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EASTERN KENTUCKY
STATE NORMAL SCHOOL
and TEACHERS COLLEGE
RICHMOND, KENTUCKY

CATALOG 1929-30



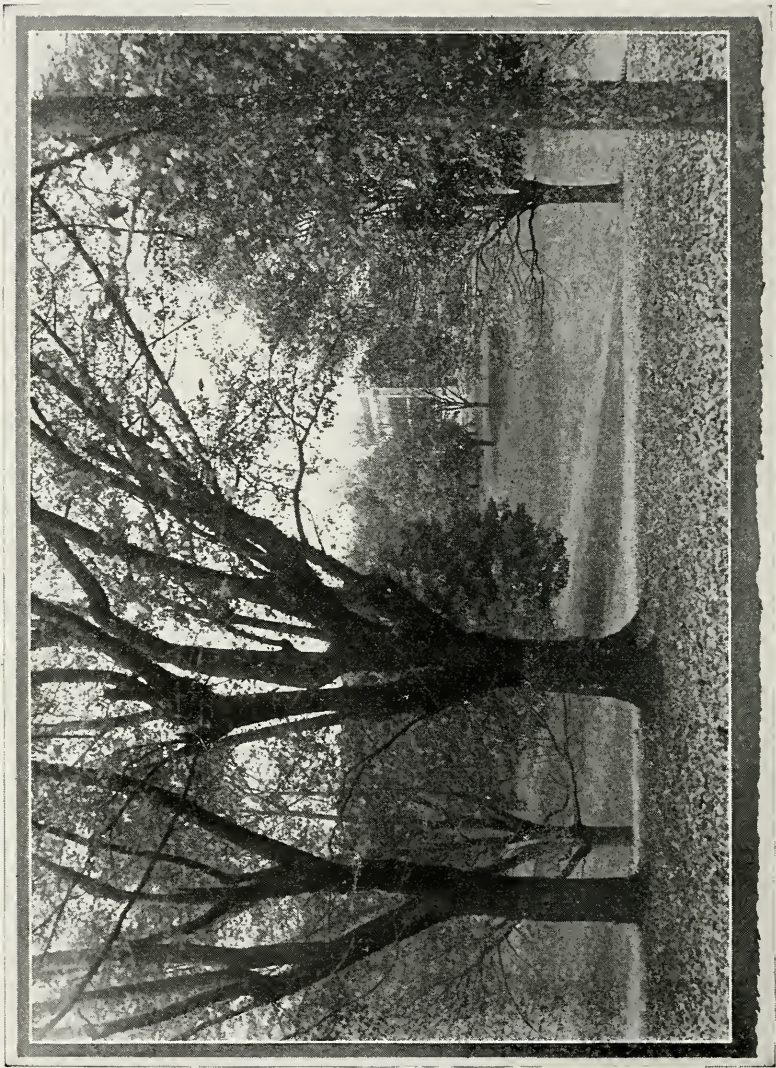
Eastern Kentucky Review

Volume XXIII

JULY, 1929

Number 1

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A View of the Campus, Administration Building in Background

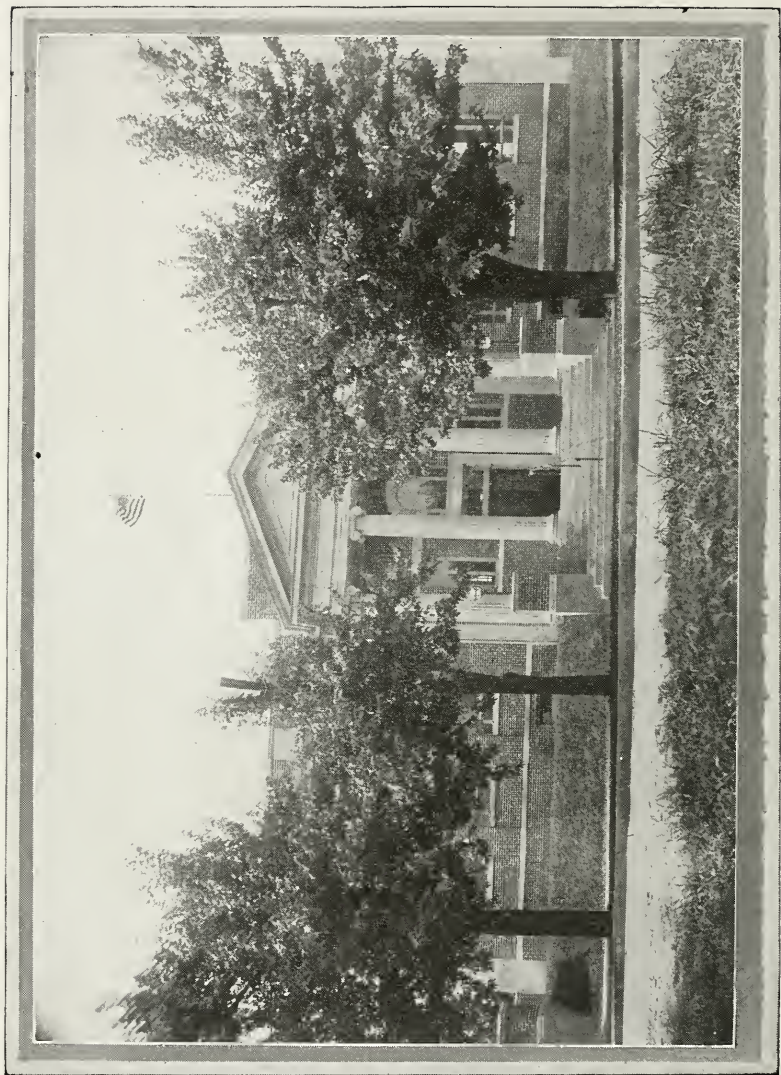
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Calendar 1929-30

- A (September 16) First Semester opens.
- B (September 16-17) Entrance examination.
- C (September 18) Class work begins.
- D (September 23) Last day to register for full load.
- E (October 8) Last day to register for credit.
- F (November 27) Last class work before Thanksgiving.
- G (November 28-29-30) Thanksgiving recess.
- H (December 2) Class work resumes.
- I (December 20) Twelve o'clock noon, last class work before Christmas recess.
- J (December 21-January 1) Christmas recess.
- K (January 2) Class work resumes.
- L (January 24) First semester ends.
- M (January 27) Second semester opens.
- N (January 27-28) Entrance examinations.
- O (January 29) Class work begins.
- P (February 3) Last day to register for full load.
- R (February 18) Last day to register for credit.
- S (March 31) Mid-semester registration.
- T (April 1) Class work begins.
- U (April 2) Last day to register for full load.
- V (April 7) Last day to register for credit.
- W (May 25-29) Commencement week.
- X (June 2) First summer term opens.
- Y (June 2) Entrance examinations.
- Z (June 3) Class work begins.
- a (June 4) Last day to register for full load.
- b (June 7) Last day to register for credit.
- c (June 28) Class work to make up for July 4.
- d (July 4) Independence Day
No class work.
- e (July 11) First summer term closes.
- f (July 14) Second summer term opens.
- g (July 14) Entrance examinations.
- h (July 15) Class work begins.
- i (July 16) Last day to register for full load.
- j (July 19) Last day to register for credit.
- k (August 22) Second term closes.



College Library

SCHOOL ORGANIZATION

BOARD OF REGENTS

W. C. BELL

State Superintendent of Public Instruction, Ex-Officio Chairman

ATTORNEY GENERAL J. W. CAMMACK, Owenton, Kentucky.

Term Expires 1932

HON. C. F. WEAVER, Ashland, Kentucky

Term Expires 1932

HON. H. M. BROCK, Harlan, Kentucky

Term Expires 1930

HON. J. A. SULLIVAN, Richmond, Kentucky

Term Expires 1930

OFFICERS OF THE BOARD

W. C. BELL, Chairman

H. M. BROCK, First Vice-Chairman

C. F. WEAVER, Second Vice-Chairman

ELEANOR CAMMACK, Secretary

KATHERINE MORGAN, Assistant Secretary

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman

HON. R. E. TURLEY, Treasurer

HON. W. C. BELL

HON. H. M. BROCK

PRESIDENT H. L. DONOVAN

NORMAL EXECUTIVE COUNCIL

HON. W. C. BELL

Ex-Officio President of the Council

H. H. CHERRY

President of Western Teachers College, Vice-President of the Council

H. L. DONOVAN

President of Eastern Teachers College

College Faculty

H. L. DONOVAN, A. B., M. A., Ph. D.

President

Diploma, Western Kentucky Normal School; A. B., University of Kentucky; M. A., Teachers College, Columbia University; graduate student, University of Chicago; Ph. D., Peabody College; rural teacher, one year; elementary school principal, Paducah, Ky., three years; superintendent of schools, Wickliffe, Ky., two years; assistant superintendent of schools, Louisville, Ky., five years; army psychologist, one year; superintendent of schools, Catlettsburg, Ky., one year; dean of faculty, Eastern Teachers College, two years; professor of elementary education, Peabody College, three years; author, A State's Elementary Teacher Training Problem; co-author, Supervision and Teaching of Reading.

HOMER E. COOPER, A. B., A. M., Ph. D.

Dean of the Faculty

A. B., West Virginia University; A. M., Columbia University; Ph. D., Columbia University; rural teacher, four years; village supervising principal, three years; superintendent of Point Pleasant, West Virginia, four years; superintendent Bluefield, West Virginia, four years; head, Extramural Instruction Department and instructor educational administration, University of Pittsburgh, three years; head, Extramural Instruction Department and assistant professor educational administration, one year; superintendent, Maryland Casualty Company Training School, Baltimore, two years; present position since 1924; made following school surveys: villages and cities of Nassau County, New York, 1916; Saint Paul, Minnesota, 1917; Philadelphia, 1920; Kittanning, Pennsylvania, 1920; Maysville, Kentucky, 1927; author, Cost of Training Teachers.

EULAH RACHEL ACREE, B. S., A. M.

Home Economics

Diploma, Erlanger High School; B. S., University of Kentucky; A. M., Teachers College, Columbia University; teacher in Erlanger Public Schools, seven years; teacher in Horse Cave High School, one semester; present position since 1927.

KERNEY M. ADAMS, A. B., A. M.

Director of Extension

Diploma, Eastern Kentucky State Normal School and Teachers College; A. B., University of Kentucky; A. M., Cornell University; additional graduate work, Cornell University; teacher, rural school of Kentucky; teacher of history, Altoona High School, Pennsylvania, two years; present position, 1928.

PEARL L. BUCHANAN, A. B.**English**

A. B., South Western University; one semester graduate work, University of Oklahoma, one semester graduate work, North Western University; two quarters graduate work, George Peabody College for Teachers; two years head of English Department, State Preparatory School, Claremore, Okla.; four years teacher of speech and dramatics, Senior High School, Muskogee, Okla.; assistant instructor, summer school, University of Oklahoma; one semester assistant instructor in reading, State Normal, Ada, Oklahoma; present position since 1923; author, following articles in educational periodicals: A Program of Speech Instruction for the Secondary School; Dramatics in the High School; Lighting the School Play.

MARY KING BURRIER, B. S., M. S.**Home Economics**

Diploma, Hamilton College; B. S., M. S., University of Kentucky; Columbia University, one summer term of graduate work; home demonstration agent, Bourbon County, Kentucky, six months; supervision of home economics, Fayette County, Kentucky, one and one-half years; home economics and science teacher, Pikeville College, one and one-half years; home economics and science teacher, Midway High School, four years; present position since 1925.

C. E. CALDWELL, A. B., A. M.,**Mathematics**

B. S., National Normal University; A. B., Marietta College; A. M., Ohio State University; Ohio Life Certificate (high school); superintendent, accredited schools, Ohio, eleven years; instructor in mathematics, Bellaire High School, Ohio; instructor in mathematics, Marietta College, summer sessions; present position since 1912.

****JANE CAMPBELL, A. B.****Music**

Bachelor of Music degree, Taylor University; A. B., Eastern Indiana State Normal School; graduate work, Eastern Indiana State Normal School; teacher of public school music, Taylor University, one year; teacher of music, Central High School, Indiana, four years; music critic, Eastern Indiana State Normal School, two years; present position, 1926.

MRS. EMMA YOUNG CASE, A. B.*Principal, Rural Practice School**

Student, University of Kentucky; A. B., Eastern Kentucky State Normal School and Teachers College; rural teacher, two years; graded school teacher, two years; teacher, Tucumcari City School, Tucumcari, New Mexico, one year; principal, high schools in Kentucky, four years; present position since 1925.

*On leave of absence for a semester.

**On leave of absence for two semesters.

KATIE CARPENTER, A. B.

Principal, Rural Practice School

Diploma and A. B., Eastern Kentucky State Normal School and Teachers College; rural teacher, Mercer County, nine years; supervisor of rural schools, Mercer County, two and one-half years; teacher of mathematics and science, Harrodsburg Graded School, two years; critic teacher in rural school, Morehead State Normal School and Teachers College, two and one-half years; present position since 1926.

ASHBY B. CARTER, B. S.

Agriculture and Sanitary Science

Diploma, George Peabody College for Teachers; student University of Richmond; University of Virginia; Virginia Mechanics Institute; graduate student, George Peabody College for Teachers, Teachers College, Columbia University, University of Kentucky; rural teacher Virginia schools, two years; high school principal Virginia schools, two years; teacher of agriculture and manual training, Tennessee High School, four years; present position since 1920. Contributor to agricultural journals.

BERNICE CHAMP, A. B., A. M.

Critic, Sixth Grade

Student, Hamilton College, Lexington, two years; A. B., Eastern Kentucky State Normal School and Teachers College; A. M., Teachers College, Columbia University; critic teacher, Eastern Kentucky State Teachers College, one semester, 1927; present position, 1928.

ROY B. CLARK, A. B., A. M., Ph. D.

English

Diploma, State Normal School, Kearney, Nebraska; A. B., University of Nebraska; A. M., Columbia University; Ph. D., Columbia University; rural teacher, one year; principal of ten grade village school, Homer, Nebraska, four years; superintendent of standard twelve grade school, Sutherland, Iowa, one-half year; assistant professor of English, State Normal School, Chadron, Nebraska, seven and one-half years; professor of English, State Normal College, Natchitoches, Louisiana, two years; lecturer in English, Columbia University, one semester; instructor in English, New York University, one year; head of English Department Jamestown College, Jamestown, North Dakota, two years; present position since 1926.

MEREDITH J. COX, B. S., A. M.

Chemistry

Diploma, Warren Academy; B. S. and A. M., Peabody College for Teachers; two semesters additional graduate work, Columbia University and University of Wisconsin; principal, Hodgenville High School, two years; instructor in science and athletic coach, Mt. Sterling High School; instructor in science and coach, Hattiesburg High School, two years; professor of chemistry, Berea College, one year; present position since 1924; author, Quantitative Study of Plant Alkaloids; A Problem in the Professionalization of Subject Matter.

NOEL B. CUFF, B. S., A. M., Ph. D.

Psychology

B. S., A. M., Ph. D., George Peabody College for Teachers; teacher of Spanish, David Lipscomb College, two years; teacher of English, Freed-Hardeman College, one year; principal, County High School, Davidson County, Tennessee, two years; teacher of psychology, Appalachian State Normal School, Boone, N. C., two summer sessions; teacher of psychology, David Lipscomb College, two years; present position, 1928.

N. G. DENISTON, B. S.

Industrial Arts

B. S., Valparaiso University; student, Stout Institute; student, Massachusetts Institute of Technology; student, Bradley Polytechnic Institute; graduate work, University of Chicago; Life Certificate in Montana, Louisiana and North Carolina; supervisor of manual training, Livingston, Montana, Baton Rouge, Louisiana, and Mobile, Alabama; head of Department of Industrial Arts, Stanley McCormick School, Burnsville, N. C.; head of Manual Arts Department, Mississippi Normal College, Hattiesburg, Mississippi; present position since 1919; leave of absence, 1928-29, with La Verne Noyes Scholarship.

RUTH DIX, B. S., A. M.

Home Economics

Teacher's diploma, Bradley Polytechnic Institute; one year and one summer, University of Illinois; B. S., Bradley Polytechnic Institute; A. M., Teachers College, Columbia University; teacher of home economics, high school, Colfax, Illinois, two years; township high school, Pana, Illinois, three years; home demonstration agent, Hendricks County, Indiana, two years; present position since 1923.

J. T. DORRIS, A. B., A. M., Ph. D.

History and Government

A. B., Illinois College; A. M., University of Wisconsin; Ph. D., University of Illinois; rural teacher, two years; business college, Oshkosh, Wisconsin, one year; high school principal and superintendent, Illinois, twelve years; graduate assistant, University of Illinois, three years; instructor, State Normal School, Minot, N. D., ten weeks; instructor, State Normal University, Normal, Illinois, twelve weeks; present position since 1926; author, following articles: The Oregon Trial, Pardoning the Leaders of the Confederacy, President Lincoln's Clemency.

RICHARD A. EDWARDS, A. B., M. A.

Director of Training School

A. B., 1910, University of Kentucky; A. M., 1925, Columbia University; taught four sessions in rural schools of Graves and Calloway counties; principal of Trimble County High School and Bedford Graded School, 1910 to 1914; superintendent of city schools, Morganfield, 1914 to 1918; present position since 1918; student in summer schools of University of Wisconsin; University of Minnesota, and Peabody College; author of A Manual for Student Teaching, 1923; The Training School Bulletin, 1926; A Manual for Observation and Method, 1928, in collaboration with training teachers.

FRED A. ENGLE, A. B., A. M.

Education

A. A., Cumberland College, Williamsburg, Kentucky; A. B., University of Kentucky; A. M., University of Kentucky; one quarter of additional graduate work, University of Kentucky; rural teacher, three years; principal of graded school, Knox County, Kentucky, three years; principal of Corbin High School, six years; teacher of biology, Winchester High School, one and one-half years; present position since 1928.

JACOB D. FARRIS, A. M., M. D. College Physician and Teacher of Health

Diploma, Western Kentucky State Normal School and Teachers College; student, University of Chicago, one year; A. M., George Peabody College for Teachers; M. D., Vanderbilt University; assistant principal, Columbia High School, two years; principal, New Market High Schools, Alabama, four years; teacher, industrial arts, Nashville Public Schools, four years; present position, 1928.

*D. THOMAS FERRELL, A. B., A. M.

Education

A. B., Duke University; A. M., Duke University; Trinity College, Dublin, Ireland, four months; A. M., Teachers College, Columbia University; one year additional graduate work, George Peabody College for teachers; instructor in the American army post school, four months; principal, Alexis Graded School, Gaston County, North Carolina, two years; instructor in history, Trinity Park School, two years; principal Bethesda High School, Durham County, North Carolina, three years; assistant in education, Duke University, two years; professor of psychology and education, East Carolina Teachers College, summer term of 1926; present position since 1927; author, Professional Preparation of Teachers for Small High Schools.

MARY FLOYD, A. B., A. M.

History

Diploma and A. B., Eastern Kentucky State Teachers College; A. M., Teachers College, Columbia University; three terms' graduate work, University of Chicago; teacher, graded school, Louisville, four years; principal, graded school, summer, Florida, one year; instructor in history, Somerset High School and coach of debate team that won second place in the state contest, 1924; present position since 1925.

EDITH G. FORD, B. C. S., A. B.

Commercial Education

Diploma, Louisiana State Normal College, Natchitoches, Louisiana; B. C. S., Bowling Green Business University, Bowling Green, Kentucky; A. B., George Washington University, Washington, D. C.; one semester graduate study, University of Kentucky, Lexington, Kentucky; city schools, Alexandria, Louisiana, two years; high school, Beckley, West Virginia, two years; high school, Winston-Salem, North Carolina, one year; present position since 1927.

*On leave of absence for a semester.

ELINOR FOSTER, B. S., M. A.

Library Science

Graduate, Junior College Course, Ward-Belmont College, Nashville; B. S. and M. A., Peabody College for Teachers, Nashville; student assistant, Peabody College Library and Demonstration School Library, Peabody College; assistant, Teachers College Library, Columbia University, summer session, 1928; present position, 1928.

MAUDE GIBSON

Art

Graduate Lebanon Normal; two years' course in public school art at Teachers College, Miami University; one semester at School of Applied Design, New York; one and one-half semesters in art classes of Teachers College, Columbia University. Three years, decorator, Weller Art Pottery, Zanesville, Ohio; one year, teacher, Clarksville, Tennessee, Female College; two years, teacher, Birmingham, Alabama, High School. Summer, 1926, studying great works of art in the galleries of Europe. Present position since 1910.

G. M. GUMBERT, B. S.

Agriculture and Athletics

B. S. Agr., University of Kentucky; one summer term additional graduate work, University of Kentucky; four months Officers' Material School, commissioned Ensign U. S. N., during world war; won five letters in basketball and football, University of Kentucky; seven years' experience in Smith-Hughes agriculture in Crittenden, Calloway and Fayette Counties, Kentucky; instructor in agriculture, one year, Eastern Kentucky Normal School, 1922; present position since 1925.

*MAY C. HANSEN

Critic, First Grade

Graduate, Oshkosh State Normal School; student University of Chicago; teacher in rural schools of Wisconsin, two years; teacher in public schools, Washburn, Wisconsin, three years; teacher in public schools, Green Bay, Wisconsin, three years; present position since 1912.

**GEORGE N. HEMBREE, B. C. S.

Athletics

Student, Eastern Kentucky State Normal School and Teachers College, one year; B. C. S., Bowling Green Business University; rural teacher, two years; undergraduate work, University of Illinois, two summers; undergraduate work, Peabody College for Teachers, one summer session; in present position since 1920.

GERTRUDE M. HOOD, A. B., A. M.

Physical Welfare

A. B., Ohio Wesleyan University; A. M., Columbia University; physical education and English, State Normal and Industrial School, Ellendale, North Dakota, 1927-1928; present position since 1928.

*On leave of absence for a semester.

**On leave of absence for two semesters.

MRS. STANTON B. HUME

Industrial Arts

Graduate, Bellwood Seminary and Kentucky Presbyterian Normal School; student, Cincinnati School of Domestic Science under Miss Gamon; student of Miss Anna Barrows, Columbia University; student of Miss Lamphere and Mr. Lane, New Hampshire; student, summer school, Peabody College; in present position since 1910.

CHARLES T. HUGHES, A. B.

Coach

Diploma, Morton-Elliott Junior College; A. B., University of Kentucky; coach, Harlan High School, two years; principal and head coach, Harlan High School, one year; present position, 1929.

ARNIM DEAN HUMMELL, B. S., M. S., Ph. D.

Physics

B. S., Knox College; M. S., and Ph. D., University of Illinois; part time instructor in physics, University of Illinois, three years; instructor in mathematics, University of Illinois, one year; present position, 1929.

**WILLIAM C. JONES, B. S., A. M.

Principal of Normal School
and Mathematics

B. S., East Texas State Teachers College; A. M., Colorado State Teachers College; one term additional graduate work, George Peabody College for Teachers; instructor in mathematics, Wiley High School, Wiley, Colorado, one year; principal, Wiley High School, Wiley, Colorado, two years; at Eastern since 1926; co-author, "Pioneer Arithmetics," a series of arithmetics for the elementary and upper grades; joint author, "Rural Education in Madison County," a survey of the rural schools.

**WILLIAM L. KEENE, B. S., M. A.

English

Diploma, Middle Tennessee State Normal School; B. S. and A. M., George Peabody College for Teachers; rural teacher three years; principal consolidated elementary and county high school, Liberty, Tennessee, three years; summer school instructor, Middle Tennessee State Teachers College, 1925 and 1926; present position since September, 1926.

CHAS. A. KEITH, B. A., M. A., Ped. D.

(Dean of Men) History

Student, University of Arkansas, 1901-6; 1906-7; student, University of Texas, 1909-1910; B. A., Honour Modern History, Oxford University, England, 1911; M. A., Honour Modern History, Oxford University, England, 1920; Honorary Doctor of Pedagogy, Ohio Northern University, 1926; one year and two summer terms additional graduate work, Indiana University, 1926-27. Two years rural teacher, Clark and Howard Counties, Arkansas; one year head of History Department, Little Rock High School, Arkansas; one summer term acting head of History Department, Western Kentucky State Teachers College, Bowling Green; one summer term lecturer historical subjects, Ohio Northern University; present position since 1912; author, Notes and Outlines of American History; Notes and Outlines in Civil Government; Outlines of Kentucky Government (Bobbs-Merrill Co); Outlines of Kentucky History (D. C. Heath).

**On leave of absence for two semesters.

L. G. KENNAMER, A. B., B. S., A. M., Ph. D. Geography and Geology

A. B., Simmons University, Texas; B. S., A. M., Ph. D., George Peabody College for Teachers; student, University of Wisconsin, one year; professor, Abilene Christian College, six years; professor of science, David Lipscomb College, one year; professor of geography, Sam Houston State Teachers College, Huntsville, Texas, summer session; Bursar and Registrar, Abilene Christian College, three years; assistant in Geography Department, George Peabody College, two years; present position, 1928.

***ARMON JAY LAWRENCE, B. C. S., A. B.** Commercial Education

B. C. S., Bowling Green Business University; A. B., University of Kentucky; two summers at University of Chicago; instructor, one year Martins Ferry, Ohio High School; head of Commerce Department, Hot Springs, Arkansas, High School; four years, head of Commerce Department, Owensboro, Kentucky, High School; present position since 1926.

CORA LEE, B. S., A. M. Critic, Junior High School

Diploma, Owensboro High School; B. S., George Peabody College for Teachers; A. M., Teachers College, Columbia University; rural teacher, one year; teacher in Owensboro Public School, six years; present position since 1925.

MARGARET LINGENFELSER, A. B., A. M. Critic, First Grade

A. B., Eastern Kentucky State Normal School and Teachers College; A. M., Teachers College, Columbia University; teacher, rural schools of Mason County, Kentucky, five years; present position since 1924.

MELVIN E. MATTOX, B. S., A. M. Education

Diploma, Mississippi State Normal School; B. S. and A. M., Peabody College; three quarters additional graduate work, Peabody College; rural teacher, one year; principal of village and consolidated schools, five years; instructor, Mississippi State Normal, two summers; professor in education, University of South Carolina, one summer; superintendent of training school, Eastern Kentucky State Teachers College, one year; present position since 1925.

THOMAS E. McDONOUGH, B. S., A. M. Physical Education and Freshman Coach

Diploma, La Crosse Teachers College; student, Columbia University, one year; B. S., A. M., George Peabody College for Teachers; director of physical education and coach, Bluffton City Schools, Indiana, one year; supervisor of physical education, City Schools Milwaukee, three years; student instructor, Peabody College and Peabody Demonstration School, three years; present position, 1928.

*On leave of absence for a semester.

MARY FRANCES MCKINNEY, B. S., Geography
 Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; one year graduate work, George Peabody College for Teachers; principal, independent graded and high school, Clark County, Kentucky, four years; critic teacher in geography and mathematics, Eastern Kentucky Teachers College, three years; present position since 1926; one leave of absence, first semester, 1928-1929.

WILLIAM J. MOORE, A. B., A. M. Economics
 Diploma, Eastern Kentucky State Normal and Teachers College; A. B. and A. M., University of Kentucky; work for Ph. D., substantially completed; two years, College of Law, University of Kentucky; rural teacher, five years; principal, Corinth Independent Graded School, two years; principal, Clay County High School, Manchester, Kentucky, four and one-half years; superintendent, Midway Public Schools, Midway, Kentucky, two and one-half years; member lower house of Kentucky General Assembly, 1924; in present position since January, 1928.

MRS. JANE MURBACH, A. B., M. A. French
 A. B., Oberlin College, Ohio; M. A., University of Kentucky; student, summer session, University of California; teacher of French, Archbold High School, Ohio, two years; teacher of French, University of Kentucky, one year; present position, 1928.

WINNIE DAVIS NEELY, B. S., M. A. English
 Diploma, Alabama College; B. S., George Peabody College for Teachers; one year graduate work, George Peabody College for Teachers; student instructor in mathematics, Alabama College, one year; teacher in rural schools, several summers; teacher of sixth grade, Dothan City School, Dothan, Alabama, one year; instructor in English, county high schools of Moulton and Birmingham, Alabama, six years; critic teacher, Alabama College Training School, two years; instructor in English, Alabama College, two summer terms; present position since 1924.

**SMITH PARK, B. S., M. S. Mathematics
 High school diploma, 1915, Model High School of Eastern Kentucky State Teachers College; B. S. in mechanical and electrical engineering, 1920, University of Kentucky; M. S. in mathematics, 1925, University of Kentucky; traffic engineer, New York Telephone Co., for one year; present position since 1923.

NORA PEARSON, B. A., M. A., Ph. D. Biology
 B. A., M. A., Ph. D., University of Wisconsin; teacher of science, Sparta High School, two years; assistant in botany, University of Wisconsin, two years; instructor in botany and chemistry, Catley College, one year; instructor in biology, Beloit College, three years; research assistant, plant pathology, University of Wisconsin, two years; present position, 1928.

**On leave of absence for two semesters.

FRANK PHIPPS

Assistant Coach

MABEL H. POLLITT, A. B., A. M.

Latin

A. B. and A. M., University of Kentucky; additional graduate study in American Academies of Rome and Athens; principal, Lewis County High School, Vanceburg, Kentucky, two years; instructor and assistant professor in Department of Ancient Languages, University of Kentucky, six years; professor and acting head of Department of Ancient Languages, Georgetown College, one year; present position since 1927. Phi Beta Kappa and Eta Sigma Phi fraternities. Author, *Life of James Kennedy Patterson, President of University of Kentucky, 1869-1910.*

R. R. RICHARDS, A. B.

Commercial Education

Graduate, Normal School Department, Berea College; student, University of Kentucky, one semester; A. B., Eastern Kentucky State Teachers College; principal of schools and athletic director, Kentucky House of Reform, two years; educational director, Kentucky House of Reform, two years; student assistant, Eastern Kentucky State Teachers College, two years; present position, 1929.

MARIE L. ROBERTS

Dean of Women

Graduate, Western College for Women, Oxford, Ohio; teacher, Western College, two years; teacher, high school, Ashland, Ky.; assistant principal, Ashland High School; student, summer school, Columbia University; student, summer school, Peabody College, Nashville, Tennessee; present position since 1915.

DEAN W. RUMBOLD, B. S., Ph. D.

Biology

B. S., University of Buffalo; student, University of Wisconsin, one year; Ph. D., Duke University; undergraduate assistant, University of Buffalo, one year; graduate assistant in general zoology, University of Wisconsin, one year; teaching fellow, Duke University, two years; instructor, biology courses, Seashore summer school, Duke University, 1927; instructor, Culver Academy, summer session; author, *A New Trematode from the Snapping Turtle.*

*RUBY RUSH, A. B.

