to the pleasure seeker, the lover of nature, the student, and the student of natural sciences. The lawns are terraced and face on a boulevard, which extends the entire length of the campus.

### BUILDINGS

The splendid new buildings of the college, situated as they are on the edge of the mountain slope overlooking the valley of Triplett Creek, present an imposing panorama of architectural beauty. They are of the Tudor-Gothic design, the library being the best example of the type, and all conforming in general style. The administration building occupies the central position in the group. Allie Young Hall, the library, Fields Hall, the auditorium-gymnasium and the president's home form an arc to the west of the campus, while Thompson Hall, the training school building and the stadium complete the arc toward the east. All of these buildings are of reinforced concrete, red brick and stone, and are fireproof.

### THE ADMINISTRATION BUILDING

This imposing structure, the first of the group to be completed, was ready for occupancy in 1926. In it are located the administrative offices, the science laboratories, recitation rooms, the college bookstore and a well-equipped college post office for the convenience of the faculty and the students.

### THE DORMITORIES

Allie Young Hall and Fields Hall are dormitories for women. Both are equipped with modern conveniences, including electric lights, steam heat, and shower and tub baths. The

student rooms are attractive and comfortable and these, with the tastefully furnished recreation rooms and reception parlors, furnish ideal living accommodations during the entire college year. Allie Young Hall will normally accommodate one hundred forty-five and Fields Hall one hundred sixty-five, with two or three women occupying each room.

Thompson Hall for men is equally as well and as tastefully equipped as the dormitories for women. It will accommodate one hundred sixty-five students.

#### THE CAFETERIA

The cafeteria is located on the ground floor of Allie Young Hall. It has been enlarged and redecorated recently and is a feature of the college of which everyone may feel justly proud. The kitchen is equipped with the most modern electrical cooking apparatus, is thoroughly sanitary, and open to inspection at any time.

#### THE PRESIDENT'S HOME

This is a dignified brick residence, completed in 1930, and standing on a terraced lawn at the southwest corner of the campus, facing the boulevard. The house is fully equipped with modern conveniences and is beautifully furnished in keeping with the importance and dignity of such a building.

#### THE AUDITORIUM-GYMNASIUM

The auditorium and gymnasium are included in one building. The gymnasium has a large playing floor and bleachers accommodating nine hundred, with standard locker and shower equipment in the basement. The auditorium, main floor and balcony, has a seating capacity of 1,500, and provides from all points an unobstructed view of the orchestra pit and stage.

#### THE JOHNSON-CAMDEN LIBRARY

The Johnson-Camden Library, finished in 1930, is a beautiful white stone building standing against a green background of pine-covered mountain slopes, and seen from the boulevard between Allie Young and Fields Halls. The library has a reading room and research facilities for 1,500 students, and a book-

## SECTION III.

### SPECIFIC INSTRUCTIONS TO STUDENTS

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#### WHEN TO ENTER

The school year is composed of two semesters, one spring term, and two summer terms. Each semester is eighteen weeks in length; the spring term nine weeks; the summer term eight weeks. For 1936-37 the fall semester begins Monday, September 21; the second semester, Monday, February 1; the spring term, Monday, April 5; the summer term, Monday, June 14. It is desirable, of course, that students enter at the beginning of the fall term, as the year's work is organized to begin at that time. This organization of curricula together with the summer terms, will make it possible for capable and ambitious students to complete the four years of college work in three calendar years. It is well for prospective students to note the latest date at which they may enter if they are to carry a full load and receive full credit.

#### HOW TO COME

Students from the Big Sandy Valley, coming via Ashland, can reach Morehead either by the C. & O. Railroad, or by the bus lines over the Midland Trail (U. S. Highway No. 60). The present schedule provides for a number of busses each way daily. Exact times of departure may be ascertained at the C. C. C. Bus Station at the south entrance of the Arcade, Ashland, Kentucky. Those from certain sections of Elliott and Morgan counties may come by the Morehead and North Fork railroad, or there is a regular bus line from Sandy Hook making daily trips. The highway from Salyersville by way of West Liberty to Morehead is now completed and is in very good condition the entire year. Those from points accessible to Mt. Sterling or Winchester or from beyond Lexington may choose between the C. & O. Railroad and the regular bus lines. Information may be obtained in Lexington at the Union Sta-



tion or at the C. C. C. Bus Station, both located near the post office. Those from the Ohio River counties may come by way of Flemingsburg over a bus line or by way of Ashland by train or bus.

#### THE FLEMINGSBURG ROAD

A new concrete boulevard has recently been completed from Morehead to Flemingsburg. This highway reduces the distance from Morehead to Flemingsburg by thirty-two miles. It also reduces the distance from Morehead to Maysville by thirty-two miles. This new highway brings Brooksville and Falmouth nearer to Morehead by thirty-two miles than they were a few years ago. Covington, Newport, Fort Thomas and all of the Northern Kentucky territory are fifty miles nearer Morehead by reason of this new highway. Morehead can now

be reached from Flemingsburg in forty minutes; Maysville in one hour and ten minutes, and the Northern Kentucky territory in three hours.

The construction of good roads throughout Eastern Kentucky is rapidly bringing about a system of bus lines that touch nearly all sections of the territory.

#### WHAT TO BRING

Students expecting to room in the dormitories should bring the following articles: laundry bag, a pair of blankets, a comfort, a bedspread, window curtains and necessary toilet articles, including towels. The school provides pillowcases and sheets and has them laundered. Students who plan to lodge in private homes should ascertain before coming to school the articles they will be required to furnish. Expensive clothes are not necessary, but neatness and cleanliness are required.

#### RESERVING ROOMS IN DORMITORIES

All boarding students are expected to room in the dormitories. Any one desiring a room should write to the Dean of Men or Dean of Women, and enclose \$3.00 to secure reservation. This amount will be placed to the student's credit. Permanent room assignment will not be made until the student has made satisfactory arrangements with the business office. It is advisable for prospective students to reserve rooms at the earliest possible date. Reservations will be made in the order of their receipt.

The reservation fee is retained as a deposit fee to cover any damages to room equipment. If there is no damage to be deducted when the student leaves, the \$3.00 fee is refunded. If one reserves a room and decides not to come, the deposit fee is returned, provided application for its return is received seven days in advance of the opening of the term for which the reservation was made.

Room reservations are void if not claimed by twelve o'clock midnight, Monday, the opening day of the term, and the fee is forfeited. Room reservations are not transferable.

### DORMITORY LIFE

Students living in dormitories are expected to care for their rooms, to keep them clean and orderly, and ready for daily inspection. The school endeavors to make it possible for students to live in a refined atmosphere under good living conditions. The same conduct will be expected from each student as would be expected of him or her in a refined, private home. Students are expected to be economical in the use of water, lights and heat. Any woman student remaining out of the dormitory over night without permission will be automatically suspended.

### RULES CONCERNING STUDENTS RESIDING IN PRIVATE HOMES

The college maintains a list of approved private homes where students may room during the terms when the attendance exceeds the capacity of the dormitories.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories unless they are granted permission by the President and Dean of Women to room elsewhere.

Students should not engage room or board before ascertaining from the Dean of Women that the landlady's name is on the list. The fact that students have roomed or boarded at a home during the previous year is not necessarily a guarantee that the home is on the present list. Women students desiring to room with relatives or friends must obtain the approval of the Dean of Women before completing registration.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control, and supervision of the school.

Every woman student not residing in the dormitories is required to register her address with the Dean of Women on the day of registration.

### ROOMS FOR MARRIED COUPLES

The school maintains no rooms for married couples. However, there are places in the community where light house-

keeping can be done. These may be rented furnished or unfurnished. Prospective students desiring such rooming places are advised to communicate with the Dean of Women in advance of their entrance, so that the best possible arrangements may be made.

#### BOARDING FACILITIES

Board is provided in the cafeteria, which is located in Allie Young Hall. The cuisine is excellent, and food is sold practically at cost. Cafeteria coupon books, good for \$5.00 in board, are on sale at the Business Office at all times and may be purchased as needed. Board will average approximately \$4.00 per week.

Men and women students occupying rooms on the campus are **required** to take their meals at the College Cafeteria. They are expected to pay for four cafeteria coupon books in advance at the beginning of each semester and the mid-semester, and three coupon books at the beginning of the summer term. The books may be left at the Business Office and called for when needed.

**No cooking, storage, or serving of food will be permitted in dormitory rooms. Any student violating this rule will be asked to leave his or her room, and in case of such release of room, no room rent will be refunded.**

#### EXPENSES

##### INCIDENTAL FEE:

The incidental fee for all students, payable at the time of registration, is \$25.00 for each semester, and \$12.50 for each spring and summer term. It entitles a student to admission to athletic contests, to lyceum numbers and special lectures, to a subscription to the **Trail Blazer**, to library service and medical advice and attention by the school physician.

##### TUITION:

No tuition is charged to residents of Kentucky. The tuition for nonresidents of the state is \$15.00 per semester of eighteen weeks, \$7.50 for the spring term, and for the summer term.

**REFUNDS:**

Refunds of fees will be made as follows:

A student withdrawing during the first week will be refunded 75% of his fees.

A student withdrawing within the first month will be refunded 50% of his fees.

No refund will be made after the first month.

This same regulation will govern refunds on out-of-state tuition.

**SPECIAL FEES PER SEMESTER:**

A general deposit fee of \$3.00 is required of all students to cover any possible damage to school property, or to pay for books taken from the library and not returned. After deducting charges for such damages at the end of the semester, the remainder of this deposit is returned. Such damages to school property as can be traced to an individual are charged to him.

Breakage in all laboratory courses must be paid for by the student.

Special fees are collected for the purpose of covering the cost of supplies and materials used by the students in class work.

**PHYSICAL EDUCATION FEE:**

All women students who register in Physical Education activity courses are required to pay a rental fee of \$1.00 per term or semester for the use of a locker, lock, and towel during that term.

**SWIMMING FEE:**

All college students who register for swimming are required to pay a swimming fee of \$1.00.

**SWIMMING POOL REGULATIONS****FEES:**

- 1) All college students and faculty members of the Morehead State Teachers College shall pay a fee of \$1.00 per school term for the privilege of using the pool. Families of faculty members shall be included in this classification.
- 2) All employees other than faculty members shall pay a

fee of \$1.00 per school term for the privilege of using the pool.

- 3) All training school pupils of the Morehead State Teachers College shall pay a fee of \$1.00 per school term for the privilege of using the pool.
- 4) All persons other than those mentioned above shall pay the regular incidental fee plus the \$1.00 pool fee for the use of the pool during any school term.

#### **MEDICAL EXAMINATIONS:**

A medical and physical examination by the school physician shall be required of all persons using the pool.

#### **TO GAIN ADMITTANCE TO THE POOL:**

- 1) The individual shall present a "Swim" card with three signatures thereon, viz.:
  - a. That of the school physician (medical approval).
  - b. That of the business agent (indicating payment of fees).
  - c. That of the physical education instructor (indicating registration in classes).
- 2) The individual shall wear a cotton bathing suit. The college does not furnish suits, nor does it launder them.
- 3) The girls shall wear caps and rubber shoes.
- 4) All individuals will be required to take a shower and step into the disinfecting footbath before entering the pool.

#### **MISCELLANEOUS REGULATIONS:**

No person shall go into the pool, except at the hours specified on the schedule posted on the bulletin boards.

No person shall be permitted to walk on the runways around the pool in street shoes.

No person shall go into the pool unless there is a life guard present.

All "Swim" cards are non-transferable. Any cards transferred will be invalidated.

#### **FEE FOR LATE REGISTRATION:**

Students who enroll after the day of registration, are required to pay an additional fee of \$1.00 for each day they are late, the total not to exceed \$5.00.

**FEE FOR CHANGE OF SCHEDULE:**

A fee of \$1.00 will be charged for each voluntary change which a student makes in his schedule after it has been prepared and approved at the time of registration. Therefore, students are advised to give careful study to the program of classes and the requirements to be met before having their class schedules approved. If a change in schedule is requested by the Registrar or Dean, the student will not be requested to pay a fee.

**NECESSARY EXPENSES AT MOREHEAD FOR ONE SEMESTER, EIGHTEEN WEEKS:**

Incidental fee .....	\$25.00
Deposit fee .....	3.00
Room rent .....	27.00
Board @ \$4.00 per week, approximately.....	72.00
College post office box rent .....	.50
Estimated cost of books .....	15.00
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Total .....	\$142.50

**THE FOLLOWING EXPENSES ARE PAYABLE IN ADVANCE FOR THE SEMESTER:**

Incidental fee .....	\$25.00
Deposit fee .....	3.00
Room rent in the dormitories .....	27.00
Board in the College Cafeteria, 4 tickets .....	20.00
College post office box rent .....	.50
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Total .....	\$75.50

**NECESSARY EXPENSES FOR THE SUMMER TERM:**

Board @ \$4.00 per week, approximately .....	\$32.00
Room rent in the dormitories .....	12.00
Incidental fee .....	12.50
Deposit fee .....	3.00
Books and supplies (approximately) .....	10.00
College post office box rent .....	.25
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Total .....	\$69.75

**SPECIAL FEES:**

It is necessary to charge a nominal fee for the use of equipment and materials furnished by the department of Art as there is no appropriation made for expenditure in this department. See Art department write-up.

**Home Economics:**

Foods .....	\$2.50
Clothing .....	.50

**MUSIC:**

55a—\$2.00 per semester
55b—\$2.00 per semester
56a—\$2.00 per semester
56b—\$2.00 per semester
57a—\$1.00 per semester
57b—\$1.00 per semester
58a—\$1.00 per semester
58b—\$1.00 per semester
59a—\$1.00 per semester
59b—\$1.00 per semester
60a—\$1.00 per semester
60b—\$1.00 per semester
75 —\$2.00 per semester

<b>SWIMMING</b> , per semester .....	\$1.00
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**OPPORTUNITY FOR STUDENT EMPLOYMENT:**

The school has made it possible for a limited number of students to earn a part of their expenses, such as board or room rent, or both, by doing various kinds of work for the college, such as working in the cafeteria, dormitories, offices, and various buildings. Other students may find employment of various types in Morehead.

Students are advised not to enter expecting employment of this kind unless they have arranged for it in advance. Students are cautioned against attempting such outside work unless they are doing a very high grade of work in their classes and have a physical vigor that makes additional duties possible without endangering their health.

As a general rule, students should enter prepared to pay all of their expenses for at least one semester.

Students desiring employment on the campus should note the following regulations:

1. Assignment of employment will be made only on written application of the student to the president.
2. The following classes of students are eligible to appointment for employment: (a) Students whose character

and previous work give promise of successful college work;  
(b) Those who are in need of financial assistance.

3. Employment is contingent upon the student's satisfactory performance of all his college duties, cheerful conformity to all college regulations, maintenance of proper standards of conduct and the economical use of both time and money.

4. Students who are employed must carry full work unless specifically excused by action of the faculty.

5. Employment may be terminated at any time if the holder is not conforming to the conditions on which it was granted.

6. All students employed by the school must maintain an average grade of "C" or better.

7. Students employed by the institution are expected to perform their duties regularly and will not be allowed substitutes on week ends.

Church of God. These churches give the students a hearty welcome to all their services. While the students are not required to attend church, they are encouraged to affiliate themselves with the church of their choice and find a church home. All denominations are represented in the college faculty, who for the most part have their membership in the Morehead churches.

A definite course in the Literature of the Bible is offered in the college. The authorities of the college believe that this course will mean much to the religious life of those who take advantage of it, and to the various communities of the state where these young people may live.

#### **Y. M. C. A. AND Y. W. C. A.**

Early in the history of the college, branches of the Young Men's Christian Association and the Young Women's Christian Association were organized. These organizations try to keep alive the religious spirit of the young people on the campus. Under the auspices of the Y. W. C. A., vesper services are held from time to time. Members of the faculty and invited guests often take part in these services. While the primary intention of these organizations is to foster the religious life of the students, they often furnish a very wholesome form of social life in the way of informal entertainments. New students are invited to become members of these organizations, and especially are they invited to call upon the members for assistance and advice in their efforts to align themselves with the college life. The college authorities heartily recommend these organizations and lend their support to further the spiritual life of the students.

#### **CONVOCATION EXERCISES**

Chapel exercises are held from 9:20 to 10:10 on Mondays and Fridays of each week. Special chapel meetings may be called at the same period on other days of the week, as occasion may demand. Chapel programs are an integral part of the institutional life. The programs, religious, social and educational in nature, are conducted by different members of the faculty and by invited guests and speakers. All students are

required to attend chapel unless excused by the Dean of the college. Each unexcused chapel absence reduces the total quality-point standing of the student one-tenth of one quality point.

The purpose of these programs is to create ideals, disseminate information, establish professional attitudes, develop culture, and promote a better school spirit. The presence of the faculty members is requested at all chapel exercises.

### ATHLETICS

The college promotes clean and wholesome athletics. Those students who are interested are encouraged to play football, baseball, and basketball. Those who are not fitted for such strenuous exercise are encouraged to participate in the minor games. Interclass athletics and intramural programs are promoted by the college.

Morehead State Teachers College is a member of the Southern Intercollegiate Athletic Association. She appreciates the efforts of her alumni and friends in helping to bring about this desired end.

When her programs are fully realized in the near future, Morehead State Teachers College will take her place in athletic circles with the best colleges in Kentucky.

### COMMENCEMENTS

The college has two commencement exercises each year, one at the close of the second semester in June and the other at the close of the summer term in August.

All students who are candidates for the diploma of graduation from the Training School, or for the college degree are required to participate in the commencement exercises unless excused by the President.

Only students who have satisfied all requirements for graduation at the time of the commencement will be permitted to participate in the graduating exercises. Those students who have satisfied the requirements for graduation by the end of the first semester will participate in the commencement exercises in June and will be regarded as a member of that class, and those students who have satisfied the requirements for

## ADMISSION TO COLLEGE

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### METHODS OF ADMISSION

#### 1. TO FRESHMAN STANDING:

A. Applicants for admission to the freshman class of the college without examination, must have on file in the registrar's office of the college at the time of registration an official transcript of high school credits signed by the superintendent or principal of an accredited high school. Transcripts brought in by students will not be accepted as official. This transcript must show evidence of **GRADUATION FROM HIGH SCHOOL**, the date of graduation, and a minimum of fifteen units of acceptable work. The fifteen units must include not less than three, nor more than four, units in English, one unit of Algebra, and one unit in Plane Geometry. The other ten units must be chosen from the groups listed below. The minimum amount of credit accepted for any one subject is one-half unit. Not more than four units will be accepted for any one department. Not less than one full unit in any one foreign language will be accepted toward college entrance.

#### GROUP A

ENGLISH: (Including Composition, Literature, Reading, Public Speaking, Spelling, etc.).....	3 to 4 units
MATHEMATICS: (Algebra, Pl. Geometry, Sol. Geometry, Arithmetic, Trigonometry) .....	2 to 4 units
SOCIAL SCIENCE: (History $\frac{1}{2}$ to 4, Civics $\frac{1}{2}$ to 1, Economics $\frac{1}{2}$ , Sociology $\frac{1}{2}$ , Occupation $\frac{1}{2}$ )....	$\frac{1}{2}$ to 4 units
EDUCATION: (Including Psychology) .....	$\frac{1}{2}$ to 1 unit
SCIENCE: (General Science, Biology, Botany, Geology, Zoology, Chemistry, Physics, Physiology, Hygiene, Phys. Geography) .....	$\frac{1}{2}$ to 4 units
FOREIGN LANGUAGE: Latin .....	1 to 4 units
French .....	1 to 3 units
German .....	1 to 3 units
Spanish .....	1 to 3 units

**GROUP B (Not more than four units may be chosen from the following:)**

Agriculture .....	$\frac{1}{2}$ to 4 units
Home Economics .....	$\frac{1}{2}$ to 4 units
Bookkeeping .....	$\frac{1}{2}$ to 1 unit
Shorthand .....	$\frac{1}{2}$ to 1 unit
Typing .....	$\frac{1}{2}$ to 1 unit
Commercial Geography .....	$\frac{1}{2}$ unit
Commercial Law .....	$\frac{1}{2}$ unit
Salesmanship .....	$\frac{1}{2}$ unit
*Drawing .....	$\frac{1}{2}$ to 2 units
*Shop Work .....	$\frac{1}{2}$ to 2 units
*Music .....	$\frac{1}{2}$ to 1 unit

B. Students who have completed fifteen or more acceptable units of standard high school work, including English, Algebra, and Plane Geometry, but are unable to show evidence of graduation from an accredited high school may be admitted to the freshman class by successfully passing the college entrance examinations.

Students who have graduated from non-accredited high schools and present official transcripts of fifteen or more acceptable units may be admitted to the freshman class by passing entrance examinations in English, Mathematics, and History. Candidates who fail to pass the examinations will have to spend one year in an accredited high school before entering college.

**2. AS SPECIAL STUDENT:**

Applicants 21 years of age or over who have not completed the entrance requirements as stated above for admission to the freshman class may, upon written application approved by the Dean and Registrar, be admitted to the college as a special student and permitted to carry such courses as they are prepared for. Such students are not considered candidates for any certificate or degree, unless their entrance is established. Entrance requirements may be satisfied by sacrificing not less than thirty semester hours of college work.

**3. TO ADVANCED STANDING:**

Students entering from other institutions of higher learning must present a statement of honorable dismissal and must

\* Drawing, Shop Work, and Music are considered laboratory courses and must meet double periods for full credit.

satisfy the entrance requirements of this college. Before coming here the student should ask the registrar of the college from which he is transferring to send to the registrar here a complete transcript of his credits. Former students of this institution and students of other colleges whose courses have been interrupted for a considerable period of time will conform to the requirements of the latest catalog.

#### **FAILURE IN OTHER COLLEGES**

Students who have been denied the privilege of re-entering or have been dismissed from other colleges will not be allowed to enter the Morehead State Teachers College until such time as they would be allowed to re-enter the institution from which they were dismissed.

#### **LATE ENTRANCE**

Students entering after the regular enrollment date will be placed on a reduced schedule. A late enrollment fee of one dollar per day, not to exceed a total of five dollars, will be charged all students who do not register on the day or days set aside for the purpose. Students will not be allowed to register at the regular registration period and then enter school at a later date.

#### **CHANGES IN SCHEDULE**

Every student upon entrance must prepare a schedule of courses approved by a faculty adviser. This program cannot be changed, except by permission of the Dean and the instructor concerned.

Courses not recorded in the Registrar's Office will not carry credit.

A fee of \$1.00 will be charged for each change in the schedule made at the student's request after the date provided in the school calendar.

#### **SCHOLARSHIP POINTS**

The number of quality points must equal the number of quantity points, or semester hours, that are required for graduation or certification. The grade of "A" carries 3

points; "B," 2 points; "C," 1 point; "D," no points. An average of C, or a standing of one, must be maintained for graduation and for certification.

