<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Calendar</td>
<td>4</td>
</tr>
<tr>
<td>Board of Regents</td>
<td>5</td>
</tr>
<tr>
<td>Normal Executive Council</td>
<td>5</td>
</tr>
<tr>
<td>Faculty</td>
<td>6-12</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>13</td>
</tr>
<tr>
<td>Faculty Organization</td>
<td>14-16</td>
</tr>
<tr>
<td>History of the College</td>
<td>17-18</td>
</tr>
<tr>
<td>Twenty-fifth Anniversary Celebration</td>
<td>18</td>
</tr>
<tr>
<td>Buildings and Grounds</td>
<td>19-22</td>
</tr>
<tr>
<td>Rooms and Board</td>
<td>22-26</td>
</tr>
<tr>
<td>Expenses</td>
<td>26-28</td>
</tr>
<tr>
<td>Training School</td>
<td>29-32</td>
</tr>
<tr>
<td>Chapel Programs</td>
<td>32-33</td>
</tr>
<tr>
<td>Publications</td>
<td>34</td>
</tr>
<tr>
<td>Health Service and Physical Education</td>
<td>34-36</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>36-37</td>
</tr>
<tr>
<td>Grading System, Credits, Student Load, Standard of Work</td>
<td>37-39</td>
</tr>
<tr>
<td>Requirements for Certificates and Degrees</td>
<td>40-44</td>
</tr>
<tr>
<td>Commencement</td>
<td>45</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>45-46</td>
</tr>
<tr>
<td>Extension Division</td>
<td>47-48</td>
</tr>
<tr>
<td>Departments:</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>49-52</td>
</tr>
<tr>
<td>Art</td>
<td>53</td>
</tr>
<tr>
<td>Biology</td>
<td>54-58</td>
</tr>
<tr>
<td>Chemistry</td>
<td>59-61</td>
</tr>
<tr>
<td>Commerce</td>
<td>62-69</td>
</tr>
<tr>
<td>Education</td>
<td>70-82</td>
</tr>
<tr>
<td>English</td>
<td>83-90</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>91-96</td>
</tr>
<tr>
<td>Geography and Geology</td>
<td>97-101</td>
</tr>
<tr>
<td>Health</td>
<td>102-104</td>
</tr>
<tr>
<td>Home Economics</td>
<td>105-110</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>111-115</td>
</tr>
<tr>
<td>Library Science</td>
<td>116-118</td>
</tr>
<tr>
<td>Mathematics</td>
<td>119-122</td>
</tr>
<tr>
<td>Music</td>
<td>123-127</td>
</tr>
<tr>
<td>Physical Education</td>
<td>128-133</td>
</tr>
<tr>
<td>Physics</td>
<td>134-136</td>
</tr>
<tr>
<td>Social Science</td>
<td>137-141</td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td>142-147</td>
</tr>
<tr>
<td></td>
<td>JANUARY</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>M</td>
<td>T</td>
<td>W</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>JULY</th>
<th>AUGUST</th>
<th>SEPTEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>M</td>
<td>T</td>
<td>W</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>M</td>
<td>T</td>
<td>W</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

**1932**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 18, 19</td>
<td>Friday, Saturday: Registration of Freshmen</td>
</tr>
<tr>
<td>September 21</td>
<td>Monday: Registration of Upper Classmen</td>
</tr>
<tr>
<td>September 21</td>
<td>Monday: Entrance examinations</td>
</tr>
<tr>
<td>September 22</td>
<td>Tuesday: Classes begin</td>
</tr>
<tr>
<td>September 28</td>
<td>Monday: Last day to register for full load</td>
</tr>
<tr>
<td>October 13</td>
<td>Tuesday: Last day to register for credit</td>
</tr>
<tr>
<td>November 27</td>
<td>Thursday: Thanksgiving (Holiday)</td>
</tr>
<tr>
<td>December 18</td>
<td>Friday, 4:00 P.M.: Christmas vacation begins</td>
</tr>
<tr>
<td>January 4</td>
<td>Monday: Class work resumes</td>
</tr>
<tr>
<td>January 29</td>
<td>Friday: Semester closes</td>
</tr>
<tr>
<td>February 1</td>
<td>Monday: Registration</td>
</tr>
<tr>
<td>February 1</td>
<td>Monday: Entrance examinations</td>
</tr>
<tr>
<td>February 2</td>
<td>Tuesday: Classes begin</td>
</tr>
<tr>
<td>February 8</td>
<td>Monday: Last day to register for full load</td>
</tr>
<tr>
<td>February 23</td>
<td>Tuesday: Last day to register for credit</td>
</tr>
<tr>
<td>April 4</td>
<td>Monday: Registration for Spring Term</td>
</tr>
<tr>
<td>April 4</td>
<td>Monday: Entrance examinations</td>
</tr>
<tr>
<td>April 5</td>
<td>Tuesday: Classes begin</td>
</tr>
<tr>
<td>April 6</td>
<td>Wednesday: Last day to register for full load</td>
</tr>
<tr>
<td>April 11</td>
<td>Monday: Last day to register for credit</td>
</tr>
<tr>
<td>May 29</td>
<td>Sunday: Baccalaureate Address</td>
</tr>
<tr>
<td>June 1</td>
<td>Wednesday: Commencement</td>
</tr>
<tr>
<td>June 3</td>
<td>Friday: Semester closes</td>
</tr>
<tr>
<td>June 6</td>
<td>Monday: Registration</td>
</tr>
<tr>
<td>June 6</td>
<td>Monday: Entrance examinations</td>
</tr>
<tr>
<td>June 7</td>
<td>Tuesday: Classes begin</td>
</tr>
<tr>
<td>June 8</td>
<td>Wednesday: Last day to register for full load</td>
</tr>
<tr>
<td>June 11</td>
<td>Saturday: Last day to register for credit</td>
</tr>
<tr>
<td>July 15</td>
<td>Friday: Term closes</td>
</tr>
<tr>
<td>July 18</td>
<td>Monday: Registration</td>
</tr>
<tr>
<td>July 18</td>
<td>Monday: Entrance examinations</td>
</tr>
<tr>
<td>July 19</td>
<td>Tuesday: Classes begin</td>
</tr>
<tr>
<td>July 20</td>
<td>Wednesday: Last day to register for full load</td>
</tr>
<tr>
<td>July 23</td>
<td>Saturday: Last day to register for credit</td>
</tr>
<tr>
<td>August 26</td>
<td>Friday: Term closes</td>
</tr>
</tbody>
</table>
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. N. U. BOND, Berea, Kentucky
Term Expires 1934

HON. H. D. FITZPATRICK, Prestonsburg, Kentucky
Term Expires 1934

OFFICERS OF THE BOARD

W. C. BELL, Chairman
C. F. WEAVER, Vice-Chairman
KATHERINE MORGAN, Secretary

EXECUTIVE COMMITTEE

HON. N. U. BOND, Chairman
HON. W. C. BELL, Ex-Officio
ATTORNEY GENERAL J. W. CAMMACK
PRESIDENT H. L. DONOVAN
HON. R. E. TURLEY, Treasurer

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 State Normal School; A. B., University of Kentucky; M. A., Teachers College, Columbia University; graduate student, University of Chicago; Ph. D., George Peabody College for Teachers.

KERNEY M. ADAMS, A. B., A. M.  Director of Extension
Diploma, Eastern Kentucky State Normal School; A. B., University of Kentucky; A. M., Cornell University; additional graduate work, Cornell University.

MARY L. ADAMS, B. S., M. A.  Critic, Home Economics
B. S., University of Kentucky; M. A., Teachers College, Columbia University; one quarter additional graduate work, Teachers College, Columbia University.

ISABEL BENNETT, A. B., B. S.  Assistant Librarian
A. B., University of Kentucky; B. S., in Library Science, Columbia University.

G. O. BRYANT, A. B., A. M.  Critic, Mathematics
Diploma, Western Kentucky State Normal School; A. B., A. M., University of Kentucky.

PEARL L. BUCHANAN, A. B., M. A.  English
A. B., Southwestern University; graduate student, University of Oklahoma and Northwestern University; M. A., George Peabody College for Teachers.

***VIRGIL BURNS, A. B., M. A.  Critic, Social Science
Diploma, Western Kentucky State Normal School; student, Bowling Green Business University; A. B., University of Kentucky; M. A., Teachers College, Columbia University.

MARY KING BURRIER, B. S., M. S.  Home Economics
Diploma, Hamilton College; B. S., M. S., University of Kentucky; graduate student, Columbia University.

C. E. CALDWELL, A. B., B. S., A. M.  Mathematics
A. B., Marietta College; B. S., National Normal University; A. M., Ohio State University; two years additional graduate work, Ohio State University.

***On leave of absence for one year.
JANE CAMPBELL, B. Mus., A. B., A. M. 
Music
B. Mus., Taylor University; A. B., Eastern Indiana State Normal School; graduate work, Eastern Indiana State Normal School; A. M., Columbia University; student, University of Paris.

KATIE CARPENTER, A. B., A. M. 
Principal, Rural Practice School
A. B., Eastern Kentucky State Teachers College; A. M., University of Kentucky.

ASHBY B. CARTER, B. S. 
Agriculture and Sanitary Science
Student, University of Richmond, University of Virginia and Virginia Mechanics Institute; B. S., George Peabody College for Teachers; graduate student, George Peabody College for Teachers, University of Kentucky, and Teachers College, Columbia University.

