

BULLETIN

OF THE

*Morehead*  
*State Teachers College*

Morehead, Kentucky

**MEMBER**

Southern Association of Colleges and Secondary Schools  
American Association of Teachers Colleges  
Kentucky Association of Colleges and Secondary Schools

BIENNIAL CATALOG  
1944-1945 and 1945-1946

December, 1944

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## COLLEGE CALENDAR, 1944-45

## FALL QUARTER

September 25	Monday	Registration of all students
September 26	Tuesday	Class work begins
September 27	Wednesday	Last day to register for full load
October 2	Monday	Last day to register for credit
October 21	Saturday	Students who drop courses after this date will automatically receive marks of "E" in the courses dropped
November 23	Thursday	Thanksgiving holiday (one day only)
December 14	Thursday	Quarter closes

## WINTER QUARTER

January 2	Tuesday	Registration of all students
January 3	Wednesday	Class work begins
January 4	Thursday	Last day to register for full load
January 9	Tuesday	Last day to register for credit
January 27	Saturday	Students who drop courses after this date will automatically receive marks of "E" in the courses dropped
March 16	Friday	Quarter closes

## SPRING QUARTER

March 19	Monday	Registration of all students
March 20	Tuesday	Class work begins
March 21	Wednesday	Last day to register for full load
March 26	Monday	Last day to register for credit
April 5	Thursday	Scholarship Day
April 14	Saturday	Students who drop courses after this date will automatically receive marks of "E" in the courses dropped
April 25	Wednesday	Registration for Spring Term
May 10	Thursday	Citizenship Day
May 27	Sunday	Baccalaureate sermon
May 30	Wednesday	Commencement exercises
June 1	Friday	Quarter closes

## SUMMER QUARTER

June 6	Wednesday	Registration for the first summer term
June 7	Thursday	Class work begins
June 8	Friday	Last day to register for full load
June 11	Monday	Last day to register for credit
July 4	Wednesday	Holiday (one day only)
July 13	Friday	First term closes
July 16	Monday	Registration for the second summer term
July 17	Tuesday	Class work begins
July 18	Wednesday	Last day to register for full load
July 21	Saturday	Last day to register for credit
August 21	Tuesday	Commencement exercises
August 22	Wednesday	Quarter closes



## COLLEGE CALENDAR, 1945-46

## FALL QUARTER

September 24	Monday	Registration of all students
September 25	Tuesday	Class work begins
September 26	Wednesday	Last day to register for full load
October 1	Monday	Last day to register for credit
October 20	Saturday	Students who drop courses after this date will automatically receive marks of "E" in the courses dropped
November 22	Thursday	Thanksgiving holiday (one day only)
December 14	Friday	Quarter closes

## WINTER QUARTER

January 2	Wednesday	Registration of all students
January 3	Thursday	Class work begins
January 4	Friday	Last day to register for full load
January 9	Wednesday	Last day to register for credit
January 26	Saturday	Students who drop courses after this date will automatically receive marks of "E" in the courses dropped
March 15	Friday	Quarter closes

## SPRING QUARTER

March 18	Monday	Registration of all students
March 19	Tuesday	Class work begins
March 20	Wednesday	Last day to register for full load
March 25	Monday	Last day to register for credit
April 4	Thursday	Scholarship Day
April 13	Saturday	Students who drop courses after this date will automatically receive marks of "E" in the courses dropped
April 24	Wednesday	Registration for Spring Term
May 9	Thursday	Citizenship Day
May 26	Sunday	Baccalaureate sermon
May 29	Wednesday	Commencement exercises
May 31	Friday	Quarter closes

## SUMMER QUARTER

June 5	Wednesday	Registration for the first summer term
June 6	Thursday	Class work begins
June 7	Friday	Last day to register for full load
June 12	Monday	Last day to register for credit
July 4	Thursday	Holiday (one day only)
July 12	Friday	First term closes
July 15	Monday	Registration for the second summer term
July 16	Tuesday	Class work begins
July 17	Wednesday	Last day to register for full load
July 20	Saturday	Last day to register for credit
August 20	Tuesday	Commencement exercises
August 21	Wednesday	Quarter closes

## OFFICERS OF ADMINISTRATION

WILLIAM H. VAUGHAN.....	<i>President</i>
WARREN C. LAPPIN.....	<i>Dean</i>
I. A. NOOE, JR. ....	<i>Comptroller</i>
CHILES B. VANANTWERP .....	<i>Director of Training School</i>
MARY PAGE MILTON .....	<i>Registrar</i>
LUCY GARDNER .....	<i>Assistant Registrar</i>
W. H. RICE .....	<i>Superintendent of Buildings and Grounds</i>
ALICE PALMER MORRIS .....	<i>Librarian</i>
MARY MARGUERITE BISHOP .....	<i>Assistant Librarian</i>
HARLAN BLAIR .....	<i>Business Agent</i>
HERBERT HOGAN .....	<i>Accountant</i>
GAYTHEL EVERMAN .....	<i>Assistant Accountant</i>
MRS. ALLIE MANNING .....	<i>Bookstore and Post Office</i>

## PERSONNEL

ANNA RANKIN HARRIS .....	<i>Dean of Women</i>
*EXER ROBINSON .....	<i>Assistant Dean of Women</i>
W. B. JACKSON .....	<i>Dean of Men</i>
J. D. FALLS .....	<i>Director of Extension</i>
ILEE SMITH .....	<i>Director of Cafeteria</i>
MRS. JAMES ROBERTS .....	<i>School Nurse</i>
EMMETT BRADLEY .....	<i>Director of Public Relations</i>

## SECRETARIES

ANNA B. CARTER .....	<i>Secretary to the President</i>
LEORA HUTT .....	<i>Secretary to the Dean</i>
MILDRED MORRIS .....	<i>Secretary in the Extension Dept.</i>
MRS. Z. T. YOUNG .....	<i>Secretary to the Superintendent of Buildings and Grounds</i>
TENNIE FRALEY .....	<i>Secretary to the Comptroller</i>

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\* Leave of absence. Service with American Red Cross.

## THE FACULTY

- WILLIAM H. VAUGHN, A.B., A.M., Ph.D., LL.D.....*President*  
 A.B., Georgetown College, 1923  
 A.M., George Peabody College, 1927  
 Ph.D., George Peabody College, 1937  
 LL.D., Georgetown College, 1944  
 Morehead State Teachers College since 1928
- WARREN C. LAPPIN, A.B., A.M., Ed.D.....*Dean*  
 A.B., Transylvania College, 1920  
 A.M., University of Chicago, 1929  
 Ed.D., Indiana University, 1941  
 Morehead State Teachers College since 1926
- ROSS C. ANDERSON, B.S., A.M.....*Assistant Professor*  
 B.S., Eastern (Ky.) State Teachers College, 1933 *of Commerce,*  
 A.M., University of Kentucky, 1938 *Acting Head of*  
 Morehead State Teachers College since 1938 *Department*
- EMMA O. BACH, A.M., Ph.D.....*Professor of*  
 Sekundarlehrerpatent, University of *Modern Foreign*  
 Berne, 1909 *Languages, Head*  
 A.M., University of Nebraska, 1913 *of Department*  
 Ph.D., The Johns Hopkins University, 1930  
 Morehead State Teachers College since 1932
- GABRIEL C. BANKS, A.B., B.D., A.M.....*Assistant Professor*  
 A.B., Transylvania College, 1917 *of English*  
 B.D., College of the Bible, 1921  
 A.M., Yale University, 1924  
 Morehead State Teachers College since 1936
- MARY HELEN BOARD, A.B., A.M.....*Assistant Professor*  
 A.B., Western (Ky.) State Teachers *of Education,*  
 College, 1927 *Critic Teacher*  
 A.M., George Peabody College, 1932 *First Grade*  
 Morehead State Teachers College since 1937
- PATTI BOLIN, B.S., M.S. ....*Assistant Professor*  
 B.S., Western (Ky.) State Teachers *of Home*  
 College, 1935 *Economics*  
 M.S., University of Kentucky, 1938  
 Morehead State Teachers College since 1940

- WILLIAM EMMETT BRADLEY, A.B., A.M. .... Assistant Professor  
 A.B., University of Kentucky, 1925      of English  
 A.M., University of Kentucky, 1926  
 Morehead State Teachers College since 1932
- CATHERINE L. BRAUN, B.S. .... Assistant Professor  
 B.S., George Peabody College, 1926      of Geography  
 Morehead State Teachers College since 1923
- ESTHER B. CALL, B.S., A.M. .... Assistant Professor  
 B.S., Texas State College for Women, 1919      of Home  
 A.M., Columbia University, 1943      Economics, Head  
 Morehead State Teachers College since 1943      of Department
- \*LUCILLE CATLETT, A.B., A.M. .... Instructor in  
 A.B., Goucher College, 1927      Education, Critic  
 A.M., University of Southern California, 1933      Teacher in  
 Morehead State Teachers College since 1928      Science
- NAOMI CLAYPOOL, A.B., A.M. .... Assistant Professor  
 A.B., University of Kentucky, 1930      of Art, Head of  
 A.M., Teachers College, Columbia      Department  
 University, 1932  
 Morehead State Teachers College since 1925
- LORENE SPARKS DAY, A.B., A.M. .... Instructor in  
 A.B., Kentucky Wesleyan College, 1929      Education, Critic  
 A.M., Teachers College, Columbia      Teacher in  
 University, 1933      Social Science  
 Morehead State Teachers College since 1930
- SAM J. DENNEY, A.B., A.M. .... Instructor in  
 A.B., University of Kentucky, 1928      Education, Critic  
 A.M., University of Kentucky, 1932      Teacher in  
 Morehead State Teachers College since 1936      English
- FRED A. DUDLEY, A.B., A.M., Ph.D. .... Professor of  
 A.B., Oberlin College, 1923      English, Head of  
 A.M., Columbia University, 1930      Department  
 Ph.D., State University of Iowa, 1939  
 Morehead State Teachers College since 1940
- THELMA EVANS, A.B., A.M. .... Instructor in  
 A.B., University of Kentucky, 1930      Education, Critic  
 A.M., University of Kentucky, 1940      Teacher Fifth  
 Morehead State Teachers College since 1943      Grade
- LINUS A. FAIR, A.B., A.M. .... Assistant Professor  
 A.B., Arkansas State Teachers College, 1925      of Mathematics  
 A.M., George Peabody College, 1930      and Physics  
 Morehead State Teachers College since 1932





- \*JAMES B. HOLTZCLAW, A.B., A.M., Ph.D.....*Professor of*  
 A.B., University of Kentucky, 1928 *History and*  
 A.M., University of Kentucky, 1931 *Government,*  
 Ph.D., University of Kentucky, 1933 *Head of*  
 Morehead State Teachers College since 1936 *Department*
- INEZ FAITH HUMPHREY, A.B., A.M. ....*Associate Professor*  
 A.B., Eureka College, 1910 *of English*  
 A.M., University of Chicago, 1927  
 Morehead State Teachers College since 1923
- WARD B. JACKSON, A.B., A.M.....*Instructor in*  
 A.B., University of Kentucky, 1928 *Education,*  
 A.M., University of Kentucky, 1932 *Dean of Men*  
 Morehead State Teachers College since 1935
- \*RIENZI WILSON JENNINGS, B.S., A.M. ....*Associate Professor*  
 B.S., University of Iowa, 1927 *of Commerce,*  
 A.M., University of Kentucky, 1928 *Head of*  
 Morehead State Teachers College since 1938 *Department*
- \*ELLIS TUCK JOHNSON, A.B., A.M.....*Assistant Professor*  
 A.B., University of Kentucky, 1932 *of Health and*  
 A.M., University of Kentucky, 1937 *Physical*  
 Morehead State Teachers College since 1936 *Education,*  
*Head Coach*
- ROMIE D. JUDD, A.B., A.M., Ph.D.....*Professor of*  
 A.B., Georgetown College, 1916 *Education,*  
 A.M., University of Chicago, 1924 *Head of*  
 Ph.D., George Peabody College, 1936 *Department*  
 Morehead State Teachers College since 1930
- †WAYNE H. KELLER, A.B., M.S., Ph.D.....*Associate Professor*  
 A.B., Georgetown College, 1921 *of Chemistry*  
 M.S., University of Kentucky, 1932  
 Ph.D., Cornell University, 1937  
 Morehead State Teachers College since 1938
- RUTH KISER, B.S., M.S. ....*Instructor in*  
 B.S., Madison College, 1942 *Home Economics*  
 M.S., University of Tennessee, 1944  
 Morehead State Teachers College since 1944
- ROBERT G. LAUGHLIN, A.B., A.M. ....*Instructor in*  
 A.B., Morehead State Teachers College, 1937 *Health and*  
 A.M., University of Kentucky, 1941 *Physical Educa-*  
 Morehead State Teachers College since 1937 *tion, Director of*  
*Athletics in the*  
*Training School*

\* Leave of absence. Military service.

† Leave of absence, 1944-45.



- JESSE T. MAYS, A.B., A.M. .... Assistant Professor  
 A.B., Union College, 1931 ..... of Industrial  
 A.M., George Peabody College, 1933 ..... Arts, Head of  
 Morehead State Teachers College since 1933 ..... Department
- FRANK B. MILLER, A.B., M.Ed., Ph.D. .... Associate Professor  
 A.B., University of Akron, 1925 ..... of Education  
 M.Ed., University of Akron, 1927  
 Ph.D., University of Kentucky, 1934  
 Morehead State Teachers College since 1935
- LEONARD MILLER, A.B., A.M. .... Assistant Professor  
 A.B., University of Kentucky, 1931 ..... of Health and  
 A.M., University of Kentucky, 1937 ..... Physical Educa-  
 Morehead State Teachers College since 1936 ..... tion, Head of  
 Department
- JUANITA MINISH, A.B., A.M. .... Instructor in  
 A.B., Transylvania College, 1919 ..... Education, Critic  
 A.M., George Peabody College, 1937 ..... Teacher in For-  
 Morehead State Teachers College since 1936 ..... eign Languages
- AMY IRENE MOORE, B.S., A.M. .... Instructor in  
 B.S., Kansas State Teachers College, 1917 ..... Education, Critic  
 A.M., University of Chicago, 1925 ..... Teacher in  
 Morehead State Teachers College since 1932 ..... Mathematics
- ALICE PALMER MORRIS, A.B., B.O. .... Librarian  
 A.B., Carroll College, 1913  
 B.O., Carroll College, 1914  
 Graduate, Library School of the University  
 of Wisconsin, 1933  
 Morehead State Teachers College since 1930
- EDNA NEAL, A.B., A.M. .... Instructor in  
 A.B., University of Kentucky, 1929 ..... Education, Critic  
 A.M., Teachers College, Columbia ..... Teacher Second  
 University, 1933 ..... Grade  
 Morehead State Teachers College since 1929
- HAZEL NOLLAU, B.S., M.S. .... Instructor in  
 B.S., University of Kentucky, 1934 ..... Education, Critic  
 M.S., University of Kentucky, 1935 ..... Teacher in  
 Morehead State Teachers College since 1943 ..... Science
- G. B. PENNEBAKER, A.B., M.S., Ph.D. .... Professor of  
 A.B., University of Kentucky, 1926 ..... Biology, Head of  
 M.S., University of Kentucky, 1928 ..... Department  
 Ph.D., University of Wisconsin, 1938  
 Morehead State Teachers College since 1940

- CHARLES O. PERATT, A.B., Ph.B., A.M.....Associate Professor  
 A.B., University of Kentucky, 1904      *of History and*  
 Ph.B., University of Chicago, 1916      *Government,*  
 A.M., Columbia University, 1919      *Acting Head of*  
 Morehead State Teachers College since 1923      *Department*
- F. A. RIEDEL, A.B., A.M., Ph.D.....Associate Professor  
 A.B., Miami University, 1907      *of Chemistry*  
 A.M., Columbia University, 1926  
 Ph.D., University of Colorado, 1941  
 Morehead State Teachers College since 1942
- ELIZABETH ROOME, B.S., A.M.....Assistant Professor  
 B.S., Columbia University, 1924      *of Education,*  
 A.M., University of North Carolina, 1930      *Critic Teacher*  
 Morehead State Teachers College since 1931      *Third Grade*
- RUTH RUCKER, B.S., A.M. ....Instructor in  
 B.S., University of Missouri, 1929      *Commerce*  
 A.M., University of Missouri, 1930  
 Morehead State Teachers College since 1943
- \*EARL KING SENFF, A.B., A.M. ....Assistant Professor  
 A.B., University of Kentucky, 1931      *of History and*  
 A.M., University of Chicago, 1933      *Government*  
 Morehead State Teachers College since 1933
- EDFRED LOREN SHANNON, B.S., M.S., Ph.D.....Assistant Professor  
 B.S., Southeastern (Okla.) State Teachers      *of Biology*  
 College, 1930  
 M.S., Oklahoma A. & M. College, 1931  
 Ph.D., Cornell University, 1941  
 Morehead State Teachers College since 1941
- MILDRED SWEET, A.B., A.M.....Instructor in Music  
 A.B., Morningside (Iowa) College, 1928  
 A.M., Eastman School of Music, 1932  
 Morehead State Teachers College since 1940
- REBECCA THOMPSON, B.S., A.M.....Assistant Professor  
 B.S., George Peabody College, 1925      *of Education,*  
 A.M., George Peabody College, 1929      *Critic Teacher*  
 Morehead State Teachers College since 1929      *Sixth Grade*
- \*CHILES VANANTWERP, A.B., A.M.....Assistant Professor  
 A.B., University of Michigan, 1922      *of Education,*  
 A.M., University of Michigan, 1934      *Director of*  
 Morehead State Teachers College since 1940      *Training School*

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\* Leave of absence. Military service.

- \*NELLE WALTERS, A.B., A.M.....*Instructor in*  
 A.B., University of West Virginia, 1925      *Health and*  
 A.M., George Peabody College, 1928      *Physical*  
 Morehead State Teachers College since 1938      *Education*
- MARGARET WARREN, A.B., A.M.....*Instructor in*  
 A.B., University of Kentucky, 1936      *Health and*  
 A.M., University of Kentucky, 1941      *Physical*  
 Morehead State Teachers College since 1944      *Education*
- ELLA O. WILKES, B.S., M.S.....*Associate Professor*  
 B.S., George Peabody College, 1924      *of Geography*  
 M.S., University of Chicago, 1931  
 Morehead State Teachers College since 1932
- WILLIAM C. WINELAND, B.S., M.S., Ph.D.....*Professor of*  
 B.S., University of Kentucky, 1933      *Mathematics*  
 M.S., University of Kentucky, 1935      *and Physics,*  
 Ph.D., University of Kentucky, 1940      *Head of*  
 Morehead State Teachers College since 1936      *Department*
- \*GEORGE THOMPSON YOUNG, A.B., A.M.....*Instructor in*  
 A.B., Centre College, 1931      *Education, Critic*  
 A.M., Teachers College, Columbia      *Teacher in*  
 University, 1935      *Social Science*  
 Morehead State Teachers College since 1932
- THOMAS D. YOUNG, A.B., A.M.....*Assistant Professor*  
 A.B., University of Kentucky, 1925      *of Art*  
 A.M., Columbia University, 1932  
 Morehead State Teachers College since 1936

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\* Leave of absence. Military service.

COMMITTEES

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EXECUTIVE

VAUGHAN, HARRIS, HOKE, JACKSON, LAPPIN, F. B. MILLER, MILTON,  
PENNEBAKER, PERATT, WINELAND

CERTIFICATES AND DEGREES

LAPPIN, FOWLER, MILTON

LIBRARY

DUDLEY, FOWLER, HUMPHREY, F. B. MILLER, MORRIS, ROOME, SWEET,  
THOMPSON, WARREN, WINELAND

PLACEMENT

MILTON, EVANS, MAYS, F. B. MILLER, MINISH, SWEET

CATALOG

LAPPIN, CALL, PENNEBAKER

SOCIAL

CLAYPOOL, BOLIN, GABLE, HARRIS, JACKSON, MILTON, NEAL, NOLLAU,  
SHANNON, SMITH, WARREN, YOUNG

GRADUATE INSTRUCTION

LAPPIN, DUDLEY, JUDD, PENNEBAKER, PERATT, WINELAND

INSTRUCTION

LAPPIN, CALL, DAY, FOWLER, JUDD, ROOME, SHANNON, WILKES, YOUNG

ATHLETIC

FAIR, ANDERSON, FOWLER, JACKSON, MAYS, LEN MILLER, NOOE, RICE,  
SHANNON

CAMPUS LANDSCAPING

PENNEBAKER, MAYS, MOORE, NOLLAU, YOUNG

EXTENSION

JACKSON, EVANS, FAIR, LAPPIN, F. B. MILLER, MILTON, MINISH, NEAL,  
SHANNON

## CONVOCATION

BANKS, BACH, BRAUN, DUDLEY, GEORGE, PENNEBAKER

## SPECIAL ENTERTAINMENTS

PERATT, BANKS, BRAUN, DUDLEY, GABLE, GEORGE, MOORE, SWEET,  
THOMPSON

## Y. M. C. A.

SHANNON, BANKS, JACKSON

## Y. W. C. A.

HUMPHREY, BRAUN, HARRIS, KISER, MOORE, NOLLAU

## TRAIL BLAZER

BRADLEY, CLAYPOOL, GABLE

## STUDENT RELATIONS

LAPPIN, HARRIS, HUMPHREY, JACKSON, KISER

## STUDENT LOAN

GEORGE, FAIR, ROOME, THOMPSON

## PUBLIC RELATIONS

ANDERSON, BANKS, BRADLEY, CALL, EVANS, KISER, MINISH, SHANNON,  
YOUNG

## GUIDANCE

LAPPIN, ANDERSON, BANKS, MILTON, MORRIS

## GENERAL INFORMATION

### HISTORY

The Morehead State Normal School was established in 1922 when the General Assembly of Kentucky passed an act providing for the opening of two normal schools, one in Eastern Kentucky and the other in Western Kentucky. These schools were to be created for the purpose of training elementary teachers. Morehead was selected as the site for one of these institutions. Since that time, the name of the school has been changed twice. In 1926, it became Morehead State Normal School and Teachers College and in 1930, the present name of Morehead State Teachers College was adopted.

The first president of the institution was Professor Frank C. Button, who for twenty-five years had been president of Morehead Normal School, a private institution upon whose site the State Normal School was built. On September 24, 1923, the school opened with a faculty of nine members and a student body of less than one hundred. Before the end of the first year, the faculty consisted of thirteen members and the student body had increased to two hundred fifty.

### LOCATION

The Morehead State Teachers College is located in Morehead, Rowan County, midway between Lexington and Ashland. It is reached by the Chesapeake and Ohio Railroad, United States Highway 60, better known as the Midland Trail, and State Highway 32. 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 has a background of mountains and extends toward the southeast into the athletic field. The lawns are terraced and face on a boulevard which traverses the entire length of the campus. This setting is of unsurpassed natural beauty. The healthful



climate and the unusually cool summer nights are additional attractions. The campus, as well as the surrounding country, offers much of interest to students, particularly those studying the natural sciences.

### **BUILDINGS**

The splendid buildings of the college, situated on the edge of the mountain slope overlooking the valley of Triplett Creek, present an imposing panorama of architectural beauty. They are of Tudor-Gothic design, the library being the best example of the type, and all conform in general style. The Administration Building occupies the central position in the group. Allie Young Hall, Johnson-Camden Library, Fields Hall, the auditorium-gymnasium, Senff Natatorium, the Science Hall, and the President's home form an arc to the west of the campus, while Thompson Hall, Breckinridge Training School, Men's Hall 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 structure, the first of the group to be completed, was ready for occupancy in 1926. In it are located the administrative offices, some recitation rooms, a well-equipped college bookstore and a college post office for the convenience of the faculty and students.

### **DORMITORIES**

Allie Young Hall and Fields Hall are dormitories for women, each with a housing capacity of about one hundred fifty students. These halls are provided with attractive reception parlors and recreation rooms. Student bedrooms are double rooms, comfortable and adequate for the needs of students.

Thompson Hall and Men's Hall will each accommodate approximately one hundred sixty-five men. Both dormitories are modern throughout and are well equipped and furnished.

### **THE CAFETERIA**

The cafeteria is located on the ground floor of Allie Young Hall. It is a feature of the college of which every one may



feel justly proud. Resident students are required to take their meals here. The kitchen is equipped with the most modern electrical cooking apparatus, is thoroughly sanitary, and is open for inspection at any time.

#### **THE PRESIDENT'S HOME**

The President's home is a dignified brick residence, completed in 1930, and stands on a terraced lawn at the southwest corner of the campus, facing the boulevard. The house is fully equipped and is beautifully furnished in keeping with the importance and dignity of such a building.

#### **THE AUDITORIUM-GYMNASIUM**

The auditorium and gymnasium are enclosed 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 situated between Allie Young and Fields Hall. The library has a reading room and research facilities for 1,500 students, and a book-housing capacity of 100,000 volumes. At present there are approximately 30,000 catalogued books, a complete magazine section, and a large collection of bulletins, pamphlets, and public documents.

#### **THE BRECKINRIDGE TRAINING SCHOOL**

The Breckinridge Training School was completed in 1931. It is built and equipped for school work from the kindergarten through senior high school. The first floor is given over to the manual arts laboratories and the boys' and girls' locker rooms. The director's office, the auditorium and the lower grade rooms occupy the main floor; the junior and senior high school home-rooms, the second; the home economics and science laboratories, the library, and the gymnasium, the third floor. The arrangement and furnishings of the building are such that student teachers may learn what is desirable in modern school equipment and building plans.

### **THE JAYNE MEMORIAL STADIUM**

The Jayne Memorial Stadium, a concrete structure with a seating capacity of 2,500, was erected on the athletic field at the east end of the campus in the fall of 1930. The space beneath the stadium has been utilized for dressing quarters for home and visiting teams.

### **THE SENFF NATATORIUM**

Located west of the Auditorium-Gymnasium is the Senff Natatorium. The natatorium is constructed of red brick and the stone pediment bears this inscription: "This swimming pool is dedicated to the ideal of a clean and vigorous youth." The interior of the building contains a beautiful ninety-foot by thirty-foot tile swimming pool, a spectators' gallery the length of the pool on one side, and dressing and shower rooms for the faculty and students on the other side. The pool has underwater lights, and its depth varies from three feet to nine feet. The glass roof is adjustable, thus giving all the advantages of an outdoor pool in summer, while the closed glass intensifies the heat in winter. The water is completely purified and is tested regularly by the State Board of Health.

### **SCIENCE HALL**

Science Hall was completed during the first summer term of 1937. It is a four-story brick structure which houses the following departments: industrial arts, agriculture, geography, mathematics and physics, biology, chemistry, and home economics. These departments are thoroughly equipped with the latest and most modern apparatus.

### **POWER PLANT**

The power plant, completed in 1937 by a P.W.A. grant, furnishes water, power and heat for the college. It assures Morehead one of the best water systems in the state.

## INSTRUCTIONS TO STUDENTS

## REQUIREMENTS FOR ADMISSION

**ADMISSION TO THE FRESHMAN CLASS:**

**Without Examination.** Graduates of high schools accredited by the Kentucky Association of Colleges and Secondary Schools and by the State Department of Education are admitted without examination, provided they have earned credit for 15 units of high school work acceptable to Morehead. No specific courses are required for entrance, but not more than four units in one subject field will be accepted. If credit in foreign language is offered for entrance, at least one unit in the language must have been earned.

**By Examination.** Students who have earned 15 units of high school credit acceptable for college entrance may enter Morehead provided they pass an entrance examination satisfactorily.

Any student may take an entrance examination on 15 units of high school work selected by him from subjects listed for Kentucky High Schools by the State Department of Education.

**Special Note.** All students desiring admission as freshmen must have their credits certified by their high school principal or superintendent. These transcripts should be mailed directly to the Registrar of this college by the person certifying to them and should be on file at the time of registration.

**ADMISSION TO ADVANCED STANDING:**

Students entering Morehead from other colleges must present a statement of honorable dismissal from the college attended previously and must satisfy the entrance requirements here. The college does not accept transferred credit carrying a mark of "D" until a subsequent course in the same subject field is completed in this institution with a mark of "C" or better. Official transcripts of college and high school credits should be on file in the Registrar's Office before the time of registration.

**ADMISSION AS A SPECIAL STUDENT:**

Students 21 years of age or over, who have not met the entrance requirements of the college, may be admitted as special students and are permitted to carry courses for which they are prepared. Special students are not considered as candidates for any degree or certificate until they have fulfilled college entrance requirements as well as all other requirements for the degree or certificate in question.

**ADMISSION AS AN AUDITOR:**

By payment of the required fees, admission may be secured to a class or classes as an auditor. An individual desiring such admission must apply to the Dean of the College. No credit will be given for this work, nor will the student be permitted to take an examination for credit.

**ADMISSION TO THE GRADUATE SCHOOL:**

Regulations governing admission to the graduate school are explained in detail on page 57 of this catalog.

**WHEN TO ENTER**

The school year is composed of four quarters, each being approximately twelve weeks in length. For the school year 1944-45 the Fall Quarter begins September 25; the Winter Quarter, January 2; the Spring Quarter, March 19; and the Summer Quarter, June 6. For the school year 1945-46 the opening dates of these terms are: September 24, January 2, March 18, and June 5. It is desirable, of course, that students enter at the beginning of the fall quarter, since the year's work is organized to start at that time. By attending during all quarters, it is possible for capable and ambitious students to complete the four years of college work in three years. It is important that all prospective students should note the latest date at which they may enter if they are to carry a full load and receive full credit.

**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 pillow cases

and sheets and has them laundered. Students who plan to room in private homes should ascertain before coming to school the articles they will be required to furnish.

### **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 a 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, as 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.

### **DORMITORY LIFE**

Students living in dormitories are expected to care for their rooms, to keep them clean, orderly, and ready for daily inspection. The school endeavors to make it possible for students to live in a wholesome 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.

### **RULES CONCERNING STUDENTS RESIDING IN PRIVATE HOMES**

The college maintains a list of approved private homes where students may room. Young women are expected to room on the campus unless they are granted permission by the Dean of Women to room elsewhere.

Students should not engage room or board before ascertaining from the Dean of Women whether or not the landlady's name is on the approved 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 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.

Students living off-campus will make their own financial arrangements in regard to living expenses. The college does not attempt to collect rents or to act in any way as a collection agency.

### ROOMS FOR MARRIED COUPLES

The school maintains no rooms for married couples; however, there are places in the community where light housekeeping 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 arrival, so that the best possible arrangements may be made.

### BOARDING FACILITIES

Board is provided in the college cafeteria. 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 \$5.50 per week.

Men and women students occupying rooms on the campus are **required** to take their meals at the college cafeteria. They are required to pay for four cafeteria coupon books in advance at the beginning of each quarter, and two coupon books at the beginning of each summer term. Each dormitory student must purchase a minimum of six coupon books during a quarter.

All students obtaining board in the college cafeteria will be required to **deposit their ration books with the Business Office at the time of registration**. These books will be returned when the student leaves school.

Light housekeeping is not 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 a room, no room rent will be refunded.

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

Students who have been denied the privilege of re-entering, or have been dismissed from other colleges, will not be permitted 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 \$1.00 per day, not to exceed a total of \$5.00, will be charged all students who do not register on the day set aside for the purpose. Students will not be permitted to register at the regular registration period and then enter school at a later date.

#### **CHANGE 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 instructors 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.

#### **STUDENT LOAD**

The minimum amount of work that a regular student may carry each quarter is 12 quarter hours, and the normal amount is 16 quarter hours. Permission to carry more than 18 quarter hours requires the consent of the Executive Committee. A freshman will not be permitted to carry more than 17 quarter hours during his first quarter in residence.



### THE MARKING SYSTEM

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

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

(A course in which an "I" is received must be completed within the first thirty days of the next quarter in residence, if credit is granted. Otherwise the mark automatically becomes an "E.")