Critic, Junior High School

Graduate Virginia Intermont College, Bristol, Virginia; A. B., University of Kentucky; rural teacher, one year; teacher, high schools of Kentucky, four years; teacher of Latin and English, High School, Madison, Florida, two years; present position since 1926.

*On leave of absence for a semester.

**ANNA A. SCHNIEB, A. B., A. M.

Education

Diploma, Indiana State Normal School and Teachers College; student, Indiana University, one year; A. B., A. M., Columbia University; diploma, education and psychology, Teachers College; two years' additional work, Columbia University and University of Chicago; city teacher, five years; assistant principal, city normal, three years; head of Department of Education and Psychology, William Woods College, Fulton, Missouri, three years; education and psychology, State Teachers College, Cape Girardeau, Missouri, four years; present position since 1923; author: Suggested Content, Sources and Activities for Arithmetic, English, Geography, Grades I to VIII; articles on student government and on teaching hygiene, teaching geography, teaching English.

*VIRGINIA F. STORY, B. S.

Critic, Third Grade

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; teacher, Ashland, Kentucky, five years; primary supervisor, Ashland, Kentucky, three years; present position since 1927.

BROWN E. TELFORD

Piano

Diploma, Greenbrier College for Women; two terms special work, Cincinnati Conservatory of Music; one term, New York School of Music and Arts; one semester, New England Conservatory of Music, Boston; instructor in piano, Madison Institute, one year; present position, 1920.

GLADYS PERRY TYNG, B. S.

Education

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody Teachers College; one semester additional graduate work, George Peabody Teachers College; teacher in elementary grades three years, Guthrie and Richmond, Kentucky; present position since 1920.

JAMES E. VAN PEURSEM, A. B., Mus. B.

Music

A. B., Morningside College; Mus. B., Oberlin College; teacher of English, Wakonda High School, S. D., one year; principal and orchestra director, Wakonda High School, four years; present position, 1929.

ELIZABETH WILSON, B. S., M. A.

Critic, Third Grade

Diploma, Martin College, Pulaski, Tennessee; B. S., A. M., Peabody College for Teachers; rural teacher, Tennessee, two years; critic teacher, East Texas State Teachers College, three years; critic teacher, North Texas State Teachers College, one year; present position, 1928.

*On leave of absence for a semester.

**On leave of absence for two semesters.

GERMANIA J. WINGO, B. S.

Critic, Fourth Grade

Diploma, State Normal School, Farmville, Virginia; diploma in critic work in elementary education, Teachers College, Columbia University; B. S., Teachers College, Columbia University; additional graduate work, Teachers College, Columbia University; teacher, Crewe, Virginia, two years; teacher, Amelia and Pulaski, Virginia; present position since 1920.

EDNA ZELLAHOEFER, A. B., A. M.

English

Graduate, Illinois State Normal University; A. B., University of Illinois; A. M., Columbia University; instructor in English, Sparland High School, Le Roy High School, and Rockford High School, Illinois; instructor in English in high school, La Cross, Wisconsin; present position, 1922.

NORMAL SCHOOL FACULTY

VIRGIL BURNS, A. B., A. M.

Social Science

Diploma, Western Kentucky State Normal School and Teachers College; ten months, training in Bowling Green Business University; A. B., University of Kentucky; A. M., Columbia University; rural teacher, three years; principal Golden Pond Graded School, Trigg County, one year; superintendent, Kuttawa city schools, four years; present position since 1924.

G. O. BRYANT, A. B., A. M.

Mathematics

Life certificate, Western Kentucky State Normal School; A. B., and A. M., University of Kentucky; rural teacher, six years; principal, graded and high schools, Cottonwood, Illinois, four years; Milburn, Kentucky, one year; Gracey, Kentucky, four years; county high school, Casey County, Kentucky, five years; present position since 1924.

ANNA D. GILL, A. B.

Commercial Subjects

B. C. S., Bowling Green Business University; A. B., University of Kentucky; student, summer sessions, Gregg School, Chicago, six weeks; University of Wisconsin, twelve weeks; Western Normal School and Teachers College, nine weeks; teacher, high school, Mapleton, Maine, one year; teacher, Business College, Port Arthur, Texas, one year; head of Commercial Department, Elkins High School, West Virginia; present position, 1928.

**ELIZA HUGHES

Physical Welfare

Diploma, New Haven Normal School of Gymnastics; three additional summer terms, University of Kentucky; supervisor, physical education, Paris city schools, Paris, Kentucky, three years; present position since 1927.

**On leave of absence two semesters.

EUGENE L. PEARSON, A. B.

English

A. B., Vanderbilt University; one summer session at Peabody College; one summer session at Columbia University; principal, county high school, Cedar Hill, Tennessee, two years; principal, city high school, Georgetown, Kentucky, two years; present position since 1926.

EVELYN SLATER, B. S.

Home Economics

Graduate of Holmes High School, Covington, Kentucky; four years' business experience with Cincinnati banking concern; B. S., University of Kentucky; one semester substitute work, Cincinnati Public Schools; foods instructor, East Night High, Cincinnati; present position since February, 1927.

G. D. SMITH, A. B., B. S., M. A., D. Sc.

Nature Study

Student, Muskigam College, New Concord, Ohio, one year; A. B., Honorary M. A., Ohio Northern College, Ada, Ohio; B. S., Ohio Wesleyan College, Delaware, Ohio; student, summer sessions at Ann Arbor, Michigan, Ohio State Biological Laboratory, Cedar Point, Ohio, Carnegie Biological Laboratory, Wood's Hole, Massachusetts; superintendent of village schools in Ohio, six years; head of Science Department, Central High School, Akron, Ohio, seven years; in present position since 1908.

SAMUEL WALKER, A. B., A. M.

Education

A. B., Maryville College, Maryville, Tennessee; A. M., University of Kentucky; rural teacher in public schools of Whitley County, five years; supervisor Whitley County schools, four years; city superintendent, Williamsburg, Kentucky, and Etowah, Tennessee, two years; instructor in Normal Department, Cumberland College, Williamsburg, Kentucky, two years; superintendent Whitley County schools, eight and one-half years; present position since 1926.

H. H. BROCK, B. S.

Correspondence Department

L. G. WESLEY, A. B.

Correspondence Department

LIBRARY STAFF

MARY ESTELLE REID

Librarian

Edmonton High School; graduate, Liberty College, Glasgow, Kentucky; special course in library administration, University of Nashville, one year; Carnegie Library, Nashville, one year; present position since 1911.

ELINOR FOSTER, A. B., A. M.

Assistant Librarian

BESS MOORE

Assistant Librarian

Student, Eastern Kentucky State Teachers College, four years; present position since 1927.

ADMINISTRATIVE STAFF

G. M. BROCK, Business Agent

E. P. McCONNELL, Bookkeeper

KATHERINE MORGAN, Secretary to the President

MRS. HART L. PERRY, Secretary to Business Agent

KERNEY ADAMS, Director of Extension

MAYE M. WALTZ, Secretary to Dean

INEZ McKINLEY, Assistant Bookkeeper

AUGUSTA DAUGHERTY, Cashier

FRANKIE DeBOE, Stenographer, Business Office

ELIZABETH DUNIGAN, Stenographer, Business Office

LUCILE DERRICK, Stenographer, Normal School Office

MAYME COOPER, Assistant to Director of Extension

LOIS COLLY, Stenographer, Extension Division

EUNICE WINGO, Secretary to Dean of Women and Supervisor of
Sullivan Hall

FRED BALLOU, Book Store Clerk

ISABEL SPEAKS, Secretary to Registrar

MRS. MARJORIE COATES, Assistant Registrar's Office

MARY SULLIVAN, Housekeeper, Sullivan Hall

MRS. T. J. COATES, Housekeeper and House Mother, Burnam Hall

W. A. AULT, Superintendent, Power Plant, Building and Grounds

EDNA WHITE, Registered Nurse

EDITH L. McILVAIN, Supervisor of Cafeteria

R. H. MATHERLY, Assistant in Cafeteria

AXIE FOSTER, Information Clerk

Faculty Organization

COMMITTEES

Alumni and Senior Class

Adams, Tyng, Park, Floyd, McKinney, Lingenfelter, Moore, Champ, Story, Case, Carpenter, Richards

Meets first Tuesday each calendar month at 4:10 p. m.

Certification and Graduation

Cooper, Mattox, Pollitt, Caldwell, Roberts, Jones, Hummell, Farris.

Meets on call of the chairman

Certification and Student Schedules

COLLEGE

Keith, and others as assigned

NORMAL HIGH SCHOOL

Moore, and others as assigned

Credits and Credentials

Mattox, Jones, Caldwell, Pollitt, Clark, Cuff, Carter

Meets on first Monday each semester, second mid-semester, and each summer school at 4:10 p. m.

Entrance Examinations

Moore, Mattox, McKinney, Zellhoefer, Jones, Bryant, Gill

Meets on call of chairman.

Fine Arts and Entertainment

Buchanan, Caldwell, Van Peurse, Lawrence, Kennamer, Farris, Murbach, Tyng, Telford, Campbell

Meets on the first Wednesday of each month at 4:10 p. m.

Library Committee

Reid, Cooper, Keith, Clark, Edwards, Caldwell, Cox, Pollitt, Rumbold, Walker

Meets on the first Tuesday in each calendar month at 4:10 p. m.

The Training School

Edwards, the critic teachers, and the teachers of Education

Meets on call of the chairman

Athletics

Carter, Edwards, Farris, Keith, McDonough, Hughes, Gumbert, Lowry, Hood

Meets on the second Friday in each month at 4:10 p. m.

Societies, Clubs, and Forensics

Clark, Zellhoefer, Dorris, Ford, Ferrell, Pearson, E. L., Dix
Meets on the second Tuesday in each month at 4:10 p. m.

Student Publications—Milestones and Progress

Zellhoefer, Keene, Deniston, Neely, Lawrence, Gibson, Cuff, Rumbold
Meets on second Wednesday of each month at 4:10 p. m.

Eastern Kentucky Review—Catalog

Dorris, Schnieb, Clark, Mattox, Keene, Edwards, Pearson, N.
Meets on second Thursday in each month at 4:10 p. m.

Curriculum Committee

Cooper, Edwards, Dorris, Clark, Schnieb, Cox, Jones, Pearson, N.
Meets on third Friday in each month at 4:10 p. m.

Student Welfare, Discipline and Grievances

Donovan, Cooper, Farris, Pollitt, Roberts, Keith
Meets on call of the chairman

Rules and Regulations

Cooper, Keith, Caldwell, Edwards, Pollitt, Carter
Meets on call of the chairman

Social and Receptions

Gibson, Hume, Hughes, E., Burrier, McKinney, Burns, Cox, Engle, Ford, McDonough, Floyd, Hood
Meets on call of the chairman

Extension Committee

Adams, Jones, Cooper, Dorris, Smith, Engle
Meets on the fourth Tuesday in each month at 4.10 p. m.

Student Loans, Scholarships and Fellowships

Pollitt, Schnieb, Roberts, Keith, McDonough, Cox, Cuff, Brock, G. M.
Meets on the call of the chairman

Note: A special meeting of any committee will be called by its chairman on the written request of three of the members of such committee. The President is ex-officio member of all committees.



Cammack Building, The Training School

GENERAL INFORMATION

HISTORY

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2, and in the Senate on March 9, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett of Nicholasville, John Morris of Covington, George Payne of Paducah, George B. Edwards of Russellville, Basil Richardson of Glasgow, E. H. Mark of Louisville, and M. G. Watson of Louisa, constituted the commission.

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7 it met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named; Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2 and elected Ruric Nevel Roark, at the time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. Dr. Roark died April 14, 1909, and Mrs. Roark was elected acting president on April 16. She served in this capacity until March 18, 1910, when John Grant Crabbe, then Superintendent of Public Instruction, was elected president. Dr. Crabbe served as president until September 1, 1916. On June 16, 1916, he resigned to take effect September

1, to accept the presidency of Teachers College, Greeley, Colorado. On September 5, 1916, the Board of Regents met at Lexington, Kentucky, and elected T. J. Coates, State Supervisor of Rural Schools, to the presidency of the institution. Mr. Coates entered upon his term of office September 7 and continued in office until his death, March 17, 1928. Dr. Homer E. Cooper, Dean, was elected acting president March 19 and served in this capacity until June 1. The Board of Regents met in Louisville on March 26, 1928, and elected H. L. Donovan, Professor of Education of Peabody College, president of the institution. Mr. Donovan was formerly dean of the faculty of Eastern.

LOCATION

The home of the Eastern Normal School and Teachers College is a little city of about 7,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Central College in 1901. The campus lying between South Lancaster Avenue and South Second Street is one of the most beautiful in the south. It has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

Administration Building—The Administration Building is located between Roark Building and the President's home on Lancaster Avenue. The auditorium is under construction and will be completed by September 1, 1929. This is a modern fire-proof building with a frontage of 144 feet. It has in it the executive offices, departmental offices, fourteen class rooms, post office, and book store. The auditorium will have a seating capacity of 2,000. It is equipped with an automatic heating and ventilating control.

Ruric Nevel Roark Building—This handsome building is named in honor of the first president. It was erected in 1909, at a cost of \$45,000. The laboratories for physics, chemistry, biology and agriculture are located in this building. These laboratories are well equipped for special and individual study. The other rooms are used as lecture and class rooms.

James W. Cammack Building—This building stands eighty feet south of Roark Building and fronts equally with it on Lancaster Avenue. It was constructed in 1918 at a cost of \$50,000.00 and was recently remodeled and refurnished at an additional cost of \$15,000.00. The building was designed and is used entirely for the Training School. It contains laboratories, class rooms, practice rooms, offices and assembly rooms.

Memorial Hall—This dormitory has accommodations for 175 men. It is in charge of a resident member of the faculty.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of \$45,000. It was named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms. This dormitory has accommodations for 175 girls.

Burnam Hall—This building is a beautiful and imposing new dormitory for girls recently constructed at a cost of \$233,067.01. It is a fire-proof structure. The rooms are arranged in suites of two with private bath. A spacious lobby, beautifully furnished, occupies the entire front central section of the first floor of this building.

In this building is located the cafeteria, which has a seating capacity for 620. In addition to the cafeteria, there are small private dining rooms and kitchens which are to be used for club and society entertainments. There is also a large recreation room for women students. A well equipped laundry is provided for the use of the students.

The Power Plant was erected in 1909 at a cost of \$40,000. It contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of two 50 K. W. 2,300-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electric energy.

Recently the three 125 H. P. boilers in the Power Plant were equipped with mechanical stokers. This equipment greatly increases the efficiency of the plant.

The heating plant supplies low pressure steam to all radiators in the different buildings. The plant is considered one of the best power plants in the State of Kentucky.

New Stateland Hall is a very large and beautiful brick dwelling situated on the farm. It contains nine rooms which have been furnished and equipped with modern conveniences for the students who occupy the rooms in this hall. It is large enough to accommodate approximately thirty young men. The young men who are primarily interested in agriculture are expected to room in this hall.

The President's House is situated on the northwest corner of the campus, facing Lancaster Avenue, just north of the Administration building. It is a large, two-story brick building.

The Gymnasium—The gymnasium is a large frame building. It is well equipped with all the working apparatus of the modern gymnasium. It contains one of the largest basketball floors in the State. The building is also used as an auditorium and it will seat approximately twelve hundred people.

Library Building—A new library building was constructed at a cost of \$67,046.30. It is a two-story fire-proof building. It contains approximately 30,000 volumes.

University Building—This building was erected by Central University. It has been equipped to accommodate the normal department of the institution.

NEW STATELAND

Eastern owns an excellent farm of 180 acres. This farm was purchased in January, 1923. It bounds the original campus on the east and south. In many respects the acquisition of the farm represents one of the finest assets the school has acquired in the history of the institution. The fact that it is contiguous to the campus makes it possible for the classes in agriculture to use the farm as a laboratory without a loss of time in moving from the class room to the farm. The activities of the farm are those usual in this part of the State. There is a dairy herd composed of purebred Jerseys and Holsteins. These cows furnish milk for the cafeteria.

Purebred Duroc hogs are raised and a colony of purebred poultry is being bred.

New Dairy Barn—A new model dairy barn with a capacity of thirty dairy cows has recently been erected on New State-land Farm at a cost of \$10,000.00.

This farm is owned and operated for the following purposes:

1. To be used for laboratory and demonstration purposes in relation to the Department of Agriculture of the Normal School and Teachers College.
2. To give the students attending this school work to help them pay expenses.
3. To furnish the dormitories with milk, eggs, meat and vegetables in season, thus lowering the cost of living to students in the school.

While New Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses and to pay gradually for needed improvements.

ROOMS FOR MEN STUDENTS

Memorial Hall and New Stateland Hall are the men's dormitories. These two dormitories will accommodate about 200 men. Memorial Hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and showers and is comfortable and convenient at all seasons of the year. All rooms are equipped with lavatories supplying hot and cold water.

Rooms in New Stateland are completely equipped, steam heated and are equally as desirable as those in Memorial Hall. Most rooms accommodate two students, a few three students.

The institution maintains at all times a list of Richmond homes offering rooms for men students. Information concerning these rooms will be furnished on request.

ROOMS FOR WOMEN STUDENTS

Burnam Hall and Sullivan Hall are the women's dormitories. These dormitories will accommodate 478 women students. Practically all rooms in these dormitories are two-student rooms but there are a few corner rooms to which three students are assigned. Rooms in Sullivan Hall and Burnam Hall are completely furnished, steam heated, and lighted by electricity. Hot and cold water is furnished in all rooms in these buildings. All rooms in New Burnam Hall have private bath for each suite of two rooms.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories, unless for special reasons they are granted permission by the President to room elsewhere.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish two pairs of pillow cases, three sheets, spreads and comforters or blankets, towels, soap and runners for table and dresser,

RATE OF ROOM RENT IN DORMITORIES

The rate of room rent for rooms in Eastern dormitories varies according to the location, furnishings, equipment and the number of students occupying a room. Rooms arranged in suites of two with private bath rent at a higher rate than rooms in dormitories where central bath rooms are located on each floor. All rooms not having bath adjoining are equipped with laboratories supplying hot and cold water.

The rate of rent in Sullivan Hall and Burnam Hall, the women's dormitories, ranges from \$1.00 to \$2.50 a week for each student. The rate of rent in Memorial Hall and New Stateland, the men's dormitories, is \$1.50 to \$2.00 a week for each student. The \$2.00 rooms are choice corner rooms in Memorial Hall.

In making application for rooms, students should indicate the price of room preferred.

ROOM DEPOSIT OF \$3.00

A deposit of \$3.00 is required for each occupant of dormitory rooms to guarantee the proper care of room and furnishings. The whole, or such part of this fee as may be due after deduction for damage is made, will be refunded to the student upon termination of his stay in school when deposit receipt is approved for refund by the Dean of Women or the Dean of Men as the case may be. The \$3.00 room deposit is included in the \$5.00 room reservation fee which is paid by the student when room is reserved.

HOW TO APPLY FOR A ROOM RESERVATION IN THE DORMITORIES

Students wishing to engage rooms either in the dormitories or in town should write the Business Agent for "Application for Admission Card" which should be filled out and returned promptly. These applications are filed in the order of their dates and in that order dormitory assignments are issued.

Applications will be received any time after January 1 for rooms for the next year but reservations can be made promptly only for the first semester. During the first semester the dormitories are occupied and applicants for later dates

can be placed only as vacancies occur. For this reason students entering for the second semester and the summer terms may not secure dormitory reservations until it is possible to determine what vacancies there will be for the semester they expect to attend. Usually reservations for the second semester and the summer terms can not be made until a short time before the opening of these terms.

When the student receives a dormitory assignment a fee of \$5.00 should be mailed to the Business Agent within ten days to make the reservation permanent. The \$5.00 reservation fee includes the \$3.00 room deposit which is required of all occupants of dormitory rooms as a guarantee of the proper care of room and furnishings. (See information concerning Room Deposit on page 31). The remaining \$2.00 of the reservation fee is applied toward the payment of room rent when the student registers and is deducted from the amount due for rent.

Do not send a reservation fee until you have received a dormitory assignment.

Assignments to dormitories are made by the Business Agent. Assignments to definite rooms are made by the Dean of Women or the Dean of Men, as the case may be, on or before the student's entrance.

The holder of a reservation may receive the refund of the fee by request in writing not later than ten days before the opening of the semester for which reservation is made.

Room reservations are void if not claimed by 12:00 o'clock midnight of Monday of the opening of the semester and the fee is forfeited. Room reservations are not transferable.

An application for transfer of a dormitory reservation to a later semester is entered under the date of the request for transfer, and not under date of the original application.

RULES CONCERNING WOMEN STUDENTS RESIDING IN PRIVATE HOMES

During those terms when the attendance exceeds the capacity of the dormitories the school maintains a list of private homes which agree to take student roomers under conditions

and rates accepted by landladies and the school. All young girls, except those whose homes are in Madison County, are required to room in one of the homes listed.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on the list. The fact that students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the list. Women students desiring to room with relatives or friends should notify the Dean of Women of such intention as early as possible before coming to secure the school's approval if it can be given.

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

ROOMS FOR MARRIED COUPLES AND FAMILIES

Among the Richmond homes offering rooms to students many have facilities for light housekeeping, and frequently small homes may be rented furnished and unfurnished. Prospective students desiring such rooming places are advised to communicate with the institution in advance of their entrance that the best possible arrangements may be made.

BOARD

Board is provided in the beautiful new cafeteria in Burnam Hall. This cafeteria is equipped to serve about a thousand students. 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. The average cost of board is about \$4.50 a week.

Men and women students occupying rooms on the campus are **positively required** to take their meals at the college cafeteria. They are expected to pay for seven cafeteria coupon books in advance at the beginning of each semester and the mid-semester, and for four coupon books in advance at the beginning of each six-week summer term.

These ticket books contain coupons good for \$5.00 in board. A special discount of 5% is allowed on coupon books paid for in advance at the opening of each semester, the mid-semester and the summer terms. The amount of board required to be paid in advance at the opening of each semester and mid-semester is \$33.00, for which the student will receive seven coupon books good for \$35.00 in board. The payment of \$19.00 will be required in advance at the opening of each six-week term, for which the student will receive four coupon books good for \$20.00 in board.

Students rooming off the campus will receive the benefit of the special discount when purchasing coupon books in the same quantities as required of occupants of the dormitories. **When coupon books are purchased singly, they will be paid for at the rate of \$5.00 each, no discount being allowed.**

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

THE INCIDENTAL FEE

Each student pays an incidental fee of \$5.00 each semester when he registers, and \$2.50 for each summer term. This is not a matriculation or enrollment fee, but is to cover admission to regular athletic games, admission to lecture courses and entertainments, the library fee, the free subscription to the "Eastern Progress," the student newspaper, and contingent expenses.

The incidental fee is paid by all students and is not refunded. After the first two registration days of the semester, late registrants must pay \$1.00 additional fee. It pays to be on time.

SPECIAL FEES

Those who take special laboratory subjects will pay the following special fees in advance for the semester:

| | |
|--|---------|
| Home Economics, Meal Planning | \$ 9.00 |
| Home Economics, Garment Making, Tailoring and costume design | 2.00 |

| | |
|---|-------|
| Home Economics, Dietetics | 2.00 |
| Home Economics, Food Preparation | 6.00 |
| Home Economics, Textiles | 1.00 |
| Chemistry | 5.00 |
| Physics | 2.00 |
| Biology | 4.00 |
| Botany | 2.00 |
| Zoology | 4.00 |
| Manual Training | 4.00 |
| Pottery | 2.00 |
| Handwork | 5.00 |
| Typewriting | 2.00 |
| Art | 5.00 |
| Piano lessons (private instruction, two lessons a week) | 27.00 |
| Piano lessons (private instruction, one lesson a week) | 13.50 |
| Piano practice (one hour a day) | 5.00 |
| Physical Welfare | .50 |

TUITION FEES

No tuition is charged residents of Kentucky—Non-residents of Kentucky are charged the following rates:

| | |
|-----------------------------|---------|
| For any one semester | \$27.00 |
| For the summer school | 18.00 |

FEES

Necessary Expenses at Eastern for One Semester—18 Weeks, Expenses for Summer School in Proportion

| | |
|--------------------------------|----------------------|
| Incidental fee | \$ 5.00 |
| Room rent in dormitories | \$18.00 to 45.00 |
| Board, approximately | 85.50 |
| <hr/> | |
| Total expenses | \$108.50 to \$135.50 |

The following expenses are payable in advance for the semester:

| | |
|--------------------------------------|------------------|
| Incidental fee | \$ 5.00 |
| Room rent in the dormitories | \$18.00 to 45.00 |
| Board in the college cafeteria | 33 00 |
| <hr/> | |

Total to be paid in advance on entrance.....\$56.00 to \$83.00

Students who enter the dormitories and have not paid the room reservation fee of \$5.00 are required to pay the \$3.00 room deposit at the time of registration.

The cost of books and supplies for the semester may be estimated at from \$10.00 to \$20.00.

All students occupying dormitory rooms pay post office box rent of 50c each semester and summer term.

OPPORTUNITIES FOR EMPLOYMENT TO ASSIST WITH PAYMENT OF EXPENSES

A limited number of students may earn a part of their expenses such as board or room rent by doing various kinds of work for the college such as working in the cafeteria, book store, campus post office, dormitory, information offices, on the school farm, etc. Some students may also find opportunity for employment clerking in Richmond stores and working in restaurants, etc., on Saturdays.

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

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

TRAINING SCHOOL

The Training School is maintained on the campus as a model elementary and junior high school. It occupies all of Cammack building. There are nine training teachers and about two hundred and thirty pupils. The Training School is the center of the professional work of the institution. It provides opportunities for observation by classes in both theory and professionalized subject matter courses. It is also the laboratory where student teaching is done.

The first consideration in the management of the school is to make of it a good school. To the extent that children receive the best possible educational opportunities, to that extent is the Training School valuable to the State in the training of teachers. Modern methods of teaching are demonstrated and opportunity is given for the development of such skills, techniques and controls as are considered essential for those taking out the Standard Certificate or a degree.

Since the Training School is in session for only a ten months school year, its facilities for student teaching are limited during the first summer term of the college. There-

fore student teaching can be given during the first summer term to a limited number and is restricted to those who have been unable to attend during the two preceding semesters and who are compelled to have this work in order to receive the Standard Certificate or a degree. It is recommended that all who can should take student teaching during the nine months school year, and that others should reserve a place by letter if they must have the work in the summer term.

RURAL DEMONSTRATION SCHOOL

At the close of the school year, 1928-29, the contract with Madison County Board of Education for the control and supervision of the two rural schools, Kavanaugh and Green's Chapel, expired. The use of these two schools for demonstration and student teaching has been discontinued. At the same time the Board of Regents authorized the construction of a model, one-teacher rural school building on the college farm near the campus.

This building proposes to set a standard for a one-teacher building and equipment which may be reproduced by various counties in Kentucky at a reasonable cost. It complies with the most improved standards of school architecture, school-room equipment, and landscaping of the school grounds.

The children attending this school are rural children representing all eight grades. The teacher in charge is an expert rural training teacher who demonstrates in her teaching what this institution considers to be the best methods of instruction and the best type of organization for a one-teacher rural school.

This model school is used for purposes of observation by classes of students who are preparing to teach in the rural schools of Kentucky. It is also available for inspection by county superintendents, supervisors and others interested in the problems of rural education.

DISCIPLINE

Eastern is responsible to the State for the character and scholarship of its graduates—those who are to teach in the public schools. The institution will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls here with the assurance that their safety, their general culture and their education will be carefully guarded.

CHRISTIAN ASSOCIATIONS

The institution is not denominational in any sense. Its positive influence, however, is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's Christian Association and the Young Women's Christian Association have a large membership. The Young Women's Christian Association meets every Sunday evening in a devotional meeting. These organizations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday evening during the Summer School for the entire summer.

CONCERT SERIES

It is the purpose of Eastern to surround her students with every cultural advantage. To this end much time and effort as well as large sums of money are expended to provide the finest concerts and programs. The foremost talent is employed in order that the students of Eastern may know and enjoy good music as interpreted by finished artists. Each student is able to attend these concerts without additional expense.

PUBLICATIONS

The Milestone, established 1922, is an annual published each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events of the college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

The Eastern Progress—Another very important publication, established in 1922, is The Eastern Progress, the newspaper of the College. Work on this paper calls for “covering” lectures, meetings, athletic games and events not in regular routine. Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the student, but articles that will interest alumni and teachers throughout Kentucky.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess dramatic or athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the College. It is edited by the Faculty. If you are interested write for it.

STUDENT ORGANIZATIONS

Literary Societies—There are five literary societies at Eastern; namely, the Horace Mann Literary Society, the Ruric Nevel Roark Literary Society, the Men’s Club, the Neon Krypton Literary Society, and the Rural Life Club.

The Ruric Nevel Roark Society is a normal school society and has been named in honor of the first president of Eastern.

The Horace Mann Society is maintained exclusively by College students and has been named after Horace Mann, the great champion of common schools in America.

Membership in all of these societies is voluntary, but the most efficient and capable students are found identified with one of these organizations. The societies are self-governing and meet on Thursday evening.

The Little Theatre Club—The widespread revival of interest in community and school dramatics, and the growth of the Little Theatre movement throughout the country and especially in Kentucky, has resulted in the establishment of a Little Theatre Club at Eastern. The L. T. C. has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived

only from special activities. The Club offers an excellent opportunity for developing business and administrative ability, talents in scene-design and stage-construction, and dramatic ability in enacting the Club plays. The membership, drawn from the entire student body, is elective, each applicant presenting a tryout before the Club members. The local club is a unit in The Drama League of America.

MUSICAL ORGANIZATIONS

Eastern Community Chorus—Membership in the chorus is open to every student at Eastern; the sole requirement is the possession of the song book used for this work. Rehearsals are held once a week and are thirty minutes in length.

Eastern Male Chorus—Membership in this organization is limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition. After all applicants have been tested the names of those who were successful will be posted. The best arrangements of music for male voices will be studied.

Eastern Madrigal Club—Membership in this organization will be limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition. After all applicants are tested the names of those who are successful will be posted.

Eastern School Orchestra—The following instruments will be admitted to the orchestra upon evidence of ability of student to play them in an acceptable manner: violin, violincelli, cornet, trombone, clarinet, flute, piccolo, piano, saxophone, tuba, string bass, side drum, bass drum. All students applying for membership are required to apply in person to the Director of Music and, if required, to give evidence of their ability to read music.

ATHLETICS

It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a Teachers College, the association expects to see many of its members returning to the campus.