MRS. EMMA YOUNG CASE, A. B., M. A. 
Education
Student, University of Kentucky; A. B., Eastern Kentucky State Teachers College; M. A., George Peabody College for Teachers.

ROY B. CLARK, A. B., A. M., Ph. D. 
English
Diploma, Nebraska State Normal School; A. B., University of Nebraska; A. M., Ph. D., Columbia University.

MEREDITH J. COX, B. S., M. A. 
Chemistry
Diploma, Warren Academy; B. S., M. A., George Peabody College for Teachers; two years additional graduate work, Columbia University, University of Wisconsin, and Duke University.

NOEL B. CUFF, B. S., A. M., Ph. D. 
Psychology
B. S., A. M., Ph. D., George Peabody College for Teachers.

CLARA A. DAVIES, B. S. 
Library Science
B. S., Kansas State Teachers College; graduate student, Library Science, Columbia University and University of Chicago.

N. G. DENISTON, B. S. 
Industrial Arts
B. S., Valparaiso University; student, Stout Institute, Massachusetts Institute of Technology, and Bradley Polytechnic Institute; graduate student, University of Chicago.

RUTH DIX, B. S., M. A. 
Home Economics
A. B., Bradley Polytechnic Institute and University of Illinois; B. S., Bradley Polytechnic Institute; M. A., Teachers College, Columbia University.

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.
RICHARD A. EDWARDS, A. B., A. M. Director of Training School
A. B., University of Kentucky; A. M., Columbia University.

FRED A. ENGLE, A. B., A. M. Mathematics
Student, Cumberland College; A. B., A. M., University of Ken-
tucky; one year additional graduate work, University of Kentucky.

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; A. M., George Peabody Col-
lege for Teachers; M. D., Vanderbilt University.

D. THOMAS FERRELL, A. B., M. A. Education
A. B., A. M., Duke University; M. A., Teachers College, Columbia University; two years additional graduate work, George Peabody Col-
lege for Teachers.

*Mary Floyd, A. B., M. A. Acting Librarian and History
A. B., Eastern Kentucky State Teachers College; M. A., Teachers College, Columbia University; graduate student, University of Chicago.

EDITH G. FORD, B. C. S., A. B., A. M. Commerce
Diploma, Louisiana State Normal College; B. C. S., Bowling Green Business University; A. B., George Washington University; A. M., University of Kentucky; student, University of Paris.

MAUDE GIBSON Art
Graduate, Lebanon Normal; two years' course in public school art, Teachers College, Miami University; student, New York School of Applied Design and Teachers College, Columbia University.

*ANNA D. GILL, B. C. S., A. B. Commerce
B. C. S., Bowling Green Business University; student, Chicago Gregg School and Western Kentucky State Teachers College; A. B., University of Kentucky; graduate student, University of Kentucky.

P. M. GRISE, A. B., M. A. Critic, Model High School
A. B., Western Kentucky State Teachers College; M. A., George Peabody College for Teachers.

G. M. GUMBERT, B. S., A. M. Agriculture
B. S., A. M., University of Kentucky.

•On leave of absence for one semester.
MAY C. HANSEN, B. S., M. A.
Education
Diploma, Oshkosh State Teachers College; student, University of Chicago and Columbia University; B. S., George Peabody College for Teachers; M. A., Teachers College, Columbia University.

ELIZA HANSON, A. B., M. A.
Critic, Sixth Grade
Diploma, Eastern Kentucky State Teachers College; A. B., University of Kentucky; M. A., George Peabody College for Teachers; graduate student, University of Colorado and University of Kentucky.

GEORGE N. HEMBREE, B. C. S., A. B.
Physical Education
Student, Eastern Kentucky State Teachers College, University of Illinois, and George Peabody College for Teachers; B. C. S., Bowling Green Business University; A. B., University of Kentucky.

THOMAS C. HERNDON, B. S., M. A., Ph. D.
Chemistry
B. S., University of Kentucky; graduate student, University of Chicago; M. A., Ph. D., George Peabody College for Teachers.

GERTRUDE M. HOOD, A. B., A. M.
Physical Education
A. B., Ohio Wesieyan University; A. M., Columbia University.

CHARLES T. HUGHES, A. B.
Coach
Diploma, Morton-Elliott Junior College; A. B., University of Kentucky.

ELIZA HUGHES, A. B., A. M.
Physical Education
Diploma, New Haven Normal School of Gymnastics; student, University of Kentucky; A. B., Eastern Kentucky State Teachers College; A. M., Columbia University.

HELEN HULL, B. Mus.
Music
Diploma in Music, Ohio State Teachers College; B. Mus., University of Michigan.

MRS. STANTON B. HUME
Industrial Arts
Graduate, Bellwood Seminary and Kentucky Presbyterian Normal School.

ARNIM DEAN HUMMELL, B. S., M. S., Ph. D.
Physics
B. S., Knox College; M. S., Ph. D., University of Illinois.

WILLIAM C. JONES, B. S., A. M.
Education and Director of Research
B. S., East Texas State Teachers College; A. M., Colorado State Teachers College; two years additional graduate work, George Peabody College for Teachers.
WILLIAM L. KEENE, B. S., M. A.  
English  
Diploma, Middle Tennessee State Normal School; B. S., M. A., George Peabody College for Teachers; two years additional graduate work, George Peabody College for Teachers.

CHAS. A. KEITH, B. A., M. A., Ped. D.  History and Dean of Men  
Student, University of Arkansas and University of Texas; B. A., M. A., Oxford University; Honorary Doctor of Pedogogy, Ohio Northern University; one year and two summer terms' additional graduate work, Indiana University.

L. G. KENNNAMER, A. B., B. S., M. A., Ph. D. Geography and Geology  
A. B., Simmons University; student, University of Wisconsin; B. S., M. A., Ph. D., George Peabody College for Teachers.

HARRIETTE V. KRICK, A. B., Ph. D.  Biology  
A. B., Hiram College; Ph. D., University of Chicago.

CORA LEE, B. S., M. A.  Critic, Model High School  
B. S., George Peabody College for Teachers; M. A., Teachers College, Columbia University.

MARGARET LINGENFELSER, A. B., M. A.  Critic, First Grade  
A. B., Eastern Kentucky State Teachers College; M. A., Teachers College, Columbia University.

MELVIN E. MATTOX, B. S., M. A.  Education and Registrar  
Diploma, Mississippi State Normal School; B. S., M. A., George Peabody College for Teachers; one year additional graduate work, George Peabody College for Teachers.

THOMAS E. MCDONOUGH, B. S., M. A.  Physical Education and Health  
Diploma, La Crosse Teachers College; student, Columbia University; B. S., M. A., George Peabody College for Teachers.

MARY FRANCES McGINNEY, B. S., M. A.  Geography  
Diploma, Eastern Kentucky State Teachers College; B. S., M. A., George Peabody College for Teachers.

WILLIAM J. MOORE, A. B., A. M.  Economics  
Diploma, Eastern Kentucky State Normal School; student, College of Law, University of Kentucky; A. B., A. M., University of Kentucky; two years additional graduate work, University of Kentucky.

***MRS. JANET MURBACH, A. B., A. M.  French  
A. B., Oberlin College; student, University of Paris and University of California; A. M., University of Kentucky.

***On leave of absence for one year.
SMITH PARK, B. S., M. S., Ph. D.  
Mathematics  
B. S., M. S., Ph. D., University of Kentucky.

MABEL H. POLLITT, A. B., A. M.  
Latin  
A. B., A. M., University of Kentucky; additional graduate work in American Academies of Rome and Athens.

ALFRED E. PORTWOOD, A. B.  
Assistant Coach  
A. B., University of Kentucky.

ELLEN PUGH, A. B., A. M.  
Critic, Fifth Grade  
A. B., Ohio Wesleyan University; A. M., Ohio State University; two quarters additional graduate work, Ohio State University.

NANCY RICHARDSON, A. B.  
Assistant Librarian  
A. B., North Carolina College for Women; graduate student, George Peabody College for Teachers.

R. R. RICHARDS, A. B.  
Commerce  
Student, University of Kentucky; A. B., Eastern Kentucky State Teachers College.

MARIE L. ROBERTS  
Dean of Women  
Graduate, Ohio Western College for Women; student, Columbia University and George Peabody College for Teachers.

DEAN W. RUMBOLD, B. S., Ph. D.  
Biology  
B. S., University of Buffalo; student, University of Wisconsin; Ph. D., Duke University.

RUBY RUSH, A. B., A. M.  
Critic, Model High School  
Graduate, Virginia Intermont College; A. B., University of Kentucky; A. M., Columbia University.

ANNA A. SCHNIEB, A. B., A. M., Ph. D.  
Education  
Diploma, Indiana State Teachers College; student, Indiana University; A. B., A. M., Columbia University; two years' additional graduate work, Columbia University and University of Chicago; Ph. D., University of Vienna.

EVELYN SLATER, B. S.  
Home Economics  
B. S., University of Kentucky; graduate student, University of Kentucky.

G. D. SMITH, A. B., B. S., M. S., D. Sc.  
Nature Study  
A. B., Ohio Northern University; B. S., Ohio Wesleyan University; M. S., D. Sc., Ohio Northern University.
EASTERN KENTUCKY STATE TEACHERS COLLEGE

VIRGINIA F. STORY, B. S., M. A.  
Critic, Second Grade  
Diploma, Eastern Kentucky State Teachers College; B. S., M. A., George Peabody College for Teachers.