### THE NUMBERING OF COURSES

100-199	Freshman courses
200-299	Sophomore courses
300-399	Junior courses
400-499	Senior courses
500	Graduate courses

A minimum of 65 quarter hours of work offered for a degree must be in courses numbered 300 or above.

### SCHOLARSHIP POINTS

The mark of "A" carries 3 points; "B," 2 points; "C," 1 point; "D," no points. The number of quality points must equal the number of quantity points, or quarter hours, that are required for graduation or certification. An average of "C," or a standing of 1, must be maintained for graduation and for certification.

### SCHOLASTIC PROBATION

Any student making a standing of five-tenths or lower on a quarter's work is placed on probation for the next quarter in residence, and his parents will be notified of his unsatisfactory work. The student will be dropped from school if he does not bring his standing up to at least seven-tenths during his next quarter in residence.

### 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.

A student who is absent from the last class meeting preceding, or the first class meeting following any vacation or holiday, will be penalized one-half hour of general credit for each class absence unless he presents a satisfactory excuse, before the absence is incurred whenever it is possible to do so. In any event, arrangements for such excuses must be made within three days after the student returns to class. (Arrangements for these absences must be made in the Dean's office.)

Other absences during a term are generally left to the instructors of the classes in which they occur. Students are expected to explain to their instructors the cause of these absences and to make up all omitted work to the satisfaction of their instructors. Cases of extended or repeated absences will be referred to the Dean and will be dealt with by him or by the Committee on Student Relations.

Credit will not be granted in any course and an "E" will be recorded if a student's total absences in the course, from all causes, exceeds 20 per cent of the number of class meetings in any quarter or term.

### **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. The officers of administration, in cooperation with the faculty, will make whatever regulations that are deemed necessary from time to time.

### **WITHDRAWALS**

Students forced to withdraw from school after a semester opens must arrange for their withdrawal with the Dean of the College. In addition, dormitory students should see the Dean of Men or the Dean of Women before leaving. No refunds will be made unless the withdrawal is made through the proper channels.

### **EXPENSES**

The incidental fee for students residing in Kentucky is \$22.50 for each quarter. The incidental fee for students residing outside of Kentucky is \$35.00 per quarter. This incidental fee is payable at the time of registration.

### **FINANCING**

Students planning to enter the college should have sufficient funds to cover their expenses during the first quarter. Work should not be counted on to reduce expenses until the student has established himself in the institution. The very minimum with which any student should come to the college is an amount sufficient to pay all college fees for the first quarter.

### **TERMS OF PAYMENT:**

All fees, room, and board are payable in advance at the time of registration. Remittance should be made by check drawn to Morehead State Teachers College.

The college has a special payment plan for those who are unable to pay the entire expenses for the quarter at the time of registration. This plan enables the student to pay his fees in installments, the first payment being made at the time of registration. Information concerning this special arrangement may be obtained by writing the Comptroller, but permission to use this plan will be granted only when absolutely necessary.

Students will not be permitted to attend classes until their registration cards have first been approved by the Business Office, and such approval will be given only after satisfactory financial arrangements have been made.

### **DEPOSIT FEE:**

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 quarter, 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 certain class work.

**MEDICAL FEE:**

Each dormitory student is charged a medical fee of \$1.00 at the time of registration. This fee entitles a student to the services of the school nurse and school physician.

**PHYSICAL EXAMINATION FEE:**

A fee of \$1.00 is charged for taking the annual physical examination at a time other than that regularly scheduled. If the examination is taken at the assigned time, no fee is charged.

**STUDENT ACTIVITIES FEE:**

To cover the cost of attending all athletic contests in Morehead sponsored by the college, special entertainments scheduled during the quarter, and a subscription to the Trail Blazer, a fee of \$1.00 is charged to all students on registration day. The payment of this fee entitles a student to free participation in the activities indicated.

**PHYSICAL EDUCATION FEE:**

All students who register for physical education activity courses are required to pay a fee of \$1.00 per quarter. This entitles a student to the use of a locker, towels, and laundry service during the quarter.

All students in physical education courses are required to purchase the necessary costumes at the College Bookstore.

**SWIMMING FEE:**

All students who register for courses in swimming are required to pay a swimming fee of \$1.00 per quarter.

All faculty members and employees of the college may pay the fee of \$1.00 per quarter for the privilege of using the pool. Families of faculty members and employees are included in this classification.

Pupils enrolled in the Breckinridge Training School also have the privilege of the use of the swimming pool by payment of the regular swimming fee.

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

All students who have paid the regular physical education fee have the privilege of using the swimming pool without additional cost.

#### **YEARBOOK FEE:**

In compliance with a request made by students in former years, a fee of \$3.00 is charged for the **Raconteur**, the college yearbook. This fee is collected at the time of registration from all students enrolling for the Winter Quarter and from all additional students enrolling for the Spring Quarter.

#### **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 expected to pay this fee.

#### **NECESSARY EXPENSES AT MOREHEAD FOR ONE QUARTER:**

Incidental fee .....	\$22.50
Deposit fee .....	3.00
Room rent .....	18.00
Board @ \$5.50 per week approximately .....	66.00
College post office box rent .....	.50
Estimated cost of books .....	10.00
Student activity fee .....	1.00
Medical fee .....	1.00
Total .....	<hr/> \$122.00

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

Incidental fee .....	\$22.50
Deposit fee .....	3.00
Room rent in the dormitories .....	18.00
Board in the college cafeteria, 4 tickets .....	20.00
College post office box rent .....	.50
Student activity fee .....	1.00
Medical fee .....	1.00
Total .....	<hr/> \$66.00

**PART-TIME FEES:**

The Incidental Fee for students enrolled for less than 12 quarter hours of work is \$2.00 per quarter hour.

**FEES FOR GRADUATE INSTRUCTION:**

The Incidental Fee for graduate students is \$2.00 per quarter hour.

**CREDIT:**

No degree, diploma, or transcript of credits will be furnished a student until all financial obligations to the college have been paid.

All previously incurred expenses at the college must be fully paid before a student may re-enter at the beginning of any quarter.

**REFUNDS:**

Refunds of fees will be made as follows:

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

A student withdrawing within the first three weeks of school will be refunded 50% of his fees.

No refund of fees will be made after the first three weeks.

These same regulations will govern refunds on out-of-state tuition.

**OPPORTUNITY FOR STUDENT EMPLOYMENT**

The college 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. The work opportunities available are in the cafeteria, dormitories, offices,



and various buildings. Other students may find employment of various types in Morehead. Students desiring employment should apply for information to the President's Office.

Since the entering student cannot always find immediate employment, it is recommended that no new student register unless he has sufficient funds to cover the expenses of the first quarter. Only a few students are able to be entirely self-supporting, since it is not advisable for a student to spend more than 25 hours per week on outside work if he is carrying an average college program.

Students desiring employment should note the following regulations:

1. The following classes of students are eligible to be appointed for employment: a. Students whose character and previous record give promise of successful college work; b. Individuals who are in need of financial assistance.

2. 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.

3. Students who are given employment by the college are expected to carry a normal schedule of work unless specifically excused by action of the faculty.

4. Employment may be terminated at any time if the worker is not performing his assigned tasks satisfactorily.

5. All students employed by the college must maintain an average mark of "C" or better.

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

#### **WEEK-END CLASSES**

The college follows the practice of scheduling a limited number of classes on Saturday in order to accommodate in-service teachers. These courses give residence credit. No in-service teacher is permitted to earn more than 6 hours of credit in this type of work during any quarter or more than 18 hours during a school year.



### INFORMATION OF PARTICULAR INTEREST TO FRESHMEN

1. What has been the history of the college?

The Morehead State Teachers College was established in 1922 and has operated continuously since September 1923. For a more complete statement see page 17 of this catalog.

2. What types of training are offered at Morehead?

The college offers several types of training. These are—

- a. A two-year course for elementary teachers.
- b. A four-year course for elementary teachers.
- c. A four-year course for high school teachers with opportunities for major study in agriculture, commerce, economics and sociology, English, modern languages, history, political science, biology, chemistry, geography, mathematics, physics, art, music, home economics, industrial arts, and physical education.
- d. A four-year course of general academic training with the same opportunities for major study as those listed above. This course does not prepare for teaching.
- e. A four-year course qualifying Smith-Hughes teachers of vocational home economics.
- f. Graduate work leading to the degree of Master of Arts in Education.
- g. A one-year course in vocational electricity.
- h. One and two-year courses for stenographers and secretaries.
- i. A four-year course in commerce.
- j. Preliminary training for professional study in medicine, dentistry, law, pharmacy, engineering, nursing, etc. (For more complete statements, see the pertinent information in this catalog. Consult the index for exact page references.)

3. Is the Morehead State Teachers College an accredited institution?

Yes. Morehead is approved fully by the following accrediting agencies:

- a. The Southern Association of Colleges and Secondary Schools.

- b. The American Association of Teachers Colleges.
- c. The Kentucky Association of Colleges and Secondary schools.

4. What is the standing of the Morehead faculty?

Members of the teaching staff are selected on the basis of their ability to do effectively the particular work to which they are assigned. This college believes that its major task is to be accomplished in the classroom, but that this classroom activity, to be effective, must be made as functional as possible. The faculty at Morehead is highly trained and is engaged constantly in the effort to improve its efficiency. The academic training of the members of the faculty may be determined by referring to the material on pp. 8-14 of this catalog.

5. Is there an opportunity at Morehead for a deserving student to work and thus defray a part of the cost of his education?

Yes. A large portion of the clerical and routine work on the campus is done by students. Anyone interested in this work should make application through the President's Office. For a more complete statement see p. 31 of this catalog.

6. What are the requirements for admission at Morehead?

Our admission requirements are similar to those of any standard four-year college. A complete statement of these requirements may be found on p. 21 of this catalog.

7. How should a student apply for admission at Morehead?

At the present time, no particular form is required for admission at this college. You should, however, make a dormitory reservation with either the Dean of Women or the Dean of Men, and you should have a transcript of your high school credits sent to the Registrar. For information concerning room reservations in the dormitories see p. 23 of this catalog.

8. What are the requirements for graduation at Morehead?

To graduate at Morehead you must earn a minimum of 192 quarter hours of college credit, at least 65 hours of which must be earned in junior and senior courses. Not more than one-fourth of this total can be earned by extension. A mini-

mum scholarship average of "C" must be maintained on all residence courses offered for a degree.

If you are interested in the four-year program for elementary teachers you should read carefully the material on p. 49 of this catalog; if you are interested in the program for high school teachers read pp. 50-55; and if you are interested in a degree without a teaching certificate read pp. 51 and 53. Students who are interested in pre-professional courses should read the appropriate sections of this catalog. These may be located by referring to the index.

9. What should a freshman do on registration day?

We have attempted at Morehead to make the process of registration as simple as possible and at the same time secure the basis for adequate records and proper course assignments. However, certain steps are essential and the entering freshman should do the following things in the order indicated—

- a. Go to the Registrar's Office and secure your classification, enrollment cards, room assignment, chapel seat and post office box numbers, and library card.
- b. Consult one of the Freshman Advisers concerning your class schedule. These advisers will be found in a room indicated on your mimeographed Directions for Registration.
- c. Fill out all enrollment forms under the direction of the Freshman Adviser.
- d. Go to the teacher of each of your classes and secure his approval of your enrollment in his course.
- e. After all courses have been approved by the instructors concerned, go to the Dean's office for the final approval of your schedule.
- f. Go to the Business Office and pay your fees.

Note: You should read carefully the Special Directions for Freshmen and note the schedule of activities arranged for you. You are expected to be present at all of these meetings.

10. What does it cost to attend school at Morehead?

The incidental fee for Kentucky students is \$22.50 per quarter and for out-of-state students this fee is \$35.00. An itemized list of the usual expenses of students is estimated on p. 30 of this catalog.

11. What types of living accommodations are available to students attending Morehead?

The college plant includes four dormitories, two for men and two for women. Each of these residence halls is equipped in such a way that students are comfortably and safely housed. These buildings are fire-proof in construction and entirely modern in every respect.

The college also operates its own cafeteria. Wholesome, well-cooked food may be secured at a minimum cost.

12. Does Morehead furnish guidance facilities for its students?

Yes. Each freshman is assigned to a faculty adviser at the time of enrollment. This adviser aids the student in his choice of courses and activities. The adviser is also available at all times for help in connection with personal problems that may arise. On the basis of this acquaintance, the attempt is made to guide the student into a life activity that is suitable.

13. What opportunities are offered at Morehead for participation in extra-curricular activities?

Extra-curricular activities are encouraged at Morehead. The college is a member of the Southern Intercollegiate Athletic Association and sponsors varsity teams in the major sports. The success of these teams in recent years speaks for itself. The musical organizations are also active and very fine musical groups have been developed. In addition, dramatics, debate, and journalistic activities are sponsored. Other organizations emphasizing particular subject-matter interests are promoted as well as various clubs having social activities as their goal. For a complete list of these student organizations see pp. 41-44 of this catalog.

## AUXILIARY AGENCIES

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### HEALTH SERVICE

The college maintains a hospital on the first floor of Fields Hall under the direction of a competent physician and under the constant supervision of a resident nurse. A part of the \$1.00 medical fee charged each student at registration is for the upkeep of the hospital and for this small fee any and all students may receive medical advice at stated times, and on other occasions by appointment. Minor ailments receive immediate attention, and such minor operations are performed as practitioners usually perform, but no major operations are performed in the college hospital. The physician will, however, advise students freely pertaining to major operations, and accompany them to city hospitals when necessary. Students who live off the campus are entitled to the services of the nurse, but they must be removed to the college hospital before they may receive such services.

### STUDENT LOAN FUND

A Student Loan Fund has been established in Morehead State Teachers College, and the money is advanced each quarter by the Y.W.C.A. and the Y.M.C.A. The sponsors for these two organizations will receive all applications for loans and will pass on them. The fund may be supplemented at any time by gifts from different individuals and organizations. Upper-class students and those having high scholastic records will be given preference in granting loans. This fund makes it possible for a worthy student to borrow a small sum at a low rate of interest on a personal note.

### BUREAU OF EDUCATIONAL SERVICE

A bureau of educational service has been organized under the management of a competent director. The purpose of this bureau is to supplement other forms of field service and to provide a medium for the placement of teachers. It is the desire



of the college to render all legitimate and reasonable service in securing employment for all alumni and other qualified students who may desire to teach. Superintendents and boards of education are requested to report vacancies to the director, and thereby permit the Morehead State Teachers College to cooperate with them in helping them secure the services of teachers.

### **LYCEUM AND SPECIAL ENTERTAINMENTS**

A portion of the activity fee, paid by each student at registration, is used by the college to provide a series of public lectures, musicales and other forms of entertainment, to which all students are admitted either free (upon presentation of their student activity tickets) or at special reduced prices. These entertainments are so scheduled as to give the school community an opportunity of hearing talent of high order each quarter.

### **SPECIAL LECTURES**

During the college year special speakers and lecturers are invited to come to the college. In the past a number of prominent Kentuckians and eminent speakers from various sections of our country have brought inspiring messages of vital concern to the student body.

### **RELIGIOUS ENVIRONMENT**

Since the Morehead State Teachers College is a state institution, it is, of course, non-denominational. A worship service is held each Tuesday morning at ten o'clock. Attendance is voluntary and the programs are non-sectarian in character.

There are six churches in Morehead, representing the following denominations: Baptist, Catholic, Christian, Episcopal, Methodist, and Church of God. These churches give the students a hearty welcome to all their services. While the students are not required to attend, they are encouraged to affiliate themselves with the church of their choice and to find a church home. All denominations are represented in the college faculty, who for the most part have their memberships in the Morehead churches.



### CONVOCATION EXERCISES

Convocation exercises are held from 10:00 to 10:50 on Thursday of each week. Special meetings may be called at the same period on other days of the week, as occasion may demand. These 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.

The purpose of these programs is to create ideals, disseminate information, establish professional attitudes, develop culture, and promote a better school morale. All students are required to attend.

One-tenth of one quality point is deducted from the student's scholastic standing for each unexcused absence from the Thursday convocation.

### ATHLETICS

The college promotes clean and wholesome athletics. Those students who are interested are encouraged to play football, and basketball and to take part in track. Those who are not fitted for such strenuous exercise are encouraged to participate in 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.

### COMMENCEMENTS

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

All students who are candidates 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 commencement will be permitted to participate in the graduating exercises. Those students who have satisfied the requirements for graduation by the end of the fall, winter, or spring quarters will participate in the commencement exercises in June and will be regarded as members of that class, and those students who have satisfied the

requirements for graduation by the end of the summer quarter will participate in the commencement exercises in August.

### **TRAIL BLAZER**

The Trail Blazer, official newspaper of the Morehead State Teachers College, is published weekly by the student body and appears on the campus Saturday morning. The Trail Blazer is a member of the Kentucky Intercollegiate Press Association and has gained state-wide recognition in contests sponsored by the association. Students who have had journalistic experience or who are interested in the newspaper field are encouraged to try for staff positions.

### **QUILL AND QUAIR**

The Quill and Quair, the college literary magazine, is published three times each year by the Quill and Quair Club. Such nationally known authors as Jesse Stuart and J. T. C. (Cotton) Noe, poet laureate of Kentucky, have honored the magazine with their contributions. Contributions of original short stories, essays, poems, and other types of creative writing are solicited from members of the student body and from alumni and former students. High school students in the area are invited to contribute to the February issue. (Publication suspended for the duration of the war.)

### **RACONTEUR**

The Raconteur, the college year book, is published annually by the senior class. This book, containing as it does a history of the college year in pictures, is a valued possession of all Morehead students. (Publication suspended for the duration of the war.)

### **GUIDANCE SERVICE**

Under the supervision of a faculty committee, Morehead attempts to provide its students with guidance service that is designed to aid them in reaching intelligent decisions concerning such problems as—choice of a suitable life activity, selection and successful completion of a program of study, adjustment to campus life, and personal problems of daily living. Regular members of the teaching staff act as student advisers and a close relationship is maintained between adviser and advisee.

## STUDENT ORGANIZATIONS

**The Quill and Quair Club** is composed of students majoring in English and others who have some ability to do creative writing. The purpose is to develop a deeper appreciation for good literature and to encourage students who have more than average ability in writing. The club sponsors the publication of a literary magazine, *The Quill and Quair*. (Suspended for the duration of the war.)

**The College Players** is the dramatics club on the campus. The Players do not have officers or dues. Those persons who are selected to take parts in the plays automatically become College Players. Selections are made on try-outs, past experience in dramatics, and other recognized methods. Students who have parts in the productions must have the general college requirement of an average standing of one.

**Beta Zeta** is composed of students in biology and chemistry. Meetings are held bi-monthly at which programs of general interest are given. Additional projects pertaining to biology and chemistry are carried on by various groups within the organization.

**The Niwatori Club** was organized in the fall of 1931. Its membership is composed of girls in Allie Young Hall who make and maintain a scholastic standing of "C" or better.

The purpose of the club is to help develop leadership and initiative and to form good habits for character training.

The club has been very active and has always been ready to promote any activity that will help advertise the school or make life on the campus desirable and pleasant.

**Beaux Arts Club** is a group of art-minded students who organized in the fall of 1935 to stimulate an interest in the fine arts and crafts and also to foster a congenial atmosphere for engaging in art activities. All applicants must submit some art work or give an art appreciation talk. These are judged by the membership committee. Some of the activities of this organization are the sponsoring of: (1) a trip to the Cincinnati

museum and other places of art interest each term; (2) art competitions; (3) art demonstrations; (4) art plays; and (5) making of favors and programs for activities on the campus.

**Musical Organizations.** The various ensembles organized under the supervision of the Music Department provide social and cultural advantages of great value to students. The Orchestra, Band, and Chorus are open to all students who can qualify as amateur players or singers. Further particulars about these organizations will be found in the course of study.

The College Choir is a limited group of singers whose personnel is chosen each quarter by competitive tryouts to fill any vacancies in its ranks. The organization has a noteworthy record.

The Crescendo Club is composed of students who are interested in music and musical activities. Its purpose is to foster appreciation of music by means of interesting programs, participation in small ensemble groups, and assisting in attaining better community programs.

**The Campus Club** is an organization whose membership is open to men students upon invitation. Members are selected from those students who have demonstrated ability as leaders on the campus. A scholastic standing of one is a prerequisite for pledging.

**The Agriculture Club** is composed of men who are interested in the study of agriculture and who are also concerned with doing something that will make them capable of becoming better citizens. During the past two years this club has been very active and its members have contributed their special abilities to the general welfare of the college. Much of the landscaping found on the campus at the present time has been done by this organization.

**Future Teachers of America.** A national charter was granted to the Morehead Chapter of this organization in 1940. "The F.T.A. groups are practice schools voluntarily established by the students themselves as training grounds for professional and civic action. Their purpose is to give every prospective teacher the power that comes from experience in

working with others on significant professional and civic projects, looking toward active participation in the great state and national education associations that give leadership to the causes of education in America." In 1942 the Morehead Chapter was placed on the F.T.A. Victory Honor Roll.

**The Industrial Arts Club** is made up of students who are majoring or minoring in industrial arts and who wish to broaden their knowledge of the field by participating in related activities. Students who are qualified for membership are elected by existing members. An average class standing of "C" is a prerequisite to election.

**Kappa Delta Pi.** Epsilon Theta Chapter of Kappa Delta Pi was installed at Morehead in May, 1942. This national honorary fraternity is open to outstanding students in their junior and senior years. The organization is primarily interested in the promotion of science, fidelity to humanity, service, and scholarship. Membership constitutes a mark of distinction in the teaching profession.

**Alumni Association.** The purpose of the Alumni Association is to stimulate mutual interest between the college and former students. Payment of the annual membership dues also secures a year's subscription to the Trail Blazer. Every graduate should become a member of the association. Meetings are held during the Home-coming celebration in the fall and during the graduation festivities at the close of the Spring quarter.

**The Mu Phi Club** is an organization composed of those students who are interested in mathematics and physics. Meetings are held twice each month, at which time discussions of topics of general interest are given. One of the most enjoyable features of the club is the social hour which follows each meeting. Occasionally the club takes trips to points of scientific interest.

**Kappa Mu** was organized in 1938. Membership is composed of majors and minors in commerce who maintain a scholastic standing of better than "C," with a superior standing in commerce. The purpose of the club is to develop interest in commercial activities and at the same time to promote a



better understanding between students and faculty through an interesting and instructive social program. Meetings are bi-monthly.

**The Home Economics Club** is open to students of home economics. The purpose of the club is "to give opportunity for members to develop active leadership and responsibility, to bring students in closer touch with the home economics organizations of the state and nation, and to create and stimulate interest and education in home economics."

**The Woman's Athletic Association** is an organization open to all women students interested in participating in any form of physical activity. Tournaments for the various sports are held during the proper season. The entire group holds meetings at the call of the Council.

**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.



## CURRICULA

The curricular offerings at Morehead are varied. Students may pursue courses leading to the:

1. Provisional Elementary Certificate
2. Standard Elementary Certificate and the degree
3. Provisional High School Certificate and the degree
4. Provisional Certificate in Administration and Supervision and the degree
5. Bachelor's degree without a certificate
6. Bachelor's Degree and the Certificate in Vocational Home Economics
7. Degree of Master of Arts in Education

The college awards two undergraduate degrees, the Bachelor of Arts and the Bachelor of Science. Each degree may be taken with or without a certificate. The student should notice that the requirements for the degrees differ according to the type of degree and the type of certificate. The chief distinction between the Bachelor of Arts degree and the Bachelor of Science degree is the 90 quarter hour requirement in science for the latter. There are also differences between the Bachelor of Arts degree with the Elementary Certificate and the same degree with the High School Certificate. There are accordingly eight distinct courses of study leading to the degree. The student should choose early in his college career which course he prefers to take.

## GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The candidate for the degree must meet the following general requirements:

1. A minimum of 192 quarter hours of prescribed and elective college credit.
2. An average standing of 1 or higher, on all residence work completed in this college.
3. At least three-fourths of the credit in residence in some standard college and at least one year (36 weeks and 48 quarter hours) in residence and one quarter immediately preceding graduation in this institution.
4. Not less than 65 quarter hours of work offered for the degree must be selected from courses numbered 300 or above.

## 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. (This does not include those who are applying for the Bachelor of Arts degree with the Standard Elementary Certificate.) The heads of the departments in the major and minor fields must approve the course to be taken before the blank is filed. Two majors of 36 quarter hours each, or one major of 36 quarter hours and two minors of 24 quarter hours each, may be selected.\*

A student may choose his major† or minor† from any one of the subjects listed below:

Agriculture  
Art  
Biology  
Chemistry  
Commerce  
English  
French  
Geography  
History

History and Government  
Home Economics  
Industrial Arts  
Mathematics  
Music  
Physical Education  
Physics  
Sociology and Economics

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\* In English a major requires a minimum of 46 quarter hours and minor of 29 quarter hours. (See p. 101.)

† Please note that Education cannot be counted as a major or minor field.

### AREAS OF CONCENTRATION

To meet the needs of high school teachers who will teach entirely in a general subject area, Areas of Concentration may be selected in lieu of majors and minors. A person who concentrates in an area is not required to offer minors in any other field, but any single subject in which he has as much as 18 quarter hours outside his area of concentration may be added to the face of his certificate.

Provision for Areas of Concentration was made by the state authorities with three ideas in mind: first, more and more secondary teachers are teaching in one department or field of work; second, greater opportunity is afforded for integrated preparation; and third, with the greater emphasis on graduate preparation for secondary teachers, extensive knowledge in some general field becomes exceedingly important as an adequate background.

Areas of Concentration may be taken in the areas of

Social Science  
Science  
Home Economics

Commerce  
Music  
Art

# **REQUIREMENTS FOR DEGREES AND CERTIFICATES**

## **THE BACHELOR OF ARTS DEGREE**

### **I. The Bachelor of Arts Degree and the Standard Elementary Certificate**

	Qu. Hrs.
a. Education .....	42
1. General or Educational Psychology .....	4
2. Fundamentals of Elementary Education .....	6
3. Supervised Student Teaching .....	8
4. Tests and Measurements in the Elementary School .....	4
5. The Psychology of Childhood .....	4
6. Reading in the Elementary School .....	4
7. Elective in Elementary Education .....	4
8. Elective in Education .....	8
b. English .....	22
1. Composition .....	9
2. English or American Literature .....	9
3. Children's Literature .....	4
c. Science .....	16
(These courses must be selected from the fields of Biogloy, Chemistry, Physics, or Geology.)	
d. Social Science .....	20
1. American History and Government	
or	
History of Civilization .....	8
2. Introductory Sociology	
or	
Rural Sociology .....	4
3. Elective in Social Science .....	8
e. Teaching of Arithmetic .....	4
f. Art .....	6
1. Public School Art .....	6
g. Music .....	6
1. Rudiments of Music .....	2
2. Music for the Primary Grade Teacher.....	2
3. Music for the Intermediate Grade Teacher.....	2
h. Personal Hygiene and Public Safety .....	3

- |   |    |
|---|----|
| i. Physical Education .....                                   | 3  |
| (These credits must be earned in activity courses.)           |    |
| j. Geography .....  | 8  |
| 1. Principles of Geography .....                              | 4  |
| 3. Elective in Geography .....                                | 4  |
| k. Elective .....   | 65 |
| l. See General Requirements for the Bachelor's Degree, p. 46. |    |

## II. The Bachelor of Arts Degree and the Provisional High School Certificate

- |  | Qu. Hrs. |
|--|----------|
| a. Education .....   | 27       |
| 1. General or Educational Psychology .....   | 4        |
| 2. Secondary Education .....   | 8        |
| 3. Supervised Student Teaching (The last four hours of this teaching must be in the secondary school) .....  | 8        |
| 4. Elective in Education .....   | 7        |
| b. English .....   | 18       |
| 1. Composition .....   | 9        |
| 2. Literature .....  | 9        |
| c. One academic major of not less than 36 quarter hours and two academic minors of not less than 24 hours each; or two academic majors of not less than 36 hours each; or an area of concentration of not less than 72 hours ..... | 72-84    |
| d. A minimum of 40 quarter hours to be selected from at least 3, and not more than 4, of the following fields .....  | 40       |
| (These selections must be made from fields other than those in which the student's majors, minors, or area of concentration are chosen.)   |          |
| 1. Fine Arts .....   | 8-24     |
| Art  |          |
| Music  |          |
| 2. Foreign Language .....  | 8-24     |
| 3. Mathematics .....   | 8-24     |
| (Credit in Teacher's Arithmetic, Business Arithmetic, or Shop Mathematics may not be used to satisfy this requirement.)  |          |
| 4. Health, Physical Education, and Safety .....  | 8-24     |

5. Vocational Fields .....	8-24
Agriculture	
Commerce	
Home Economics	
Industrial Arts	
Library Science	
6. Science .....	8-24
Biology	
Chemistry	
Geology	
Physics	
7. Social Science .....	8-24
Economics	
Geography	
History	
Political Science	
Sociology	
e. Health .....	3
f. Physical Education .....	3
(These credits must be earned in activity courses.)	
g. Electives .....	17-29
h. See General Requirements for the Bachelor's Degree, p. 46.	

### III. The Bachelor of Arts Degree and the Provisional Certificate in Administration and Supervision

Candidates 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 the program of studies the following professional courses:

	Qu. Hrs.
a. Administration and Supervision .....	12
1. Public School Administration and Supervision	4
2. Elementary School Administration and Supervision .....	4
3. High School Administration and Supervision.....	4
b. Elementary Education .....	8
c. Secondary Education .....	8

### IV. The Bachelor of Arts Degree (Without a certificate)

	Qu. Hrs.
a. One Foreign Language .....	16
b. English .....	18



c. Science (Biology, Chemistry, Geology, Physics).....	16
d. Mathematics (Credit in Teacher's Arithmetic, Business Arithmetic, or Shop Mathematics may not be used to satisfy this requirement) .....	10
e. Social Science .....	16
f. Health and safety .....	3
g. Physical Education .....	3
(These credits must be earned in activity courses.)	
h. Two academic majors of not less than 36 quarter hours each or one academic major of not less than 36 hours and two academic minors of not less than 24 hours each .....	72-84
i. Electives .....	26-38
j. See General Requirements for the Bachelor's Degree, p. 46.	

### THE BACHELOR OF SCIENCE DEGREE

#### I. The Bachelor of Science Degree and the Provisional High School Certificate

	Qu. Hrs.
a. Education .....	27
1. General or Educational Psychology .....	4
2. Secondary Education .....	8
3. Supervised Student Teaching (The last four hours of this teaching must be in the secondary school) .....	8
4. Elective in Education .....	7
b. English .....	18
1. Composition .....	9
2. Literature .....	9
c. Two academic majors of not less than 36 quarter hours each; or one academic major of not less than 36 hours and two academic minors of not less than 24 hours each; or an area of concentration of not less than 72 hours .....	72-84
d. A minimum of 40 quarter hours to be selected from at least three, and not more than four, of the following fields .....	40
(These selections must be made from fields other than those in which the student's majors, minors, or area of concentration are chosen.)	
1. Fine Arts (Includes Art and Music) .....	8-24

2. Foreign Language .....	8-24
3. Mathematics .....	8-24
(Credit in Teacher's Arithmetic, Business Arithmetic, or Shop Mathematics may not be used to satisfy this requirement.)	
4. Health, Physical Education, and Safety .....	8-24
5. Vocational Fields (Includes Agriculture, Commerce, Home Economics, Industrial Arts, Library Science) .....	8-24
6. Science (Includes Biology, Chemistry, Geology, and Physics) .....	8-24
7. Social Science (Includes Economics, Geography, History, Political Science, and Sociology) .....	8-24
e. Health and Safety .....	3
f. Physical Education .....	3
(These credits must be earned in activity courses.)	
g. Electives .....	17-29
h. See General Requirements for the Bachelor's Degree, p. 46.	

**Special Note:** To qualify for the Bachelor of Science Degree the student must earn credit for a minimum of 90 quarter hours in Science.