All members of the Alumni Association are to remain members regardless of the work completed at the time they were accepted into membership. After September 1, 1929, completion of the requirements for a degree shall be a prerequisite to membership for all new members.

APPOINTMENTS

Students may receive appointments from their County Superintendents or their City Superintendents. Appointments are good until all courses are completed.

ATTENDANCE AT COMMENCEMENT

All students who are candidates for the Standard Certificate and those who are candidates for a degree are required to participate in the commencement exercises unless excused by the President. Commencement exercises will be held at the close of the second semester and the close of the second summer term.

WHO MAY PARTICIPATE IN COLLEGE COMMENCEMENT EXERCISES

Participation as students in college commencement exercises is restricted to those who have satisfied the requirements for the Standard Certificate or for a degree at the time of commencement. Students who satisfy those requirements at times other than the second semester will receive their certificates of their degrees immediately following the completion of the work and will be regarded as of the graduating class immediately succeeding the completion of the work.

WITHDRAWALS

Students who leave school without the consent of the President are automatically suspended from the school. This does not apply at the regular time for closing.

LATE ENTRANCE

Students entering after Wednesday of the first week of a term will be charged an additional fee of \$1.00. Those entering after the first day of the second week of a semester will be placed on a reduced schedule. No one may enter for credit after one-fifth of the semester has expired. Students entering after the third day of a term of summer school will be placed on a reduced schedule, and the fifth day of a term of summer school will be the latest date to register for credit.

EXTENSION DIVISION

Through the Extension Division the Institution provides correspondence and extension class instruction, appointment service, lecturers and various types of public school service.

Extension Classes—Regular members of the faculty conduct extension classes in cities and communities where teachers desire to pursue work in class groups in practically the same way as they would in residence. Instruction cost of an extension class is apportioned among the members of the class and, therefore, the cost to each student varies with the number in the class.

Correspondence Courses—Correspondence courses are prepared and conducted by regular members of the faculty and are, in so far as possible, identical with residence courses.

Bureau of Appointments—Through the Bureau of Appointments the Institution aims to assist both teachers and employers in securing better positions and better trained teachers. Special consideration is given to the graduates of Eastern. All the services of the Bureau of Appointments are free.

The Extension Division Bulletin—The Extension Division Bulletin gives full information concerning correspondence and extension class instruction and all the facilities of service of this Division. This bulletin may be had upon request.

PART II
TEACHERS COLLEGE

TEACHERS COLLEGE

ADMISSION TO THE TEACHERS COLLEGE

Candidates for admission to the Teachers College must have on file in the Registrar's Office at time of registration, an official transcript from an accredited high school showing a minimum of fifteen units of acceptable work. The fifteen units must include a minimum of three units in English, one unit in algebra and one unit in plane geometry. The other ten units must be from the group listed below.

Candidates for admission to the Teachers College who have completed high school work in non-accredited institutions may validate their work by taking an examination before the committee in this institution. All candidates who successfully complete these examinations to validate work so distributed as to meet the requirements stated above are regularly admitted to the college department.

Experienced teachers over twenty-one years of age who are unable to meet the requirements stated above are admitted to such work as they are qualified to take, but no certificate or degree will be issued until the full entrance requirements have been met.

ENTRANCE SUBJECTS

The credit offered for admission to the Teachers College must be taken from the list of subjects given below. The numbers indicate the amount that may be offered in each subject.

| | |
|--------------------------------|-------------------------------|
| English3 to 4 | Domestic Science ½ to 3 |
| Algebra1 to 2 | French1 to 3 |
| Plane Geometry 1 | German1 to 3 |
| History ½ to 3½ | Spanish1 to 3 |
| Greek1 to 3 | Chemistry ½ to 1 |
| Latin1 to 4 | Physics ½ to 1 |
| Civil Government ½ | Physical Education ... ½ to 1 |
| Botany ½ to 1 | Commerc'l Geography ½ to 1 |
| Solid Geometry ½ | Arithmetic ½ to 1 |
| Trigonometry ½ | Bookkeeping ½ to 1 |
| Physical Geography .. ½ to 1 | Manual Training ½ to 1 |
| Zoology ½ to 1 | Drawing ½ |
| Psychology or | Physiology ½ to 1 |
| Pedagogy ½ to 1 | General Science ½ to 1 |
| Political Economy ½ | Stenography ½ to 1 |
| Agriculture, General .. ½ to 3 | Mechanical Drawing .. ½ to 1 |
| Biology ½ to 1 | |

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale; highest, A; next highest B; middle group, C; next lowest groups, D and Z; lowest group F. The following is the interpretation placed upon the grading:

- A—Excellent, valued at 3 points for each semester hour.
- B—Good, valued at 2 points for each semester hour.
- C—Average, valued at 1 point for each semester hour.
- D—Poor, gives no points but gives credit toward certificate or degree if with such credits the student's standing is 1 or more.
- I—Incomplete.
- Z—Conditioned.
- F—Failure, valued at 0 points for each semester hour.

The grades A, B, C, D, F, cannot be changed by an instructor. Each grade of I is changed by the instructor when the work has been completed. The grade of Z shall represent an attainment inferior to that of "D" and shall not entitle the pupil to any credit but shall promote him to a sequent course in the same department specified by the instructor or head of the department. On completion of this sequent course with a grade of D or higher, the Z shall be changed automatically to a grade of D. The standing of a student is defined as the ratio of his total number of points to his total number of hours. For any certificate of college rank or for a degree a student must offer a number of grade points at least as great as the number of semester hours.

EXPLANATION OF CREDITS

All work in the college is measured in semester hours, a semester hour being eighteen fifty-minute recitations. College subjects have different values determined by the number of hours of recitations per week. The semester hour value of each course is stated in the catalog.

THE STUDENT LOAD

In the teachers college in a semester the usual load is sixteen semester hours; the maximum is eighteen semester hours, and the minimum for a full time student is twelve hours. In a summer term of six weeks the usual load is six semester hours; the maximum is eight, and the maximum for two summer terms in the same year is fourteen semester hours. The student who has average ability to carry work and in normal health should register for a normal load. The very superior student with normal health may, with a good record already established, carry the maximum load. The student with ability below average, or in poor health, should register for less than the usual load.

STANDARD OF WORK

The minimum standard of achievement to enable a student to remain in the college without question shall continue to be for a semester: eight semester hours credit and ten grade points; and for a summer term: four semester hours of credit and four grade points.

(a) Failure to meet these minimum standards shall automatically exclude the student from subsequent registration except that in case of a freshman with a smaller amount of credit than sixteen semester hours at the time of registration for the semester or the summer term in which the failure is made. Such freshman may be registered for such load as the Dean may assign provided that the load shall not be less than $8\frac{1}{2}$ semester hours nor more than $18\frac{1}{2}$ semester hours in a semester; and not less than $3\frac{1}{4}$ semester hours nor more than $6\frac{1}{4}$ semester hours in a summer term of six weeks. In each such case of reregistration a specific authorization of load shall be entered on record by the Dean. The regular or routine approval of the program is not sufficient. The student is held responsible for getting the Dean's specific authorization.

(b) The foregoing rule setting forth automatic exclusion because of failure to meet the minimum standards may be waived by a permanent committee appointed by the President,

authorized to exercise such waiver. The committee at its discretion may waive the rule and authorize the reregistration of persons with credit sufficient to classify them above the freshman year in case of failure to meet the minimum standards in one semester or summer term.

(c) The committee at its discretion may permit by waiver the reregistration of a person in the freshman year after that person has been readmitted once and had a load assigned by the Dean as provided in (a) above and has failed the second time to meet the minimum standard.

(d) Rules a, b, and c shall go into effect September 1, 1929.

(e) Students failing to meet these minimum standards before September 1, 1929 shall continue to be controlled by the rule in operation April 1, 1929, but beginning September 1, 1930, all such cases shall be under the jurisdiction of the committee on waivers.

REQUIREMENTS FOR DEGREE AND COLLEGE CERTIFICATE

Residence: The candidate for a degree must have completed a minimum of thirty-six weeks in residence, at least eighteen weeks of which must have been in senior year.

MINIMUM DEPARTMENTAL REQUIREMENTS

Prescribed by the Normal Executive Council

| | |
|----------------------|----------|
| Education | 18 hours |
| English | 12 hours |
| Social Science | 12 hours |
| Science | 12 hours |
| Mathematics | 7 hours |
| | — |
| Total | 61 hours |

MAJOR AND MINOR REQUIREMENTS

Prescribed by the Normal Executive Council:

| | |
|-------------------|--------------------------|
| Major: Minimum 24 | First Minor: Minimum 18 |
| Maximum 34 | Second Minor: Minimum 12 |

The college will exercise the right of requiring that the work in major and minor fields be unified, coherent, and reasonably near to complete. In the case of majors or minors regarded as faulty the student will be required to do supplementary work even though that requirement may demand a greater amount of credit than is usually offered by the candidate for a degree.

SUGGESTIONS REGARDING MAJORS, MINORS AND PREREQUISITES

1. The major subject should be the subject that the student is most likely to teach. The first minor should be the subject that he is next likely to teach, and the second minor should be either the third in point of likelihood or the one that provides the prerequisites.

2. When the major is selected the minors ought usually to be in closely related fields, such as:

| | | | | | | |
|--------------|-------|-----------|-------|----------|-------|-------|
| Major | Eng. | Soc. Sci. | Agr. | Home Ec. | Chem. | Phys. |
| First Minor | Soc. | Eng. | Biol. | Chem. | Phys. | Math. |
| | | Sci. | | | | |
| Second Minor | For. | For. | | Phys. | | |
| | Lang. | Lang. | Chem. | Ed. | Math. | Chem. |

SELECTION OF MAJOR AND MINOR SUBJECTS

Each candidate for a degree must file with the Registrar his elections of Major and Minors bearing the endorsement of the Dean. Any change in Major or Minors must likewise bear the endorsement of the Dean.

The final selection of Major and Minors must be made not later than the first semester of the junior year of college studentship and may not be changed later than one semester before graduation.

CURRICULUM LEADING TO THE DEGREE AND COLLEGE CERTIFICATE

| Primary Grades | |
|--------------------------------|--------------------------------|
| First Semester | Second Semester |
| Education 102 3 | Biology 161 3 |
| English 166 1 | Education 111 3 |
| English 101 3 | English 102 3 |
| Music 162 2 | Industrial Arts 165 2 |
| Physical Welfare 100 or 101 3 | Physical Welfare 111 1/2 |
| Physical Welfare 110 1/2 | Social Science 102 3 |
| Biology 121 4 | Elective..... 2 |
| Handwriting 0 | |
| | 16 1/2 |
| 16 1/2 | |

Third Semester

| | |
|----------------------------|-------|
| Art 161 | 3 |
| English 161 | 2 |
| English 212 | 3 |
| Geography 101 | 3 |
| Physical Welfare 111 | ½ |
| Social Science 103 | 3 |
| Elective..... | 2 |
| | <hr/> |
| | 16½ |

Fourth Semester

| | |
|----------------------------|-------|
| Agriculture | 2 |
| Education 114 | 3 |
| English 212 | 3 |
| Mathematics 161 | 2 |
| Physical Welfare 111 | ½ |
| Social Science 161 | 3 |
| Elective..... | 3 |
| | <hr/> |
| | 16½ |

Fifth Semester

| | |
|-------------------|-------|
| English 164 | 3 |
| Elective | 13 |
| | <hr/> |
| | 16 |

Sixth Semester

| | |
|-------------------|-------|
| English 301 | 3 |
| Elective..... | 13 |
| | <hr/> |
| | 16 |

Seventh Semester

| | |
|---------------------|-------|
| Education 262 | 2 |
| Elective..... | 14 |
| | <hr/> |
| | 16 |

Eighth Semester

| | |
|---------------------|-------|
| Education 341 | 3 |
| Education 263 | 5 |
| Elective..... | 8 |
| | <hr/> |
| | 16 |

CURRICULUM LEADING TO THE DEGREE AND THE COLLEGE CERTIFICATE

Upper Grades and High School

First Semester

| | |
|--------------------------------------|---------|
| Education 102 | 3 |
| English 101 | 3 |
| English 166 | 1 |
| Physical Welfare 101 or 100 | 3 |
| Physical Welfare 110 | ½ |
| Science | 3-5 |
| Elective | 3-1 |
| Handwriting | 0 |
| | <hr/> |
| | 15½-17½ |

Second Semester

| | |
|----------------------------|-------|
| English 102 | 3 |
| Physical Welfare 111 | ½ |
| Science | 3-5 |
| Social Science 102 | 3 |
| Elective | 7-5 |
| | <hr/> |
| | 16½ |

Third Semester

| | |
|----------------------------|-------|
| English 211 | 3 |
| Physical Welfare 111 | ½ |
| Social Science 103 | 3 |
| Elective | 10 |
| | <hr/> |
| | 16½ |

Fourth Semester

| | |
|----------------------------|-------|
| English 212 | 3 |
| Physical Welfare 113 | ½ |
| Social Science 122 | 3 |
| Elective | 10 |
| | <hr/> |
| | 16½ |

Fifth Semester

| | |
|---------------------|-------|
| Education 111 | 3 |
| Elective | 13 |
| | <hr/> |
| | 16 |

16½

16

Sixth Semester

| | |
|-------------------|-------|
| Education | 3 |
| English 301 | 3 |
| Elective | 10 |
| | <hr/> |
| | 16 |

Eighth Semester

| | |
|---------------------|-------|
| Education 263 | 5 |
| Elective | 11 |
| | <hr/> |
| | 16 |

Seventh Semester

| | |
|---------------------|-------|
| Education 162 | 2 |
| Elective | 14 |
| | <hr/> |
| | 16 |

**CURRICULUM LEADING TO A BACHELOR OF SCIENCE DEGREE
IN EDUCATION WITH A MAJOR IN HOME ECONOMICS**

Freshman Year

First Semester

| | |
|---|-------|
| Biology 121 | 4 |
| Education 102—Intro- duction to Teaching | 3 |
| English 101—Freshman English | 3 |
| English 166—Library Methods..... | 1 |
| Home Economics 211— Textiles | 2 |
| Physical Welfare 110— Recreation | ½ |
| | <hr/> |
| | 16½ |

Second Semester

| | |
|--|-------|
| Chemistry 211—General.... | 5 |
| English 102—Composition | 3 |
| Home Economics 103 — Source, Selection and Cost of Foods | 2 |
| Home Economics 111 — Garment Construction .. | 3 |
| Physical Welfare 101— Sanitary Science | 3 |
| Physical Welfare 111 — Recreation | ½ |
| | <hr/> |
| | 16½ |

Sophomore Year

First Semester

| | |
|--|-------|
| Chemistry 212—Inorganic | 5 |
| Education 111—Psychology | 3 |
| Home Economics 101 — Food Preparation | 2 |
| Home Economics 112 — Dressmaking | 2 |
| Physical Welfare 112 — Recreation | ½ |
| Social Science 102—Amer- ican History | 3 |
| | <hr/> |
| | 16½ |

Second Semester

| | |
|--|-------|
| Art 161—Drawing | 3 |
| Education 114—Child Psy- chology | 3 |
| Home Economics 102 — Meal planning and Serv- ing | 3 |
| Home Economics 224 — Household Equipment.... | 2 |
| Mathematic 163 — Arith- metic | 2 |
| Physical Welfare 113 — Recreation | ½ |
| Social Science 103—Amer- ican History | 3 |
| | <hr/> |
| | 16½ |

Junior Year

| First Semester | | Second Semester | |
|----------------------------|---|----------------------------|---|
| Art 372—Applied Art | 3 | Education 361—Teaching | |
| Biology 381—Physiology.... | 4 | of General Science | |
| Chemistry 214—Food and | | or | |
| Nutrition..... | 5 | Education 362—Teaching | |
| Education 262—Observa- | | of Chemistry | |
| tion and Methods | 2 | or | |
| Mathematics 241—Statist- | | Education (Elective) | 3 |
| tics and Graphs | 2 | Home Economics 222—The | |
| | <hr style="width: 100px; margin-left: 0;"/> | House | 3 |
| | 16 | Home Economics 315 — | |
| | | Clothing Design | 3 |
| | | Home Economics 361 — | |
| | | Principles of Home Eco- | |
| | | nomics Education | 2 |
| | | Mathematics Elective | 3 |
| | | Social Science 122—Prin- | |
| | | ciples of Economics | 3 |
| | | | <hr style="width: 100px; margin-left: 0;"/> |
| | | | 17 |

Senior Year

| First Semester | | Second Semester | |
|----------------------------|---|-------------------------|---|
| English 211—Literature.... | 3 | English Elective | 2 or 3 |
| Home Economics 201 — | | Education 263 — Student | |
| Dietetics | 3 | Teaching | 5 |
| Home Economics 231 — | | Electives | 4 |
| Home Nursing | | Home Economics 321 — | |
| or | | House Management | 5 |
| Home Economics 331 — | | | <hr style="width: 100px; margin-left: 0;"/> |
| Child Care | 2 | | 16 or 17 |
| Home Economics 316 — | | | |
| Tailoring | 2 | | |
| Physical Welfare 303 — | | | |
| Bacteriology | 5 | | |
| Social Science 321—Soci- | | | |
| ology | 3 | | |
| | <hr style="width: 100px; margin-left: 0;"/> | | |
| | 13 | | |

CURRICULUM LEADING TO DEGREE WITH MAJOR IN COMMERCIAL EDUCATION

| | | | |
|----------------------------|------------------|-------------------------------|-----------------|
| First Semester | | Fifth Semester | |
| Commercial Education 122 | 4 | Commercial Education 205 | 3 |
| Commercial Education 151 | 2 | Commercial Education 242 | 2 |
| Commercial Education 121 | 2 | Education (Elective) | 3 |
| Commercial Education 131 | 1 | Science (Elective) | 5 |
| Education 102 | 3 | Social Science | 3 |
| English 101 | 3 | | <hr/> |
| English 166 | 1 | | 16 |
| Physical Welfare 110..... | $\frac{1}{2}$ | | |
| | <hr/> | | |
| | 16 $\frac{1}{2}$ | | |
| Second Semester | | Sixth Semester | |
| Commercial Education 123 | 4 | Commercial Education 206 | 3 |
| Commercial Education 115 | 3 | Commercial Education 201 | 3 |
| Commercial Education 152 | 3 | Social Science 321 | 3 |
| Commercial Education 132 | 1 | Elective | 7 |
| Education (Elective) | 3 | | <hr/> |
| Physical Welfare 111 | $\frac{1}{2}$ | | 16 |
| Social Science 122 | 3 | | |
| | <hr/> | | |
| | 16 $\frac{1}{2}$ | | |
| Third Semester | | Seventh Semester | |
| Commercial Education 241 | 3 | Commercial Education 343 | 3 |
| Commercial Education 116 | 3 | Commercial Education 225 | 2 |
| Commercial Education 224 | 3 | English (Elective) | 2 or 3 |
| Commercial Education 207 | 1 | Mathematics (Elective) 3 or 4 | |
| Education (Elective) | 3 | Science (Elective) | 3 to 5 |
| English (Elective) | 3 | | <hr/> |
| Physical Welfare 112 | $\frac{1}{2}$ | | 16 |
| | <hr/> | | |
| | 16 $\frac{1}{2}$ | | |
| Fourth Semester | | Eighth Semester | |
| Commercial Education 203 | 3 | Commercial Education 263 | 2 $\frac{1}{2}$ |
| Commercial Education 261 | 3 | Education 263 | 2 $\frac{1}{2}$ |
| Commercial Education 209 | 3 | Mathematics (Elective).... | 3 |
| Physical Welfare 113 | $\frac{1}{2}$ | Mathematics 241 | 2 |
| Social Science | 3 | Elective | 6 |
| Elective | 4 | | <hr/> |
| | <hr/> | | 16 |
| | 16 $\frac{1}{2}$ | | |

TWO-YEAR CURRICULUM

The two-year curriculum is designed to meet the requirements of those students who must leave school at the junior college level. Some of the courses listed in the two-year curriculum might well be postponed until the junior or senior year if the student plans to remain in school long enough to complete the four-year curriculum. It is becoming more difficult each year for teachers with less than the bachelor of arts degree to secure commercial teaching positions.

FOUR-YEAR CURRICULUM

The four-year curriculum for the first and second years is the same as the two-year curriculum. With the approval of the head of the department, some courses listed in the first two years may be taken during the junior or senior year; in fact, this may be desirable. At least one course in each of shorthand and accounting should be taken during the last year the student is in school.

REQUIREMENTS FOR THE STANDARD CERTIFICATE

Departmental Requirements for the Standard Certificate Prescribed by Normal Executive Council

| | Minimum hours required. | Maximum hours accepted. |
|--------------------|-------------------------|-------------------------|
| Agriculture | 2 | 12 |
| Art | 1 | 6 |
| Education | 12 | 18 |
| English | 9 | 16 |
| Geography | 3 | 9 |
| Health | 2 | 6 |
| Mathematics | 2 | 16 |
| Music | 1 | 12 |
| Physical Education | 1 | 4 |
| Science | 6 | 20 |
| Social Science | 6 | 12 |

In addition to meeting the minimum requirements the applicant must have completed one of the outlined curricula for the Standard Certificate and secured a pass in handwriting. The requirement in handwriting becomes effective in all cases September, 1929.

**TWO-YEAR COLLEGE CURRICULUM LEADING TO THE
STANDARD CERTIFICATE**

Primary (Grades I to IV inclusive)

| First Semester | Third Semester |
|------------------------------|------------------------------|
| Biology 121 4 | Agriculture 3 |
| Education 102 3 | Education 262 2 |
| English 101 3 | English 212 3 |
| English 166 1 | English 161 2 |
| Music 162 2 | Geography 101 3 |
| Physical Welfare 101 3 | Home Economics 101 3 |
| Physical Welfare ½ | Physical Welfare 112 ½ |
| Handwriting 0 | |
| <hr style="width: 100%;"/> | <hr style="width: 100%;"/> |
| 16½ | 16½ |

| Second Semester | Fourth Semester |
|------------------------------|------------------------------|
| Art 161 3 | Education 263 5 |
| Biology 2 or 3 | English 164 3 |
| Education 111 3 | Geography 271 2 |
| English 102 3 | Mathematics 161 2 |
| Industrial Arts 165 2 | Physical Welfare 113 ½ |
| Physical Welfare 111 ½ | Social Science 161 3 |
| Social Science 102 3 | |
| <hr style="width: 100%;"/> | <hr style="width: 100%;"/> |
| 17½ | 15½ |

THIRD AND FOURTH YEAR CURRICULUM

(For Those Who Have Completed the Foregoing Two-Year Curriculum
and Returned After an Interval of Teaching to Prepare
Themselves Further for Teaching)

| Fifth Semester | Seventh Semester |
|----------------------------|----------------------------|
| Education 114 3 | English 301 2 |
| English 211 3 | Electives 14 |
| Social Science 103 3 | |
| Electives 7 | |
| <hr style="width: 100%;"/> | <hr style="width: 100%;"/> |
| 16 | 16 |

| Sixth Semester | Eighth Semester |
|----------------------------|----------------------------|
| Electives 13 | Education 341 3 |
| Social Science 122 3 | Electives 13 |
| <hr style="width: 100%;"/> | <hr style="width: 100%;"/> |
| 16 | 16 |

**TWO-YEAR COLLEGE CURRICULUM LEADING TO THE
STANDARD CERTIFICATE**

Upper Grades (Grades V to VIII Inclusive)

| First Semester | Third Semester |
|----------------------------------|--|
| Biology 121 4 | Agriculture 3 |
| Education 102 or 121... 2 or 3 | Education 262 2 |
| English 101 3 | English 211 3 |
| English 166 1 | Geography 3 |
| Music 163 2 | Home Economics or Industrial Arts 3 |
| Physical Welfare 101 or 100 3 | Physical Welfare ½ |
| Physical Welfare 110 ½ | Social Science 103 3 |
| Handwriting 0 | |
| <hr/> | <hr/> |
| 15½-16½ | 17½ |
| Second Semester | Fourth Semester |
| Arts 161 or Industrial Arts .. 3 | Education 263 5 |
| Education 111 3 | English 164 or 163 3 |
| English 102 3 | English 165 3 |
| Mathematics 163 2 | Geography 2 |
| Physical Welfare 111 ½ | Physical Welfare 113 ½ |
| Science 2 or 3 | Social Science 111 3 |
| Social Science 102 3 | |
| <hr/> | <hr/> |
| 16½-17½ | 16½ |

**TWO-YEAR COLLEGE CURRICULUM LEADING TO THE
STANDARD CERTIFICATE**

Rural (Grades I to VIII inclusive)

| First Semester | Second Semester |
|---------------------------------|------------------------------|
| Biology 121 4 | Art 161 3 |
| Education 102 or 121 ... 2 or 3 | Education 111 3 |
| English 101 3 | English 102 3 |
| English 166 1 | Mathematics 162 2 |
| Music 161 2 | Physical Welfare 111 ½ |
| Physical Welfare 101 or 100 3 | Social Science 161 3 |
| Physical Welfare 110 ½ | Science 2 or 3 |
| Handwriting 0 | |
| <hr/> | <hr/> |
| 15½-16½ | 16½-17½ |

| Third Semester | Fourth Semester |
|--------------------------------|-------------------------------|
| Agriculture 243 | Education 263 |
| Education 262 | English 161 |
| English 211 | English 164 or 165 |
| Geography | Geography |
| Industrial Arts | Physical Welfare 113 |
| or Home Economics | Social Science 103 or 111.... |
| Physical Welfare 112 | |
| Social Science 102 or 103 | <hr/> |
| | 15½ |
| <hr/> | |
| 15½-17½ | |

REQUIREMENTS FOR COLLEGE ELEMENTARY CERTIFICATE

Candidates for the College Elementary Certificate must have completed the work outlined below.

Students who are not planning to take the College Elementary Certificate at the close of the first semester of residence should follow the first semester outlined for one of the Standard Certificate curricula.

CURRICULUM FOR THE COLLEGE ELEMENTARY CERTIFICATE

| | |
|------------------------------|-------|
| Education 102 | 3 |
| English 101 | 3 |
| English 164 | 3 |
| Geography | 3 |
| Mathematics 161, 162, or 163 | 2 |
| Music 161 or 162 | 2 |
| Physical Welfare 110 | ½ |
| Handwriting | 0 |
| | <hr/> |
| | 16½ |

DEPARTMENT OF AGRICULTURE

TEACHERS COLLEGE COURSES

Mr. Carter

Mr. Gumbert

Agriculture 111. (Formerly 103.) Farm Crops. (3 hours.) First semester—M., W., F., first period.

Purpose: This course is designed to give the student a practical knowledge of the best methods in the selection, production and disposition of the cereal and forage crops of the region.

Topics: Cereal and forage crops; crop improvement; storage and marketing; crop rotation; judging grain; testing seeds.

Agriculture 315. (Formerly 104.) Soils. (3 hours.) Not offered 1929-30.

Purposes: To give the student a thorough knowledge of soil physics and soil management; to summarize the best principles and methods of soil improvement and fertility.

Topics: A study of the properties and management of soils; harrowing and cultivation; organic matter, bacterial action and optimum conditions for growth of plants; the origin, the weathering and types of soil; plant foods; crop requirements and fertilizers; rotation of crops.

Agriculture 121. (Formerly 109.) Feeds and Feeding. (3 hours.) Second semester—M., W., F., sixth period. First summer term—Daily, seventh period. (2 hours.)

Purposes: To give the student a thorough knowledge of the cost, composition and comparative feeding values of feeds; to point out the uses of the food nutrients and the parts they play in growth, maintenance and production of the product; to study the feed requirements of the various farm animals and how to balance rations to suit their needs.

Topics: Digestive systems of farm animals; digestion; composition and digestibility of various feeds; origin and history of scientific feeding; methods and principles of calculating and balancing rations; home grown feeds such as corn, oats, wheat, rye, barley and their by-products, also roughages such as silage, straw, corn fodder, grass hays and the important legumes with the object to balance rations at least cost.

It is recommended that Biology 181 and Chemistry 214 or 211 be taken as a prerequisite to this course.

Agriculture 123. Market Milk. (3 hours.) Second semester—Lecture, M., W., eighth period. Laboratory, F., seventh and eighth period. First summer term. (2 hours.)—Lecture, M., W., F., second period. Laboratory, Tu., Th., second and third periods.

Purpose: To study the problems that confront producers and distributors of market milk and milk products.

Topics: Market milk; milk as a food, milk in its relation to public health; bacteriology of milk; dairy farm inspection; scoring milk and cream; cost of milk production; milk plants; pasteurization; refrigeration, etc.

Agriculture 126. (Formerly 111.) Farm Poultry. (3 hours.)
Second semester—M., W., F., second period.

Purpose: This course is planned to give the teacher that desire and knowledge necessary to initiate the best methods in the establishment, improvement, care, feed and management of poultry in his community.

Topics: Breeds; poultry house construction; feeds; balanced rations; poultry diseases; egg production; meat production; culling of flock; pests; grading and marketing poultry products.

Agriculture 224. Dairy Husbandry. (3 hours.) First semester—M., W., F., seventh period. Second summer term—Daily, fourth period. (2 hours.)

Purpose: To bring the student into close contact with the dairy-ing business.

Topics: Dairy breeds; judging; breeding; feeding; calf raising; pedigrees; advanced registry; dairymen's associations; dairy barn construction; equipment, etc.

Agriculture 228. (Formerly 110.) Swine and Pork Production. (3 hours.)

Purpose: To teach the best practices and principles involved in the economical production of pork on the farm.

Topics: Feeding and handling the herd in the breeding season; the management and feeding of the breeding herd in the winter; care, feed and management of the sow and litter; feeding and care of growing and fattening pigs; choosing a forage crop and methods of feeding on forage; grains and corn substitutes for growing and fattening pigs. Considerable time is spent in a study of breeds, principles of breeding, judging, markets, and the prevention of hog diseases. Frequent trips are made to study the practices of successful hog raisers.

Agriculture 131. (Formerly 105.) General Horticulture. (3 hours.) Second semester—M., W., F., fourth period.

Purpose: The purpose of this course is to acquaint the student with the best methods and practices in the care and management of the farm orchard and vegetable garden.

Topics: Equal time is devoted to a study of fruit and vegetable production. The farm orchard is taken as a basis and laboratory for the study of selection of type of soil, site, grafting and budding, planting, fertilizing, cultivation and general management of the orchard with special work in pruning and spraying. Small fruits also receive some attention. Assigned library references and practical work with hotbeds and cold frames in the production of early vegetables result in a working knowledge of gardening.

Agriculture 241. (Formerly 107.) Agriculture Economics. (2 hours.) Second summer term—Daily, fifth period.