A convenient method of estimating quality points is as follows:

Course	Credit	Grade	Quality Points
Math. 121 .....	3	A	9
Eng. 101 .....	3	B	6
Hist. 241 .....	3	C	3
Biol. 137 .....	4	D	0
Econ. 201 .....	3	C	3
Phys. Ed. 111 .....	1	D	0
	—		—
	17		21

$21.00 \div 17 = 1.23 = \text{Average quality points.}$

#### STUDENT LOAD

The minimum amount of work that a regular student may carry each semester is 12 semester hours. The normal amount is 16 semester hours. A student having a standing of two or higher (an average grade of "B") on work completed the last semester in residence may, with the consent of the Dean, carry as many as eighteen semester hours. Permission to carry more than eighteen semester hours requires the consent of the Executive Committee. A freshman will not be allowed to carry more than 17 semester hours during his first semester, without consent of the faculty.

During the spring term of nine weeks the minimum load is six semester hours; the normal load, eight semester hours; and the maximum load, nine semester hours.

For the summer term the minimum load is six semester hours; the normal load, eight semester hours; and the maximum load, nine semester hours.

To be eligible to carry the maximum load a student must have a standing of two or higher (an average grade of "B").

#### SCHOLASTIC PROBATION

Any student making a standing of five-tenths or lower on a semester's work shall be placed on probation for the next semester in residence. This means that the student will be

placed on a minimum schedule, be barred from all extra-curricular activities, and be required to bring his standing up to at least seven-tenths by the end of the semester. In case his standing is not brought up to seven-tenths he will be required to withdraw from school for a semester. When placed on probation his parents will be notified concerning his standing in the institution.

### ABSENCES

When a student enrolls he is expected to attend all regular exercises of the college. Class absences seriously hinder scholarship and the college authorities request the cooperation of parents in reducing absences to a minimum. Parents are, therefore, urged to refrain from asking permission for students to be absent preceding or following a holiday or to take frequent trips over the week-ends.

Absences immediately before or after a holiday are counted as double cuts in the classes missed.

Frequent week-end trips have a definite effect upon the scholarship and health of the student. For this reason, beginning students and students of low scholastic standing will be limited to a minimum number of week-end trips during the semester at the discretion of the Dean of Women.

When the number of absences of a student in any course equals the number of semester hours in that course, the student must take a special examination. A fee of \$2.00 will be charged for a special examination. If the absence has been occasioned by prolonged illness or by extra-curricular activities that require the absence of the student from school, the fee may be remitted. When the student has been absent from class the number of times that necessitates taking an examination, the registrar sends a notice to both the student and instructor that the examination must be given. At this point the student should consult the Dean if the nature of the absences will permit the waiving of the fees. The student should then pay the fee in the Business Office, and take the receipt for it to the Registrar, who gives the student a card which signifies to the instructor that he is ready for the examination. When the examination is completed the instructor records the grade on this card and turns it in to the Registrar's Office.

### CHAPEL ABSENCES

For every unexcused absence from chapel in any one semester one-tenth of a quality point shall be deducted from the total number of such points achieved by the student who has been absent.

Commencement exercises are held at the regular chapel hour, 9:20 a. m., and attendance will be checked as is done at the semi-weekly chapel periods. An unexcused absence from the Commencement exercises will be counted the same as a chapel absence at any other time.

### THE NUMBERING SYSTEM

Four years of work of collegiate rank are offered at Morehead. Freshman courses are numbered from 100 to 200, sophomore courses from 200 to 300, junior courses from 300 to 400, and senior courses from 400 to 500. For example, English 101 is a freshman course; English 226, a sophomore course.

Freshmen should ordinarily confine their schedules to courses numbered 100-200, though in some cases they may carry with profit courses numbered 200 to 300; but in no case should they be permitted to carry courses numbered 300 and above. Similarly, juniors and seniors should plan their work so that at least two-thirds of the hours earned during the junior and senior year should be in courses numbered 300 and above. Most courses above the sophomore year require definite prerequisites. Students should read carefully the course descriptions and note the prerequisites to the various courses.

### THE MARKING SYSTEM

The grade of work done by students will be marked by letters as follows:

- A. The highest mark attainable.
- B. A high mark.
- C. The average mark.
- D. The lowest passing mark.
- E. Failure. **Course must be repeated in class.**
- I. Incomplete course.

(A course in which an "I" is received must be completed within the first 30 days of the next semester in residence, if credit is granted.)

### DISCIPLINE

When students enroll in the Morehead State Teachers College it is with the definite understanding that they agree to abide by the regulations of the institution. Since our students for the most part are mature and are preparing to discipline groups of pupils in the school room, the problem of discipline here is rather negligible. However, if a member of the student-body demonstrates that he cannot properly conduct himself, he is either advised or requested to withdraw.

While there is no long list of rules for students to observe, a few general principles of conduct have been set up, the observance and understanding of which are vital to the welfare of the institution.

### WITHDRAWALS

The time may come when a student has to withdraw from school because of some home condition. Dormitory students must arrange for withdrawal through the Dean of Women or the Dean of Men and the Dean of the College. Other students should arrange for withdrawal with the Dean of the College. Any student who leaves school in any other manner appears in the records as being suspended and may not register again until properly reinstated by the Dean. No fees or deposits will be returned unless the student withdraws through the proper channels.

*Degrees and Certificates*

g. Music, including	
a. Public School Music .....	2 hours
b. Elective .....	2 hours
	<hr/>
	Total 4 hours
h. Public School Hygiene and Sanitation .....	2 hours
	<hr/>
	Total 2 hours
i. Physical Education (Plays and Games).....	2 hours
	<hr/>
	Total 2 hours
j. Geography, including	
a. Principles of Geography .....	3 hours
b. Elective .....	3 hours
	<hr/>
	Total 6 hours
k. Elective .....	27-35 hours
	<hr/>
	Total 27-35 hours

## II. THE BACHELOR OF ARTS DEGREE AND THE PROVISIONAL HIGH SCHOOL CERTIFICATE

128 hours

a. Education .....	18 hours
1. Psychology or Educational Psychology.....	3 hours
2. Supervised Student Teaching (at least three hours must be in the secondary school) .....	6 hours
3. Electives in secondary education .....	9 hours
(6 of these shall be in secondary education and 3 may be in general education.)	
b. English .....	12 hours
c. Science (Biology, Chemistry, Geology, Physics) .....	12 hours
d. Social Sciences (Economics, Government, History, or Sociology) .....	12 hours
e. Mathematics (exclusive of Teachers Arithmetic).....	6 hours
or	
f. *Foreign Language .....	6-12 hours
g. Physical Education .....	1 hour
h. Health .....	2 hours

\* If three units or more of a foreign language are offered for admission, six semester hours in the same language will be required; if two units of a foreign language are offered for admission, nine semester hours in the same language will be required; if one unit or less of a foreign language is offered for admission, twelve semester hours in the same language will be required.

- i. One academic major of not less than 24 hours and two academic minors of not less than 18 hours each; or two academic majors of not less than 24 hours each ..... 24-48 hours
- j. Electives ..... 1-27 hours

### III. THE BACHELOR OF ARTS DEGREE AND THE PROVISIONAL CERTIFICATE IN ADMINISTRATION AND SUPERVISION

The candidate for this degree must meet the requirements for either the A. B. degree and the Standard Elementary certificate or the A. B. degree and the Provisional High School certificate and include in his program of studies the following professional courses:

- a. Administration and Supervision ..... 6 hours
- b. Elementary Education ..... 6 hours
- c. Secondary Education ..... 6 hours
- d. Supervised Student Teaching ..... 6 hours

### IV. THE BACHELOR OF ARTS DEGREE WITHOUT A CERTIFICATE

- ..... 128 hours
- a. One Foreign Language ..... 12 hours
- b. English ..... 12 hours
- c. Science (Biology, Chemistry, Geology, Physics)..... 12 hours
- d. Mathematics (not including Teachers Arithmetic)..... 7 hours
- e. Social Sciences ..... 12 hours
- f. Two academic majors of not less than 24 hours each or one academic major of not less than 24 hours and two academic minors of not less than 18 hours each ..... 24-48 hours

## THE BACHELOR OF SCIENCE DEGREE

### I. THE BACHELOR OF SCIENCE DEGREE AND THE STANDARD ELEMENTARY CERTIFICATE

- a. Education, including ..... 128 hours
  - 1. General Psychology or Educational Psychology..... 3 hours
  - 2. Fundamentals of Elementary Education ..... 4 hours
  - 3. Supervised Student Teaching ..... 6 hours
  - 4. Educational Measurements ..... 2 hours
  - 5. Child Psychology ..... 3 hours
  - 6. Teaching Reading ..... 3 hours
  - \*\* 7. Elective in Elementary Education ..... 9 hours

Total 30 hours

\*\* Of these nine hours, three must be from the field of elementary education and six may be taken from either general education courses or courses in Administration and Supervision.

- b. English, including
  - 1. Oral and Written Composition ..... 6 hours
  - 2. American Literature or English  
    Literature or Survey of Literature ..... 6 hours
  - 3. Children's Literature ..... 3 hours

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 Total 15 hours
  
- c. Science, selected from Agriculture, Home Economics,  
    Biology, Chemistry, General Science, Geology, Physics,  
    Mathematics ..... 60 hours
 

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 Total 60 hours
  
- d. Social Sciences, including
  - 1. American History and Government  
    or History of Civilization ..... 6 hours
  - 2. Principles of Sociology or  
    Rural Social Economy ..... 3 hours
  - 3. History, Government, Sociology or Economics..... 6 hours

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 Total 15 hours
  
- e. Teachers Arithmetic ..... 3 hours
 

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 Total 3 hours
  
- f. Art, including
  - a. Public School Art ..... 2 hours
  - b. Elective ..... 2 hours

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 Total 4 hours
  
- g. Music, including
  - a. Public School Music ..... 2 hours
  - b. Elective ..... 2 hours

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 Total 4 hours
  
- h. Public School Hygiene and Sanitation..... 2 hours
 

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 Total 2 hours
  
- i. Physical Education (Plays and Games)..... 2 hours
 

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 Total 2 hours
  
- j. Geography, including
  - a. Principles of Geography ..... 3 hours
  - b. Elective ..... 3 hours

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 Total 6 hours
  
- k. Electives (All electives must be in science because the total  
    required hours will exceed slightly 128.)

## II. THE BACHELOR OF SCIENCE DEGREE AND THE PROVISIONAL HIGH SCHOOL CERTIFICATE

- a. Education .....18 hours
  - 1. Psychology or Educational Psychology ..... 3 hours
  - 2. Supervised Student Teaching (at least three hours must be in the secondary school) ..... 6 hours
  - 3. Electives in secondary education ..... 9 hours  
(6 of these shall be in secondary education and 3 may be in general education.)
- b. English .....12 hours
- c. Science (Biology, Agriculture, Home Economics, Mathematics, Chemistry, Geology, Physics) .....60 hours
- d. Social Sciences (Economics, Government, History, or Sociology) .....12 hours
- e. Mathematics (exclusive of Teachers Arithmetic)..... 6 hours  
or
- f. \*Foreign Language .....6-12 hours
- g. Physical Education ..... 1 hour
- h. Health ..... 2 hours
- i. One academic major of not less than 24 hours and two academic minors of not less than 18 hours each; or two academic majors of not less than 24 hours each .....24-48 hours  
(These majors and minors should be selected from the science department.)
- j. Electives .....1-27 hours

## III. THE BACHELOR OF SCIENCE DEGREE AND THE PROVISIONAL CERTIFICATE IN ADMINISTRATION AND SUPERVISION

The candidate for this degree must meet the requirements for either the B. S. degree and the Standard Elementary certificate or the B. S. degree and the Provisional High School certificate and include in his program of studies the following professional courses:

- a. Administration and Supervision ..... 6 hours
- b. Elementary Education ..... 6 hours
- c. Secondary Education ..... 6 hours
- d. Supervised Student Teaching ..... 6 hours

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\* If three units or more of a foreign language are offered for admission, six semester hours in the same language will be required; if two units of a foreign language are offered for admission, nine semester hours in the same language will be required; if one unit or less of a foreign language is offered for admission, twelve semester hours in the same language will be required.

#### IV. THE BACHELOR OF SCIENCE DEGREE WITHOUT A CERTIFICATE

	128 hours
a. One Foreign Language .....	12 hours
b. English .....	12 hours
c. Science (Biology, Agriculture, Home Economics, Mathematics, Chemistry, Geology, Physics) .....	60 hours
d. Mathematics (not including Teachers Arithmetic)....	7 hours
e. Social Sciences .....	12 hours
f. Two academic majors of not less than 24 hours each or one academic major of not less than 24 hours and two academic minors of not less than 18 hours each .....	24-48 hours
(These majors and minors should be selected from the science departments.)	

#### MAJORS AND MINORS

Not later than the beginning of the sophomore year, the applicants for degrees must file with the Registrar their selections of majors and minors. The Dean should approve each selection before it is filed with the Registrar. Three academic fields of student must be selected for emphasis. One of these will be called the major field and the other two the minor fields. A major field must consist of not less than twenty-four semester hours and the minor fields must consist of not less than eighteen semester hours.

A student may choose his major from any one of the fourteen subjects listed below.

Biology	History and Government
Chemistry	Home Economics
Education	Industrial Arts
English	Mathematics
French	Music
Geography	Physics
History	Sociology and Economics

Education should not be chosen for a major except by those students who are preparing for supervisory or administrative positions.

Minor selections should be chosen by the student with the approval of the major professor and the Dean.

## THE PROVISIONAL ELEMENTARY CERTIFICATE

The first certificate to be issued on college credit is the Provisional Elementary Certificate. The applicant for this certificate must have completed two years of college credit (sixty-four hours) with a standing of one or better and at least three-fourths of the work done in residence and including the required courses listed below. This certificate is valid for three years of teaching and subject to renewal.

## REQUIRED COURSES

## a. Education, including

- |   |         |
|---|---------|
| 1. Educational Psychology or General Psychology ..... | 3 hours |
| 2. Fundamentals of Elementary Education .....         | 4 hours |
| 3. Supervised Student Teaching .....                  | 3 hours |
| 4. Elective Course in Education .....                 | 3 hours |

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Total 13 hours

## b. English, including

- |   |         |
|---|---------|
| 1. Oral and Written Composition .....   | 6 hours |
| 2. English Literature or American Literature or<br>Survey of Literature ..... | 3 hours |
| 3. Children's Literature .....  | 3 hours |

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Total 12 hours

## c. Social Science, including

- |  |         |
|--|---------|
| 1. American History and Citizenship (integrated).... | 6 hours |
| 2. Or American History .....                         | 3 hours |
| 3. And Citizenship (separated) .....                 | 3 hours |
| 4. Or History of Civilization .....                  | 6 hours |

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Total 6 hours

## d. Principles of Geography .....

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3 hours

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Total 3 hours

## e. Public School Music .....

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2 hours

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Total 2 hours

## f. Public School Art .....

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2 hours

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Total 2 hours

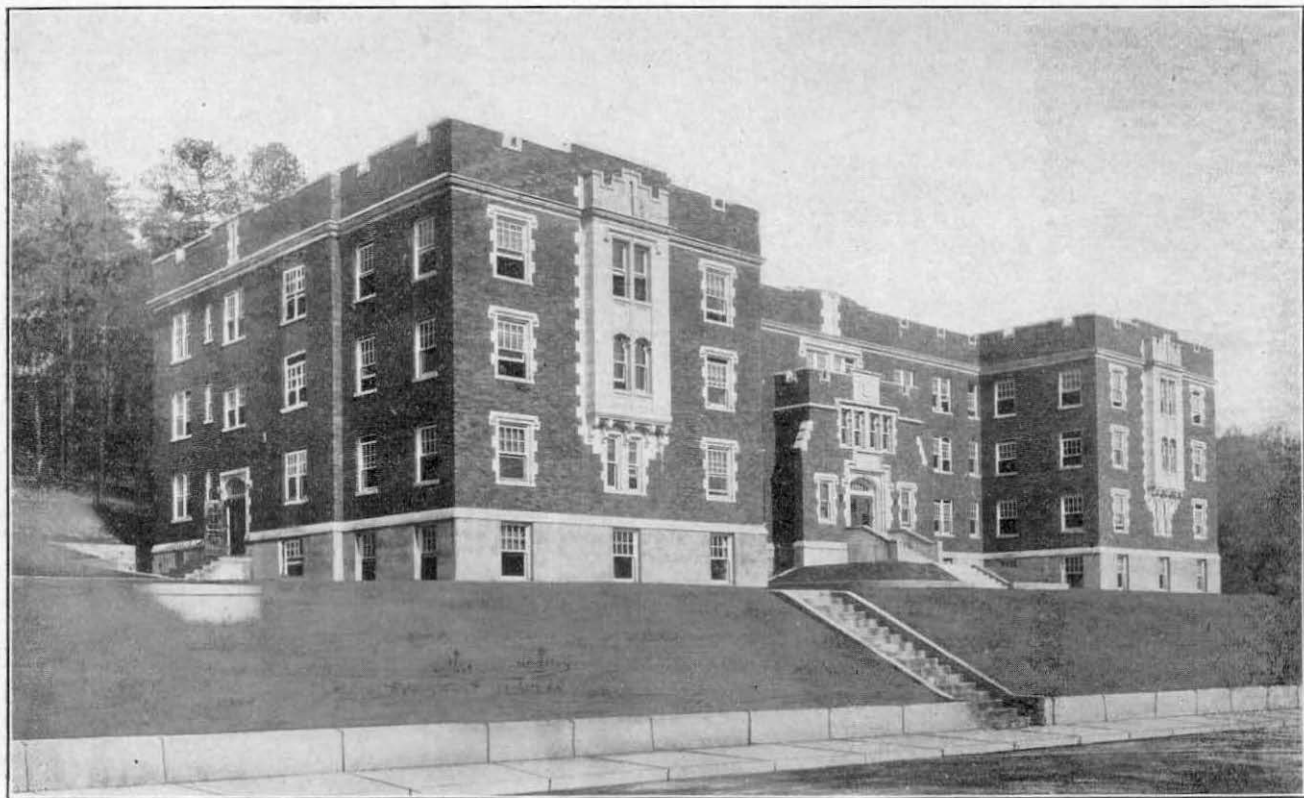
## g. Teacher's Arithmetic .....

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3 hours

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Total 3 hours



THOMPSON HALL

## DEPARTMENT OF AGRICULTURE

Mr. Haggan

No major is offered in Agriculture at the present time. Students may take their minor in Agriculture.

### REQUIREMENTS:

#### *For a Minor:*

	Sem. Hrs.
Agriculture 101, 111, 180, 237 .....	12
Any courses in Agriculture above 200 .....	6
Minimum .....	18

### DESCRIPTION OF COURSES

AGRICULTURE 101. (Formerly Agriculture 51.) General Agriculture. Three hours.

*Purpose:* To give the student a good basic course in general agriculture for the purpose of teaching it in the seventh and eighth grades.

*Topics:* A brief study of the following will be made: Small grains; forage crops; horticulture; soils; farm animals; farm management. Special emphasis will be laid on adapting these topics to needs of Eastern Kentucky and on the methods of practical application.

AGRICULTURE 111. (Formerly Agriculture 52.) Soils. Three hours.

*Purpose:* To acquaint the student with the best method of soil management and conservation.

*Topics:* Study is made of soil-forming rocks, soil-forming processes; chemical, physical, and biological functions of soils; fertilizers; soil survey; and maintenance of soil fertility.

AGRICULTURE 180. (Formerly Agriculture 62.) Agronomy. Three hours.

*Purpose:* To study the principal grain and forage crops of the United States with the best practices of culture.

*Topics:* General farm crops; principal varieties of crops and those best adaptable to Kentucky conditions; botanical relations; judging and grading of grains.

AGRICULTURE 215. (Formerly Agriculture 63.) Horticulture. Three hours.

*Purpose:* To study the development and the management of the home and the commercial orchard.

*Topics:* Selection of site, location, etc.; commercial varieties of fruits; those adapted to Eastern Kentucky; methods of planting the orchard; fertilization; culture; spraying; harvesting; marketing of fruit.

AGRICULTURE 218. (Formerly Agriculture 65.) Home Agriculture. Two hours.

*Purpose:* To give the student an understanding of the best practices in agriculture around the home.

*Topics:* How to make and maintain a lawn; selection of shade trees; their care; their repair; care of home fruit trees, grape vines, and small fruits; caring for the backyard poultry flocks; feeding and care of baby chicks and methods of preventing their losses; landscaping the home; kinds of flowers to use and their proper location.

AGRICULTURE 237. (Formerly Agriculture 64.) Poultry Husbandry. Three hours.

*Purpose:* To present the importance of poultry keeping on the farm of both home and commercial flocks; and to give the best practices in flock management.

*Topics:* How to begin the flock; proper housing; incubation; brooding; feeding; management; culling; breeding; marketing; etc.

AGRICULTURE 315. Small Fruits. Three hours of credit.

*Purpose:* To make a detailed study of small fruits.

*Topics:* The planting, care, and management of commercial plantings of grapes, strawberries, raspberries, gooseberries, currants and other small fruits, with special emphasis upon those adaptable to Eastern Kentucky.

AGRICULTURE 334. (Formerly Agriculture 70.) Dairying. Three hours.

*Prerequisite:* A course in General Agriculture.

*Purpose:* To acquaint the student with the best practices in dairy management and the problems of the industry. Emphasis will be laid on the problems of Kentucky.

*Topics:* Study of the different breeds of dairy cattle and their adaptation to certain conditions; feeding; proper housing; proper pastures and feeds to use; milk production; pasteurization; sterilization; etc.

AGRICULTURE 415. (Formerly Agriculture 67.) Feeds and Feeding. Three hours.

*Prerequisite:* A course in General Agriculture.

*Purpose:* To give the student a better understanding of the proper use of feeds for livestock on the farm in their combinations and substitutions.

*Topics:* A study is made of the digestive systems of the various kinds of livestock; the nutritive value and palatability of various feeds; their effect in feeding; calculating nutritive ratio; compounding rations for different breeds of livestock and their divisions.

## DEPARTMENT OF ECONOMICS AND SOCIOLOGY

Mr. Terrell

Mr. Fincel

### REQUIREMENTS:

<i>For a Major:</i>	Sem. Hrs.
Economics 201, 202, 349 .....	9
Sociology 201, 202 .....	6
<i>Elective Courses (Elect. 9 hrs.)</i>	
Economics 302, 349, 441, 442	
or	
Sociology 180, 301, 401, 402 .....	9
Minimum hrs. for Department .....	24
<i>For a Minor:</i>	
Economics 201, 202 .....	6
Sociology 201, 202 .....	6
<i>Elective Courses:</i>	
Economics 302, 349, 441, 442 .....	6
or	
Sociology 180, 301, 401, 402 .....	6
Minimum hrs. for the Department .....	18

### DESCRIPTION OF COURSES

#### ECONOMICS

ECONOMICS 180. (Formerly Economics 60.) Agricultural Economics. Three hours.