## II. The Bachelor of Science Degree and the Provisional Certificate in Administration and Supervision

Candidates for this degree must meet the requirements for the B.S. degree and the Provisional High School Certificate and include in the program of studies the following professional courses:

	Qu. Hrs.
a. Administration and Supervision .....	12
1. Public School Administration and Supervision .....	3
2. Elementary School Administration and Supervision .....	4
3. High School Administration and Supervision .....	4
b. Elementary Education .....	8
c. Secondary Education .....	8

## III. The Bachelor of Science Degree (Without a Certificate)

	Qu. Hrs.
a. One Foreign Language .....	16
b. English .....	18
c. Mathematics .....	10
(Credit in Teacher's Arithmetic, Business Arithmetic, or Shop Mathematics may not be used to satisfy this requirement.)	

metic, or Shop Mathematics, may not be used to satisfy this requirement.)

- d. Social Science ..... 16
- e. Health and Safety ..... 3
- f. Physical Education ..... 3  
(These credits must be earned in activity courses.)
- g. Two academic majors of not less than 36 quarter hours each or one academic major of not less than 36 hours and two academic minors of not less than 24 hours each ..... 72-84
- h. Electives ..... 42-54
- i. See General Requirements for the Bachelor's Degree, p. 46.

**Special Note:** To qualify for the Bachelor of Science degree the student must earn a minimum of 90 quarter hours in Science.

#### IV. The Bachelor of Science Degree in Vocational Home Economics

	Qu. Hrs.
a. Education .....	24
1. General or Educational Psychology .....	4
2. The Psychology of Childhood .....	4
3. The Psychology of Adolescence .....	4
4. Principles of Secondary Education	
or	
Tests and Measurements in the Secondary	
School .....	4
5. Directed Teaching in Vocational Home	
Economics .....	8
b. English .....	21
1. Composition .....	9
2. Literature .....	9
3. Public Speaking	
or	
Journalism .....	3
c. Science .....	39
1. General Biology .....	8
2. Household Physics .....	4
3. General Chemistry .....	12
4. Organic Chemistry .....	4
5. Human Physiology .....	5
6. Bacteriology .....	6
d. Art .....	7
1. Art Appreciation .....	4
2. Color and Design .....	3

e. Social Science .....	12
1. American History .....	4
2. Sociology .....	4
3. Economics .....	4
f. Physical Education .....	3
(These credits must be earned in activity courses.)	
g. Home Economics .....	76
1. Orientation in Home Economics.....	2
2. Home Nursing and Health of the Family.....	3
3. Elementary Nutrition and Food Planning.....	3
4. Clothing Design and Selection .....	3
5. Food Planning and Meal Preparation .....	4
6. Problems in Clothing Construction .....	4
7. Advanced Meal Preparation and Table Service .....	4
8. Textiles .....	3
9. Family Clothing Problems .....	2
10. Consumer Problems .....	4
11. Nutrition .....	4
12. Intermediate Clothing Construction .....	4
13. Housing .....	4
14. The Young Child and His Family .....	4
15. Advanced Nutrition .....	4
16. Tailoring .....	4
17. Interior Decoration .....	4
18. Home Management Methods .....	3
19. Social and Economic Problems of the Family.....	4
20. Home Management House .....	5
21. Methods of Teaching Vocational Home Economics .....	4
h. Elective .....	9
i. See General Requirements for the Bachelor's Degree, p. 46.	

### THE PROVISIONAL ELEMENTARY CERTIFICATE

The first certificate to be issued on college credit is the Provisional Elementary Certificate. To receive this teaching credential, the student must have completed two years of college work (ninety-six quarter hours) with a standing of one or better. At least three-fourths of the credit offered for this certificate must have been earned in residence. The following required courses must be included in the student's program of studies—

a. Education .....	22
1. Educational or General Psychology .....	4

2. Fundamentals of Elementary Education .....	6
3. Reading in the Elementary School .....	4
4. Supervised Student Teaching .....	4
5. Elective in Education .....	4
b. English .....	19
1. Composition .....	9
2. Literature .....	6
3. Children's Literature .....	4
c. Social Science .....	12
1. American History and Government or History of Civilization .....	8
2. Rural Sociology .....	4
d. Principles of Geography .....	4
e. Teaching of Arithmetic .....	4
f. Science .....	8
1. Nature Study .....	4
2. Elective in Science (Biology, Chemistry, Geology, Physics) .....	4
g. Music .....	4
1. Rudiments of Music .....	2
2. Music for the Primary Grade Teacher .....	2
h. Art .....	4
1. Public School Art .....	4
i. Personal Hygiene and Public Safety .....	3
j. Physical Education .....	3
(These credits must be earned in activity courses) ..	3
k. Elective .....	13

#### ATTENDANCE OFFICER'S CERTIFICATE

The Attendance Officer's Certificate, valid for three years, shall be issued to a person who has met the requirements of law and who, in addition thereto, has completed (a) a two-year curriculum for the training of teachers, which curriculum shall include four quarter hours of credit in pupil accounting; or (b) a two-year standard college curriculum which shall include 18 quarter hours in education courses with four quarter hours in pupil personnel. This certificate may be reissued every three years upon three years' experience as an attendance officer, or 24 quarter hours of standard college credit.

## GRADUATE STUDY

The graduate program is under the general direction of the Committee on Graduate Instruction. This committee is appointed by the president of the college, on the advice of the dean, and is composed of one faculty member from each department offering approved courses for graduate credit.

The Director of Graduate Instruction is the dean of the college, who also serves as chairman of the Committee on Graduate Instruction.

The Committee on Graduate Instruction prescribes the qualifications of all teachers who offer graduate work and approves all courses which may be taken for graduate credit.

The graduate degree granted by the Morehead State Teachers College is the professional degree, Master of Arts in Education.

### REQUIREMENTS FOR MASTER'S DEGREE

#### I. Admission to Graduate Work

1. Graduates of accredited four-year colleges are admitted to graduate work on application to the Director of Graduate Instruction. This application must be accompanied by a transcript of undergraduate credit.
2. Graduates of non-accredited colleges must meet the conditions for graduation in Morehead State Teachers College before their applications for graduate work will be approved.
3. The prerequisite for admission to graduate study in education is the completion of the requirements of a four-year curriculum for the education of elementary and/or secondary teachers as prescribed by the Council on Public Higher Education.
4. If the student's undergraduate preparation is inadequate, this deficiency must be made up by taking designated courses which will not be counted for graduate credit.
5. The student's graduate program must be pursued under the direction of a committee of three members. This committee is composed of one member appointed by the head of the department of education, one member appointed by the head of the department in which the student is minoring, and the Director of Graduate Instruction, who acts as secretary of the committee.



6. The applicant must arrange a program of graduate work under the direction of his graduate committee, and he shall not be admitted to complete graduate standing until this program has been approved by his committee.

## **II. Admission to Candidacy**

1. To be admitted to candidacy for the graduate degree, the student must have the equivalent of an undergraduate minor in education, including credit in student teaching; must secure the approval of his complete graduate program, including his thesis problem, from his Graduate Committee; and have the final approval of the Committee on Graduate Instruction.
2. The student may apply for admission to candidacy not earlier than the twelfth week of residence before the degree is granted.
3. Admission to graduate courses does not necessarily mean admission to candidacy for the Master's degree.

## **III. General Requirements for the Master's Degree**

1. A master's degree may be earned in either of two ways—
  - a. If the student elects to write a thesis, the degree may be secured by completing a minimum of 36 weeks of residence and a minimum of 45 quarter hours of work, 36 of which must be in regular courses.
  - b. If the student so desires he may elect to do additional course work in lieu of writing a thesis. In this event the minimum requirements for the degree are 54 quarter hours of credit and 48 weeks of residence.

Students who expect to continue their training beyond the master's degree are strongly advised to write a thesis.
2. The student is required to have an average standing of 2.0 on all work offered for the degree, and no credit is allowed for a mark below C.
3. A graduate major requires a minimum of 18 quarter hours of course work in addition to a thesis in the field.
4. Graduate students may take upper division courses, but at least 50 per cent of all course work must be in courses open to graduate students only.
5. The following will not be accepted for graduate credit:  
(1) work done by the candidate as an undergraduate; (2) work done in undergraduate courses as a special student; (3) credit earned in courses in the lower division; (4) correspondence or extension credit.
6. In evaluating residence for part-time students, 6 to 9 quarter hours of class work entitles the student to six weeks of residence.

7. Students holding what would ordinarily be considered as full-time positions are not permitted to receive graduate credit for more than 6 quarter hours of work during any quarter.
8. Not more than 9 quarter hours credit earned in on-campus week-end classes or night classes, is accepted in satisfaction of the course requirements for the degree.
9. No graduate student is permitted to earn more than 16 quarter hours of credit in any quarter or more than 9 hours in any summer term.
10. Transferred credits may not be used to reduce either the residence requirements or the minimum number of quarter hours required. This regulation does not prevent the Committee on Graduate Instruction from recommending that a regularly enrolled graduate student complete not to exceed 9 quarter hours of work in another institution.
11. In all cases the requirements for the degree must be completed within five years from the date of beginning graduate work.

#### **IV. Thesis Requirements.**

1. If a thesis is written not more than 9 quarter hours credit is granted for its completion, half of which is for seminar in educational research and thesis writing for which the student enrolls each term that he is in residence and half to be credit for the accepted thesis.
2. The candidate must include the thesis in his schedule and must pay the regular fee for each hour of credit received.
3. The thesis problem must be approved before the student is admitted to candidacy for the Master's degree.
4. The finished thesis must be presented to the student's Graduate Committee at least 30 days before the date of his examination.
5. If the thesis is accepted, two typewritten copies bound in prescribed form must be filed with the Director of Graduate Instruction not later than 15 days before the date of the final examination.

#### **V. Examination**

The candidate must present himself, at a date and time to be announced, for oral and/or written examinations on his graduate work, including the thesis. This examination is conducted by the student's Graduate Committee and the Committee on Graduate Instruction. Other members of the faculty may be invited by the Committee on Graduate Instruction to participate in the examination.

## SUGGESTED PROGRAMS OF STUDY

In order that students with certain special interests may select their courses wisely and, at the same time, be certain that they are meeting all requirements, several curricula are outlined in detail by quarters. This does not mean that the curricula as outlined must be followed exactly at all times. However, students should consult the suggested program in the field in which they are interested and follow the suggestions as closely as possible. Changes from the suggested program should be made only after a conference with the Dean of the College.

## SUGGESTED FOUR-YEAR PROGRAM FOR PRE-MEDICAL AND PRE-DENTAL STUDENTS

(Students who complete this program successfully will be granted the Bachelor of Science degree.)

## FIRST YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
English 101 .....	3	English 102 .....	3	English 103 .....	3
Biology 103 .....	4	Biology 104 .....	4	Biology 211 .....	4
Chemistry 111 .....	4	Chemistry 112 .....	4	Chemistry 113 .....	4
Mathematics 151 .....	5	Mathematics 141 .....	5	Social Science† .....	4
Physical Education .....	1	Physical Education .....	1	Physical Education .....	1
	<hr/> 17		<hr/> 17		<hr/> 16

## SECOND YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
English* .....	3	English* .....	3	English* .....	3
German 101 .....	4	German 102 .....	4	German 103 .....	4
Biology 212 .....	4	Biology 332 .....	5	Biology 317 .....	6
Chemistry 221 .....	4	Chemistry 222 .....	4	Chemistry 223 .....	4
	<hr/> 15		<hr/> 16		<hr/> 17

## THIRD YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
German 201 .....	4	German 202 .....	4	German 203 .....	4
Physics 131 .....	4	Physics 132 .....	4	Physics 133 .....	4
Chemistry 331 .....	4	Chemistry 332 .....	4	Chemistry 333 .....	4
Social Science† .....	4	Social Science† .....	4	Social Science† .....	4
	<hr/> 16		<hr/> 16		<hr/> 16

## FOURTH YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
Biology 336 .....	4	Biology 438 .....	6	Biology 304 .....	4
Biology 434 .....	6	Psychology 153 .....	4	English 181 .....	3
Chemistry 442 .....	4	Chemistry 443 .....	4	Chemistry 451 .....	4
Biology 471 .....	1	Biology 471 .....	1	Biology 471 .....	1
	<hr/> 15		<hr/> 15	Elective .....	<hr/> 4
					<hr/> 16

\* See p. 101 of this catalog for the general requirements in English.

† Elect eight hours in advanced American history and eight hours in sociology.

### SUGGESTED FOUR-YEAR PROGRAM IN VOCATIONAL HOME ECONOMICS

(Students who complete this program successfully will be granted the degree of Bachelor of Science in Home Economics and will be eligible to teach in vocational home economics departments in high schools of the state.)

#### FIRST YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
English 101	3	English 102	3	English 103	3
Education 154	4	Art 161	2	Art 291	3
Biology 103	4	Biology 104	4	Home Economics 131	4
Home Economics 101	2	Home Economics 130	3	Home Economics 141	4
Home Economics 103	3	Home Economics 140	3	Physical Education	1
Physical Education	1	Physical Education	1		
	17		16		15

#### SECOND YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
English (Literature)	3	English (Literature)	3	English 226	4
Chemistry 111	4	Chemistry 112	4	Chemistry 113	4
Home Economics 231	4	Home Economics 240	3	Home Economics 241	2
History 241	4	Physics 111	4	Economics 201	4
		English 181	3	Art 162	2
	15		17		16

#### THIRD YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
Education 350	4	Education 454	4	Education 470 or 471	4
Chemistry 331	4	Biology 332	5	Biology 317	6
Home Economics 301	4	Home Economics 333	4	Home Economics 341	4
Home Economics 351	4	Home Economics 355	4		
	16		17		14

#### FOURTH YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
Home Economics 431	4	Home Economics 452	3	Home Economics 454	5
Home Economics 441	4	Home Economics 453	4	Home Economics 475	8
Home Economics 451	4	Home Economics 470	4	Elective	4
Sociology 201	4	Elective	5		
	16		16		17

### SUGGESTED TWO-YEAR PROGRAM FOR PRE-NURSING STUDENTS

#### FIRST YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
English 101	3	English 102	3	English 103	3
Biology 103	4	Biology 104	4	Biology 332	5
Chemistry 111	4	Chemistry 112	4	Chemistry 113	4
Psychology 153	4	Mathematics 151	5	Sociology 180	4
Physical Education	1	Physical Education	1	Physical Education	1
	16		17		17

#### SECOND YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
Biology 434	6	Biology 438	6	Biology 317	6
Chemistry 221	4	Chemistry 331	4	Chemistry 332	4
Physics 131	4	Physics 132	4	Physics 133	4
History 241	4	History 242	4	English 181	4
	18		18		18

### SUGGESTED ONE-YEAR PROGRAM IN VOCATIONAL ELECTRICITY

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.
English 101 .....	3	English 102 .....	3
Mathematics 101 .....	4	Physics 132 .....	4
Physics 131 .....	4	Industrial Arts 111 .....	4
Industrial Arts 103 .....	4	American History 241 .....	4
Physical Education .....	1	Industrial Arts 104 .....	2
		Physical Education .....	1
	16		18
Third Quarter	Qu. Hrs.	Fourth Quarter	Qu. Hrs.
English 103 .....	3	Physics 202 .....	6
Physics 201 .....	4	Physics 203 .....	5
Mathematics 102 .....	3	Physics 361 .....	5
Industrial Arts 204 .....	4	History 242 .....	4
Industrial Arts 385 .....	4		
	18		20

### SUGGESTED TWO-YEAR PROGRAM FOR ELEMENTARY TEACHERS

(Students who complete this program successfully will be eligible to receive the Provisional Elementary Certificate.)

#### FIRST YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
English 101 .....	3	English 102 .....	3	English 103 .....	3
Education 154 .....	4	Education 220 .....	6	Education 226 .....	4
History 241 .....	4	Art 121 .....	2	Geography 100 .....	4
Library Science 186 .....	1	Political Science 141 .....	4	Biology 203 .....	4
Health & Safety 104 .....	3	Physical Education .....	1	Physical Education .....	1
Physical Education .....	1				
	16		16		16

#### SECOND YEAR

First Quarter	Qu. Hrs.	Second Quarter	Qu. Hrs.	Third Quarter	Qu. Hrs.
English (Literature) 3 .....	3	English (Literature) 3 .....	3	English 226 .....	4
Education 350 .....	4	Education 325 .....	4	Home Economics 102 .....	3
Education 121 .....	4	or		or	
Art 122 .....	2	Home Economics 102 .....	3	Education 325 .....	4
Health & Safety 203 .....	2	Music 100 .....	2	Music 121 .....	2
		Science (Elective) .....	4	Physical Educa. 220 .....	3
		Agriculture .....	4	Sociology 180 .....	4
	15		16 or 17		16 or 17

*Departmental Offerings*



## DEPARTMENT OF AGRICULTURE

Mr. Haggan

## REQUIREMENTS:

<i>For a Major:</i>	Qu. Hrs.
Agriculture 111, 180, 215, 237, 334, 415 .....	24
Three additional courses in agriculture above 300 .....	12
Minimum .....	36
<i>For a Minor:</i>	
Agriculture 111, 180, 215, 237 .....	16
Two additional courses in agriculture above 300 .....	8
Minimum .....	24

Note:—Students who desire to prepare for the teaching of vocational agriculture under the Smith-Hughes Act should consult the head of the department before making out a schedule. All work in agriculture applying on a major and minor also applies on the Smith-Hughes and county agent work.

## DESCRIPTION OF COURSES

**Agriculture 101. General Agriculture. Four 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. Soils. Four hours.**

Purpose: To acquaint the student with the best methods 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 surveys; and maintenance of soil fertility.

**Agriculture 180. Agronomy. Four hours.**

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

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

**Agriculture 215. Horticulture. Four 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; fruits adapted to eastern Kentucky; methods of planting the orchard; fertilization; culture; spraying; harvesting; marketing of fruit.

**Agriculture 218. Home Agriculture. Three 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 and 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 losses; landscaping the home; selection of flowers and their proper location.

**Agriculture 237. Poultry Husbandry. Four hours.**

Purpose: To present the importance to 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 301. Farm Management. Four hours.**

Purpose: To study the basic principles underlying farm business methods applied in various farm enterprises and to study the management of successfully operated farms as compared with those poorly managed.

Topics: Characteristics of good farmers; profits; costs of living; types of farming; maintaining soil fertility; livestock problems; farm labor; farm leases; farm equipment; farm layouts; farm inventories; cost accounts, etc.

**Agriculture 315. Small Fruits. Four hours.**

Purpose: To make a detailed study of small fruits.

Topics: The planting, care, and management of com-

mercial plantings of grapes, strawberries, raspberries, gooseberries, currants, and other small fruits, with special emphasis upon those adapted to eastern Kentucky.

**Agriculture 333. Marketing Classes and Breeds of Livestock. Four hours.**

Purpose: To familiarize students with the present market requirements and with the origin and development of the more important breeds of farm animals.

Topics: Origin and development of various breeds of livestock; packing house by-products; market classes of cattle, sheep, swine, horses, etc.; the importance of these items to the farm; and management under varied conditions.

**Agriculture 334. Dairying. Four 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 pasture and feeds to use; milk production; pasteurization; sterilization; etc.

**Agriculture 335. Dairy Cattle Feeding and Management. Four hours.**

Purpose: To acquaint the student with the more intricate problems connected with the dairy industry.

Topics: Study of the dairy breeds; judging dairy cattle; breeding; feeding; calf-raising; pedigrees; advanced registry; dairy association; dairy farm equipment; milk production, etc.

**Agriculture 415. Feeds and Feeding. Four 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.

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 rations; compounding rations for different breeds of livestock and their divisions.

## DEPARTMENT OF COMMERCE

Mr. Jennings  
Mr. Anderson

Miss Gable  
Miss Rucker

## REQUIREMENTS:

<i>For a Major without a teacher's certificate:</i>	Qu. Hrs.
Commerce 381, 382, 383, and 461 .....	16
Electives .....	20
Minimum .....	36
<i>For a Minor without a teacher's certificate:</i>	
Commerce 381, 382, and 383 .....	12
Electives .....	12
Minimum .....	24

## REQUIREMENTS:

<i>For a Major in Commerce with teacher's certificate:</i>	
Commerce 212, 232, 233, 331, 335 or 336, 362, 381, 382, 449, 461, and 375 or 475 .....	40
<i>For a Minor in Commerce with a teacher's certificate:</i>	
Commerce 101, 211, 381, 382, 383, 461, and 475.....	27
or	
Electives from 211, 212, 213, 231, 232, 233, 311, 332, 333, 335, and 375 .....	27

If the student wishes to concentrate his college work in a single area, he may complete the following curriculum in commerce in order to satisfy the college requirements for graduation. No other major or minor will be required, provided this program is followed, and the student will receive the Provisional High School Certificate valid in commerce upon graduation.

## AREA MAJOR FOR COMMERCIAL TEACHERS

- 12 hrs. in Accounting chosen from: 380, 381, 382, 383, 481, and 482
- 8 hrs. in Materials and Methods chosen from 375, 475, and 478
- 24 hrs. in Secretarial Subjects chosen from: 211, 212, 213, 231, 232, 233, 331, 332, 333, 335, and 337
- 28 hrs. in General Business chosen from: 101, 161, 211, 336, 360, 362, 449, 450, 451, 461, 462, and 463
- 72 hrs. Minimum

In selecting courses to fulfill the general and professional requirements for graduation the area major in commerce must include

in his program Education 471, Tests and Measurements in the High School, and sixteen hours' work in economics and geography which will include at least one "Principles" course in each field.

While it is not the purpose of the College to offer a business course which compares with short courses offered in schools other than four-year colleges, a number of students are enrolled who have as their purpose the study of certain subjects until such skill and knowledge are gained that they can qualify for an office position.

For those students we have provided a one and two-year curriculum in which special emphasis is given to typewriting, shorthand, filing, business English, business arithmetic, accounting, office machines, and general secretarial procedure and practice. This work is all on the college level and credit on the degree is given on the completion of all courses.

### ONE-YEAR SECRETARIAL COURSE

1st Quarter	2nd Quarter	3rd Quarter
English Composition	English Composition	Business English
Beginning Typewriting	Intermed. Typewriting	Advanced Typewriting
Beginning Shorthand	Intermediate Shorthand	Advanced Shorthand
Business Arithmetic	Office Machines	Secretarial Accounting
Physical Education	Physical Education	Physical Education

### TWO-YEAR SECRETARIAL AND GENERAL BUSINESS COURSE

FIRST YEAR		
1st Quarter	2nd Quarter	3rd Quarter
English Composition	English Composition	Business English
Beginning Typewriting	Intermed. Typewriting	Advanced Typewriting
*Beginning Shorthand	*Intermed. Shorthand	*Advanced Shorthand
Business Arithmetic	Office Machines	Secretarial Accounting
Physical Education	Physical Education	Physical Education
SECOND YEAR		
*Sec. Pro. and Practice	*Sec. Pro. and Practice	*Applied Shorthand
Office Machines	Principles of Economics	Principles of Economics
Personal Finance	Problems of Citizenship	Mathematics or Science
Principles of Accounting	Principles of Accounting	Principles of Accounting
Physical Education	Physical Education	Physical Education

\* Students interested in preparing for general clerical, accounting, or sales work may substitute courses in Accounting, Business Law, Salesmanship, Retail Merchandising, Business Organization, Investments, Money and Banking, Public Finance and Marketing for the Shorthand and Secretarial Procedure and Practice courses.

### DESCRIPTION OF COURSES

#### Commerce 101. Business Arithmetic. Four hours.

Three hours of recitation and two hours of problem solving per week. Credit on this course will not be accepted on the mathematics requirement for a degree.

Purpose: To give commerce students a knowledge of the fundamental arithmetic ideas connected with business.

Topics: Percentage; discounts; charts and graphs; pay-

ments; collection; accounts; inventories; wages and payrolls; freight and express; postage; insurance and taxes.

**Commerce 161. Personal Finance. Four hours.**

Purpose: To give a background for the intelligent management of personal income; to teach the use of the budget; accounting for personal revenue and expense; and the use of banking services.

Topics: Budgets; personal accounts and record keeping; taxes and the preparation of tax returns; bank accounts; establishing reserves; borrowing money; types of investments.

**Commerce 211. Beginning Typewriting. Three hours.**

Purpose: To teach the proper operating techniques in touch typewriting, and the care of the machine; and to develop speed and accuracy in the use of the machine.

Topics: The keyboard; operating parts of the machine; centering; tabulations; arrangement of statistical material; typewriting for personal use; simple business letters.

**Commerce 212. Intermediate Typewriting. Three hours.**

Purpose: To develop speed and accuracy and to perfect operating techniques on the machine.

Topics: Special forms of business letters; arrangement of reports; legal forms; manuscripts; business forms; tabulations; analysis of errors; and development of speed and accuracy.

**Commerce 213. Advanced Typewriting. Three hours.**

Purpose: To develop vocational skill in typing of business papers, letters and reports.

Topics: Review of business letters; arrangements of reports, manuscripts and literary matter; tabulations; invoices, bills and statements; legal documents; envelopes; form letters, stencils and master sheets for duplication; development of speed and accuracy to vocational standards.

**Commerce 221. Business English. Three hours.**

Prerequisites: English 101, 102, Commerce 211 and 212, or equivalent.

Purpose: To emphasize the importance of correct, courteous and persuasive English in all business dealings, and to



help the student develop skill in effective business correspondence.

Topics: Importance of good English in general, and of intelligence in business correspondence; various types of business letters and how to write them; and the elements, characteristics, and types of reports.

**Commerce 231. Beginning Shorthand. Three hours.**

Purpose: To introduce the use of shorthand and to give the background needed for the later development of speed and accuracy in the taking of dictation; to develop a fluid and legible style of writing and ease in reading shorthand notes.

Topics: The Gregg System of shorthand as outlined in the functional manuals; alphabet, brief forms, phrases and abbreviations; beginning dictation and pre-transcription training.

**Commerce 232. Intermediate Shorthand. Three hours.**

Purpose: To develop speed in taking dictation.

Topics: Special forms; abbreviations; joined and dis-joined prefixes and suffixes; phrasing; daily dictation and speed practice designed to give the student a writing speed of from 80 to 100 words per minute.

**Commerce 233. Advanced Shorthand. Five hours.**

Purpose: To further develop speed in taking dictation and to develop transcription skill needed in transcribing shorthand notes.

Topics: Review of shorthand principles, phrasing, abbreviations and special forms; high frequency word drill; vocabulary building; daily speed practice designed to increase writing speed to better than 100 words per minute; development of transcription skills for production of mailable transcripts.

**Commerce 331. Secretarial Procedure and Practice. Four hours.**

Prerequisites: Commerce 211, 212, 231, 232, and 233 or equivalent.

Purpose: To integrate typing and shorthand skills and increase proficiency in each; to develop a knowledge of the

duties and qualities required of the secretary through the use of job projects.

Topics: Requirements for employment; duties of the secretary; securing employment; organization of office work; office projects in handling of mail, use of phone and telegraph, reception of office callers, selection of office supplies, use of office reference books, financial records which the secretary must use, preparation of business forms, office machines and filing; daily dictation and further transcription work needed to increase both shorthand and transcription speed to employment standards.

**Commerce 332. Secretarial Procedure and Practice. Four hours.**

This course is a continuation of Commerce 331.

**Commerce 333. Applied Shorthand. Two hours.**

Prerequisites: Commerce 211, 212, 231, 232, and 233.

Purpose: To give the advanced secretarial student an opportunity to test his skill in actual office work.

Topics: Special secretarial assignments; the student will do his laboratory work in the various offices on the campus. After conferences with the office heads, the instructor will assign remedial work for class so that upon the completion of the course the student is qualified for employment.

**Commerce 335. Secretarial Office Machines. Three hours.**

Prerequisites: Commerce 211 and 212, or equivalent.

Purpose: To give an understanding of the use of office machines and to develop vocational skill in their operation.

Topics: Dictation machines: dictating, transcribing, and shaving units; duplicating machines: Multigraph, Mimeograph, Ditto or Hecktograph, and the Mimeoscope; addressing machine; and filing systems and their application.

**Commerce 336. Clerical Office Machines. Three hours.**

Purpose: To give an understanding of the use and to develop vocational skills in the operation of office machines.

Topics: The 10-key adding listing machine; the full-keyboard adding listing machine; the key-driven calculator; the crank-driven calculator; and the bookkeeping machine.

**Commerce 337A, 337B, 337C, 337D, 337E. Office Machines. Two hours.**

Prerequisite to Commerce 337A and 337B: Commerce 335.

Prerequisite to Commerce 337C and 337D: Commerce 336.

Prerequisite to Commerce 337E: Commerce 380 or 381, or equivalent.

Purpose: To provide the requisite practice necessary for employment as a machine operator. Provision is made in this course for the development of a high degree of skill on one particular machine as the student secures at least 50 clock hours of instruction and practice on the machine selected.

Topics: 337A The Dictaphone  
337B Duplicating Machines  
337C Crank Driven Calculators  
337D Key Driven Calculators  
337E Bookkeeping Machine

**Commerce 360. Business Organization. Four hours.**

Purpose: To acquaint the student with the different types of business organization—their growth, importance, advantages and disadvantages and their effect on society.

Topics: Single proprietorship, partnerships, corporations; the combination movement; pools; trusts; mergers; holding companies; regulation and control of combinations.

**Commerce 362. Consumer Education. Four hours.**

Purpose: To give the student a general understanding of the economic problems of the consumer so that he may be more intelligent in the use of his income.

Topics: Management of wealth and income; insurance; renting vs. owning your home; installment purchasing; buying and selling relations; advertising; agencies for the protection of the consumer; practical studies in buying.

**Commerce 375. Materials and Methods in Secretarial Subjects. Four hours.**

Prerequisites: Commerce 211, 212 or equivalent, 231, 232, 233, and 331.

Purpose: To acquaint the student with the techniques and devices based on research and approved practice for the teaching of shorthand, typewriting and secretarial practice.

Topics: Different methods of presentation; evaluation of texts; determination of standards; supplementary readings and collateral material available for the teachers; testing.

**Commerce 380. Secretarial Accounting. Four hours.**

Prerequisite: Commerce 101.

Purpose: To study the types of accounting reports and records for the small business and the professions, together with the business practice involved in those cases where the secretary ordinarily keeps the records.

Topics: Business forms, household accounts; accounts of small shops; preparation of income tax reports; accounting for the small professions; church, school, and club accounts and reports.

**Commerce 381. Principles of Accounting. Four hours.**

Prerequisite: Commerce 101.

Purpose: To develop an understanding of the fundamental principles of accounting as applied to the sole proprietorship.

Topics: Meaning and purpose of accounting; the balance sheet; the statement of profit and loss; books of original entry; special journals; adjusting and closing entries; controlling accounts; and business practices and procedures.

**Commerce 382. Principles of Accounting. Four hours.**

Purpose: To study the principles of accounting as applied to the partnership and corporate forms of business organizations.

Topics: Partnership accounting problems; voucher systems; nature and characteristics of the corporation; corporate accounts and records; corporate earnings and surplus; and corporation securities.

**Commerce 383. Principles of Accounting. Four hours.**

Purpose: To develop further an understanding of the principles of accounting as applied to the corporate form of business organization.

Topics: Accounting for manufacturing firms; cost accounting procedures; departmental and branch accounting; consolidated statements; budgets; and analysis of financial statements.

**Commerce 449. Seminar in Commerce. Two hours.**

Required course for all commerce majors in their senior year. This course is designed to give the students an opportunity to become familiar with the literature in the field of business education; to study special problems in connection with the commerce curriculum and the objectives of business education courses in the Junior and Senior High School.

**Commerce 450. Salesmanship. Four hours.**

Purpose: To develop an understanding of the fundamental principles of selling and an appreciation of the techniques and art of selling, together with the ability to evaluate these both as customer and salesman.

Topics: The salesman's personality; the actual selling process; presentation of the sale; creation of demand; sales campaigns; selecting and training salesmen. In addition, each student prepares and executes at least one sales talk before the class during the term.