Purpose: The purpose of this course is to give the student an idea of the economics which may be introduced into the agricultural industry and of the different elements composing the resources of the farmer.

Topics: Farm operation; farm equipment; the size of farms; farm labor and wages; farm credit; insurance needs of the farmer; tenant farming; rent and profit; marketing; farm products; crop estimate and forecasts; price fixing and the cost of farm products; the social side of farm life; the future of the farmer, etc.

Agriculture 243. Rural Sociology. (3 hours.) First semester—M., W., F., fourth period. Second summer term—Daily, sixth period. (2 hours.)

Purpose: To study conditions and influences that affect the welfare of rural people.

Topics: Rural life; movements of population; isolation of rural people; agricultural production; farm tenancy; rural health; rural homes; rural churches, etc.

Agriculture 245. (New) Farm Records and Accounts. (3 hours.) First semester—M., W., F., second period.

Purpose: To give the student practice in applying the fundamental principles and knowledge of good business methods in farm enterprises.

Topics: Ruling and preparing farm records; private personal accounts; financial statement; principles of double entry; journalizing, posting, trial balance and balance sheet; closing the ledger; bills receivable and bills payable; banking; the business letter, business forms and office equipment. Special exercises with farm inventory, financial statements, cost accounts of crops and live stock, and annual statement.

Agriculture 347. (Formerly 106.) Farm Management. (2 hours.) Second summer term—Daily, second period.

Purpose: This course is intended to enable the student to recognize symptoms, diagnose the ailments of unsuccessful farms and prescribe remedies.

Topics: Personal characteristics desirable for a farmer; profits; cost of living on farms; types of farming; maintaining the fertility of the soil; live stock problems; distribution in the farm enterprises; farm labor; renting land; farm equipment. Desirable farm layouts and cropping systems are examined with special study of some successful and unsuccessful farms.

Agriculture 251. (Formerly 114.) Farm Engineering. (3 hours.) To be offered on demand. A course involving a study of farm machines, their operation and care; farm structure; use of concrete on the farm, and the principles of drainage.

✓ **Agriculture 161.** (New.) Survey Course in Agriculture. Not to be offered during 1929-30. The course will include a survey study of the types of farming in the various sections of Kentucky. The prospective teacher is expected to secure such knowledge as will be of distinct use to him in the selection of those courses in agriculture which will be of particular value in the teaching of agriculture.

Agriculture 163. (Formerly 100.) General Agriculture. (3 hours.) First semester—Section 1, Tu., Th., S., second period. Section 2, M., W., F., fourth period. Second semester—Section 1, Tu., Th., S., first period. Section 2, Tu., Th., S., third period. First summer term, (2 hours.)—Section 1, daily, fifth period. Section 2, daily, eighth period. Second summer term—Daily, fourth period.

Purpose: A course primarily intended for those students who expect to teach agriculture in the seventh and eighth grades.

Topics: This course consists of a broad general study of soils, cereal and forage crops, live stock, poultry and vegetables. Much emphasis is placed on correlation, lesson plans, method and procedure of teaching seventh and eighth grade agriculture. This course should be helpful to county school superintendents and principals of rural schools as well as grade teachers. Use is made of some elementary text, bulletins and assigned reading.

Agriculture 365. (Formerly 120.) The Teaching of High School Agriculture. (3 hours.) Not to be offered during 1929-30.

DEPARTMENT OF ART

TEACHERS COLLEGE COURSES

Miss Gibson

Art 251. Advanced Freehand Drawing. (3 hours.) First semester—Tu., Th., S., third and fourth periods.

Purpose: Continuation of Art. 161.

Topics: Charcoal drawing; blackboard drawing; pen and ink drawings.

Art 252. Drawing and Painting. (3 hours.) Second semester—M., W., F., first and second periods. Second summer term—daily, second and third periods. (2 hours.)

Purpose: To give the students the fundamentals of oil painting.

Topics: Mixing colors; applied designs; landscape composition.

Art 161. Public School Art. (3 hours.) First semester—Section 1, Tu., Th., S., first period. Section 2, M., W., F., sixth period. Second semester—Section 1, Tu., Th., S., first period. Section 2, Tu., Th., S., third period. Section 3, M., W., F., sixth period. Section 4, M., W., F., seventh period. First summer term (Credit 2 hours during summer term.)—Section 1, daily, sixth period. Section 2, daily, seventh period. Second summer term, daily, fifth term.

Purpose: To present the fundamental principles of drawing and design from the professional point of view.

Topics: Color study; picture study; illustration; poster making projects.

Art 372. Applied Design. (3 hours.) First semester, M., W., F., first and second periods.

Purpose: The purpose of this course is to develop skill in the application of the principles of design.

Topics: Decoration of common objects; creative design; color as related to costumes and interior decoration.

Art 291. Art Appreciation. (3 hours.) First semester—M., W., F., seventh period. Second semester—Tu., Th., S., fourth period. First summer term—daily, fourth period. (2 hours.)

Purpose: The purpose of this course is to enable the student to interpret, select, and enjoy fine art in its various forms.

Topics: Analysis of pictures; sculpture; architecture; textiles and furniture.

DEPARTMENT OF BIOLOGY

TEACHERS COLLEGE COURSES

Mr. Rumbold

Miss Pearson

Mr. Carter

Mr. Farris

Biology 121. (Formerly 109.) General Biology. (4 hours.) First semester—Section 1, Lecture, Tu., second period. Section 2, Lecture, Tu., sixth period. Section 1, Quiz, M., sixth period. Section 2, Quiz, M., seventh period. Section 3, Quiz, M., eighth period. Section 4, Quiz, Th., first period. Section 5, Quiz, Th., second period. Section 6, Quiz, Th., sixth period. Section 1, Laboratory, M., F., first and second periods. Section 2, Laboratory, M., F., fifth and sixth periods. Section 3, Laboratory, M., F., seventh and eighth periods. Section 4, Laboratory, Tu., Th., first and second periods. Section 5, Laboratory, Tu., Th., third and fourth periods. Section 6, Laboratory, Tu., Th., fifth and sixth periods. Section 7, Laboratory, Tu., Th., seventh and eighth periods. Section 8, Laboratory, W., seventh and eighth periods, and S., second and third periods. Second semester—Lecture, Tu., sixth period. Section 1, Quiz, M., sixth period. Section 2, Quiz, M., seventh period. Section 3, Quiz, Th., sixth period. Section 1, Laboratory, M., W., first and second periods. Section 2, Laboratory, M., W., seventh and eighth periods. Section 3, Laboratory, W., F., fifth and sixth periods. Section 4, Laboratory, Tu., Th., seventh and eighth periods. First summer term—Lecture, M., W., F., fourth period. Section 1, Quiz, Tu., Th., second period. Section 2, Quiz, Tu., Th., fourth period. Section 1, Laboratory, daily, first and second periods. Section 2, Laboratory, daily, fifth and sixth periods. Section 3, Laboratory, daily, seventh and eighth periods.

An elementary course intended to give a general survey of the plant and animal kingdoms.

Biology 325. (New.) Genetics. (2 hours.) First summer term, daily, sixth period. Prerequisite: Biology 121, 231 or 241.

A study of the principles of inheritance and variations in plants and animals.

Biology 231. (Formerly 105.) General Botany. (4 hours.) First semester—Lecture, M., F., second period. Laboratory, Tu., Th., fifth and sixth periods. Second summer term—Lecture, daily, fourth period. Laboratory, daily, first and second periods.

This is an introductory course in botany. The first half of the course will be devoted to a study of the structure, physiology and ecology of the seed plants; the second half will consist of a study of one or two representatives from the different divisions of the plant kingdom. Some field work will be done.

Biology 232. (Formerly 106.) Advanced General Botany (4 hours.) Second semester—Lecture, Tu., Th., third period. Laboratory, Tu., Th., fifth and sixth periods. Prerequisite: Biology 231.

This course may be taken as a continuation of Biology 231. It will be devoted to a study of the structure and reproduction of the seed and non-seed bearing plants. Classification and identification of the seed plants will constitute a portion of the laboratory work. Some field work will be done.

Biology 233. (New.) Plant Diseases. (3 hours.) Offered on demand.

Biology 241. (Formerly 107a.) General Zoology. (4 hours.) First semester—Lecture, M., F., fourth period. Laboratory, Tu., Th., seventh and eighth periods.

A study of the invertebrates. Typical specimens from the various phyla will be chosen for laboratory work.

Biology 242. (Formerly 107b.) Comparative Anatomy. (4 hours.) Second semester—Lecture, M., W., fourth period. Laboratory, Tu., Th., third and fourth periods. Prerequisite: Biology 241 or Biology 121.

A detailed study of the structure of vertebrates. The laboratory work consists of the dissection and comparison of a number of vertebrate forms.

Biology 243. (New.) Economic Entomology. (4 hours.) Offered on demand.

Biology 244. (New.) Animal Parasites. (4 hours.) Second summer term—Lecture, daily, sixth period. Laboratory, daily, seventh and eighth periods. Prerequisite: Biology 241 or Biology 121.

A consideration of animal parasites with particular emphasis upon those infesting man. The course is of particular interest to students preparing for medicine or public health work.

Biology 161. (New.) Nature study. (3 hours.) Second semester—M., W., F., second period. First summer term, daily, seventh period. (2 hours.)

This course is designed especially for primary and rural school teachers. Native plants and animals will be chosen as illustrative material. Emphasis will be placed on the organization of material and its use in the elementary curriculum. The history of the Nature Study Movement and its development will be given consideration. Some field work will be required.

Biology 261. (Formerly 100. Same as Education 361.) The Teaching of General Science in Secondary Schools. (3 hours.)

Biology 381. Animal Physiology. (4 hours.) Second semester—Lecture, M., W., F., first period. Laboratory, Th., first and second periods. Prerequisite: Biology 241 or Biology 121.

A course of functional zoology with a detailed study of the physiological processes in the human body.

DEPARTMENT OF CHEMISTRY

TEACHERS COLLEGE COURSES

Mr. M. J. Cox.

INTRODUCTORY STATEMENT

The courses in chemistry are arranged with reference to the needs of the students preparing for science teaching in high schools, medicine, agriculture, home economics, industrial work, engineering and graduate work in chemistry. In the lectures, as well as in the recitations, the professional viewpoint is emphasized and each semester a project in the professionalization of subject matter is worked out by one of the chemistry classes in co-operation with the general science class of the training school.

Chemistry 101. History of Chemistry. (2 hours.) Second semester—W., F., fifth period.

Purpose: This course is designed to give the student a comprehensive survey of the development of chemical science from earliest times down to the present day.

Topics: The chemical arts of the Egyptians, Greeks, Romans, Arabs; the alchemy of the middle ages and early modern age; the effect of the Renaissance, the French Revolution, and the Industrial Revolution on chemical science; relationship of chemistry to everyday life, to industry, to medicine and to national defense.

Chemistry 211. (Formerly 103.) General Chemistry. (5 hours.) First semester—Lecture, M., W., F., fourth period. Section 1, Laboratory, Tu., Th., third and fourth periods. Section 2, Laboratory, Tu., Th., fifth and sixth periods. Second semester—Lecture, M., W., F., seventh period. Section 1, Laboratory, Tu., Th., fifth and sixth periods. Section 2, Laboratory, Tu., Th., seventh and eighth periods. First summer term—Lecture, daily, second period, and Th., fifth period. Laboratory, M., Tu., W., F., fifth and sixth periods.

This course embraces a careful study of the most commonly known elements and their compounds. Equal emphasis is placed upon a study of gas laws, nomenclature, and theories of Chemistry. Everyday applications of Chemistry are especially emphasized.

Chemistry 212. (Formerly 104M.) Inorganic Chemistry. (5 hours.) Second semester—Lecture, M., W., F., fourth period. Section 1, Laboratory, Tu., Th., first and second periods. Section 2, Laboratory, Tu., Th., third and fourth periods. Second summer term—Lecture, daily, second period, and Th., fifth period. Laboratory, M., Tu., W., F., fifth and sixth periods. Prerequisite: Science 211.

A study of the chemical laws, metals, metallurgical processes and continued drills in nomenclature and reactions. Non-metallic radicals are studied as an introduction to qualitative analysis.

Chemistry 213. (New.) Qualitative Analysis. (5 hours.) Second semester—Lecture, M., F., first period. Laboratory, Tu., Th., S., first and second periods. Prerequisite: Science 211.

The lectures deal with the theoretical aspects of the subject with reference to the laws of equilibrium, precipitation and solution. The laboratory work includes a study of the reactions, precipitation, and detections of the cations and anions.

Chemistry 214. (New.) Chemistry of Food and Nutrition. (5 hours.) First semester—Lecture, M., F., first period. Laboratory, Tu., Th., S., first and second periods. First summer term—Lecture, daily, first period, and Tu., fifth period. Laboratory, M., W., Th., F., fifth and sixth periods. Prerequisites: Science 211 and 212.

A study of glucids, lipids, proteids, vitamins, water, and mineral elements with regard to dietary lists. A course that deals with nutrition and diet in health and disease. Especially arranged for Home Economics majors.

Chemistry 215. (104b of catalog of 1926 and 214 of catalog of 1927.) Organic Chemistry. (5 hours.) First semester—Lecture, M., W., F., sixth period. Laboratory, Tu., Th., seventh and eighth periods. Prerequisite: Science 211.

A study of the aliphatic compounds of carbon.

Chemistry 216. (104d of catalog of 1926 and 311 of catalog of 1927.) Quantitative Analysis. (5 hours.) Second semester—Lecture, M., W., second period. Laboratory, Tu., Th., sixth, seventh and eighth periods.

The lectures deal with the care and use of the analytical balances, weighing, filtration, washing, ignition and computation. The laboratory work consists of gravimetric, volumetric, colorimetric, and electrolytic processes of analysis.

Chemistry 311. (New.) Advanced Quantitative Analysis. (3 hours.) Offered on demand.

Chemistry 312. (New.) Advanced Organic Chemistry. (5 hours.) Second semester—Lecture, M., W., F., fourth period. Laboratory, Tu., Th., third and fourth periods. Prerequisite: Science 215.

A study of the cyclic hydrocarbons, commonly known as the Chemistry of the Aromatic Series.

Chemistry 313. (New.) Physiological Chemistry. (5 hours.) Offered on demand.

Chemistry 314. (New.) Agricultural Chemistry. (5 hours.) Not offered during year 1929-30.

Chemistry 315. (New.) Physical Chemistry. (5 hours.) Not offered during year 1929-30.

Chemistry 316. (New.) Textile Chemistry. (5 hours.) Offered on demand.

Chemistry 361. (Formerly 104c. The same as Education 362.)
Chemical Education. (3 hours.) Second semester—Lecture, M., W.,
F., sixth period.

General chemistry from the standpoint of the teacher. Methods for presenting different topics, discussion of text books, fitting up of laboratories, buying of apparatus and supplies, lecture experiments, details of laboratory manipulation and routine; reports on recent books and periodicals.

DEPARTMENT OF COMMERCIAL EDUCATION

TEACHERS COLLEGE COURSES

Mr. Lawrence

Mr. Richards

Miss Ford

Commercial Education 201. (101 of catalog of 1927.) Business English. (3 hours.) First semester—M., W., F., sixth period. Second semester—M., W., F., sixth period. Second summer term—Daily, second period. (2 hours.) Prerequisite: English 101.

Purpose: To develop skill in the use of clear, concise, and forceful English in the writing of business letters.

Topics: The essential qualities of business writing; addressing the letter; the sales letter; appeals to special classes; follow-up letters; inquiries, orders, and responses; credit letters; collection letters; adjustment letters; the letter of application; business reports; style studies.

Commercial Education 203. (102 and 105 of catalog of 1927.) Secretarial Practice. (3 hours.) Offered on demand.

Purpose: To afford the secretarial student an opportunity to secure experience in office work with the proper equipment and under supervision.

Topics: The qualities of a good secretary; dress; office behaviour; system in office work; use and care of equipment; handling the mail; filing; collecting information; delivering messages; answering the telephone; the confidential relationship of the secretary.

Commercial Education 205. (110 of catalog of 1926 and 103 of catalog of 1927.) Business Law. (3 hours.) First semester—M., W., F., fourth period.

Purpose: The purpose of this course is to familiarize the student with the principles of law which affect his everyday business relationships, and to enable him to teach the subject in high school.

Topics: Law in general; kinds of law; contracts; sales; agency; partnerships; corporations; negotiable instruments; bailments and carriers; insurance; personal property; real property; suretyship and guaranty; bankruptcy.

Commercial Education 206. Business Law. (3 hours.) Second semester—M., W., F., second period.

Purpose: This course is a continuation of Commercial Education 205, it includes cases and takes up phases of business law not covered in the course mentioned above.

Topics: Corporation problems; notes; drafts; deeds; mortgages; insurance.

Commercial Education 207. (104 of catalog of 1927.) Business Ethics. (1 hour.) Second semester—Tu., fourth period.

Purpose: The course is designed to acquaint the student with some current practices in business which elevate the standards of business conduct.

Topics: The meaning of ethics; standards of conduct; the ethics of employment; the settlement of disputes; the ethics of production; developing a code of ethics; study of a number of codes of ethics as adopted by trade associations.

Commercial Education 209. (106 of catalog of 1927.) Business Organization. (2 hours.) Second summer term—Daily, sixth period.

Purpose: To acquaint the student with the different types of organizations doing business, and to develop an attitude toward big business which will help bring about a better understanding of business problems.

Topics: Classes of business organization, their evolution, and the tests of efficiency; individual entrepreneur organization; partnership; corporation; joint-stock company; business trusts: simple agreements and price combinations; pools; combination trusts; community-of-interest organization holding company; amalgamation; merger; promotion; underwriting; the stock exchange; reorganization and receivership; trust legislation; evils and causes of trusts; remedies.

Commercial Education 115. (105 of catalog of 1926.) Beginning Shorthand. (3 hours.) First semester—M., W., F., first period. Second semester—M., W., F., second period. First summer term—Daily, first period. (2 hours.)

Purpose: To teach the principles of Gregg shorthand; to attain a speed of seventy-five words a minute in simple dictation; to complete the first fifteen lessons in the Gregg manual.

Topics: Principles upon which shorthand is founded; shorthand alphabet; sound; rules for joining characters; word signs; simple prefixes; simple suffixes; reading of good shorthand from graded books; dictation; transcription; drills in penmanship.

Commercial Education 116. (106 of catalog of 1926.) Advanced Shorthand. (3 hours.) Second semester—M., W., F., first period. Second summer term—Daily, fifth period. (2 hours.)

Purpose: To develop an understanding of the theory of shorthand; to acquire skill in writing rapidly and accurately; to develop skill in transcribing; to develop a speed of 100 words a minute on new matter.

Topics: Complete the Gregg manual; complete graded readings; reading of shorthand in other books and in the Gregg Writer; principles of speed in the Gregg Speed Studies; dictation; criticism and correction of notes; transcribing; reporting; shorthand penmanship.

Commercial Education 121. (New.) Business Arithmetic. (2 hours.) First semester—Tu., Th., first period. Second semester—Tu., Th., first period.

Purpose: The purpose of this course is (1) to prepare the student for Commercial Education 122, and (2) to provide the student with sufficient information to teach business arithmetic in the high school.

Topics: Rapid calculation in the fundamental processes; drawings and graphs; percentage; buying and selling merchandise; commercial discounts; recording purchases and sales; paying for goods; collecting bills; accounts; taking inventory; interest; discounting notes and other commercial papers; wages and pay rolls; postage, freight, and express rates; property insurance; taxation.

Commercial Education 122. (101 of catalog of 1926.) Principles of Accountancy. (4 hours.) First semester—M., W., F., fifth period. and Th., sixth and seventh periods. Second semester—M., W., F., second period, and Th., third and fourth periods. Prerequisite: Commercial Education 121.

Purpose: To prepare the student for teaching the subject and to prepare the student for practical accounting work.

Topics: Laboratory sets are kept for a sole proprietorship and for a partnership. Vouchers are provided to make the laboratory work as practicable as possible. The balance sheet; the profit and loss statement; the philosophy of debit and credit; mixed accounts; periodic work on the ledger; journals; business forms and vouchers; the trial balance and methods of locating errors; controlling accounts; balance sheet valuation, et cetera.

Commercial Education 123. (102 of catalog of 1926.) Advanced Accountancy. (4 hours.) Second semester—M., W., F., fourth period, and Th., third and fourth periods.

Purpose: This course is a continuation of Commercial Education 122. The laboratory set gives practice in corporation accounting. The student should be able to do ordinary accounting work after completing this course.

Topics: Analysis and interpretation of statements; general principles of valuation; depreciation; surplus and reserves; the sinking fund; dividends; combinations and consolidations; liquidation by owners and through trusteeship; estate and trust accounting.

Commercial Education 224. (124 of catalog 1927.) Banking and Bank Accounting. (3 hours.) Second semester—M., W., seventh period, and F., seventh and eighth periods. Prerequisite: C. E. 122.

Purpose: To provide information in the field of money and banking and to give the student practice in keeping a set of books in banking.

Topics: Accounting principles applied to banking; methods of banks in keeping records; interpreting bank statements; kinds, forms and origin of money; history of banking; functions of the bank; administration; the national banking system; deposits and depositors; the clearing house; domestic and foreign exchange; loans and discounts; bank supervision; savings banks; trust companies foreign banking systems; the federal reserve system.

Commercial Education 225. (New.) Accounting Problems. (2 hours.) Second semester—Tu., Th., seventh period. Prerequisites: C. E. 122 and 123.

Purpose: To acquaint the student with some of the problems met in various fields of accounting; to introduce the student to the principles of auditing and C. P. A. problems.

Topics: Qualifications of an auditor; purposes of an audit; various accounts to be checked; assembling data for an audit; determining content of the report; form of reports and certificates; organization for accounting control; analysis of borrowers' financial statements; foreign exchange accounting; savings bank accounting; bituminous coal mine accounting; precious metal mine accounting; ranch cost accounting; contractors' accounts; accounting in the coffee trade; principles of department store accounting; hotel accounting; municipal accounting; the organization and accounts of a public accountant's office.

Commercial Education 131. (New.) Elementary Penmanship. (1 hour.) First semester—Tu., Th., second period. Second semester—Tu., Th., second period. First summer term—Daily, eighth period.

Purpose: To teach the principles of good handwriting; to afford practice in executing these principles; to develop an appreciation of good handwriting. Required of all C. E. majors and minors.

Topics: The elements of good handwriting; arm movement and how to develop it; analysis of various letters of the alphabet; much drill for movement and form.

Commercial Education 132. (New.) Advanced Penmanship. (1 hour.) First semester—Tu., Th., second period. Second semester—Tu., Th., second period. First summer term—Daily, eighth period.

Purpose: This course is a continuation of C. E. 131. Its purpose is to develop greater skill in writing and to give instruction in how to teach penmanship. Required of all C. E. majors and minors.

Topics: Methods of teaching penmanship; what constitutes a high degree of skill in handwriting; regular size, slant, and spacing.

Commercial Education 241. (141 of catalog of 1927.) Salesmanship. (3 hours.) First semester—Tu., Th., S., fourth period.

Purpose: To provide the student with information on the psychology of selling; to provide the student with material for teaching the subject in high school.

Topics: Personal analysis and development; analyzing the prospect; studying the article to be sold; the steps in a sale; objections and how to meet them; sales management; special methods in selling in various fields of business.

Commercial Education 242. (New.) Advertising. (2 hours.) Second semester—Tu., Th., sixth period.

Purpose: To acquaint the student with some of the economic and psychological principles of advertising.

Topics.: Factors which determine the kind and extent of advertising; the trade-mark; psychological factors in advertising; the chief human needs; relative strength of tendencies and interests; laws of attention applied to advertising materials; establishing associations and making them dynamic; the nature and purpose of advertising copy; substance of the copy; principles of form, color, ornament, and type; laying out the advertising; media; analyzing circulation; determining the value and the results of advertising.

Commercial Education 343. (143 of catalog of 1927.) Marketing. (3 hours.)

Purpose: To provide the student with information in the economics of distribution, distributive agencies and their functions.

Topics: Consumers' buying motives; marketing functions and institutions; selling direct to consumers; earlier and simpler types of retail institutions; department stores; mail order houses; chain stores; agricultural wholesale markets; middlemen of the city agricultural markets; classes and types of wholesalers; raw-materials; co-operative marketing; speculation; prices and some price policies; brands and brand policies; ethical aspects of marketing.

Commercial Education 151. (108 of catalog of 1926.) Beginning Typewriting. (2 hours.) First semester—M., Tu., Th., F., second period. Second semester—M., Tu., Th., F., seventh period. First summer term—Daily, fourth period. Second summer term—Daily, fourth period.

Purpose: To develop proper technique at the typewriter; to attain a minimum speed of twenty words per minute on the typewriter.

Topics: Mechanics of the typewriter; the keyboard; word drills; sentence drills; paragraphing; styles of letters; the general make-up of a letter; how to make a letter attractive; special characters not on the keyboard; foundations of speed.

Commercial Education 152. (109 of catalog of 1926.) Advanced Typewriting. (2 hours.) First semester—M., Tu., Th., F., seventh period. Second semester—M., Tu., Th., F., fourth period. First summer term—Daily, second period. Second summer term—Daily, seventh period.

Purpose: To develop speed and accuracy in typewriting; to develop an understanding of the theory of typewriting which will enable the student to teach it. A speed of forty words a minute is required.

Topics: Speed tests; practice on material which will develop speed and accuracy; writing business letters; punctuation; tabulation; legal forms; copy work; spacing; various other business forms.

Commercial Education 261. (New.) Methods of Teaching Commercial Subjects in the High School. First summer term—Daily, second period. (2 hours.)

Purpose: To provide materials and methods for the prospective teacher of commercial subjects in the high school.

Topics: Methods in the following subjects: bookkeeping, type-writing, shorthand, salesmanship, business law, business English, business arithmetic, penmanship, and office practice; making a commercial curriculum; purposes and aims of commercial subjects in the high school; tests in the various subjects; commerce clubs; placement and follow-up.

Commercial Education 263. (Same as second half of Education 263.) Practice Teaching in Commerce. (2½ hours.) Offered on demand.

Purpose: To provide experience for the prospective commercial teacher.

Topics: Practice under supervision; grading papers; administering and checking tests; preparation of papers on topics related to the student's major interest; outlines of the subjects taught.

DEPARTMENT OF EDUCATION

COLLEGE STAFF

| | |
|-------------|--------------|
| Mr. Cooper | Mr. Engle |
| Mr. Cuff | Mr. Ferrell |
| Mr. Edwards | Mr. Mattox |
| Mrs. Tyng | Miss Schnieb |

TRAINING SCHOOL STAFF

| | |
|-------------------|-------------|
| Miss Acree | Miss Champ |
| Miss Hansen | Miss Rush |
| Miss Lee | Miss Story |
| Miss Lingenfelter | Miss Wilson |
| | Miss Wingo |

RURAL TRAINING SCHOOL STAFF

| | |
|----------------|-----------|
| Miss Carpenter | Mrs. Case |
|----------------|-----------|

TEACHERS COLLEGE COURSES

Education 102. (Formerly 102.) Introduction to Teaching. (3 hours.) First semester—Section 1, M., W., F., first period. Section 2, M., W., F., second period. Section 3, M., W., F., second period. Section 4, Tu., Th., S., third period. Section 5, M., W., F., seventh period. Second semester—Section 1, M., W., F., second period. Section 2, Tu., Th., S., third period. Section 3, M., W., F., seventh period. Section 4, M., W., F., eighth period. First summer term (2 hours.)—Section 1, daily, first period. Section 2, daily, fifth period. Section 3, daily, sixth period. Section 4, daily, seventh period. Second summer term—Section 1, daily, first period. Section 2, daily, second period.

Purposes: (a) To serve as an orienting professional course for all beginning college students; (b) to help the student to acquire a working vocabulary of technical terms in the field of education; (c) to aid the student in choosing his curriculum; (d) to give the students who drop out to teach on a provisional certificate an opportunity to learn something of modern school-room technique through frequent directed observation in the Training School.

Topics: The factors and means of economical study; the psychology of learning and teaching; the profession of teaching; the materials of instruction; the more common elements in theory and practice of teaching; school organization and support; a study of the need for professionally trained teachers in the major fields of service in Kentucky; a careful survey of the personal and technical qualifications needed for teaching in these major fields. About one period a week is given to directed observation in the different grades of the Training School.

Education 203. (Formerly 104a.) Principals of Teaching. (3 hours.) First semester—M., W., F., fourth period. Second semester—M., W., F., first period. Prerequisites: Education 102 and Education 111 or Junior Standing.

Purpose: To develop with the student those underlying principles which determine effective teaching and to apply these principles in solving the basic problems in teaching.

Topics: The meaning of education; meaning and the function of the school; teaching objectives; meaning and evidences of learning; meaning and use of self-activity and of interest; constructive activities and materials; means of securing and using the subject matter and the equipment; extra curricular activities; measuring results; evaluating standards for the teachers and for the pupils.

Education 303. (Formerly 111.) Principles of Education. (2 hours.) First semester—Tu., Th., fifth period. Second summer term—Daily, second period. The purpose of this course is (1) to enable the student to summarize and systematize the theory of education with which he is supposed to have become acquainted; (2) to discuss vital relations among the bits of theory, and (3) to evaluate current practices in the light of the foregoing.

Education 304. (Formerly 124.) Principles of Secondary Education. (2 hours.) First summer term—Daily, seventh period. Second summer term—Daily, seventh period. Prerequisites: Education 315 or equivalent after September 1931.

Purposes: (a) To indicate the proper place of the high school as an institution of society; (b) to acquaint the student with the development of the high school in the United States; (c) to study the objectives of secondary education; (d) to study the organization and activities of the modern high school; (e) to suggest various curriculum problems.

Topics: Brief survey of the historical development of secondary education in the United States, the Latin Grammar School, the Academy movement, the public high school movement, the junior high school, and the junior college; brief survey of secondary education in Germany, France, and England; high school organization; the problem of individual differences; retardation and elimination; educational objectives; the selection and validation of curriculum materials; educational and vocational guidance; testing program; study activities; the program of studies; health education; education for citizenship; education for worthy use of leisure time; education for worthy home membership; character education; extra-curricular activities; peculiar problems of the small high school; the secondary school teacher, training and qualifications.

Education 305. (Formerly 113.) Educational Sociology. (2 hours.) Second semester—Tu., Th., first period.

Purposes: (a) to investigate the several factors and laws upon which educational theory and practice must rest; (b) To give

a concrete picture of the actual conditions and the distinctive characteristics of group life; (c) to furnish teachers and prospective teachers with a fundamental background necessary for a sympathetic understanding of the relation of the school to the upbuilding of the other institutions of the community; (d) to study the social forces which determine the selection of school subjects, their content, method of presentation, and social values.