*Purpose:* To give students a practical knowledge of such subjects as rural credits and the means of securing the possession of land; land, labor, and capital; the evolution of farm machinery; tenancy, share rent, cash rent; cooperative societies; such farm organizations as grange, farmers' unions, farm bureaus, and federal farm loan banks.

*Topics:* The following are some of the topics which will be discussed in this course: The factors of economic production and their properties; the guiding principles in the organization of the farm; the value of farm lands; and tenancy and land ownership in the United States.

ECONOMICS 201. (Formerly Economics 61.) General Economics. Three hours.

*Purpose:* To teach the principal theories of our economic life, and to familiarize the student with the terminology of the subject in order that he may more fully appreciate the current literature in this field.

*Topics:* Economic organization; the laws of price, money, banking and exchange; problems of business organization; the distribution of wealth and income; the economics of government; the problems of labor.

ECONOMICS 202. (Formerly Economics 62.) General Economics. Three hours.

This course is the continuation of Economics 201.

ECONOMICS 302. (Formerly Economics 72.) Labor Problems. Three hours.

*Purpose:* To give the underlying causes for industrial strife; to develop in the student an open mind toward both capital and labor; and to present the rights of the public in this industrial tangle.

*Topics:* Organized labor; labor legislation; capitalistic regime; economic inequality; standards of living; industrial conflicts; state interference and regulations.

ECONOMICS 304. (Formerly Economics 74.) Marketing. Three hours.

*Purpose:* The purpose of this course is to familiarize the student with the laws of marketing and the organizations by means of which people sell and buy. He must know also something of the importance of banking policies and business policies in general as they bear upon the markets of the world.

*Topics:* Raw materials and products; organized exchange; analysis of market; market price; manufactured products; warehouses; cooperative societies; distribution organizations.

ECONOMICS 339. (Formerly Economics 70.) Economic History of Europe. Three hours.

*Purpose:* To indicate the origins and to explain the nature and effects of the more important economic changes and achievements in Europe and their relations to economic conditions in the United States.

*Topics:* Mediæval and early modern backgrounds, agriculture, industry, and trade from the Napoleonic Wars to the World War; labor legislation and organization to 1914; the World War and its aftermath.

ECONOMICS 349. (Formerly Economics 71.) Economic History of the United States. Three hours.

*Purpose:* To give the student an appreciation of economic influences upon the development of our political, industrial, and social institutions.

*Topics:* The early colonial commerce; the development of transportation facilities—shipbuilding, turnpikes, canals, river transportation, railroads; credit and international commerce; the effect of warfare upon economics.

ECONOMICS 441. (Formerly Economics 81.) Public Finance. Three hours.

*Purpose:* To give an understanding knowledge of the sources, the collection, and the expenditures of the finances of the federal, the state, and the local units of government.

*Topics:* Public expenditures; public revenues; taxation; public credit; the financial administration of government.

ECONOMICS 442. (Formerly Economics 82.) Money and Banking. Three hours.

*Purpose:* To give a history of the monetary system of the United States, and compare our banking system with those of the leading European nations, thereby giving an intelligent understanding of the banking system of the United States.

*Topics:* Credit and banking—nature of credit; personal credits, bank credit; bank reserve; bank notes; state banks; the national banking system; the federal reserve system—member banks, gold reserve; money market.

ECONOMICS 443. (Formerly Economics 84.) Investments. Three hours.

*Purpose:* To acquaint the student with the general fundamentals in the analysis of securities, bonds, mortgages, etc.; to show him the differences between corporation securities, real estate securities, and government or civil loans; and to enable him to distinguish between investment securities with little risk and speculative securities.

*Topics:* These are some of the topics for discussion: corporation bonds; bonds secured by land or real estate; civil obligations; interest; the influence of market upon price of stocks and bonds.

#### SOCIOLOGY

SOCIOLOGY 180. (Formerly Sociology 56.) Rural Sociology. Three hours.

(Catalogued formerly as Social Problems in Rural Education 56.)

*Purpose:* To study the problems of rural life—the problems of education, spiritual uplift; the problems of making life happy and interesting on the farm; the problems of socializing the individualistic people; the problems of teaching the rural population the beauties of nature surrounding them.

*Topics:* Definition of sociology as it pertains to rural life; the study of the rural home and the family life; the rural church; the rural school and the methods of improving the school; the problems of health and sanitation; the cooperative organizations of rural life; such literature as will glorify country life.

SOCIOLOGY 201. (Formerly Sociology 61.) An Introductory Course. Three hours.

*Purpose:* To give a knowledge of primitive society and the growth of institutional life; to show how people by cooperation live together; and to suggest to the student that sociology is a most interesting and profitable study of man in his social relations.

*Topics:* Primitive society and institutions: the family; social relationships; heredity; social attitudes; social control; culture; social organizations; poverty; crime; racial conflicts; the modern economic order; the place of education in the social order.

SOCIOLOGY 202. (Formerly Sociology 62.) An Introductory Course. Three hours.

This course is a continuation of Sociology 301.

SOCIOLOGY 301. (Formerly Sociology 71.) Child Welfare. Three hours.

*Purpose:* To impress upon the future citizen his duty

to the helpless child; to teach the economic importance as well as ethical obligation in the conservation of child life; to urge the necessity for wholesome food, proper playgrounds, and sanitary conditions for our boys and girls, and to stress the importance of proper educational advantages in the prevention of delinquency in our dependent and underprivileged children.

*Topics:* Conservation of child life; health and physique; training and education; child labor; juvenile delinquency; problems of dependent children; the child welfare movement.

SOCIOLOGY 401. (Formerly Sociology 85.) Criminology. Three hours.

*Purpose:* To study the causes of crime, the social responsibility for crime, the prevention of crime, the juvenile court, the prison system, the ethics of punishment, the economy of punishment, and the failure of our educational system in its dealing with the criminal element.

*Topics:* Criminology, law and crime; general causes of crime, the police system, the function and failure of prisons, probation, methods of reform, the prevention of crime, and heredity and crime.

SOCIOLOGY 402. (Formerly Sociology 86.) Immigration. Three hours.

*Purpose:* To study immigration as a world movement in all ages. To study immigration as it affects the United States socially, economically, and religiously—its effects upon the labor problems, its effects upon racial questions, and its effects upon the American standards of living.

*Topics:* Free immigration, state regulation, federal control, causes and effects of immigration, social and economic conditions of arriving immigrants, the effects upon population, standards of living, assimilation, amalgamation and Americanization of immigrants.

## DEPARTMENT OF EDUCATION

Mr. Judd	Mr. Hoke	Mr. Falls	Mr. Vaughan
Mr. Lappin	Mr. Nickell	Mr. Miller	

### REQUIREMENTS:

<i>For a Major in Elementary Education:</i>	Sem. Hrs.
Education 154, 220, 325, 326, 350, 351, 425.....	21
Any nine hours selected from the field of elementary education .....	9
	30

In general, students are not encouraged to major in education because most teaching positions presume that the major was in the subject to be taught. Students expecting to begin work in administrative and supervisory positions in school systems, or who are specializing in Elementary Education may profitably choose a major in education. Except for courses required for certificates previously granted, no course numbered less than 300 may be used in meeting the requirements for a major in education. The department will exercise the right of requiring that all work for a major shall be unified, coherent, and sequential. The responsibility is on the student to consult the head of the department and secure approval for courses in a major before he begins his course.

The student majoring in education as a preparation for elementary school teaching should choose his minor subjects with great care. He should devote much time to the study of Art, Manual Arts, Music, Natural and Applied Sciences, Social Sciences, Physical Education, and English. Desirable combinations for minors with the major in elementary education are:

Education	Music	Art
Education	Art	Manual Arts
Education	Biology	Agriculture
Education	English	Social Science
Education	Biology	Physical Education

These do not necessarily preclude other combinations but are merely suggestive of the possibilities.

## DESCRIPTION OF COURSES

EDUCATION 101. Introduction to Education. Three hours.

*Purpose:* To orientate the student with certain fundamental educational principles, practices, and problems that have come into existence; to acquaint him with the scope of the field of Education, with the progress which it has made in solving its problems, and with some of the basic principles which it is applying in the solution of these problems.

*Topics:* The course purports to show the student the magnitude of the teaching profession; it expects to challenge him as to his fitness for this work. What the schools should attempt, and what materials of a human sort the teachers have available, are other topics.

EDUCATION 120. The Development of Elementary School. Three hours.

*Purpose:* To cause the student to see the elementary school in its historical perspective.

*Topics:* The vernacular schools of the middle ages; the Protestant Reformation and elementary education; charity schools; Pestalozzi and the other founders of the modern elementary school; the rise of free public schools in the United States; progressive educational thought since the Civil War.

EDUCATION 153. (Formerly Education 52.) General Psychology. Three hours.

This course is designed primarily for freshman and sophomore level.

*Purpose:* The purpose of this course is threefold: (1) To give prospective teachers some general knowledge of pure psychology, and to acquaint them with some of the general terminologies often met in educational literature; (2) to interpret this general background into terms of applied or educational psychology; and (3) To furnish to the student a general psychological and fundamental foundation of elementary psychology.

*Topics:* The content treated in this course will be to emphasize the following topics: Psychology as a science; the various systems of psychology; heredity; behavior organisms; emotional behavior, and behavior patterns and modifications; the

neural system; the simpler sensory organs; intelligence, and individual differences; mental growth, and intelligence tests, and methods of testing in education; psychological application of different methods in teaching.

EDUCATION 154. (Formerly Education 58.) Educational Psychology. Three hours.

*Purpose:* To acquaint the prospective teacher with the fundamentals of child nature as it is basic to an understanding of the teaching and learning processes.

*Topics:* Problems of growth in relation to learning; health and the physical bases of learning; emotional stresses and discipline; interests and incentives; the learning process; mental hygiene of teaching and learning, etc.

EDUCATION 220. (Formerly Education 59.) Fundamentals of Elementary Education. Four hours.

*Purpose:* To give the prospective teacher a factual grasp of the fundamental problems in organizing, managing, and instructing in the elementary school.

*Topics:* The purpose and origins of elementary education; problems of school organization, management, discipline, extra-curricular and community relations; the curriculum, its growth and revision. The psychological fundamentals of elementary teaching. Methods of teaching each of the leading elementary school subjects.

EDUCATION 325. Supervised Student Training. Three hours.

*Prerequisites:* a. The attainment of a scholastic standing of one or "C" in all courses completed at the time student teaching begins; b. The completion of at least one-half of the minimum requirements in English for the curriculum pursued; c. The completion of at least one-half of the minimum requirements in Education courses; d. The completion of a minimum of 32 semester hours of required courses in the two-year elementary curriculum.

*Purpose:* To give the student teacher actual experience in teaching in order that familiarity with the best schoolroom procedures may be developed.

*Procedure:* The student teaches a minimum of fifty-four

fifty-minute periods and does as much observation as is deemed necessary for the most efficient work. The teaching may be done in any of the elementary grades or in the first two years of the junior high school. Daily conferences are held with the critic teacher and a group conference is held once each week with the director of the training school.

EDUCATION 326. (Formerly Education 70.) Reading in Elementary Schools. Three hours.

*Purpose:* Aims to give the pupil possession of the knowledge and skill represented by the best current thinking and practice in teaching children to read—on the advanced as well as elementary level.

*Topics:* Motivation of reading, mechanics of reading, special methods, special difficulties, differences between good and poor readers, diagnosis of special difficulties, word blindness, eye-voice span, psychological investigations of reading, arousing reading interests, relationship of reading to success in other subjects. The course attempts to improve the reading ability of the members of the class.

EDUCATION 350. (Formerly Education 57.) The Psychology of Childhood. Three hours.

*Prerequisite:* This is not a beginning course in psychology, but it may be taken on the advice of the instructor.

*Purpose:* The course aims to meet the needs of both the teacher and the parent in giving the basic understanding needed in properly guiding the child's mental and physical growth.

*Topics:* Philosophies of inculcating such traits as honesty, industry, good judgment, thrift, obedience, desire to be and do, worthy life vocational ambition, desirable habits, and the like. Fundamental psychological principles will be derived, depending on the background of psychological training possessed by members of the class.

EDUCATION 351. (Formerly Education 71.) Tests and Measures. Two hours.

*Prerequisite:* Elementary Psychology or equivalent course.

*Purpose:* This course makes available one of the most useful tools of teaching. Tests of all kinds are studied and used with the aim of acquainting the prospective teacher with their

use, purpose, and comparative value. The philosophy underlying the measurement movement is developed and criticized.

*Topics:* How measurements results in better teaching; statistics needed by the classroom teacher; achievement; intelligence; how to judge a test; tests on both the high school and elementary school levels in each subject matter field are used. Actual practice in the use of tests is provided. How to make and use the new-type questions for the school subjects is given considerable attention.

EDUCATION 354. (Formerly Education 73.) Character Education. Three hours.

*Prerequisite:* Elementary Psychology or equivalent course.

*Purpose:* A study of some of the psychological factors underlying character education, and a study of some of the proposed plans for improving morals, conduct, or behavior of growing children.

*Topics:* A survey of the character education movement; the direct versus the indirect method of character education; selecting ideals and the life situations to form them; trait actions; biological and physiological bases of conduct; the place of reasoning and symbols in conduct; tests of measuring character traits; the school curriculum and character building; the integration of personality.

EDUCATION 360. (Formerly Education 76.) Historical Foundations of Education. Three hours.

*Prerequisite:* Nine hours in Education.

*Purpose:* The purpose of the course is to give such a survey of the history of education as will provide an adequate background for understanding the setting of our present educational problems.

*Topics:* The contributions of the Greeks and Romans to modern educational theory; the contributions of Christianity and chivalry to education; the effect of the Middle Ages on education; the Renaissance and the recovery of the idea of liberal education; the effects of the Protestant Reformation on educational administration; some new ideas concerning the education of a gentleman; and biographical studies from Comenius to Horace Mann.

EDUCATION 361. (Formerly Education 77.) History of Education in the United States. Three hours.

*Prerequisite:* Nine hours in Education.

*Purpose:* The aim of the course is to cause the student to see present-day educational problems in terms of their historical origin in the United States.

*Topics:* The units of work in the course will integrate about such topics as our colonial backgrounds; early practices; education for national ends; the frontier and democracy in education; securing public support and control; problems in the training of teachers; early campaigns for the improvement of instruction; great American educators of each period, etc.

EDUCATION 371. Methods of Teaching in the Secondary Schools. Three hours.

*Prerequisite:* Nine hours of education or junior standing.

*Purpose:* The purpose of this course is to provide an orientation in the field of teaching in secondary schools. It should acquaint teachers with various principles, methods, and techniques, of teaching in the junior and senior high schools. It should finally leave the teacher with a definite philosophy concerning good teaching.

*Topics:* The questions and topics that will be considered in this course are somewhat as follows: (1) What are the fundamental principles of good teaching? (2) What is good teaching? (3) What are the criteria for judging good teaching? (4) How may such standards be set up? (5) What are the basic principles of educational methods? Specialized procedures and plans such as the project method, problem method, socialized recitation, supervised study, the Lancaster plan, Pueblo plan, Dalton plan, the Winnetka plan, the Morrison Unit plan, and other such topics will be studied in detail. Demonstration and illustration of such procedures will be emphasized.

EDUCATION 374. (Formerly Education 55.) Guidance. Three hours.

*Prerequisite:* Elementary Psychology. In some cases permission to take this course will be given to persons who have not taken the prerequisite course.

*Purpose:* This course should meet the needs of those whose duty it is to aid boys and girls in selecting a vocation. It is intended primarily for college students who have not made a vocational choice.

*Topics:* The following are representative: History and present status of the vocational guidance movement; relations between school and industry; job analysis; personal analysis; counsellor and personnel director; vocations; ways of judging aptitude and other psychological tests; duties of the vocational fitness; administration of guidance.

EDUCATION 375. Supervised Student Teaching. Three hours.

*Prerequisites:* a. The attainment of a scholastic standing of one or "C" in all courses completed at the time student teaching begins; b. The completion of two-thirds of the minimum requirements in the core curriculum and in the subject fields in which student teaching is done; c. The completion of two-thirds of the required courses in education other than student teaching; d. The completion of a total of 90 semester hours of work.

*Purpose:* To give the student teacher actual experience in teaching at the high school level, and to acquaint him with the most approved techniques and procedures in the fields in which he is to work.

*Procedure:* The student teaches a minimum of fifty-four fifty-minute periods and does as much observation as is deemed necessary for the most efficient work. Daily conferences are held with the critic teacher and a group conference is held once each week with the director of the training school.

EDUCATION 389. (Formerly Education 74.) Extra-Curricular Activities. Two hours.

*Purpose:* (a) To give an acquaintance with the philosophy back of extra-curricular activities and a knowledge of the values and obstacles in achieving the various goals, and (b) to give an acquaintance with the principles of organization and details of administering the various activities.

*Topics:* Cardinal objectives of curricular activities; cardinal objectives of extra-curricular activities. The following activities are considered from the points of value: Obstacles in

the way of achieving the values, principles of administration and control, details of organizing and administering student government, publications, assemblies, honor societies, athletics, commencements, club activities, and entertainments. Members of the class are expected to make a detailed study of an activity.

EDUCATION 391. (Formerly Education 78.) Rural School Administration. Three hours.

*Prerequisite:* At least fifty hours of standard college work, at least nine hours of which must be in education.

*Purpose:* To prepare prospective county superintendents and other rural school officers for their work, and to give rural teachers a more thorough understanding of the county system.

*Topics:* A study of the organization and business management of the county school system; the county board, and its authority, and the laws under which it operates; the economical expenditure of the county funds and proper accounting of them; building country schools; rearranging district boundaries; the establishment of consolidated schools with provision for transportation; the keeping of records.

EDUCATION 392. (Formerly Education 79.) Rural School Supervision. Three hours.

*Prerequisite:* At least fifty hours of standard college work, at least nine hours of which must be in education.

*Purpose:* To investigate the methods and possibilities of supervision in the rural schools; to prepare supervisors for doing this work; and to prepare country teachers for intelligent cooperation with the supervisor by helping them to gain an understanding of the methods and aims of supervision.

*Topics:* A study of the ways in which instruction may be improved in rural schools; the place of standardized tests in supervision; plans for teachers' meetings; plans for publicity among rural people; the possibilities for work by supervisors in rural communities; the instruction of teachers in the use of the course of study.

EDUCATION 423. The Elementary School Curriculum. Three hours.

*Prerequisite:* Twelve hours in Education.

*Purpose:* (a) To acquaint the student with the back-

ground of our present curricula; (b) To determine what principles should obtain in the selection, differentiation and integration of subject matter; (c) To stress the need for constant revision and re-evaluation of the content of the curriculum.

*Topics:* (a) Setting up and defining the aims of education; (b) consideration of the important issues in curriculum making; (c) analysis of techniques involved, and the evaluation of criteria in curriculum making.

EDUCATION 425. Supervised Student Teaching. Three hours.

*Prerequisites:* Education 325 and its prerequisites.

*Purpose:* This is a continuation course to Education 325. It is designed for students who wish to earn more than three hours of credit in student teaching at the elementary level. When taken to meet the requirements for the Standard Elementary Certificate this course should be taken during the senior year.

EDUCATION 454. Psychology of Adolescence. Three hours.

*Prerequisite:* Usually a course in general or educational psychology will be required.

*Purpose:* To give the secondary teacher an understanding of the special manifestations of mental and physical growth characteristic of adolescence.

*Topics:* Physical, emotional, religious and rational disturbances of the period; the struggle to realize one's self; formation of personality traits; vocational guidance; characteristics the desirable adolescent school should have, etc.

EDUCATION 470. Principles of Secondary Education. Three hours.

*Prerequisite:* Twelve hours of education or junior standing.

*Purpose:* This course is designed to provide an introduction to the field of secondary education; to study the fundamental principles of theory and practice in secondary education; and to study the history and development of the secondary schools as well as their present status from the standpoint of organization, population, enrollment, pupils, teachers, types

of teaching, school officials, and to indicate future trends in secondary education.

*Topics:* (1) To treat the rise and development of the secondary schools in America and other countries; (2) to consider the problem of articulation between the elementary and secondary schools and between the secondary and higher institutions; (3) to appraise the objectives and functions of secondary education; (4) to attempt to evaluate the social principles evolved in the secondary schools; (5) to emphasize the physical and mental traits of pupils and their individual differences; (6) to determine programs of studies by means of subject-value criteria; (7) to compare and weigh various curriculums with respect to their aims; and (8) to acquaint students with the terminologies of secondary education.

EDUCATION 475. Supervised Student Teaching. Three hours.

*Prerequisites:* Education 375 and its prerequisites.

*Purpose:* This course is a continuation of Education 375.

EDUCATION 482. (Formerly Education 81.) Educational Sociology. Three hours.

*Prerequisites:* Sociology 201 and Sociology 202.

*Purpose:* The purpose of this course is to investigate the social factors and laws upon which educational theory should rest. More specifically the course treats of the social forces that should help determine the selection of school subjects and their content.

*Topics:* Sociological aspects of learning and teaching; the school as a social agency; reconstructing the curriculum to meet changing social demands; the social relationships of the teacher and their educational significance; the sociological aspects of school control; measuring the social results of education.

EDUCATION 483. (Formerly Education 80.) Visual Instruction. Two hours.

*Purpose:* The course aims to stimulate the use of classroom and auditorium sound educational pictures, as a means of increasing the efficiency of instruction and the school plant generally, as well as to give a fair appraisal of the merits of the visual method in contrast with the usual lectures, laboratories, or other methods.

*Topics:* Moral and educational effects of commercial shows, history of development of visual education, scientific investigations comparing visual with other methods, and demonstrations of application of visual instruction to the various school subjects.

EDUCATION 484. (Formerly Education 82.) Philosophy of Education. Three hours.

*Prerequisite:* Twelve hours in Education.

*Purpose:* The purpose of this course is to give the student a unified view of the whole educative process. Such a view is highly essential to properly guiding and planning administrative and other phases of educational service.

*Topics:* Individual education as adjustment; the philosophy of education as conditioned by the theory of mind; philosophies of learning; the place of freedom and authority in education in a democracy; the sociological basis for a philosophy of education; a sociological-philosophical interpretation of the seven cardinal principles of education; determining the value and function of the various types of education and of the various subjects; studying how society should support and control education.

EDUCATION 485. Supervised Student Teaching. Two hours.

*Prerequisite:* Six semester hours of credit in student teaching.

*Purpose:* This course is designed for advanced students who have considerable teaching ability and who wish to obtain credit in student teaching beyond the minimum certification requirements. The work may be done at either the elementary or secondary level.

*Procedure:* Thirty-six hours of teaching is done. Individual instruction and remedial teaching prevail. Emphasis is also placed upon classroom experimentation. Conferences with the critic teacher and director are held as needed.

EDUCATION 493. (Formerly Education 83.) High School Administration. Three hours.

*Prerequisite:* Six hours in Education.

*Purpose:* The purpose of this course is to give the high school principal a knowledge and grasp of the major problems

involved in the administration of his school. The administrative functions of the high school teaching staff will also receive attention.