**Commerce 451. Retail Merchandising. Four hours.**

Prerequisite: Commerce 450.

Purpose: To give an understanding of the problems of the retail merchant together with the principles of management which are common to all types of retail stores.

Topics: Selecting a business location; internal layout; departmentalization; merchandise control; store policies; retail selling problems; training and management of personnel.

**Commerce 461. Business Law. Four hours.**

Purpose: To acquaint the student with the legal principles that govern the conduct of business and to train him in applying them to business situations.

Topics: The development of commercial law; procedure; the judicial system; torts and crimes applicable to business practice; contracts; agency; employer and employee relations; negotiable instruments; bailments; sales; partnerships; corporations; personal and real property.

**Commerce 462. Business Law. Four hours.**

This course is a continuation of Commerce 461.

**Commerce 463. Corporation Finance. Four hours.**

Purpose: To acquaint the students with the problems of finance, administration, and reorganization of business.

Topics: Forms of business organizations; corporation management; financing business by means of stock; financing through borrowed capital; management of surplus; working capital requirements; investment of funds; business failures and reorganizations.

**Commerce 475. Materials and Methods in Bookkeeping and General Business. Four hours.**

Prerequisites: Commerce 381 and 382.

Purpose: To acquaint the student with the different methods of presenting and developing these subjects in the high school.

Topics: Different methods of presentation; evaluation of texts; testing; determination of standards; supplementary reading and collateral material available to the teacher.

**Commerce 478. Materials and Methods in Distributive Education. Four hours.**

Prerequisites: Commerce 450 and 451.

Purpose: To acquaint the prospective business teacher with the nature of distributive education and the need for it.

Topics: The George-Dean Act; objectives, organization, supervision, and administration of distributive education programs; distributive occupations; courses of study and curricula in distributive education; requirements of distributive education personnel; source materials and teaching procedures and practices in distributive education; distributive education and its relation to business education.

**Commerce 481. Advanced Accounting. Four hours.**

Prerequisites: Commerce 381 and 382.

Purpose: To give practice in solving accounting problems of a more advanced nature than those encountered in Commerce 383.

Topics: Installment sales accounting; consignments; accounting for branches and agencies; consolidated statements; estate accounting; partnership liquidations; corporation accounting problems.

**Commerce 482. Advanced Accounting. Four hours.**

This course is a continuation of Commerce 481.



## DEPARTMENT OF ECONOMICS AND SOCIOLOGY

Mr. Finkel

## REQUIREMENTS:

<i>For a Major:</i>	Qu. Hrs.
Economics 201, 202, 349 .....	12
Sociology 180, 201 .....	8
<i>Elective Courses:</i>	
Economics 302, 339, 441, 442	
or	
Sociology 301, 401, 402, 403 .....	16
Minimum .....	36
<i>For a Minor:</i>	
Economics 201, 202 .....	8
Sociology 180, 201 .....	8
<i>Elective Courses:</i>	
Economics 302, 349, 441, 442 .....	8
or	
Sociology 301, 401, 402, 403 .....	8
Minimum .....	24

## AREA MAJOR FOR SOCIAL SCIENCE TEACHERS

Total requirements in history, political science, sociology, economics and geography .....	72
<i>History</i> (minimum 28 hours)	
History 241, 242, 331, 332 .....	16
American History in 300's and 400's .....	8
Elective in advanced history courses .....	4
Total .....	28
<i>Political Science</i> (minimum 8 hours)	
Political Science 241 .....	4
One advanced course in 300's or 400's .....	4
Total .....	8
<i>Sociology</i> (minimum 8 hours)	
Sociology 201 .....	4
One advanced course in 300's or 400's .....	4
Total .....	8

<i>Economics</i> (minimum 8 hours)	
Economics 201 .....	4
One advanced course in 300's and 400's .....	4
Total.....	8
<i>Geography</i> (minimum 8 hours)	
Geography 100 .....	4
One course from the following: 241, 247, 331, 383 .....	4
Total.....	8
The remaining 12 hours are electives and may be chosen from any of the social sciences .....	
	12
Grand Total.....	72

## DESCRIPTION OF COURSES

**Economics 180. Agricultural Economics. Four 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 the grange, farmers' unions, farm bureaus, and federal farm loan banks.

Topics: 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. General Economics: Four 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. General Economics. Four hours.**

This course is a continuation of Economics 201.

**Economics 302. Labor Problems. Four hours.**

Purpose: To give the underlying causes of 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 problem.

Topics: Organized labor; labor legislation; the capitalistic regime; economic inequality; standards of living; industrial conflicts; state control and regulation.

**Economics 304. Marketing. Four hours.**

Prerequisite: Economics 201.

Purpose: 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. Economic History of Europe. Four hours.**

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

Topics: Medieval and early modern backgrounds; agriculture, industry, and trade from the Napoleonic Wars to the First World War; labor legislation and organization to 1914; the First World War and its aftermath; economic experiments in Europe prior to the Second World War.

**Economics 349. Economic History of the United States. Four 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; modern economic theories.

**Economics 441. Public Finance. Four hours.**

Prerequisite: Economics 201.

Purpose: To give an understanding of the sources, the

collection, and the expenditure 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. Money and Banking. Four hours.**

Prerequisite: Economics 201.

Purpose: To give a history of the monetary system of the United States, and to 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 reserves; bank notes; state banks; the national banking system; the federal reserve system—member banks, gold reserve; money market.

**Economics 443. Investments. Four hours.**

Prerequisite: Economics 201.

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: 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. Rural Sociology. Four hours.**

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 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 organization of rural life; such literature as will glorify country life.

**Sociology 201. An Introductory Course. Four hours.**

Purpose: To give a knowledge of primitive society and the growth of institutional life; to show how people by co-operation 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 301. Child Welfare. Four 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 303. Social Ethics. Four hours.**

Purpose: To acquaint the student with the several classical schools of ethical thought; to establish a sound basis for moral consideration; and to apply the knowledge gained to social situations involving moral decisions.

Topics: The nature of a moral situation; possible standards of moral conduct; schools of ethical ideals; personal morality; the individual and the ethical problems of the social order—social justice, sovereignty, political radicalism, capitalism, internationalism.

**Sociology 401. Criminology. Four 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, and failure of our educational system in its dealing with the criminal element.

Topics: 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. Immigration. Four 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 labor, 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 and standards of living; assimilation; amalgamation; Americanization of the immigrant.

**Sociology 403. The Family. Four hours.**

Purpose: To study the origin, development, and significance of the family as a fundamental social institution.

Topics: Origin and development of the family; marriage—its socializing and stabilizing influences; the broken home; the influence of modern industrial practices on family life; the future of the family.

**Sociology 405. Social Anthropology. Four hours.**

Purpose: This course will give the student a background for a more intensive study of the evolutionary development of man. It proposes to develop a deeper appreciation of man in his present-day social relationships.

Topics: Archaeology; primitive camping grounds; tribes; the necessity for the development of human characteristics of language; the practice of magic, mythology, and ritualistic ceremonies; the evolving of cultural traits.



## DEPARTMENT OF EDUCATION

Mr. Judd      Mr. Hoke  
                  Mr. Lappin

Mr. Falls      Mr. Jackson  
                  Mr. Miller

## REQUIREMENTS:

*For a Major in Elementary Education:*

	Qu. Hrs.
Education 154, 220, 226, 321, 325, 350, 425.....	30
Twelve hours selected from the field of education which must include four hours in elementary education.....	12
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	42

Students applying for the High School Certificate and the degree are not permitted to major in education. 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.

For the guidance of those students who are working for certificates on different levels and who may be in doubt as to what courses count on the various certificates, the courses are classified under four headings: general education, elementary education, secondary education, and administration and supervision.

## GENERAL EDUCATION

	Qu. Hrs.
101 Introduction to Education .....	4
153 General Psychology .....	4
154 Educational Psychology .....	4
354 Advanced Educational Psychology .....	4
355 Character Education .....	4
360 History of Education .....	4
361 History of Education in the United States .....	4
383 Educational Statistics .....	4
482 Educational Sociology .....	4
483 Visual Instruction .....	4
484 Philosophy of Education .....	4

## ELEMENTARY EDUCATION

	Qu. Hrs.
Problems in Elementary Education .....	4
Workshop in Elementary Education .....	3-9
121 Teaching of Arithmetic .....	4
220 Fundamentals of Elementary Education .....	6

226 Reading in the Elementary School .....	4
321 Tests and Measurements in the Elementary School..	4
325 Supervised Student Teaching in the Elementary School .....	4
327 Teaching Social Studies in the Elementary School....	4
350 The Psychology of Childhood .....	4
423 The Elementary School Curriculum .....	4
424 Philosophy of Elementary Education .....	4
425 Supervised Student Teaching in the Elementary School .....	4

## SECONDARY EDUCATION

371 Methods of Teaching in the Secondary School .....	4
375 Supervised Student Teaching in the Secondary School .....	4
389 Extra-Curricular Activities .....	4
454 The Psychology of Adolescence .....	4
470 Principles of Secondary Education .....	4
471 Tests and Measurements in the Secondary School....	4
475 Supervised Student Teaching in the Secondary School .....	4

## ADMINISTRATION AND SUPERVISION

426 Pupil Accounting .....	4
451 Public School Administration and Supervision.....	4
452 Elementary School Administration and Supervision	4
486 Adult Education .....	4
493 High School Administration and Supervision .....	4

## GRADUATE COURSES

523 Learning in the Elementary School .....	4
526 Investigations in Reading .....	4
528 Legal Basis of the Public Schools .....	4
553 Comparative Psychology .....	4
554 Advanced Educational Psychology .....	4
560 Research Studies in the History of Education .....	4
570 Research Problems in Secondary Education .....	4
573 Modern Secondary School Curricula .....	4
580 Democracy and Education .....	4
584 School Finance .....	4

## GENERAL EDUCATION

**Education 101. Introduction to Education. Four hours.**

Purpose: To orientate the student to certain fundamental 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 breadth and importance 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 153. General Psychology. Four hours.**

This course is designed primarily for the freshman and sophomore levels.

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 emphasizes 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, intelligence tests, and methods of testing in education; psychological application of different methods in teaching.

**Education 154. Educational Psychology. Four 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 354. Advanced Educational Psychology. Four hours.**

Prerequisite: Eight quarter hours in psychology.

**Purpose:** This course has been prepared for students who desire further training in this field. The idea here is to intensify one's training along some more specific lines which have been developed in the other fundamental courses. Students who hope to do graduate work in this field should take this course.

**Topics:** A careful review and evaluation of the research material will be conducted. The major emphasis will be centered largely around the various theories of learning. Certain competencies in learning will be discussed, relative to the manner in which they may be achieved through satisfactory teaching situations.

**Education 355. Character Education. Four hours.**

**Prerequisite:** Elementary Psychology or the equivalent.

**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 situation to form them; trait actions; biological and physiological bases of conduct; the place of reasoning and symbols in conduct; tests for measuring character traits; the school curriculum and character building; the integration of personality.

**Education 360. History of Education. Four hours.**

**Prerequisite:** Eight hours in education.

**Purpose:** This course will put major emphasis on the background for our American educational ideals and institutions. (It is recommended that students take this course before taking Education 361.)

**Topics:** Such units will be covered in this course as—education in the ancient world, in the medieval period, and the transition to the modern period. The Life of Greece, by Durant, will be one of the major sources for this course.

**Education 361. History of Education in the United States. Four hours.**

**Prerequisite:** Twelve 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 origins in the United States.

**Topics:** The units of work in the course will integrate 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 383. Educational Statistics. Four hours.**

**Purpose:** The purpose of this course is: (1) to train students to approach educational problems objectively, quantitatively, and scientifically; (2) to enable them to use statistical methods in dealing with unclassified data; (3) to acquaint them with terms, processes, and procedures in educational literature that can be learned in no other way.

**Topics:** This course treats the following statistical topics in an elementary way: (1) scope and limitations of educational statistics; (2) the study and meaning of frequency distributions and tabulations; (3) determining class intervals, values, sizes, mid-points, choices; (4) studying central tendency: modes, medians, means, and other averages; (5) variability or dispersion; median, mean, quartile, and standard deviations; (6) relationships: rank-order and product-moment methods, linear, multiple, and partial correlations; (7) graphs: histograms, polygons, ogive or percentile curves.

**Education 482. Educational Sociology. Four hours.**

**Prerequisite:** Sociology 201.

**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. Visual Instruction. Four 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. Philosophy of Education. Four 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.\* Problems in Elementary Education. Four hours.**

Purpose: The purpose of this course is to acquaint the student with a number of practical and fundamental problems which arise in the teaching process. The student will be guided in his training on how to recognize essential problems and the method of attacking and solving such problems.

Topics: The following topics will be discussed with suggestions and possible solutions: Classroom organization and management; the teaching of fundamentals, such as health, reading, arithmetic, writing, spelling, etc. Practical illustra-



tions will be used which have a direct bearing on the real needs of the teacher in the elementary field.

**Education.\* Problems in Rural Education. Four hours.**

Purpose: To study intensively the problems faced by the rural teacher on the job.

Topics: The topics considered are chosen on the basis of the needs of the students enrolling in the course. The general rural school situation is surveyed and problems are selected for intensive study. Practical solutions are emphasized.

**Education.\* Workshop in Elementary Education. Eight hours.**

Purpose: This course has been designed primarily to meet the needs of teachers off the campus. The college has sponsored several of these field courses with considerable satisfaction and success. The course is not entirely divorced from theories but its main function has been to put the theories of education to the practical test, using only what proves to be the most fruitful. One of the main functions of this course is to broaden the whole educational program, extending it beyond the borders of the school room, reaching out into a community enterprise.

Topics: Considerable hand work has been required in this course, such as the making of charts, maps, flash cards, posters, projects, etc. Other important items covered besides learning the fundamentals include: health programs, school lunches, recreational facilities, and the like.

### ELEMENTARY EDUCATION

**Education 121. Teaching of Arithmetic. Four hours.**

Purpose: This course is designed to give the elementary teacher two kinds of training: (1) the professional point of view with respect to the methodology of the subject, and (2) the methods aspect must be predicated upon one's ability to do the fundamental skills and knowledge required for the elementary school teacher. This course, in other words, is primarily a methods course but its foundations must be laid squarely upon a definite amount of desirable content.

Topics: The following fields of thought will be covered:

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\* These courses have no designated numbers. They may be used to satisfy requirements in education toward certificates and/or degrees.

(1) Some time will be given over to the computational and informational side of arithmetic. (2) A thorough study of the essential concepts of the subject will be made. (3) Frequent observations will be required in order to evaluate the best modern practices concerning the teaching of arithmetic.

**Education 220. Fundamentals of Elementary Education. Six 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 226. Reading in the Elementary School. Four hours.**

Purpose: 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 the 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.

**Education 321. Tests and Measurements in the Elementary School. Four hours.**

Prerequisite: Elementary Psychology or the equivalent.

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 result in better teaching; statistics needed by the classroom teacher; achievement; intelli-

gence; how to judge a test; tests 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 325. Supervised Student Teaching. Four hours.**

Prerequisites: a. The attainment of a scholastic standing of one or "C" in all courses completed at the time student teaching begins; b. 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 48 quarter hours of required work 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 thirty-six fifty-minute periods and does as much observation as is 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 327. Teaching Social Studies in the Elementary School. Four hours.**

Purpose: This course is designed to acquaint the prospective teacher with the latest methods of teaching the social studies and the philosophy underlying these methods.

Topics: The relation of the social studies to each other; the aims and objectives of teaching the social studies; a survey of latest materials available for social studies teaching; observation of social studies teaching in the training school; and organization and integration of social studies material into teaching units.

**Education 350. The Psychology of Childhood. Four 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 necessary 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 ambitions, desirable habits, and the like. Fundamental psychological principles will be derived, depending on the background of psychological training possessed by the members of the class.

**Education 423. The Elementary School Curriculum. Four hours.**

**Prerequisite:** Twelve hours in education.

**Purpose:** To acquaint the student with the background of our present curricula; to determine what principles should obtain in the selection, differentiation and integration of subject materials; to stress the need for constant revision and re-evaluation of the content of the curriculum.

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

**Education 424. Philosophy of Elementary Education. Four hours.**

**Prerequisite:** Eight hours in education.

**Purpose:** The function of the elementary school has commonly been conceived to be essentially that of training instead of educating children. This course considers the general topic of teaching and learning, showing that man is not only a knowing, a passive being, but also an active being. The views, growing out of organismic psychology and a democratic philosophy, are here considered and evaluated. Education as direction is emphasized.

**Topics:** An educational program characterized by frequent and consistent emphasis on the importance of attitude, wholeness, integration, meaningful activity, experience, insight, thinking and interest, receives consideration. A comparison between education which is genuinely educative and that which is in fact miseducative is made. Special applications of the

progressive theory as the trip, the discussion, the use of community resources, the creative arts, and the treatment of problem children are topics discussed.

**Education 425. Supervised Student Teaching. Four 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 four 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.

SECONDARY EDUCATION

**Education 371. Methods of Teaching in the Secondary School. Four hours.**

Prerequisite: Eight hours of education or junior standing.

Purpose: The purpose of this course is to provide 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 teachers 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 determined? (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 375. Supervised Student Teaching. Four hours.**

Prerequisites: The attainment of an average standing of "1" on all work completed at the time student teaching begins; an average standing of "1.5" on all work completed in the major field in which teaching is to be done; completion of two-thirds of

the minimum requirements in the core curriculum and in the subject fields in which student teaching is done; completion of two-thirds of the required courses in education other than student teaching; and completion of a total of 135 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 thirty-six 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. Extra-Curricular Activities. Four hours.**

**Purpose:** (a) To give an acquaintance with the philosophy underlying 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 454. The Psychology of Adolescence. Four 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; char-



acteristics that should be found in an effective secondary school, etc.

**Education 470. Principles of Secondary Education. Four hours.**

Prerequisite: Eight 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; 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, and 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 schools 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 471. Tests and Measurements in the Secondary School. Four hours.**

Prerequisite: Elementary psychology or the equivalent.

Purpose: The purpose of this course is to acquaint students with the philosophy, procedure and techniques of testing and measuring in general, with a special application to these processes in the secondary schools. Various secondary school tests will be studied with respect to their use, purpose, and comparative values.

Topics: Development of standardized and non-standardized tests and their appraisals; interpretation of scores, relationships, and other factorial analyses; construction and evaluation of items in various measuring instruments; studying

the types, methods and results of testing; analysis of some persistent problems in the field of tests and measurements.

**Education 475. Supervised Student Teaching. Four hours.**

Prerequisites: Education 375 and its prerequisites.

Purpose: This course is a continuation of Education 375.

**Education 385. Supervised Student Teaching. Four hours.**

Prerequisites: Eight quarter 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.

#### ADMINISTRATION AND SUPERVISION

**Education 426. Pupil Accounting. Four hours.** (Required course for the Attendance Officer's Certificate.)

Purpose: To acquaint the student with Kentucky attendance laws; duties to the state, county, and patrons under the law.

Topics: Kentucky school laws; setting-up the attendance office; attendance officer as a welfare worker; attendance officer as a policeman; records, files, and reports required to be kept by the officer; and other topics related to the work of this important office.

**Education 451. Public School Administration and Supervision. Four hours.**

Prerequisite: Fifty hours of standard college work, at least twelve hours of which must be in education.

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

Topics: A study of the organization and business management of the school system; the board of education and its

authority, and the laws under which it operates; the economical expenditure of funds and proper accounting for them; building schools; rearranging district boundaries; the establishment of consolidated schools with provision for transportation; the keeping of records.

**Education 452. Elementary School Administration and Supervision. Four hours.**

Prerequisite: Fifty hours of standard college work, at least twelve of which must be in education.

Purpose: To investigate the methods and possibilities of administration and supervision in the elementary schools; to prepare individuals for doing this work and to prepare teachers for intelligent cooperation with the principal by helping them to gain an understanding of the methods and aims of the work.

Topics: A study of the ways in which instruction may be improved in elementary schools; the place of standardized tests in supervision; plans for teachers' meetings; plans for publicity in the community; the possibilities for work by the principal; the instruction of teachers in the use of the course of study.

**Education 486. Adult Education. Four hours.**

Purpose: The purpose of this course is to assist students in giving the adult classes a better perspective and a broader basis for living a more enriched life.

Topics: The ways and means of teaching adults the fundamentals in the tool subjects; principles consonant with the idea of democracy are stressed in such subjects as civics, geography, history, and elementary economics; some attention is also given to the arts and crafts and to nature study.

**Education 493. High School Administration and Supervision. Four hours.**

Prerequisite: Fifty hours of standard college work, at least twelve hours of which must be 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 and supervision of his school. The administrative functions of the high school teaching staff will also receive attention.

Topics: The office; the pupil; the teaching staff, instruc-

tion, supervision; study; testing and examination program; marking system; schedule-making; extra-curricular program; publicity; financial program; and similar topics.

#### GRADUATE COURSES

**Education 523. Learning in the Elementary School. Four hours.**

Prerequisites: Education 101, Education 154, and Education 220.

Purpose: To study more intensively the concept of mental growth as a dynamic process of interaction between the individual and his environment.

Topics: Problems and psychological positions which are becoming more influential in modern American thought and practice; constructive analyses of the elementary teacher's problems in the light of psychological insight and knowledge; recent educational research and its bearing upon educational thinking and planning in the elementary field.

**Education 526. Investigations In Reading. Four hours.**

Prerequisite: Education 226.

Purpose: (a) The purpose of this course is to study the current literature in this field. (b) The student will present papers on different topics for the purpose of investigation and evaluation. (c) An effort will be made to study the modes of approach in making scientific studies pertaining to reading.

**Education 528. Legal Basis of the Public Schools. Four hours.**

Purpose: To develop an understanding of the legal principles involved in the administration of the schools with special emphasis on the Kentucky code.

Topics: The state's responsibility for education; legal safe-guards on school funds; status of the local school district; responsibilities of school boards and school officials; liability of school districts and officers; legal provisions affecting school personnel, attendance, discipline, text-books and courses of study.

**Education 553. Comparative Psychology. Four hours.**

Prerequisites: Education 154 and Education 484.

Purpose: To acquaint the student with the various schools of psychological thought and to note their contributions to the educative process.

Topics: A survey of the theories of learning; the conflicting schools of psychology; conceptions of mind lying back of the learning process; exploring the problem of learning with reference to its implications regarding the nature of the mind.

**Education 554. Advanced Educational Psychology. Four hours.**

Prerequisite: No one will be admitted who has not already earned four quarter hours in General or Educational Psychology with a mark of A or B. Any one with a lower mark will be required to take another undergraduate course to qualify.

Purpose: To continue the study begun in the first course.

Topics: Special emphasis will be placed on motor, ideational and emotional learning. Some attention will be given modern educational theories. An attempt will be made to link the work of the course with the career of the particular student, so that the problems and literature studied will depend on the personnel of the group.

**Education 560. Research Studies in the History of Education. Four hours.**

Prerequisite: Either Education 101, Education 360, or Education 361.

Purpose: (a) To acquaint the student with the research techniques involved in the study of specific problems in the field and (b) to study intensively men and movements and their impact upon present-day educational practices.

Topics: A study of the foundations of Western civilization as laid by the Greeks, the Romans, and Christianity; education of the medieval period, the colonial school, and subsequent modifying forces which have taken place in the United States. Attention will be given specifically to the study of education in Kentucky.

**Education 570. Research Problems in Secondary Education. Four hours.**

Purpose: This course is designed to acquaint students

with the newer trends and practices in modern secondary education.

Topics: (1) Historical background and developments, with special emphasis on these schools in America; (2) growth and trends in administrative and instructional practices with respect to reorganization, articulation, equipment, personnel, programs of study, guidance, etc.; (3) re-examination of secondary education relative to the present needs of adolescents and their later social adjustment; (4) staff qualifications and relationships; (5) re-evaluation of secondary education; (6) needs for administrative, instructional, and social leadership; (7) general aims of secondary education in the light of new social, cultural, and economic needs, basic knowledge, processes, and skills.

**Education 573. Modern Secondary-School Curricula. Four hours.**

Purpose: This course is to investigate and attempt to evaluate the past, present, and newer curricular aims of the secondary schools.

Topics: (1) The various aims and objectives of the secondary schools as indicated through their current curricula; (2) basic principles of curricular development, and their significant influences; (3) primitive, ancient, medieval and current curricular practices and objectives; (4) a survey of programs of studies, current curricula, courses of study, subject matter, and content; (5) the study of subject fields for curriculum building; (6) constructive criticisms of secondary-school curricula; (7) evaluating educational objectives in the light of modern curricular values; (8) the secondary-school curricula of tomorrow.

**Education 580 Democracy and Education. Four hours.**

Prerequisite: Twelve hours of education, including Education 484 and Education 101.

Purpose: To detect and state the ideas implied in a democratic society and to apply these ideas to the problems of the enterprise of education.

Topics: Philosophy as it connects the growth of democracy with the development of the experimental method in the



sciences; evolutionary ideas in the biological sciences and the industrial reorganization; the changes in subject matter and method of education as indicated by the developments of democracy; the new perspective in educational theory and practice, and a new interpretation of American democracy and American life.

**Education 584. School Finance. Four hours.**

Purpose: To develop—(1) understanding of the problems involved in the financial support and administration of the public schools; (2) skill in the technique of efficient financial administration.

Topics: State school support; apportionment of state funds; sources of school revenue; the local school unit and finance; Federal aid for education; and administrative control of school funds—budgeting and accounting.

## DEPARTMENT OF ENGLISH

Mr. Dudley  
Mr. Banks

Miss Humphrey  
Mr. Bradley

## REQUIREMENTS:

*For any degree or certificate, and prerequisite for major or minor:*

	Qu.Hrs.
Composition 101, 102, 103 .....	9
(Exceptional students exempted from 101 will take 301, as stated below.)	
Literature: 285, 286, 287, 288 (one course) .....	3
295, 296, 297, 298 (one course) .....	3
Literature for Children, 226* .....	4

\*This course is required for the Elementary Certificate. Students not desiring that certificate may, if they prefer, substitute a second "280" or "290" course (3 hrs.) for 226 (4 hrs.), thus meeting the general college requirement in literature with .....

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*For a Major:*

Prerequisite, as stated above .....	18 or 19
Required: 301 or 460; 450 .....	8 or 9
Elective: Two or three "300" courses .....	8 or 12
Three or two "400" courses .....	12 or 8
(Total) .....	46 to 48

Recommended: A minor in a foreign language  
Several courses in history  
Library Science 186, 286

*For a Minor:*

Prerequisite as stated above .....	18 or 19
Required: 301 or 460 .....	3 or 4
Elective: One "300" course; one "400" course .....	8
(Total) .....	29 to 31

Recommended: At least two courses in a foreign language  
Several courses in history  
Library Science 186, 286

*Additional recommendations for majors and minors:*

1. A student preparing to teach English should arrange for supervised teaching in this field (see Education 375, 475, 485).

2. He should choose his other fields of special study with the aim in mind of making his preparation as complete as possible, either in one teaching field or in that combination of fields which seems best suited to his abilities. He should consider very carefully the importance of knowing at least one foreign language.

3. In selecting voluntary non-credit activities, he should consider at least one which is related to his field of special interest. Possibilities at Morehead include dramatics, newspaper journalism, and editorial or other work for the college annual and the college literary magazine.

4. Every English major or minor should be a lover of books, and should voluntarily spend much of his free time in the library.

*Placement Test:*

Upon entering college, all freshmen are given a placement test in English, and are assigned to sections of English 101 according to the ability so discovered. In determining which days a student shall meet his English class, *the results of this test must take precedence over the student's preference.*

*Exemption from English 101:*

Of the freshmen who score highest on the placement test, a limited number may be exempted from English 101 and admitted directly to 102. They are then required to take English 301 in the first term it is offered after they have completed 103.

*Remedial Work in English:*

Should any student, at any time in his college career before his last term in residence, grow seriously and habitually careless or incorrect in his use of language, any member of the faculty may submit to the head of the department of English samples of that student's written work. The department and the Dean of the College will then investigate, and may require the student to repeat English 101 without credit. The student shall then spend in this course at least one full quarter, and any additional terms which may be necessary to earn a mark of "C". In extreme cases, the department may, with the Dean's approval, require in addition the repetition of English 102 or 103, or both.

## DESCRIPTION OF COURSES

**English 101. English Composition.** Three hours. Required of all students entering college, except those excused because of superior performance on the placement test.

Purpose: To encourage in both speech and writing  
(a) habitual application of the student's knowledge of correct-

ness in language, and (b) free, natural, interesting self-expression.

**Topics:** A careful review of sentence structure, with functional emphasis upon the usefulness of English language patterns as tools of communication; reading of fairly simple but varied materials; frequent short compositions, expressing the student's own experience in correct and interesting English.

**English 102. English Composition. Three hours.** Required of all college students.

**Prerequisite:** English 101, or exemption therefrom as stated above.

**Purpose:** (a) To develop confidence and correctness in speech; (b) to maintain the writing skills developed in English 101.

**Topics:** Frequent oral composition, both extemporaneous and prepared; reading aloud; conversation and informal argument; reports, summaries, synopses; original talks; continued practice in writing.

**English 103. English Composition. Three hours.** Required of all college students.

**Prerequisite:** English 102.

**Purpose:** To develop competence in understanding and in expressing ideas.

**Topics:** Reading for comprehension; vocabulary study; precis writing; paragraphing; outlining; many short and a few longer compositions, requiring the student to exhibit reasonable grasp of ideas and some skill in developing and communicating them.

**English 180. Elementary Principles of Journalism. Four hours.** Credit in this course will not be accepted on a major or minor in English, nor on the English requirements for a degree.

**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 a large 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, make-up, typography; and high school publications.

**English 181. Public Speaking. Four hours.** An elementary course. Credit in this course will not be accepted on a major or minor in English, nor on the English requirements for a degree.

Purpose: To train the student to express himself clearly and effectively while standing before an audience.

Topics: Rudimentary platform principles: posture, movement, basic gestures, audience contact, enunciation, phrasing; much actual practice in speaking, first with famous speeches and literary passages, later in the preparation and delivery of original speeches.

**Business English. Three hours.** (See Commerce 221).

This is a Commerce course meeting a Commerce requirement. It carries no English credit.

**English 226. Literature for Children. Four hours.**

Prerequisite: English 102; or 101 with a mark of B.

Purpose: To acquaint the student with the story-interests of children at different ages; to familiarize them with sources and backgrounds of such literature; and to give practice in story-telling and in making library lists.

Topics: The periods of story-interests; literature for each period, including myths, legends, folklore, etc.; correlation of literature with other school subjects; methods of presenting literature that will give enjoyment to children and develop appreciation. Extensive reading of the literature and observation lessons in the Training School are required.

**General Literature Requirement for All Students. Nine or ten hours.**

One "280" course; one "290" course .....	6
And, in addition, either:	
226, Literature for Children .....	4
or, another "280" or "290" course .....	3
	<hr/>
	9 or 10

*The requirement is not satisfied by three "280" or three "290" courses.*

**English 285. Homer and Virgil. Three hours.**

Prerequisite: English 103.

Purpose: To study two of the masters of ancient literature; to increase the student's awareness of Greek and Latin influences in modern literature, language, and thought.

Topics: The *Iliad*, the *Odyssey*, and the *Aeneid*, in English translation.

**English 286. World Literature. Three hours.**

Prerequisite: English 103.

Purpose: To familiarize the student with the literature of other lands and peoples, to develop a deeper understanding of other nations through their greatest writing, and to encourage wide reading throughout life.

Topics: The development of such types of literature as the epic, drama, oratory, biography, letters, novels, short stories, essays, and lyric poetry.

**English 287. The Bible as English Literature. Three hours.**

Prerequisite: English 103.

Purpose: To study selected passages as literature (not as doctrine); to increase the student's awareness of Biblical influence in modern literature, language, and thought.

Topics: Narrative selections: a representative book of prophecy; dramatic portions from *Job* or the *Song of Solomon*; some of the great psalms; a few well-known parables.