BROWN E. TELFORD  
Piano  
Diploma, Greenbrier College for Women; student, Cincinnati Conservatory of Music, New York School of Music and Arts, New England Conservatory of Music, and Columbia University.

MRS. MAURINE BRONSON TODD, B. Mus.  
Music  
Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; student, George Peabody College for Teachers; M. A., Teachers College, Columbia University.

MRS. GLADYS PERRY TYNG, B. S., M. A.  
Education  
Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; graduate student, George Peabody College for Teachers; M. A., Teachers College, Columbia University.

MRS. LUCILLE WHITEHEAD, B. S.  
Assistant Librarian  
B. S., George Peabody College for Teachers; one year graduate work in Library Science, George Peabody College for Teachers.

ELIZABETH WILSON, B. S., M. A.  
Critic, Third Grade  
Diploma, Martin College, B. S., M. A., George Peabody College for Teachers.

GERMANIA J. WINGO, B. S., M. A.  
Critic, Fourth Grade  
Diploma, Virginia State Normal School; B. S., M. A., Teachers College, Columbia University.

EDNA ZELLHOEFER, A. B., A. M.  
English  
Graduate, Illinois State Normal University; A. B., University of Illinois; A. M., Columbia University; student, England and Scotland.

H. H. BROCK, B. S.  
Correspondence Department

L. G. WESLEY, A. B.  
Correspondence Department
ADMINISTRATIVE STAFF

G. M. BROCK, Business Agent
E. P. McCONNELL, Bookkeeper
KATHERINE MORGAN, Secretary to the President
HELEN W. PERRY, Secretary to Business Agent
KERNEY ADAMS, Director of Extension
MAYE M. WALTZ, Secretary to Registrar
INEZ MCKINLEY, Assistant Bookkeeper
AUGUSTA DAUGHERTY, Cashier
FRANKIE DEBOE, Stenographer, Business Office
ELIZABETH DUNIGAN, Secretary to Registrar
LUCILLE DERRICK, Secretary to Director of Research
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
RUBY SEARS, Stenographer, Registrar's Office
MARY SULLIVAN, Housekeeper, Sullivan Hall
MRS. T. J. COATES, Housekeeper and House Mother, Burnam Hall
W. A. AULT, Superintendent Power Plant, Buildings, and Grounds
EDNA WHITE, Registered Nurse
EDITH L. McILVAIN, Supervisor of Cafeteria
R. H. MATHERLY, Assistant in Cafeteria
MRS. BESSIE GRIGGS, Information Clerk
Faculty Organization

COMMITTEES

Alumni and Senior Class
Adams, Carpenter, Case, Floyd, Lingenfelser, McKinney, Moore, Park, Richards, Story, Tyng
Meets first Tuesday of each month at 4:10 p. m.

Certification and Graduation
Kennamer, Caldwell, Farris, Hummell, Jones, Mattox, Pollitt, Roberts
Meets on call of the chairman

Student Schedules
COLLEGE
Keith, and others as assigned

MODEL HIGH SCHOOL
Walker, and others as assigned

Credits and Credentials
Mattox, Carter, Clark, Cuff, Herndon, Jones, Park, Pollitt
Meets on first Monday each semester, mid-semester, and each summer term at 4:10 p. m.

Entrance Examinations
Moore, Bryaat, Burns, Gill, Jones, McKinney, Mattox, Zellhoefer
Meets on call of chairman

Fine Arts and Entertainment
Murbach, Buchanan, Caldwell, Campbell, Farris, Hull, Kennamer, Telford, Todd, Tyng, Van Peursem
Meets on the first Wednesday of each month at 4:10 p. m.

Library Committee
Floyd, Caldwell, Clark, Cox, Edwards, Jones, Keith, Kennamer, McDonough, Pollitt, Rumbold, Walker
Meets on the first Tuesday of each 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, Gumbert, Hood, Hughes, C. T., Hughes, Eliza,
Keith, McDonough
Meets on the second Friday of each month at 4:10 p. m.

Societies, Clubs, and Forensics
Clark, Dix, Dorris, Ferrell, Ford, Richards, Zellhoefer
Meets on second Tuesday of each month at 4:10 p. m.

Student Publications—Milestone and Progress
Rumbold, Cuff, Deniston, Gibson, Keene, Richards
Meets on second Wednesday of each month at 4:10 p. m.

Eastern Kentucky Review—Catalog
Dorris, Clark, Edwards, Keene, Krick, Mattox, Schnieb
Meets on second Thursday of each month at 4:10 p. m.

Curriculum Committee
Jones, Clark, Cox, Dix, Dorris, Edwards, Hansen, Mattox, Moore, Tyng
Meets on third Friday of each month at 4:10 p. m.

Student Welfare, Discipline and Grievances
Donovan, Farris, Jones, Keith, Pollitt, Roberts
Meets on call of the chairman

Rules and Regulations
Park, Caldwell, Carter, Edwards, Jones, Keith, Mattox, Pollitt
Meets on call of the chairman

Socials and Receptions
Hughes, Burrier, Carter, Farris, Ford, McDonough, McKinney, Pollitt,
Richards; ex-officio Keith, Roberts
Meets on call of the chairman
Extension Committee
Adams, Dorris, Engle, Hembree, Jones, Smith
Meets on the fourth Tuesday of each month at 4:10 p. m.

Student Loans, Scholarships and Fellowships
Cox, Brock, G. M., Cuff, Keith, McDonough, Portwood, Roberts, Schnieb
Meets on 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.
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.

TWENTY-FIFTH ANNIVERSARY CELEBRATION

March 21, 1931 marked the twenty-fifth anniversary of the establishment of the Eastern Kentucky State Teachers College. In accordance with a resolution recently adopted by the Board of Regents of the College, this event is to be celebrated this year by appropriate exercises and programs commemorating twenty-five years of teacher training at Eastern. As this catalog goes to press the program for this celebration has not been completed. Tentative plans provide for a series of addresses, programs and pageants designed to portray the history of the institution and of Kentucky for the period.

LOCATION

The home of the Eastern Kentucky State Teachers College is a city of about 8,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. Richmond is a city of Christian homes and contains churches of all the leading denominations. 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 blue grass 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 Kentucky Teachers College the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Centre 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 blue grass turf, thickly set with fine maple and other trees. Our present buildings include:

University Building—This building was erected by Old Central University in 1874. The model senior high school now occupies this building. Before the beginning of the 1931-32 school year the building is to be remodeled throughout. Extensive improvements are to be made to modernize the interior of the building. The exterior will remain intact except for such repairs as may be necessary.

Industrial Arts Building—This building houses the Department of Industrial Arts, including the woodworking and industrial arts shops and drafting rooms. Complete woodworking equipment, including lathes, band saws, circular saws, planers and jointers, is installed in this building. The building was formerly occupied by the preparatory school of Old Central University.

The President's Home—This building 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.

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, and biology are located in this building. These laboratories are well equipped for special and individual study. The building also contains several lecture and classrooms.

James W. Cammack Building—It was constructed in 1918 at a cost of $50,000 and was recently remodeled and refurnished at an additional cost of $15,000. The building was designed and is used entirely for the elementary grades. It contains laboratories, classrooms, practice rooms, offices and assembly rooms.
John Grant Crabbe Library—This building was constructed in 1923 and is named in honor of the second president of the institution. It is a two-story fire proof structure and is used exclusively for library purposes. The building contains approximately 33,000 volumes, a large picture collection, and several thousand pamphlets. A room is set apart and is used to house the John Wilson Townsend collection of Kentucky books. Many valuable additions have been made to this collection recently.

A unique feature of the library is the juvenile library. This contains the best available literature for children. It is used by the children of the training school and also serves as a laboratory for college students who are enrolled for courses in Library Science.

Memorial Hall—Memorial Hall is the dormitory for men. It is modern, well equipped, and completely furnished. It accommodates approximately 175 students.

Sullivan Hall—This building is modern in every respect. It accommodates approximately 175 women students.

Burnam Hall—This building is a beautiful and imposing dormitory for women 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 entertainments of clubs and societies. There is also a large recreation room for women students. A well equipped laundry is provided for the use of students.

The Thomas Jackson Coates Administration Building—This building erected in 1928 is located between Roark Building and the President’s home on Lancaster Avenue. It contains the administrative offices, departmental offices, fourteen classrooms, the college book store and college post office. This magnificent building was recently named in honor of Eastern’s third president, Thomas Jackson Coates.
Hiram Brock Auditorium—The Auditorium was erected in 1930 and adjoins the Coates Administration Building. It has a seating capacity of 2,000. The stage is 40 x 30 feet and is fully equipped with the most modern devices for handling stage scenery and settings. The stage curtains and draperies are of handsome silk plush. A fully equipped projection room for the exhibition of motion pictures is provided. The Department of Music is accommodated in the Auditorium building and occupies ten studios and classrooms.