*Topics:* The office; the pupil; the teaching staff, instruction; supervision; study; testing and examination program; marking system; schedule-making; extra-curricular program; publicity; financial program; and similar topics.

## DEPARTMENT OF ENGLISH

Miss Humphrey

Mr. Estrem

Miss Robinson

Mr. Jackson

Mr. Banks

### REQUIREMENTS:

<i>For a Major:</i>	Sem. Hrs.
Prerequisite: 101, 102, 231, 232 .....	12
Required: 301, 335, 341, 342 .....	12
Suggested: Two courses from 433, 437, 438, 439 .....	6
Minimum .....	30
Maximum .....	34

For English majors we recommend History 338.

### *For a Minor:*

English 101, 102, 231, 232, 301, 341, 342 .....	21
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## DESCRIPTION OF COURSES

ENGLISH 101. (Formerly English 54.) English Composition. Three hours. Required of all students entering college.

*Purpose:* (a) To correct and enrich the language used in actual life situations, (b) to develop habits of organized thinking, and (c) to develop appreciation for good literature and a habit of wide reading.

*Topics:* A careful study of punctuation, sentence structure, and paragraphing; the writing of many short themes, especially those based on actual language needs, as business letters, etc.; much practice in expressing the student's own experience in correct and interesting English; reading in books and magazines to give broader interests.

ENGLISH 102. (Formerly English 55.) English Composition. Three hours. Required of all college students.

*Prerequisite:* English 101 (or English 51, as formerly given).

*Purpose:* To give further practice in the use of correct and effective English in writing and speaking.

*Topics:* Much practice in the various forms of expression, in choosing subjects for themes, using reference books, making bibliographies, taking notes, making outlines, and writing and correcting themes; wide reading in books and magazines so that

the student may have fields of interest from which to draw material for speaking and writing.

ENGLISH 180. Elementary Principles of Journalism (Formerly English 56). Three hours.

*Prerequisite:* English 101.

*Purpose:* To provide training in the principal types of journalistic writing. To give a background knowledge of problems, processes, and practices in present day newspaper publishing and printing. To develop an ability to evaluate critically the modern newspaper which will probably provide the largest part of the individual's reading after leaving school. To give training and experience which will enable the student to supervise a high school publication.

*Topics:* Newspaper organization, news gathering, structure and style in news stories, reporting speeches and interviews, accident and crime stories, sports stories, society news, human interest stories and feature articles, copy reading, headline construction, proof-reading, make-up, typography, photo-engraving processes, and high school publications.

ENGLISH 181. Public Speaking. Three hours. A beginning course. Emphasis is placed on fundamentals—action, projection, selection of subject, and outlining. The aim of the course is to lay the foundation for a direct, forceful manner of speaking, and to help the student to think and speak freely and well before an audience.

ENGLISH 182. Speech Correction. Two hours. A course designed to equip the prospective teacher with a working knowledge of the nature and treatment of speech defects. Diagnosis of faults of voice production and of organic and functional speech defects. Methods of effective treatment and cure.

ENGLISH 226. (Formerly English 62.) Literature for Children. Three hours.

*Prerequisite:* English 101.

*Purpose:* (a) To acquaint students with the story-interests of children at different ages, (b) to familiarize them with sources and backgrounds of such literature, and (c) to give practice in story-telling and in making library lists.

*Topics:* The periods of story-interests; literature for each

period, including myths, legends, folk-lore, etc.; correlation of literature with other school subjects; methods of presenting literature that will give enjoyment to children and develop appreciation.

ENGLISH 231. (Formerly English 61a.) A survey of English Literature from Beowulf to Wordsworth. Three hours.

*Prerequisite:* English 101.

*Purpose:* To enable the student through careful reading of well-chosen and, as far as possible, complete selections of the best prose and poetry to acquire a taste for good literature.

*Topics:* The greater authors and some of the lesser.

ENGLISH 232. (Formerly English 61b.) A Survey of English Literature from Wordsworth to recent times. Three hours.

*Prerequisite:* English 101. (It is preferred that English 231 precede 232.)

*Topics:* Same as in 231. In addition, a specified number of standard novels are read and reported on by each member of the class.

ENGLISH 282. (Formerly English 66.) Argumentation and Debating. Two hours. Given the first semester. Class limited to twenty students.

*Prerequisites:* English 101 and 102 or the permission of the instructor.

*Purpose:* (a) To provide the student with a firm grasp of the fundamental principles of argumentation; (b) to provide intelligent practice in debating in conjunction with the study of theory; (c) to give a knowledge of the fundamentals and the development of an appreciation of the art of debating, to prepare students for directing debating activities in high schools.

*Topics:* This course takes up a study of evidence and proof, of fallacies, and of various types of argument. It gives special emphasis, through practice, to gathering material and constructing briefs, to reasoning, refutation, and debate strategy, and to the delivery of the speech.

ENGLISH 301. (Formerly English 65.) Advanced Composition. Three hours.

*Prerequisites:* English 101 and 102, with a grade of C or above.

*Purpose:* To make a thorough study of expository writing and to give constant practice in both writing and speaking.

*Topics:* The nature and material of exposition; how to write exposition; definition; analysis; mechanisms, processes, and organizations; criticism; informal essay; expository biography.

ENGLISH 334. (Formerly English 71.) Modern Poetry. Two hours.

*Prerequisite:* Nine hours of English, including 101 and 102.

*Purpose:* To study the most significant English and American poetry since 1900.

*Topics:* Changing views and methods of poetry since 1900; influence of the magazines; chief English and American poets; tendencies in modern poetry.

ENGLISH 335. (Formerly English 73.) Shakespeare. A number of comedies and tragedies are studied in class and an equal number are assigned for outside reading. Three hours.

*Prerequisites:* English 101 and 102, and preferably 231.

*Purpose:* To acquaint the student with Shakespeare's language, his plot construction, and the quality of his thought. Emphasis is placed on the characters and their inter-relations.

ENGLISH 341. (Formerly English 75.) A Survey of American Literature from the beginning to about 1860, ending with Lowell. Three hours.

*Prerequisites:* English 101 and 102.

*Purpose:* Same as in English Literature courses 231 and 232.

*Topics:* The earlier writers, before Franklin, are dealt with somewhat rapidly, while the major subsequent ones receive much attention. Some outside reading is required.

ENGLISH 342. (Formerly English 76.) A Survey of American Literature from about 1860 to about 1900. Three hours.

*Prerequisites:* English 101 and 102.

*Purpose:* Same as in English Literature courses 231 and 232.

*Topics:* The greater authors and some of the lesser. Some outside reading is required.

ENGLISH 375. (Formerly English 77.) The Teaching of English in the High School. Three hours.

*Purpose:* (a) To acquaint the prospective teacher of high school English with the best methods and practices used in presenting composition and literature to high school students, and (b) to show these methods at work by observation in the training school.

*Topics:* Relation and proportion of time for grammar, composition, and literature; minimum essentials in grammar; oral and written composition; theme correction; tests, reports, examinations; forms and types of verse and prose; methods of teaching poetry, novel, etc.; supplementary aids.

ENGLISH 383. Play Coaching. Two hours. A study of the types of dramatic production, and of the methods in various schools of directing. Stage technique. An investigation of considerations in casting, methods of rehearsal, and preparation of the play. This class will offer one major dramatic production as an evening performance.

English 384. Creative Dramatics for Children. Three hours.

*Prerequisite:* Children's Literature.

A course in educational dramatics for students who wish to prepare to direct children in the dramatic work of the classroom. Creative dramatic work will be done on all grade levels and stories will be pantomimed and dramatized. Outside reading will consist of children's literature suitable for dramatic study. Students will be required to create and produce one piece of dramatic work during the course. Two class periods and one laboratory period per week. The laboratory period will be held in the Demonstration School.

ENGLISH 433. (Formerly English 82.) Contemporary British Literature. Three hours.

*Prerequisites:* Twelve hours of English, including English 101 and 102, and preferably 231 and 232.

*Purpose:* (a) To give a survey of the development of British Literature, chiefly prose, since 1900, and (b) to study the chief novelists, essayists, and dramatists, especially noticing social ideas that are embodied in their writings.

*Topics:* The four ages of modern literature; the modern novel; the essayists; biography; modern drama.

ENGLISH 437. (Formerly English 84.) The English Novel. Three hours.

*Prerequisite:* Twelve hours of English, including English 101, 102, and 231.

*Purpose:* To give the student, through extensive reading and class discussion, some idea of the development, nature, and significance of the novel as a branch of literature.

*Topics:* The greater English novelists from Fielding to Hardy.

ENGLISH 438. (Formerly English 85.) Romanticism in English Literature. Three hours.

*Prerequisite:* Twelve hours of English, including English 101, 102, 231, and 232.

*Purpose:* To study the development and triumph of romanticism in English literature, from Anne of Winchelsea to Wordsworth, Coleridge, Byron, Shelley, and Keats.

*Topics:* (1) Eighteenth century forerunners. (2) Nineteenth century romanticists.

ENGLISH 439. (Formerly English 86.) Victorian Poets. Three hours.

*Prerequisite:* Twelve hours of English, including 231 and 232.

*Purpose:* To study the development of technique, the range of subject matter and the reflections of contemporary thought in the poetry of the period from 1832 to 1900.

*Topics:* The Poetry of Tennyson, Browning, Matthew Arnold, Rossetti, Morris, Swinburne, and some of the minor poets of the period.

ENGLISH 443. (Formerly English 83.) Contemporary American Literature. Three hours.

*Prerequisite:* Nine hours of English, including English 101 and 102.

*Purpose:* (a) To give a survey of the development of American Literature, chiefly prose, since 1900, (b) to study the chief novelists, essayists, and dramatists, especially noticing social ideas embodied in their writings, and (c) to observe work

dealing with fresh materials or attempting new methods, as well as excellent work in familiar methods and materials.

*Topics:* Recent novels; short stories; essays; dramas; current magazines.

ENGLISH 481. Creative Writing. Two hours.

*Prerequisite:* English 101. Open to students who have shown creative ability in writing.

*Purpose:* To encourage and develop creative writing in all forms in which the students show ability.

*Topics:* Poetry, short story, personal essay, drama, and other types of creative writing.

ENGLISH 487. (Formerly English 81.) Literature of the Bible. Two hours.

*Prerequisite:* Nine hours of English, including English 101 and 102.

*Purpose:* (a) To study the Old Testament as literature in order to appreciate it as a part of our literary heritage, (b) to observe the influence of the Bible in English Literature, in music, and in art, and (c) to study the social teachings of the Old Testament.

*Topics:* (1) Literary types in the Old Testament: Narrative (History, Short Story, Parable, Fable); Poetry (Lyric, Dramatic); Reflection; Essay, Prophecy (Rhapsody, Invective, Emblem Prophecy, Satire, Lament, Dramatic Prose); (2) General Characteristics of Biblical Literature; (3) Social Teachings of the Old Testament.

## LIBRARY SCIENCE

Mrs. Morris

LIBRARY SCIENCE 186. (Formerly Library Science 50.) One hour.

Required of all freshmen. The purpose of the course is to teach the use of the card catalog and reference books in the library so that the student may be able to get the most from the resources of the library.

LIBRARY SCIENCE 286. (Formerly Library Methods 60.) Two hours.

*Prerequisite:* Library Methods 186.

The purpose of this course is to teach the principles of classifying, cataloging, and administering the small school library. One additional hour is required for practice work in the course.

## DEPARTMENT OF FOREIGN LANGUAGES

Miss Bach

The Department of Foreign Languages offers courses in French and German. Its object is twofold: first, to serve the practical needs of students who intend to teach those languages, to travel, to do graduate work; second, to promote the cultural end by introducing students to the rich fields of French and German literatures and civilizations. Once acquired, a reading knowledge of any foreign tongue can be kept alive indefinitely by giving a few hours a month to newspapers, periodicals, or books written in that language.

French and German 101, 102, 201, 202 should be completed before the senior year. Students who choose French or German as a free elective in the Standard certificate courses or who plan to have foreign language majors or minors should begin their language studies in the first semester of the freshman year.

Especially during the first two years, students should avoid interrupting their study of a foreign language. If obliged to do so, they should give some time to reviewing and reading before entering a more advanced course.

REQUIREMENTS:	FRENCH	
<i>For a Major:</i>		Sem. Hrs.
French 101, 102, 201, 202 or equivalent.....		12
French 306, 432, 433, 434, 475 .....		15
Minimum .....		24
Maximum .....		34
<i>For a Minor:</i>		
French 101, 102, 201, 202 or equivalent .....		12
Two or three courses above 300 .....		6-9
Minimum .....		18
Maximum .....		21

### GERMAN

The department does not offer a major in German.

Requirements for a Minor:	Sem. Hrs.
German 101, 102, 201, 202, or equivalent .....	12
German 306, 433 .....	6
Minimum .....	18
Maximum .....	21

## DESCRIPTION OF COURSES

## FRENCH

FRENCH 101. (Formerly French 51.) Beginning French. Three hours.

*Purpose:* An introduction to the elements of French.

*Topics:* Essentials of grammar, drill in pronunciation, conversation, and reading.

FRENCH 102. (Formerly French 52.) Beginning French. Three hours.

This course is a continuation of French 101.

FRENCH 201. (Formerly French 61.) Intermediate French. Three hours.

*Purpose:* To improve the student's knowledge of French grammar and to enable him to read French of average difficulty.

*Topics:* Review of grammar; conversation; reading of modern prose; and outside reading.

FRENCH 202. (Formerly French 62.) Intermediate French. Three hours.

This course is a continuation of French 201.

FRENCH 305. French Conversation and Composition. Three hours.

*Purpose:* To help students, especially prospective teachers, to acquire the ability of writing and speaking simple French.

FRENCH 306. (Formerly French 75.) Rapid Reading Course. Three hours.

*Purpose:* Development of a good reading ability and literary appreciation.

*Topics:* Outstanding prose works of the 19th and 20th century.

FRENCH 432. (Formerly French 84.) French Literature of the 17th century. Three hours.

*Prerequisites:* French 101, 102, 201, 202, 306, or permission of the instructor.

*Purpose:* To acquaint students with French classicism.

*Topics:* Representative works of Corneille, Moliere, Racine. Extracts from Pascal, Boileau, Bossuet, etc.

FRENCH 433. (Formerly French 85.) French Literature of the 18th century. Three hours.

*Prerequisites:* Same as for French 432.

*Purpose:* To acquaint students with the trend of French thought and literature of that period.

*Topics:* Selected material from the Encyclopedists, Montesquieu, Voltaire, Rousseau, Beaumarchais.

FRENCH 434. (Formerly French 86.) French Literature of the 19th and 20th Centuries. Three hours.

*Prerequisites:* Same as for French 432.

*Purpose:* To acquaint students with the literary movements and representative works of the period.

*Topics:* Novels, dramas, and poems of outstanding writers of the time.

FRENCH 475. (Formerly French 83.) Teaching of French. Three hours.

*Prerequisites:* French 101, 102, 201, 202 or equivalent and three courses above 300.

*Topics:* Review of French grammar; phonetics; modern methods of teaching French; and discussion of textbooks.

#### GERMAN

GERMAN 101. (Formerly German 51.) Beginning German. Three hours.

*Purpose:* An introduction to the elements of German.

*Topics:* Essentials of grammar, drill in pronunciation, writing, conversation, and easy reading.

GERMAN 102. (Formerly German 52.) Beginning German. Three hours.

Continuation of German 101.

GERMAN 201. (Formerly German 61.) Intermediate German. Three hours.

*Purpose:* To improve the student's knowledge of grammar and to enable him to read German.

*Topics:* Review of grammar and reading of modern prose.

GERMAN 202. (Formerly 62.) Intermediate German. Three hours.

Continuation of German 201, and reading of Wilhelm Tell.

GERMAN 306. (Formerly German 75.) Reading Course.  
Three hours.

*Purpose:* Development of the reading ability and study of modern writings.

*Topics:* Writings of the 19th and 20th centuries.

GERMAN 433. (Formerly German 80.) German Classicism.  
Three hours.

*Purpose:* To acquaint students with the great period of German literature.

*Topics:* Representative works of Lessing, Goethe, Schiller.

# DEPARTMENT OF HISTORY AND GOVERNMENT

Mr. Lloyd

Mr. Peratt

Mr. Senff

## REQUIREMENTS:

<i>Major in History:</i>	Sem. Hrs.
History 131, 132, 241, 242, 331, 332 .....	18
American History in 300's and 400's .....	9
Graduates who expect a certificate to teach history in schools must have History 375 .....	3
Electives from the three hundreds and four hundreds must bring total of all majors to a minimum of 30 hours or a maximum of 36 hours.	
<i>For a Minor in History:</i>	
Either History 131 and 132, or History 331 and 332 .....	6
American History, preferably in advanced course.....	9
If students are expecting to teach history, they should take History 375 .....	3
	18
<i>Major in Political Science:</i>	
Political Science 141, 241, 242, 333, 342, 343, 446, 448 .....	24
Elective .....	3
	27
<i>Minor in Political Science:</i>	
Political Science 141, 241, 242, 333 .....	12
Elective in 300's or 400's .....	6
	18
<i>Major in History and Political Science:</i>	
History 131 and 132, or History 331 and 332 .....	6
American History, preferably in advanced courses .....	9
Political Science 241, 242 .....	6
Electives in Political Science in 300's or 400's.....	9
Graduates who expect a certificate to teach history in High Schools must have History 375.....	3
	33

## DESCRIPTION OF COURSES

HISTORY 131. History of Civilization. Three hours.

*Purpose:* To give a view of the early development of civilization.

*Topics:* The conquest of civilization; classical civilization

of the ancient Mediterranean world; origins of Western European Civilizations; medieval institutions and culture; transition to modern times.

**HISTORY 132.** The History of Civilization. Three hours.

*Prerequisite:* History 131.

*Purpose:* To continue the study of civilization to the present day.

*Topics:* The expansion of Europe; era of industrial capitalism; nationalism, democracy, and imperialism; the crisis in western civilization.

**HISTORY 241.** (Formerly History 52.) The United States of America, 1492-1850. Three hours.

*Prerequisite:* Sophomore standing.

*Purpose:* To give a survey of social, economic, and political history during the period covered.

*Topics:* Discoveries; explorations; colonization; rivalries between colonizing powers; colonial commerce and government; economic and social development; Anglo-American relations; the American Revolution with its problems; the adoption of the Federal constitution; the development of national government; political parties; slavery; and the expansion of territory.

**HISTORY 242.** (Formerly History 53.) The United States of America, 1850-1932. Three hours.

*Prerequisite:* Sophomore standing.

*Purpose:* To continue the survey of history begun in course 241.

*Topics:* The compromise of 1850; the Civil War and its consequences; foreign relations; reconstruction; political corruption; the far West; transportation; big business; organized labor; reform movements; the free silver crusade; the War with Spain; the Panama Canal; the Caribbean; the Great War; and the problems of reconstruction.

**HISTORY 331.** (Formerly History 77a.) Modern Europe, 1500-1830. Three hours.

*Prerequisite:* Six or more hours of college history and preferably junior standing.

*Purpose:* To give a view of the development of nationality, religious reformations, industrial progress, cultural advancement, and the growth of democracy.

*Topics:* The development of modern nations, the Reformation and religious wars, dynastic and economic statecraft, and revolutionary development of the modern world.

HISTORY 332. (Formerly History 77b.) Modern European History, 1830-1933. Three hours.

*Prerequisite:* Six or more hours of college history and preferably junior standing.

*Purpose:* To show the continued development of nationality, the spread of national imperialism, the growth of representative government, and the causes and results of the World War.

*Topics:* Industrial Revolution, the reforms of the nineteenth and twentieth centuries, social factors in recent European history, the political and cultural growth of the various European countries, their relation to the rest of the world, peace efforts, the World War, and subsequent trends in European government and society.

HISTORY 338. (Formerly History 78.) A survey of English History. Three hours.

*Prerequisite:* Six hours of college history.

*Purpose:* To give a background for students of American history and English literature.

*Topics:* Selected topics from English and British history, such as the development of parliamentary government; the Puritan Revolution; the Commercial Revolution, Empire Building; etc.

HISTORY 339. (Formerly Economics 70.) Economic History of Europe. Three hours.

*Purpose:* To indicate the origins and to explain the nature and effects of the more important economic changes and achievements in Europe and their relations to economic conditions in the United States.

*Topics:* Mediaeval and early modern backgrounds, agriculture, industry, and trade from the Napoleonic Wars to the World War; labor legislation and organization to 1914; the World War and its aftermath.

HISTORY 342. (Formerly History 72.) History of the West. Three hours.

*Prerequisites:* History 241 and 242.

*Purpose:* To give a survey of the expansion of the American people and to trace the influence of the West in national affairs.

*Topics:* Exploration and settlement; gradual movement westward; international rivalries over the West; geographic influence; and the social, political and economic influence of the West.

HISTORY 344. The History of Kentucky. Two hours.

*Prerequisite:* Six hours of History or junior standing.

*Purpose:* To trace the development of Kentucky from pioneer days to the present, emphasizing its relation to American history.

*Topics:* Early settlement of Kentucky; becoming a Commonwealth; constitutional, social, and economic development; Civil War and readjustment; recent history and development.

HISTORY 349. (Formerly History 71.) Economic History of the United States. Three hours.

*Prerequisites:* History 241 and History 242. See Department of Economics and Sociology.

HISTORY 375. (Formerly History 75.) The Teaching of History and other Social Sciences in Junior and Senior High Schools. Three hours.

*Prerequisites:* A minimum of twelve hours of college history.

*Purpose:* To give the prospective teacher a knowledge of some of the principles of teaching; the selection of topics; the literature on the subject.

*Topics:* The selection of textbooks and library books; the building of a curriculum; and methods of teaching. Two observations of history classes in the Training School are required each week.

HISTORY 436. (Formerly History 86.) The French Revolution and the Napoleonic Era. Three hours.

*Prerequisite:* At least junior standing.

*Purpose:* To make a fairly intensive study of the beginning of the revolutionary period in modern European history.

*Topics:* Conditions in France before 1789; the Revolution

from 1789 to 1799; the Napoleonic Wars; the organization of France under Napoleon; the character of the Napoleonic Empire; and the work of the Congress of Vienna.

HISTORY 440. (Formerly History 80.) American Colonial History. Three hours.

*Prerequisite:* History 241.

*Purpose:* To make an intensive study of the colonization of English America.

*Topics:* Discovery; exploration and settlement; geographic influences; the Indians; comparison and contrast to colonization by other European peoples; the development of American institutions; the separation from the mother country; and the formation of an independent government.

HISTORY 443. Sectional Controversies. Three hours.

*Prerequisites:* History 241 and at least junior standing.

*Purpose:* To make an intensive study of the sectional controversies that led to the Civil War.

*Topics:* Early development of sectionalism in the constitutional convention; economic development of sections, controversies over the U. S. Bank, tariff, westward expansion, slavery; struggles for the political balance of power; agrarianism versus industrialism.