**English 288. Introduction to Shakespeare. Three hours.**

Prerequisite: English 103.

Purpose: To increase the student's knowledge and appreciation of the acknowledged master of English literature.



Topics: Intensive study of four to six of the plays, including at least one history, one comedy, and one tragedy; incidental study of the Elizabethan theatre and of England in the Renaissance.

**English 295. American Literature 1870-1900. Three hours.**

Prerequisite: English 103.

Purpose: To increase the student's background knowledge of American life and culture as reflected in literature.

Topics: Poetry and prose between the dates indicated, with emphasis on selected major figures.

**English 296. Recent American Literature. Three hours.**

Prerequisite: English 103.

Purpose: To acquaint the student with selected recent authors of fairly well-established reputation.

Topics: Poetry and prose from about 1900 to about 1930, with emphasis on selected major figures.

**English 297. Recent British Literature. Three hours.**

Prerequisite: English 103.

Purpose: To acquaint the student with selected recent authors of fairly well-established reputation.

Topics: Poetry and prose from about 1900 to 1930, with emphasis on selected major figures.

**English 298. Current Literature. Three hours.**

Prerequisite: English 103.

Purpose: To stimulate the student's interest in and to increase his power of judging, contemporary literature, chiefly but not exclusively American and British.

Topics: Reading and discussion of current magazines and books, selected by the students under limitations suggested by the instructor. Students must be willing to buy several recent books apiece, and to share each other's copies.

NOTE: The following "300" and "400" courses, though intended primarily for English majors and minors, are open as electives to students having the stated prerequisite credits.

**English 301. Advanced Composition. Three hours.** Required of students exempted from English 101. Optional re-

quirement for English majors and minors: this course or English 460 (History of the English Language).

Prerequisite: English 103.

Purpose: To increase the student's proficiency in writing, and to stimulate his creative and critical abilities.

Topics: Poetry for those who wish to undertake it; for others, varied composition problems, mainly descriptive and narrative. The class meets twice each week, and a weekly personal conference is required. The enrollment in this class is limited to fifteen students.

**English 302. Advanced Composition. Three hours.**

Prerequisite: English 301.

A continuation of English 301, with new problems for students desiring additional practice.

**English 336. Tennyson and Browning. Four hours.**

Prerequisites: English 103, and 6 hours' credit in literature.

Purpose: To give a fairly thorough familiarity with the two principal figures in Victorian poetry.

Topics: Extensive reading from the poems.

**English 338. Chief Romantic Poets. Four hours.**

Prerequisites: English 103, and 6 hours' credit in literature.

Purpose: An adequate introduction.

Topics: Selections from the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats.

**English 339. Later Victorian Poets. Four hours.**

Prerequisites: English 103, and 6 hours' credit in literature.

Purpose: To acquaint the student with the most important Victorian poetry other than that covered in English 336 (Tennyson and Browning).

Topics: The poets most emphasized are Arnold, Clough, Fitzgerald, the Rossettis, Morris, and Swinburne.

**English 341. Earlier American Literature. Four hours.**

Prerequisites: English 103, and 6 hours' credit in literature.

Purpose: To acquaint the student with the origins and the pre-Civil War development of American letters.

Topics: The principal authors from Colonial times to about 1870.

**English 353. Modern Drama. Four hours.**

Prerequisites: English 103, and 6 hours' credit in literature.

Purpose: To show the development and tendencies in Continental, British, and American dramatic literature from Ibsen to the present.

Topics: Significant plays of representative recent and contemporary dramatists of Norway, France, Italy, Germany, Russia, Belgium, England, Ireland, and the United States.

**English 433. Chaucer and Spenser. Four hours.**

Prerequisites: English 103, and 9 hours' credit in literature.

Purpose: An adequate introduction.

Topics: The reading of Middle English; most of the *Canterbury Tales* and the *Faerie Queene*. Some attention is given to the less famous poems.

**English 435. Shakespeare. Four hours.**

Prerequisites: English 103, and 9 hours' credit in literature.

Purpose: To study the plays primarily as to thought and character study, and secondarily as to language and dramatic structure.

Topics: Selected plays of each type, more numerous and more rapidly studied than in English 288 (Introduction to Shakespeare).

**English 436. Milton. Four hours.**

Prerequisites: English 103, and 9 hours' credit in literature.

Purpose: An adequate introduction.

Topics: Principal emphasis upon *Paradise Lost*, with some attention to *Samson Agonistes* and the minor poems.

**English 437. The English Novel. Four hours.**

Prerequisites: English 103, and 9 hours' credit in literature.

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 439. Victorian Prose. Four hours.**

Prerequisites: English 103, and 9 hours' credit in literature.

Purpose: To acquaint the student with the approaches of Victorian thinkers to modern social and cultural problems.

Topics: Selections from the principal essayists, with chief emphasis on Carlyle, Newman, Ruskin, Arnold, Huxley, and Morris. No fiction is included.

**English 450. History of English and American Literature. Five hours.** Required of senior English majors.

Prerequisites: Senior classification, and at least 30 hours' credit toward a major in English.

Purpose: To correlate more specialized courses, and to give the student some sense of the history of our culture as reflected in literature.

Topics: The principal epochs in English literature from Anglo-Saxon to modern times; the main trends of American literature since Colonial times.

**English 460. History of the English Language. Four hours.** Optional requirement for English majors and minors: this course or English 301 (Advanced Composition).

Prerequisite: 18 hours' credit toward a major or minor in English.

Purpose: To introduce the student to the scientific study of language; to give some sense of the continuity of linguistic development, and of the various influences still active in shaping our speech.

Topics: Sounds, grammar, vocabulary, elementary semantics; variations in present-day English; history of the principal linguistic changes.

**English 493. Relations of Literature and Science. Four hours.**

Prerequisites: English 103, and 9 hours' credit in literature.

Purpose: To study the impact of scientific thought upon human feeling as expressed in literature.

Topics: The literature of science; the science of language; attempts at "scientific" criticism and poetry; religious, educational, and cultural conflicts; popular-science literature; the reflection of science in "creative" literature; the cultural assimilation of science.

## DEPARTMENT OF MODERN FOREIGN LANGUAGES

Miss Bach

The Department of Modern Foreign Languages offers courses in French, German, and Spanish. Its purpose is three-fold: first, to serve the practical needs of students who intend to teach these languages, to travel, to meet entrance requirements of the professional schools, or to do graduate work; second, to promote the cultural goal by introducing students to the rich field of foreign literatures and civilizations; and third, to help students understand foreign peoples, a most important item in the foreign policy of the United States, and our relations with other nations.

In accordance with present tendencies, understanding and speaking of the languages will be more emphasized than before, but without neglecting reading ability. When once acquired, the reading knowledge of a language can be kept alive indefinitely by giving a few hours every month to the reading of newspapers, periodicals, and books written in the language.

## FRENCH

## REQUIREMENTS:

*For a Major:*

Qu. Hrs.

Prerequisites: French 101 and 102

Required: French 103, 201, 202, 203, or the equivalent.... 16

Elective: French 306 and courses above 400..... 20

Total..... 36

*For a Minor:*

Prerequisites: French 101 and 102

Required: French 103, 201, 202, 203, or the equivalent.... 16

Elective: Advanced courses in 300's and 400's ..... 8

Total..... 24

## GERMAN

## REQUIREMENTS:

*For a Minor:*

Qu. Hrs.

Prerequisites: German 101 and 102

Required: German 103, 201, 202, 203 ..... 16

Elective: Advanced courses in 300's and 400's ..... 8

Total..... 24



## DESCRIPTION OF COURSES

## FRENCH

**French 101. Beginning French. Four hours.**

Purpose: An introduction to elementary French.

Topics: Essentials of grammar; drill in pronunciation; conversation; reading; the geography of France; interesting aspects of French life.

**French 102. Beginning French. Four hours.**

This course is a continuation of French 101.

**French 103. Beginning French. Four hours.**

This course is a continuation of French 102.

**French 201. Intermediate French. Four hours.**

Purpose: The improvement of the student's ability to understand, speak, and read the language and to provide contacts with phases of French history, life, and culture. Independent effort on the part of students is encouraged.

Topics: Reading of simple to average French prose; conversation and dictation; expanded views of French civilization; articles from current periodicals; special reports.

**French 202. Intermediate French. Four hours.**

This course is a continuation of French 201.

**French 203. Intermediate French. Four hours.**

This course is a continuation of French 202.

**French 305. French Conversation and Composition. Four hours.**

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

**French 306. Rapid Reading. Four hours.**

Purpose: The development of good reading ability and some appreciation of the literature.

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

**French 432. French Literature of the 17th Century. Four hours.**

Prerequisites: French 101, 102, 103, 201, 202, 203, or approval of the instructor.

Purpose: To acquaint students with French classicism.

Topics: Influences on the literature of the period, especially those of the Italian Renaissance and the political and social conditions of the century; representative plays of Corneille, Racine, and Moliere; extracts from Descartes, Boileau, Pascal, Bossuet, and others.

**French 433. French Literature of the 18th Century. Four hours.**

Prerequisites: The same as those listed for French 432.

Purpose: To acquaint students with the French literature of the epoch.

Topics: Political, economic, and social conditions which undermined the ideals of the preceding century; development of rationalistic and democratic tendencies as expressed in the writing of the period and leading up to the Revolution; selected material from the Encyclopedists—Buffon, Montesquieu, Voltaire, Rousseau, Beaumarchais.

**French 434. French Literature of the 19th Century. Four hours.**

Prerequisites: The same as those listed for French 432.

Purpose: To acquaint students with the literary movements and representative writings of the century. In order to cover more material, some works are read in English translations.

Topics: Novels, dramas, and poems by outstanding writers.

**French 435. Modern French Writers. Four hours.**

Purpose: To acquaint students with recent French literature.

Topics: Later works of 19th century writers like France, Maeterlinck, Rostand, Rolland, Gide, Proust, Elsa Triolet, Regnier, etc.

SPANISH

**Spanish 101. Beginning Spanish. Four hours.**

Purpose: To introduce the student to the elements of Spanish.

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

**Spanish 102. Beginning Spanish. Four hours.**

This course is a continuation of Spanish 101.

**Spanish 103. Beginning Spanish. Four hours.**

This course is a continuation of Spanish 102.

**Spanish 201. Intermediate Spanish. Four hours.**

Purpose: Improvement of the student's ability to read, understand, and speak easy to average Spanish.

Topics: Modern Spanish prose; some aspects of Latin America.

**Spanish 202. Intermediate Spanish. Four hours.**

This course is a continuation of Spanish 201.

**Spanish 203. Intermediate Spanish. Four hours.**

This course is a continuation of Spanish 202.

**GERMAN****German 101. Beginning German. Four hours.**

Purpose: To introduce the student to the elements of German.

Topics: Essentials of grammar; drill in pronunciation; conversation; easy reading; the geography of Germany; views of life in Germany.

**German 102. Beginning German. Four hours.**

This course is a continuation of German 101.

**German 103. Beginning German. Four hours.**

This course is a continuation of German 102.

**German 201. Intermediate German. Four hours.**

Purpose: Improvement of the student's ability to read, understand, and speak the language.

Topics: Reading of easy prose; conversation; reports on articles dealing with Germany found in current magazines.

**German 202. Intermediate German. Four hours.**

This course is a continuation of German 201.

**German 203. Intermediate German. Four hours.**

This course is a continuation of German 202.

**German 306. Rapid Reading. Four hours.**

Purpose: Development of the student's ability to read the language.

Topics: Writings of the 19th and 20th centuries; introduction to scientific German.

**German 433. German Literature After 1850. Four hours.**

Purpose: To acquaint students with the movements and some of the representative works of modern German literature. Some of the reading will be in translation in order to cover more material.

Topics: Works and extracts from classic, romantic, and realistic writers; recent tendencies in German literature.

## DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Mr. Holtzclaw

Mr. Senff

Mr. Peratt

Mr. Fowler

## REQUIREMENTS:

<i>Major in History:</i>	Qu. Hrs.
History 131, 132, 241, 242, 331, 332 .....	24
American History in 300's and 400's .....	12
	—
	36
<i>Minor in History:</i>	
Either History 131 and 132 or History 331 and 332 .....	8
American History, preferably in advanced courses .....	12
Elective .....	4
	—
	24
<i>Major in Political Science:</i>	
Political Science 241, 242, 333, 343, 446, 447, 448, 450 .....	32
Elective .....	4
	—
	36
<i>Minor in Political Science:</i>	
Political Science 141, 241, 242, 450 .....	16
Elective in 300's and 400's .....	8
	—
	24
<i>Major in History and Political Science:</i>	
History 131 and 132 or History 331 and 332 .....	8
American History, preferably in advanced courses .....	12
Political Science 241, 242 .....	8
Electives in Political Science in 300's or 400's .....	16
	—
	44

## AREA MAJOR FOR SOCIAL SCIENCE TEACHERS

Total requirements in history, political science, sociology, economics, and geography .....	72
<i>History (minimum 28 hours)</i>	
History 241, 242, 331, 332 .....	16
American History in 300's and 400's .....	8
Elective in advanced history courses .....	4
	—
Total .....	28

<i>Political Science</i> (minimum 8 hours)	Qu. Hrs.
Political Science 241 .....	4
One advanced course in 300's or 400's .....	4
Total.....	8
<i>Sociology</i> (minimum 8 hours)	
Sociology 201 .....	4
One advanced course in 300's or 400's .....	4
Total.....	8
<i>Economics</i> (minimum 8 hours)	
Economics 201 .....	4
One advanced course in 300's or 400's .....	4
Total.....	8
<i>Geography</i> (minimum 8 hours)	
Geography 100 .....	4
One course from the following: 241, 247, 331, 383.....	4
Total.....	8
The remaining 12 hours are electives and may be chosen from any one or more of these fields .....	12
Grand Total.....	72

## DESCRIPTION OF COURSES

**History 131. History of Civilization. Four 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 Civilization; medieval institutions and culture; transition to modern times.

**History 132. The History of Civilization. Four 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. The United States of America, 1492-1850. Four 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. The United States of America, 1850 to the Present. Four 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 First World War and the problems of reconstruction; the Depression; the New Deal; and the Second World War.

**History 331. Modern Europe, 1500-1830. Four hours.**

Prerequisite: Eight 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 the revolutionary development of the modern world.

**History 332. Modern European History, 1830 to the Present. Four hours.**

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

Purpose: To show the continued development of national-



ity, the spread of national imperialism, the growth of representative government, and to present the relevant historical material essential to an understanding of conditions in Europe during the period studied.

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 First World War; subsequent trends in European government and society; growth of nationalism; dictatorships; and the Second World War.

**History 338. The History of Great Britain and the British Commonwealth of Nations. Four hours.**

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

Purpose: To give the student a better understanding of world affairs and Great Britain's part in them. It is especially intended to help the student get a knowledge of the great part the British people have played in world civilization.

Topics: The building of the British political, social, and economic systems and the expansion of the British influence to all parts of the world. Special attention will be given to the growth of the British Empire and the development of the British Commonwealth of Nations with its many ramifications.

**History 339. Economic History of Europe. Four hours.**

See Department of Economics and Sociology.

**History 344. The History of Kentucky. Four hours.**

Prerequisite: Eight quarter hours of history or junior standing.

Purpose: To trace the development of Kentucky from pioneer days to the present, emphasizing its relations 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 346. Colonial Latin-America. Four hours.**

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

Purpose: To trace the history of Latin-America from the era of discovery through the Wars for Independence.

Topics: Spain and Portugal in the fifteenth century; the exploration and colonization period; contracts between the Latin-American and the English settlements; the government, economy, and social life in colonial Latin-America; relations with non-Latin countries; cause of the Wars for Independence; Miranda, San Martin, and Bolivar.

**History 347. Republican Latin America. Four hours.**

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

Purpose: To set forth the major developments in the history of our Latin-American neighbors from the era of the Wars for Independence to the present, with special emphasis upon our relations with those countries.

Topics: Nascent Pan-Americanism; the era of the Caudillos; the rise and fall of the Brazilian empire; the Mexican War; the Maximilian episode; growth of the ABC countries; Blaine and Pan-Americanism; the Spanish-American War; Colombia and the Panama Canal; The "Big Stick" Policy; the fall of Diaz in Mexico and the ensuing revolution; dollar diplomacy; Europe in Latin-America; the Good Neighbor policy; Latin-America in World War II; politics, economics, religion, and social conditions in Latin-America today; the future for Latin-America.

**History 349. Economic History of the United States. Four hours.**

See Department of Economics and Sociology.

**History 360. History of the South from Colonial Days to the Present. Four hours.**

Prerequisite: History 241 and 242, and at least junior standing.

Purpose: To introduce the student, presumably from the South, to those problems—social, economic, and political—which are peculiar to his region, plus an intensive historical inquiry as to their origin.

Topics: Physiographic factors and natural resources of the South; the exploration and colonization of the South;

society in the pre-revolutionary South; the South in the Revolutionary War; the South in the government of the nation before and after the Civil War; population, industry, agriculture and transportation in the ante-bellum South; the strengths and weaknesses of the South upon the eve of and during the Civil War; the Reconstruction Era; the racial question; the political solidity of the South—its strengths and weaknesses; agriculture and manufacturing in the South since the Civil War; health and education in the South; the T.V.A. experiment and its promise.

**History 436. 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 438. The Far East. Four hours.**

Prerequisite: Junior standing and at least twelve hours of history or government.

Purpose: To make an intensive study of the Far East with emphasis placed upon contemporary international relations of that area.

Topics: History of the early Far East; the roles of England, France, and Germany in the Far East; effects of territorial agreements in the Far East; American spheres of interest in the Far East; recent developments in the Far East; the future Far East and its relation to the rest of the world.

**History 440. American Colonial History. Four 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. Four 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. History of the United States 1900 to the Present. Four hours.**

Prerequisites: History 241 and 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 contracts; the part of the United States in the first World War; problems of reconstruction after the war; industrial depressions.

**History 446. American Foreign Relations. Four hours.**

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

Purpose: To acquaint the student with the major developments in our relations with other countries with special stress upon that period from 1890 to the present.

Topics: The French alliance of 1778; the purchase of Louisiana; the War of 1812 and its effects; the Monroe Doctrine; the Mexican imbroglio; the Maximilian episode; the Alabama affair and the Geneva arbitrations; the period of somnolence; America's beginnings in imperialism; Blaine and Pan-Americanism; the Spanish-American War and its repercussions; the acquisition of the Panama Canal Zone; Roose-

velt's "Big Stick" policy; the United States enters the Orient; the first World War, Wilson and the peace; America goes isolationistic; the Good Neighbor policy; the rise of the dictators; America enters World War II; the Atlantic Charter and other agreements.

**History 450. World History: 1914 to the Present. Four hours.**

Prerequisite: Junior standing.

Purpose: To give the student a comprehensive idea of the recent internal history of every nation and of its relation to the rest of the world.

Topics: World War I; the treaty of peace; the attempts to perpetuate peace among the nations, and to solve world-wide economic and social problems; the history of internal movements within the states; the rise of dictatorships; the status of democracy; the Second World War with its far-reaching ramifications. The official advent of the British Commonwealth of Nations will receive special attention.

#### POLITICAL SCIENCE

**Political Science 141. Problems of Citizenship. Four 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; the problem of international relations; war and peace; the immigration problem.

**Political Science 241. Government of the United States. Four 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. State and Local Government. Four 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 constitution; 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. Comparative Government. Four 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 development and proposed changes.

**Political Science 342. Law-Making in the United States. Four 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 of 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. American Political Parties. Four 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. Kentucky Government. Three hours.**

Prerequisites: Political Science 241 and 242.

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

Topics: Constitutional development; governmental organization of Kentucky—executive, legislative, judicial; local government; party development; and present-day governmental problems.

**Political Science 441. Public Finance. Four hours.**

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

See Department of Economics and Sociology.

**Political Science 446. Constitutional Law in the United States Before 1875. Four hours.**

Prerequisites: Political Science 241 and 242.

Purpose: To give the student a knowledge of the precedents of our constitution, its framing, and its evolution through 1875 with emphasis upon the part played by the Supreme Court.

Topics: Anglo-American precedents of the constitution; various theories concerning the framing of the constitution, an analysis of the methods by which the constitution grows; Marbury vs. Madison; states rights, nullification, and secession; the greatness of John Marshall; Jackson and the Supreme Court; the Civil War and the judiciary; the rise of Big Business; the Granger Cases.

**Political Science 447. Constitutional Law in the United States After 1875. Four hours.**

Prerequisites: Political Science 241 and 242, and, preferably, Political Science 446.



Purpose: To show the evolution of our constitution from 1875 to the present, with most of the emphasis being upon the interpretations of the Supreme Court in the various fields during that period.

Topics: The significance of the 14th amendment; the corporation as a person; business affected with a public interest; Interstate Commerce and its regulation; safeguarding contracts; personal rights; due process; equal protection of the laws; citizenship and suffrage; the New Deal and the courts; the courts in a changing world.

**Political Science 448. Public Administration. Four 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.

**Political Science 450. International Relations. Four hours.**

Prerequisites: Four quarter hours of American history, four quarter hours of European history, and four quarter hours of political science; or twelve hours of political science.

Purpose: To study the international relations between the nations of the world with a definite idea of understanding and interpreting present world conditions.

Topics: Foundations of international relations; the United States' system; national policy; geographic position; economic factor; demographic factor; strategic factor; instruments of policy, regional and world politics; pre-war Europe; post-war Europe; Germany; France and Great Britain; Italy; Soviet Russia; smaller states; problem of European peace; China and the Asiatic region; Japan; problem of peace in Asia, the American region; the United States; the world powers; the background of peace; the Covenant of the League; Locarno; the Pact of Paris; recent developments in the war.

## LIBRARY SCIENCE

Mrs. Morris

**Library Science 186. Introduction to the Use of the Library. One hour.**

Purpose: 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. Book Selection and Bibliography. Three hours.**

Purpose: To teach the principles and methods of book selection for libraries and the fundamental bibliographic tools and book selection aids.

**Library Science 287. Reference Materials. Three hours.**

Purpose: To make students familiar with the outstanding reference sources necessary for research work in any field.

## DEPARTMENT OF SCIENCE

The Department of Science is divided as follows:

Department of Biology, Chemistry and Geography with Dr. Pennebaker as Head.

Department of Mathematics and Physics with Dr. Wine-land as Head.

DEPARTMENT OF BIOLOGY, CHEMISTRY AND  
GEOGRAPHY

Mr. Pennebaker

Mr. Riedel

Mr. Keller

Miss Wilkes

Mr. Shannon

Miss Braun

Science requirements for a Provisional Elementary certificate or any of the degrees must be fulfilled from courses offered in biology, chemistry, geology, and physics. Requirements in geography are stated as such under a separate heading.

For suggested programs for pre-medical, pre-dental and pre-nursing students, see pp. 60-61 of this catalog.

## BIOLOGICAL SCIENCE

Mr. Pennebaker

Mr. Shannon

Courses in biology are organized to afford students the opportunity to gain a knowledge of plants and animals as a part of their general culture, to prepare them to teach nature study in the grades and biology in high school, and to furnish a background for the study of certain professional courses such as agriculture, home economics, dentistry, and medicine.

As soon as a student decides to major in biology, he should consult his major professor for help in planning his course so as to meet his particular needs.

## REQUIREMENTS:

<i>For a Major</i> (certificate and degree):		Qu. Hrs.
Biology 103, 104, 211, 212, 215, 216, 471, 475 .....		31
Additional courses in biology .....		13
Minimum .....		44
Maximum .....		51
<i>For a Major</i> (degree without certificate). Choose A (Zoology) or B (Botany).		
A. Biology 103, 104, 211, 212, 334, 434, 438, 471 .....		39
Additional courses in biology .....		5
Minimum .....		44
Maximum .....		51
B. Biology 103, 104, 214, 215, 315, 316, 317, 413 .....		38
Any additional courses .....		6
Minimum .....		44
Maximum .....		51
<i>For a Minor:</i>		
Biology 103, 104, 211, 212, 215, 216 .....		24
Any other courses in biology .....		6
Minimum .....		30

## DESCRIPTION OF COURSES

**Biology 103. General Biology. Four hours.**

Prerequisite: None.

Purpose: To give the student some fundamental ideas about life and the physical basis upon which it depends; the nutritive, excretory, respiratory, and reproductive processes involved in all types of life; and the interrelationships of various forms of living organisms.

Topics: Protoplasm, cell structure, cell division, photosynthesis, digestion, respiration, and excretion.

Time: Two lecture and two laboratory periods per week.

**Biology 104. General Biology (continued). Four hours.**

Prerequisite: Biology 103.

Purpose: Continuation of Biology 103.

Topics: Cycles of elements in nutrition, nutritional relationships, reproduction, bacteria, and inheritance.

Time: Two lecture and two laboratory periods per week.

**Biology 203. Nature Study. Four hours.**

Prerequisite: None.

**Purpose:** To acquaint the prospective elementary teacher with the more common plants and animals of this region, and the more evident phenomena of nature about which children in the elementary grades are likely to inquire.

**Topics:** Common forms of mushrooms, mosses, ferns, and flowering plants; flowers, seeds, and fruits; common forms of fishes, amphibians, reptiles, birds, and mammals; teaching devices, nature games, and literature for children.

**Time:** One lecture-discussion and six laboratory hours per week.

**Biology 211. General Zoology. Four hours.**

**Prerequisites:** Biology 103 and 104.

**Purpose:** To teach the scientific method of thinking through a systematic study of the habitat, structure, function, reproduction, and economic importance of the major groups of lower animals.

**Topics:** The major groups of invertebrate animals including type specimens of each of the phyla.

**Time:** Two lecture-discussion and four laboratory hours per week.

**Biology 212. General Zoology (continued). Four hours.**

**Prerequisites:** Biology 103, 104, and 211.

**Purpose:** To teach the scientific method of thinking through a systematic study of the habitat, structure, function, reproduction, and economic importance of the major divisions of the vertebrates.

**Topics:** The major groups of the chordates, including type animals of the subphyla of the chordates and the classes of the vertebrates.

**Time:** Two lecture-discussion and four laboratory hours per week.

**Biology 214. Plant Diseases. Four hours.**

**Prerequisites:** Biology 103, 104, 215, and 216.

**Purpose:** To acquaint the student with the nature of plant diseases and to classify and study the life cycles of some of the more common causative organisms.

**Topics:** Significance of plant diseases; classification of fungi; diseases caused by rusts, smuts, fleshy fungi, bacteria,

and viruses; physiogenic diseases; principles and procedure in the control of plant diseases; resistant varieties and cultural control.

Time: Two lecture-discussion and four laboratory hours per week.

**Biology 215. General Botany. Four hours.**

Prerequisites: Biology 103 and 104.

Purpose: To give the student an appreciation of the scientific approach to the solution of problems, and the economic and aesthetic importance of the plant kingdom to man.

Topics: General survey of the plant kingdom; and development, reproduction, and relationships of the Thallophytes, Bryophytes, and Pteridophytes.

Time: Two lecture-discussion and four laboratory hours per week.

**Biology 216. General Botany (continued). Four hours.**

Prerequisites: Biology 103, 104, and 215.

Purpose: Continuation of Biology 215.

Topics: Structure, physiology, reproduction, taxonomy, and economic importance of the seed-bearing plants.

Time: Two lecture-discussion and four laboratory hours per week.

**Biology 304. Genetics. Four hours.**

Prerequisites: Biology 103 and 104.

Purpose: To acquaint the student with the laws of inheritance and their application to plant and animal breeding.

Topics: History of genetics, gamete formation, segregation and recombination of factors, dominance, complimentary factors, supplementary factors, inhibitor factors, sex link factors, sex limited factors, linkage and cross over, and biometric methods.

Time: Three lecture-discussion and two laboratory hours per week.

**Biology 311. Eugenics. Four hours.**

Prerequisites: Biology 103 and 104.

Purpose: To teach the relationship of sociology to biology, especially regarding the laws of marriage, and to give the

student an understanding of the causes of the vast expenditure on penal and charitable institutions.

Topics: Differences among men; inheritance of human differences; natural selection; need for negative eugenics; eugenic aspect of marriage and divorce legislation; wars; religion; race amalgamation; and euthenic majors.

Time: Four lecture-discussion hours per week.

**Biology 313. Economic Botany. Four hours.**

Prerequisites: Biology 103, 104, and 213.

Purpose: This course is planned for the student to learn the educational value of common facts about our economic plants useful and harmful to man.

Topics: Industrial plants and plant products, drug plants and drugs, food plants and food adjuncts such as spices and other flavoring materials, beverage plants and beverages.

Time: Three lecture-discussion and one laboratory demonstration hours per week.

**Biology 315. Local Flora. Four hours.**

Prerequisites: Biology 103, 104, 215, and 216.

Purpose: To develop the ability to use successfully manuals for the classification of plants and to acquaint the students with the common flowering plants of Eastern Kentucky.

Topics: Types of flowers; structure and arrangement of flower parts; construction of keys; laws of nomenclature; and classes, orders, and families of flowering plants.

Time: One lecture-discussion and six laboratory hours per week.

**Biology 316. Dendrology. Three hours.**

Prerequisites: Biology 103, 104, 215, and 216.

Purpose: To acquaint the student with the common trees and shrubs of Eastern Kentucky; to emphasize the economic importance of trees; to teach the use of trees and shrubs in landscaping.

Topics: Types and arrangement of flowers, buds, leaves, and leaf scars; identification of trees and shrubs; texture of wood and its economic importance; and landscaping.



**Biology 317. Bacteriology. Six hours.**

Prerequisites: Biology 103 and 104.

Purpose: To acquaint the student with the importance of bacteria and the techniques used in studying them; and to give the pre-professional students in medicine, dentistry, home economics, and agriculture a basis for their professional training.

Topics: Methods of identification and classification of bacteria; morphology and distribution of microorganisms; cultivation, observation, methods of examination, and physiology of microorganisms; fermentation and decay; and health.

**Biology 332. Human Physiology. Five hours.**

Prerequisites: Biology 103 and 104.

Purpose: To acquaint the student with the function of the healthy human body in growth, maintenance, and reproduction; and to show variation of function in certain diseased conditions.

Topics: Protoplasmic organization; structure; circulation and function of blood; respiration; excretion; digestion; metabolism and nutrition; endocrine system; nervous system; special senses; and reproduction.

Time: Five lecture-discussion hours per week.

**Biology 333. Ornithology. Four hours.**

Prerequisite: None.

Purpose: A course designed to give the student an appreciation of the economic and aesthetic value of the common birds of Eastern Kentucky.

Topics: Classification and identification of birds; life histories; feeding habits; nesting habits; theories of migration; and economic importance.

Time: One lecture-discussion and six laboratory hours per week.

**Biology 334. Entomology. Four hours.**

Prerequisites: Biology 103, 104, and 211.

Purpose: To acquaint the student with the use of keys; methods of classification; and economic importance of the insects common to this section.

Topics: General structure of insects, life histories, common orders, and families; economic importance and common methods of control.

**Biology 336. Human Anatomy. Four hours.**

Prerequisites: Biology 103 and 104.

Purpose: To give the physical education majors, and the pre-medical, pre-dental and pre-nursing students a knowledge of the general structure of the human body as a basis for their professional study.

Topics: Special emphasis is placed on internal anatomy; circulation; and muscular, skeletal, nervous and reproductive systems.

Time: Four lecture-discussion hours per week.

**Biology 413. Plant Physiology. Four hours.**

Prerequisites: Biology 103, 104, 215, and 216.

Purpose: To acquaint the student with the absorption of minerals from the soil and their utilization by the plant, the manufacture of various types of foods, etc.

Topics: Osmosis; plasmolysis; photosynthesis; respiration; transpiration; fertilizers; soil elements and their uses; atmospheric elements and their functions; dormancy, etc.

Time: Two lecture-discussion and four laboratory hours per week.

**Biology 432. Physiology of Exercise. Four hours.**

Prerequisites: Biology 103, 104, and 332.

Purpose: To teach the fundamental causes for observed effects of exercise on respiration, circulation, muscle tone, etc.