Weaver Health Building—The new Weaver Health Building named in honor of Hon. Charles F. Weaver of Ashland, Kentucky, a member of the Board of Regents, was opened for class work at the beginning of the spring term, 1931. It is one of the largest and best equipped buildings on the campus. It is a three story structure of brick, steel, and concrete and is 100 feet by 220 feet. It contains complete gymnasium facilities, including a large gymnasium 110 feet by 90 feet with a seating capacity of 2,000 and a small gymnasium 74 feet by 40 feet. All necessary apparatus for physical education has been installed in the building. The locker rooms located on the ground floor contain 1,065 steel lockers for the use of students. A feature of the building is an official size tile swimming pool which is equipped with all necessary machinery for heating, filtering, and purifying the water. The building contains classrooms and laboratories for the departments of physical education and health, the office of the college physician, and offices for the physical education staff.

The Power Plant—The Power Plant erected in 1909 contains all the necessary equipment, including boilers and pumps, for heating all the buildings on the campus. The electric generating equipment consists of two 50 KW 2300 volt AC generators. Recently a new 300 horse power boiler with necessary mechanical stoker and forced draft equipment was installed at the plant. A new smoke stack was also erected.

New Stateland Hall—This is a large and beautiful brick dwelling situated on the farm. It is used for Home Management work in connection with the Smith-Hughes course in Home Economics. It has been furnished and equipped for this work. It is modern in every respect.
New Stateland Farm—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 loss of time in moving from the classroom to the farm. The activities of the farm are those which are usually found 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.

Dairy Barn—A model dairy barn with a capacity of thirty dairy cows has recently been erected on New Stateland Farm at a cost of $10,000.

This farm is owned and operated for the following purposes:

1. To be used by the Department of Agriculture for laboratory and demonstration purposes.
2. To give a limited number of students attending the institution work to help 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 and Board For Students

1. ROOMS

Rooms For Men Students—Memorial Hall is the men’s dormitory. This dormitory will accommodate approximately 175 men, 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. This building was recently decorated throughout.
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 baths 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 reason they are granted permission by the President to room elsewhere.

**Care of Rooms in Dormitories**—Students living in the dormitories are expected to care for their rooms and to keep them clean and orderly. The college attempts to make it possible for students to live in a refined atmosphere and under good living conditions, therefore, it expects those who occupy rooms in the dormitories to keep them in good condition. Students are expected to be economical in the use of water, lights, and heat. Lights should always be turned off when leaving rooms. A committee of the faculty will visit dormitory rooms at regular intervals and if lights are found on when students are absent from their rooms, a charge of 25c will be made for each offense.

**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.

**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 ‘‘Appli-
cation 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.

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.) 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 term and the fee is forfeited. Room reservations are not transferable.

Rate of Room Rent in Dormitories—The rate of room rent for rooms in the dormitories varies according to the location, furnishings, equipment and the number of students occupying a room. Rooms in New Burnam Hall arranged in suites of two with private bath rent at a higher rate than rooms in Sullivan and Memorial Halls, where central bath rooms are located on each floor. All rooms not having bath adjoining are equipped with lavatories supplying hot and cold water.

The rate of rent in Sullivan Hall is $1.25 to $1.50 a week, and in Burnam Hall $1.50 to $2.50 a week for each student. The $2.50 rooms are on the front side of New Burnam, most other rooms in New Burnam are $2.00 a week. The rate of rent in Memorial Hall is $1.50 to $2.00 a week for each student. The $2.00 rooms are choice corner rooms.
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.

The $3.00 deposit is forfeited to the college unless claimed by the student by October 1 following the school year in which the room deposit was paid.

**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.

2. 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. 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. A payment of $19.00 will be required in advance at the opening of each six-week summer 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.

EXPENSES

Incidental Fee—Each student pays an incidental fee of $5.00 each semester at the time of registration and $2.50 for each summer term. This fee is paid by all students and is not refunded. It entitles the student to:
1. Admission to the regular numbers of the Lectures and Fine Arts Course.
2. Subscription to the Eastern Progress.
3. Library service.
4. Health service.

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

- For any one semester: $27.00
- For the twelve-week summer school: 18.00

**Necessary Expenses at Eastern for One Semester—18 Weeks**

- Incidental fee: $5.00
- Room rent in dormitories: $22.50 to 45.00
- Board, approximately: 85.50
- College Post Office box rent: .50

Total expenses: $113.50 to $136.00

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
- College Post Office box rent: .50

Total to be paid in advance on entrance: $56.50 to $83.50

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

**Necessary Expenses for a Six-week Summer Term**

- Board—six weeks: $4.75 ..........................$28.50
- Room rent—live in the dormitories for six weeks: $7.50 to 15.00
- Incident fee .................................... 2.50
- Books and supplies (average) ............... 10.00
- College Post Office box rent .................. .50

Total expenses: $49.00 to $56.50

**SPECIAL FEES PER SEMESTER**

The following special fees are collected for the purpose of covering the cost of supplies and materials used by the student in laboratory work:
<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 231, 232</td>
<td>$2.00</td>
</tr>
<tr>
<td>Biology 121, 241, 242, 244, 381</td>
<td>4.00</td>
</tr>
<tr>
<td>Chemistry 211, 212, 213, 214, 215, 216, 311, 312, 313, 314, 315</td>
<td>5.00</td>
</tr>
<tr>
<td>Commercial Education 151, 152</td>
<td>2.00</td>
</tr>
<tr>
<td>Education 321</td>
<td>1.75</td>
</tr>
<tr>
<td>Geography 101, 374</td>
<td>1.00</td>
</tr>
<tr>
<td>Geography 201, 202, 205</td>
<td>3.00</td>
</tr>
<tr>
<td>Health 303, 304</td>
<td>4.00</td>
</tr>
<tr>
<td>Home Economics 103, 110</td>
<td>1.00</td>
</tr>
<tr>
<td>Home Economics 111, 210, 301, 315, 316</td>
<td>2.00</td>
</tr>
<tr>
<td>Home Economics 101, 102</td>
<td>6.00</td>
</tr>
<tr>
<td>Home Economics 201</td>
<td>9.00</td>
</tr>
<tr>
<td>Industrial Arts 299</td>
<td>2.00</td>
</tr>
<tr>
<td>Industrial Arts 121, 201, 242, 244, 245, 249, 281, 231, 233, 237, 292, 294</td>
<td>4.00</td>
</tr>
<tr>
<td>Industrial Arts 165, 166</td>
<td>5.00</td>
</tr>
<tr>
<td>Industrial Arts 141, 191</td>
<td>6.00</td>
</tr>
<tr>
<td>Music, individual instruction, (piano, voice, violin, cello):</td>
<td></td>
</tr>
<tr>
<td>Two half-hour lessons per week</td>
<td>27.00</td>
</tr>
<tr>
<td>One half-hour lesson per week</td>
<td>18.00</td>
</tr>
<tr>
<td>Practice room, with piano, one hour daily</td>
<td>5.00</td>
</tr>
<tr>
<td>Physical Education 110, 111, 112, 113, 114, 115, 210, 211, 212, 213, 215</td>
<td>.50</td>
</tr>
<tr>
<td>Physics 101</td>
<td>1.00</td>
</tr>
<tr>
<td>Physics 201, 202, 301</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Locker, Lock, and Towel Rental**—Students who use lockers in the Weaver Health Building are required to pay a rental of $1.75 per semester and $1.25 per term (spring term and each term of summer school) for use of locker, combination lock for locker, and towel. Students who take advantage of this rental plan will be given free laundry service for towel and bathing suit for the entire semester or term. When lock and towel are returned at the close of the semester or term 75c of rental will be refunded.

**Fee for Late Registration**—Students who enroll after the first two days of a semester or term are required to pay an additional fee of $1.00.

**Fee for Change of Schedule**—A fee of 50c will be charged for each voluntary change which a student makes in his schedule after it has been prepared and approved at the time of registration. Therefore, students are advised to give careful study to the program of classes and the requirements to be
met before having class schedule approved. If the change in schedule is requested by the Registrar, the student will not be required to pay the fee.

STUDENT LOAN FUND

The student loan fund of the Eastern Kentucky State Teachers College is designed to help worthy students complete their education. The fund has been augmented from time to time by gifts from different individuals and organizations and is being increased annually. Upper-class students and those having high scholarship records will be given preference in granting loans. This fund makes it possible for a worthy student to borrow a small sum at a legal rate of interest on a personal note. Students who desire further information concerning this fund should see the Chairman of the Student Loan Committee.

OPPORTUNITY FOR STUDENT EMPLOYMENT

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, dormitories, 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.

THE TRAINING SCHOOL

Function—The function of the Training School is two-fold: first, it trains college students in the theory and art of teaching, second, it maintains as nearly as possible an ideal elementary and secondary organization. The Training School is the center of the professional work of the college. It pro-
vides opportunities for directed observation by college classes in theory and in 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 for the children who attend it. The value of the Training School to the State in the training of teachers is in proportion to the quality of classroom instruction the children receive.

Organization—The organization of the Training School embraces three divisions: the elementary school of six grades, the high school of six grades—both located on the campus—and a one-teacher rural school of eight grades located on the college farm near the campus. The length of the school year is nine months. A summer term of six weeks is offered in the elementary school and in the high school, but the rural school is not in session during this period.

Enrollment Fees—Each pupil pays a fee of $2.00 per semester or $4.00 per year for the privilege of attending the elementary grades. Each pupil attending the high school pays a fee of $5.00 per semester or $10.00 per year.

Elementary School—This division of the Training School is composed of grades one to six, inclusive. This school is located in Cammaack Building, which was constructed for training school use. It draws its pupils principally from the local community to which it offers special advantages. The enrollment of each grade is limited to thirty pupils.