Topics: The relation of sociology to education; the problems with which educational sociology deals; the individual in relation to the group; the nature of society; social groups, their classification, and functions; problems of the modern home; social analysis of play; neighborhood and community; isolation, contact, and social interaction; social forces and their significance in modern society; problems of the church in a changing civilization; the state, democracy, and education; evolution of the modern school; social and educational surveys; the sociological determination of educational objectives; the selection of school subjects; social elements and values in the curriculum; vocational education sociologically analyzed; educational and vocational guidance; social phases of school discipline; socialized methods of teaching; the essential elements of a socialized school.

Education 111. (Formerly 101.) Psychology for Teachers in the Primary Grades. (3 hours.) First semester—M., W., F., second period. Second semester—M., W., F., seventh period. First summer term—Daily, second period. (2 hours.) Second summer term—Daily, second period.

Purposes: (a) to present the problems, methods, and facts of psychology as a science; (b) to teach students to apply psychological principles to situations in which they may be helpful; (c) to prepare students to handle small children understandingly.

Topics: The content of the course is similar to that which is found in the better books in general psychology. The following topics are discussed: the problems, methods, and subject matter of psychology; the physiological basis of reactions; native and acquired urges; the nature of instincts and emotions; adjustments of children; laws of learning; economy in learning; general intelligence and special aptitudes; personality; individuality and tests of various traits.

Education 111. (Formerly 101.) Psychology for Teachers in the Upper Grades. (3 hours.) First semester—Section 1, M., W., F., first period. Section 2, M., W., F., fourth period. Second semester—Section 1, Tu., Th., S., first period. First summer term—Daily, sixth period. (2 hours.) Second summer term—Daily, fourth period.

Purposes: (a) to present the problems, methods, and facts of psychology as a science; (b) to teach students to apply psychological principles to situations in which they may be helpful; (c) to enable

students to predict and control the behavior of children during early adolescence; (d) to show applications of the laws of learning to the common branches.

Topics: The content of this course is similar to that which is offered for prospective teachers in the primary grades. Special emphasis is placed upon characteristics of children in the upper grades.

Education 114. (Formerly 114.) Child Psychology. (3 hours.) First semester—M., W., F., seventh period. Second semester—Tu., Th., S., third period. First summer term—Daily, fourth period. (2 hours.)

Purposes: (a) to acquaint the student with the most important facts and principles relative to childhood; (b) to describe the behavior and activities which may be expected of a child in any stage of development; (c) to teach students how to observe and to interpret the behavior of children; (d) to cultivate a sympathetic and understanding attitude toward child life.

Topics: The following topics are treated: the standpoint and methods of child psychology; survey of the development of child study; biological and social heredity; the child as an organism; instincts; emotions; linguistic development; development of handedness; development through play; physical development; hygiene; learning and acquisition of habits; mental development; intelligence; social and moral development; the exceptional child; individual differences; guidance of children.

Education 212. (Formerly 106.) Psychology of Elementary School Subjects. (2 hours.) First semester—Tu., Th., second period. First summer term—Daily, seventh period. Second summer term—Daily, fifth period.

Purposes: (a) to familiarize the student with the best material and methods in specific elementary school subjects; (b) to furnish a basis for the evaluation of methods of instruction; (c) to make the student familiar with ways of applying the laws of learning to meet differences in instructional needs; (d) to equip the student with the attitude and technique needed for simple research in this field.

Topics: Reading, arithmetic, handwriting, spelling, language, history, geography are discussed. Aims, laws of learning, individual differences in learning, factors which have a favorable influence upon learning, supervised study and problems for further research are discussed in connection with each subject.

Education 313. (Formerly 125.) Psychology of the High School Subjects. (2 hours.) Second semester—Tu., Th., fourth period. Second summer term—Daily, fourth period.

Purposes: (a) to indicate the psychological principles which are basic to the teaching of high school subjects; (b) to develop a psychological attitude toward the pupils and subjects of the secondary school; (c) to acquaint the students with recent writings on the

organization of the high school as determined by the nature of the adolescent student; (d) to furnish an opportunity for the development of some skill in research.

Topics: Topics discussed are: The high school student, physical, mental, social, and moral characteristics; comparison of the old and the new high school from a psychological point of view; psychology of mathematics, foreign languages, English, social sciences, natural sciences, fine arts, practical arts, and physical education; psychology of teaching; desirable methods of teaching the various subjects; psychology of classroom management; psychology of learning; individual differences; supervised study; use of high school tests and measurements; guidance of high school pupils.

Education 315. (Formerly 123.) Advanced Educational Psychology. (3 hours.) Second semester—M., W. F., fifth period. First summer term—Daily, second period. (2 hours.)

Purposes: (a) To enable the student to become better acquainted with the native equipment of children; (b) to test the student's ability to teach by his knowledge of how learning occurs; (c) to discuss conditions for effective school work; (d) to apply the principles of psychology to the solution of the teacher's problems.

Topics: The course consists of: Introduction; nature and nurture; the organism; innate tendencies; mental measurement; individual differences; causes of individual differences; measures of individual differences; general principles of learning; special abilities and disabilities in learning; learning and motivation; the psychology of the teacher; the psychology of language, reading, spelling, and arithmetic; transfer of training.

Education 121. (Formerly 109.) School and Community Management. (2 hours.) First semester—T., Th., eighth period. Second semester—Tu., Th., sixth period. First summer term—Daily, eighth period. Second summer term—Daily, first period.

Purpose: To acquaint the student with the common school problems and activities which will arise in the experiences of teachers; to see how to execute these problems and activities with the minimum amount of energy and time; to help the student sense the relation of the school to the community and how best to cultivate a constructive, harmonious contact between the school and the community.

Topics: The meaning and the function of the school; meaning of the community; school organization; class organization; function of the course of study; curricular activities and materials; classroom routine; school housekeeping; home contacts and community cooperation.

Education 221. (Formerly 107.) Tests and Measurements. (2 hours.) Second semester—Tu., Th., second period. First summer term—Daily, fourth period. Second summer term—Daily, fourth period.

Purposes: (a) To emphasize the importance of accurate meas-

urement in education; (b) to show the inaccuracy of traditional measures; (c) to familiarize the student with the best standardized tests; (d) to include the elementary statistics needed in interpreting test data; (e) to develop skill in constructing tests; (f) to indicate the social, educational, and vocational significance of tests.

Topics: A historical survey of the development of mental and educational tests; the nature and classification of standardized tests; the construction of tests; the importance of accuracy in measurement; reliability; validity; extent to which standardized measures should replace traditional types of measurement; methods of improving the ordinary examination; the criteria for the selection of standardized tests; statistical analyses of the test data; use of the results for comparison, classification, promotion, guidance, prognosis, diagnosis, measuring the efficiency of methods of instruction, of teachers, and of schools, and the like.

Education 223. (Formerly 119.) The Elementary Principal and His School. (3 hours.) First semester—M., W., F., fourth period. Second semester—M., W., F., fourth period.

Purpose: To develop with the student those underlying principles which will help him ascertain just what are the fundamental duties of the principal in relation to the teachers, to the school and to the community and how best to execute these duties.

Topics: Meaning and function of the school; school organization; meaning and authority of the principal; teaching principal and supervisory principal; the principal and the curriculum; organization and creative supervision of instruction; constructive and creative teachers' meetings; management of pupils; administration of building, grounds and supplies; clerical duties; school extension; distribution of time; evaluating standards for the principal and for the teachers; professional preparation and improvement.

Education 224. (Formerly 129.) The Consolidated School Principal. (Not to carry credit if Education 223 is taken.) First summer term—Daily, first period. (2 hours.)

Purposes: (a) To acquaint the student with the growing importance of the consolidated school principalship; (b) to present some of the outstanding problems in the administration and supervision of the consolidated school; (c) to study the duties and activities of the principal in the consolidated school.

Topics: Brief survey of the status of consolidation in the United States; advantages of consolidation; difficulties to overcome in effecting school consolidation; the consolidated-school plant and its care; transportation of pupils; the duties, activities, and qualifications of the principal; community organization, community relationships, and consolidation; the curriculum; organization and administration of the school; supervision of instruction; extra-curricular activities; graduation and classification of pupils; relations between principal and teach-

ers, principal and supervisor, principal and pupils; principal and patrons; organization of the principal's office, office equipment, office hours, division of time, and correspondence; business management; supplies and equipment; child accounting and attendance problems; school publicity; records and reports; financial problems and budget making; arranging student's programs; guidance program; making the daily schedule; the teaching corps.

Education 322. (New 1927-28.) Public School Finance. (2 hours.) Second semester—Tu., Th., sixth period. Second summer term—Daily, second period.

Purpose: To acquaint the student with the problems of financing the public schools of the land. Some attention is paid to general tax theory, but most of the time is spent on practical financial problems of the local school district, and the financial relationship between the local district and the state.

Topics: Among the topics studied the following may be mentioned: The growth of the cost of education, comparative costs in education, the school budget, financial records and accounts, school indebtedness, control of school finances, financial aspects of school publicity, educational inequalities; the units of school support, apportioning the benefits and the sources of public school revenue.

Education 331. (Formerly 110.) History of Education. (2 hours.) First semester—Tu., Th., first period. First summer term—Daily, fourth period. Second summer term—Daily, eighth period.

This course comprises a complete survey of the history of education, beginning with eastern nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a cursory way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated still more fully. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education and organization as exemplified by the Kentucky system is made.

Education 341. (Formerly 118.) The Elementary School Curriculum. (3 hours.) Second semester—M., W., F., sixth period. First summer term—Daily, sixth period. (2 hours.)

Purpose: This course has a twofold purpose: First, to develop with the student those fundamental principles which underlie intelligent curriculum construction and intelligent interpretation of the curriculum. Second, to acquaint the student with the outstanding curricula in the United States and with the best writers on the subject of curriculum construction.

Topics: Meaning and function of education; meaning and function of the curriculum; teaching objectives; pupil activities and ex-

periences; source, selection and organization of subject matter; time allotment for the various subject matter units; criteria for evaluating curricula; curriculum revision and the growing curriculum.

Education 251. (Formerly 112.) Rural School Supervision. (3 hours.) First summer term—Daily, fourth period. Prerequisite: A total of at least forty-eight semester hours of credit.

Purposes: (a) To emphasize the need for the supervision of instruction in rural schools; (b) to assist the student in planning and administering a desirable supervisory program; (c) to give instruction in the use of the various agencies of supervision; (d) to study the proper function of the supervisor and to show how supervision can best serve country teachers.

Topics: **Distinction between supervision and administration; nature and problems of supervision; status of rural school supervision in a few representative states; handicaps and possibilities of the rural school; purposes and principles of supervision; preparation of a constructive supervisory program; organization of the school; relation of the school to the community; graduation and classification of pupils; studying the teacher at work; improvement of teaching through better selection and organization of subject matter; evaluating the efficiency of teachers and supervisors; training and personality of supervisors; ways of measuring supervision; use of circular letters, bulletins, school publicity, demonstration teaching, teachers' meetings, school and classroom visitation, personal conferences, constructive criticism, summer school attendance, extension and correspondence work; tests and measurements, research and experimentation, school exhibits and clubs, intervisitation, and professional reading as agencies of supervision.** Throughout the course the improvement of teachers in service is emphasized. Each member of the class is expected to plan a careful program of supervision for a county in Kentucky as a project in connection with the course.

(Note: The topics in heavy type above will be included in Education 255 during the summer terms. In the regular semesters these topics will form a regular part of Education 251.)

Education 252. (Formerly 117.) County School Administration. (3 hours.) Second semester—M., W., F., seventh period. First summer term—Daily, second period. (2 hours.) Second summer term—Daily, second period. (2 hours.) Prerequisite: A total of at least forty-eight semester hours of credit.

Purposes: (a) To acquaint the student with some of the fundamental problems connected with the administration of county schools; (b) to present a desirable philosophy of rural education; (c) to familiarize the student with the growing importance of the county superintendency.

Topics: **The relation between the state and the county in the administration of schools; powers, duties, and qualifications of the County Superintendent; powers, duties and qualifications of the mem-**

bers of the County Board of Education; school organization and control; the county unit system; the school plant, location, equipment, and care of buildings; consolidation of schools; standardization of rural schools; health program for rural schools; curriculum problems; playgrounds and playground equipment; problems of small schools, especially of one-, two-, and three-teacher schools; the junior high school in rural areas; the county high school; community and county organization; the county superintendent's office, needed space and proper equipment; duties of the County Superintendent as secretary of the County Board; relations between the Superintendent and the Board; bookkeeping of the County Superintendent; budget-making; making the salary schedule; selection placement, and promotion of teachers; child accounting and attendance problems; records and reports; filing records and reports; the proper recording of the minutes and orders of the Board; the distribution of funds; school costs and financial accounting; business management; correspondence, office hours, and miscellaneous office routine; office assistants and duties assigned each.

(Note: The topics in heavy type above will be given as Education 255, Office Administration, during the summer term. In the regular semesters these topics, however, will form a regular part of Education 252.)

Education 255. (Formerly 122.) Office Administration. (2 hours.) First summer term daily, third period.

A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes and orders of the boards, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secretary of the board are problems for consideration in this course.

Education 353. (Formerly 120.) The Elementary School. (5 hours.) Offered on demand.

Education 262. (Formerly 105.) Observation and Method. (2 hours.) (Primary.) First semester—Tu., Th., fourth period. Second semester—Tu., Th., fourth period. First summer term—Daily, second period. Second summer term—Daily, sixth period. Prerequisite: Two semesters of college work including Ed. 102 (Introduction to teaching), and one course in psychology.

Purpose: (a) provide graduated approach to student teaching in the primary grades; (b) give practice in organizing materials for class work; (c) learn to make lesson plans; (d) introduce some of the devices used in modern teaching; (e) evaluate theories of teaching in the light of classroom procedure, by directed observation in the Training School, by assigned readings and by class discussion.

Topics: Standards for observing class work, lesson planning, schoolroom equipment, the daily program, the project curriculum, teaching pre-primer reading, reading in primary grades, oral and written expressions, spelling and writing, number work, social studies, nature study, health, and seat work.

Education 262. (Formerly 105.) Observation and Method. (2 hours.) (Upper grade.) First semester—Tu., Th., sixth period. Second semester—Tu., Th., sixth period. First summer term—Daily, fourth period. Second summer term—Daily, sixth period. Prerequisite: Two semesters of college work including Ed. 102 (Introduction to Teaching), and one course in psychology.

Purpose: (a) provide graduated approach to student teaching in upper grades and junior high school; (b) give practice in organizing materials for class work; (c) learn to make lesson plans; (d) introduce some of the devices used in modern teaching; (e) evaluate theories of teaching in the light of classroom procedure, by directed observation, in the Training School, by assigned readings and by class discussion.

Topics: Standards for observing class work, lesson planning, teaching the upper grade and junior high school subjects, the project method, extra-curricular activities, measuring the progress of instruction.

Education 262. (Formerly 105.) Observation and Method. (2 hours.) (Rural.) First semester—Tu., Th., second period. Second semester—Tu., Th., second period. First summer term—Daily, second period. Prerequisites: Two semesters of college work including Ed. 102 (Introduction to Teaching), and one course in psychology.

Purposes: (a) provide graduated approach so student teaching in rural schools; (b) give practice in organizing materials for class work; (c) learn to make lesson plans; (d) introduce some of the devices used in modern teaching; (e) evaluate theories of teaching in the light of classroom procedure, by directed observation in the Rural Demonstration School and in the Training School, by assigned readings and by class discussion.

Topics: Standards for observing class work, lesson planning, teaching the elementary school subjects in rural schools, organization of a rural school, schoolroom equipment, measuring progress of instruction.

Education 263. (Formerly 108.) Supervised Student Teaching. (5 hours.) (Primary.) First semester, second semester, first summer term, hours to be arranged with Mr. Edwards. Prerequisites: Observation and Method for primary teachers.

Purpose: It is the purpose of this course (1) to develop by practice the skills, techniques and controls essential to successful classroom procedure in primary teaching; and (2) to acquaint the student teacher with modern devices and materials of primary teaching.

Topics: At first the student teacher observes activities of the classroom, studies the children and the materials of instruction used. Under the training teacher's supervision activities are planned, and help is given in the performance of routine. Actual class teaching begins with a small group of children, but near the end of the term the student teacher is expected to take charge of the entire room for a whole day. All student teachers meet the training teacher under whom they work for a one-hour conference period daily.

Education 263. (Formerly 108.) Supervised Student Teaching. (5 hours.) (Upper grade.) First semester, second semester, first summer term, hours to be arranged with Mr. Edwards. Prerequisite: Observation and Method for upper grade teachers.

Purpose: It is the purpose of this course (1) to develop by practice the skills, techniques and controls essential to successful classroom procedure in the upper grades and junior high school; and (2) to acquaint the student teacher with modern devices and materials for teaching.

Topics: At first the student teacher observes activities of the class room, studies the children and the subject-matter he intends to teach. Under the training teacher's supervision lessons are planned and help given in performance of routine. At least two different subjects are taught during the term. If a student teacher has a special subject in which he is taking a major or a minor, he may do one-half of his student teaching in that subject. All student teachers meet the training teacher under whom they work for one-hour conference period daily.

Education 263. Supervised Student Teaching in rural schools. (Not offered for 1929-30.)

Education 361. (Formerly 131 and Science 100.) Teaching of General Science. Offered on demand.

Education 362. (Formerly 133 and Science 104c.) Same as Chemistry 361.

DEPARTMENT OF ENGLISH

TEACHERS COLLEGE COURSES

Mr. Clark
Miss Neely
Miss Foster

Miss Zellhoefer
Miss Buchanan
Mr. Keene

English 101. (Formerly 101.) Oral and Written Composition. (3 hours.) First semester—Section 1, Tu., Th., S., first period. Section 2, M., W., F., eighth period. Section 3, Tu., Th., S., second period. Second semester—Section 1, Tu., Th., S., first period. Section 2, M., W., F., eighth period. First summer term (2 hours.)—Section 1, daily, first period. Section 2, daily, sixth period. Second summer term—Daily, seventh period.

Purpose. To insure the learning and habitual practice of mechanical correctness of language in all ordinary speech and writing situations, and to develop student ability of self criticism in matters of such correctness.

Topics: Recognition drills on parts of speech, inflected forms, phrases, clauses, the whole sentence; construction and syntax of chief inflected forms; sentence analysis; sentence construction; sentence variety; subordination; punctuation; dictionary study of accent and diacritical marks; spelling drills in most commonly misspelled words; paragraph writing; laboratory theme writing exercises; additional drills on all common types of mechanical language errors; brief narrative and expository talks on subjects within personal observation and experiences.

English 102. Oral and Written Composition. (Not open to students who have had English 101 prior to September, 1929.) Second semester—Section 1, M., W., F., first period. Section 2, M., W., F., eighth period. First summer term—Section 1, daily, second period. Section 2, daily, sixth period. Second summer term—Daily, second period. Prerequisite: English 101.

Purpose: To help the student in the matter of clear thinking and effective use of language.

Topics: The evaluation of what we see and hear; accuracy of observation and statement; the clarifying of our thoughts and impressions; the selection and use of materials; the planning and construction of many oral and written themes.

English 201. (New.) Journalism. First semester—M., W., F., eighth period. Prerequisite: Freshman English.

Purpose: To teach the student how to read and judge a newspaper; to familiarize him with the best current newspapers, their policies, and their methods; to give instruction in the kinds and methods of journalistic writing and practice in writing; to show him how to

make up a paper, write headlines, and prepare manuscript; to consider the problems of managing and advising school publications; to edit a paper.

Topics: Comparison of many newspapers as to amount and kind of news, make-up, size, type, headlines, advertising, tone, etc.; kinds and methods of journalistic writing and practices in each; headlines; make-up; copy; proof reading; organization of staff; problems in managing and advising an editorial and business staff and suggestive methods.

English 301. (Formerly 109.) Advanced Composition. (3 hours.) Second semester—M., W., F., second period. First summer term—Daily, second period. (2 hours.) Required of all juniors and seniors.

Purpose: To give the teacher practice in collecting, organizing, and presenting material in an effective written form; to encourage creative writing.

Topics: Practice is given in writing reports, recommendations, research papers, familiar essays, short stories, feature articles, or other forms of journalistic writing. Students are urged to write with a view to submitting their articles to suitable periodicals for publication.

English 302. (Formerly 120.) Argumentation. (3 hours.) (1931 and alternate years.) First semester—M., W., F., fourth period. Second summer term—Daily, eighth period. (2 hours.) Prerequisite: Freshman English.

Purpose: To teach how to recognize, build, and present sound argument; to show the relation of persuasion to argument.

Topics: This course takes up analysis, evidence and proof, kinds of argument, fallacies, brief-drawing, platform technique, reports on lectures, political speeches, etc., and the writing of a forensic.

English 211. (Formerly 103a.) English Literature. (3 hours.) First semester—Tu., Th., S., third period. Second semester—Tu., Th., S., second period. First Summer term—Daily, seventh period. (2 hours.) Prerequisite: Freshman English.

Purpose: To bring within student experience the content of selected English literature from Beowulf to Robert Burns, considered against the background of English life, tradition, and history.

Topics: Historical summary of the origins of the English people and traditions; pagan and Christian Anglo Saxon writings and folk lore; Celtic elements; French influence and literature of chivalry; Chaucer's England; the Renaissance; the spirit of Elizabethan England; Puritan influences; eighteenth century formalism; development of prose; beginnings of journalism; the rise of the novel; Johnson and his contemporaries the dawn of romanticism.

English 212. (Formerly 103b.) English Literature (1800-1925). (3 hours.) First semester—M., W., F., fourth period. Second summer term—Daily, fifth period. (2 hours.) Prerequisite: Freshman English.

Purpose: To familiarize the student with the England of the nineteenth and twentieth centuries; the movements, influences, leading forms, writers, and contents of the best literature of these centuries; to set up some criteria for judging literature; to instill an appreciation for the best.

Topics: The Romantic Period—characteristics, influences, writers, literature as to form, method, and content; mid- and post-Victorian period—characteristics, influences, writers, literature as to form, method, and content; modern tendencies in English literature as to leading forms, method, and content.

English 213. (New.) American Literature. (3 hours.) Second semester—Tu., Th., S., third period. Second summer term—Daily, second period. (2 hours.) (1930 and alternate years.) Prerequisite: Freshman English.

Purpose: To acquaint students with American life and thought as reflected in the best representative American writings, considered in relation to environmental influences and prevailing literary tendencies from pioneer to recent times, and, incidentally, to develop some degree of literary discrimination.

Topics: The pioneer spirit in religious, historical, and journalistic writings; literature of the Revolution; statesmanship of the new nation; Nineteenth Century romanticism; transcendentalism; disunion and reunion; growth of a realistic spirit; literature of local color; contemporary literature of realism and revolt; such readings in literary history and biography as may be helpful in an understanding of the literature studied.

English 215. (Formerly 106.) Nineteenth Century Prose. (3 hours.) First semester—M., W., F., second period. First summer term—Daily, fifth period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To familiarize the teacher with the work of the great essayists of the nineteenth century, and to show how varied was the thought for which the essay was the vehicle of expression.

Topics: This course includes a study of representative essays of the leading English and American essayists of the nineteenth century, with attention on the types of essays, and the literary, social, political, and religious or moral ideals set forth in the essays; an analysis of the prose style of some of the essayists; oral and written reports.

English 216. (Formerly 108.) The Short Story. (2 hours.) Second semester—Tu., Th., second period. Prerequisites: Freshman English and one survey course.

Purpose: To study and compare many types of stories and methods of construction; to study the development of the American short story from Irving to the present day; to acquaint the student with the best writers of stories and the best stories; to set up some criteria for judging a short story.

Topics: The technique of the short story; the development of the American short story; comparison of types and methods of the short story; romanticism and realism in stories; extensive reading of stories both foreign and American; the writing of a story or of a paper.

English 217. (New.) Contemporary Literature. Second summer term—Daily, fifth period. (2 hours.) Prerequisites: Freshman English and at least one survey course.

Purpose: The purpose of this course is to acquaint the student with the literary tendencies of the last decade and to foster a discriminating attitude toward current literature,

Topics: New names, new influences, and new trends, and the relation of these to former periods in the development of literature; the relative importance of old and new books; the proper emphasis upon literature of escape and that of self-realization; how to evaluate current literature; advantages and limitations of book-reviews and commercial organizations designed to assist in the selection of new books; the place of newspapers and magazines in our reading during leisure hours. The reading for this course is extensive rather than intensive and is not confined to the literature of any one type nor of any one nation.

English 311. (Formerly 107.) The Drama. (3 hours.) Second semester—M., W., F., seventh period. Second summer term—Daily, second period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To give the student a knowledge of the technique and content of Shakespeare's dramas, and a knowledge of Shakespeare's England and of his contemporaries; to consider certain of his dramas with reference to their place in high school English.

Topics: The course includes an extensive reading of Shakespeare's dramas and an intensive study of the technique, sources, and content of a few; a discussion of the Elizabethan theater, the Elizabethan people, Elizabethan dramatics, movements, and events which influenced Elizabethan thought; the development of drama to the death of Shakespeare.

English 312. (Formerly 107a.) Contemporary Drama. (3 hours.) First semester—M., W., F., sixth period. First summer term—Daily, seventh period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To acquaint the student with modern tendencies in drama; to give him a knowledge of movements and influences which have combined to make our drama what it is today; to familiarize him with the best modern drama and dramatists of all countries; to help him establish some criteria for judging drama.

Topics: This course includes an extensive reading of modern dramas of all nations; a discussion of the development of drama from Ibsen to the present day; of modern technique in drama; of realism, naturalism, and romanticism in drama; of the problems treated in modern dramas; of the Irish movement and the Little Theater; and of the national and individual characteristics of dramatists.

English 313. (Formerly 110.) World Literature. (3 hours.) First semester—M., W., F., sixth period. Second summer term—Daily, fourth period. (2 hours.) Prerequisites: Freshman English and at least two courses in literature.

Purpose: To give the student some conception of the continuity of literature from ancient to modern times and to acquaint him with some of the masterpieces of literature of different nations.

Topics: Ideals and view of life in ancient Hebrew sacred literature, Greek epic and tragedy, Roman comedy, Teutonic mythology and saga, romance, Dante to Renaissance, Voltaire, Rousseau, Goethe's Faust; modern European criticism.

English 314. (Formerly 113.) The Novel. (3 hours.) Second semester—M., W., F., sixth period. First summer term—Daily, second period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To acquaint the student with some of the choicest fiction of England and America, to interest him in that of other countries, and to raise the level of his taste in novels.

Topics: The development of the novel in England and America; the distinction between the romance and the psychological novel, and the place of each in our reading; some characteristics of harmful and worthless fiction; some tendencies of present-day novelists.

English 321. (New.) Romantic School of Poets. (3 hours.) Second semester—M., W., F., sixth period. Second summer term—Daily, first period. (2 hours.) Prerequisites: Freshman English and at least two courses in literature.

Purpose: To trace the development and culmination of the Romantic movement; to present the various elements that compose the movement.

Topics: The course includes the beginnings of Romanticism; Burns and his contribution; Wordsworth and his theory of poetry; Coleridge; Scott and Southey; Byron, Shelley, and Keats; definition of romanticism; written reports.

English 322. (Formerly 105 in part and 125 in part.) Victorian Poets. (3 hours.) First semester—M., W., F., seventh period. Second summer term—Daily, first period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To familiarize the student with some of the characteristic poetry from the time of Tennyson until the close of the century, and to help him interpret the spirit of the age through its poetry.

Topics: The social, religious, industrial, and intellectual unrest of the time as evidenced by the poetry; the Oxford Movement; the pre-Raphaelite Brotherhood; naturalism and realism in the latter part of the period; the poetry of Tennyson, the Brownings, Arnold, Swinburne, the Rossettis, Morris, Hardy, and others; a comparison of the work of these poets with that of American poets of the period.

English 323. (Formerly 126.) Milton. (2 hours.) Second semester—M., W., seventh period. Prerequisites: Freshman English and two courses in literature.

Purpose: To acquaint the student with the poetic genius, philosophy, and ideals of Milton, and to present the whole body of his poetry.

Topics: The course includes a study of the life of Milton as it affected his writing; his earlier poetry; the development of his genius; the great epic *Paradise Lost* and its interpretation; *Paradise Regained* and *Samson Agonistes*.

English 324. (Formerly 130.) Medieval Story. (2 hours.) Second summer term—Daily, second period. Prerequisites: Freshman English and at least two courses in literature.

Purpose: To acquaint the student with the rich field of narrative literature of the Middle Ages, and to show how much of this literature is illustrated in the poetry of Chaucer.

Topics: The course consists chiefly of the various types of medieval story—the folk-epic, the beast tale, the metrical romance, the fabliau, the saint's legend, and the ballad; the social and moral ideals which they reveal.

English 131: (Formerly 116.) Public Speaking. (3 hours.) First semester—Tu., Th., S., third period. Prerequisite: First semester—Freshman English.

Purpose: To train students for effective participation in the normal public speaking situations of their professional lives.

Topics: Physiological basis of voice and corrective voice drills; changing fashions and requirements of public speaking; source and organization of speech materials; objectives and audience considerations; practice in preparation and delivery of speeches for various occasions, purposes and audiences; speech criticism; parliamentary procedure with participation drills.

Purpose. To give a more advanced knowledge of library methods for the student that has already had some instruction or training in this line of work.

Topics: The course takes up cataloging, classifying, administration, library records, and bibliography more in detail than English 366. Also includes carefully supervised practice work in the library with a chance for the student to work out many practical problems.

English 335. (Formerly 118.) Interpretative Reading. (3 hours.) First semester—M., W., F., fourth period. Second summer term—Daily, fourth period. (2 hours.) Prerequisite: Nine hours of English, including English 163 or its equivalent.

Purpose: To enable teachers to interpret literature in class room and platform reading, and to prepare them to train their pupils in interpretative reading.

Topics: Types of interpretation; gesture; pantomime; resonance; flexibility; range; study of enunciation and pronunciation continued; sources of materials; criteria established for selecting readings, preparing contestants and readers, and judging contests. Much individual work under careful direction is afforded.

English 161. (Formerly 102.) Literature for Primary Grades. (2 hours.) First semester—Tu., Th., second period. Second semester—Tu., Th., fourth period. First summer term—Daily, seventh period. Second summer term—Daily, seventh period. Prerequisite: Freshman English.

Purpose: To familiarize the primary teacher with some of the best literature for children and to render her more capable of guiding children's reading.