HISTORY 445. (Formerly History 84.) History of the United States 1875-1932. Three hours.

*Prerequisites:* History 241 and History 242, and at least junior standing.

*Purpose:* To familiarize students with the complexity of recent and contemporaneous problems in the social, political, and economic life of the people of the United States.

*Topics:* The economic revolution; the rehabilitation of the South; the growth of the West; Agrarian unrest; third party movements; money and banking; the tariff; the rise of capitalism; transportation; labor movements; feminism; immigration; the trend of political reform; foreign contacts; the part of the United States in the World War; problems of reconstruction after the war; and industrial depressions.

HISTORY 446. (Formerly History 85.) American Foreign Relations. Three hours.

*Prerequisites:* History 241 and 242, and at least junior standing.

*Purpose:* To familiarize the student with the relations of his country with other nations from the establishment of the Union to the present.

*Topics:* The diplomacy of the establishment of the independence of the United States; neutral rights; the extension of territory on the continent; the Monroe Doctrine; international controversies over the Civil War; recent interpretations of the Monroe Doctrine; the acquisition of dependencies; relations with Latin America and the Orient; the Isthmian Canal; and neutral rights during the World War.

HISTORY 447. Latin-American History. Three hours.

*Prerequisites:* History 241 and 242, and at least junior standing.

*Purpose:* To trace the history of the Latin-American countries with emphasis upon their relations with the United States.

*Topics:* Discovery and exploration; Spanish and Portuguese settlements; wars for independence; brief summary of history of individual countries; world relationships of Latin-America.

#### POLITICAL SCIENCE

POLITICAL SCIENCE 141. (Formerly Political Science 53.) Problems of Citizenship. Three hours.

*Purpose:* To give the student a knowledge of the fundamental problems involved in citizenship and to build a foundation for the study of American government.

*Topics:* The powers of the people of the United States; Civil Liberty; Public Opinion; the Negro Problem; Industrial Problems; Women's Rights; Problem of International Relations, War and Peace; the Immigration Problem.

POLITICAL SCIENCE 241. (Formerly Political Science 63.) Government of the United States. Three hours.

*Prerequisite:* One year of college work or the consent of the instructor.

*Purpose:* To explain the forms and functions of the American political system, the origin and purpose of our governmental institutions, how they have been developed by law or by usage, and their present-day workings, merits, and defects.

*Topics:* Origins; the constitution and its makers; the citizen; his rights; his political privileges; the executive; his powers and functions; the Cabinet; the Senate; the House of Representatives; regulation of commerce; the war powers; political parties; their origin and functions; the judicial power; and the government of territories.

POLITICAL SCIENCE 242. (Formerly Political Science 64.) State and Local Government. Three hours.

*Prerequisite:* One year of college work or the consent of the instructor.

*Purpose:* To explain the place of the states in the nation and the growth of state government and institutions.

*Topics:* The place of the states in the nation; the state constitutions; the state legislature; the state executive; state administration; state finance; state courts; state parties and politics; reconstruction of state government; the history of local government; the American city; municipal government; and rural government.

POLITICAL SCIENCE 333. (Formerly Political Science 73.) Comparative Government. Three hours.

*Purpose:* To give a knowledge of the governments of the leading countries of Europe.

*Topics:* Constitutional development; political organization; legislation; administration; party systems; courts; local government; the cabinet; recent developments; and proposed changes.

POLITICAL SCIENCE 342. Law-Making in the United States. Three hours.

*Prerequisites:* Political Science 241 and 242.

*Purpose:* To study the law-making process as a functional part of American government.

*Topics:* The constituent process statute law-making; legislative bodies; drafting of legislation; legislative procedure; formulation of public opinion; the lobby; law-making by judges; law-making by the Executive; law-making by the people.

POLITICAL SCIENCE 343. (Formerly Political Science 79.) American Political Parties. Three hours.

*Prerequisite:* Political Science 241.

*Purpose:* To give a knowledge of the development and influence of political parties in the United States.

*Topics:* The political party as a part of the political machinery; party organization; party activities; campaign methods; reform movements; public opinion and party leadership; the true function of parties and party responsibility.

POLITICAL SCIENCE 344. (Formerly Political Science 74.) Kentucky Government. Two hours.

*Prerequisite:* Political Science 241 and 242.

*Purpose:* To explain the development of the government of Kentucky with emphasis upon present-day problems.

*Topics:* Constitutional development; governmental organization of Kentucky; executive, legislature, judiciary; local government; party development, and present-day governmental problems.

POLITICAL SCIENCE 441. (Formerly Political Science 81.) Public Finance. Three hours.

*Prerequisites:* Political Science 241 and Political Science 242 and Economics 201 and Economics 202.

See Department of Economics and Sociology.

POLITICAL SCIENCE 446. Constitutional Law. Three hours.

*Prerequisites:* Political Science 241 and 242.

*Purpose:* To give the student a greater knowledge of our constitution and its evolution with emphasis upon the part played by the Supreme Court.

*Topics:* Constitutional development; the courts and the constitution; powers of the Federal Government; the States and the Territories; Interstate Commerce and its regulation; safeguarding of contracts; personal rights; eminent domain and due process; equal protection of the law; citizenship and suffrage; foreign relations and the constitution.

POLITICAL SCIENCE 448. Public Administration. Three hours.

*Prerequisites:* Political Science 241, 242, and 342.

*Purpose:* To study public administration as a functional part of American government.

*Topics:* Administrative organizations; State control of local administration; personnel problems; financial administration; administrative law; public relations; standards for measuring administrative performance.

# DEPARTMENT OF MATHEMATICS AND PHYSICS

## MATHEMATICS

Mr. Black

Mr. Fair

Mrs. Blessing

Students who intend to major in Mathematics or Physics should consult the head of the department regarding their programs of courses and should feel free at all times to advise with him regarding their academic problems and plans.

Students majoring or minoring in Mathematics should take as many courses in Physics as possible, although it is not required that they do this. Such courses broaden the mathematical viewpoint greatly and equip the student for positions as teachers of Mathematics and Physics in high schools.

### REQUIREMENTS:

#### *For a Major:*

Mathematics 141, 151, 231, 261, 361 .....	Sem. Hrs. 21-23
Other courses above 400 prescribed by the department.....	6

Students expecting to do graduate work in mathematics should take at least 12 hours in the 400 group.

Minimum .....	27
Suggested Maximum .....	38

Students who expect to teach in high school and who have not had solid geometry before entering college should take Mathematics 131.

#### *For a Minor:*

Mathematics 141, 151, 231 .....	15
Another course prescribed by the department .....	3
Minimum .....	18

#### *For a Degree without Certificate:*

Minimum .....	6
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#### *For the Degree and Provisional High School Certificate:*

Minimum, exclusive of Arithmetic (or 6-12 hours of foreign Language) .....	6
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#### *For the Degree and Standard Elementary Certificate:*

Minimum—Mathematics 121 .....	3
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#### *For a Provisional Elementary Certificate:*

Minimum—Mathematics 121 .....	3
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## DESCRIPTION OF COURSES

MATHEMATICS 121. (Formerly Mathematics 51.) Teaching of Arithmetic. Three hours.

Credit in Mathematics 121, Teachers' Arithmetic, will not be accepted on a major nor on a minor in Mathematics.

*Prerequisite:* A good working knowledge of arithmetic. All students who enter this course are required to pass a test on arithmetic, given the first of each semester at the first meeting of the class. Such students as pass this test will be permitted to continue in the course. Those who show a lack of knowledge of the fundamental principles and processes of arithmetic must make up the deficiency by such outside work as is prescribed by the instructor. This make-up course may be taken simultaneously with the course in the Teaching of Arithmetic, but credit in the latter course will not be given unless the student passes in the make-up course.

*Purpose:* This course has the twofold purpose of giving the prospective teacher a review of the principles of arithmetic and the practical skills needed in teaching the subject. The course meets one of the requirements for certificates.

*Topics:* The following topics are representative: (1) Objectives and curriculum in arithmetic; (2) reorganized curriculum in mathematics; (3) how to introduce and teach common fractions, decimal fractions, etc.; (4) classification of mistakes and analysis of their causes; (5) standardized tests and scales; (6) way of explaining problems; (7) psychology of number; (8) analysis of so-called skills into specific skills. Abundant demonstration of methods and techniques furnish a basis for evaluating various teaching procedures.

MATHEMATICS 131. (Formerly Mathematics 52.) Solid Geometry. Three hours.

*Prerequisites:* One unit each of high school algebra and of plane geometry.

*Purpose:* (a) To study the foundation of plane and solid geometry; and (b) to develop a logical system of reasoning based upon the axioms, postulates, and the definitions of geometry.

*Topics:* Lines and planes in space; polyhedrons; areas and volumes of solid; spheres.

MATHEMATICS 141. (Formerly Mathematics 62.) Trigonometry. Five hours.

*Prerequisites:* One unit each of high school algebra and of plane geometry. The course may be taken before, after or simultaneously with College Algebra.

*Purpose:* (a) To develop the mathematical ability of the student, (b) to lay a foundation for future work in mathematics, and (c) to make a study of the process of triangulation.

*Topics:* The trigonometric functions; the right triangle; law of sines and cosines; trigonometric equations; fundamental identities of trigonometry; radian measure; inverse functions; logarithms; solution of the general triangle by logarithms.

MATHEMATICS 151. (Formerly Mathematics 63.) College Algebra. Five hours.

*Prerequisites:* One unit each of high school algebra and of plane geometry. The course may be taken before, after, or simultaneously with trigonometry.

*Purpose:* To review high school algebra, to make a critical study of the algebraic processes, to develop the idea of function, or the dependence of one variable upon other variables.

*Topics:* Review of high school algebra; a study of exponents, radicals, graphs, properties of quadratic equations, ratio, variations, proportion, logarithms; and an introduction to determinants and series.

MATHEMATICS 231. (Formerly Mathematics 71.) Analytic Geometry. Five hours.

*Prerequisites:* Mathematics 141 and Mathematics 151.

*Purpose:* (a) To show the relation between geometry and algebra, (b) to teach the construction and interpretation of graphs, (c) to study curves obtained from empirical data.

*Topics:* Cartesian coordinates; the fundamental properties of curves; the curve as a locus; the straight line; the circle; the conic sections; transformation of coordinates; tangents; polar coordinates; transcendental curves; parametric equations; empirical equations, and graphs.

MATHEMATICS 261. (Formerly Mathematics 72.) Differential Calculus. Five hours.

*Prerequisite:* Mathematics 231.

*Purpose:* (a) To teach the concept of limits, (b) to study the variation of a function as the independent variable changes, (c) to derive a few of the fundamental equations of physics and mechanics, and (d) to study the integral as a limit of a sum.

*Topics:* The derivative; maxima and minima; rates; simple integrals; introduction to the summation process; areas; volumes; lengths.

MATHEMATICS 361. (Formerly Mathematics 81.) Integral Calculus. Three hours.

*Prerequisite:* Mathematics 261.

*Purpose:* This is a continuation of the course in Differential Calculus.

*Topics:* Integration; definite integrals; areas; surfaces; volumes; applications to physics and mechanics; partial derivatives; infinite series; Taylor's series; introduction to differential equations.

MATHEMATICS 371. (Formerly Mathematics 84 and 74.) History of Mathematics and Teaching of Mathematics in Secondary Schools. Three hours.

This course is designed primarily for students who are expecting to teach mathematics. Under no circumstances will students be permitted to take this course until they have a minimum of three hours credit in each of Mathematics 141 and Mathematics 151.

MATHEMATICS 381. Vector Analysis. Three hours.

*Prerequisite:* Mathematics 361.

*Topics:* Addition, subtraction and multiplication of vectors; differentiation and integration of vectors. Kinematics, and dynamics of a particle. Kinematics and dynamics of a rigid body.

*Purpose:* To teach the fundamental principles of vector analysis for the student of pure mathematics and the student of physics and engineering.

MATHEMATICS 431. College Geometry. Three hours of credit.

A course in advanced plane geometry dealing with important extensions of the concepts of elementary geometry.

The course consists of advanced problems in construction, study of geometric loci, similar and homothetic figures, the nine-point circle, the orthocentric quadrilateral, Menelaus's theorem, orthogonal circles, the problem of Apollonius, etc.

MATHEMATICS 431. (Formerly Mathematics 83.) Theory of Equations. Three hours.

*Prerequisite:* Fourteen hours of college mathematics.

*Topics:* Imaginary numbers; theorems on the roots of an equation; solution of cubics and quartic equations; Newton's and Horner's methods of solving the equation of the  $n$ th degree; determinants; symmetric functions; elimination.

MATHEMATICS 481. Series. Three hours.

*Prerequisite:* A working knowledge of the integral calculus.

*Purpose:* To give the student a working knowledge of limits and series.

*Topics:* Aggregates, limits and bounds, tests for convergence, operations with series.

MATHEMATICS 482. (Formerly Mathematics 82.) Differential Equations. Three hours.

*Prerequisite:* Mathematics 341. 361

*Topics:* The theory and methods of solving ordinary and partial differential equations with the applications to mechanics and physics.

MATHEMATICS 483. (Formerly Mathematics 85.) Potential Function. Three hours.

*Prerequisite:* Mathematics 482.

*Topics:* Review of elementary ideas; attraction of finite bodies; definition and significance of potential function; potentials due to various geometric solids; vector fields; Green's theorem; Gauss's theorem; etc.

MATHEMATICS 484. (Formerly Mathematics 86.) Theoretical Mechanics. Three hours.

*Prerequisite:* Mathematics 482.

*Topics:* Vectors; acceleration; mass and force; work and energy; statics of a particle; statics of rigid bodies; straight line motion; curvilinear motion; constrained motion; etc.

## PHYSICS

Mr. Black

Mr. Fair

### REQUIREMENTS:

<i>For a Major:</i>	Sem. Hrs.
Physics 131, 132, 231, 232, 341 .....	21-23
Another course prescribed by the department .....	3
Minimum .....	24
Maximum .....	34
 <i>For a Minor:</i>	
Physics 131, 132, 231 .....	15
Course 232 or 341 .....	3- 5
Minimum .....	18

For the Degree, or Provisional H. S., or Standard Elementary: Twelve hours of Science are required and may be chosen in Physics, Chemistry, or the Biological Sciences. If chosen in Physics, the following courses are required:

Any courses totaling 12 hours .....	12
Minimum .....	12

For the Provisional Elementary certificate, five hours of Science are required and may be taken in Physics, Chemistry, or Biology.

Any Physics course .....	5
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### *For the Degree in Home Economics:*

Either a special course in Household Physics or Physics 131 and 132 will be required.

### *For Preparation for Medicine:*

All strong medical schools require a minimum of 8 hours work in College Physics.

This requirement may be met by courses 131 and 132 or 231 and 232.

## DESCRIPTION OF COURSES

PHYSICAL SCIENCE 101. (Formerly Science 50a). Introduction to Physical Sciences. Three hours. Credit in 101 and 102 will be accepted as science credit on the Bachelor's degree. It will not be accepted as science credit on a major or minor in

any science. Students who have had high school physics should not register in Science 101 and those who have had high school chemistry should not register in 102.

*Purpose:* (a) To give an introduction to the basic ideas of the physical sciences, particularly the sciences of chemistry and physics; (b) to give a cultural outline of the sciences in order that the student who is not primarily interested in them may have his viewpoint enlarged by a good general idea of their range and their relation to the affairs of his everyday life; and (c) to stimulate interest in science at this school and encourage further work in the more rigorous laboratory courses.

*Topics:* The first semester deals largely with the science of physics and will treat such materials from chemistry as are closely related thereto. Three hours of lecture and quiz work per week with outside reading.

PHYSICAL SCIENCE 102. (Formerly Science 50b.) Introduction to Physical Sciences. Three hours.

*Purpose:* Continuation of 101.

*Topics:* The second semester deals primarily with the science of chemistry and will treat such topics from physics as are closely related thereto.

Three hours lecture and quiz work per week with outside reading.

PHYSICS 111. Household Physics. Three hours.

*Topics:* A study of the elementary ideas of mechanics, molecular physics and heat; also electricity and magnetism and sound and light with particular emphasis on the applications of these principles to everyday life in the home.

The course is a very valuable one from a practical standpoint as well as being of considerable value from the broad cultural understanding of the forces and laws of physical science. The course is abundantly illustrated by demonstration lectures, and other devices.

PHYSICS 131. (Formerly Physics 51.) Elementary Physics. Five hours.

*Purpose:* To introduce students to the science of physics and to help to train them to teach physics in high schools.

*Topics:* A study of the elementary ideas of mechanics, molecular physics, and heat.

Four hours of lecture and quiz and two hours of laboratory work per week.

*Physics 132.* (Formerly Physics 52.) Elementary Physics. Five hours.

*Prerequisite:* Physics 131.

*Purpose:* Continuation of Physics 131.

*Topics:* A study of the elementary ideas of electricity, magnetism, sound, and light.

Four hours of lecture and quiz and two hours of laboratory work per week.

*PHYSICS 133.* (Formerly Physics 54.) Elementary Physics Laboratory. Three hours.

*Prerequisite:* Physical Science 101 or High School Physics.

*Topics:* A thorough course in simple laboratory experiments on mechanics, heat, electricity, sound, and light.

One lecture and four hours laboratory per week.

*PHYSICS 231.* (Formerly Physics 61.) General College Physics, part one. Five hours.

*Prerequisite:* Credit in or simultaneous study of trigonometry.

*Topics:* The first semester's work in physics consists of a study of mechanics, heat, and sound. Under mechanics is given the fundamental theory of force, acceleration, velocity, motion, simple machines, friction, gravitation, fluids, elasticity and the molecular theory of matter. The topics studied under heat are measurement of temperature, laws of expansion, the quantity of heat, the relation of work to heat, the methods of transferring heat, the change of state, and applications of heat to meteorology and machines. The properties and methods of propagation of sound and wave motion are studied under the general topic of sound.

Three recitations and two laboratory periods per week.

*PHYSICS 232.* (Formerly Physics 62.) General College Physics, part two. Five hours.

*Topics:* Magnets—magnetic fields of force, magnetic properties of the earth, quantitative laws of magnetism; electrostatics

## DEPARTMENT OF SCIENCE

Mr. Welter  
Miss Carr

Mr. Hogge  
Miss Braun

Miss Wilkes

The Department of Science offers work in the following fields: Biology, Chemistry, Geography, and Geology. Science requirements for a Standard Certificate or any of the degrees must be fulfilled in courses offered from Physics, Chemistry, Biology, and Geology. Requirements in Geography are stated as such under a separate heading.

### BIOLOGICAL SCIENCE

CATALOG 1936-37

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—theories of electricity, laws of electrostatics, electrical units, condensers, electrical fields, cells, magnetic effects of electric currents, potential differences, resistance, energy of an electric current, heating effect of a current, conduction through electrolytes, magnetic fields of currents, induced electromotive forces, magnetization of iron, potentials of charged conductors, conduction through gasses, radioactivity, oscillations and electrical waves; light—theory, propagation, reflections, refractions, lenses, spectra, interference and diffraction, polarization of light.

PHYSICS 311. (Formerly Physics 82.) Analytic Mechanics. Three hours.

*Prerequisites:* Ten hours credit in College Physics and five hours of Calculus.

*Topics:* Review of elementary concepts; Newton's Laws; conditions of equilibrium; kinetics of a particle; work and energy; impulses; moment of inertia.

PHYSICS 341. (Formerly Physics 71.) Introduction to Advanced Physics. Three hours.

*Prerequisite:* Ten hours credit in College Physics.

*Purpose:* (a) To present to the student a survey of the field of modern advanced physics to the end that he may have a deeper appreciation and understanding of the material world about him, and (b) to present a background for more advanced studies in physics and other sciences.

*Topics:* Properties of matter; nature of light; nature of heat; nature of energy; laws of radiation; the electron; the atom; the molecule; emission and absorption of light; spectra; x-rays; radio-activity.

Lectures, recitations, and problems.

PHYSICS 351. (Formerly Physics 72.) Electricity and Magnetism. Three hours.

*Prerequisites:* Ten hours credit in College Physics and Calculus.

*Topics:* Nature of electricity; nature of magnetism; measurement of magnetic fields; Kirchhoff's Laws; galvanometers; electrometers; standard cells; thermo-electricity; electro-magnetic induction; the magnetic circuit; alternating currents.

B. Biology 213, 214, 231, 304, 315, 413.....	20
Any additional courses in Biology .....	8-13
Minimum .....	28
Maximum .....	34

For a Minor (Choose A or B):

A. Biology 213, 315, and 231 or 232 .....	11
Any other courses in Biology .....	7
B. Biology 231, 232, and 213 or 315 .....	10
Any other courses in Biology .....	8

#### DESCRIPTION OF COURSES

BIOLOGY 103. (Formerly Biology 51.) General Biology.  
Three hours.

*Topics:* A course dealing with the relationships of plants and animals. Emphasis is placed upon the great biological principles. Three lecture-discussions per week.

BIOLOGY 133. (Formerly Biology 53.) Human Physiology.  
Three hours.

*Topics:* A brief study of the structures and functions of the human body, with special attention devoted to the anatomy and physiology of the motor organs, the nervous system, and the special senses.

Three lecture-discussion hours per week.

BIOLOGY 203. (Formerly Biology 60.) Nature Study.  
Three hours.

*Topics:* This course is designed for rural and elementary school teachers. It gives them an intimate acquaintance with the most common forms of plant and animal life. Teaching devices, nature games, and nature literature form an important part of the course.

One lecture, four hours laboratory and field work per week.

BIOLOGY 213. (Formerly Biology 61.) General Botany.  
Four hours.

*Topics:* A course presenting the plant as a unit, with emphasis on structure, function, development and heredity.

Two lecture-discussions and four hours laboratory per week.

BIOLOGY 214. (Formerly Biology 66.) Plant Diseases. Three hours.

*Prerequisite:* Biology 213.

*Topics:* A study of the most important plant diseases and methods of control.

One lecture and four hours laboratory per week.

BIOLOGY 231. (Formerly Biology 63.) Invertebrate Zoology. Three hours.

*Topics:* A study of the structure, development, reproduction, and habits of invertebrate animals.

One lecture-discussion and four hours laboratory per week.

BIOLOGY 232. (Formerly Biology 64.) Vertebrate Zoology. Three hours.

*Topics:* A continuation of Biology 231, but concerned with vertebrate animals.

One lecture-discussion and four hours laboratory per week.

BIOLOGY 303. (Formerly Biology 75.) Ecology. Three hours.

*Prerequisite:* Introductory course in Biology, Zoology, or Botany.

*Topics:* A course dealing with the inter-relations of plant and animals with their environment. Studies are made in the natural habitat of the organisms to observe normal interactions and ways of life. Plant and animal communities of the Morehead region, plant and animal succession, and life zones are the major topics considered.

One hour discussion and four hours laboratory per week.

BIOLOGY 304. (Formerly Biology 74.) Genetics. Three hours.

*Prerequisite:* Any other course in Biology.

*Topics:* A study of the laws of inheritance and their application to plant and animal breeding.