The Model High School—The Model High School, first organized in 1906 under the management of Eastern Kentucky State Normal School and as a continuation of Walters Collegiate Institute, was reorganized in the fall of 1930 after a lapse of eight years. This school is located in the University Building, which has recently been completely remodeled and especially equipped for high school use. It has a principal and seven full time teachers. The new organization includes the junior high school, which has been a part of the Training School since 1925, and in addition the senior high school. The same high standard of scholarship which characterized the work of the old Model High School is maintained in the new. Scholarship, personal honesty, and courteous conduct are
characteristics which permeate the spirit of the school. The school is fully accredited, and its graduates are prepared for college entrance.

Students residing outside the city of Richmond and whose homes are located more conveniently to this school than to a county high school will have their tuition paid by the County Board of Education. All others who may wish to enter the high school should make application for entrance to the Principal of the Model High School, or to the Director of the Training School, before the opening of the school term. Before new students are accepted a transcript of their school record, signed by their principal or superintendent, should be placed on file in the office of the principal. Also they should send a statement telling how far they live from an accredited high school and why they wish to enter this institution. The Principal of the Model High School can then notify them whether they can be accepted.

**Rural School**—This school is located on the college farm near the campus. The building in which this school is located is modern and complete in every respect. Children attending this school are rural children representing all the eight grades.

**Student Teaching**—The prospective teacher is inducted into the art of his profession by a gradual approach, and after he has shown evidence of preparation for the work. Under the supervision and help of the training teacher he develops skills, techniques, and controls, which are considered essential to good classroom procedure. Before he is accepted for the work the applicant must have satisfactorily met certain prerequisites, including the completion of a course in Education 261, 262, 263, or 264 and he must have mastered sufficient subject-matter courses in the opinion of his advisor to enable him to do creditable teaching.

There are six training teachers in the elementary school. Those who are studying in the “Early Elementary School” curriculum or in the “Intermediate School” curriculum will be expected to do student teaching in the elementary grades of their choice, as near as can be given them.

The work in the junior and senior high school grades is departmentalized. Student teaching in the high school is done
in the student's major or first minor subject according to the recommendation of his advisor.

Students majoring in the "Rural School" curriculum may do part of their practice work in the one-teacher Rural School and the remainder of it in the campus Training School.

Because of increased demands usually made upon the Training school during the spring and summer terms the following policy will be adhered to in the future:

Student teaching will be offered during the first semester to all students who are prepared for it and who must take it as part of the requirement for the "Standard Certificate" or for a degree expected at the end of the school year.

During the second semester student teaching will be open to those who have met the prerequisites before mentioned, and who were either not in attendance during the first semester or who had not passed the course in Education 261, 262, 263, or 264 at that time.

In the first summer term it will be offered only to a limited number who have been unable to attend either of the two preceding semesters who are prepared to take it and who must have the work to meet the requirement for the "Standard Certificate" or a degree at the August commencement. Reservations should be made before the opening of the summer term.

CHAPEL PROGRAMS

The College provides chapel programs on Monday, Wednesday, and Friday of each week and the third period (9:30 to 10:20) is assigned to these programs. These programs constitute an integral part of the work of the Institution. They have been given the unqualified support and endorsement of the Board of Regents, the President, faculty, and students. Students are required to attend these programs. At a meeting of the Board of Regents on March 14, 1931, the following resolution concerning chapel programs was passed:

BE IT RESOLVED, That it is the opinion of the Board of Regents that the chapel programs are a vital part of the instruction offered by a Teachers College. Through such programs as are given at chapel, ideals are created, information disseminated, professional attitudes established, culture of many types brought to students, and school spirit developed.
Because of its fundamental value we expect both students and faculty members to attend these programs. In the event a student refuses to attend chapel without being excused, we authorize the President to use such disciplinary measures as he may in his judgment deem expedient to secure cooperation and attendance from such student.

**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.

E. T. C.—2
PUBLICATIONS

The Milestone—It is the college 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, business manager, and various department editors, such as art, literary, photographic, advertising, society, and joke.

The Eastern Progress—The Eastern Progress is published by the students and is the newspaper of the college. It is published twice each month during the entire year and is distributed to each student of the institution.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the College. It is edited by the faculty.

HEALTH SERVICE

Eastern maintains a department of health in charge of Dr. Farris, College Physician, and students have the privilege of consulting Dr. Farris for medical advice and attention at all times. Students are given immunizations for various contagious diseases. In the main there is no extra charge for this service. Hospital rooms are maintained in both the men’s and women’s dormitories where cases of contagious diseases and other ailments are cared for. Complete physical examinations are given to those students who desire them. All students whether living in the dormitories or off the campus are entitled to free advice and service of the health department. A full time registered nurse resides in one of the women’s dormitories and gives her entire attention to the health of the student body. The physician’s office is located in the Weaver Health Building and is fully equipped for medical service. Regular office hours are maintained and students are urged to take advantage of the health service.

PHYSICAL EDUCATION

Athletics—Intercollegiate athletic contests are under the supervision of the Faculty Committee on Athletics. This committee is appointed by the President. Eastern is a member of the Southern Intercollegiate Athletic Association and all
athletic contests are governed by the eligibility rules of that body. Representative teams are developed in football, basketball, and tennis. These teams play a complete schedule of games with other colleges. The new gymnasium in the Weaver Health Building has recently been constructed. It provides complete facilities for all types of indoor athletics, including swimming. A new football field has recently been completed near the Weaver Health Building and a track has been constructed.

Play and Recreation—Eastern affords its students opportunities for play and recreation. Recreational activity, giving credit, is required of all freshmen and sophomores. These activities offered during school hours are varied and seasonal. The aims are to develop regular habits of play, constitutional soundness, and sportsmanship. The utilitarian values of participation in such activities are stressed. Sports, such as playground baseball, volley ball, soccer, speedball, hockey, La Crosse, track and field archery, handball, lower organized games and their modifications, are offered.

Every student has an opportunity to participate in the leisure-time activities which are afforded by seasonal tournaments. These tournaments are organized through the medium of classes, societies, and recreational sections. All have an opportunity to belong to a team. These intramural programs are the vogue throughout the school year. During the summer terms, this activity program is offered in the evening. At this time the twilight baseball leagues hold forth. All students, men and women, are encouraged to affiliate with a group and play during their leisure time.

Eastern is well equipped with gymnasiums, tennis courts, and athletic fields to take care of the recreational and physical needs of its students.

The Swimming Pool—The swimming pool in the Weaver Health Building serves both the College and the Training School. Only those officially connected with the Institution are permitted to use the pool. A complete physical examination and a health certificate are required for admission. If you expect to use the pool, see the COLLEGE PHYSICIAN.
and arrange to take a complete physical examination. Regulation cotton bathing suits are required and admission is strictly according to schedule.

ADMISSION REQUIREMENTS

An applicant for admission to the freshman class in Eastern Kentucky State Teachers College must offer a minimum of fifteen units so chosen to include the basic units. Credit must be certified by the superintendent or principal of the high school and show graduation. Applicants, who have not graduated, may validate work by taking an examination.

Applicants for admission 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 applicants who successfully complete these examinations to validate work so distributed as to meet the requirements stated above are regularly admitted to the college department. The examination must include English, plane geometry, algebra, and two other subjects of one unit each.

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. Deficiencies in entrance credit may be satisfied by transmuting college credits to secondary units.

ENTRANCE UNITS

High school credits which are acceptable for meeting the college entrance requirements are outlined below. The figures indicate the maximum and minimum number of units that may be offered in each subject.

1. Basic Units—English 3 units, Algebra 1 unit, Plane Geometry 1 unit.

2. Elective—In addition to the units required under 1, a sufficient number of units to make a total of fifteen must be offered from Groups A and B, except that not more than four units may be offered from Group B.
GROUP A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (including Psychology)</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Botany</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Physical Geography</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Physiol. and Hygiene</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td>1/2-1</td>
<td></td>
</tr>
</tbody>
</table>

GROUP B

(Only four units may be offered in this group)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1/2-4</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Commercial Law</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>Drawing—Freehand</td>
<td>1/2-2</td>
<td></td>
</tr>
<tr>
<td>Drawing—Mechanical</td>
<td>1/2-2</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>1/2-4</td>
<td></td>
</tr>
<tr>
<td>Shop Work</td>
<td>1/2-2</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Stenography</td>
<td>1/2-1</td>
<td></td>
</tr>
<tr>
<td>Surveying</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>Salesmanship</td>
<td>1/2</td>
<td></td>
</tr>
</tbody>
</table>

The minimum amount of credit allowed in any subject will be one-half unit.