Topics: The structure of nerve fibers and nerves; physiological properties of nerve fibers; nature of nerve impulses; chemical changes in nerves; sources of energy from muscle contraction; waste products and their effects; fatigue; etc.

Time: Four lecture-discussion hours per week.

Note: This course is required of all physical education majors. It does not count as an elective for biology majors or minors.

**Biology 433. Field Vertebrate Zoology. Four hours.**

Prerequisites: Biology 103, 104, 211 and 212.

Purpose: To give the student a survey of the fishes, amphibians, reptiles, and mammals of this section.

Topics: Methods of classifying the animals; laws of nomenclature; use of keys; identification, habitats, and economic importance of the vertebrates of Eastern Kentucky.

Time: One lecture-discussion and six laboratory hours per week.

**Biology 434. Comparative Anatomy. Six hours.**

Prerequisites: Biology 103, 104, 211, and 212.

Purpose: To acquaint the student with the comparative relationships of the various body parts of the vertebrates.

Topics: The digestive, circulatory, respiratory, excretory, reproductive, muscular, and skeletal systems of the classes of the vertebrates.

Time: Three lecture-discussion and six laboratory hours per week.

**Biology 438. Vertebrate Embryology. Six hours.**

Prerequisites: Biology 103, 104, 211, and 212.

Purpose: To acquaint the student with the changes that take place in the developing organisms from fertilization until the major systems have been formed.

Topics: Gamete formation; fertilization; cleavage, gastrulation; development of the nervous, digestive, excretory, circulatory, and respiratory systems; formation of the extra-embryonic membrane.

Time: Three lecture-discussion and six laboratory hours per week.

**Biology 471. Seminar. One hour per quarter.**

Prerequisites: Twenty-four hours in biology and at least junior standing.

Purpose: To acquaint the student with methods of conducting and reporting research, checking the library for current literature on a given topic, and defending one's point of view before groups of scientists.

Topics: Selected topics of current importance in biological research. At least three quarter hours in this course are required of all majors and minors.

Time: One lecture-discussion period per week.

**Biology 475. Teaching of Biology. Four hours.**

Prerequisite: At least twenty-four hours in biology.

Purpose: To acquaint the prospective teacher of biology with some of the common methods used in selecting, organizing, and presenting materials in biology classes and laboratories, and in securing and preserving specimens for museums.

Topics: Objectives; teaching plans; evaluation of a program; choosing a text; trends in biology; student projects; collecting and preserving materials; laboratory equipment and substitutes; and laboratory experiments.

Time: Four lecture-discussion hours per week.

**Biology 476. Special Problems. One to three hours.**

Prerequisite: At least thirty hours in biology.

Purpose: To give the student an opportunity to do advanced work as a continuation of an earlier course and to introduce the student to individual research.

Topics: The topic will be selected at the time of registration.

Time: The time will vary with the problem.

## CHEMISTRY

Mr. Keller

Mr. Riedel

The courses in chemistry are designed to give a general cultural background to prepare the student to teach high school chemistry, to take work in agriculture, home economics, and other fields in which the fundamentals of chemistry are needed, and to meet the needs of the student desiring to enter such professional fields as medicine, chemistry, dentistry, etc.

It is required that students majoring in the department have a minimum of one year of college physics, one course in algebra, and one in trigonometry.

## REQUIREMENTS:

*For a Major:*

Qu. Hrs.

- A. For students who wish to qualify as teachers of chemistry in high school but who do not expect to take graduate work in the field.  
Chemistry 111, 112, 113, 221, 222, 223, 331, 332, 333 and 471 ..... 39
- B. For students who expect to do graduate work in chemistry or to qualify as professional chemists.  
Chemistry 111, 112, 113, 221, 222, 223, 331, 332, 333, 441, and 471 ..... 43

*For a Minor:*

Chemistry 111, 112, 113, 221, 222, 331 and 332..... 28

## DESCRIPTION OF COURSES

**Chemistry 111. General Chemistry. Four hours.**

Prerequisite: None.

Purpose: To acquaint the educated layman with the outstanding facts, theories and principles of chemistry, along with some important applications to daily life and industry; to prepare students for advanced courses in chemistry; to fulfill first requirements for students preparing to be nurses, doctors, dentists, engineers, home economists, and agriculturists.

Topics: The relation of chemistry to physics and derived sciences; chemical change; building block of nature; equations; formulas; etc.

Time: Two lecture-discussion and four laboratory hours per week.

**Chemistry 112. General Chemistry (continued). Four hours.**

Prerequisite: Chemistry 111.

Purpose: Continuation of the above prerequisite course.

Topics: The more important non-metals—hydrogen, oxygen, nitrogen, sulfur, etc.

Time: Two lecture-discussion and four laboratory hours per week.

**Chemistry 113. General Chemistry (continued). Four hours.**

Prerequisites: Chemistry 111 and 112.

Purpose: Completion of introductory college chemistry and integration of its content.

Topics: The more important metals—sodium, potassium, calcium, magnesium, aluminum, iron, copper, etc.; the preparation and simple analysis of common materials.

Time: Two lecture-discussion and four laboratory hours per week.

**Chemistry 221. Qualitative Analysis. Four hours.**

Prerequisites: Chemistry 111, 112, and 113.

Purpose: To review general chemical principles and the writing of equations; and to introduce the student to the theory and practice, under the most commonly used technique, of identification of metals and "acids".

Topics: Methods of analysis; selection of a method; principles involved, types of procedure making use of the variety of solubility and color; the group concept and its applications; emphasis on groups I to III, cations, and groups I to V, anions; analysis of an unknown mixture by groups and, finally, of all groups.

Time: Two lecture-discussion and four laboratory hours per week.

**Chemistry 222. Volumetric Analysis. Four hours.**

Prerequisites: Chemistry 111, 112, 113, and 221.

Purpose: To induct the student into the theory and practice of estimating accurately the percent composition of simple

chemicals, ores and alloys. The usual methods employing standard solutions are emphasized.

Topics: The variety of methods possible; use of measuring instruments of precision; meaning and nature of accuracy and precisions; meaning of an "average"; judging the reliability of an average result; colitration of instruments and purification standards; practice in Acid-Base titration, in Redox reactions, in making standard solutions, in attacking an analysis by a variety of methods; introduction to electric instruments for pH, etc.

Time: Two lecture-discussion and four laboratory hours per week.

**Chemistry 223. Gravimetric Analysis. Four hours.**

Prerequisites: Chemistry 111, 112, 113, 221, and 222.

Purpose: To continue the theory and practice of mathematical and laboratory treatment of substances to estimate their exact composition. Here the emphasis is on weighing of dry materials before and after treatment rather than by dependence on solutions.

Topics: Calibration of balances and weights; use and care of dessicators; weighing for accuracy and speed; determination of water content; selected exercises using ignition and oven temperatures and such substances as pure chemicals, ores and interesting available products; acquaintance with electrodeposition.

Time: Two lecture-discussion and four laboratory hours per week.

**Chemistry 331. Organic Chemistry (Chain Compounds). Four hours.**

Prerequisites: Chemistry 111, 112, and 113; also 221 or consent of instructor.

Purpose: To meet the requirements of the educated layman in the greatest single field of applied chemistry for its leading theories, principal facts and applications; to meet the requirements for pre-nursing, pre-dental, pre-medical, and home economics curricula; also to meet a need of agriculture teachers.

Topics: The importance of carbon above all other elements; nature of carbon chemistry; fields of application; pecu-



liarities of organic substances and their reactions; classes and series of compounds; type reactions; preparation and identification; chemistry of oils, alcohols, and carbohydrates.

Time: Two lecture-discussion and four laboratory hours per week.

Note: Chemistry 331 is the first half of the minimum creditable courses in Organic Chemistry. It must be followed by at least four credit-hours in Chemistry 332.

**Chemistry 332. Organic Chemistry (continued) (Cyclic Compounds). Four hours.**

Prerequisites: Chemistry 111, 112, 113, and 331.

Purpose: To continue the concepts and practices initiated in Chemistry 331.

Topics: The benzene ring; sources of simple and derived ring compounds; preparation of benzene and aniline derivatives; proteins; coal-tar dyes; medicinals; indicators; rubber; vitamins; hormones; alkaloids.

Time: Two lecture-discussion and four laboratory hours per week.

**Chemistry 333. Principles and Applications of Organic Chemistry. Four hours.**

Prerequisites: Chemistry 111, 112, 113, 331, and 332.

Purpose: To complete and extend the information and techniques of the introductory courses in organic chemistry (Chemistry 331 and 332).

Topics: Emphasis on important uses of selected organic compounds, and upon biological items such as photosynthesis, digestion, and metabolism; review and extension of previously learned facts, with emphasis on general principles.

Time: Two lecture-discussion and four laboratory hours per week.

Note: This course is required of all chemistry majors in completion of the unit beginning with Chemistry 331.

**Chemistry 340. Introductory Chemistry of Foods. Four hours.**

Prerequisites: Chemistry 111, 112, 113, and 331.

Purpose: To apply fundamentals of chemistry to the choice and preparation of foods. The course is especially for

students of home economics and pre-nursing, but may be taken by others.

**Topics:** Foods, their nature, variety and functions; misconceptions concerning and abuses of food; identification of classes; effects of processing; digestion or spoilage; adulteration; extractive procedures; methods of identifying and estimating content; determining mineral content; criticism of food quackery and advertising.

**Time:** Two lecture-discussion and four laboratory hours per week.

**Chemistry 441. Physical Chemistry. Four hours.**

**Prerequisites:** Chemistry 111, 112, 113, 221, 222, 223, 331, 332, 333, college algebra, trigonometry, and physics.

**Purpose:** To prepare the chemistry major to enter advanced courses and to conduct research involving more than introductory courses in the subject; to study certain chemical processes with mathematical precision.

**Topics:** The relations of chemistry, physics and mathematics; the concepts of precision and accuracy, scientific measurements and their various averages and expressions of reliability; quantitative atomic theories and laws; measurement of gases, liquids, and solids under various thermodynamic circumstances; atomic structure.

**Time:** Two lecture-discussion hours and two laboratory hours per week.

**Note:** The course is a part of a unit taught in three segments: Chemistry 441, 442, and 443.

**Chemistry 442. Physical Chemistry. Four hours.**

**Prerequisite:** Chemistry 441. Calculus is desirable.

**Purpose:** Continuation and elaboration of Chemistry 441.

**Topics:** Physical properties and molecular constitution; the laws of thermodynamics; laws and theories involving solutions, electrolytes; thermo-chemistry, and equilibrium and its varieties.

**Time:** Two lecture-discussion and two laboratory hours per week.

**Chemistry 443. Physical Chemistry. Four hours.**

Prerequisite: Chemistry 442. Calculus and mechanics are desirable.

Purpose: Continuation of Chemistry 442, integration and fundamentals of the whole course.

Topics: Chemical kinetics; electromotive force; electrolysis; electrical studies; conductance; ionization potentials; polarization; pH determination by electrometric devices; photochemistry; and colloidal state.

Time: Two lecture-discussion and two laboratory hours per week.

**Chemistry 451. Physiological Chemistry. Four hours.**

Prerequisites: Chemistry 111, 112, 113, 331, 332; also 221 and 222 are highly desirable.

Purpose: To understand and to be able to do, in the field of chemical theory, principles and procedures concerned with physiological processes in man and the animals.

Topics: Qualitative and quantitative analysis of food; production of digestion enzymes; and blood and urine constituents.

Time: Two lecture and four laboratory hours per week.

**Chemistry 471. Seminar. One hour.**

This seminar is designed to give the student an opportunity to become familiar with the literature in chemistry, to work with indices and bibliographies in special fields, to give the student an introduction to research, and to bring together certain phases of chemistry.

This course is required of all chemistry majors and minors during their senior year.

Time: One hour per week.

## GEOGRAPHY

Miss Wilkes

Miss Braun

## REQUIREMENTS:

<i>For a Major:</i>	Qu. Hrs.
Geography 100, 211, 241, 460, 475 .....	20
Other geography courses .....	16
Minimum .....	36
Maximum .....	40
<i>For a Minor:</i>	
Geography 100, 241, 475 .....	12
Other geography courses .....	12
Minimum .....	24

## AREA MAJOR FOR SOCIAL SCIENCE TEACHERS

Total requirements in history, political science, sociology, economics and geography .....	72
<i>History</i> (minimum 28 hours)	
History 241, 242, 331, 332 .....	16
American History in 330's and 400's .....	8
Elective in advanced history courses .....	4
Total.....	28
<i>Political Science</i> (minimum 8 hours)	
Political Science 241 .....	4
One advanced course in 300's or 400's .....	4
Total.....	8
<i>Sociology</i> (minimum 8 hours)	
Sociology 201 .....	4
One advanced course in 300's or 400's .....	4
Total.....	8
<i>Economics</i> (minimum 8 hours)	
Economics 201 .....	4
One advanced course in 300's or 400's .....	4
Total.....	8
<i>Geography</i> (minimum 8 hours)	
Geography 100 .....	4
One course from the following: 241, 247, 331, 383.....	4
Total.....	8
The remaining 12 hours are free electives and may be chosen from any one or more of these fields .....	12
Grand Total.....	72

## DESCRIPTION OF COURSES

**Geography 100. Principles of Geography. Four hours.**

Purpose: To study the forces and processes acting on the surface of the land; to develop a geographic background on which to base further study; and to develop the habit of interpreting human activities in their relationship to natural conditions and to indicated cultural conditons.

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

**Geography 180. Map Reading. Two hours.**

Prerequisite: None.

Purpose: Training in reading of maps and in their use and interpretation. This course is planned especially for pre-induction military groups and for students interested in map-reading skills.

Topics: Reading of maps in general with special emphasis on topographic, contour, and weather maps.

**Geography 190. Meteorology. Three hours.**

Prerequisite: Geography 100.

Purpose: To give instruction in the elements of weather and climate, and the use of the various instruments for the forecasting of weather; to give a background for the interpretation of the weather and climatic elements in relation to man's activities.

Topics: Weather and climatic elements, atmospheric temperature, pressures, and moisture; the wind systems, and storms; weather maps and forecasting; climatic regions.

**Geography 221. Economic Geography. Four hours.**

Prerequisite: Geography 100.

Purpose: To make a world-wide survey of the major economic pursuits in their relation to the natural environment; to develop a concept of the commercial world; and to interpret the position of the United States in world trade.

Topics: Food resources; fundamentals of manufacturing; leather, rubber, chemicals, and minerals; world commerce—the origin and destination of products; and chief trade routes.

**Geography 241. North America. Four hours.**

Prerequisite: None.

Purpose: To make a detailed study of the major geographic regions of Alaska, Canada, and the United States; and 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 280. Australia. Three hours.**

Prerequisite: Geography 100.

Purpose: To give instruction in the natural environment of Australia; to show the relation of man's activities to this natural environment; to develop plans for teaching various units.

Topics: The location of Australia, the climatic regions, the physiographic regions, the plant and animal life, and mineral resources; the human activities of the various regions; and the development of teaching techniques for use in the seventh and eighth grades.

**Geography 320. South America. Four hours.**

Prerequisites: Geography 100 and 241.

Purpose: To give the student a general knowledge of climatic, topographic, cultural, and trade conditions of the South American countries.

Topics: A somewhat detailed study of the South American countries. Special attention will be given to the relations of South America with the United States.

**Geography 331. Europe. Four hours.**

Prerequisite: Geography 100.

Purpose: To study the resources of the principal countries of Europe and their development.

Topics: The study of human activities in relation to natural and cultural features of the principal countries; commercial development and the part played therein by the colonies; geographic interpretation of current European affairs.

**Geography 344. Kentucky. Four hours.**

Prerequisites: Four hours of credit in geography or experience in teaching.

Purpose: To give instruction in the resources of Kentucky; and to stimulate geographic research in Kentucky.

Topics: A general survey of Kentucky in its location to adjacent states as to climate, soil, vegetation, and population density; a survey of the geologic sections of the state; a detailed study of the geographic regions of the state; practice in the assembling and use of materials available for teaching, and field work in selected areas.

**Geography 351. Middle America. Three hours.**

Prerequisites: Geography 100, 241, and 320.

Purpose: To gain an understanding of the strategic and economic importance of this area to the United States.

Topics: Geographic development of Mexico, Central America, and the islands of the Gulf and Caribbean.

**Geography 380. Introduction to Field Geography. Four hours.**

Prerequisites: Geography 100, 211, 241, and 344.

Purpose: To develop ability to observe, select, and correlate facts that lead to a geographic understanding of the area studied; to give practice in the assembling, charting, and mapping of the area studied.

Topics: Collection of data for mapping sections of rural or urban areas; surveys of industrial establishments; detailed studies of specific human activities in selected localities.

**Geography 383. Geography of Asia. Four hours.**

Prerequisites: Geography 100, 211, 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 387. Geography of Africa. Four hours.**

Prerequisites: Geography 100 and 331.

Purpose: To gain an understanding of the conditions, development, and problems of Africa.

Topics: Economic development in Africa in relationship to natural assets and liabilities of the continent; consideration of its strategic importance in world trade and in military operations.

**Geography 460. Historical Geography of the United States. Four hours.**

Prerequisites: Twelve hours credit in geography and eight hours in history.

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. Methods and Materials in Teaching Geography. Four hours.**

Prerequisite: Twelve hours credit in geography.

Purpose: To train teachers and students of geography in selection and organization of relevant materials and their presentation in the classroom.

Topics: Selection, organization, and presentation of material to be used in the teaching of geography at grade levels.

## GEOLOGY

Miss Braun

Courses in geology are intended to give the student a knowledge of the physical structure of the earth, 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 are particularly useful to students of agriculture.

### **Geology 100. General Geology. Four Hours.**

Prerequisite: None.

Purpose: To give instruction in the forces and processes acting on the surface of the land; to give instruction in the internal forces and processes acting on the 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.

Time: Four lecture-discussion hours per week and special field trips.

### **Geology 101. Historical Geology. Four hours.**

Prerequisite: Geology 100.

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, and rocks occurring in the various stages of the earth's processes.

Time: Four lecture-discussion hours per week and special field trips.

## DEPARTMENT OF MATHEMATICS AND PHYSICS

## MATHEMATICS

Mr. Wineland

Mr. Fair

Students who intend to major in mathematics or physics should enroll in the beginning classes in these fields during the Freshman year and should consult the head of the department regarding their programs of courses.

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 and equip the student for positions as teachers of mathematics and physics in high schools.

## REQUIREMENTS:

*For a Major:*

	Qu. Hrs.
Mathematics 141, 151, 231, 361, 362 .....	25
Other courses above 300 prescribed by the department..	12
Students expecting to do graduate work in mathematics should take at least 16 hours in the 400 group	
Minimum .....	37
Suggested maximum .....	41

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, 361 .....	20
Additional work prescribed by the department .....	4
Minimum .....	24

## REQUIREMENTS FOR AN AREA MAJOR IN SCIENCE

A teaching area in science shall consist of a minimum of 72 quarter hours in the sciences, 32 of which shall be in one of the following: biology, chemistry, or physics, and a minimum of 12 quarter hours in each of the other two of these fields (biology, chemistry, physics); 4 quarter hours in geology; and the remaining 12 quarter hours shall be selected from the sciences.

Students taking the Area Major in Science must offer mathematics as one of the fields in the core curriculum. They should also offer additional hours of credit in science subjects sufficient to earn the B.S. degree. A minimum of 90 quarter hours of science credit is required for this degree.

**Mathematics 101. Business Arithmetic. Four hours.**

(Credit in this course will not be accepted on mathematics requirements for a degree or for a major or minor in mathematics.)

Purpose: To give the students of commerce a knowledge of the fundamental arithmetical ideas connected with business.

Topics: Addition, subtraction, multiplication and division of integers, common fractions and decimals; ratio and proportion; percentage; brokerage; interests; discounts; weights and measures; payments; insurance; taxes; partnership settlements; charts and graphs.

**Mathematics 102. Shop Mathematics. Three hours.**

(Credit in this course will not be accepted on the mathematics requirements for a degree or for a major or minor in mathematics.)

Purpose: To give vocational students a working knowledge of the elementary principles of algebra, geometry, and trigonometry which have practical applications in their fields.

Topics: Signed numbers; linear, fractional and simple quadratic equations; graphs of empirical data and simple equations; similar triangles; theorem of Pythagoras; trigonometric functions; solution of triangles; cosine law; vectors.

**Mathematics 131. Solid Geometry. Four hours.**

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

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

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

**Mathematics 132. Navigation. Three hours.**

Purpose: To present the methods and principles of navigation for (a) teachers of high school aeronautics courses and (b) other students interested in aviation.

Topics: Map projections; aeronautical charts; navigation instruments; elements of piloting, radio navigation and celestial navigation; selected problems in dead-reckoning.

**Mathematics 141. Plane 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 142. Spherical Trigonometry. Three hours.**

Purpose: To develop a working knowledge of the principles of trigonometry as applied to the solution of spherical triangles.

Topics: Napier's rules and laws of quadrants for right spherical triangles; polar triangles; quadrantal triangles; oblique spherical triangles; applications to problems in navigation; spherical coordinates.

**Mathematics 151. 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 Plane Trigonometry.

Purpose: To review high school algebra, to make a critical study of the algebraic process, 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, and properties of quadratic equations; ratio, variation, proportion, logarithms, progressions, permutations and combinations, probability, partial fractions, and an introduction to determinants and series.

**Mathematics 152. Mathematics of Finance. Five hours.**

Prerequisite: Mathematics 151.

Purpose: To give the student of commercial subjects, or the general student desiring the course, a knowledge of the fundamental mathematics connected with business.

Topics: The course deals with calculations on interest,

annuities, amortizations, sinking funds, bonds, depreciation, building and loan, life insurance, and related topics.

**Mathematics 231. Analytic Geometry. Five hours.**

Prerequisites: Mathematics 141 and Mathematics 151.

Purpose: (a) To show the relations between geometry and algebra, (b) to teach the construction and interpretation of graphs.

Topics: Cartesian coordinates; the fundamental properties of curves; the curve as a locus; the straight line; the circle; the conic sections; transformations of coordinates; tangents; polar coordinates; transcendental curves; parametric equations; properties of curves and surfaces in geometry of three dimensions.

**Mathematics 361. 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; volume; lengths.

**Mathematics 362. Integral Calculus. Five hours.**

Prerequisite: Mathematics 361.

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. History of Mathematics and Teaching Mathematics in Secondary Schools. Four 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 had, or are taking, Mathematics 231.

**Mathematics 431. College Geometry. Four hours.**

Prerequisite: Mathematics 231.

Purpose: To study problems in advanced plane geometry dealing with important extensions of the concepts of elementary geometry.

Topics: Advanced problems in construction; study of geometric loci; similar and homothetic figures; Ceva's theorem; Menelaus' theorem; harmonic ranges and pencils; complete quadrangle and complete quadrilateral; nine-point circle; symmedians; coaxial circles; inversion; poles and polars; cross ratio; involution.

**Mathematics 432. Synthetic Projective Geometry. Four hours.**

Prerequisite: Mathematics 231.

Topics: Primitive forms; principle of duality; perspective position; harmonic ranges; harmonic pencils; projectively related primitive forms; elementary forms; Pascal's theorem; Brianchon's theorem; poles; polars; diameters; ruled surfaces; involution.

**Mathematics 441. Theory of Equations. Four hours.**

Prerequisite: Mathematics 231.

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

**Mathematics 461. Advanced Calculus. Four hours.**

Prerequisite: Mathematics 362.

Purpose: To extend the concepts of differential and integral calculus.

Topics: Continuity; derivatives and differentials; series; partial differentiation; implicit functions; line, surface, and space integrals.

**Mathematics 481. Series. Four hours.**

Prerequisite: Mathematics 362.

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. Differential Equations. Four hours.**

Prerequisite: Mathematics 362.

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

**Mathematics 484. (Also Physics 484.) Theoretical Mechanics. Five hours.**

Prerequisites: Mathematics 362 and Physics 131.

Topics: Elementary concepts; rectilinear and curvilinear motion of a particle; statics of a particle of rigid bodies; particle dynamics; dynamics of rigid bodies; constrained motion; oscillations.

**Mathematics 485. Vector Analysis. Four hours.**

Prerequisite: Mathematics 362.

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

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.

## PHYSICS

Mr. Wineland

Mr. Fair

## REQUIREMENTS:

<i>For a Major:</i>	Qu. Hrs.
Physics 131, 132, 133, 331, 332 .....	24
Other courses above 300 prescribed by the department .....	12
Minimum .....	36
 <i>For a Minor:</i>	
Physics 131, 132, 133 .....	12
Additional courses prescribed by the department .....	12
Minimum .....	24

*For the Degree in Home Economics:*

Either a special course in Household Physics or Physics 131, 132, and 133 will be required.

*For Preparation for Medicine:*

All strong medical schools require a minimum of 12 quarter hours work in college physics. This requirement may be met by courses 131, 132, and 133.

Students who intend to take a major or minor in physics should plan their schedules so as to take Mathematics 141, 151, and 231 concurrently with Physics 131, 132, and 133. It should be noted that Differential Calculus (Mathematics 361) is a prerequisite for nearly all advanced courses in physics; for this reason it is desirable that those students taking majors or minors in physics plan to take at least a minor in mathematics.

## DESCRIPTION OF COURSES

**Physical Science 101. Introduction to Physical Sciences. Four hours.**

Credit for this course 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.

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: Deals largely with the science of physics and will treat such materials from chemistry as are closely related thereto. Four hours of lecture and discussion work per week with outside reading.

**Physics 111. Household Physics. Four hours.**

Topics: A study of the elementary ideas of mechanics, molecular physics and heat; also electricity, magnetism, 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. Elementary Physics. Four 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 and molecular physics.

Three hours of lecture-discussion and two hours of laboratory work per week.

**Physics 132. Elementary Physics. Four hours.**

Prerequisite: Physics 131.

Purpose: Continuation of Physics 131.

Topics: A study of the elementary ideas of electricity and magnetism.

Three hours of lecture-discussion and two hours of laboratory work per week.

**Physics 133. Elementary Physics. Four hours.**

Prerequisites: Physics 131.

Purpose: Continuation of Physics 131 and Physics 132. This course may be taken either before or after Physics 132.

Topics: A study of the elementary ideas of heat, sound and light.

Three hours of lecture-discussion and two hours of laboratory work per week.

**Physics 201. Direct Current Circuits and Machines. Four hours.**

Prerequisite: Physics 132.

Topics: Review of direct current circuits, including Kirchoff's laws; magnetic circuits; d.c. generators; d.c. motors; d.c. manual and automatic controllers.

Two hours recitation and four hours laboratory per week.

**Physics 202. Alternating Current Circuits and Machines. Six hours.**

Prerequisites: Physics 201 and Mathematics 102.

Topics: Alternating current circuits, single-phase and polyphase; alternators; transformers; polyphase motors; single-phase motors; a.c. controllers.

Four hours recitation and four hours laboratory per week.

**Physics 203. Maintenance and Repair of Electrical Equipment. Four hours.**

Prerequisites: Physics 201 and credit in or simultaneous study of Physics 202.

Topics: Tests and repairs of d.c. armatures and fields, single-phase stators, three-phase stators, three-phase wound rotors, d.c. and a.c. controllers; armature and stator winding.

One hour lecture and six hours laboratory per week.

**Physics 301. Physical Manipulations. Two hours.**

Purpose: To train the future teacher in the repair of apparatus and the construction of new apparatus for laboratory and demonstration so that he can have a better laboratory in the high school or can be better equipped for graduate work.

Topics: The course will consist of shop work and glass blowing, including the construction of special pieces of apparatus which can be used in the laboratory.

**Physics 331. Mechanics and Heat. Six hours.**

Prerequisite: Credit in or simultaneous study of Mathematics 361.

Topics: The first quarter's work in physics consists of a study of mechanics and heat. Under mechanics are included 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 and quantity of heat, the relation of work to heat, the methods of transferring heat, the change of state, and application of heat to meteorology and machines.

Four recitations and two laboratory periods per week.

**Physics 332. Electricity and Magnetism. Six hours.**

Prerequisites: Physics 331 and Mathematics 362.

Topics: The magnetic field; electrostatics; electric circuits; electrical conduction in liquids and gasses; thermo electricity; electromagnetism; alternating current circuits.

Four recitations and two laboratory periods per week.

**Physics 333. Light. Four hours.**

Prerequisites: Physics 331 and Mathematics 362.

Topics: Wave motion; geometrical optics; diffraction; interference; polarization; optical instruments.

Four recitations per week.

**Physics 361. Fundamentals of Radio. Five hours.**

Prerequisites: Physics 132.

Topics: Review of fundamentals of electricity and magnetism; characteristics of vacuum tubes; rectifiers; amplifiers; oscillators; gas-filled tubes and their applications; cathoderay tubes; transmitters; receivers.

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

**Physics 371. Special Problems in Physics. One to three hours.**

Purpose. To develop originality and confidence in the student and to give him experience in independent laboratory

work; also, to give the student a deeper insight into the spirit of science. (This course is primarily for future teachers of physics.)

**Topics:** The course will consist of the working out of special laboratory experiments, the development of better laboratory equipment, and the solution of special mathematical problems related to physics.

**Physics 372. Special Problems in Physics.**

This course is a continuation of Physics 371.

**Physics 441. Introduction to Advanced Physics. Four hours.**

**Prerequisite:** Physics 332.

**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; nuclear physics.

Lectures, recitations, and problems.

**Physics 484. (Also Mathematics 484.) Theoretical Mechanics. Five hours.**

**Prerequisites:** Physics 131 and Mathematics 362.

**Topics:** Elementary concepts; rectilinear and curvilinear motion of a particle; statics of a particle; statics of a rigid body; particle dynamics; dynamics of a rigid body; constrained motion; oscillations.

*Special Departments*

ART

HEALTH AND PHYSICAL EDUCATION

HOME ECONOMICS

INDUSTRIAL ARTS

MUSIC



## DEPARTMENT OF ART

Mrs. Claypool

Mr. Young

This department offers professionalized courses in art education, creative expression in technical instruction, a sympathetic understanding of life art in appreciation, and history of world art.

The professionalized courses in art education have to do with the stimulating of self expression, with direction in the techniques of the different types of drawing, painting, modeling, crafts, and commercial art processes.

The appreciation work deals with the art elements and principles of design as related to every-day life, and with the functioning of these in fine art products.

The aim of this department is to prepare teachers in the progressive philosophy of art teaching and to give them a working knowledge of art processes so that they may guide and stimulate creative expression in children. It is also the purpose of the department to discover talent among the students and to give the type of instruction necessary in developing this talent.

## REQUIREMENTS:

*For a Double Major:*

	Qu. Hrs.
All courses offered in the department .....	72

*For a Major:*

101, 121, 122, 123, 161, 202 or 291, 263 or 264, 304, 311 or 314, 381, 412 or 415 .....	31
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Elective .....	6
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Total..... 37

*For a Minor:*

101, 121, 122, 161, 202 or 291, 263 or 264, 311 or 314.....	19
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Elective .....	6
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Total..... 25

Students who are not working for a teaching certificate will be permitted to make substitutions for Art 121, 122, and 123 on the advice of the Head of the Department.

Note:—Students planning to take Public School Art 121, 122, and 123 will eliminate many difficulties by prefacing these courses with Art 101 (Freehand Drawing).

Art Majors will find it beneficial to include the following subjects in their curriculum: Elementary Mechanical Drawing, History of Civilization, Zoology, a beginning course in chemistry and physics, and a foreign language.

**Art 101. Freehand Drawing. Three hours.**

Prerequisite: None.

Purpose: This course is planned to develop an ability to draw. It is designed primarily for those students who have had 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 add the graphic language to the individual's means of expressing himself, provide a necessary background for additional technical courses in art, greatly increase the classroom effectiveness of the prospective public school teacher, and add to the recreational possibilities open to the individual.

Topics: Perspective, sketching, problems in various mediums, composition in drawing, quick action sketching, figure drawing, and creative compositions.