Two lecture-discussions and two hours laboratory per week.

BIOLOGY 315. (Formerly Biology 73.) Local Flora. Four hours.

*Prerequisite:* Biology 213.

*Topics:* A course designed to acquaint the student with

the common plants of Eastern Kentucky, and to develop the ability to use manuals for classification successfully.

One hour discussion and six hours laboratory and field work per week.

BIOLOGY 316. Dendrology. Two hours.

*Prerequisite:* Three hours in Biology.

*Topics:* A course dealing with the trees and shrubs of Eastern Kentucky. Emphasis is placed upon their identification, economic importance, and use in landscaping.

Four hours of laboratory per week.

BIOLOGY 333. (Formerly Biology 70.) Ornithology. Three hours.

*Topics:* A course designed to give the student an intimate acquaintance with the life histories, habits, and economic relationships of the common birds of Eastern Kentucky.

One lecture, four hours laboratory and field work per week.

BIOLOGY 334. (Formerly Biology 76.) Entomology. Three hours.

*Prerequisite:* Zoology 231.

*Topics:* A general course dealing with the relations of insects to man. Collecting and raising insects and the study of their life histories and classification constitute a major portion of the course.

One lecture-discussion and four hours laboratory per week.

BIOLOGY 413. (Formerly Biology 83.) Plant Physiology. Three hours.

*Prerequisite:* Biology 213.

*Topics:* A course dealing with the physiological and chemical activities of plants, including osmotic phenomena, physiology, and metabolism of the plant cells.

One lecture, one recitation, and two hours laboratory per week.

BIOLOGY 433. (Formerly Biology 80.) Field Vertebrate Zoology. Three hours.

*Prerequisite:* Biology 232.

*Topics:* A survey of the fishes, amphibia, reptiles, and mammals of Eastern Kentucky in which the species, their habits,

habitats and economic values are determined in the field and laboratory. Students will assist in building a museum.

One hour discussion and four hours laboratory and field work per week.

BIOLOGY 434. (Formerly Biology 85.) Comparative Anatomy. Four hours.

*Prerequisite:* Biology 232.

*Topics:* The comparative anatomy and relationships of the chordata classes with special study of the fishes, amphibians and mammals.

Two hours lecture-discussion, and four hours laboratory per week.

BIOLOGY 475. (Formerly Biology 88.) Teaching of Biology. Three hours.

*Prerequisite:* Fifteen hours in Biology.

*Topics:* A course designed to acquaint the student with methods of obtaining and preparing materials, selecting supplies, texts and references. Science activities will be organized into a course of study. Classroom, laboratory, and field methods of instruction will be discussed and evaluated.

Two hours discussion per week.

## CHEMISTRY

Mr. Hogge

### REQUIREMENTS:

<i>For a Major:</i>	Sem. Hrs.
Chemistry 111, 112, 211, 212, 311, 312, 411, 412 .....	32

<i>For a Minor:</i>	
Chemistry 111, 112, 211 or 212, 311 .....	17
Any other Chemistry course .....	3-4

### *Special Requirements for Home Economics:*

Chemistry 111, 311 .....	9
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## DESCRIPTION OF COURSES

The courses in Chemistry are designed to prepare the student to teach high school Chemistry, to take work in Agriculture, in Home Economics, and in other fields where the funda-

mentals of chemistry are needed, and to meet the premedical and predental requirements in chemistry.

**PHYSICAL SCIENCE 101.** (Formerly Science 50a.) Introduction to Physical Sciences. Three hours. Credit in 101 and 102 will be accepted as science credit on the Standard Certificate and on the Bachelor's degree. It will not be accepted as science credit on a major or minor in any science. Students who have had high school Physics should not register in Science 101, and those who have had high school Chemistry should not register in 102.

*Purpose:* (a) To give an introduction to the basic ideas of the physical sciences, particularly the sciences of chemistry and physics; (b) to give a cultural outline of the sciences in order that the student who is not primarily interested in them may have his viewpoint enlarged by a good general idea of their range and their relation to the affairs of his everyday life; and (c) to stimulate interest in science at this school and encourage further work in the more rigorous laboratory courses.

*Topics:* The first semester deals largely with the science of physics and will treat such materials from chemistry as are closely related thereto. Three hours of lecture and quiz work per week with outside reading.

**PHYSICAL SCIENCE 102.** (Formerly Science 50b.) Introduction to Physical Sciences. Three hours.

*Purpose:* Continuation of 101.

*Topics:* The second semester deals primarily with the science of chemistry and will treat such topics from physics as are closely related thereto. Three hours lecture and quiz work per week with outside reading.

**CHEMISTRY 111.** (Formerly Chemistry 51.) General Chemistry. Five hours.

*Prerequisite:* Credit for one high school unit in Chemistry or Physical Science 102. It is recommended that the student have credit for one unit of high school Physics, Science 101, or Physics 141.

*Purpose:* To give the students the fundamentals of general chemistry.

*Topics:* Study of the most important non-metallic elements and their compounds. Special stress is laid on the kinetic-

molecular theory, the atomic theory, atomic structure, ionization, and the periodic law.

Three lecture-recitation hours and four hours of laboratory per week.

CHEMISTRY 112. (Formerly Chemistry 52.) Inorganic Chemistry and Qualitative Analysis. Five hours.

*Purpose:* Continuation of Chemistry 111.

*Topics:* The metallic elements. The laboratory work will be spent on qualitative analysis.

Two lecture-recitation hours and six hours of laboratory per week.

CHEMISTRY 208. Agricultural Analysis. Five hours.

*Prerequisite:* Chemistry 112.

*Purpose:* An introductory course in quantitative analysis arranged for students in Agriculture. The elements of quantitative analysis are studied with special reference to the constituents of soils, fertilizers, and agricultural products. One hour of recitation and eight hours of laboratory a week. (More work in this field will be arranged on demand.)

CHEMISTRY 211. (Formerly Chemistry 62a.) Quantitative Analysis. Three hours.

*Prerequisite:* Chemistry 112, or one year's work in general chemistry.

*Purpose:* Study of the principles and technique of quantitative analysis.

*Topics:* Volumetric Analysis.

Six hours of laboratory per week, including drill in the chemical principles and stoichiometry involved in the analytical procedures.

CHEMISTRY 212. (Formerly Chemistry 62b.) Quantitative Analysis. Three hours.

*Prerequisite:* Chemistry 112, or one year's work in general chemistry.

*Purpose:* Continuation of Chemistry 211.

*Topics:* Gravimetric Analysis. Six hours of laboratory per week.

CHEMISTRY 311. (Formerly Chemistry 71.) Organic Chemistry. Five hours.

*Prerequisite:* Chemistry 111, or one year's work in general chemistry.

*Purpose:* To acquaint the student with the simpler carbon compounds and their reactions. The course is designed to satisfy the minimum requirements in organic chemistry for students of medicine and home economics, and to lay a foundation for advanced courses in organic chemistry.

*Topics:* The methane, ethylene, acetylene, and benzene series and their derivatives; fats, sugars, and proteins; dyes medicinals, etc.

Three lecture-recitation hours and four hours of laboratory per week.

CHEMISTRY 312. (Formerly Chemistry 72.) Organic Chemistry. Five hours.

*Prerequisite:* Chemistry 311 or one semester's work in organic chemistry.

*Purpose:* Continuation of Chemistry 311.

Three lecture-recitation hours and four hours of laboratory per week.

CHEMISTRY 411. (Formerly Chemistry 81). Physical Chemistry. Three hours.

*Prerequisites:* Chemistry 211 and 311. It is recommended that the student have courses in Physics and Calculus also.

*Purpose:* To acquaint the student with the laws controlling chemical phenomena.

*Topics:* Gas laws, molecular weights; solutions; elementary principles of thermodynamics; thermochemistry; etc.

Two lecture-recitation hours and two hours of laboratory per week.

CHEMISTRY 412. (Formerly Chemistry 82.) Physical Chemistry. Three hours.

*Prerequisite:* Chemistry 411.

*Purpose:* Continuation of Chemistry 411.

*Topics:* Homogeneous and heterogeneous equilibria; chemical kinetics; electrochemistry; etc.

Two lecture-recitation hours and two hours of laboratory per week.

## GEOLOGY

Courses in geology are intended to give the students a knowledge of the physical structure of the earth together with the changes it has undergone and the causes which have produced these changes. Courses in this field satisfy the science requirements for the degree and certificate and are particularly useful to students of agriculture, biology, chemistry, and geography.

GEOLOGY 100. General Geology. Three hours.

*Purpose:* (a) To give instruction in the forces and processes acting on the surface of the land; (b) to give instruction in the internal forces and processes acting on earth.

*Topics:* A study of the origin and classification of rocks, a study of the origin and classification of soils; a study of the major physiographic features; a study of the atmosphere in its relation to modification of the surface of the earth.

GEOLOGY 160. Historical Geology. Three hours.

*Prerequisite:* Geology 51.

*Purpose:* To give instruction in the origin and development of plant and animal life on the earth in relation to the physical changes of land, water, and air conditions that have occurred in the various ages of the earth.

*Topics:* A study of fossils, minerals, rocks occurring in the various stages of the earth's processes.

## GEOGRAPHY

Miss Wilkes

Miss Braun

## REQUIREMENTS:

		Sem. Hrs.
<i>For a Major:</i>		
Geography 100, 211, 241, 460, 475 .....		15
Geology 100 .....		3
Any other courses numbered 300 or above .....		9
Minimum .....		27
Maximum .....		30
<i>For a Minor:</i>		
Geography 100, 241, 331, 475 .....		12
Any other courses numbered 300 or above .....		6
Minimum .....		18

## DESCRIPTION OF COURSES

GEOGRAPHY 100. (Formerly Geography 51.) Principles of Geography. Three hours.

*Purpose:* (a) To give instruction in the forces and processes acting on the surface of the land, (b) to develop a geographic background on which to base further study, and (c) to develop the habit of interpreting the geographic factors underlying man's use of the land.

*Topics:* The human activities of the major climatic regions of the earth; man's use of the major physiographic features and of other resources of the earth.

GEOGRAPHY 211. (Formerly Geography 62.) Economic Geography. Three hours.

*Purpose:* (a) To make a world-wide survey of the major economic pursuits in their relation to the natural environment, (b) to develop a conception of the commercial world, (c) to interpret the position of the United States in world trade.

*Topics:* Food resources; fundamentals of manufacturing; manufacturing industries—wood-working, paper, textiles, leather, rubber, chemicals, and minerals; world commerce—the origin and destination of products and chief trade routes.

GEOGRAPHY 241. (Formerly Geography 63.) North America. Three hours.

*Purpose:* (a) To make a detailed study of the major geographic regions of North America, (b) to give practice in the use of the various methods of teaching, and (c) to formulate plans for teaching definite units.

*Topics:* The major geographic regions of North America; the physiographic and climatic background and the relation of man to his environment; methods of teaching; materials for teaching.

GEOGRAPHY 247. (Formerly Geography 64.) Latin America. Three hours.

*Prerequisites:* Geography 100 and 241.

*Topics:* A somewhat detailed study of the Caribbean islands and countries and a summary view of the Pacific and Atlantic countries of South America. Special attention will be given to the relations of Latin America with the United States.

GEOGRAPHY 280. Australia. Three hours.

*Prerequisite:* Geography 100.

*Purpose:* To give instruction in the resources of Australia;  
(b) to show the relation of man's activities to those resources;  
(c) to develop plans for teaching various units.

*Topics:* The physiographic background of the principal regions of Australia; the principal minerals, the climatic regions, the human activities of the regions; the development of teaching technique for use in seventh and eighth grades.

GEOGRAPHY 331. (Formerly Geography 71.) Europe and its Colonies. Three hours.

*Prerequisite:* Geography 100.

*Purpose:* (a) To give instruction in the resources of the principal countries of Europe, (b) to show the importance of colonial possessions in the development of the countries, and (c) to develop plans for teaching various units.

*Topics:* The study of human activities in relation to natural and cultural features of the principal countries; commercial development and the part played by the colonies; methods of teaching; formation of plans for teaching the various units.

GEOGRAPHY 344. (Formerly Geography 72.) Kentucky. Three hours.

*Prerequisite:* Three hours credit in Geography or experience in teaching.

*Purpose:* (a) To give instruction in the resources of Kentucky, and (b) to stimulate geographic research in Kentucky.

*Topics:* General survey of the climate of Kentucky, survey of geologic sections of Kentucky; detailed study of the geographic regions of the state; materials available for use in teaching.

GEOGRAPHY 380. (Formerly 73.) Introduction to Field Geography. Three hours.

*Prerequisites:* Geography 100, 211, 241 and 344.

*Topics:* An introduction to methods in field work. This course is designed to develop on the part of the student the ability to observe, select, and correlate facts that lead to a geographic understanding of the area studied. The time will be divided between urban and rural field work.

GEOGRAPHY 383. Geography of Asia. Three hours.

*Prerequisites:* Geography 100 and one regional course, preferably Geography 331.

*Purpose:* To guide the student in gaining a basis for interpretation of the principal geographic regions of the Orient.

*Topics:* The major human-use regions of India, China, and Japan; a brief survey of other parts of Asia.

GEOGRAPHY 460. (Formerly Geography 81.) Historical Geography of the United States. Three hours.

*Prerequisite:* Three hours credit in Geography.

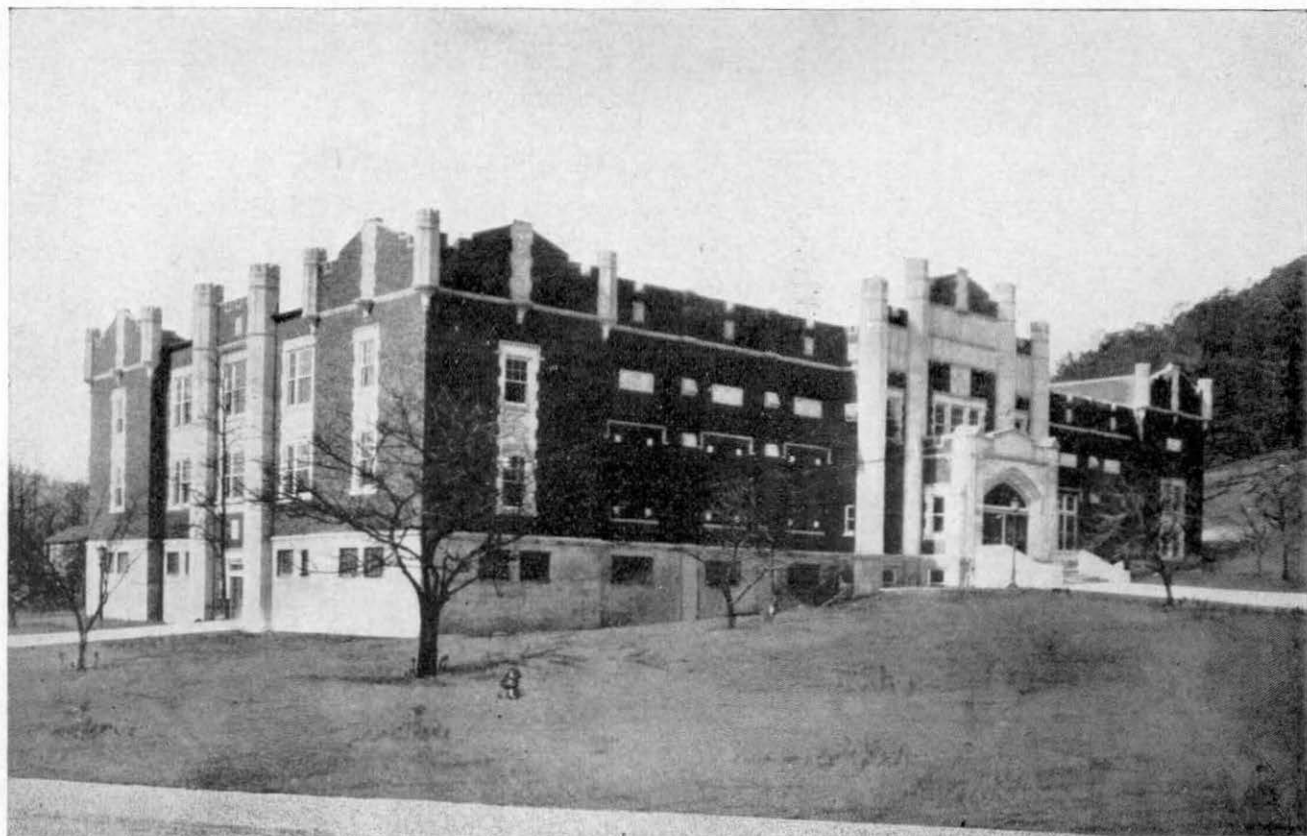
*Purpose:* To show the underlying geographic factors in the development of the United States.

*Topics:* European background of early American History; geographic factors underlying exploration, settlement, expansion, and development of the United States.

GEOGRAPHY 475. (Formerly Geography 82.) Methods and Materials for Teaching Geography. Three hours.

*Prerequisite:* Three hours credit in Geography or experience in teaching.

*Purpose:* To give practice in the use of methods and materials for teaching geography.



AUDITORIUM-GYMNASIUM

## ART

Mrs. Claypool

This department offers technical art courses, professionalized courses in art education, and history and appreciation of the different phases of the world's art.

Technical courses are for the improvement in understanding and expression of art structure as it pertains to drawing, composition, color, painting, lettering, and industrial art crafts.

History and appreciation cover the great masters and their works, the relation of art to national life, and the interpretations of the art of the world.

Professionalized courses in art education have to do with the problems of teaching art in the schools. These courses deal specifically with learning and teaching expression and appreciation and organization in art education.

The aim of this department is to prepare the teachers of elementary and secondary schools for a better understanding of art in its relation to life and the general school curriculum, and to lead to a greater realization of the need for training in art for leadership among the youth of today.

### REQUIREMENTS:

#### *For a Minor:*

Art 101, 121, 122, 161, 202 or 291, 263 or 264, 311 or 314, one Senior course and one 2 hour course elective. Total 18 hours.

#### *Fees:*

It is necessary to charge a nominal fee for the use of equipment and materials furnished by the department as there is no appropriation made for expenditure in this department. Fees are to be paid at time of enrollment.

Art 311, 341, 412, 413, 442 .....	\$2.50
Art 121, 122 .....	1.50
Art 101, 202, 291, 292, 303, 304, 314, 381, 394, 415, 482, 493....	1.00
Art 455—Fee determined by problems.	

### DESCRIPTION OF COURSES

ART 101. Formerly Art 52.) Freehand Drawing. Two hours. First semester.

*Prerequisite:* None.

*Purpose:* The course is planned to develop an ability to draw in students who have no previous drawing experience and to promote growth in drawing skill possessed by those with some previous training. The development of this ability to draw will: (a) add the graphic language to the individual's means of expressing himself, (b) provide a necessary background for additional technical courses in art, (c) greatly increase the classroom effectiveness of the prospective public school teacher, and (d) add to the recreational possibilities open to the individual.

*Topics:* Elementary perspective as a means of understanding the appearance of objects at varying distances from the eye and as an aid in representing things as they appear. Sketching techniques. Problems in various drawing mediums. Composition in drawing. Quick action sketching and figure drawing.

ART 121. (Formerly Art 51a.) Public School Art (Fundamentals). Two hours. Both semesters.

*Prerequisite:* None. However, it is advisable to take 101 before taking this course.

*Purpose:* To present methods of teaching in the primary, intermediate and upper grades, to give experience with various processes and a working understanding of the fundamental principles of art. The course is particularly designed to help teachers get familiar with various media and problems that may be part of an activity program.

*Topics:* Practice in creative art expression. Problems in drawing, color, design and applied art craft processes such as: water color painting, linoleum block printing, textile processes, clay modeling, wood carving, poster design and lettering. Appreciation of art in the home and community. Introduction to art teaching methods.

ART 122. (Formerly Art 51b.) Public School Art (Methods). Two hours. Second semester.

*Prerequisite:* Art 121.

*Purposes:* To give students the experience of applying the knowledge learned and skills mastered, in Art 121 to the

working out of activities, and the use of these activities in the unit plan of teaching.

*Topics:* The preparation of units of work that may be used in the primary, intermediate and upper grades and participation in art activities that may be used to integrate subject matter in these units. Practice in creative expression for such activities as: puppet shows, marionette and shadow plays, peep shows, movies, table models, booklet and book making with illustrations, descriptive or animated maps, friezes, murals, textile decoration, etc.

ART 161. (Formerly Art 50a.) Art Appreciation. One hour. Given the first semester.

*Purpose:* To help students to successfully solve art problems which they encounter in daily activities; to develop ability to see beauty and art quality wherever they may be found; to recognize the value of art as an educational, cultural and social force; to encourage interest in that which is beautiful and inspiring in the world of art; and to realize that art expresses the essential thought of the people of any age.

*Topics:* An introduction to the elements and fundamental principles of the space arts; how to understand these principles at work in art objects; study of line, light and dark, form, color and texture in relation to the home, furniture, pottery, textiles, dress, graphic art, civic art, mental work and glassware; and illustrative material in the form of pictures, slides, and exhibits.

ART 162. (Formerly Art 50b.) Art Appreciation. One hour. Given the second semester.

*Prerequisite:* Art 161.

*Purpose:* To give students an opportunity for appreciative study with special reference to the creative periods and their relation to the development of man.

*Topics:* Painting, architecture, and sculpture.

ART 202. (Formerly Art 62.) Composition and Drawing. Two hours.

*Prerequisites:* Art 101 and 161.

*Purpose:* To develop power in freehand drawing and the use of compositional principles; to improve the appreciation of line quality, of value and tone relations in compositions; and to

give opportunity for self-expression in different mediums. To give students who have had some drawing an opportunity to do more advanced problems with new materials.

*Topics:* Ways of combining lines, light and dark, form, color and texture, to produce fine quality in creative composition.

ART 263. (Formerly Art 60a.) History of Art. Architecture and Sculpture. Three hours.

*Purpose:* To help students develop a broader and deeper capacity of appreciation and also to make a more vital correlation between all the fine arts.

1. To develop a high standard of taste through a study of the Arts.
2. To acquaint students with methods and processes of masters.
3. To create a power of initiative in civic art activities.
4. To give historic art knowledge its universal kinship with all ages and races.
5. To provide for meritorious and refining recreation and self-expression.

*Topics:* A brief historical survey of the architecture and sculpture of all the ages beginning with the primitive age and carrying it through all the eras to the 20th century. Each era is studied as a unit of culture.

ART 264. (Formerly Art 60b.) History of Art. Painting. Three hours. Second semester.

*Prerequisite:* Art 263.

*Purpose:* To acquaint students with the paintings of masters. To develop appreciation of these works through association. To introduce information concerning methods, processes, and medium of the printers.

*Topics:* The paintings are studied in their respective periods and schools. The effects of history of the times, customs and religious beliefs on the subjects and methods of presentation are interrelated.

ART 291. (Formerly Art 63.) Color and Design. Two hours.