GRADING SYSTEM

Grades are indicated by letters, to each of which is given a certain value in ‘grade points.’ The following is the interpretation placed upon the grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>Conditioned</td>
<td></td>
</tr>
</tbody>
</table>

Per Semester

| Grade Points |
|--------------|-------------|
|              | Hour        |
|              | 3           |
|              | 2           |
|              | 1           |
|              | 0           |
|              | 0           |
The grades A, B, C, D, and F cannot be changed by the instructor. A grade of “D” gives credit toward a certificate or a degree if with such credits the student’s standing is 1 or more. The mark of “I” means that the student has not completed the work of the course, due to illness, or some other cause and may be changed by the instructor when the work has been completed. The grade of “Z” shall represent a degree of attainment inferior to that of a “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 mark of “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 “grade points” to his total number of semester hours credit. In order for a student to fulfill the requirements for a certificate or a degree he 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 seven, 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 is 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. In addition to the load mentioned above freshmen and sophomores are required to take recreation.
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 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 Registrar may assign provided that the load shall not be less than 8½ semester hours nor more than 18½ semester hours in a semester; and not less than 3½ semester hours nor more than 6½ 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 Registrar. The regular or routine approval of the program is not sufficient. The student is held responsible for getting the Registrar'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 Registrar as provided in (a) above and has failed the second time to meet the minimum standard.

WITHDRAWALS

Occasionally home conditions or some other factor make it necessary for students to withdraw. In such cases the student must see the President and arrange for the withdrawal. Any student who quits school or withdraws without seeing the
President appears in the records as being suspended and may not register again unless the President sees fit to reinstate him.

**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 elect one of the outlined curricula in the bulletin entitled *Experimental Curricula*.

The following three courses are required of every applicant:

- English .............................................. 3 hours
- Education .......................................... 3 hours
- Arithmetic (Teacher's Arithmetic) ............. 2-3 hours

Three hours must be selected from the following:

- Geography ......................................... 3 hours
- American History .................................. 3 hours
- Agriculture ....................................... 3 hours
- Music ............................................... 1 hour
- Spoken English ................................... 2 hours
- Reading in Elementary Schools .................. 2 hours

The remaining courses are to be elected by the student.

**REQUIREMENTS FOR STANDARD CERTIFICATE**

The Standard Certificate is issued upon the completion of a minimum of sixty-four semester hours of prescribed and elective work, forty-eight of which must be earned in residence, at least thirty-two semester hours of which must be earned in residence in the State Teachers College issuing the certificate. The minimum departmental requirements for the Standard Certificate are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
</tbody>
</table>
“This certificate shall be reissued or renewed, upon application within eight years after date of issue, for life after three years of successful teaching; credit for two years of prescribed and elective standard college work or any part thereof, may be accepted in lieu of the same length of time of successful teaching experience. The holder of this certificate may have the same reissued or renewed, after expiration, by a Board of Regents of a State Teachers College upon completion of at least sixteen additional semester hours of prescribed and elective standard college work, at least twelve hours of which must be earned in residence in the State Teachers College reissuing or renewing same.”

REQUIREMENTS FOR DEGREE AND COLLEGE CERTIFICATE

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

MINIMUM DEPARTMENTAL REQUIREMENTS

Prescribed by the Normal Executive Council

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>18</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Social Science</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

MAJOR AND MINOR REQUIREMENTS

Prescribed by the Normal Executive Council:

Major: Minimum 24
First minor: Minimum 18
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.

SELECTION OF MAJOR AND MINOR SUBJECTS

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

Students are advised to give careful thought and consideration to the problem of electing Major and Minor subjects. These subjects should be chosen in accordance with the student’s interest and the demand for service after graduation. It is necessary to remember that adequate preparation must be made in a subject in order to qualify one to teach the subject in the public schools. Nearly all teachers must teach two or more different subjects.

The following is a list of suggested minors for each major subject. Minors are listed as far as possible in the order of frequency of demand.

<table>
<thead>
<tr>
<th>Major</th>
<th>Suggested Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Chemistry, Physics, Physical Education</td>
</tr>
<tr>
<td>Art</td>
<td>Music, English, Foreign Languages</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry, Physics, Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Physics, Mathematics, Biology</td>
</tr>
<tr>
<td>Commerce</td>
<td>Geography, Mathematics</td>
</tr>
<tr>
<td>Education:</td>
<td></td>
</tr>
<tr>
<td>(a) Elementary</td>
<td>Music, Art, English, Geography, Social Science</td>
</tr>
<tr>
<td>(b) Intermediate</td>
<td>Music, Art, Geography, English, Social Science</td>
</tr>
<tr>
<td>(c) Rural</td>
<td>Music, Art, Geography, English, Social Science</td>
</tr>
<tr>
<td>English</td>
<td>Foreign Languages, Social Science, Geography, Library Science</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>English, Social Science Geography</td>
</tr>
<tr>
<td>Geography and Geology</td>
<td>Social Science, Biology, Agriculture</td>
</tr>
<tr>
<td>Health</td>
<td>Chemistry, Biology</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Chemistry, Biology, English</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>Mathematics, Physical Education, Physics, Chemistry</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Physics, Chemistry, Physical Education</td>
</tr>
<tr>
<td>Music</td>
<td>Art, English, Social Science</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Mathematics, Chemistry, Biology</td>
</tr>
<tr>
<td>Physics</td>
<td>Chemistry, Mathematics, Biology</td>
</tr>
<tr>
<td>Social Science</td>
<td>English, Foreign Languages, Physical Education</td>
</tr>
</tbody>
</table>
IMPORTANT ANNOUNCEMENT

BEFORE YOU ENROLL

STUDY

BULLETIN OF EXPERIMENTAL CURRICULA

If you do not have a copy of the bulletin entitled EXPERIMENTAL CURRICULA, ask for it at the Registrar's office. Study the contents of this bulletin carefully. These curricula are outlined for the sole purpose of guiding you in planning your college course. Choose the outlined curricula of your choice before you register. If there are questions or problems which you do not understand, ask the Registrar or some member of the Classification Committee to answer them for you.
DEGREES WITHOUT PROFESSIONAL WORK AND WITHOUT CERTIFICATION PRIVILEGE

To procure the degree of Bachelor of Arts or Bachelor of Science, the student must satisfy the minimum departmental requirements prescribed by the Normal Executive Council except the requirements in education and in each case must present acceptable major and minors in accordance with the requirement of the Normal Executive Council. In addition to these requirements the candidate for a degree of Bachelor of Arts must take his major and minors in the fields ordinarily classed as acceptable for this degree and must present credit in foreign language as follows:

If three units of a language are presented for entrance ........................................ 6 semester hours
If two units are presented.................................................. 12 semester hours
If less than two units are presented......................... 18 semester hours

The candidate for the degree of Bachelor of Science shall conform in his curriculum rather generally to that for the Bachelor of Arts degree, but he must offer at least 60 hours in sciences. For either degree the candidate should take the curriculum outlined for the degree and certificate for upper grade and high school except he should leave out the education.

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 is 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. The completion of the requirements for a degree is a prerequisite to membership for all new members.
COMMENCEMENT

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 of 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 these requirements at times other than the second semester will receive their certificates or 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.

STUDENT ORGANIZATIONS

The student organizations, societies, and clubs at Eastern are varied enough in their activities to include the interests of all the students. While the membership in them is voluntary, all students find it to their advantage to identify themselves with at least one of these activities. Students receive in these extra-curricula activities a type of training which is impossible for them to get in the classroom. These organizations make it possible for students to enjoy a measure of social life along with their professional and intellectual activities.

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Qualifications for Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canterbury Club</td>
<td>Open to students who are English majors and first minors and who have a scholastic standing in English of &quot;B&quot; or higher. Membership is by election.</td>
</tr>
<tr>
<td>Home Economics Club</td>
<td>Open to students who are taking a major or a minor in Home Economics. Membership is by election.</td>
</tr>
<tr>
<td>Physical Education Club</td>
<td>Open to students who are taking a major or a minor in Physical Education. Membership is by election.</td>
</tr>
<tr>
<td>Sigma Lambda Society</td>
<td>Open to students who are taking a major or a minor in the Department of Foreign Languages. Membership is by invitation.</td>
</tr>
</tbody>
</table>
Name of Organization: Sigma Tau Pi

Qualifications for Membership:
Open to students who are enrolled in one or more courses in the Department of Commerce. Membership is by invitation. There is a probation period of nine weeks for all new members.

Literary and Dramatics:

Alpha Zeta Kappa
Open to all students who are interested in the intelligent discussion of public questions. Membership is by invitation.

Horace Mann Society
Open to all students in the College who are interested in public speaking and debating. Membership is voluntary.

Little Theatre Club
Open to all students. Membership is by election. Each applicant is required to appear in a “try-out” play before the Club members.

Rural Life Club
Open to all students who are interested in problems of rural life. Membership is voluntary.

Musical Organizations:

College Band
Open to any student who has the ability to play any one of the instruments usually found in a college band. Some of the instruments are furnished by the College.

Madrigal Club
Open to all women students of the Institution. The ability of the student is the basis of selection. Membership is limited to thirty students.

Men's Glee Club
Open to all men students in the Institution. The ability of the student is the basis of selection. Membership is limited to twenty-five students.

Orchestra
Open to all students, however, new members are admitted only as vacancies occur.

Professional:

Caduceus Club
Open to students who are doing pre-professional work in medicine, dentistry, and nursing. Membership is by election.
EXTENSION DIVISION

Through the Extension Division Eastern provides a Bureau of Appointments, correspondence courses, extension class instruction, lecturers, and various other types of public school service.

**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.

**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.

**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. The cost of extension class instruction is reasonable. For further details see Extension Division bulletin or write Director of Extension Division for additional information.

**Restrictions on Extension Work**—The candidate for a degree must do at least three-fourths of the work in his major and in each of his minor fields in residence in this institution or in some other, provided that one-fourth of his major and each minor must be done in Eastern in residence. This rule shall not invalidate credit earned before September 1, 1929.