Topics: The course includes an extensive reading of children's books and a discussion of the history of children's literature, the needs and interests of the growing child, the characteristics of both desirable and undesirable books for children, and the development of the child's taste in reading. Principles of teaching literature and methods of presentation are incidentally touched upon.

English 163. (Formerly 115.) Fundamentals of Speech. (3 hours.) First semester—M., W., F., seventh period. Second semester—Tu., Th., S., second period. First summer term—Daily, fourth period. (2 hours.) Second summer term—Daily, sixth period. Prerequisite: First semester—Freshman English.

Purpose: To enable teachers to acquire for themselves attractive voices and pleasing speech habits for reading and speaking, and to equip them for developing these qualities in their pupils.

Topics: Corrective drill work for posture and movement; the applied science of voice production; characteristics of a pleasing voice; individual diagnosis of voice qualities; tone-placing; enunciation; pronunciation; pitch, stress, and volume. The course affords much practice in individual speaking and reading under careful, constructive criticism.

English 164. Reading in the Elementary School. (3 hours.) First semester—M., W., F., sixth period. Second semester—Tu., Th., S., third period. First summer term—Daily, second period. (2 hours.)

Second summer term—Daily, second period. Prerequisite: First semester—Freshman English.

Purpose: To familiarize the elementary school teacher with the best modern principles, methods, and devices; to enable him to see these theories carried out in actual practice; to acquaint him with the best literature of the teaching of reading, together with the best basal and supplementary texts available for this purpose.

Topics: Objectives of reading in the elementary school; reading in the primary and intermediate grades; the place of oral reading in the grades; individual differences; word difficulties; phonics; measuring reading instruction; motivation; materials of instruction.

English 165. (Formerly 104.) Grammar for Teachers. (3 hours.) Second semester—M., W., F., fourth period. Prerequisite: Freshman English.

Purpose: To review the principles of English grammar and acquaint the teacher with some of the problems connected with the teaching of grammar.

Topics: In the course are studied the parts of speech, syntax, and sentence analysis. The history of the English language, the history of the teaching of grammar, and methods of testing and measuring progress are also touched upon.

English 166. (Formerly 111.) Library Methods. (1 hour.) First semester—Section 1, M., fourth period. Section 2, Tu., fourth period. Section 3, W., fourth period. Second semester—Section 1, M., fourth period. Section 2, Tu., fourth period. Section 3, W., fourth period. First summer term—Section 1, ($\frac{1}{2}$) M., W., F., fourth period. ($\frac{1}{2}$) W., F., fourth period. Section 2, ($\frac{1}{2}$) Tu., Th., fourth period. ($\frac{1}{2}$) M., Tu., Th., fourth period. Second summer term—Section 1, ($\frac{1}{2}$) M., W., F., fourth period. ($\frac{1}{2}$) W., F., fourth period. Section 2, ($\frac{1}{2}$) Tu., Th., fourth period. ($\frac{1}{2}$) M., Tu., Th., fourth period.

Required of all freshmen and carrying credit only in the freshman year.

Purpose: To give the student a working knowledge of the library in order to be able to use it most intelligently and effectively.

Topics: The course includes discussions of the card catalog, library plans, principles of classification, mechanical make-up of a book, reference books, indexes, bibliography, and printed aids in book selection. Extensive outside reading is expected of the student, also frequent oral reports and book reviews.

English 263. (Formerly 117.) Play Coaching. (3 hours.) Second semester, M., W., F., seventh period. First summer term—Daily, first period. (2 hours.) Prerequisite: Six hours of English, including English 163 or its equivalent.

Purpose: To acquaint the teacher with the principles of artistic play production and to familiarize him with the elements of the technique of coaching and staging plays.

Topics: Suitable plays for school production; theories of directing amateur dramatics; characteristics of worthwhile school productions; choosing the cast; rehearsing the play; costuming; make-up; lighting; stage settings; sources of materials. Several one-act plays are produced in class, and make-up is done on actual productions.

English 264. (Formerly 119.) Story Telling. (3 hours.) Second semester—M., W., F., fourth period. Prerequisite: English 161 or its equivalent.

Purpose: To acquaint the teacher with the materials for story telling, and with the techniques to be used in different grades and with different audiences.

Topics: History of story telling; purpose and aim of story telling; the story interests of childhood; preparing the story; telling the story; condensing and expanding the story; dramatizing the story; uses of the story in school room subjects; technique suitable to various ages and types of children; technique required for adults. A considerable stock of stories of a wide range of appeal is mastered. Much practice is given in the actual telling of stories to children. Constructive analysis of each student's performance is afforded.

English 365. (Formerly 114.) The Teaching of Literature in High School. (3 hours.) Second semester—Tu., Th., S., fourth period. First summer term—Daily, fourth period. (2 hours.) Prerequisites: Freshman English and two survey courses.

Purpose: To develop powers of literary interpretation and appreciation; to afford a critical knowledge of the best material equipment for the teaching of literature; and to insure an applied knowledge of best methods of teaching literature to high school students.

Topics: General nature of literature; prose and poetry distinctions; rhythmic and sound values in verse; imagery; forms and types of verse; elements of prose style; evolution of methods in the teaching of high school literature; objectives of high school literature; courses of study in high school literature; text-books and best editions; content and treatment of supplementary reading; tests and their uses; supplementary material—maps, pictures, charts; the classroom as a teaching agency; discovery and application of best methods of teaching chief types of literature.

English 366. (New.) Library Science. First semester—M., W., F., first period. (3 hours.) First summer term—Daily, fifth period. (2 hours.) This course is open only to students majoring in English or Social Science.

Purpose: To present the subjects discussed in English 166 more in detail in order to give the student a thorough knowledge of the function of the library.

Topics: The course includes school library management and administration; bibliography; reference books; selection and evaluation of books for school libraries; classification; cataloging and library records.

English 367. (New.) Library Science. (3 hours.) Second semester—M., W., F., first period. Second summer term—Daily, sixth period. (2 hours.) Open only to students majoring in English or Social Science. Prerequisite: English 366.

DEPARTMENT OF FOREIGN LANGUAGES

TEACHERS COLLEGE COURSES

Miss Pollitt

Mrs. Murbach

The Latin courses of the Department of Foreign Languages are organized to meet the needs of three classes of students:

(1) Those who present three or more units of high school Latin for entrance, or the equivalent thereof, and who select Latin as their major subject while in college, expecting to teach it after graduation. The courses recommended, and in most instances required, for this group are Foreign Language 104, 105, 108, 201, 202, 311, 361, 113.

(2) Teachers who wish courses in methods of teaching Latin in high schools. The texts that have been put out since the report of the Classical Investigation and the newest methods of approach will be studied. With the consent of the head of the department, certain students who have had no Latin will be admitted to the first of these courses provided the maturity and ability of the applicant enable him to do rapid and satisfactory work. Such courses are Foreign Language 121, 122, 123.

(3) Those who, irrespective of their previous study of the classical languages and literature, desire for general and cultural purposes to become acquainted with the civilizations of Greece and Rome. The courses recommended for this group are Foreign Language 112, 113, 114.

Foreign Language 104. Selections from Livy. (3 hours.) Second semester—Tu., Th., S., third period. Prerequisite: Three units of high school Latin, or the equivalent thereof.

Purposes: (a) To develop the power of rapid translation for information; (b) to gain first hand acquaintance with the source books of Roman history; (c) to acquire correct pronunciation and habit of reading the original Latin text.

Topics: (a) Survey of Roman history from foundation of Rome to close of second Punic War as related to Livy's History Books I, XXI, and XXII; (b) assigned readings from such historians as Mommsen, Heitland and others; (c) cursory examination of Livy's source material; (d) comparative study of Rome and Carthage; (e) critical study of Livy's style.

Foreign Language 108. Selections from Horace. (3 hours.) First semester—M., W., F., second period. First summer term—Daily, second period. (2 hours during summer term.) Prerequisite: Three units of high school Latin, or the equivalent thereof.

Purposes: (a) To afford the student a comparative view of the Augustan Age, the most brilliant period of Latin literature; (b) to develop appreciation for the metrical perfection of Horace and his contemporaries; (c) to emphasize as in 104 the value of reading from the Latin text, both for metrical values and pronunciation habits.

Topics: (a) Selected Odes, Epodes and Satires of Horace; (b) selections from Catullus for comparative study; (c) study of Augustan Age, both from a literary point of view and political; (d) study of Horace's personality, point of view and philosophy of life; (e) comparison between the Rome of Horace and the city of today; (f) study of various metres employed by Horace, with special attention to the Greek examples; (g) study of translation for poetic appreciation, with study of English translations of Horace's poems.

Foreign Language 201. Latin Prose of the Silver Age. (3 hours.) Second semester—M., W., F., second period. This course is offered in alternate years with 203, and will be given in 1929-30. Prerequisites: Foreign Language 104 or 105 or the equivalents thereof.

Purposes: (a) A continuation of study of Latin literature; (b) translation for information; (c) to supply the student first hand information of this age of Roman life and letters.

Topics: (a) Letters of Pliny the Younger; (b) Tacitus Agricola; (c) selected readings from other representative writers.

Foreign Language 202. Satire and Epigram. (3 hours.) First semester—Tu., Th., S., third period. Prerequisites: Foreign Language 104 or 105 or the equivalents thereof.

Purposes: (a) To develop power to read Latin for content; (b) to develop literary appreciation; (c) to show the student Roman society of the first century A. D. through contemporary eyes.

Topics: (a) Selected Satires of Juvenal; (b) selected epigrams of Martial; (c) study of development of Satire in Latin literature, with assignments from Horace; (d) study of Satire in English translations of Juvenal; (e) study of epigram as a literary expression.

Foreign Language 203. Latin Literature of the Early Empire. (3 hours.) Second semester—M., W., F., seventh period. This course is offered in alternate years with 201, and will be given in 1930-31. Prerequisites: Foreign Language 104 or 105 or the equivalents thereof.

Purposes: To introduce student into the literature of this, the most brilliant period of Latin literature.

Topics: The Oxford University Press text—selections compiled by A. C. B. Brown. The selections form a connected and contemporaneous discussion of the following subjects: politics, education, literature, philosophy, social types, and town and country life.

Foreign Language 112. Legacy of Greece. (2 hours.) First semester—Tu., Th., sixth period. First summer term—Daily, sixth period. Prerequisite: There is no Foreign Language prerequisite in this course which is given entirely in English and open to all students whose training admits participation in the course.

Purpose: To acquaint the average student with the more important contributions made by ancient Greece to our present civilization.

Topics: (a) Lectures on Greek Literature, Greek Art and Architecture, Greek Philosophy, and Greek Politics; (b) assigned reading or specially prepared bibliography; (c) note books; (d) reports and term papers.

Foreign Language 113. Legacy of Rome. (2 hours.) Second semester—Tu., Th., fourth period. (Credit may be given this course in the Social Science Department.) Prerequisite: There is no Foreign Language prerequisite in this course which is given entirely in English.

Purpose: This course is similar in purpose and design to Foreign Language 112, and attempts to show the Roman contribution to modern civilization, as the former does the Greek.

Topics: (a) Lectures on Latin Literature, Roman Art and Architecture, Roman Law and Roman Institutions; (b) assigned readings; (c) note books; (d) reports and term papers.

Foreign Language 114. Latin-English Word Formation. (3 hours.) First semester—M., W., F., fourth period. (With the consent of the head of the department in English, credit will be given this course in that department.) Prerequisites: Two units of high school Latin.

Purposes: To trace the contribution of the Latin language to the English.

Topics: (a) History of English language; (b) word formation by the prefixes and suffixes; (c) Latin root meanings; (d) study of English words of Latin derivation.

Foreign Language 311. Survey of Latin Literature. (3 hours.) Second semester—M., W., F., first period. Prerequisite: This course is given entirely in English, but unless the student has considerable literary background, not only of Latin, but also of English, he would not be able to enter the course. Open only to senior college students.

Purpose: To furnish a literary and historical survey of Latin literature from its earliest periods to the late Latin of middle ages.

Topics: (a) MacKails Latin Literature; (b) selected readings from either Cunliffe and Showerman, Howe and Harrer, Laing or others; (c) students who have proficient reading ability will be expected to do assigned reading in original.

Foreign Language 121. Intensive Study of First Year Latin. (2 hours.) First summer term—Daily, fourth period. Prerequisite: None.

Purposes: (a) The work of this course represents the equivalent of one year's high school Latin and is recommended for teachers of Latin who wish to become acquainted with the newer text books and methods which have been introduced since the Classical Survey. It is not to be given college credit, if Latin has been used for entrance credit, except by indorsement of the Dean at time of registration; (b) mature students who have some immediate purpose in beginning in college the study of Latin, such as pre-medical or other pre-professional students, will be admitted.

Topics: Study of first year Latin according to latest text books, using topics recommended by Classical Survey.

Foreign Language 122. Intensive Study of Caesar. (3 hours.) Second semester—M., W., F., fourth period. Offered in alternate years with Foreign Language 123; given in 1929-30. Prerequisite: One unit of high school Latin.

Purposes: The object of this course is identical with that of Foreign Language 121, viz: (a) for review work for teachers; (b) for pre-professional work; (c) to make up earlier deficiencies in Latin.

Topics: (a) Careful review of first year material; (b) Caesar's Gallic and Civil Wars; (c) selected readings from writers of similar difficulty.

Foreign Language 123. Intensive Study of Cicero or Ovid. (3 hours.) Offered in alternate years with Foreign Language 122; given in 1930-31. Prerequisite: Two units of high school Latin.

Purpose: The object of this course is identical with that of Foreign Language 122.

Topics: Cicero or Ovid will be studied as needs of the students require; an occasional variation is Vergil. Course developed with especial reference to students along same lines as 122.

Foreign Language 151. (Formerly French 101.) Elementary French. (3 hours.) First semester—Tu., Th., S., fourth period. First summer term—Daily, first period. (2 hours.) Prerequisites: No prerequisite although at least two years of Latin are highly desirable.

Purposes: (a) To introduce the student into the field of modern language study and acquaint him with the mechanics of the subject; (b) to arouse interest in French literature by the early reading of excerpts from the French classics.

Topics: First thirty-five lessons in MacKenzie & Hamilton "Elementary French Grammar"; reading of forty pages in "Contes de France", Meras & Roth; drill on oral French, beginning of French conversation, and special ear training in French sounds by use of French victrola records.

Foreign Language 152. (Formerly French 102.) Elementary French. (3 hours.) Second semester—M., W., F., seventh period. Second summer term—Daily, first period. (2 hours.) Prerequisites: Foreign Language 151 or one unit of high school French.

Purposes: To continue the study begun in 151. This course is primarily for junior college students but senior college students may be admitted on approval of the Dean and head of the department.

Topics: Lessons 35-62, MacKenzie "Elementary French Grammar"; pgs. 59-126, "Petits Contes de France," Meras & Roth; "Le Voyage de M. Perrichon", Labiche; copious work in oral French.

Foreign Language 153. (New.) French Civilization. (2 hours.) Second semester—M., W., fourth period. First summer term—Daily, fourth period. Second summer term—Daily, second period. Prerequisite:

sites: No prerequisite in French is prescribed although an acquaintance with the language is desirable.

Purposes: This course is designed to give the student an insight into French thought by a review of the social conditions from which it has evolved.

Topics: The course consists of lectures and assigned readings. A survey of French history, politics, art and literature will be given.

Foreign Language 251. (Formerly 103.) Intermediate French. (3 hours.) First semester—Tu., Th., S., third period. First summer term—Daily, second period. (2 hours.) Prerequisites: Foreign Language 151, 152 or two units of high school French.

Purposes: (a) To continue the study of French grammar; (b) to increase the student's use and comprehension of oral French; (3) to read material explanatory of French life and customs.

Topics: Nine lessons, Bond's Review Essentials of French Grammar and Composition; "France" by Michaud; continued practice in oral French.

Foreign Language 252. (Formerly 104.) Intermediate French. (3 hours.) Second semester—M., W., F., sixth period. Second summer term—Daily, third period. (2 hours.) Prerequisites: 151, 152 and 251 or three units of high school French.

Purposes: To increase skill in translating and writing French and in comprehending and using the spoken French.

Topics: Lessons 10-18, Bond's Review Grammar; "Colomba", Merimee.

Foreign Language 253. (New.) Nineteenth Century Novel. (3 hours.) First semester—M., W., F., fourth period. Prerequisites: 251, 252 or four units of high school French.

Purposes: (a) To develop the student's powers to read French rapidly; (b) to increase facility in the use of spoken French.

Topics: Hugo, "Quatre-vingt Treize"; Dumas, "Les Trois Mousquetaires"; Sand, "La Mare au Diable"; Balzac, "Eugenie Grandet"; all class discussion of classics will be done in French.

Foreign Language 255. (New.) Nineteenth Century French Novel. (3 hours.) Second semester—M., W., F., first period. Prerequisites: Foreign Language 253.

Purpose: To continue the work begun in 253.

Topics: Collection of de Maupassant's stories; Lamartine's "Graziella"; Daudet's "Le Petit Chose"; Loti, "Ramuntcho". French will be used almost exclusively in the classroom.

Foreign Language 351. (New.) Eighteenth Century French Literature. (3 hours.) First semester—M., W., F., first period. Prerequisites: 253 or 355. This will be offered in alternate years with 353-354. This course will be available in 1929-30.

Purposes: This is the most advanced French course offered here and upon its completion the student will be equipped to teach French in high schools if so desired. A careful review of French grammar and pronunciation will be made and as wide reading in the century as time will permit.

Topics: Dubrulle and Manser "French Composition and Pronunciation Exercises;" library reading of the transition period (Bayle Fontenelle, Montesquieu); selections of Voltaire's prose; selections from Diderot. French only will be used in the classroom.

Foreign Language 352. (New.) Eighteenth Century French Literature. (3 hours.) Second semester—M., W., F., second period. Prerequisites: 351.

Purposes: To complete the survey of the eighteenth century literature and the review of French grammar.

Topics: Continued study of the Dubrulle composition book; Rousseau, "Vie et Oeuvres"; Lesage, "Turcaret"; Marivaux, "Le jeu de l'amour et du Hasard"; Beaumarchais, "Le Barbier de Seville". All class discussion will be conducted in French.

Foreign Language 353. Seventeenth Century French Literature. (3 hours.) Not offered 1929-30. Prerequisites: 253 or 355. To be offered in 1930-31, as it is given in alternate years with 351-352.

Purposes: To acquaint students with the so-called "golden age" of French literature.

Topics: Corneille, "Le Cid," "Horace," "Polyeucte;" Racine, "Andromaque," "Britannicus," "Athalie;" Moliere, "L'Avare," "Les Precieuses' Ridicules;" French to be used exclusively in the classroom.

Foreign Language 354. Seventeenth Century French Literature. (3 hours.) Not offered 1929-30. Prerequisites: 353.

Purposes: To continue the survey of seventeenth century French literature.

Topics: Collection of the letters of Mme. de Sevigne; selections Bossuet, from Boileau and from Pascal. French used in all discussion.

Foreign Language 355. (New.) Nineteenth Century Drama. (2 hours.) First semester—Tu., Th., sixth period. Prerequisites: 251, 252 or four units of high school French.

Purposes: (a) To study the outstanding dramas of the romantic and realistic schools; (b) to stimulate interest in the French life and thought of this interesting period.

Topics: Hugo, "Hernani;" Dumas fils, "La Question d'Argent;" Augier-Sandeau, "Le Gendre de M. Poirier;" Rostand, "Cyrano de Bergerac;" Hervieu, "La Course du Flambeau;" Brieux, "Blanchette;" Scribe. "Le Verre d'Eau;" Sardou, "Les Pattes de Mouche," Library assignments in Smith's "Tendencies in Modern French Drama."

Foreign Language 361. The Teaching of Latin. (3 hours.) First semester—M., W., F., fifth period. Prerequisite: Four units of high school Latin and six semester hours of college Latin.

Purpose: To prepare Latin majors for teaching subject.

Topics: (a) Study of classical survey; (b) examination of newest available text books in first year Latin; (c) use of modern methods in poster and note book material; (d) examination of Classical Journal, Classical Weekly, Latin notes, etc.

Foreign Language 365. (New.) Teacher Training Course. (1 hour.) First semester, M., fifth period. Second semester—F., fourth period. Prerequisites: 253 or 255.

Purposes: To review grammar principles and phonetics; to take up methods used in teaching French in elementary and high schools; to discuss textbooks, anthologies and sources of material for extra curricular interests in language for teacher and student.

Topics: Handschin's "Methods of teaching modern languages;" Nitze and Wilkins "Handbook of French Phonetics;" library reading of the "Report of the Committee of Twelve;" assigned readings in the Modern Language Journal.

DEPARTMENT OF GEOGRAPHY AND GEOLOGY

TEACHERS COLLEGE COURSES

Mr. Kennamer

Miss McKinney

Geography 101. Principles of Geography. (3 hours.) First semester—Section 1, Tu., Th., S., first period. Section 2, M., W., F., first period. Section 3, Tu., Th., S., third period. Section 4, M., W., F., fifth period. Second semester—Section 1, M., W., F., first period. Section 2, Tu., Th., S., first period. Section 3, M., W., F., fourth period. Section 4, M., W., F., eighth period. First summer term—(2 hours.) Section 1, daily, first period. Section 2, daily fifth period. Second summer term—Daily, first period. Required of all students taking the standard certificate.

Purposes: (a) To acquaint the student with the tools necessary in geography work, (b) To help the student acquire a geographic vocabulary, (c) To give the student a working knowledge of the basic principles underlying the science of geography .

Topics Studied: The use of maps, globes, tellurians and atlases; the use and interpretation of charts, diagrams, and statistics; a brief history of the changing aspects of geography; the nature of human geography; the earth's form and movements, their results and influences upon man; the continents and their influences upon man; human activities in mountains and plains; the influence of the oceans on man; the use of inland waters; man's relation to soil and minerals; man and vegetation in different types of climatic regions; the effects of population density upon standards of living; distribution of the population of the earth.

Geography 201. Physical Geography and Geology. (3 hours.) First semester—Lecture, M., W., seventh period. Laboratory, F., seventh and eighth periods.

Purpose: This course is designed (a) to give the student a knowledge of the land forms, their origin and history, their changes, and their influence on man, (b) to teach the use of geologic and topographic maps, and (c) to teach the student to interpret present day environment.

Topics: Materials of the earth; weathering; work of wind; work of ground water; work of streams; work of glaciers; the ocean and its work; the structure of the earth; earthquakes; volcanoes and igneous intrusions; metamorphism; mountains and plateaus; ore deposits; soils, their classification and origin; major physiographic features, their origin and influence on man.

Geography 202. Climate and Life. (3 hours.) Second semester—Lecture, Th. S., second period. Laboratory, Tu., second and third periods.

Purpose: This course is planned (a) to provide an interpretation of weather conditions and processes, (b) to interpret climatic data and charts, (c) to note the various climatic elements—their distribution and their variations, (d) to study the common climatic types of the world on a regional basis; and (5) to emphasize the human responses to weather and climate.

Topics: Weather and weather observation; elements of climate; climatic regions of the world; a study of climate as affected by the physical factors of sun, mountains, land and water; changes in temperature, pressure, winds—direction and force; humidity, cloud phenomena, precipitation, and the major types of storms; forecasting; the climatic regions of the world; weather conditions and their relation to human activities.

Geography 205. Economic and Historical Geology. (3 hours.) Second semester—Lecture, M., W., fifth period. Laboratory, F., fifth and sixth periods. First summer term—Daily, fourth period. (2 hours.)

Purpose: This course is planned (a) to familiarize the student with the earth's history as revealed in its rocks; (b) to teach him to correlate the lessons of maps and the rocks.

Topics: The origin of the earth; genesis of ore deposits, evolution of plants and animals; origin of mountains; history and growth of continents; the earth's interior; formation and recognition of common rocks and minerals; architecture of the earth; geologic time table; the geologic eras; the growth of knowledge of the earth; man's place in nature; geology in the service of man—applied to industry, and to the larger affairs of men.

Geography 221. Economic Geography of the Industries. (3 hours.) First semester—Tu., Th., S., second period. Second semester—Tu., Th., S., fourth period. Second summer term—Daily, second period. (2 hours.)

Purpose: (a) To acquaint the student with the major industries of the world, and the principal factors influencing domestic and international trade; (b) to give the student a back ground for study in international relations and world problems.

Topics: The nature of economic geography; the piace and nature of agriculture; the cereals; the starch foods; the forage crops; vegetable crops; fruit crops and wine industries; sugar; vegetable oils; condiments and tobacco; vegetable fibers; non-food vegetables; fisheries; the animal foodstuffs; animal fibers, furs and skins; the fundamentals of manufacture, fuel and power; the forest industries and paper; the iron and steel industries; the mineral industries; textiles; leather and rubber; inland transportation, North America; international trade and transportation; trade centers and world trade routes.

Geography 361. Materials and Methods in the Teaching of Geography. (2 hours.) Second semester—Tu., Th., sixth period. First summer term—Daily, seventh period.

Purpose: To acquaint the student with the objectives of geography teaching; (b) to acquaint the student with the best materials available for this type of work; (c) to give instruction in the best methods of teaching geography in the elementary and junior high schools.

Topics: Objectives in the teaching of geography, evolution and technique of visual aids; standard equipment for geography teaching; presentation of textual materials; the purpose and conduct of local field studies; comparative study of recent courses and texts in geography.

Geography 271. (Formerly 171.) Geography of North America. (2 hours.) First semester, Tu., Th., sixth period. Second semester—Tu., Th., seventh period. Second summer term—Daily, fourth period.

Purpose: An intensive study of English America, designed (a) to give the students a knowledge of the regional geography of the English speaking countries of North America; (b) to acquaint the student with the place geography of the continent necessary to intelligent reading of newspapers and magazines; (c) to give the student an appreciation of the geographic resources, possibilities and handicaps of the three countries studied.

Topics: The United States as a national unit; the geographic regions of the United States as the Upper Lake Region; the Driftless Area, the Atlantic Coastal Plain, the Piedmont, the Interior Highlands, the Puget Sound Trough; the geographic regions of Canada as the Great Lakes-St. Lawrence Region, the Prairie Plains and Arctic Meadows, the Pacific Mountain Region; Alaska.

Geography 272. Geography of Europe. (3 hours.) First semester—M., W., F., sixth period. First summer term—Daily, eighth period. (2 hours.)

Purpose: (a) To make the student thoroughly familiar with the map and political geography of the present European countries; (b) to give the student an appreciation of the geographic handicaps and advantages of the various European countries; (c) to make the student familiar with the important place geography of Europe.

Topics: (a) The general geographic setting of Europe as a whole; (b) the physiographic climate, economic, and political geography of each of the major countries; (c) European trade and commerce; (d) the geographic advantages and handicaps of the various European countries that have resulted from the changes in boundaries that followed the World War.

Geography 273. Geography of Latin America. (3 hours.) Second semester—M., W., F., seventh period. First summer term—Daily, sixth period. (2 hours.)

Purpose: The purpose of this course is to give the student an acquaintance with the geography of Mexico, Central America, West Indies and South America that will enable him to understand the economic development of each and to follow intelligently the trend of political events within them.

Topics: International importance of Latin America; growing interest of the United States in Latin America; Historical geography of discovery, settlement and development; Caribbean resources; South America in world trade; the Panama Canal; population distribution; transportation facilities; climatic and physiographic regions; economic geography of the Pampas, the Amazon Basin, Central Mexican Plateau; the Llanos, Andean Highlands.

Geography 371. Geography of World Problems. (3 hours.) Second semester—M., W., F., second period. Second summer term—Daily, fifth period. (2 hours.) Prerequisite: Junior standing and six hours of geography.

Purpose: The purpose of this course is to study the geographic, economic and historic factors affecting current international problems and to gain thereby the cultural values of world citizenship through an interest in, and knowledge of, world affairs.

Topics: Geography and the evolution of nations; the expansion of Europe; European influence in world affairs; economic resources; the British Empire and its many problems—India, Egypt, Ireland, South Africa; Geography and problems of major nations of the orient; Islamism; Russia, past and present; Europe in Africa; the problems of the Far East.

Geography 374. Geography and Geology of Kentucky. (2 hours.) First semester—M., W., eighth period. Second summer term—Daily seventh period.

Purpose: The purpose of this course is (a) to familiarize the student with the geologic history and structure of Kentucky; (b) the various regional, physical and cultural landscapes of the state; (c) the wide range of physical influences which make up the geographic environment, and (d) the many responses man has made or could make in making a living in the State.

Topics: The Kentucky country; geology; surface and drainage; weather and climate; native vegetation; native animals; native people; the coming of the white man; the soil and its conservation agriculture; animal industries; mineral resources; manufacturing; transportation; location and growth of cities; Louisville and the cities of the Ohio Basin; other cities; the counties of Kentucky; cultural features of Kentucky—government, education; Kentucky of the future.

Geography 377. Conservation of Natural Resources. (3 hours.) First semester—M., W., F., second period. First summer term—Daily, second period. (2 hours.)

Purpose: A course of practical value to all citizens and particularly to teachers of future citizens in that it emphasizes thrift and the wise use of all natural resources, and condemns waste.

Topics: History of the conservation movement; the forest resources; soil depletion and restoration; the land resources; the fertilizer resources; water origin and supply; water power; irrigation and reclamation; navigation; the mineral resources; the mineral fuel, coal, petroleum, natural gas; the metallic resources, iron, copper, lead, gold, zinc, aluminum, silver, uranium and radium; the human resources; agricultural losses.

Geo 380 : Methods of Teaching Geog.
Dr Kennamer. 12-31-62

DEPARTMENT OF HOME ECONOMICS

TEACHERS COLLEGE COURSES

Miss Dix

Miss Acree

Miss Burrier

The primary purpose of the department of Home Economics is to train teachers of Home Economics subjects for junior and senior high schools of the state.

To meet the minimum requirements for a bachelor of science degree in education with a major in Home Economics and at the same time qualify to teach in a federally aided school, persons majoring in Home Economics must complete thirty-four semester hours of work in that field, including the following courses: Home Economics 102, 103, 112, 201, 211, 222, 315, 316, 321, 361, Education 263.

Occasionally a student feels that he must withdraw from school and teach at the Standard Certificate level. In that event such a student should satisfy the minimum departmental requirements as prescribed by the Normal Executive Council.

All students majoring in Home Economics must have their schedules sanctioned by the head of the Home Economics department.

Home Economics 101. Food Study and Cookery. (3 hours.) First semester—M., W., F., first period; and M. W., second period. Second semester—M., W., F., first period; and M., W., second period. First summer term—Daily, seventh and eighth periods. (2 hours.) Second summer term—Daily, first and second periods.

Purpose: To familiarize the students with the general composition of foods and their place in the diet; to teach the fundamental principles of preparation of foods most commonly used in the home; to serve food correctly; to develop table etiquette.