**Art 121. Public School Art or Introduction to Art. Two hours.**

Prerequisite: None.

Purpose: To give experience with various media and processes and a working understanding of the fundamental principles of art; to stimulate creative expression in design and give methods of stimulating this type of work in teaching; also, to formulate a background for all art study and present an understanding of the principles involved.

Topics: Design, color, lettering, and creative art problems in these phases.

**Art 122. Public School Art or Introduction to Art. Two Hours.**

Prerequisite: None.

Purpose: To provide drawing experiences that will enable the student to express himself with that means; to stimu-

late the creativeness in drawing that can be taught only if experienced; to provide some painting problems that involve the use of color with drawing; and to initiate an understanding of the progressive principles of teaching art in the schools.

Topics: Perspective drawing, figure drawing, portrait drawing, composition in drawing, and introductory study of the teaching of art in the grades.

Art 121 and 122 are courses that contain much the same material that Art 121 offered in the past. Therefore a student who has taken Art 121 before the summer of 1942 should take Art 123 for the other Public School Art course.

**Art 123. Public School Art** (Materials, Methods and Activities for Elementary Grades.) **Two hours.**

Prerequisites: Art 121 and 122.

Purpose: To give the student the experience of applying the knowledge learned and skills acquired in Art 121 and 122 and of working out activities that may be interrelated with the activity or unit plan of teaching in the grades.

Topics: The philosophy and methods of teaching art to children in the primary, intermediate, and upper grades; a study of materials, media, and tools suitable for different grade and age levels; also, an insight into methods of getting, making, and using inexpensive and homemade materials and tools; group creative art activities as the making of movies, puppetry, book-making, marionette shows, plays, peep shows, table models, descriptive and animated maps, murals, friezes, textile decoration, etc.; individual creative art activities as block-printing, lettering, posters, clay work, and many of the techniques used in art work.

**Art 161. Art Appreciation. Two hours.** Given first and third quarters.

Purpose: To help students to solve successfully 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, texture and space in relation to the home, furniture, pottery, textiles, dress, graphic art, civic art, metal work, and glassware; and illustrative material in the form of pictures, slides, and exhibits.

**Art 162. Advanced Art Appreciation. Two hours.** Second and fourth quarters.

**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:** Art in the home, furniture, pottery, ceramics, textiles, dress, graphic arts, civic art, metalwork, photography, commercial art, flower arrangement, hairdress, stage design, woodwork, art of the book, glass, various periods of painting, architecture, and sculpture.

**Art 202. Composition and Drawing. Three hours.**

**Prerequisite:** Art 101.

**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, texture, and space to produce fine quality in creative composition.

**Art 263. History of Architecture and Sculpture. Four hours.**

**Purpose:** To help students develop a broader and deeper capacity of appreciation and also to make a more vital interrelation between all the fine arts; to develop a high standard of taste through a study of the arts; to acquaint students with methods and processes of the masters; to create a power of initiative in civic art activities; to give historic knowledge its

universal kinship with all ages and races; to provide for meritorious and refining recreation and self expression.

Topics: A brief historical survey of the architecture and sculpture of all the ages. Comparative studies are made and the influences on all art analyzed.

**Art 264. History of Art (Painting). Four hours. Second quarter.**

Prerequisite: None.

Purpose: To acquaint students with the painting of the masters; to develop appreciation of these works through association; to introduce information concerning methods, processes, media, and influences of the painters.

Topics: The paintings are studied in their respective periods and schools and comparative studies of paintings of different periods are made. The effect of history of the times, customs, and religious beliefs on the subjects and methods of presentation are examined as well as the art structure.

**Art 291. Color and Design. Three 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.

**Art 292. Elementary Costume Design. Three hours. First and third quarters.**

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 color.

**Art 303. Composition and Drawing (Advanced). Three hours.**

Purpose: To provide opportunity for the application of compositional elements learned in Art 202 in more advanced expression; to stimulate original thinking and individual expression in pictorial compositions; and to provide the necessary background for 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. Figure Drawing and Composition. Three hours.**

Prerequisite: Art 101.

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.

**Art 311. Beginning Oil Painting. Three hours.**

Prerequisites: Art 101, 121 or 202.

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. Beginning Water Color Painting. Three hours.**

Prerequisite: Art 101.

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, as well as to represent one's aesthetic emotions in this media.

Topics: Methods and materials; arrangement of the palette; composing and painting; still-life, landscape, portrait, figure, and abstract water color painting.

**Art 341. Beginning Crafts. Three hours.**

Prerequisite: Art 161 or 291.

Purpose: To develop appreciation and interest in the different 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: Original 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; creative manipulation of cast-off materials and training in camp crafts.

**Art 381. Beginning Commercial Art. Three hours.**

(Students planning to take Art 381 will find Art 291 and 204 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 adver-



tising 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. Stage Design. Three 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 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. Advanced Oil Painting. Three hours.**

Prerequisites: Art 102, 202, 291, and 311. This course is a continuation of Art 311.

**Art 413. Portrait Painting. Three 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 three portraits will be painted during the quarter. 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. Advanced Water Color Painting. Three hours.**

Prerequisites: Art 101, 202 or 291, and 314.

Purpose: Same as for Art 314.

Topics: Continuation of the work begun in Art 314.

**Art 442. Advanced Art Crafts. Three 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. Four 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 course. Etching may be included.

Topics: To be determined for each individual by the instructor in charge.

**Art 482. Advanced Commercial Art. Three hours.**

Prerequisites: Art 101 and 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. Advanced Costume Design. Three hours.**

Prerequisites: Art 101 or 304, and 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; corrective and structural designing for the figure; a closer study of personality traits and how they may be enhanced by dress; and sketching in color.

## DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Mr. Miller  
Mr. Johnson

Mr. Laughlin

Miss Warren  
Miss Walters

All students who are graduated from Morehead State Teachers College are required to take one year (three quarter hours) of physical education.

All freshmen women are required to take Physical Education 100 for their first quarter. Each quarter thereafter during the freshman year they may elect any of the following courses:

101, 102, 103, 106, 107, 116, 117, 118, 122, 133, 134, 216, 217, 222, 231, 234, 316, 317.

All freshmen men are required to take Physical Education 100 for their first quarter. Each quarter thereafter during the freshman year they may elect any of the following courses:

101, 102, 103, 106, 116, 117, 122, 124, 133, 134, 216, 217, 231, 234, 316, 317.

All students majoring or minoring in physical education are required to pass proficiency skill tests at the close of the sophomore year on volley ball, basketball, soccer, softball, swimming, tumbling, and dancing. If the work is not satisfactory, skill courses will be required.

At the close of the senior year a comprehensive test over the major will be given.

## REQUIREMENTS:

<i>For a Major (Women)</i>	Qu. Hrs.
Physical Education 203, 220, 305, 315, 335, 385, 435, 436, 437, 460, 493 .....	28
Elect one—325, 345, or 355 .....	2
Elect six of the following courses:	
101, 102, 103, 106, 116, 117, 122, 133, 134, 216, 217, 222, 231, 234, 316, 317 .....	6
Total.....	36

In addition to the above, women majors must take Biology 103, 104, 332, 336 and 432.

*For a Major (men)*

Physical Education 203, 220, 335, 375, 385, 395, 405, 435, 436, 437, 460, 493 .....	30
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Elect six of the following courses:

101, 102, 103, 106, 116, 117, 122, 124, 133, 134, 216, 217, 231, 234, 316, 317 .....	6
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In addition to the above, men majors must take Biology 103, 104, 332, 336, and 432.

*For a Minor (Women)*

Physical Education 203, 220, 315, 335, 385, 435, 465.....	17
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Elect one—325, 345, or 355 .....	2
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Elect six of the following courses:

101, 102, 106, 116, 117, 122, 133, 134, 216, 217, 222, 231, 234, 316, 317 .....	6
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Total.....	25
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In addition to the above, women minors must take Biology 103, 104, and 332.

*For a Minor (Men)*

Physical Education 203, 220, 335, 375, 385, 395, 435, 465....	19
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Elect six of the following courses:

101, 102, 103, 106, 116, 117, 122, 124, 135, 134, 216, 217, 231, 234, 316, 317 .....	6
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Total.....	25
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In addition to the above, men minors must take Biology 103, 104, and 332.

## DESCRIPTION OF COURSES

## OPEN TO BOTH MEN AND WOMEN

**Physical Education 104. Personal Hygiene and Public Safety. Three hours.**

**Purpose:** To acquaint the student with the fundamentals of health so that he may participate more successfully in the art of living.

**Topics:** Most common abnormal conditions of the body; desirable health practices, safety in the home; safety on the highway, etc.

**Physical Education 115. Bait Casting. One hour.**

Purpose: To learn the fundamentals of casting and to practice these fundamentals.

Topics: Various methods of casting; study of proper equipment and care of equipment.

**Physical Education 119. Hiking and Camp Craft. One hour.**

Purpose: To visit surrounding points of interest, and to participate in camp craft.

Topics: Firebuilding, outdoor cookery, camping in the out-of-doors.

**Physical Education 133. Folk Dancing. One hour.**

Purpose: To give the fundamental steps used in the folk dances of Europe and the Americas.

Topics: National folk dances and singing games of all nations.

**Physical Education 134. Elementary Tap Dancing. One hour.**

Purpose: To acquire skill in tap dancing through practice of steps and dances; and the appreciation and understanding of music as related to dance steps.

Topics: Fundamental tap steps; elementary tap and character dances; original tap combinations and dances.

**Physical Education 137. Social Dancing. One hour.**

Purpose: To meet the social need of the students on the campus.

Topics: Social dancing through practice, and dance floor courtesy.

**Physical Education 203. First Aid. Two hours.**

Purpose: To prepare by lecture, demonstration, and practice the administering of first aid in emergencies which may occur in school, on the playground, athletic field, and outings.

Topics: The stopping of bleeding; treatment and bandaging of open wounds; treatment of shock; splinting; transportation of the injured; water safety; artificial respiration; treatment for poisoning; and accident prevention.

**Physical Education 204. Community Health Problems. Two hours.**

Prerequisite: Personal Hygiene and Public Safety is desirable.

Purpose: To study the fundamental principles of health and sanitation and to apply these in community health and sanitation problems.

Topics: To study the various local, state, and Federal health laws, problems relating to food, milk and water supplies, communicable disease, etc.; and economic and social aspects of community health problems.

**Physical Education 220. Games for the Elementary School. Three hours.**

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 231. Natural Dancing. One hour.**

Purpose: To afford an opportunity for self-expression through rhythmic movement.

Topics: Interpretation of music through movement; rhythmic patterns of fundamental dance steps; and creative work.

**Physical Education 234. Intermediate Tap Dancing. One hour.**

Prerequisite: Physical Education 134.

Purpose: To increase personal tap dancing skill and to do creative work.

Topics: Practice in advanced tap and character dancing; analysis and interpretation of tap skills and tap dancing compositions.

**Physical Education 335. Materials and Methods of Rhythms in the Elementary School. Two hours.**

Purpose: To acquaint the students with materials and methods for teaching the dance in the lower grades.

Topics: Singing games, simple folk dances, responses to



music, and progressive development of rhythm and rhythmic patterns.

**Physical Education 385. Materials and Methods of Community Recreation. Two hours.**

Purpose: To acquaint the student with materials and methods of organization and administration of community recreation.

Topics: Types and purposes of different recreational groups, program planning, and location of material.

**Physical Education 435. Practical Application of the Dance. Two hours.**

Prerequisites: Satisfactory performance of dancing skill test and Physical Education 335.

Purpose: To give the student experience in the teaching of the dance.

Topics: Dance materials applicable to the lower six grades, program planning and execution.

**Physical Education 436. Kinesiology and Therapeutic Exercises. Three hours.**

Prerequisites: Biology 332, 336, 432.

Purpose: To give the student adequate knowledge and understanding of the structure and motor functioning of the human organism, and methods for correction of faulty postures.

Topics: Articulations of the body; muscles of the body; physiology of movement; mechanics; analysis of activities; problems of the teacher; corrective exercises.

**Physical Education 437. Kinesiology and Therapeutic Exercises. Three hours.**

Prerequisites: Physical Education 436.

Continuation of Physical Education 436.

**Physical Education 460. Principles of Physical Education. Three hours.**

Prerequisite: Junior or senior standing on the physical education major.

Purpose: To give a survey of the background of physical education and the beliefs on which it is based.

Topics: Development of physical education and an analysis of its aims, objectives, and principles.

**Physical Education 465. Health and Physical Education in the School. Four hours.**

Required only of minors.

Purpose: To make available material, and to enable the student to understand the scope and significance of health and physical education as a specialized or classroom teacher.

Topics: Aims and objectives; significance in the school program; health service; health supervision; health instruction; standards for contest program; lesson planning; class organization.

**Physical Education 493. Organization and Administration of Physical Education. Four hours.**

Prerequisite: Junior or senior standing on physical education major or minor.

Purpose: To give the policies in the organization and administration of the physical education program.

Topics: Classification of students; staff; teaching load; finance; the administration of the physical education plant.

SECTIONS FOR MEN AND SECTIONS FOR WOMEN

**Physical Education 100. Orientation in Physical Education. One hour.**

Purpose: To offer guidance to all entering freshmen students in the selection of physical activity.

Topics: Testing on skills, and participation in a number of activities.

**Physical Education 102. Basketball. One hour.**

Purpose: To acquire the fundamental skills and practice in game situations in basketball.

Topics: Rules; shooting skills; offensive—individual and team tactics; and defensive—individual and team tactics.

**Physical Education 103. Soccer. One hour.**

Purpose: To acquire the fundamental skills and practice in game situations in soccer.

Topics: Rules; individual technique of kicking, heading, stopping the ball, running, passing, shooting, and evading.

**Physical Education 106. Softball. One hour.**

Purpose: To acquire the fundamental skills and practice in game situations in softball.

Topics: Rules, techniques in throwing, catching, pitching, and batting; and offensive and defensive tactics.

**Physical Education 116. Elementary Tennis. One hour.**

Purpose: To learn fundamental strokes and to put them into practice in the game situation.

Topics: The grip, stance, and other points relating to form in the forehand, backhand drives and the service; rules and scoring.

**Physical Education 117. Elementary Swimming. One hour.**

Purpose: To teach a wide range of water sports, primarily through practical experience.

Topics: Elementary side, back, and crawl strokes; diving; stunts; and water safety tests.

**Physical Education 122. Stunts and Tumbling. One hour.**

Purpose: To give the student fundamental skills and practice in elementary stunts.

Topics: Rolls; balances; head stands, pyramids; and double stunts.

**Physical Education 216. Intermediate Tennis. One hour.**

Prerequisite: Physical Education 116 or its equivalent.

Purpose: To acquaint students with more advanced techniques of tennis strokes and with the fine points of game strategy.

Topics: Advanced strokes, types of defensive and offensive plays in singles.

**Physical Education 217. Intermediate Swimming. One hour.**

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; diving; and swimming meets.

**Physical Education 316. Advanced Tennis. One hour.**

Prerequisite: Satisfactory performance of skill tests in tennis.

Purpose: To further promote the game of tennis.

Topics: Perfection of strokes in tennis and tournament play.

**Physical Education 317. Advanced Swimming. One hour.**

Prerequisite: Satisfactory performance of skill tests in swimming.

Purpose: To further promote the art of swimming and diving.

Topics: Fancy diving; racing starts and turns; how to conduct meets; and life saving.

**CLASSES FOR WOMEN ONLY****Physical Education 107. Body Mechanics. One hour.**

Purpose: To acquaint the student with fundamental skills necessary for the correction and efficient use of her body.

Topics: Individual problems of the students concerned, e.g., forward shoulders, protruding abdomen, sway back, fallen arches, etc.

**Physical Education 118. Bowling. One hour.**

Purpose: To acquaint the student with the skills and practices of bowling.

Topics: Analysis of approach, delivery, and follow-through; scoring and tournament play.

**Physical Education 222. Advanced Stunts and Tumbling. One hour.**

Purpose: To further the skill of tumbling and individual stunts.

Topics: Advanced pyramid building; program planning; snap-ups; flips; and balances.

**Physical Education 305. Materials and Methods of Tennis. Two hours.**

Prerequisite: Satisfactory performance of tennis skill tests.

Purpose: To give the student a knowledge of the principles, the theory of tennis, and teaching experience in this sport.

Topics: Location of material; stroke analysis; game situations; class organization; and teaching approach.

**Physical Education 315. Materials and Methods of Swimming. Two hours.**

Prerequisite: Satisfactory performance of skill tests in swimming.

Purpose: To give the student a knowledge of the principles underlying the theory and practice of swimming and experience in the teaching of swimming.

Topics: Location of material; study of mechanics of swimming and diving; class organization and methods of teaching.

**Physical Education 325. Materials and Methods of Baseball. Two hours.**

Prerequisite: Satisfactory performance of skill tests in baseball.

Purpose: To give the student a knowledge of the principles and the theory of baseball and teaching experience in the activity.

Topics: Materials; class organization and teaching approaches.

**Physical Education 345. Materials and Methods of Soccer. Two hours.**

Prerequisite: Satisfactory performance of soccer skill tests.

Purpose: To give the student a knowledge of the principles and the theory of soccer and teaching experience in this activity.

Topics: Materials, class organization and teaching approaches.

**Physical Education 355. Materials and Methods of Basketball. Two hours.**

Prerequisite: Satisfactory performance of basketball skill tests.

Purpose: To give the student a knowledge of the principles and theory of basketball and teaching experience in the activity.

Topics: Materials, class organization and teaching approaches.

#### CLASSES FOR MEN ONLY

##### **Physical Education 124. Wrestling. One hour.**

Purpose: To learn the amateur wrestling skills and to put them into practice in competition; to increase the desire for physical fitness.

Topics: Rules and correct form in executing the fundamental skills of wrestling.

##### **Physical Education 375. Materials and Methods of Football. Two hours.**

Purpose: To study the theory, method, and mechanics of directing a football team.

Topics: Consideration of fundamentals; individual and team play; organization; and educational value of football.

##### **Physical Education 395. Materials and Methods of Basketball. Two hours.**

Purpose: To study the theory, methods, and mechanics of directing basketball.

Topics: Consideration of fundamentals; individual and team play; organization; and educational value of basketball.

##### **Physical Education 405. Materials and Methods of Baseball and Track. Two hours.**

Purpose: To study the theory, method and mechanics of directing baseball and track.

Topics: Consideration of fundamentals, individual and team play; organization; and educational value of baseball and track.

## DEPARTMENT OF HOME ECONOMICS

Mrs. Call

Miss Bolin

Miss Kiser

The State Board of Vocational Education has approved this department for the training of teachers in Vocational Home Economics. Students who complete this course of 192 quarter hours and who receive the Bachelor of Science degree in Vocational Home Economics are eligible to teach in vocational home economics departments in high schools of the state.

The Home Economics Department offers training to meet the needs of the following classes of persons:

1. Teachers of Vocational Home Economics.
2. Individuals who desire sound preparation for making their homes.
3. Research and educational workers in commercial and industrial establishments.
4. Government field agents who understand rural life and know what kinds of improvements in the rural home are practical and desirable.
5. Students in other major fields who can benefit by elective courses in home economics.

## REQUIREMENTS:

1. Students who wish to qualify as teachers of vocational home economics should read carefully the requirements for this degree which are to be found on pp. 54-55 of this catalog. They should also be guided by the suggested program on p. 61 in selecting their courses.

2. Students who are not interested in teaching home economics, but who wish to take a major in this field should consult the head of the department. They should choose a well-balanced sequence of courses. For example, a possible sequence is Home Economics 131, 141, 231, 301, 341, 351, 355, and 453. Other sequences may be arranged. A minimum of 36 hours is required for this major.



## DESCRIPTION OF COURSES

**Home Economics 101. Orientation in Home Economics. Two hours.**

Prerequisite: None.

Purpose: To introduce the purposes and aims of Home Economics.

Topics: Students reside in the Home Management House for six weeks, taking part in the housekeeping duties. This gives them a better understanding upon which to base their choice of a career. Simple skills and techniques of home-making are taught. Students learn to live successfully with a small group of people.

**Home Economics 102. Nutrition for Elementary Teachers. Three hours.**

Prerequisite: None.

Purpose: To give teachers in the elementary school a usable knowledge of nutrition so that they may be able to help establish good food habits in children.

Topics: Recognition of the signs of good and poor nutrition; basic food needs of the body; guides for planning adequate dietaries for children and adults; planning meals and dietaries; carrying on a school lunch program; ways to help children establish good food habits.

**Home Economics 103. Home Nursing and Health of the Family. Three hours.**

Prerequisite: None.

Purpose: To study the factors that influence general family health and to learn simple procedures in nursing the sick.

Topics: Physical care of mothers and infants; safety and sanitation of the home; cost of medical care; prevention of illness; first aid; and control of contagious diseases.

Time: Two one-hour lecture periods and one two-hour laboratory period per week.

**Home Economics 130. Elementary Nutrition and Food Planning. Three hours.**

Prerequisite: None.

Purpose: To help each student acquire a fundamental

knowledge of practical nutrition, and knowledge and skill in the planning and preparation of everyday foods.

Topics: Food selection at home and in public places; food requirements at different age levels; occupational and other activities; over-weight and under-weight; food in relation to general health; and evaluation of dietaries.

Time: Two one-hour lecture periods and one two-hour laboratory period per week.

**Home Economics 131. Food Planning and Meal Preparation. Four hours.**

Prerequisite: Home Economics 130.

Purpose: To help the student acquire knowledge, skill, and technique in the preparation of everyday foods including service, planning, and use of equipment.

Topics: Practical work in simple meal preparation including marketing and simple accounting.

**Home Economics 140. Clothing Design and Selection. Three hours.**

Purpose: To study design principles and individuality as a basis for the selection of satisfactory clothing.

Topics: Design principles and elements; the application of design to personal clothing selection and construction; and clothing budgets. Plans are made for construction projects in Home Economics 141.

**Home Economics 141. Problems in Clothing Construction. Four hours.**

Prerequisite: Home Economics 140.

Purpose: To learn fundamental principles of clothing construction, the use of the sewing machine, the use of commercial patterns, and other construction tools and equipment.

Topics: Use and care of the equipment used in clothing construction; the interpretation, alteration, and use of commercial patterns; fitting; and clothing construction processes.

**Home Economics 190. Clothing Renovation and Construction. Two hours.**

Prerequisite: None.

Purpose: To teach adults methods of clothing construction and better management of clothing needs.

**Topics:** Methods of clothing construction and renovation of all types of garments. Each individual receives assistance with her own personal problems. Beginners are taught how to sew, and more experienced sewers make clothing according to their ability. The construction of all types of garments is practiced.

**Time:** Two two-hour laboratory periods per week.

**Home Economics 231. Advanced Meal Preparation and Table Service. Four hours.**

**Prerequisite:** Home Economics 131.

**Purpose:** To provide actual, practical, and varied experience in planning, preparing, and serving well-balanced, attractive, and appetizing meals at different cost levels.

**Topics:** The planning, preparing, and serving of breakfasts, luncheons, dinners, banquets, and refreshments for special occasions; marketing, budgeting, and accounting; the use of "left-overs."

**Time:** Three two-hour laboratory periods and one one-hour lecture per week.

**Home Economics 240. Textiles. Three hours.**

**Purpose:** To study the construction and uses of textiles as applied to house furnishings and clothing.

**Topics:** The recognition of the various materials of which fabrics are made. The course includes the origin, manufacture, durability, uses, and care of natural and synthetic fibers.

**Time:** Three two-hour laboratory periods per week.

**Home Economics 241. Family Clothing Problems. Two hours.**

**Prerequisites:** Home Economics 141 and 240.

**Purpose:** To study problems involved in the selection, consumption, construction and care of clothing for the family.

**Topics:** Economic problems with which families are faced in meeting their clothing needs; clothing for children of different age groups; selection of garments for all members of the family; the construction of a child's garment.

**Time:** One lecture and one two-hour laboratory period per week.

**Home Economics 280. Arts and Handicrafts. Three hours.**

Prerequisites: Home Economics 141 and Art 291.

Purpose: To apply design principles and good construction processes to problems of various handicrafts.

Topics: The course provides for opportunity in knitting, rug-making, millinery, upholstery, making of slip covers, needlepoint, and other home crafts. Individual problems are chosen according to needs and interests of students.

**Home Economics 290. Food Preservation. Three hours.**

Prerequisite: None.

Purpose: To help the student acquire knowledge of the fundamental principles and skills involved in the production and preservation of family food for present and future use.

Topics: Emphasis on planning and conservation of the family food supply; practical laboratory work in food preservation including fruits, vegetables, meats, jams, and jellies; use and comparison of various methods of preservation such as heat, cold, dehydration, and brining.

Time: One two-hour lecture and four two and one-half hour laboratory periods per week. (Offered only during second term of fourth quarter.)

**Home Economics 301. Consumer Problems. Four hours.**

Prerequisite: Economics 201.

Purpose: To aid the student in becoming a more intelligent and interested buyer and consumer.

Topics: Selection of consumer goods and services; buying habits; legislation affecting branding, labeling, and other industrial and economic problems that affect standards of living.

**Home Economics 335. Nutrition. Four hours.**

Prerequisites: Home Economics 231 and Chemistry 311.

Purpose: To help the student develop a scientific appreciation and knowledge of food chemistry and its relation to human nutrition.

Topics: Energy, metabolism, fats, carbohydrates, proteins, digestion, and enzymes; dietary problems; requirements

for different ages, sexes, conditions; national nutrition problems.

Time: Three one-hour lectures and one two-hour laboratory periods per week.

**Home Economics 341. Intermediate Clothing Construction. Four hours.**

Prerequisites: Home Economics 241 and Art 162.

Purpose: To give the student more skill in the art of clothing construction; also to apply the fundamental principles of design to dress for individuals.

Topics: The selection, the adaptation, and the appreciation of dress of good taste; the application of different finishing techniques; creative work. The individual is used as a basis for all choices, and garments are constructed from original and adapted designs.

Time: Four two-hour laboratory periods per week.

**Home Economics 351. Housing. Four hours.**

Prerequisite: Home Economics 301.

Purpose: To study the economic and sociological problems and modern trends in housing.

Topics: House plans and their influence on family life; housing laws; zoning; household equipment; work areas leading to conservation of energy and time in housekeeping activities; modern trends in heating, plumbing, and lighting the home; economic problems of the home.

**Home Economics 355. The Young Child and His Family. Four hours.**

Prerequisites: Home Economics 333 and Education 350.

Purpose: To study the development and practical training of the child in relation to his family and the activities of family life, from birth to six years of age.

Topics: The home; parents and their responsibilities; training the child in the formation of good physical, mental, social and emotional habits; applications of child psychology; analyses of actual happenings; toys and play equipment.

Time: Four one-hour lecture periods per week.

**Home Economics 431. Advanced Nutrition. Four hours.**

Prerequisite: Home Economics 333.

Purpose: To study dietary problems related to diseases and various physiological conditions.

Topics: Vitamins; minerals; prevention and treatment of general malnutrition; diet in common diseases; infant feeding; adequate diets at different cost levels.

**Home Economics 441. Tailoring. Four hours.**

Prerequisite: Home Economics 341.

Purpose: To apply the principles of tailoring and the special construction processes involved.

Topics: Individual problems are chosen with emphasis on the selection of suitable materials, fitting, and construction problems involved. Tailored garments of wool and wool substitutes are given major consideration.

**Home Economics 451. Interior Decoration. Four hours.**

Prerequisites: Home Economics 341 and 351.

Purpose: To study the interior of the house as a satisfactory background for the family.

Topics: Design, backgrounds, furniture, windows and their treatment, accessories, and other topics suggested by the needs and interests of the students; practical problems.

**Home Economics 452. Home Management Methods. Three hours.**

Prerequisite: Home Economics 301.

Purpose: To become familiar with housekeeping methods and management problems of the house.

Topics: Cleaning methods and materials including home laundering, household accounts and expenditures; care and repair of household equipment; work simplification. This course is designed to make housekeeping easier and more effective by the use of proper techniques.

**Home Economics 453. Social and Economic Problems of the Family. Three hours.**

Prerequisite: Junior standing. Home Economics 351 is recommended.

**Purpose:** To study balanced family relationships with a background of parenthood education, child training, and social thinking.

**Topics:** Standards of social conduct and relationships; marriage factors which are detrimental to happy family life; position of the children in the home; economic independence of women; home-making as a profession; the family and the community; and current events that affect family life. Offered in the senior year, this course crystallizes student thinking resulting from all previous courses in home economics and its related fields.

**Home Economics 454. Home Management House. Five hours.**

**Prerequisites:** Home Economics 231, 351, 431, and 452 (or parallel).

**Purpose:** To study the management problems of the home and the social and cultural advantages in good family living.

**Topics:** The management of money, materials, effort, and time; consumer buying; household accounts; leisure and good family relationships. Arrangements for living in the Home-Management House must be made with the Head of the Home Economics Department. Reservations should be made by mid-term of the preceding quarter.

**Home Economics 470. Methods of Teaching Vocational Home Economics. Four hours.**

**Prerequisite:** Senior standing in home economics.

**Purpose:** To become familiar with present day methods of teaching home economics.

**Topics:** Legislation leading to the development of the vocational program; history of home economics; types of work included in the present day program; day school classes, adult classes, and part-time classes; working with school lunch programs; the community cannery; working with elementary teachers; understanding the needs and interests of students of high school age and the homes from which they come; objectives for courses of study to meet the needs of various groups;



planning units; planning lessons; selection of reference and illustrative material; evaluation; home projects; home economics club supervision.

**Home Economics 475. Directed Teaching in Home Economics. Eight hours.**

Prerequisite: Home Economics 470.

Purpose: Application of methods in teaching home economics and experience in dealing with problems of a home economics teacher in the school and community. Each student in this course is required to observe and teach a minimum of eighty class meetings of sixty minutes each, at least half of this time to be used for actual teaching in the training school home economics department, planning and teaching units in at least three phases of the work. All student teachers in this course meet in regular class twice each week and in individual conferences daily. Student teachers are required to visit pupils in their homes and to supervise home projects.

## DEPARTMENT OF INDUSTRIAL ARTS

Mr. Mays

## REQUIREMENTS:

*For a Major:*

Qu. Hrs.

103, 110, 111, 203, 210, 211, 304, 311, 385, 475..... 36

Additional requirements in related fields:

Art 101 and 341 ..... 6

Mathematics 101 and 151 ..... 9

Physics 131, 132, 133 ..... 12

*For a Minor:*

103, 110, 111, 203, 211 ..... 19

Other courses in industrial arts ..... 5

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24

## DESCRIPTION OF COURSES

**Industrial Arts 103. Elementary Mechanical Drawing. Four hours.**

Purpose: To give a working knowledge of the subject in its various practical applications.

Topics: Use and care of drawing instruments and supplies; lettering, geometric constructions; orthographic projection; dimensioning; and sectioning.

**Industrial Arts 104. Blueprint Reading. Two hours.**

Prerequisites: Industrial Arts 103 and credit in, or simultaneous study of, Physics 132.

Purpose: To give instruction in the use and interpretation of construction and electrical blueprints.

Topics: Symbols, construction blueprints; electrical wiring blueprints; electrical machinery blueprints.

**Industrial Arts 110. Woodturning. Two hours.**

Purpose: To give instruction in the care, use, and possibilities of the wood lathe.

Topics: Sharpening and use of turning tools; exercises in spindle; faceplate, and chuck turning.

**Industrial Arts 111. General Woodwork. Four hours.**

Purpose: To present the fundamental principles of wood-working and the use and care of common tools.

Topics: Care and adjustment of tools; elementary tool operations; construction of simple projects.

**Industrial Arts 203. Advanced Mechanical Drawing. Four hours.**

Prerequisite: Industrial Arts 103.

Purpose: To apply the principles of mechanical drawing in the solution of advanced problems involving construction materials and processes.

Topics: Problems in projections, intersections, revolutions, and developments.

**Industrial Arts 204. Commercial Wiring. Four hours.**

Prerequisite: Industrial Arts 104.