The candidate for a degree or a standard certificate must do in residence at least one course in each department in which as many as two courses are offered toward that degree or certificate. This rule shall not operate to invalidate credit earned before September 1, 1929.

Residence, or study in residence, shall be construed to mean study and recitations, laboratory exercises, etc., on the ground of Eastern Kentucky State Teachers College or under similar conditions at some other standard institution, with satisfactory access to library and other facilities appropriate to the courses taken.
Not more than 12 semester hours of credit may be earned by extension within a calendar year. Not more than 12 semester hours of credit earned after the student has acquired 96 hours credit may be offered towards a degree if earned in extension. In other words the candidate for a degree is supposed to do 20 semester hours of work of his senior year in residence.

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.
DEPARTMENT OF AGRICULTURE

Mr. Carter

Agriculture 111. Farm Crops. (3 hours). Second semester—M., W., F., fourth 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 115. Soils. (3 hours). First semester—M., W., F., seventh period.

Purpose: 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 soils; plant foods; crop requirements and fertilizers; rotation of crops as means of soil preservation.

Agriculture 121. Feeds and Feedings. (3 hours). First semester—M., W., F., first period.

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.


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.

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.


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 texts, bulletins and assigned reading.

Agriculture 223. Market Milk. (3 hours). Second semester—Lecture, M., W., F., seventh period. Laboratory, Friday, eighth period. First summer term—Lecture, M., W., F., sixth period. Laboratory, Tu., Th., sixth and seventh periods. (2 hours).

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 224. Dairy Farming. (3 hours). First semester—M., W., F., seventh period.

Purpose: To bring the student into close contact with the dairying business.

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

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 241. Agricultural Economics. (2 hours). First summer term—Daily, fourth 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 estimates and forecasts; price fixing and the cost of farm products; the social side of farm life; the future of the farmer, etc.


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. Farm Records and Accounts. (3 hours). First semester—M., W., F., eighth 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. The office records of New Stateland Farm will be available for purposes of class study.
Agriculture 251. Farm Engineering. (3 hours). First semester—M., W., F., fourth period.

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.


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 farm enterprises.

Agriculture 348. Marketing.

Purpose: To study the underlying principles of cooperative marketing.

Topics: The history of cooperative marketing; farmers' associations non-political in their nature; farmers' associations in politics; farm blocs; pooling the pool that controls production; dealing with non-pool producers; the Federal Farm Board.

Practicums: Practicums will be available to a limited number of students who have the necessary prerequisites. In order to enroll for a practicum the student must first have the sanction of the instructor in charge of the work. As a general rule, a practicum carries a credit of one hour. Students who already have a standard load will not be allowed to carry practicums for credit without approval of the Registrar.

Hours and assignments will be arranged for with the instructor in charge. For example, if a student desires a practicum in poultry management, the assignment will be made by the instructor of the particular work. The course will be listed on the student's schedule card as Agriculture 126a, Practicum in Farm Poultry. The same procedure will apply in other courses where practicums may be offered.
DEPARTMENT OF ART

Miss Gibson

Art 161. Public School Art. (3 hours). First semester—Section I, Tu., Th., S., first period. Section II, M., W., F., sixth period. Second semester—Section I, daily, fourth period. (First nine weeks). Section II, daily, fourth period. (Second nine weeks). Section III, M., W., F., sixth period. Section IV, M., W., F., seventh period. First summer term—Section I, daily, sixth period. Section II, daily, seventh period. Second summer term, daily, fifth period. (2 hours).

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.


Prerequisite: Art 161.

Purpose: Continuation of Art 161.

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


Prerequisite: Art 161.

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

Topics: Mixing colors; applied designs; landscape composition.


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.


Prerequisite: Art 161.

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.
DEPARTMENT OF BIOLOGY

Mr. Rumbold

Miss Krick

Biology 121. General Biology. (4 hours). First semester—Lecture, Section I, T., T., second period. Section II, T., T., sixth period. Section III, M., W., sixth period. Laboratory, Section I, M., W., fifth and sixth periods. Section II, M., W., seventh and eighth periods. Section III, T., T., first and second periods. Section IV, T., T., fifth and sixth periods. Section V, T., T., seventh and eighth periods.

Second semester—Lecture, Section I, T., T., third period. Section II, T., T., sixth period. Section III, M., W., sixth period. Laboratory, Section I, T., T., seventh and eighth periods. Section II, M., W., fifth and sixth periods. Section III, T., T., fifth and sixth periods. Section IV, M., W., seventh and eighth periods. First summer term—Lecture, daily, fourth period. Laboratory, Section I, daily, first and second periods. Section II, daily, seventh and eighth periods. Second summer term—Lecture, daily, fourth period. Laboratory, daily, first and second periods. Laboratory fee, $1.00.

Purpose: An elementary course intending to give the student a survey of the plant and animal kingdoms; to introduce the student briefly to genetics; to study man's structure, development, and relationship to other animals; to acquaint the student with the more complex phenomena of life.

Topics: Fields of biology; history of biology; algae; fungi; mosses, ferns, higher seed plants; intermediate forms; protozoa; porifera; coelenterata; segmented worms; insects; vertebrates. The frog—digestive system, blood system, nervous system, excretory system, reproductive system, embryology Homology and analogy; protective coloration; adaptation, and genetics.


Purpose: To give the student an acquaintance with and an appreciation of nature, as well as to give him teachable information; to acquaint him with nature study literature.

Topics: This course includes a study of plants and animals, their recognition, habits, growth, adaptation to environment, relation to man and to each other. Methods of presentation are discussed.

Biology 231. General Botany. (4 hours). First semester—Lecture, M., W., seventh period. Laboratory, M., W., first and second periods. Laboratory fee, $2.00.

Prerequisite: Biology 121 or the permission of the instructor.
Purpose: This is an introductory course in botany and may be taken with the permission of the instructor in place of Biology 121 by students who intend to major or minor in biology. The purpose is to give the student fundamental knowledge concerning the structure and physiological process of seed plants; to acquaint the student with the structure, reproduction, relationships and economic importance of representatives from the four great plant groups; to give the student a conception of certain botanical principles.

Topics: The structures and functions of roots, stems, leaves and flowers; cell structure and growth; detailed study of one or two of the representative forms from the Thallophytes, Bryophytes, Pteridophytes, and Spermatophytes.

Biology 232. Advanced Botany. (4 hours). Not to be offered 1931-32. Laboratory fee, §2.00.
Prerequisite: Biology 231.
Purpose: To give the student a wider acquaintance with the plant kingdom than was obtained in Biology 231; to broaden his knowledge of the field of botany as a whole.

Topics: Several representatives from the three lowest of the great groups of plants are studied as to their structure, reproduction and economic importance; the students are instructed in the use of the key, thereby teaching them to identify and classify the local flora; history of Botany; plant genetics; plant development.

Prerequisites: Biology 231 or 121 and permission of instructor.
Purpose: To give definite information regarding the most important plant diseases of this region of the United States; to acquaint the student with the general problems in the field of plant pathology.

Topics: Several plant diseases will be studied with regard to their symptoms, causes, and means of spread. Life history of the casual organism, economic importance of the disease, and methods of control.

Biology 234. Plant Physiology and Ecology. (3 hours). Not to be offered 1931-32.
Prerequisite: Biology 231.
Purpose: To give information concerning the physiological processes of plants and plant organs; to study plants in relation to their environment.

Topics: The study of absorption, transpiration, food making, respiration, and growth; adjustments of plants to their environment; plant distribution; plant societies.

Prerequisite: Biology 231 or 121.
Purpose: To familiarize the student with the local flora; to instruct in the use of the key; to give information concerning the structure and classification of the flowering plants.

Topics: A study of the most important families of the flowering plants, including their structure, classification, and identification. The families of economic importance will be emphasized.

Biology 239. Plant and Animal Histology. (2 hours). Not to be offered 1931-32.

Prerequisites: Biology 231, 241, and 242. (121 may be substituted for either 241 or 242).

Purpose: To acquaint the student with methods for collecting and preserving plant and animal tissue for the classroom use or for technical study; to give the student practice in identifying plant and animal tissues.

Topics: Preservation of specimens; methods in the making of microscopic slides; study of plant and animal tissues.

Biology 241. Invertebrate Zoology. (4 hours). First summer term—Lecture, daily, sixth period. Laboratory, daily, first and second periods. Laboratory fee, $4.00.

Purpose: This course is intended for students who desire to major in the biological sciences and should be taken in place of Biology 121; a survey of the lower forms of the animal kingdom.

Topics: Protozoa; porifera; coelenterata; cnidophora; platyhelmintes; nemathelmintes; annelida; echiinodermata; mollusca; arthropoda in more detail than offered in Biology 121. Examples, characteristics, life histories, structures, and ecology with a discussion of their evolution.


Prerequisite: Biology 121 or 241.

Purpose: Intended for pre-medics and majors. An intensive study of the comparative anatomy of the various systems of vertebrates, including dissection work.

Topics: The comparative anatomy of the skin, digestive, circulatory, respiratory, excretory, reproductive glands of internal secretion, skeletal, muscle, nervous and sense organs in vertebrates.

Biology 243. Economic Entomology. (4 hours). Not to be offered 1931-32.

Purpose: To introduce to the student the most important insects economically on the farm, in the home, and in other habitats. Field work with the making of a collection of important economic insects.