*Purpose:* To make a study of the science of color and principles of color harmony with their application to design and painting.

*Topics:* Physical, psychological and aesthetic aspects of color. Study and application of the fundamental principles of design. Lectures, exhibits and creative work. One hour lecture once a week and two hours laboratory.

ART 292. Elementary Costume Design. Two hours. First semester.

*Prerequisites:* Art 101 or 304, and 291.

*Purpose:* This course is planned to develop an understanding and appreciation of good dress design not only in the student who is particularly interested in the clothing field, but also in the individual who wishes to design clothes for her own personal pleasure and satisfaction. It is also designed to stimulate the conception and invention of original ideas in dress for all types of women and children, and to give a background of costume history and art structure that will function in creative dress design.

*Topics:* The fundamental elements of art, principles of design and psychology in relation to dress. Line, light and dark, form, color and texture as applied to the costume. A study of personality, creative effects, and adaptive designing. History of costume as applied to modern dress. Costume sketching in light and dark and color.

ART 303. Composition and Drawing. (Advanced.) Two hours.

*Purpose:* To provide opportunity for the application of compositional elements learned in 202 in more advanced expression. To stimulate original thinking and individual expression in pictorial compositions. To provide necessary background for the painting classes.

*Topics:* Planning still life compositions, both abstract and realistic. Arranging and rearranging compositional elements for landscapes. Composing portraits and figure studies.

ART 304. (Formerly Art. 71.) Figure Drawing and Composition. Two hours.

*Prerequisites:* Art 101 and 202. Given the second semester.

*Purpose:* To gain a knowledge of the human figure in its relation to artistic expression; to learn the use of the figure in design and illustration.

*Topics:* Study of the figure as a whole, proportion, essentials of artistic anatomy, the figure in action, rhythm; drawing from life model and from memory; work in a variety of media including clay modeling.

ART 311. (Formerly Art 74.) Oil Painting (Beginning). Two hours.

*Prerequisites:* Art 202 and 291.

*Purpose:* To ground the student in fundamentals of good painting; to develop individual expression in this medium; to give a vital interest in creative art through power gained in use of the oil medium; and to acquaint the student with viewpoints of the different schools of painting.

*Topics:* The content includes materials and technical employment, emphasis placed on composition, pigments, pigment range versus light range, representation of form as revealed through light, technical study in vision and employment of palette, seeing significantly, expressing individual viewpoint, imaginative composition, painting from still life, costumed model and nature out of doors.

ART 314. (Formerly Art 73.) Water Color Painting (Beginning). Two hours.

*Prerequisites:* Art 101 and Art 202 or 291.

*Purpose:* To develop an ability to work creatively in water color. To promote an appreciation of the water color painting of the past and present. To stimulate the ability to see and enjoy art patterns in nature and in the individual's surroundings.

*Topics:* Methods and materials. Arrangement of the palette. Composing the painting. Still-life and landscape water color painting.

ART 341. (Formerly Art 70.) Crafts (Beginning). Two hours.

*Prerequisite:* Art 161 or Art 391.

*Purpose:* To develop appreciation and interest in the dif-

ferent crafts of the world; to study the harmonious relationship of the construction and design of artistic products; to teach the correct use of materials; to stimulate good craftsmanship and the creation of appropriate designs; and to work out credit problems of the teacher which are involved in art activities.

*Topics:* Actual designing and construction problems in leather, metal work and jewelry, clay modeling, pottery, textile techniques, papier mache, linoleum block printing, marionette, puppet and mask-making and craftwork that adapts itself to the native materials of the rural school.

ART 381. (Formerly Art 72.) Commercial Art (Elementary). Two hours.

*Prerequisite:* Art 101. Students planning to make Art 381 will find Art 291 and Art 304 very helpful.

*Purpose:* This course has the twofold objective of developing both skill and appreciation. The primary purpose is the development of an ability to design and execute representative types of commercial art. The secondary purpose is the development of an appreciation, based on personal experience, that will enable the student to judge intelligently artistic merit in the commercial art products which surround him on every hand.

*Topics:* Illustrated lectures on: color and design in commercial art, elementary psychological principles of advertising design, commercial art processes and mediums, and reproductive (photoengraving) processes. Training will be given, through laboratory problems, in: lettering, advertising layout, dry brush drawing, transparent and opaque wash drawing, pen and ink drawing, lithograph crayon drawing, cartooning, and poster and sign painting.

ART 394. (Formerly Art 75.) Stage Design. Two hours.

*Prerequisites:* Art 101 and Art 291.

*Purpose:* To develop an appreciation of the art of the theatre; to provide training and experience in stage craft that can be utilized by teachers in coaching school dramatics and by those who wish to engage in dramatic activities; and to give training in stage design to students with special interests who are taking courses in play coaching and creative dramatics in the Department of English.

*Topics:* Lectures and reading will be centered around the following topics: Art principles and their application to stage design; terminology; types of stage settings, how to analyze a play for the purpose of designing a setting; suggestions for making costumes; construction and painting of stage scenery and properties; stage lighting; the marionette stage; and make-up. Designs and models will be made in laboratory periods to provide experience in applying the knowledge acquired during the course. Designs for stage settings for some of the campus dramatic productions will be prepared in this class.

ART 412. (Formerly Art 84.) Oil Painting (Advanced). Two hours.

*Prerequisites:* Art 102, 202, 291, and 311. This course is a continuation of Art 311 (formerly 74).

ART 413. (Formerly Art 85.) Portrait Painting. Two hours.

*Prerequisites:* Art 101 or 202, Art 161 or 264, and 311.

*Purpose:* To begin the development of an ability to do creative portrait painting in oil. To develop an understanding of some of the possibilities and limitations in the use of the materials of portrait painting. To increase the student's appreciation of the oil painting of the past and present through personal experience.

*Topics:* At least four portraits will be painted during the semester. Training will be given in the selection and use of paints and other materials; in the arrangement of the palette; in the composition of the portrait; and in methods of framing the finished portrait.

ART 415. (Formerly Art 83.) Water Color Painting (Advanced). Two hours.

*Prerequisites:* Art 101, Art 202 or Art 291, and Art 314.

*Purpose:* Same as for Art 314.

*Topics:* Continuation of the work begun in Art 314.

ART 442 (Formerly Art 80.) Advanced Art Crafts. Two hours.

*Prerequisites:* Art 161 or 291, and 341.

*Purpose:* To give students an opportunity for further

work in crafts with more advanced problems in the craft mediums. (See Art 341.)

ART 455. Advanced Art Problems. One to three hours.

*Prerequisites:* To be determined in each case by the head of the department.

*Purpose:* To give advanced students an opportunity for additional training in technical art or for research in art history or art education that would not be provided by the regular art courses.

*Topics:* To be determined for each individual by the instructor in charge.

ART 482. (Formerly Art 82.) Commercial Art (Advanced). Two hours.

*Prerequisites:* Art 101 and Art 381.

*Purpose:* As stated for Art 381.

*Topics:* Training will be given in executing additional commercial art problems involving more advanced processes and techniques. The use of the principles of design and the function of pertinent principles of advertising psychology in commercial art will be investigated more fully.

ART 493. Costume Design (Advanced). Two hours.

*Prerequisites:* Art 101 or 304, and Art 292. It is advisable that Home Economics 141 and 241 be taken before this course is attempted.

*Purpose:* This course is designed for students especially interested in clothing and also for the person who is interested in doing advanced work in costume sketching.

*Topics:* Color and personal dress problems will receive the principal emphasis in this course. Color theory; textures and patterned materials as they affect the individual; and corrective and structural designing for the figure. A closer study of personality traits and how they may be enhanced by dress. Sketching in color.

## HEALTH AND PHYSICAL EDUCATION

Mr. Downing  
Mr. Johnson

Miss Troemel  
Miss Caudill

Mr. Miller

### REQUIREMENTS:

<i>For a Minor:</i>	Sem. Hrs.
Physical Education 111, 112, 120, 122, 133, 204, 206, 208, 217, 304, 425 .....	15
Biology 133 .....	3
	Total 18

### PERSONAL HYGIENE

HEALTH EDUCATION 104. Personal Hygiene. (Formerly Health Education 52.) Two credits. No prerequisite.

*Purpose:* To acquaint the student with the fundamentals of health so that he may better adjust and fit himself for living. This course includes the history of human health practices; (such as past and present outstanding discoveries and figures in the field of personal hygiene); structure and function of the various systems of the human body (such as the circulatory and digestive systems); most common abnormal conditions of the body, physiological and psychological (such as colds, mental maladjustments); importance of prevention; desirable health practices and their value (such as health habits, physical examinations, etc.); fallacies of various unscientific procedures (such as cults, superstitions, quackery).

PHYSICAL EDUCATION 111. (Formerly Physical Education 54.) Sports for Fall and Early Winter. One hour. Offered during the fall term only. Sections for both men and women.

*Purpose:* To provide opportunity for reactional exercise and to give the student a knowledge of some games of high organization for teaching during these seasons—through participation and coaching experience.

*Topics:* Soccer; speedball; bat-ball; hand-ball; and Newcomb.

PHYSICAL EDUCATION 112. (Formerly Physical Educa-

tion 55.) Sports for late Winter and Spring. One hour. Offered during the spring term only. Sections for both men and women.

*Purpose:* To provide opportunity for recreational exercise and to give the student a knowledge of some games of high organization for teaching during these seasons—through participation and coaching experience.

*Topics:* Volleyball; kick baseball; indoor baseball; and ring tennis.

PHYSICAL EDUCATION 114. Moderate Sports. One credit.

This course is specifically planned for the purpose of offering enjoyable and educational physical activity which is within the range of those girls who are not able because of physical handicaps to take part in the more active courses.

PHYSICAL EDUCATION 116. (Formerly Physical Education 56.) Tennis. One hour. Sections for both men and women. Offered during the spring term only.

*Purpose:* To study the rules of tennis and methods of organizing groups for teaching purposes, and to practice playing the game.

*Topics:* Rules; scoring; service; forehand and backhand drives; drawing of tournaments; refereeing match games; methods of teaching.

PHYSICAL EDUCATION 117. (Formerly Physical Education 59a.) Elementary Swimming. One hour. Sections for both men and women.

*Purpose:* To teach a wide range of watermanship, primarily through practical experience.

*Topics:* Elementary side, back, and crawl strokes; diving; stunts; water safety tests.

PHYSICAL EDUCATION 118. (Formerly 59b.) Intermediate Swimming. One credit.

*Prerequisite:* Physical Education 117 or its equivalent.

*Purpose:* To acquaint the student with the theory and practice of various advanced water activities.

*Topics:* Standard strokes; life-saving; swimming meets.

PHYSICAL EDUCATION 120. (Formerly Physical Education

53.) Games for the Elementary School. Two credits. Open to both men and women.

*Purpose:* To learn games that may be used in the elementary grades through participation, and to study games through observation and teaching experience.

*Topics:* Principles of selection, the use, origin, and classification of games; schoolroom, gymnasium and playground games and activities.

PHYSICAL EDUCATION 122. Fundamentals of Movement. One credit.

*Purpose:* To acquaint the student with various skills, knowledges, fundamental to efficient use of the body.

*Topics:* Analysis of positions and movement of the body; rhythm patterns of movement; fundamental skill tests.

PHYSICAL EDUCATION 133. (Formerly Physical Education 57.) Folk Dancing. One hour.

*Purpose:* To study simple folk and national dances, and to gain experience in presenting and teaching them.

*Topics:* Typical folk and national dances of Sweden, Denmark, Norway, Russia, Germany, and France; country dances of England and America. Original dances.

PHYSICAL EDUCATION 134. (Formerly Physical Education 58.) Elementary Tap Dancing. One hour.

*Purpose:* To acquire skill in tap dancing through practice of steps and dances, and appreciation and understanding of music as related to dancing steps; teaching experience in this type of dancing.

*Topics:* Fundamental tap steps; elementary tap and character dances; original step combinations and dances.

PHYSICAL EDUCATION 137. Social Dancing. One credit.

This course has been evolved in order to meet an increasing social need on the campus. It acquaints the student with various forms of social dancing up through the present, primarily through practice of steps and dance floor courtesies.

HEALTH EDUCATION 204. (Formerly Health Education 62.) Community Health Problems. Two credits. High School Health course desirable.

*Purpose:* To study the fundamental principles of health and sanitation and to apply these in community health and sanitation problems.

To study the various local, state, and Federal health laws in order to determine the scope of protection from each, and the function and authority of health officers, etc.—as related to foods, milk and water supplies, control of communicable disease, etc.; economic and social aspects of community health problems; past and present community hygiene and sanitation procedures.

PHYSICAL EDUCATION 206. Community Recreation. One credit. Offered during Fall Term.

*Purpose:* To acquaint the student with community recreational activities through observation of and participation in various actual community situations; to widen his repertoire of recreational activities and to give him experience in recreational leadership.

*Topics:* How to organize and direct activities for various occasions at home, at school, and at other social gatherings; a knowledge of various games for different age groups and situations.

PHYSICAL EDUCATION 207. Basketball Theory and Practice. One hour. Offered two days a week during the spring term.

*Purpose:* To present a course in the fundamentals of basketball for men with little or no experience in playing or coaching. It will deal with the techniques of shooting, passing, dribbling, foot-work, and guarding. In addition, offensive and defensive team-play and formations, training, practice session, equipment, and other essentials of the modern court game will be considered. (Students in this course must have their own individual basketball equipment).

PHYSICAL EDUCATION 208. Gymnasium and Playground Activities for Men. Two hours.

*Purpose:* To include the selection and presentation of activities in Physical Education for college men who expect to teach in this field. Useful teaching techniques are considered. Activity programs for large and small groups are given special attention. A progressive series of games and relays are offered

for groups differing in age and skill; speed ball, soccer, handball, swimming, tumbling, apparatus, basketball, soft ball, volleyball, boxing, wrestling, tennis, and track.

**PHYSICAL EDUCATION 217.** Technique of Teaching Swimming.

*Prerequisite:* Physical Education 117 or its equivalent.

*Purpose:* To give the student a knowledge of principles underlying the theory and practice of swimming and experience in the teaching of swimming.

*Topics:* Study of the mechanics of swimming and diving; class organization; methods of teaching beginners; identification of faulty technique.

**PHYSICAL EDUCATION 231.** Natural Dancing. One credit.

*Prerequisite:* Physical Education 122.

*Purpose:* To afford an opportunity for self-expression through rhythmic movement.

*Topics:* Simple group dances adaptable to use in festivals, etc., interpretation of music through movement; rhythmic patterns of fundamental dance steps; creative work.

**PHYSICAL EDUCATION 304.** History, Organization, and Administration of Physical Education. Two credits:

*Purpose:* To give the student a background for the theory and practice of Physical Education and how the present practices, principles, organization and administration are based on modern educational theory.

*Topics:* Historic role of physical education in the problem of adjustment to life; present trends in the U. S.; standards of judging practices; organization, and administration of activities and facilities.

**HEALTH EDUCATION 425.** Integration of Hygiene in the Elementary Grades. Two credits.

*Prerequisite:* Health Education 104 or its equivalent.

*Purpose:* For prospective teachers, how to integrate health with other phases of school life so that it becomes a way of living rather than a school subject.

It will include the working out of specific units along personal, school, and community health lines (such as lighting, sanitation, foods, immunization, etc.); a study of the

knowledge, habits, and skills which can be expected of children in the elementary grades; methods of stimulating interest in health and of correlating health with other subjects; available materials and other sources of securing first hand information; discovery and treatment of the more common health defects.

## HOME ECONOMICS

Mrs. Hall

The courses in Home Economics are offered to meet the needs of the following classes of students:

(1) Those students who will teach general Home Economics.

(2) Those students who desire general information regarding principles of right living and of home making.

### REQUIREMENTS:

<i>For a Major:</i>	Sem. Hrs.
Required: 131, 141, 143, 231, 241, 351, 355, 475.....	23
Electives: Six hours from the following courses: 244, 331, 353, 446, 451 .....	6
	Total 29

### *For a Minor:*

Required: 131, 141, 143, 231, 351, 355, 475.....	23
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## DESCRIPTION OF COURSES

HOME ECONOMICS 131. (Formerly Home Economics 51.)  
Elementary Nutrition and Food Preparation. Three hours.

*Purpose:* To study how to secure and maintain a good state of nutrition; to prepare and to use common foods; to plan, prepare, and serve meals; to market and to keep household accounts.

*Topics:* Nutrition, beverages, fruits, cereals, milk and milk products, quick breads, eggs, meat, planning and serving of simple meals, marketing, and household accounting.

Three two-hour periods per week.

HOME ECONOMICS 141. (Formerly Home Economics 52.)  
Elementary Dressmaking and Costume Design. Three hours.

*Prerequisite:* Home Economics 143, Art 121.

*Purpose:* To enable the student to select, to construct, and to care for appropriate cotton or linen clothing.

*Topics:* The principles of clothing design; the identification of staple cotton and linen fabrics; the use of commercial patterns; the use and care of the sewing machine; the selection, construction, and care of garments of cotton or linen.

Three two-hour periods per week.

HOME ECONOMICS 143. (Formerly Home Economics 53.)  
Textiles. Two hours.

This course is required of all Home Economics students and may be selected by any other student.

*Purpose:* To help the student to learn how to select and to buy fabrics, or garments and house furnishings made of fabrics. Emphasis throughout the course is given to the judging of fabrics.

*Topics:* The manufacture of fibers and fabrics; cotton, linen, rayon, wool, silk; characteristics, uses, and cost of standard materials; simple tests for identifying fibers.

Two hours per week.

HOME ECONOMICS 231. (Formerly Home Economics 61.)  
Nutrition and Food Preparation. Three hours.

This course is based on Home Economics 131, and is a continuation of the study begun in 131.

*Prerequisite:* Home Economics 131. Prerequisite or parallel, Chemistry 111.

*Purpose:* To enable the student to select, or to plan, to prepare, and to serve a well balanced meal; to teach the preservation of foods; to study budgeting and spending of the family income, with special reference to the food division.

*Topics:* The planning and serving of luncheons, dinners, and teas; nutrition; food preservation; household finances.

Three two-hour periods per week.

HOME ECONOMICS 241. (Formerly Home Economics 62.)  
Intermediate Dressmaking and Costume Design. Three hours.

This course is based on Home Economics 141, and is a continuation of the work begun in 141.

*Prerequisite:* Home Economics 141.

*Purpose:* To enable the student to gain greater skill in selecting and in constructing becoming, appropriate, and economical clothing.

*Topics:* Garments suited to the income, occasion, and individual; planning and making of garments of wool, silk, and rayon; appropriate accessories; clothing budget.

Three two-hour periods per week.

HOME ECONOMICS 244. (Formerly Home Economics 65.)  
The Selection and Care of Clothing. Two hours.

*No Prerequisites.* This course is open to all women students.

*Purpose:* This course is intended for students who are interested in planning and selecting becoming, appropriate, and economical clothing, but who are not interested in the actual construction of garments.

*Topics:* Planning the wardrobe; purchasing habits; a study of the individual student for the purpose of selecting clothing that will disguise the poor points and emphasize the good points in her personal appearance; accessories; the clothing budget; care of clothing.

Two hours per week.

HOME ECONOMICS 331. (Formerly Home Economics 71.)  
Advanced Foods. Three hours.

*Prerequisites:* Home Economics 131 and 231.

*Purpose:* To teach the preparation and serving of foods for special occasions and conditions.

*Topics:* Planning and serving of teas, formal luncheons, and dinners; artistic garnishings and decorations; invalid cookery.

Three two-hour periods per week.

HOME ECONOMICS 351. (Formerly Home Economics 70.)  
House Furnishing and Equipment. Three hours.

*Prerequisites:* Home Economics 143, Art 121.

*Purpose:* To teach the principles underlying the artistic and economic selection of house furnishings.

*Topics:* Domestic architecture; furniture; rugs; draperies; household linens; glass; silver; china; pictures.

Three hours per week.

HOME ECONOMICS 353. (Formerly Home Economics 72.)  
Social and Economic Problems of the Home. Two hours.

*Prerequisite:* Junior Standing; Sociology 201 and Economics 201 are recommended.

*Purpose:* To study the social and economic problems of the family.

*Topics:* Standards of social conduct and home relation-

ships, marriage factors which are detrimental to happy family life, position of children in the home, economic independence of women, home-making as a profession, budgeting of the family income, savings and investments.

Two hours per week.

HOME ECONOMICS 355. (Formerly Home Economics 73.)  
Child Care and Training. Three hours.

*Prerequisites:* Home Economics 131 and 141 and Education 350.

*Purpose:* To study the care and training of the child from birth to six years of age.

*Topics:* The home; parents and their responsibilities; physical care of infants and the pre-school child; psychology of childhood; modern methods of training children.

Three hours per week.

HOME ECONOMICS 446. (Formerly Home Economics 82.)  
Children's Clothing. Three hours.

*Prerequisites:* Home Economics 141 and 143.

*Purpose:* To study the clothing of infants and children from the standpoints of health, appropriateness, and economy.

*Topics:* Suitability of material, design, and color; decoration, care in construction and in laundering; clothing budgets for children of different ages; construction of garments for children up to twelve years of age.

Three two-hour periods per week.

HOME ECONOMICS 451. Interior Decoration. Two hours.

*Prerequisite:* Home Economics 351.

*Purpose:* To study design as applied to interiors.

*Topics:* Design. Historic and artistic aspects of furniture. Practical problems.

Two hours per week.

HOME ECONOMICS 475. (Formerly Home Economics 85.)  
Materials and Methods for Teaching Home Economics in Secondary Schools. Three hours.

*Prerequisites:* Home Economics 241, 351, and 355.

*Purpose:* To acquaint the student with the essentials for good home economics teaching in secondary schools. To give

experience in the organization of materials for teaching home economics in secondary schools.

*Topics:* A study of the development of home economics; past and present-day leaders in home economics work; planning and presentation of lessons; observation of teaching; necessary equipment for laboratories; texts; reference books, and magazines; the place of the home economics teacher in the community.

## INDUSTRIAL ARTS

Mr. Mays

### REQUIREMENTS:

	Sem. Hrs.
<i>For a Major:</i>	
103, 110, 111, 203, 204, 210, 211, 319, 383, 460, 475.....	28
<i>For a Minor:</i>	
103, 111, 203, 210, 351 .....	14
Any other course numbered above 300 .....	4
	<hr/> 18

### DESCRIPTION OF COURSES

INDUSTRIAL ARTS 103. (Formerly Industrial Arts 50.)  
Elementary Mechanical Drawing. Three hours.

*Purpose:* To give a working knowledge of the subject in its various practical applications.

*Topics:* Lettering and drafting conventions, free-hand working sketches, mechanical working drawings, simple projections, geometric constructions, drawing to scale, isometric projections.

INDUSTRIAL ARTS 105. (Formerly Industrial Arts 53.) Lettering. One hour.

*Purpose:* To give instruction and practice in lettering.

*Topics:* General proportions, various alphabets, monograms, and school posters.