Topics: Choice, preparation and serving of foods suitable for breakfasts, luncheons, dinners, suppers, and teas. Each series of units of work is completed with the planning and preparing and serving of the meal of that unit.

Home Economics 102. (Formerly 107.) Meal planning. Preparation and Serving. (3 hours.) First Semester—Tu., Th., F., fourth period and T., Th., third period. Second semester—Tu., Th., F., fourth period; and Tu., Th., third period. Prerequisites: Home Economics 101 or its equivalent in an accredited high school on consent of the head of the Home Economics department; Home Economics 103.

Purpose: To enable the student to plan, prepare and serve well balanced meals of the home types at varying costs; to familiarize students with different types of table service; to give them an opportunity to more extensively study table etiquette.

Topics: Principles of a well balanced meal; preparation and serving of well planned meals with different types of service; study of the respective duties of hosts, hostess, guests, members of the family,

and waitresses; computation of costs of various type of meals; table decorations and accessories for various occasions; care of table linens.

Home Economics 103. Source, Selection and Costs of Foods. (2 hours.) First semester—Tu., Th., sixth period; and Tu., seventh period. Second semester—Tu., first period; and Tu., Th., second period.

Purpose: To familiarize and aid in solving marketing problems of the home and to acquaint the prospective teacher with the various grades of foods and marketing conditions.

Topics: Source, selection and comparative costs of foods used in the home; preparation and comparison of dishes made from various grades of the same foods.

Home Economics 201. (Formerly 110.) Diagnostics. (2 hours.) Second semester—M., W., F., sixth period; and M., W., seventh period. First summer term—Daily, fifth and sixth periods. (2 hours.)

Purpose: To give students an opportunity to know nutritional values of foods; to apply the fundamental principles of human nutrition to the feeding of individuals under various physiological, economic and social conditions.

Topics: Composition of common foods; requirements of the body under different living conditions; dietary problems; prevention of diseases through diet.

Home Economics 111. (Formerly 102.) Garment Making. (3 hours.) First semester—M., W., F., first and second periods. Second semester—M., W., F., first and second periods. First summer term—Daily, first and second periods. (2 hours.) Second summer term—Daily, first and second periods.

Purpose: This course is designed to acquaint the student with the fundamentals of garment construction. Emphasis is placed on both hand and machine sewing. It also aims to develop an appreciation for artistic clothing so the individual may more wisely select ready made garments.

Topics: Study of the sewing machine and attachments; making of simple foundation patterns; selection of materials suitable for simple wash dress, kimona, or gown; construction of any one kimona garment; study of materials, colors and designs suitable for various undergarments; construction of undergarments, one of which involves tailored finishes; care and repair of clothing; clothing budgets.

Home Economics 112. (Formerly 103.) Dressmaking. (2 hours.) First semester—Tu., Th., first and second periods. Second semester—Tu., Th., first and second periods. Second summer term—Daily, fifth and sixth periods. Prerequisite: Home Economics 111 or its equivalent in an accredited high school on consent of the head of the Home Economics department.

Purpose: The purpose of this course is to let the student acquire knowledge of appropriate and becoming clothing; to aid the student in interpreting commercial patterns; to create in her a confidence in cutting, fitting, and altering commercial patterns to suit an individual; to teach the economic values of renovation and remodeling through a practical problem.

Topics: Study of line, color and design in materials suitable to different types of figures; alteration of commercial patterns; special treatments in cutting, fitting, construction and finishing of dresses of cotton, linens, and silks; remodeling of wool dresses.

Home Economics 211. (Formerly 104.) Textiles. (2 hours.) First semester—M., sixth and seventh periods, and W., sixth period.

Purpose: To acquaint the student with standard textile fabrics on the market suitable for clothing and house furnishings; to give the student a knowledge of the proper treatments in laundering of the various classes of textile fibers; to develop in the student an appreciation of good textile fabrics and to develop an understanding of the student's responsibility as a consumer and a teacher.

Topics: Microscopic study of fibers; simple household tests for the determination of fiber content; reaction of acids and alkalis on the various fibers; study of the manufacture of fibers and fabrics and the study of manufacturing conditions; identifying materials by commercial names; economical and social aspects of textile purchase; removal of stains and laundering.

Home Economics 315. (Formerly 109.) Clothing Design. (3 hours.) First semester—Tu., Th., third and fourth periods, and F., fourth period. Prerequisites: Home Economics 112, 211; Art 161.

Purpose: To develop originality in design from the various sources of inspiration; to gain a thorough knowledge of the principles of design which underly costume design; to create a keener appreciation for good line, color, spacing, and simplicity in costume thru the study of current designs and historic costume.

Topics: Study of line and color in relation to features and stature of various individuals; effect of accessories on costumes; the making of a dress form to be used in draping various types of garments. Two draped garments are to be completed and criticised in class. One is to be an afternoon or evening dress, the other a tailored garment.

Home Economics 316. Tailoring. (2 hours.) Second semester—Tu., Th., third and fourth periods. First summer term—Daily, fifth and sixth periods. Prerequisites: Home Economics 112.

Purpose: The ultimate aim of this course is to give prospective teachers experience in the handling of woolen materials and to acquaint them with principles of tailoring.

Topics: Cutting, fitting, constructing and finishing a tailored dress for an adult and a coat for either an adult or a child.

Home Economics 222. (Formerly 105b.) The House. (3 hours.) First semester—M., W., F., sixth period, and W., seventh period. Second summer term—Daily, fifth and sixth periods. (2 hours.) Prerequisites: Art 161 and Art 372.

Purpose: To become acquainted with the principles of house planning, decorating, and furnishing of a house; to plan appropriate backgrounds for various rooms according to use and location in the house; to choose and arrange furniture to its best advantage; to develop an appreciation for artistic and beautiful surroundings.

Topics: Harmony, proportion, balance and emphasis on color; the application to selection of window drapes and rugs, wall treatments and furniture; period furniture; refinishing of furniture; selection and making of accessories.

Home Economics 223. (Formerly 121.) Home and Social Problems. (2 hours.) Second semester—Tu., Th., sixth period.

Purpose: To create in boys a desire for higher home and social standards, thus helping them for the job of home making and more efficient citizens.

Topics: Nutrition, meal planning and home cookery; standards of social conduct and home relationships; choice and care of clothing; economic aspects of home making; camp cookery; first aid.

Home Economics 224. Household Equipment. (2 hours.) Second semester—Tu., Th., sixth period. First summer term—Daily, fourth period.

Purpose: To familiarize girls with various types of modern household furnishings and enable them to more wisely purchase equipment of various types; to help them realize the value of labor saving devices in the home.

Topics: Laundry and kitchen furnishings including electric and non-electric; cleaning equipment; bedding, linens, china, glassware, and silver; floor coverings, etc.; care of furnishings.

Home Economics 321. (Formerly 106.) House Management. (5 hours.) Not offered during year 1929-30.

Home Economics 231. (Formerly 112.) Home Nursing. (2 hours.) First semester—Tu., Th., sixth period. First summer term—Daily, fourth period. Prerequisites: Physical Welfare 100 or 101.

Purpose: To enable girls to administer first aid and to teach them the home care of the sick.

Topics: Duties of a home nurse; preparation and care of the room for a patient; study of pulse, respiration, etc.; bathing patients in bed; making of beds; simple home-made appliance for the comfort of a patient; special treatment for particular peculiar illnesses; serving of meals to patients; first aid treatments.

Home Economics 331. (Formerly 111.) Child Care. (2 hours.) First semester—Tu., Th., first and second period. Prerequisites: Education 111 and 114, Chemistry 214, Home Economics 101, 111, 201 or parallel.

Purpose: To teach girls the proper care of the prospective mother, to teach them how to clothe, feed and care for an infant, and to study the correct habits of a child and the importance of these habits.

Topics: Prenatal care of the infant; assembling of a layette; infant nutrition; daily care of the infant; the pre-school child.

Home Economics 361. (Formerly 113.) Principles of Home Economics Education. (2 hours.) Second semester—M., W., fifth and sixth periods. Prerequisites: Fifteen hours of Home Economics, Education 102, 111, 114 and 262.

Purpose: To give the student experience in the evaluation of teaching Home Economics subjects, experience in the organization of materials for the teaching of these subjects; experience in the coordination of school work with life's activities.

Topics: Underlying principles of teaching; methods of presentation of various subjects and topics; observations of teaching; laboratory equipment; types of laboratories; books and periodicals.

DEPARTMENT OF INDUSTRIAL ARTS

TEACHERS COLLEGE COURSES

Mr. Denison

Mrs. Hume

Manual Training 201. (Formerly 109.) By appointment. Projects in Industrial Arts. This course is for teachers wishing to make a special study of some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites: To be decided by the instructor. Credit one or two semester hours.

Manual Training 121. (New.) Home Mechanics. (2 hours, unless Home Economics 221 is taken for full credit. In that case 1 hour.) First semester—Tu., W., Th., F., first period.

A general study is made of the various repair jobs about the home. Job sheets will be worked out covering the different problems studied. No prerequisite.

Manual Training 231. (New.) Descriptive Geometry. (Same as Mathematics 231.) (2 hours.) Second semester—Tu., Th., sixth period.

Manual Training 233. (Formerly 111.) Industrial Arts Design. (2 hours.) Second semester—Tu., W., Th., F., eighth period.

The fundamental principles of constructive, decorative and pictorial art are studied. The problems given involve the practical application of these principles to the various articles made in other shop courses. Actual class-room work is done in designing and rendering with pencil, pen and ink, and color. Prerequisite: Elementary Mechanical Drawing.

Manual Training 237. (Formerly 113.) Home Planning and Decoration. (2 hours.) Offered on demand.

Manual Training 141. (Formerly 104.) Elementary Cabinet Making. (3 hours.) First semester—M., Tu., W., Th., F., second period. Second semester—M., Tu., W., Th., F., second period.

The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction on details of construction, glueing, scraping, sanding, finishing, upholstering, and costs of materials.

Manual Training 242. (Formerly 105.) Advanced Cabinet Making and Mill Work. (2 hours.) Second semester—Tu., W., Th., F., first period.

This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operation. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisites: Elementary Cabinet Making, and Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 244. (Formerly 106a.) By appointment. Elementary Wood Turning. This course deals with various methods in turning in hard and soft wood; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used. Speed for different types of stock, the various materials used in turning and turning as a trade, are also included. Prerequisites: Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 245. (Formerly 106b.) By appointment. Advanced Wood Turning. A continuation of the elementary course in which the student designs his own projects. The different types of lathes, logical arrangement in shop, management, and the teaching of wood turning will receive special attention. Prerequisite: Elementary Wood Turning. Credit two semester hours.

Manual Training 249. (New.) Wood Finishing and Decoration. (2 hours.) Offered on demand.

Manual Training 161. (Formerly 110.) Method in Manual Training. (1 hour.) First semester—S., third period. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. Prerequisite: Six hours' credit in Manual Training.

Manual Training 165. (Formerly Handwork 101.) Industrial Arts for Primary Grades. (2 hours.) First semester—Section 1 Tu., W., Th., F., second period. Section 2, M., Tu., W., Th., fourth period. Second semester—Section 1, M., W., Th., F., second period. Section 2, M., Tu., Th., F., fourth period. First summer term—Section 1, daily, second period. (1 hour.) Section 2, daily, fourth period. Second summer term—Section 1, daily, second period. Section 2, daily, fourth period.

Purpose: This is a practical course involving the use of tools and various materials suitable for use in the elementary school. The relationships of industrial arts to other school work, the organization of the work, and methods of teaching are considered.

Topics: This course includes: Playhouses, Toy making, Booklets, Clay modeling, Block printing, Basketry, Weaving, and others.

Manual Training 166. (New.) A course for Camp-Fire Girls, camp leaders, Girls' Reserve, Y. W. C. A. directors. (2 hours.). Offered on demand.

Manual Training 361. (New.) History and Organization of Industrial Arts. (2 hours.) Offered on demand.

Manual Training 364. (Formerly 114.) Vocational Education. (2 hours.) Offered on demand.

Manual Training 366. (New.) Teaching and supervision of Industrial Arts. (2 hours.) Offered on demand.

Manual Training 281. (New.) Auto Mechanics. (2 hours.) Second semester—M., Tu., W., Th., F., seventh period. First summer term—Daily, sixth and seventh periods. Second summer term—Daily, sixth and seventh periods. The students make a study of the automobile and tractor with special emphasis on lubrication, ignition, carburization, adjustments, driving, care and upkeep. Prerequisite: Elementary Mechanical Drawing and two hours of shopwork.

Manual Training 191. (Formerly 101. Elementary Mechanical Drawing. (3 hours.) First semester—M., Tu., W., Th., F., fourth period. Second semester—M., Tu., W., Th., F., fourth period. First summer term—Daily, first and second periods. (2 hours.) Second summer term—Daily, first and second periods. This course is for students who have never studied mechanical drawing. A time limit is set upon each drawing suitable for the average student. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit three semester hours.

Manual Training 292. (Formerly 102.) Elementary Machine Drawing. (2 hours.) First semester—Tu., W., Th., F., seventh period. A study is made of the principal forms of bolts, screw threads, nuts and conventions. The student secures his problems from perspectives with dimensions and tabular data and from sketches made from actual machine parts. Detail drawings in sections, assembly drawing from details and detail from assembly drawing will constitute the main body of the course. Prerequisite: Elementary Mechanical Drawing.

Manual Training 294. (Formerly 103.) Elementary Architectural Drawing. (2 hours.) Second semester—M., Tu., W., Th., fourth period. First summer term—Daily, first and second periods. A thorough study is made of conventions and symbols, methods of representation and drawing of various details. Particular attention is given to freehand architectural lettering and sketching. A set of plans for a small simple building is drawn by the class. Modern drafting methods are used. Prerequisite: Elementary Mechanical Drawing.

Manual Training 299. (New.) Lettering. (1 hour.) First semester—Tu., Th., sixth period. Second semester—Tu., Th., fourth period. First summer term—Daily, fourth period. Second summer term—Daily, fourth period. The work begins with thin line single-stroke letters followed by various alphabets of the wide line, filled-in and ornamental types. Initial letters and monograms are designed. The lettering of school posters and signs receives special attention. No prerequisite.

DEPARTMENT OF MATHEMATICS

TEACHERS COLLEGE COURSES

Mr. Caldwell Mr. Jones Mr. Park Miss Lowrey

Mathematics 100. (New.) Fundamentals of Arithmetic. (No credit.) First semester—Section 1, M., Tu., W., F., fifth period. Section 2, M., Tu., W., F., eighth period. Second semester—Section 1, M., Tu., W., F., fifth period. Section 2, M., Tu., W., F., eighth period. First summer term—Section 1, daily, fifth period. Section 2, daily, eighth period. Second summer term—Section 1, daily, fifth period. Section 2, daily, eighth period. Required of all students who fail to pass the inventory test in arithmetic.

Aim: To teach the student a thorough knowledge of arithmetic.

Contents: This course includes a study of elementary and advanced topics in arithmetic. Special attention is given to the development of speed and accuracy in the four fundamental operations. Much time will be given to the solution of practical problems.

Mathematics 107. (Formerly 107a.) College Algebra. (3 hours.) First semester—M., W., F., fourth period. Second semester—M., W., F., fourth period. First summer term—Daily, fourth period. (2 hours.)

Aim: To give thorough and comprehensive instruction in the principles of college algebra.

Content: Review of high school algebra, radicals, quadratics, functions and their graph, advanced topics in quadratic equations, ratio and proportion, variation, progressions, mathematical induction, binomial theorem, inequalities.

Mathematics 207. (Formerly 107b.) College Algebra. (2 hours.) Second semester—Tu., Th., second period. Second summer term—Daily, second period. Prerequisite: Mathematics 107.

Aim: To give instruction in the advanced topics of college algebra.

Content: This course includes a study of complex numbers, theory of equations, logarithms, permutations and combinations, probability, determinants and partial fractions.

Mathematics 307. (New.) Theory of Equations. (3 hours.) Prerequisite: Mathematics 107, 207, 213. (Not offered 1929-30.)

Aim: To acquaint the student with the theory of algebraic equations.

Content: This course includes a study of graphs, complex numbers, cubic equations, quartic equations, determinants, and symmetric functions.

Mathematics 213. (Formerly 103.) Trigonometry. (3 hours.) First semester—Tu., Th., S., second period. Second semester—M., W., F., second period. First summer term—Daily, sixth period. (2 hours.)

Aim: To give instruction in the fundamentals of plane trigonometry.

Content: Functions of acute angles, natural functions, logarithms, solution of right and oblique triangles, development of formulas, functions in the unit circle.

Mathematics 214. (Formerly 105.) Trigonometry. (2 hours.) Second semester—Tu., Th., third period. Second summer term—Daily, second period. Prerequisite: Mathematics 107, 213.

Aim: This course is intended to give the student thorough instruction in the advanced topics of plane trigonometry and in the principles of spherical trigonometry.

Content: This course includes a study of graphs and functions, identities and equations, applications to algebra, and the principles of spherical trigonometry. Special attention is given to practical applications.

Mathematics 221. (New.) General Astronomy. (3 hours.) First semester—M., W., F., sixth period. Prerequisite: Mathematics 214.

Purpose: To give the student a knowledge and appreciation of the history, principles, importance, and content of astronomy.

Content: This course includes a study of the development of astronomy as a science, the origin of the solar system, development of the solar system, and recent investigations in the field of astronomy.

Mathematics 131. (Formerly 104.) Solid Geometry. (3 hours.) First semester—M., W., F., fourth period. First summer term—Daily, fourth period. (2 hours.)

Purpose: To give the student a knowledge of the fundamentals and applications of solid geometry.

Content: This course deals with the fundamental propositions, problems, and exercises of solid geometry. Special attention is given to practical applications.

Mathematics 231. Descriptive Geometry. (2 hours.) First semester—Tu., Th., sixth period. Prerequisite: Mathematics 131.

Purpose: It is the purpose of this course to give broad training in the principles and applications of descriptive geometry.

Content: Determination of lines and points in space, development of surfaces and patterns, theory of orthographic and oblique projections.

Mathematics 232. (Formerly 108 and 109.) Analytic Geometry. (5 hours.) Second semester—M., Tu., W., Th., F., fourth period. Prerequisite: Mathematics 107 and 213.

Aim: To give instruction in the principles and applications of analytic geometry.

Contents: This course deals with problems, formulas and exercises relating to the straight line, circle, parabola, ellipse, and hyperbola. Attention is also given the polar co-ordinates and conics.

Mathematics 241. (Formerly 121.) Use of Statistics and Graphs. (2 hours.) First semester—Tu., Th., third period. Second summer term—Daily, eighth period.

Purposes: (a) To acquaint the student with the theory and application of statistical methods to actual problems. (b) To familiarize the student with the use of graphical methods.

Contents: This course includes a study of the methods of collecting data, methods of tabulation of data, uses and purposes of statistical methods, central tendencies, deviations, correlations, coefficients of correlation, theory of probability, and graphic methods.

Mathematics 351. (Formerly 110.) Differential Calculus. (5 hours.) First semester—M., Tu., W., Th., F., sixth period. Prerequisites: Mathematics 107, 213, 232.

Aim: To teach the fundamental principles, problems and practical application of differential calculus.

Contents: Theory of limits, differentiation, simple applications of the derivative, maxima and minima, differentials, partial differentiation and series.

Mathematics 352. (Formerly 111.) Integral Calculus. (3 hours.) Second semester—M., W., F., sixth period. Prerequisite: Mathematics 107, 213, 232, 351.

Purpose: To teach the foundation principles, problems and applications of integral calculus.

Contents: This course includes a study of integrations, definite integral, integration of rational fractions, reduction formulas and successive integration.

***Mathematics 161.** (Formerly 102.) Arithmetic for Primary Grades. (2 hours.) First semester—Section 1, Tu., Th., first period, section 2, Tu., Th., third period. Second semester—Section 1, Tu., Th., first period, section 2, Tu., Th., seventh period. First summer term—Section 1, daily, second period, section 2, daily, sixth period. Second summer term—Daily, sixth period.

Purposes: (a) To acquaint the student with the aims and purposes of primary arithmetic. (b) To give instruction in the best methods of teaching primary arithmetic. (c) To study the recent investigations relating to the teaching of primary arithmetic.

Contents: This course includes a study of the important topics of primary arithmetic, the value of drill, the place of games in the teaching of arithmetic, the solution of problems and the best methods of teaching primary arithmetic.

***Mathematics 162.** (New.) Arithmetic for the Teacher in the One Room Rural School. (2 hours.) First semester—Tu., Th., seventh period. Second semester—Tu., Th., seventh period. First summer term—Daily, seventh period.

Purpose: To give instruction in the purposes and methods of teaching arithmetic in the one room rural school.

Contents: This course includes a study of lesson plans, assignments, drills, games, solution of problems and methods of teaching arithmetic.

***Mathematics 163.** (Formerly 101.) Arithmetic for Upper Grades. (2 hours.) First semester—Section 1, Tu., Th., first period. Section 2, Tu., Th., fifth period. Second semester—Section 1, Tu., Th., first period. Section 2, Tu., Th., third period. First summer term—Section 1, daily, first period. Section 2, daily, second period. Second summer term—Daily, first period.

Aims: The aim of this course is to give the student a wide knowledge of the objectives, problems and methods of teaching arithmetic in the upper grades.

Contents: Aims of arithmetic in the upper grades, values, types of problems, lesson assignments, examinations, importance of accuracy and speed, best methods of teaching the different topics.

Mathematics 267. (Formerly 112.) Teaching of High School Mathematics. (4 hours.) Second semester—M., Tu., Th., F., second period. Second summer term—Daily, fourth period. (2 hours.) Prerequisite: Ten semester hours of college mathematics. Students may be allowed to enter this course with a less number of hours by consent of dean and head of department.

Purposes: (a) To give instruction in the aims and importance of high school mathematics. (b) To give the student a knowledge of the development of mathematics and its place in the secondary school. (c) To give instruction in the best methods of teaching high school mathematics.

Contents: Aims of high school mathematics; importance of high school mathematics; brief history of mathematics; problems of teaching applied to mathematics; methods of teaching algebra, geometry, trigonometry, and high school arithmetic; selection of problems; types of examinations and their importance; class instruction as applied to mathematics; importance of assignment and methods of study.

*Students who register for this course must keep the fifth or eighth period free.

DEPARTMENT OF MUSIC

TEACHERS COLLEGE COURSE

Mr. Van Peurseem

Miss Telford

Miss Campbell

Music 131. (Formerly 105.) Part Singing. (2 hours.) Second semester—M., Tu., W., Th., sixth period. First summer term—M., Tu., W., Th., F., seventh period. (1 hour.)

Purpose: The purpose of this course is to familiarize the student with the best musical literature for part singing.

Topics: The course includes a study of the technique of teaching part singing; the study of two, three and four part arrangements for all voices. Attack, ensemble, release, use of the baton, use of records illustrating different types of part songs are used.

Music 137. (New.) Theory of Orchestral Instruments. (3 hours.) First semester—M., Tu., Th., eighth period. Second semester—M., W., F., seventh period.

Purpose: To acquaint the student with the various instruments of the orchestra and band and to teach their use in these organizations.

Topics: Aims of instrumental music; the place of instrumental music in the curriculum; instruments of the orchestra by sight and sound; the grouping and function of the various instruments; fundamental principles of fingering and tone production; a fair degree of proficiency in one special instrument; a survey of teaching material for class instruction and for orchestra and band; practice in the use of the baton.

Music 235. (Formerly 106.) Conducting Instrumental Music. (2 hours.) Second semester—M., Tu., W., Th., eighth period. First summer term—M., Tu., W., Th., F., sixth period. (1 hour.) Prerequisite: Music 137 or proficiency in playing an orchestral instrument.

Purpose: To teach the use of the baton and methods of conducting rehearsals.

Topics: The study of various books on conducting and instrumental organization; practical experience in conducting rehearsals; methods of seating the orchestra and band; how to tune the various instruments; methods of securing correct intonation.

Music 161. (Formerly 101.) Music for Rural Schools. (2 hours.) First semester—M., W., Th., F., fourth period. Second semester—M., W., Th., F., first period. First summer term—M., Tu., W., Th., F., third period. (1 hour.)

Purposes: (a) To acquaint the student with methods of teaching Music in the Rural School. (b) To furnish the student with material for use in the school. (c) Introduction of work in Music Appreciation for the Rural School.

Topics: Aims of Music in the Rural School; importance of music; brief history of music; methods of introducing music; types of music tests and measurements of musical talent; types of music best suited to the Rural School.

Music 162. (Formerly 101a.) (2 hours.) First semester—M., Tu., W., Th., second period. Second semester—M., Tu., W., Th., second period. First summer term—M., Tu., W., Th., F., fifth period. (1 hour.) Second summer term—M., Tu., W., Th., F., sixth period.

Purpose: (a) To acquaint the student with methods of teaching music in the primary grades. (b) To furnish the student with material for teaching. (c) To begin the study of music appreciation.

Topics: Aims of music in the primary grades; importance of correct presentation of music to children; methods of teaching; use of the rhythm band; treatment of the monotone; seating arrangement for the music period; theory of music necessary for the teacher of primary grades; use of pitch pipe.

Music 163. (Formerly 101b.) Music for Intermediate Grades. (2 hours.) First semester—M., Tu., W., Th., sixth period. Second semester—M., Tu., Th., F., fourth period. First summer term—M., Tu., W., Th., F., first period. (1 hours.) Second summer term—M., Tu., W., Th., F., seventh period.

Purpose: (a) To acquaint the student with methods of presenting music in the intermediate grades and Junior High School; (b) To furnish the student with material for use in these grades; (c) Study of music appreciation material for these grades.

Topics: Aims of music in the intermediate and Junior High School grades; importance of correct approach in presenting material; discussion of the teaching of the theory of music; suitable material for use in these grades; instruments of the orchestra by sight and sound; the music memory tests; tests and measurements for musical talent.

Music 261. (Formerly 104.) Public School Music Supervision. (2 hours.) Second semester—Tu., Th., seventh period. First summer term—Daily, second period.

Purpose: To acquaint the student with the problems of school music supervision and to give him some practical experience in class room music teaching.

Topics: A survey of available material for public school music; formation of courses of study for grades, junior and senior high school; lesson planning; practice teaching and observation.

Music 271. (Formerly 110.) Music Appreciation. (3 hours.) First semester—M., W., F., second period. First summer term—Daily, sixth period. (2 hours.) Second summer term—Daily, fifth period.

Purpose: To familiarize the student with at least a portion of that music which is essential to general culture, to further his intelligent appreciation of it, and to render him capable of making his own distinctions between good and poor music.

Topics: Folk song; art song; opera; oratorio; chamber music; piano music; symphony .

Music 276. (Formerly 111.) History and Development of Musical Instruments. (2 hours.)

First summer term—Daily, fifth period. Second summer term—Daily, third period. Primitive and oriental instruments of percussion, the organ, the piano, the harpischord, clavischord, violin family, wind instruments.

Music 278. (Formerly 112.) History of Music. (2 hours.) Second semester—Tu., Th., third period. First summer term—Daily, fourth period. Second summer term—Daily, fourth period.

Purpose: To give to the student a clear idea of how music reached its present state and to show the relationship of this development to general history and to the development of the other arts.

Topics: Primitive music; medieval music; the polyphonic period; the classic period; the romantic period; music in the nineteenth century; music today and modernism.

Piano: Miss Telford is employed by the College to give private lessons on the piano. For terms see page 32.

DEPARTMENT OF PHYSICAL WELFARE

TEACHERS COLLEGE COURSES

Mr. Carter

Miss Hood

Mr. McDonough

Dr. Farris

Mr. Hughes

Physical Welfare 100. Personal Hygiene for Women. (3 hours.) First semester—M., W., F., sixth period. Second semester—M., W., F., sixth period. First summer term—Daily, sixth period. (2 hours.) Second summer term—Daily, sixth period. Credit in this course may be offered in satisfying the requirement in physical education for the life certificate.

Purpose: This course is designed to teach the student the value of correct living habits.

Topics: Structure and care of the human body; desirable health practices; values of health examinations; the place of health in modern civilization; unscientific and irrational health proposals; disease prevention by immunization; disease control by isolation and quarantine, etc.

Physical Welfare 101. Sanitary Science. (3 hours.) First semester—Section 1, M., W., F., second period. Section 2, M., W., F., fourth period. Section 3, M., W., F., sixth period. Second semester—Section 1, M., W., F., second period. Section 2, M., W., F., fourth period. Section 3, M., W., F., fourth period. First summer term, (2 hours.)—Section 1, daily, first period. Section 2, daily, second period. Section 3, daily, fourth period. Second summer term—Section 1, daily, second period. Section 2, daily, fourth period. Required all applicants for the life certificate unless Physical Welfare 100 is offered as a substitute.

Purpose: To study the fundamental principles of sanitary science and disease prevention and applications of these principles in solving problems of Home Sanitation and Public Health.

Topics: Microorganisms in relation to sanitation; personal and public hygiene; food protection and preservation; the protection of the water and milk supply; immunization and control of communicable diseases; home and school sanitation; social and economic aspects of health problems; health administration; function and authority of health officers, etc.

Physical Welfare 102. (New.) First Aid to the Injured. (1 hour.) Second semester—Tu., Th., fifth period. (First 9 weeks.) Second semester—Tu., Th., fifth period. (Second 9 weeks.) Second summer term—M., W., F., first period.

Purpose: To prepare the prospective teacher, by demonstrations and practice, to meet and treat the common emergencies which present themselves in the school room, on the playground, and on the athletic field.

Topics: Methods of making and using bandages and dressings; what not to do and what to do in case of injuries and accidents; first aid treatment for hemorrhages, bruises, strains, sprains, dislocations, fractures, diagnosis and treatment of poisoning, etc. A first aid certificate will be granted by the American Red Cross to those who satisfactorily pass an examination approved by the organization.

Physical Welfare 301. (Formerly Science 118.) Applied Physiology. (2 hours.) Second semester—Lecture, Tu., second period. Laboratory, Th., second and third periods. Second summer term—Lecture, M., W., F., sixth period. Laboratory, Tu., Th., sixth and seventh periods

Purpose: The purpose of this course is to familiarize the student, through demonstrations, laboratory methods and practical experiments, with the effects of different kinds of activities and practices upon various physiological systems of the body.

Topics: The course includes studies of the muscles and nervous system, fatigue, circulation, respiration and the physiological effects of drugs, narcotics, alcohol and tobacco in their relation to the proper functioning of the body.