Purpose: To give instruction and experience in the various commercial wiring methods.

Topics: Low-voltage signal circuits; lighting and power circuits; wiring methods with rigid conduit, electrical metallic tubing, flexible conduit, armored cable, non-metallic sheathed cable, and surface raceway.

One hour lecture-discussion and six hours shop work each week.

**Industrial Arts 210. Advanced Woodturning. Two hours.**

Prerequisite: Industrial Arts 110.

Purpose: Continuation of Industrial Arts 110.

Topics: Turning furniture projects on the lathe; special attention given to design and finish.

**Industrial Arts 211. General Woodwork. Four hours.**

Prerequisite: Industrial Arts 111.

Purpose: Continuation of Industrial Arts 111.

Topics: Use and care of woodworking tools and machines; design and construction of small pieces of furniture.

**Industrial Arts 304. Architectural Drawing. Four hours.**

Prerequisites: Industrial Arts 103 and 203.

Purpose: To present the basic principles of architectural drawing.

Topics: Architectural lettering; symbols and conventions; drawing, tracing, and blueprinting the plans of a small house.

**Industrial Arts 311. Design and Construction of Furniture. Four hours.**

Prerequisites: Industrial Arts 111 and 211.

Purpose: To give advanced instruction in furniture construction.

Topics: Emphasis on the operation of stationary and portable machines; machining stock for one project which must be assembled and finished.

**Industrial Arts 319. Farm Shop. Four hours.**

Purpose: To give training in general farm repair work.

Topics: The general problems which a farmer must face in his own shop; construction and care of simple farm appliances; care of farm equipment.

**Industrial Arts 351. House Planning and Construction. Four hours.**

Purpose: To give the prospective home owner a general study of building materials.

Topics: Planning and construction of small homes (non-technical); building materials and fixtures.

**Industrial Arts 383. Art Metal Work. Four hours.**

Purpose: To give instruction about various metals used in art metal work; care and use of tools.

Topics: The work is planned to require a minimum of equipment in developing projects in copper, brass, pewter, etc.

**Industrial Arts 385. General Metal. Four hours.**

Purpose: To give training in general metal work.

Topics: Making selected projects in sheet metal, bench work, and the use of the metal lathe.

**Industrial Arts 460. History of Industrial Arts. Four hours.**

Purpose: A study of the development of the field of industrial arts.

Topics: A study of the industrial background in Europe and its influence on the development of industrial arts in the schools of the United States.

**Industrial Arts 474. Vocational Education. Four hours.**

Purpose: A general survey of the field of vocational education.

Topics: A survey of the modern industrial system, corporation schools, trade schools, etc.; state and national legislation affecting vocational education is studied.

**Industrial Arts 475. Methods of Teaching Industrial Arts. Four hours.**

Purpose: To acquaint the student with the different methods of presenting this subject in the public schools.

Topics: A study of the problems in teaching and supervising industrial arts in the public schools; instructional aids, tests and measurements, and professional reading.

## DEPARTMENT OF MUSIC

Mr. George

Miss Sweet

## REQUIREMENTS:

*For a Teaching Major:*

Qu. Hrs.

## Practical Music:

Voice .....	2
Strings .....	2
Piano .....	3
Woodwind .....	1
Brasswind .....	1
Percussion .....	1
Chorus .....	2
Band or Orchestra .....	1

## Theory of Music:

Sight Singing and Ear Training .....	12
Harmony .....	10
Instrumentation .....	3

## Methods:

Elementary and Secondary .....	4
Conducting .....	2
History and Appreciation .....	6

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 Total..... 50
*For a Non-Teaching Major:*

## Practical Music:

Piano .....	3
Elective .....	3-9

## Theory of Music:

Sight Singing and Ear Training .....	8
Harmony .....	10
Elective .....	0-6

## Music History and Appreciation:

History and Appreciation .....	6
Elective .....	0-3

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 Total..... 36

*For a Teaching Minor:*

## Practical Music:

Voice .....	1
Strings .....	1
Piano .....	3
Woodwind .....	1
Brasswind .....	1
Percussion .....	1
Chorus .....	2
Band or Orchestra .....	1

## Theory of Music:

Sight Singing and Ear Training .....	6
Harmony .....	6

## Methods:

Elementary or Secondary .....	2
Conducting .....	2
History and Appreciation .....	3

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Total..... 30

*For a Non-Teaching Minor:*

## Practical Music:

Piano .....	2
Elective .....	2-7

## Theory of Music:

Sight Singing and Ear Training .....	6
Harmony .....	6
Elective .....	0-5

## Music History and Appreciation:

History and Appreciation .....	3
Elective .....	0-3

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Total..... 24

## AREA MAJOR FOR PUBLIC SCHOOL MUSIC TEACHERS

Total requirements in practical music, music theory, methods, and history and appreciation.

## Practical Music:

Qu. Hrs.

Voice .....	3
Strings .....	2
Piano .....	4
Woodwind .....	2
Brasswind .....	2
Percussion .....	1
Chorus .....	3
Band or Orchestra .....	2
Elective .....	5



## Theory of Music:

Sight Singing and Ear Training .....	12
Harmony .....	10
Counterpoint .....	2
Form and Analysis .....	2
Instrumentation .....	3

## Methods:

Elementary and Secondary .....	8
Conducting .....	2
History and Appreciation .....	9
Total.....	72

## DESCRIPTION OF COURSES

## PRACTICAL MUSIC

Note: The following course numbers indicate class lessons, for which a fee of one dollar per credit hour is required. Private instruction, for qualified pupils, is indicated by the same course numbers followed by "A," and the fee is three dollars per credit hour. Either private or class lessons are acceptable toward a major or minor.

For students desiring the use of a college practice piano, a limited number are available at an additional fee of three dollars per quarter, entitling the student to one hour of daily practice on a piano specifically assigned to him by the instructor of piano. A number of band and orchestral instruments are owned by the college and may be rented by students at one dollar per quarter.

In Applied Music and in Ensemble a digit indicating the classification of the student will precede the following numbers.

**Music 11, 12, 13. Voice. One hour each.**

Prerequisite: Music 231.

Presentation of fundamentals of voice placement, breathing, diction, and interpretation. One hour in recitation, three hours of outside preparation and participation in chorus or ensemble are required.

**Music 14, 15, 16. Stringed Instruments. One hour each.**

Presentation of fundamental technique of playing the violin and other stringed instruments of the viol family. Two

class meetings per week, three hours of outside preparation, and participation in ensemble or orchestra are required.

**Music 17, 18, 19. Piano. One hour each.**

Presentation of the fundamentals of interpretation and technique. Two class meetings and six hours of practice per week are required.

**Music 51, 52, 53. Woodwind Instruments. One hour each.**

Class instruction in clarinet, flute, oboe, or bassoon. Two class meetings per week and rehearsals designated by the instructor are required.

**Music 54, 55, 56. Brass Instruments. One hour each.**

Class instruction in cornet, horn, trombone, baritone, or bass. Two class meetings per week and rehearsals designated by the instructors are required.

**Music 57, 58, 59. Percussion Instruments. One hour each.**

Class instruction in snare drum with additional instruction on the other percussion instruments toward the end of the first quarter. Two class meetings per week and rehearsals designated by the instructor are required.

#### ENSEMBLES

**Chorus:** Open to all college students who have a musical background equal to Music 100 or Music 231. A required course for music major and minor students. Two periods per week. One hour of credit for each full year of participation (three quarters per year).

**Band:** Open to all college students who have a satisfactory playing ability on a band instrument. Two to four periods per week. One hour credit for each full year of participation.

**Orchestra:** Open to all college students who have a satisfactory playing ability on an orchestral instrument. Two periods per week. One hour credit for each full year of participation.

**Small Ensembles:** Open only to advanced students and upon approval of the instructor. String ensembles will use

the following numbers followed by "S," vocal ensembles by "V," brass and woodwind by "W."

Study of chamber music for the purpose of public performance.

Two class meetings per week with outside preparation are required.

**Music 86, 87, 88. Small Instrumental and Vocal Ensembles. One hour each.**

#### THEORY OF MUSIC

**Music 100. Rudiments of Music. Two hours.**

A course in the fundamentals of music notation and the basic elements of music theory. Required for elementary certificates. Prerequisite for Music 121. Offered during the Fall and Spring quarters.

Three periods per week.

**Music 231. Sight Singing and Ear Training I. Two hours.**

A course in sight singing—including some part singing, theory, and melodic ear training. Emphasis is given to the method of presenting new material. Required for a major or minor. Offered during the Fall quarter.

Three periods per week.

**Music 232. Sight Singing and Ear Training II. Two hours.**

Continuation of Music 231. Prerequisite: Music 231. Required for a major or minor. Offered during the Winter quarter.

Three periods per week.

**Music 233. Sight Singing and Ear Training III. Two hours.**

Continuation of Music 232. Prerequisites: Music 232.

Required for a major or minor. Offered during the Spring quarter.

Three periods per week.

**Music 331. Sight Singing and Ear Training IV. Two hours.**

A continuation of Music 233, which is a prerequisite. Required for a major. Offered during the Fall quarter.

Three periods per week.

**Music 332. Sight Singing and Ear Training V. Two hours.**

A continuation of Music 331, which is a prerequisite. Required for a major. Offered during the Winter quarter.

Three periods per week.

**Music 333. Sight Singing and Ear Training VI. Two hours.**

A continuation of Music 332, which is a prerequisite. Required for a major. Offered during the Spring Quarter.

Three periods per week.

**Music 341. Harmony I. Two hours.**

Prerequisite: Ability to play and read third grade piano music.

A course in the fundamentals of melodic, rhythmic, and harmonic elements in music including scales, intervals, and triads presented as singing, dictation, and keyboard work; part writing of triads. Credit is granted only upon the successful completion of Music 231. Required for a major or minor. Offered during the Fall Quarter, 1944.

**Music 342. Harmony II. Two hours.**

Prerequisite: Music 341.

Continuation of Music 341. Inversions of triads; harmonization from given basses and melodies; original work required; practical application of materials. Credit is granted only upon the successful completion of Music 232. Required for a major or minor. Offered during the Winter Quarter, 1945.

**Music 343. Harmony III. Two hours.**

Prerequisite: Music 342.

The dissonance and its resolution; original work required; practical application of materials. Credit is granted only upon the successful completion of Music 233. Required for a major or minor. Offered during the Spring Quarter, 1945.

**Music 441. Harmony IV. Two hours.**

Prerequisite: Music 343.

Introduction of key relationship and modulation; altered and mixed chords; and original work required. Credit is granted only upon the successful completion of Music 331. Required for a major. Offered during the Fall Quarter, 1945.

**Music 442. Harmony V. Two hours.**

Prerequisite: Music 441.

Modulation continued; non-harmonic intervals; and application of materials to original work. Credit is granted only upon the successful completion of Music 332. Required for a major. Offered during the Winter Quarter, 1946.

**Music 443. Counterpoint. Two hours.**

Prerequisite: Music 442.

Elementary counterpoint in two and three parts, with analysis of simple contrapuntal designs. Credit is granted only upon the successful completion of Music 333. Required for a major. Offered during the Spring Quarter, 1946.

**Music 436. Instrumentation. Three hours.**

Prerequisite: Music 343.

A study of the playing range and transposition of all the orchestral instruments with practice in arranging selected materials for various instrumental ensembles. Offered during the Fall Quarter, 1944.

**Music 437. Form and Analysis. Two hours.**

Prerequisite: Music 442.

Study of the elements of form and harmony, and analysis of Song Forms, Variation Forms, and larger forms such as Rondos, Sonatas, Fugues, etc.

#### MUSIC EDUCATION

**Music 121. Music for the Primary Grade Teacher. Two hours.**

Prerequisite: Music 100.

A course in methods of teaching music in rural and urban schools, with emphasis on methods and materials for primary grades. Winter and Spring quarters.

**Music 122. Music for the Intermediate Grade Teacher. Two hours.**

Prerequisite: Music 121 or permission of head of department.

A continuation of Music 121 with emphasis on materials and methods for the intermediate grades. Spring quarter.

**Music 325. Materials and Methods for Primary Grades. Two hours.**

Prerequisite: Music 233.

A course in materials and methods for the primary grades. Elective for a major or minor. Fall quarter, 1944.

**Music 326. Materials and Methods for Intermediate Grades. Two hours.**

Prerequisite: Music 233.

A course in music education for the intermediate grades. Elective for a major or minor. Winter quarter, 1945.

**Music 375. Materials and Methods for Junior High School. Two hours.**

Prerequisite: Music 233.

Materials and methods in the Junior High School; discussion of the various activities including chorus, glee club, orchestra, band, practical or applied music. Special attention is given to the subject of the adolescent voice and to correlation and integration of music with other subjects. Elective for a major or minor. Fall quarter, 1945.

**Music 376. Materials and Methods for Senior High School. Two hours.**

Prerequisite: Music 233.

Materials and methods in the Senior High School; discussion of the various activities including chorus, glee club, orchestra, band, practical or applied music, history and appreciation, and theory. Elective for a major or minor. Winter quarter, 1946.

**Music 471. Conducting. Two hours.**

Prerequisite: Music 233.

Required for major and minor.

Fundamental principles of conducting, with special emphasis on school, choral, band, and orchestral repertory. Winter quarter, 1946.

#### MUSIC HISTORY AND APPRECIATION

The following courses are required for a major; any one is elective for a minor.

**Music 361. History and Appreciation of Music. Three hours.**

Prerequisite: Music 100 or 231.

A study of the elements that make for an enjoyment of the world's great music with emphasis on melody, harmony, form, and expression of the romantic composers.

The course is conducted largely by lectures and musical illustrations. Fall quarter, 1945.

**Music 362. History and Appreciation of Music. Three hours.**

Prerequisite: Music 100 or 231.

Continuation of Music 361. The symphony, chamber music, impressionists and modernists. Winter quarter, 1946.

**Music 363. History and Appreciation of Music. Three hours.**

Prerequisite: Music 100 or 231.

The classical composers, song, opera, and a continuation of symphonic and chamber music. Spring quarter, 1946.



### BRECKINRIDGE TRAINING SCHOOL

The Breckinridge Training School is organized on the 6-3-3 plan and serves the double purpose of providing training for all pupils who attend and adequate facilities for the practical applications of the Teachers College program.

In the Elementary School a curriculum has been devised that meets the needs of the children themselves by suitable enrichment of the standard school program. By this means it is possible to have student teachers work in a school environment that is modern and at the same time one that contains many of the factors they will meet later in their work in the public schools. The Junior High School is being developed along lines that are in accord with the most highly approved ideas in this field. The curriculum is broad and the attempt is made to satisfy the pupil's immediate needs and at the same time furnish an entirely acceptable foundation for his future school experience. The Senior High School is a member of the Southern Association of Colleges and Secondary Schools. Diplomas are issued to those who successfully complete the prescribed course.

### ADMISSION

Any white person of good moral character who is able to produce satisfactory evidence of his school standing may enroll in the Training School. Beginning with the tenth grade a fee of five dollars per semester is charged. A common school diploma will be taken as evidence of the completion of the work of the eighth grade.

### REQUIREMENTS FOR GRADUATION

1. Sixteen units of credit, in half or full units, are required for graduation. Fifteen of these units must satisfy college entrance requirements. (See the section of this catalog regarding admission.) Twelve of these units must be earned in the senior high school.

2. The following units are required—four units in English, one unit in Algebra, one unit in Plane Geometry, one unit

in American History, one unit in Science, one-half unit in Kentucky History, and one-half unit in Government. The remainder may be electives approved by the Principal.

3. Attendance at some high school for three and one-half years. At least one year must have been spent in an accredited high school and the semester preceding graduation in this school. Two summer terms will be accepted as the equivalent of one semester.

Course offerings in the Training School. All courses carry one-half unit of credit. Those marked (\*) are required for graduation.

#### ENGLISH

English 3a*	Third Year of Junior High School
English 3b*	Continuation
English 25*	Sophomore English
English 26*	Continuation
English 35*	Junior English
English 36*	Continuation
English 47*	Senior English
English 48*	Continuation
English 49	Oral English
English 50	Business English

#### FOREIGN LANGUAGE

Latin 11	First Year Latin
Latin 12	Continuation
Latin 21	Second Year Latin
Latin 22	Continuation
French 31	First Year French
French 32	Continuation
French 41	Second Year French
French 42	Continuation

#### MATHEMATICS

Mathematics 3a*	Algebra
Mathematics 3b*	Continuation
Mathematics 22	Advanced Algebra
Mathematics 31*	Plane Geometry
Mathematics 32*	Continuation
Mathematics 41	Business Arithmetic
Mathematics 42	Solid Geometry
Mathematics 43	Trigonometry
Mathematics 51	Aeronautics
Mathematics 52	Aeronautics

## SCIENCE

Science 3a .....	General Science
Science 3b .....	General Science
Science 21 .....	Biology
Science 22 .....	Biology
Science 30 .....	Physiology
Science 31 .....	Chemistry
Science 32 .....	Chemistry
Science 36 .....	Botany
Science 41 .....	Physics
Science 49 .....	Consumer Science
Science 51 .....	Radio

## SOCIAL SCIENCE

Social Science 3a .....	Third Year Junior High
Social Science 3b .....	School Social Science
History 21 .....	World History
History 22 .....	World History
History 31* .....	American History
History 32* .....	American History
Geography 34 .....	Industrial Geography
History 36 .....	English History
Government 42* .....	American Government
History 43* .....	Kentucky History
Economics 44 .....	Consumer Economics
History 46 .....	Latin American History

## HOME ECONOMICS

Home Economics 11 .....	First Year Home Economics
Home Economics 12 .....	Continuation
Home Economics 21 .....	Second Year Home Economics
Home Economics 22 .....	Continuation
Home Economics 31 .....	Third Year Home Economics
Home Economics 32 .....	Continuation

## INDUSTRIAL ARTS

Industrial Arts 3a .....	Ninth Grade Industrial Arts
Industrial Arts 3b .....	Continuation
Industrial Arts 21 .....	Mechanical Drawing
Industrial Arts 24 .....	Wood Turning
Industrial Arts 27 .....	Cabinet Making
Industrial Arts 31 .....	Mechanical Drawing
Industrial Arts 34 .....	Wood Turning
Industrial Arts 37 .....	Cabinet Making
Industrial Arts 44 .....	General Shop

## COMMERCE

Commerce 31 .....	Beginning Typing
Commerce 32 .....	Intermediate Typing
Commerce 45 .....	Elements of Law

## THE EXTENSION DEPARTMENT

J. D. FALLS, *Director*

## ORGANIZATION

For convenience, the Extension Department has been organized under the following divisions: (a) The Bureau of Correspondence Study, and (b) The Bureau of Study Centers. The work of the Extension Department is carried on by regular members of the faculty.

## BUREAU OF CORRESPONDENCE STUDY

Students whose needs cannot be met through residence or study centers are offered a further opportunity through correspondence study. The requirements laid down in this department are no less exacting than those of other departments. Correspondence work is not to be considered an *easy* way to earn college hours, but the work is offered for the convenience of those who cannot avail themselves of residence instruction.

## CREDIT

Correspondence courses carry the same credit as residence work, but do not meet the residence requirements for a certificate or degree. The teachers colleges of the state have agreed *to limit the amount of acceptable correspondence and extension work to a total of one-fourth of the hours required for a degree*. This institution will conform to the regulations of the State Department of Education with respect to certificates.

Not more than eighteen quarter hours may be taken by extension or correspondence, or both, in any one year, and not more than eight hours during any period of sixteen weeks; the maximum number of hours in either or both of these divisions, allowed toward a degree, is forty-eight. Not more than one half of the hours earned for the renewal of a certificate may be earned by correspondence or extension or both. Where courses are required for a degree, not more than one half of the work of any department may be completed by extension.

## INSTRUCTION

Courses offered by correspondence shall be in the departments under which they are classified regularly and shall be distributed within the departments by agreement with the Director of Extension and the Head of the Department. The institution will not permit anyone to grade correspondence papers who is not a regular member of the department in which the course is offered.

REGULATIONS GOVERNING INSTRUCTION THROUGH  
CORRESPONDENCE AND STUDY-CENTERS

## PLEASE READ CAREFULLY

A great many problems arising in correspondence and study-center work could be eliminated if students would only take the time to read the regulations accompanying the courses and others found in the regular Extension Bulletin.

Below are listed the rules and regulations of this Department, and full responsibility must be accepted by the student who fails to read or comply with them. These rulings are based upon regulations issued by the State Board of Education and the State Department of Education. This Extension Department reserves the right to cancel courses and to refuse credit to any student who does not comply with the rules and regulations set forth herein.

- I. ENROLLMENT IN COLLEGE RESIDENCE COURSES. Any student enrolled in residence at Morehead, or in any other educational institution, will not be permitted to take extension work in this institution without official written permission from the dean of the institution in which he is enrolled. It will save time and further correspondence if this permission is received in advance. The student must state on his application whether he is or is *not* enrolled in *residence, correspondence* or *study-center* work in another institution, otherwise he jeopardizes his credit.
- II. THE AMOUNT OF EXTENSION CREDIT PERMITTED.
  - (a) No student will be permitted to earn by correspondence or study-center work or both, more than 25% of the total number of hours necessary for graduation or certification, nor more than half of any departmental requirement.

- (b) Not more than a total of 18 quarter hours in correspondence or study-center work or both can be earned during the calendar year.
- (c) Not more than 8 of these hours can be earned during any period of 16 weeks.
- (d) A student is not permitted to be enrolled for more than a total of 8 hours at any one time.

### III. NON-RESIDENT STUDENTS

- 1. A student not in residence in this or any other educational institution may enroll for correspondence work at any time. The college has made provisions for carrying on this work throughout the year, except that prompt service from this office in grading lessons may not be obtained during the period from the closing of our summer school to the opening of school in September, because instructors are away on their vacations and cannot be reached promptly. Students should take this into account in planning their programs. However, every attempt will be made to get all lessons graded during this time.
- 2. A course failed in residence cannot be taken through correspondence or in study-center.

### IV. FEES

- 1. The cost for a correspondence course is \$2.50 per hour or \$10.00 for four quarter hours, or for one-half high school unit.
- 2. A student enrolling in this Department for the first time is charged a \$3.00 enrollment fee in addition to the regular cost of a course. This fee is not chargeable again to the student after he has once enrolled in this Department, nor is it returnable.
- 3. Fees paid for correspondence courses may not be refunded after the student has started work on the assignment.
- 4. All fees must be paid in advance by cash, certified check, or Post Office Money Order.
- 5. If a student desires to change one correspondence course for another, he may do so by paying a transfer fee of one dollar (\$1.00) for the exchange, and also paying thirty cents (30c) per lesson for the grading of all assignments submitted up to the time of transfer.
- 6. Fees paid for correspondence courses may not be *exchanged* for any work outside this Department.



7. No student will be permitted to carry a course for a longer period than twelve calendar months without paying a renewal fee of one dollar (\$1.00) for a six-months extension.
8. A course may be renewed for a second six-month extension by paying a fee of two dollars (\$2.00). If the course is not completed within the *second renewal period*, it will be canceled automatically at the expiration of a two-year extension period from date of enrollment.
9. If a student is in attendance at Morehead State Teachers College he will be granted extension of time without charge during the period of his enrollment in residence work.
10. *Transfer* of fees cannot be made from one individual to another, even in the same family.

V. CREDIT. Credit for a four-hour correspondence course will not be granted if completed within less time than five weeks, for a three-hour course if completed within less than four weeks, or a two-hour course within less than two weeks.

VI. COMPLETIONS. The date of successful completion of the course will be construed as of the date of taking the final examination. If credit is to be applied toward a certificate, the student must plan far enough ahead so that the course can be completed according to rules and regulations of this Department. This Department must not be held responsible for any failure on the part of the student.

#### VII. MATERIALS.

1. All texts and instructional materials are furnished by the student. Texts may be purchased directly from the companies publishing them. Please do not order books from the Extension Department for it does not handle textbooks. Some texts may be purchased from the Morehead College Book Store. It may be well to inquire from the Book Store before ordering from book companies.
2. This Department furnishes paper, envelopes, and postage one way. All other supplies are furnished by the student.

#### VIII. ASSIGNMENTS.

1. The student is urged to be prompt in his work and to send his assignment to this office regularly. This Department, at all times, will strive to deal promptly with



the student, and report on his lessons within a reasonable time after they have been received. It takes about a week, after an assignment has been received, before it can be graded and reported to the student.

2. If, for any reason, it becomes necessary for a student to defer his work for a while, he should write to the Extension Department explaining the reason for the delay. If the student enters college here, this Department should be notified in advance if the student desires extension of time without charge.

#### IX. EXAMINATIONS.

1. A final examination is required at the completion of each course. Only the following named officers or persons are eligible to hold examinations: Registrars, deans of colleges, city or county superintendents, and principals of accredited high schools or directors of extension departments in other higher institutions. This Department reserves the right to approve any official before he holds a final examination.
2. A student must take the examination within thirty days after the last assignment has been received by this Department or jeopardize his credit. As soon as all assignment are completed, arrangement should be made with some designated official for the final examination.
3. The College does not pay for holding final examinations. The examination officer must make a signed statement to this Department to the effect that the examination was taken under normal conditions and without the student's having received help or assistance from any source. **THE EXAMINATION QUESTIONS MUST BE RETURNED WITH THE EXAMINATION PAPERS.** A student failing to comply with these instructions will forfeit his credit. A student living on the campus or in the vicinity of this institution is expected to take his final examination under the direction of this Department.

#### X. TRANSCRIPTS OF CREDIT.

1. As soon as a student completes any particular course, his record will be sent to the office of the registrar of the college he designates. A notice of the completion of the course and the final mark will be mailed to the student. Frequently, a student desires a duplicate copy of this notice in order to file one with his superintendent of schools. Should this be desired, it will be furnished upon request.

2. If a student wants his credits filed with some other educational institution, he should ask for a transcript direct from the Registrar rather than write this Department. If such application is made, the Registrar of this institution will send the student's transcript to whatever institution he designates. An official transcript is not ordinarily needed except in a case where the student expects to attend another institution or apply for a teacher's certificate. If a transcript is needed for the purpose of securing a teacher's certificate, the student should ask the Registrar to send a transcript to the State Department of Education, which is the official certifying agency.

The student should feel free at all times to write this Department concerning any problems that may arise in connection with correspondence or study-center work.

### THE MARKING SYSTEM

The quality of work done by students will be indicated by the following letters:

- A. The highest mark attainable.
- B. A mark above average.
- C. An average mark.
- D. Below average, or the lowest passing mark.
- E. Failure.
- I. Incomplete work.

### NUMBERING

Courses numbered from 100 to 199 are for Freshmen.  
Courses numbered from 200 to 299 are for Sophomores.  
Courses numbered from 300 to 399 are for Juniors.  
Courses numbered from 400 to 499 are for Seniors.

### HIGH SCHOOL COURSES

The Extension Department offers correspondence courses on the secondary level. This will enable high-school pupils to make up deficiencies in college entrance requirements, or enable them to be graduated from their local high schools, provided they are unable to secure the required courses because of an irregular schedule. A pupil who is enrolled in his local high school is required to secure the high-school principal's approval of his proposed course, before making application for correspondence work. If this is done, there will be no question as to the acceptance of such a credit for high-school graduation.

## COLLEGE EXTENSION COURSES

The Extension Department arranges to send college instructors to teach non-laboratory courses described in the catalog, where there is a sufficient demand.

*Class Periods.* The extension classes meet as many recitation hours per week as the course carries credit hours.

*Eligibility.* Students are admitted to extension classes provided they offer evidence of having the necessary qualifications for doing the work, and they must meet the same requirements as residence students.

*Fees.* The fee for extension-class groups is \$65.00 for each quarter hour of college credit. The cost of a course offered in an extension class is apportioned equally among the persons enrolled in the class. By this arrangement the cost to each student is determined by the number of persons enrolled in the class. However, a minimum fee of \$2.50 a quarter hour will be charged each student enrolled in an extension class. Fees for extension classes shall be paid to the Institution through the instructor. He is responsible for the collection.

*Enrollment.* The enrollment of all students in extension classes shall be completed as early as possible. Enrollment shall not be considered complete and no credit will be granted until the student has paid his fee in full.

*Class Attendance.* It is important that each student in an extension class be in attendance regularly from the first meeting of the class. Otherwise, delayed enrollment and unavoidable absence may raise the number of absences to a point where it would not be permissible to give the student credit.

## COURSES OFFERED BY CORRESPONDENCE

## HIGH SCHOOL

## English:

English Literature 31 (1st half) .....	½ unit	\$10.00
American Literature 44 (1st half) .....	½ unit	10.00
Advanced English Grammar 33 .....	½ unit	10.00

## History and Government:

American History 31 (1st half) .....	½ unit	10.00
American History 32 (2nd half) .....	½ unit	10.00
American Government 42 .....	½ unit	10.00
Kentucky History 43 .....	½ unit	10.00

## Mathematics:

Elementary Algebra IIIa (1st half) .....	½ unit	10.00
Elementary Algebra IIIb (2nd half) .....	½ unit	10.00
Plane Geometry 31 (1st half) .....	½ unit	10.00
Plane Geometry 32 (2nd half) .....	½ unit	10.00
Advanced Algebra 22 .....	½ unit	10.00

## Science:

Physiology 30 .....	½ unit	10.00
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## COLLEGE

## Agriculture:

General Agriculture 101 .....	4 hours	10.00
Poultry Husbandry 237 .....	4 hours	10.00

## Economics and Sociology:

General Economics 202 .....	4 hours	10.00
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## Education:

Educational Psychology 154 .....	4 hours	10.00
Reading in Elementary Schools 226 .....	4 hours	10.00
Tests and Measurements 321 .....	4 hours	10.00
Historical Foundations of Education 360 .....	4 hours	10.00
History of Education in the United States 361 .....	4 hours	10.00
Extra-Curricular Activities 389 .....	4 hours	10.00
Public School Administration and Supervision 451 .....	4 hours	10.00
Elementary School Administration and Supervision 452 .....	4 hours	10.00
Psychology of Adolescence 454 .....	4 hours	10.00
Philosophy of Education 484 .....	4 hours	10.00
High School Administration and Supervision 493 .....	4 hours	10.00

## English:

English Composition 101 .....	3 hours	7.50
English Composition 103 .....	3 hours	7.50
Literature for Children 226 .....	4 hours	10.00

## History and Government:

History of Civilization 131 .....	4 hours	10.00
History of Civilization 132 .....	4 hours	10.00
United States of America (First Half) 241 .....	4 hours	10.00
United States of America (Second Half) 242 .....	4 hours	10.00
Modern European History (First Half) 331 .....	4 hours	10.00
Modern European History (Second Half) 332 .....	4 hours	10.00
The French Revolution and the Napoleonic Era 436 .....	4 hours	10.00
American Colonial History 440 .....	4 hours	10.00
American Foreign Relations 446 .....	4 hours	10.00
Problems of Citizenship 141 .....	4 hours	10.00
Government of the United States 241 .....	4 hours	10.00
State and Local Government 242 .....	4 hours	10.00
American Political Parties 343 .....	4 hours	10.00
International Relations 450 .....	4 hours	10.00

## Mathematics:

Trigonometry 141a .....	2½ hours	6.25
Trigonometry 141b .....	2½ hours	6.25
College Algebra 151a .....	2½ hours	6.25
College Algebra 151b .....	2½ hours	6.25
Analytic Geometry 231a .....	4 hours	10.00

## Geography:

Principles of Geography 100 .....	4 hours	10.00
Economic Geography 211 .....	4 hours	10.00
North America 241 .....	4 hours	10.00
Geography of South America 320 .....	4 hours	10.00

## Health and Physical Education:

Personal Hygiene and Safety 104 .....	3 hours	7.50
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## Industrial Arts:

Elementary Mechanical Drawing 163 .....	4 hours	10.00
Advanced Mechanical Drawing 203 .....	4 hours	10.00
Elementary Architectural Drawing 304 .....	4 hours	10.00

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