INDUSTRIAL ARTS 110. (Formerly Industrial Arts 55.) Elementary Wood Turning. Two hours.

*Purpose:* To give the student a knowledge of the wood-working lathe, its care, use, and possibilities.

*Topics:* Sharpening and care of tools. Exercise in spindle, face plate and chuck work; working to scale, turning duplicate parts, and assembling.

INDUSTRIAL ARTS 111. (Formerly Industrial Arts 56.) General Woodwork. Three hours.

*Purpose:* This is a foundation course, designed to give the fundamental principles of woodworking and the use of common tools.

*Topics:* Study and practice in sharpening and care of common hand tools. Getting cut stock, laying out and making common joints, construction of projects involving the fundamental or basic processes.

INDUSTRIAL ARTS 203. (Formerly Industrial Arts 60.) Advanced Mechanical Drawing. Three hours.

*Prerequisite:* Industrial Arts 103.

*Purpose:* To familiarize the student with the theory of projection and to show how it is applied.

*Topics:* Orthographic projection drawing of shop projects, study of development, detail drawing, pictorial representation, tracing and blue prints.

INDUSTRIAL ARTS 204. (Formerly Industrial Arts 61.) Elementary Architectural Drawing. Three hours.

*Prerequisite:* Industrial Arts 103.

*Purpose:* To give the basic principles of Architectural Drawing.

*Topics:* Elements of construction and planning of buildings, lettering, conventions and symbols, the making of a set of plans for a small house with tracings and blue prints.

INDUSTRIAL ARTS 210. (Formerly Industrial Arts 70.) Advanced Wood Turning. Two hours.

*Prerequisites:* Industrial Arts 110 and 111.

*Purpose:* A continuation of Industrial Arts 110.

*Topics:* Original projects, woods best suited for various work; glue, varnish, shellac, shrinkage, and finish, the construction and finishing of a piece of useful furniture.

INDUSTRIAL ARTS 211. (Formerly Industrial Arts 71.) Advanced Woodwork. Three hours.

*Prerequisite:* Industrial Arts 111.

*Purpose:* A continuation of Industrial Arts 111, with emphasis on cabinet making.

*Topics:* Operation of stationary and portable machinery typical in modern processes in industry. Machining stock for one or more projects; use of working drawings, stock cutting bills and patterns.

INDUSTRIAL ARTS 319. Farm Shop and Mechanics. Three hours.

*Topics:* A course dealing with general problems with which the farmer must deal in his own shop. The construction of simple farm appliances, a study of farm lighting, watering, heating systems, harness repairing, selection and care of farm tools, farm building construction, such as cribs, poultry houses, and various other farm structures will be studied.

INDUSTRIAL ARTS 351. (Formerly Industrial Arts 72.) House Planning and Construction. Two hours.

*Purpose:* To give training in the planning of houses and judging construction from the standpoint of the householder. This is a non-technical course open to students in any department.

*Topics:* Building site; types of houses; types of floor plans; selection of types; general considerations; halls, stairs, living rooms, dining rooms, bedrooms, porches, etc. Construction materials, foundations, lighting, heating and plumbing.

INDUSTRIAL ARTS 383. Metal Work. Two hours.

*Purpose:* This is an introductory course in copper, brass or pewter as it may be used in the public school.

*Topics:* The work is planned to require minimum equipment, although more extensive equipment will be studied. The methods and processes that may be applied in working out simple projects, selecting equipment and materials, designing, etching, piercing, bending, shaping, planishing, etc., are considered.

INDUSTRIAL ARTS 460. (Formerly Industrial Arts 80.) History of Industrial Arts. Two hours.

*Purpose:* To give a historical background of the present development of the industrial arts, essential to an understanding and appreciation of present problems.

*Topics:* A study of the industrial background in Europe and its influence on the industrial arts movement in the United States. This course covers the growth and development of industrial education in the United States.

INDUSTRIAL ARTS 474. (Formerly Industrial Arts 81.)  
Vocational Education. Two hours.

*Purpose:* To study the field of vocational education.

*Topics:* Brief survey of the modern industrial system, and a consideration of the apprenticeship system, corporation schools, trade schools, cooperative schools, and part-time schools; the Smith-Hughes Act and state vocational legislation.

INDUSTRIAL ARTS 475. Methods of Teaching Industrial Arts. Two hours.

*Purpose:* To provide teachers and administrators with a background dealing with methods, organization and administration of Industrial Arts.

*Topics:* Instructional aids, tests and measurements, professional readings and supervision of instruction.

## MUSIC

Mr. Horton  
Mr. George

Miss Riggs  
Mr. Davis

Students who can demonstrate ability to play and read Third Grade Piano Music (M. T. N. A. Standard) may take a Major or Minor in Music.

### REQUIREMENTS:

I. <i>For Major:</i>	Sem. Hrs.
Minimum: Courses 131, 141, 142, 231, 232, 241, 242, 261, 262, and at least four hours elective .....	24
II. <i>For Minor:</i>	
Minimum: Courses 131, 141, 142, 231, 232, 261, 262, and at least four hours elective .....	18

Note.—Prospective elementary teachers should take at least courses 325 and 326, with 327 optional.

Prospective high school teachers should take at least courses 325, 326 and 475. Also, if the prospective high school teacher expects to conduct Chorus or Glee Club, he should have at least two semesters of choral experience in college; while, for those who expect to conduct orchestras or bands, at least two semesters of experience in one or both of those organizations is indispensable.

## DESCRIPTION OF COURSES

### APPLIED MUSIC

A fee of one dollar per semester is charged for each course in Voice, Piano or an orchestral instrument. For those taking Voice or Piano, who desire to use one of the practice pianos which the college owns, an additional fee of one dollar per semester is charged, entitling the student to one hour of daily practice on a piano assigned him by the instructor of Piano.

Students taking courses in Applied Music are required to take part in recitals and concerts playing solo, in ensemble or in chorus, orchestra or band according to the plans of the respective instructors.

MUSIC 55a. Piano. No credit.

Presentation of the fundamentals of interpretation and technique through a study of folk music. The work includes

elementary theory and form, sight-reading, ear-training, transposition and creative work, which constitute the basis of a well-rounded musical knowledge necessary in meeting specific music problems in the schools. One hour of daily practice and participation in activities of group meetings are required.

Two class meetings per week.

MUSIC 55b. Piano. No credit.

Continuation of Music 55a. One hour of daily practice and participation in activities of group meetings are required.

Two class meetings per week.

MUSIC 56a. Voice. No credit.

*Prerequisite:* Music 121 or 55b.

Presentation of the fundamentals of voice placement, breathing, diction and interpretation.

At least one hour of daily practice, and participation in the activities of group meetings are required.

Two periods per week.

MUSIC 56b. Voice. No credit.

Continuation of Music 56a.

At least one hour of daily practice, performance in public and participation in the activities of group meetings are required.

Two periods per week.

MUSIC 57a. Violin. No credit.

Presentation of the fundamentals of interpretation and technique with the objective of simple ensemble playing by the end of the semester.

Three periods per week.

*Note:*

STRING INSTRUMENTS.

Instruction is offered on violin, viola, cello, and string bass, with opportunity to play in an orchestra after a short period of preparation, depending on one's individual ability.

For students who are unable to study at least two consecutive semesters, the cello is recommended rather than the violin, as the rudiments of the cello are so much more readily learned.

Students who already have a background of piano study are urged to start immediately with violoncello or double bass. They may expect to make rapid progress on either of these instruments.

MUSIC 57b. String Instruments. No credit.

Continuation of violin, or transfer to viola, violoncello or double bass. Ensemble playing is stressed and some solo work introduced in this class.

Two periods per week, plus orchestral rehearsal.

MUSIC 58a. Brass Instruments. No credit.

Class instruction in cornet, alto, French horn, baritone, trombone, or bass. The students in this class are expected to be advanced enough, by the end of the semester, to play regularly in one of the bands.

Three periods per week.

MUSIC 58b. Brass instruments. No credit.

Continuation of Music 58a.

Two periods per week, plus orchestra or band rehearsals.

MUSIC 59a. Clarinet. No credit.

Class instruction in clarinet. The students in this class are expected to be advanced enough, by the end of the semester, to play regularly in one of the bands.

Three periods per week.

MUSIC 59b. Woodwind instruments. No credit.

Continuation of clarinet, or transfer to flute, oboe, or bassoon.

Two periods per week plus orchestra or band rehearsal.

MUSIC 60a. Snare drum. No credit.

Class instruction in snare drum. The students in this class are expected to be advanced enough, by the end of the semester, to play regularly in one of the bands.

Three periods per week.

MUSIC 60b. Percussion instruments. No credit.

Continuation of Music 60a with study, if desired, on other percussion instruments, including bass drum, cymbals, timpani, and bells.

Two periods per week.

MUSIC 65a. Piano. No credit.

Continuation of the work of the first year. Harmonization of simple melodies at the keyboard. Participation in group meetings and one hour of daily practice are required.

Two class meetings per week.

MUSIC 65b. Piano. No credit.

Continuation of Music 65a.

Two class periods per week.

MUSIC 75. Advanced Piano. No credit.

For the students who have successfully met the requirements of Music 65b. A study of classic, romantic and modern music as the individual case may require. Participation in group meetings and one hour of daily practice are required.

#### CREDIT COURSES

MUSIC 121. (Formerly Music 50b.) Music for the Elementary Grade Teacher. Two hours.

A college course in rudiments of music and in methods of teaching music in one- and two-room schools, and in one-grade classrooms.

Three periods per week.

MUSIC 131. (Formerly Music 51a.) Sight Singing and Ear Training. Two hours.

A college course in sight singing, some part singing, theory, and melodic ear training. Emphasis is given to the method of presenting new material. Required for Major and Minor.

Three periods per week.

MUSIC 141. (Formerly Music 52a.) Harmony I. Three hours.

*Prerequisite:* Ability to play and read third grade piano music.

A course in the fundamentals of melodic, rhythmic, and harmonic elements of music, including scales, intervals, and triads presented as singing, dictation and keyboard work. Part writing of triads. Practical application of materials. Some original work is required. Credit is granted only upon successful completion of Music 131. Required for Major and Minor.

Three periods per week.

MUSIC 142. (Formerly Music 52b.) Harmony II. Three hours.

*Prerequisite:* Music 141.

Continuation of Music 141. The dissonance and its resolution; introduction of key relationship and modulation. Original work required. Practical application of materials. Credit is granted only upon successful completion of Music 132. Required for Major and Minor.

Three periods per week.

MUSIC 231. (Formerly Music 62a.) Sight Singing and Ear Training. One hour.

A continuation of Music 131. Part singing is stressed. Required for Major and Minor.

Two periods per week.

MUSIC 232. (Formerly Music 62b.) Sight Singing and Ear Training. One hour.

A continuation of Music 231. An advanced course including some harmonic dictation. Required for Major and Minor.

Two periods per week.

MUSIC 241. (Formerly Music 63a.) Harmony III. Three hours.

*Prerequisites:* Music 141, 142.

Review of consonances and dissonances, altered and mixed chords. Modulation continued. Original work required. Credit is granted only upon the successful completion of Music 231. Required for Major.

Three periods per week.

MUSIC 242. (Formerly Music 63b.) Harmony IV. Three hours.

*Prerequisite:* Music 241.

Non-harmonic intervals. Harmony with an irregular number of parts. Application of materials to original work. Credit is granted only upon the successful completion of Music 232. Required for Major.

Three periods per week.

MUSIC 261. (Formerly Music 61a.) History and Appreciation of Music. Two hours.

A study of the spirit and development of music from early folk music to the classic period. Required for Major and Minor; elective for all college students. The course is conducted largely by lectures and by musical illustrations. Offered first semester only.

Three periods per week.

MUSIC 262. (Formerly Music 61b.) History and Appreciation of Music. Two hours.

A study of the spirit and development of music from the classic period through the romantic period. Required for Major and Minor. Elective for all college students. Offered second semester only.

Three periods per week.

MUSIC 325. (Formerly Music 71.) Materials and Methods. Two hours.

*Prerequisite:* Music 232.

A course in music education for the primary grades. Elective for Major and Minor.

Two periods per week.

MUSIC 326. (Formerly Music 72.) Materials and Methods. Two hours.

*Prerequisite:* Music 325.

A course in music education for the intermediate grades. Elective for Major and Minor.

Two periods per week.

MUSIC 327. (Formerly Music 73.) Rural School Music. Two hours.

*Prerequisite:* Music 232.

Materials and methods for the one- and two-room school. It is conceded that methods in the consolidated or graded rural school are identical with urban methods. Therefore this course deals specifically with problems of music education in the school where several grades are taught simultaneously by one teacher. Elective for Major and Minor. Two periods per week.

MUSIC 475. (Formerly Music 74.) High School Music. Three hours.

*Prerequisite:* Music 232.

Materials and methods in the Junior and Senior high schools; discussion of the various activities, including chorus, glee club, orchestra, band, practical or applied music, history and appreciation, and theory. Special attention is given to the subject of the adolescent voice. Elective for First Major and Minor.

Three periods per week.

#### ENSEMBLES

(No credit)

The following ensemble groups make up the extra-curricular organizations which the Department of Music offers:

- Civic Chorus
- Stephen Foster Chorus (limited)
- Junior Orchestra
- College Orchestra
- Concert Orchestra
- String Ensembles
- Senior Band (College Band)
- Cadet Band

Admittance to these groups obligates the player or singer to take part in all rehearsals and concerts and other appearances of the group. A scholastic standing of "C" or better is required of members of all these groups except the Civic Chorus.

Except for the Civic Chorus all of these groups present chapel programs, appear in radio broadcasts and perform for conventions, clubs, banquets, etc.

The CIVIC CHORUS is a mixed choral group made up of students, faculty members and interested townspeople. Admittance is by examination. Two oratorios or programs of choral music are given annually; one a Christmas program when Handel's "Messiah" is featured, the other in early May when a different work is presented each year.

The STEPHEN FOSTER CHORUS, organized in the Spring of 1930, is limited to twenty-four members during the first semester of each year and forty members during the second semester. The group consists of an equal number of men and women

FRENCH 31. First-Year French. It is the purpose of this course to develop the ability to pronounce intelligibly, to acquire a sufficient knowledge of grammar to read simple French easily and with comprehension, and to understand and use the language within the limits of the classroom experience. One-half unit.

FRENCH 32. A continuation of French 31. One-half unit.

FRENCH 41. Second-Year French. A short review of the fundamental principles of grammar. Intensive drill on irregular verbs. Also includes a careful study of common idiomatic phrases and of the subjunctive based on reading in Sans Famille. One-half unit.

FRENCH 42. Involves a continuation of the study of grammar begun in French 41 and extensive reading of selections from the classics. One-half unit.

## MATHEMATICS

Miss Moore

MATHEMATICS 3a. Algebra. A beginning course. One-half unit.

MATHEMATICS 3b. Algebra. A continuation of Mathematics 3a. One-half unit.

MATHEMATICS 22. Advanced Algebra. One-half unit.

MATHEMATICS 31. Plane Geometry. One-half unit.

MATHEMATICS 32. Plane Geometry. One-half unit.

MATHEMATICS 41. Arithmetic. A thorough drill upon the fundamental processes, and a careful study of the principles involved in their use. One-half unit.

## SCIENCE

Miss Catlett

SCIENCE 3a. General Science. A course planned to give foundation for later courses in science and to develop an understanding of and an appreciation for the great facts and forces of nature that affect us in daily life. One-half unit.

SCIENCE 3b. General Science. A continuation of the course described under Science 3a. One-half unit.

SCIENCE 21. Biology. A course dealing with the fundamental principles of life as observed in the field and studied in the classroom and laboratory, giving a sound basis for the study of health, sanitation, agriculture, and psychology. One-half unit. Seven hours per week.

SCIENCE 22. Biology. A continuation of work described under Course 21. One-half unit. Seven hours per week.

SCIENCE 30. Physiology. A careful and detailed study of the human body—its components, its functions, its needs, and its care. One-half unit.

SCIENCE 33. Physical Geography. A course designed to acquaint the student with the major physical features of the earth's surface. Human life is studied in relation to its natural environment and the relations between earth conditions and earth resources are developed. One-half unit.

SCIENCE 34. Industrial Geography. A study of the leading industries with emphasis upon those of the United States. The status of the industries and their effect upon modern life is stressed. One-half unit.

SCIENCE 31. Chemistry. The relation of chemistry to local and state industries is particularly stressed. A course planned to give to the high school student an introduction to the field of chemistry. A study is made of the fundamental laws, principles, and theories, and the chemical properties of several of the elements. Open to juniors and seniors. One-half unit. Seven hours per week.

SCIENCE 32. Chemistry. A continuation of Science 36, but with increasing amount of industrial or pandemic chemistry. One-half unit. Seven hours per week.

SCIENCE 41. Physics. This course is an introduction to the fundamental laws of the science of physics. Mechanics, molecular physics, and heat are given special attention. The relation of these to modern everyday life and industry is greatly empha-

sized. Open to juniors and seniors. One-half unit. Seven hours per week.

SCIENCE 42. Physics. A study of sound, light, and electricity, and their relations to modern life. A continuation of Science 41. One-half unit. Seven hours per week.

#### DEPARTMENT OF SOCIAL SCIENCES

Mr. Young

Miss Sparks

HISTORY 21. World History. From the earliest times to the middle of the seventeenth century. One period a week is given to current events. One-half unit.

HISTORY 22. World History. From the middle of the seventeenth century to the present time. One period a week is given to current events. One-half unit.

HISTORY 31. American History 1492-1860. Development of America to the outbreak of the Civil War. One period per week is given to current events. One-half unit.

HISTORY 32. American History, 1860-1928. From the Civil War through the Coolidge Administration. One period a week is given to current events. One-half unit.

HISTORY 36. English History. A rapid survey of the history of England and the English people. Special attention given to the backgrounds and foundations of American institutions and practices. One-half unit.

HISTORY 41. Problems of American Democracy. Sociological and economic problems which confront the American people. One-half unit.

HISTORY 42. American Government. A thorough study of the Government of the United States, the states, and cities. One-half unit.

HISTORY 43. Kentucky History. A careful study of the early history of our state. Particular attention is given to the study of the early pioneers and the part Kentucky has played in the history of the nation. One-half unit.

HISTORY 44. Economics. An elementary course dealing

with the principles underlying our economic life. A special attempt is made to prepare the pupil to read economic literature intelligently. Applications are made to current problems in the field. One-half unit.

## ART

Mrs. Claypool

ART 3a. Ninth Grade Art. A general exploratory course in art. The students engage in a variety of art activities which give them exploratory experience in drawing and sketching, lettering, painting, modeling, numerous crafts processes, and various kinds of designing. Some appreciation of art and some knowledge of color and design are gained, informally, through the above activities. One-quarter unit.

ART 3b. Ninth Grade Art. A continuation of Art 3a. One-quarter unit.

ART 31. General Art. Creative ability is stimulated and a working knowledge of art principles is acquired through problems and activities involving freehand drawing, color, design and craftwork. This is a laboratory course. One-half unit.

ART 32. Art Appreciation. The purpose of this course is: To develop good taste (art judgment) that will function in the individual's daily life; to show the part art has played in man's life during the ages; to give the student some acquaintance with the art products of the past and present in relation to their respective social backgrounds; and to present significant phases of modern trends in the fine arts, commercial and industrial art, and art in the home. A number of creative problems involving the making of choices will be combined with discussions, viewing illustrative material, and reading to give a basis of personal experience to the development of a discriminative appreciation. One-half unit.

## INDUSTRIAL ARTS

Mr. Mays

INDUSTRIAL ARTS 21. Beginning Mechanical Drawing. One-half unit.

*Prerequisite:* None. The student, however, will find the

course very difficult without some knowledge of geometrical definitions. A knowledge of the fundamental processes of arithmetic and a working knowledge of fractions is absolutely necessary.

*Purpose:* This is a beginning course in mechanical drawing and is given to acquaint the student with and to impress upon him some of the first laws of proportion, neatness, and accuracy in all his work. Lettering learned in this course can be used in all his school work in making posters and such work that every teacher finds necessary to do. It is an aid to the study of geometry.

*Topics:* The use and care of instruments. Symbols, conventions, alphabet of lines, lettering, free-hand sketching, orthographic projection, beginning with simple straight lines, and working through hidden edges, inclined lines, foreshortening, the octagon and hexagon, the circle, tangents, sections, and through simple working drawings. An adequate shop library is available.

INDUSTRIAL ARTS 24. Two hours daily. Beginning Wood Turning. One-half unit.

*Purpose:* To teach the student the use of the modern power wood lathe and some knowledge of the various types of machines.

*Topics:* Use and care of the various hand tools used in wood turning. Methods used in various woods. Includes spindle turning, face plate and chuck turning, finishing and polishing. Working blue prints and adequate shop library provided.

INDUSTRIAL ARTS 27. Cabinet Making. Two hours daily. One-half unit. Laboratory.

*Prerequisite:* None. Some knowledge of mechanical drawing or blue print reading is desirable.

*Purpose:* To study the simpler forms of woodworking and cabinet making. To develop some skill in the use of tools and the appreciation of good furniture. To give the student some insight into the world of trades and a better understanding of that group of our citizens. To discover any mechanical aptitude.

*Topics:* A study of the common hand tools, simple forms of furniture construction, various woods and lumbering, simple joinery, simple machine operation, and wood finishing. The sharpening of tools, gluing and clamping, application of hardware, surface decoration, and upholstering. While the work is largely individual, there will be opportunity for the class as a whole to receive instruction on details of construction, gluing, scraping, sanding, and the costs of materials. Plans and numerous references are furnished by the instructor.

INDUSTRIAL ARTS 31. Two hours daily. Advanced Mechanical Drawing. One-half unit.

*Prerequisite:* Industrial Arts 21.

*Purpose:* To continue the activity begun in beginning drawing and to make possible a greater development of the habits of neatness and accuracy, to develop technique and speed, and to gain some appreciation of the work of the draftsman.

*Topics:* Study of terminology, rules of the drafting room, technical methods, inking, geometrical problems, the auxiliary plane, finding true lengths, simple development of surfaces, simple pictorial drawing, and freehand sketching. An adequate shop library is available.

INDUSTRIAL ARTS 34. Two hours daily. Advanced Wood Turning. One-half unit.

*Prerequisite:* Industrial Arts 24.

*Purpose:* To provide the student with additional information and opportunity for more practice in the operation and care of the lathe.

*Topics:* Projects are original selections of practical use. Adequate shop library provided.

## SAMPLE PLAYS LOANED

The Extension Department keeps copies of the best one-, two-, and three-act amateur plays suitable for all occasions. The Department has accumulated about five hundred of the best plays, pageants, and chapel programs, which are loaned to the schools for their use in making selections. No charge is made for this service.

The Department will be glad to submit sample copies from which selections may be made and the required number ordered from the publisher. These sample plays must be returned to this Department in good condition as soon as the selections have been made. The Department would appreciate it if, when material is ordered from the publisher, the statement is made that the sample copies were obtained from Morehead State Teachers College.