Physical Welfare 303. Advanced Sanitary Science. (5 hours.) First semester—Lecture, M., W., F., second period. Laboratory, Tu., Th., second and third periods. Second semester—Lecture, M., W., F., second period. Laboratory, Tu., Th., second and third periods. First summer term—(2 hours.) Lecture, Tu., Th., sixth period. Laboratory, M., W., F., sixth and seventh periods.

Purpose: This is an introductory course in Bacteriology in which the student is taught the relationship between bacteria and human welfare.

Topics: Stains and staining technique; sterilization; preparation of culture media; isolation and identification of bacteria; efficiency of disinfectants; control of communicable diseases; determination of the sanitary quality of milk and water. Some pathogens will be introduced for purposes of laboratory study, etc.

Physical Welfare 304. Bacteriology of Foods. (4 hours.) Second semester—Lecture, Tu., F., sixth period. Laboratory, M., W., sixth and seventh periods.

Purpose: To study control measures for microorganisms responsible in food spoilage and food poisoning.

Topics: Fermentation; food poisoning; food preservation; canning; pickling; use of chemicals in food preservation, etc.

Physical Welfare 110. Recreational Activities. First semester—hours to be arranged. ($\frac{1}{2}$ hour.) Second semester—hours to be arranged. ($\frac{1}{2}$ hour.) First summer term, hours to be arranged. ($\frac{1}{4}$ hour.) Second summer term—hours to be arranged. ($\frac{1}{4}$ hour.)

Purpose: To cultivate in the individual the desirable attitude toward play in relation to the proper use of leisure time. Sports with the greatest carry-over and games requiring minimum equipment are stressed.

Activities: An opportunity will be given the individual under the leadership of an instructor to engage in such activities as volley ball, playground baseball, cage ball, soccer football, speed ball, hockey, tennis, track and field apparatus, tumbling, boxing and other games and sports suitable for use on the field or in the gymnasium.

Physical Welfare 111. Recreational Activities. First semester—hours to be arranged. ($\frac{1}{2}$ hour.) Second semester—hours to be arranged. ($\frac{1}{2}$ hour.) First summer term—hours to be arranged. ($\frac{1}{4}$ hour.) Second summer term—hours to be arranged. ($\frac{1}{4}$ hour.) A continuation of Physical Welfare 110. Required of all Freshmen in their second semester.

Physical Welfare 112. Recreational Activities. First semester—hours to be arranged. ($\frac{1}{2}$ hour.) Second semester—hours to be arranged. ($\frac{1}{2}$ hour.) First summer term—hours to be arranged. ($\frac{1}{4}$ hour.) A continuation of Physical Welfare 111. Required of all Sophomores in their first semester.

Physical Welfare 113. Recreational Activities. First semester—hours to be arranged. ($\frac{1}{2}$ hour.) Second semester—hours to be arranged. ($\frac{1}{2}$ hour.) First summer term—hours to be arranged. ($\frac{1}{4}$ hour.) Second summer term—hours to be arranged. ($\frac{1}{4}$ hour.) A continuation of Physical Welfare 112.

Physical Welfare 114. (Formerly Community Recreation.) Scouting and Clubcraft. (3 hours.) Second semester—Lecture, M., F., seventh period. Laboratory, W., seventh and eighth periods. Second summer term (2 hours.)—Lecture, M., Tu., Th., eighth period. Laboratory, W., F., seventh and eighth periods.

Purpose: This course is intended for those interested in becoming scoutmasters and for all those interested in the principles and methods of scout training. It is also offered for those interested in directing or leading clubs for children and adults.

Topics: Specific community and recreational programs will be studied. Emphasis will be placed upon practical scout requirements, including signaling, knot tying, nature lore, wood craft, campcraft, first aid and games and contests. The class will be conducted as a troop or club and one-half time will be devoted to practical scoutcraft and clubcraft.

Physical Welfare 115. (Formerly 104.) Folk Dancing. (1 hour.) First semester—Tu., Th., first period. Second semester—Tu., Th., first period.

Purpose: To give the teacher and recreational director materials for teaching.

Activities. The course includes rhythm plays and folk dances graded for use in schools from the first year through the high school age. Typical dances of the following countries will be given: Denmark, Sweden, England, Russia, Scotland and Germany.

Physical Welfare 211. (New.) Clubcraft. Girl scouts, camp, fire, and woodcraft organizations. This course includes the theory back of club work and recreation in general. The activity is emphasized in hiking, fishing, games, dances, stories, nature work, and picnics. Credit two semester hours, unless Industrial Arts 166 is taken, then one semester hour.

Physical Welfare 213. (New.) Natural Dancing. (1 hour.) Second semester—Tu., Th., fourth period. Second summer term—Daily, second period.

Purpose: This course will consist of the study of fundamental natural movements of the body, rhythm training and an elementary study of music.

Physical Welfare 215. (New.) Advanced Dancing. (1 hour.) First semester—Tu., Th., second period. Second semester—Tu., Th., second period. New material in natural, folk and athletic dances with a continuation and progress in technique.

Physical Welfare 221. (Formerly 105.) History of Physical Education. (1 hour.) First semester—Tu., third period. Second semester—Tu., third period. Second summer term—M., W., F., second period.

Purpose: To set forth the characteristics of different stages and phases through which physical education has passed, introduce persons who have contributed to its advancement and to single out the relationship which physical education has borne to general education throughout its history.

Topics: Gymnastics of the early Greeks, Romans and later European systems are discussed. The Play, Recreation, Camping, Child Health, Boy and Girl Scout and Athletic movements are studied. Recent trends and a review of state and national legislation are made a part of the course.

Physical Welfare 261. (Formerly 109.) Coaching Basketball for Men. (1 hour.) First semester—Tu., Th., third period. Second semester—Tu., Th., third period. Second summer term—Daily, seventh period. This course will include the principles of the game; requirements for each position; individual and team coaching; systems of offense and defense; interpretation of the rules; how to conduct tournaments; how to officiate. Participation on college squads will be required.

Physical Welfare 262. (Formerly 112.) Coaching Basketball for Women. (1 hour.) First semester—Tu., Th., seventh period. Second semester—Tu., Th., seventh period. Second summer term—Daily,

sixth period. This course will include the principles of the game; modified girl's rules; systems of offense and defense; individual and team coaching methods; interpretation of the rules; how to conduct intramural leagues; how to officiate. Participation on intramural teams will be required.

Physical Welfare 263. (Formerly 110.) Coaching Baseball. (1 hour.) Second semester—Tu., Th., seventh period. First summer term—Daily, sixth period. This course will include theory and practice in batting, pitching, base running, fielding each position and team work; how to organize and conduct intramural and interschool schedules and leagues. Participation on college squad is required.

Physical Welfare 264. (Formerly 108.) Coaching Football. (1 hour.) First semester—Tu., Th., sixth period. Second semester—Tu., Th., sixth period. First summer term—Daily, fourth period. This course will include the theory and practice in the elements of the game and will cover the subject from the coach's standpoint. Systems of offense and defense, strategy and generalship will be included. Participation on school squads required.

Physical Welfare 265. (111 of catalog of 1926.) Coaching of Track and Field Sports. (1 hour.) First semester—Tu., Th., eighth period. Second semester—Tu., Th., eighth period. First summer term—Daily, seventh period. This course will include theory and practice in track and field events; sprints, endurance runs, hurdles, relays, shot put, high jump, broad jump, javelin, pole vault and discus. Officiating and organization of track and field meets are stressed.

Physical Welfare 266. (111 of catalog of 1927 the same as the second half of Education 263.) Materials and Methods for Teaching Physical Education. (2½ hours.) First semester—to be arranged. First summer term—to be arranged.

Purpose: This is a lecture and practice course in scientific procedure of physical education designed for all elementary and high school teachers. Demonstration teaching, lesson plans and practice teaching by students.

Topics: Study of the growth and development of the child; the place of the physical education program in the curriculum; programs and requirements; sources and graded lists of materials and lesson planning. Required of all Physical and Health Education majors.

Physical Welfare 269. (New.) Physical Training Activities. (1 hour.) First semester—Tu., Th., fourth period. Second summer term—Daily, fourth period.

Purpose: It is designed for those contemplating leadership in physical education for boys and young men.

Activities: Marching and running tactics; calisthenics; apparatus; athletic dancing; tumbling and games.

Physical Welfare 365. (Formerly Physical Education 120.) Materials and Methods for Teaching Health Education. (3 hours.) First semester—M., W., F., seventh period. First summer term—Daily, first period. (2 hours.) Prerequisite: Physical Welfare 100 or 101.

Purpose: To present the general and special principles which should govern the selection and organization of health materials. Methods for the teaching of health are discussed and practiced.

Topics: Objectives of a health program; development of a health consciousness; the use of the school environment as teaching material; health projects; an analysis of school practices and activities as they contribute to health. Required of all Physical and Health Education majors.

DEPARTMENT OF PHYSICS

TEACHERS COLLEGE COURSES

Mr. Hummell

Physics 201. Mechanics and Heat. (5 hours.) First semester—Lecture, M., W., F., second period. Laboratory, Tu., Th., first and second periods. Second semester—Lecture, M., W., F., sixth period. Laboratory, Tu., Th., fifth and sixth periods. First summer term, (4 hours.)—Lecture, daily, fifth period. Laboratory, daily, sixth and seventh periods.

A general course treating mechanics and heat; given primarily for those who intend to teach Physics in high schools. Considerable time will be present on the solution of problems. Prerequisites: Mathematics 213 or registration in Mathematics 213.

Physics 202. Electricity, Magnetism, sound, and Light. (5 hours.) Second semester—Lecture, M., W., F., second period. Laboratory, Tu., Th., first and second periods. Second summer term, (4 hours.)—Lecture, daily, fifth period. Laboratory, daily, sixth and seventh periods. Prerequisite: Physics 201.

A general course treating electricity and magnetism, sound and light. This course is a continuation of Physics 201.

Physics 301. An advanced course in mechanics. (5 hours.) First semester—Lecture, M., W., F., seventh period. Laboratory, Tu., Th., seventh and eighth periods. Prerequisites: Mathematics 352 and Physics 201 and 202. Given primarily for those majoring in physics and mathematics.

Physics 302. Advanced light and sound. (3 hours.) Second semester—Tu., Th., S., third period. Prerequisites: Physics 201 and 202.

Physics 303. Advanced heat. (2 hours.) First summer term—Daily, second period. Prerequisites: Physics 201 and 202.

Physics 304. Advanced electricity and magnetism. (2 hours.) Second summer term—Daily, second period. Prerequisites: Physics 201 and 202 and Mathematics 207.

Physics 305. (3 hours.) Not to be offered 1929-30.

Physics 306. A History of Physics. (1 hour.) Offered on demand.

DEPARTMENT OF SOCIAL SCIENCE

TEACHERS COLLEGE COURSES

Mr. Keith

Mr. Moore

Mr. Dorris

Mr. Adams

Miss Pollitt

Miss Floyd

Social Science 102. (Given 1925-26 as 102a.) American History. (3 hours.) First semester—M., W., F., second period. Second semester—Section 1, M., W., F., first period. Section 2, M., W., F., second period. First summer term—Daily, fifth period. (2 hours.) Second summer term—Daily, fourth period. This is a content course in the first half of American History.

Social Science 103. (Formerly 102.) American History. (3 hours.) First semester—M., W., F., fifth period. Second semester—Section 1, M., W., F., fifth period. Section 2, M., W., F., seventh period. First summer term—Daily, eighth period. (2 hours.) Second summer term—Daily, fifth period. Prerequisite: Social Science 102. This is a content course in American History.

Social Science 201. (Formerly 109.) American Immigration. (3 hours.) First semester—Tu., Th., S., first period. This course will make a thorough study of immigration into America with some of the problems arising out of it.

Social Science 301. (Formerly 104.) American History. (2 hours.) Second semester—Tu., Th., second period. This is a course in very recent American history, covering the period from about 1890 to the present.

Social Science 305. (New, 1927.) History of the American West, 1763 to 1890. (2 hours.) First semester—Tu., Th., S., fourth period. Second semester—Tu., Th., S., third period. First summer term—Daily, sixth period. This course emphasizes the westward expansion of the United States and the social, economic and political problems resulting therefrom.

Social Science 306. History of the American South. (3 hours.) First semester—M., W., F., first period. First summer term—Daily, second period. (2 hours.) This course will trace southern history from the earliest beginnings to the present, in its social, economic and political bearings.

Social Science 111. (Formerly 107.) American Government. (3 hours.) First semester—Tu., Th., S., third period. Second semester—M., W., F., eighth period. First summer term—Daily, fourth period. (2 hours.) Second summer term—Daily, first period. This is a course for Junior College students in the study of American Government. It is required of all students preparing to teach in the upper grades.

Social Science 311. (New 1927-28.) Problems of American Government. (3 hours.) First semester—Tu., Th., S., second period. This is a senior college course which should have as prerequisite Social Science 111. It will study the main problems with which the Government has to deal.

Social Science 121. (Formerly 121.) Economics. (3 hours.) First semester—M., W., F., sixth period. First summer term—Daily, seventh period. (2 hours.)

Purpose: To familiarize the student with the evolution of the economic activities of the leading nations of Europe. Emphasis is placed upon modern times, but the medieval period is not neglected.

Topics: The history of agriculture, commerce, transportation, industry, labor legislation, socialism, social insurance, population and population trends, and finance of the principal European nations is studied.

Social Science 122. (Formerly 119.) Principles of Economics. (3 hours.) First semester—M., W., F., second period. Second semester—Tu., Th., S., fourth period.

Purpose: To acquaint the student with the principles of economic theory.

Topics: The following are the principal topics considered in this course: Industry, the science of economics, wealth, capital, income, specialization, exchange, agents of production, risk, price levels, business cycles, international trade, and value.

Social Science 222. (Formerly 120.) Practical Economic Problems. (3 hours.) Second semester—M., W., F., fourth period. First summer term—Daily, fourth period.

Purpose: To introduce the student to some of the elementary problems of applied economics.

Topics: Among the topics considered are the following: Money and banking, labor problems, the trusts, railroads, monopolies, taxation, social insurance.

Social Science 321. (Formerly 122.) American Economic History. (2 hours.) Second summer term—Daily, seventh period.

Purpose: To give the student an understanding of the economic development of the United States.

Topics: The history of American commerce, industry, transportation, banking, labor problems, business organization, monetary problems, and agriculture.

Social Science 231. (Formerly 111.) Sociology. (2 hours.) Second summer term—Daily, eighth period. This is a course in introductory sociology.

Social Science 141. (Formerly 103a.) Medieval History. (3 hours.) First semester—M., W., F., seventh period.

It is the purpose of this course to give a comprehensive grasp of the fundamental facts of the medieval period, and, fitting in with ancient history and modern history to give a notion of the continuity of history.

Social Science 142. (Formerly 103b.) Modern History. (3 hours.) Second semester—Tu., Th., S., fourth period.

This course will begin about 1500 and study the social, economic and political history of modern Europe to 1815.

Social Science 242. (Formerly 112.) History of England. (3 hours.) First semester—M., W., F., sixth period.

This is a course studying English History in its relation to European political history.

Social Science 244. (New 1927-28.) Legacy of Greece. (2 hours.) (See Foreign Language 112.)

Social Science 245. (New 1927-28.) Legacy of Rome. (2 hours.) (See Foreign Language 113.)

Social Science 341. (Formerly 113.) English History. (2 hours.) Second summer term—Daily, second period.

This is a special course centering about the Puritan Revolution, stressing British institutions and affording a background of American History.

Social Science 342. (New 1927-28.) English History. (3 hours.) Second semester—M., W., F., sixth period.

This course will consider English History from the end of the Stuart period to the present. It is a content course.

Social Science 344. (Formerly 115.) European History 1715-1815. (3 hours.) To be offered on demand.

Social Science 345. (Formerly 116.) European History 1815 to the present. (3 hours.) Second semester—M., W., F., sixth period.

Social Science 346. (New 1927-28.) Latin-American History. (3 hours.) To be offered on demand.

Social Science 351. (Formerly 108.) Foreign Government. (3 hours.) First semester—M., W., F., fourth period.

This course will study the governments of some of the leading nations (perhaps England, Switzerland, Germany), attempting to compare them with each other and with our own, and to form notions of the best elements in government. It will require Social Science 111 as a prerequisite.

Social Science 352. (Given 1925-26 as 108b.) Foreign Government. (3 hours.) Second semester—M., W., F., fourth period.

This is a sequence course to 351, but will not require 351 as a prerequisite. It will study the governments of France, Russia, Italy.

Social Science 161. (Formerly 101.) American History for Teachers of Primary Grades. (3 hours.) First semester—Section 1, M., W., F., fourth period. Section 2, M., W., F., sixth period. Second semester—Section 1, M., W., F., sixth period. Section 2, Tu., Th., S., third period. First summer term (2 hours.)—Section 1, daily, second period. Section 2, daily, fifth period. Second summer term, daily, sixth period.

This course is centered about stories of achievement and biography of American history. It links together history and heroes. Patriotic exercises, festival days, and holidays are considered. Methods and materials suitable for teaching the first five grades are dealt with. Required of all students intending to teach in the primary grades.

Social Science 361. (New 1929-30.) An elective course in Kentucky History. (2 hours.) First summer term—Daily, first period.

This course will study Kentucky in its relation to the Nation. Perhaps a part of the course will consist of excursions to historical spots.

NORMAL SCHOOL

ADMISSION TO THE NORMAL SCHOOL

No student will be admitted who has not completed the eighth grade of the elementary school. Evidence of the completion of the eighth grade must be shown by one of the following methods:

- (a) On presentation of a county school diploma.
- (b) On presentation of a teacher's certificate issued to the prospective student.
- (c) On passing a satisfactory examination at the Eastern Kentucky State Normal School.

HIGH SCHOOL DIPLOMA

A high school diploma will be issued to students who finish sixteen units of standard high school work. Such work must meet the following requirements:

1. Sixteen standard high school units must be earned. The student must be in residence two semesters, or the equivalent, and earn at least four units in residence.

2. Eight basic units are required as follows: English four units, Algebra one unit, Plane Geometry one unit, American History and Civics one unit, Science one unit, preferably a laboratory science. The remaining eight units may be elected by the student with the advice and consent of the Principal of the Normal School.

3. The first fifteen units must meet college entrance requirements.

4. Not more than two units in Education may be counted toward the high school diploma.

5. Subjects carrying less than one-half of credit will not be counted in the first fifteen units toward the high school diploma.

6. In the Commercial Curriculum, Bookkeeping and Stenography are regular college entrance subjects but Typewriting may not be counted as one of the first fifteen units of the student's curriculum to the high school diploma. It may be counted toward graduation.

7. Penmanship is required of all students in the Normal School unless they are able to write according to Ayers' writing scale, quality 65 and rate 83.

CONDITIONS OF CERTIFICATION

1. The Provisional Elementary Certificate is issued on eight high school units, four of which must be earned in a State Normal School. The other four may be earned in any other legal way.

2. The credit necessary to receive this certificate may be completed after four units have been earned in a high school, in two regular semesters, thirty-six weeks, or in one semester and the summer school, thirty weeks, provided a normal amount of work is carried.

AGRICULTURAL COURSES

Agriculture 11. (Formerly 1.) Soils and Crops. A study of the common crops grown in the state, and the principles related to the maintenance of the fertility of the soil. Credit one-half unit. **For second year students.**

Agriculture 21. (Formerly 2.) Animal Husbandry. A course that deals with the study of the farm animals that are commonly found on Kentucky farms. Credit one-half unit. **For second year students.**

Agriculture 23. (Formerly 5.) Poultry. Credit one-half unit. **For fourth year students.**

Agriculture 31. (Formerly 3.) Horticulture. This course includes the study of the production of orchard and garden crops. Credit one-half unit. **For third year students.**

Agriculture 41. (Formerly 4.) Farm Management. A study of those problems that arise when the farm as a business is considered, as problems of labor, renting, marketing, and size of business. Credit one-half unit. **For third year students.**

ART COURSES

Art 61. (Formerly 1.) This course includes a study of color, direction, form, proportion, perspective and art materials. Credit one-fourth unit. **For first year students.**

Art 71. (Formerly 2.) Art Structure is the subject under consideration for this semester. This will include color theory, the principles of applied design, and the working out of original patterns for silks, tapestries, etc., from flower motifs. Credit one-fourth unit. **For first year students.**

BUSINESS COURSES

Commerce 15. Shorthand. A beginning course in Gregg shorthand. This course covers the first ten lessons of the manual and reading in a supplementary text. Sufficient practice is given writing to assure accuracy. Credit one-half unit. **For third and fourth year students.**

Commerce 16. Shorthand. This course is a continuation of Commerce 15, and takes up the last ten lessons of the manual with reading and writing practice on matter illustrating the principles. Some emphasis is given to speed in this course; 75 words a minute is required. Credit one-half unit. **For third and fourth year students.**

Commerce 21. Bookkeeping. An elementary course in the principles of bookkeeping. A thorough study of accounting terminology and practice with laboratory set. A knowledge of arithmetic is assumed. Credit one-half unit. **For third and fourth year students.**

Commerce 22. Bookkeeping. A continuation of Commerce 21, which takes up partnership accounting. Lectures supplemented with laboratory work to give practice in making entries. Credit one-half unit. **For third and fourth year students.**

Commerce 51. (Given 1926-27 as Commerce 8.) **Typewriting.** This is the beginning course in touch typewriting. The keyboard is learned through daily drills and laboratory lessons outside class. Credit one-half unit. **For third and fourth year students.**

Commerce 52. Typewriting. A continuation of Commerce 51, with emphasis on speed. Credit one-half unit. **For third and fourth year students.**

EDUCATION COURSES

Education 61. (Formerly 1, still earlier Method 1 and Observation.) **Method and Observation.** The work of the semester is divided so as to give the student a knowledge of:

- (1) What to teach.
(The State Course of Study.)
- (2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers. Credit one-half unit. **For first year students.**

Education 21. (Formerly 4.) **School Management.** This course deals with the problems of school and class room organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupils, the relation of the teacher to the curriculum, governing, and maintaining morale.
2. A study is made of the school laws of Kentucky with special emphasis on the county school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most recent movements in public school administration. Credit one-half unit. **For second year students.**

Education 11. (Formerly 2.) **Introductory Psychology 1.** This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The psychological justification of a number of teaching devices and processes will be studied. The purpose of the course is to bring about the most fruitful teaching by the prospective teacher when she goes out. Credit one-half unit. **For fourth year students.**

Education 63. (Formerly 5.) **Observation and Participation.** The student in this course observes teaching in the rural training schools, does assigned reading, makes lesson plans, helps the room teacher in various routine and special duties, coaches backward children, and does a limited amount of class teaching. Credit one-half unit. **For fourth year students.**

ENGLISH COURSES

English 01. (Formerly 1.) **Grammar 1.** This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit. **For first year students.**

English 02. (Formerly 2.) **Composition 1.** Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit. **For first year students.**

English 05. (Formerly 5.) **Word Study.** This is a study of words and their way in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit. **For second year students.**

English 11. (Formerly 3a.) **American Literature 1.** This course begins a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit. **For fourth year students.**

English 12. (Formerly 3b.) A continuation of English 11. Credit one-half unit. **For fourth year students.**

English 15. (Formerly 4a.) **English Literature 1.** This course begins a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit. **For third year students.**

English 16. (Formerly 4b.) **English 16** is a continuation of the work outlined in English 15. Credit one-half unit. **For third year students.**

English 61. (Formerly 6.) Expression-Reading. Elementary work in simple reading, correct breathing, voice production, tone placing, enunciation, pronunciation, and posture. Grouping, thought sequence and subordination, central ideas and thought communication. Credit one half unit. **For second year students.**

HOME ECONOMICS COURSE

Home Economics 02. (Formerly 2.) Food study. This is a study of the fundamentals underlying food preparation. Credit one-half unit. **For third and fourth year students.**

Home Economics 03. Advanced Food Study. This is a continuation of Home Economics 02 and is an advanced study in foods and Dietetics. **For third and fourth year students.**

Home Economics 11. (Formerly 1.) Clothing. The subject matter of this course will include hand and machine sewing, the construction of undergarments and decorative stitches. Credit one-half unit. **For second and third year students.**

Home Economics 12. (Formerly 3.) Dressmaking. Simple cotton, linen and tub silk dresses are made. Credit one-half unit. **For second and third year students.**

Home Economics 21. (Given in the summer of 1927 as 4.) Household Problems. This is a general course in Home Economics. It includes home sanitation and general household activities. This course is for those who do not plan to take more than one course in Home Economics. **Open to all students.**

FOREIGN LANGUAGE COURSES

*Latin 1. First half of Beginning Latin.

*Latin 2. Second half of Beginning Latin.

*Latin 3. First half of Caesar.

*Latin 4. Second half of Caesar.

INDUSTRIAL ART COURSES

Shop Courses

Manual Training 41. (Formerly 1.) Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit. **For second and third year students.**

*Students who do not have credit for high school Latin may register for these courses.

Manual Training 42. (Formerly 2.) Advanced Bench Work. A continuation of Manual Training 41. Credit one-half unit. For second and third year students.

Drawing Courses

Manual Training 91. (Formerly 2.) Mechanical Drawing 1. A beginner's course of secondary level involving the use of instruments, freehand lettering, geometrical problems, sketching, and simple orthographic projection. Credit one-half unit. For third and fourth year students.

Manual Training 92. (Formerly 4.) Mechanical Drawing 2. A continuation of Manual Training 91. Credit one-half unit. For third and fourth year students.

Manual Training 65. (Formerly Handwork 1.) This course deals with the construction work that the rural teacher should be able to do. Processes, problems, guidance, and sources and choice of materials receive attention. Credit one-fourth unit. Open to all students.

MATHEMATICS COURSES

Mathematics 01. (Formerly 2.) Algebra 1. This course will include the fundamental operations; problems involving the parenthesis and substitution; simple problems in one unknown; concrete problems, developing one unknown; factoring; fractions; concrete problems, developing the fractional equation with one unknown. Credit one-half unit. For first year students.

Mathematics 02. (Formerly 3.) Algebra 2. This course includes abstract simultaneous equations with two or three unknowns; concrete problems developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; quadratic equations. Credit one-half unit. For first year students.

Mathematics 03. (Formerly 7.) Advanced High School Algebra. Credit one-half unit. For second and third year students.

Mathematics 31. (Formerly 4.) Geometry 1. This course will include the first half of plane geometry. Much original work will be assigned. The direct method of proof will be used. Credit one-half unit. For third year students.

Mathematics 32. (Formerly 5.) Geometry 2. A continuation of the subject of plane geometry. The indirect methods of proof will receive considerable attention in this course. Credit one-half unit. For third year students.

Mathematics 61. (Formerly 1.) Arithmetic 1. This course will include a review of the more important parts of the state adopted text for high schools. Content will be emphasized, although considerable attention will be given to methods of teaching, especially in the rural schools. Pilot Book Two, Supplementary. Credit one-half unit. For second year students.

Mathematics 62. (Formerly 6.) Arithmetic 2, Complete High School Text Book 3, Supplementary. Credit one-half unit. For fourth year students.

MUSIC COURSES

Music 011. (Formerly 1.) This course deals with a study of the theory of music; song material for use in the grades and methods of presenting this material. Credit one-fourth unit. Five recitations per week. Golden Book of Song, Self Help No. 3, Pitch Pipe. Open to all students.

Music 012. (Formerly 2.) The course deals with application of theory studied in (011); part singing; musical instruments by sight and sound. Credit one-fourth unit. Five recitations per week. Prerequisite 011. Gray Book of Songs, Music Writing Book, Pitch Pipe. Open to all students.

Music 013. This is a course in recreational singing and consists of community music; organization of community programs; records for appreciation. Credit one-fourth unit. Five recitations per week. Golden Book of Songs, Music Memory Book. Pitch Pipe. Open to all students.

PHYSICAL WELFARE COURSES

Physical Welfare 01. (Formerly 3.) Physiology and Hygiene Credit one-half unit. For third and fourth year students.

Physical Welfare 61. (Formerly 1.) The primary aim of this course is to prepare rural school teachers to teach the subjects of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastic as a means of producing healthier children are given proper attention. Credit one-half unit. For second and third year students.

Physical Welfare 62. (Formerly 2.) In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-fourth unit. Open to all students.

SCIENCE COURSES

Science 01. (Formerly 8.) Physics 1. First half of high school text. Credit one-half unit. For third year students.

Science 02. (Formerly 9.) Physics 2. Second half of high school text. Credit one-half unit. For third year students.

Science 11. (Formerly 6.) Chemistry 1. First half of high school text. Credit one-half unit. For fourth year students.

Science 12. (Formerly 7.) Chemistry 2. Second half of high school text. Credit one-half unit. For fourth year students.

Science 31. (Formerly 4.) Botany 1. First half of high school text. Credit one-half unit. **For third year students.**

Science 32. (Formerly 5.) Botany 2. Second half of high school text. Credit one-half unit. **For third year students.**

Science 21. Elementary Biology. Credit one-half unit. **For second and third year students.**

Science 22. Continuation of elementary biology. Credit one-half unit. **For second and third year students.**

Science 51. (Formerly 3.) General Science. This course deals with the everyday aspects of a number of the major sciences. Its purpose is to lead the student to observe, interpret, and apply the natural phenomena encountered in daily life and to enable him to use this material in teaching in the elementary school. Credit one-half unit. **For first year students.**

Science 71. (Formerly 1.) Geography 1. This course is designed primarily to provide rural school teachers with the knowledge necessary to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit. **For first year students.**

Science 73. (Formerly 2.) Both physical and economic geography are taught in this course. Credit one-half unit. **For second year students.**

Science 75. (Formerly 10.) Geography of Europe, Asia, and Latin-America. This course includes a regional study of the continents; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe; the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit one-half unit. **For second year students**

SOCIAL SCIENCE COURSES

Social Science 1. (Formerly 2a.) American History. This course is high school American History, covering the period from the beginning of our country to about the adoption of the Constitution. Credit one-half unit. **For third year students.**

Social Science 2. (Formerly 2b.) American History. This course begins with the adoption of the Constitution and completes the study of American History of high school level. Credit one-half unit. **For fourth year students.**

Social Science 11. (Formerly 1.) Civics. This is a course in American Civics of high school level. Credit one-half unit. **For fourth year students.**

Social Science 41. (Formerly 3.) Ancient History. This is a semester's work in the study of Ancient History. The first half of the semester will be devoted to the study of Greek History and the last half to that of Roman History. Credit one-half unit. **For first year students.**

Social Science 42. (Formerly 4.) Medieval and Modern History. The first half of this semester will consider Medieval History and the last half will be devoted to Modern History. Credit one-half unit. **For first year students.**

Social Science 43. (Formerly 6.) English History. This will be a course of high school level in the study of English History. Credit one-half unit. **For second year students.**