Topics: Taxonomy of insects, anatomy and physiology of insects, life histories, economic importance, methods of control.
Biology 244. Animal Parasites. (4 hours). Second semester—Lecture, M., W., seventh period. Laboratory, T., T., first and second periods. Laboratory fee, $4.00.

Purpose: Course is intended for students preparing for medicine or public health work. A consideration of the animal parasites with particular emphasis upon those infesting man and their treatment.

Topics: Protozoa-Sarcodina (amoebic dysentery); Mastigophora (Trypanosomes); Spirochaetacea; Infusoria; Sporozoa, including various types of malaria; Platyhedminthes (flukes and tapes); Nemathelminthes (ascaris, hook worm, trichina, whip worm, elephantiasis, guinea worm, etc.); prevalence of parasitic worms and remedial measures; animal parasites among Mollusca, Aneldia, and Arthropoda; Archnida (mites and ticks); Arthropods (lice, bed bugs, fleas, flies, mosquitoes); poisonous animals.


Purpose: This course is designed primarily for majors and minors in the department and pre-medical students acquainting them with the fundamental principles of embryology as found in the animal kingdom.

Topics: Complete study of the embryology of the starfish, frog, and chicken, with considerable work on mammalian embryology.

Prerequisites: Biology 121 and Biology 242, or the permission of the instructor.

Biology 325. Genetics. (3 hours). Not to be offered 1931-32.

Prerequisites: Biology 121, 231 or 241.

Purpose: Introduction to the laws of inheritance and their application to man, including a consideration of the factors underlying race deterioration and race betterment.

Topics: Mendel and Mendel's Laws, recent workers including T. H. Morgan, Chromosome theory of heredity, linkage, crossing over, interference, biometrics, race betterment, and race deterioration.


Prerequisite: Biology 121.

Purpose: To deal with the development of mind in animals and how they respond to stimuli.

Topics: Tropisms, course of development in nervous systems, color and color response in animals, temperature and reactions to temperature, action systems, levels of learning, evolution of animal intelligence, instincts and intelligence, evidences of gustatory and olfactory sensitivity in the animal kingdom.

Prerequisite: One year of Biology.

Purpose: This course proposes a consideration of the natural history of animals; the relation of animals to their surroundings; and the responses of organisms to the factors of their environment.

Topics: Physical and chemical ecological factors, biological factors, succession, marine and fresh water animals, terrestrial animals, relation of animals to plants, relation of animals to color, intraspecific relations, the economic relations of ecology.

**Biology 381.** Animal Physiology. (4 hours). Second semester—Lecture, M., W., F., second period. Laboratory, T., T., first and second periods. Laboratory fee, $4.00.

Prerequisite: Biology 121 or 241.

Purpose: Course is intended for majors in home economics, physical education, and biology. It is a course in functional zoology with a detailed study of the physiological processes in the human body.

Topics: Physiology of respiration, muscles, reproduction, excretion, nervous system, circulation, and digestion.
DEPARTMENT OF CHEMISTRY

Mr. Cox


Purpose: The purpose of this course is to give one the fundamental principles of chemistry without going into the mathematics and the theory of chemistry. The course is designed for those students who want only a cultural knowledge of the subject. This is not a service course for Home Economics and pre-medical students.

Chemistry 211. General Chemistry. (4 hours). First semester—Lecture, M., W., fourth period. Laboratory, Section I, T., T., third and fourth periods. Section II, T., T., fifth and sixth periods. Second semester—Lecture M., W., fourth period. Laboratory, Section I, T., T., third and fourth periods. Section II, T., T., fifth and sixth periods. First summer term—Lecture, daily, second period. Laboratory, daily, fifth and sixth periods. Second summer term—Lecture, daily, second period. Laboratory, daily, fifth and sixth periods. Laboratory fee, $5.00.

Purpose: The purpose of this course is to give the student the fundamental principles of Chemistry.

Topics: A brief history of the development of the science of chemistry; The chemical nature of matter; Preparation and properties of oxygen, hydrogen, nitrogen, chlorine, carbon and sodium; The gas laws; The chemistry and purification of water; The theory of solutions; Acids, bases, salts and neutralization; The theory of ionization and its applications; Microcosmic chemistry.

Chemistry 212. Inorganic Chemistry. (5 hours). Second semester—Lecture, M., W., F., first period. Laboratory, Section I, T., T., first and second periods. Section II, T., T., third and fourth periods. First summer term—Lecture, daily, fourth period. Laboratory, daily, fifth and sixth periods. Laboratory fee, $5.00.

Prerequisite: Chemistry 211.

Purpose: Continuation of the year's work in the first year of college chemistry.

Topics: Nitrogen and compounds; sulfur and compounds; phosphorus and compounds; ceramics; law of mass action and equilibrium; colloids; metallurgy; radioactivity; periodic numbers and their significance.

Chemistry 213. Qualitative Analysis. (4 hours). First semester—Lecture, M., W., first period. Laboratory, T., T., first and second periods. First summer term, daily, first period. Laboratory, daily, sixth and seventh periods. Laboratory fee, $5.00.
Prerequisites: Chemistry 211 and 212.

Purpose: A continuation of Inorganic Chemistry with special reference to the separation and identification of the metals and non-metals and the theory of solutions.

Topics: Simple equilibrium; complex equilibrium; solubility product law; law of precipitation; law of solution; law of the common-ion; introduction to the use of the spectroscope and microscope in analysis; identification of minerals.

Chemistry 214. Advanced Inorganic Chemistry. (3 hours). First semester—Lecture, W., F., second period. Laboratory, S., first and second periods. Laboratory fee, $5.00.

Prerequisites: Chemistry 212 and 213.

Purpose: The theory of advanced inorganic chemistry with special reference to the study of the periodic and non-periodic properties.

Topics: Detailed study of the modern classification of the elements; molecular inorganic compounds; Werness theory of complex salts.


Prerequisites: Chemistry 211 and 212.

Purpose: To give a general survey of the principal compounds of Aliphatic organic chemistry.

Topics: Methane series and derivatives; ethylene series and derivatives; acetylene series and derivatives; polycyclic compounds; glucids, lipids, protids and related compounds.

Chemistry 216. Quantitative Analysis. (5 hours). Second semester—Lecture, M., W., fourth period. Laboratory, T., T., F., seventh and eighth periods. Second summer term—Lecture, daily, first period. Laboratory, daily, fifth and sixth periods. Laboratory fee, $5.00.

Prerequisite: Chemistry 213.

Purpose: To give fundamental experience in the technique of quantitative determination.

Topics: The principles and use of the analytical balances; calibration of weights; the laws of partition; principles of stoichiometry; quantitative determinations of ordinary metals and non-metals; gravimetric; volumetric and electrolytic determinations.

Chemistry 311. Advanced Quantitative Analysis. (3 hours). First semester—Lecture, M., W., sixth period. Laboratory, to be arranged. Laboratory fee, $5.00.

Prerequisite: Chemistry 216.
Purpose: To familiarize the student with the different methods and instruments used in quantitative analysis.

Topics: Analysis of ores; potentiometric determinations; the principle and use of the colorimeter and nephelometer; polariscope; refractometer; gas analysis; combustion train.


Prerequisite: Chemistry 215.

Purpose: To acquaint the student with some of the theories and modern developments of organic chemistry.

Topics: Stereoisomerism; optical activity; tautomerism; intramolecular rearrangements; electronic concepts of valence of organic compounds; oxidation and reduction of organic compounds; theory of color production.

Chemistry 313. Bio-chemistry. (5 hours). First semester—Lecture, M., W., F., first period. Laboratory, T., T., seventh and eighth periods. First summer term—Lecture, daily, fourth period. Laboratory, daily, sixth and seventh periods. Laboratory fee, $5.00.

Prerequisites: Chemistry 211 and 215.

Purpose: To acquaint the student with the chemical reactions of digestion and metabolism.

Topics: Qualitative tests for digested substances in vivo and in vitro; chemical nature of muscle, blood and bone; enzyme action; urine analysis.

Chemistry 314. Organic Preparations. (3 hours). First semester—Lecture, M., F., fourth period. Laboratory, to be arranged. Laboratory fee, $5.00.

Prerequisites: Chemistry 215 and Chemistry 312.

Purpose: To give the student practice in the synthesis of complex organic compounds.

Topics: Friedal-Kraft synthesis; Benzoin condensations; Goldsmiths synthesis; Perkins synthesis; aceto-acetic ester synthesis.

Chemistry 315. Physical Chemistry. (5 hours). Second semester—Lecture, M., W., second period. Laboratory, T., T., sixth, seventh, and eighth periods. Laboratory fee, $5.00.

Prerequisites: Chemistry 216 and 312.

Purpose: To broaden the students conception of chemical laws and to illustrate inter-relationships of chemistry and physics.

Topics: Quantitative determination of the kinetic theory; gas laws and molecular weights; Debuy's theory of the dielectric constants; phase rule; laws of thermodynamics.

Purpose: To give the student a bird’s-eye view of the entire business field; to appraise the opportunities for success in the various branches of industry; and to analyze the requirements for individual success in the various branches of industry.

Topics: The most important industries of the country, such as aluminum, automobile, banking, chemical, construction, copper, cotton, electric, iron and steel, lead, leather, paint, packing, lumber, petroleum, rubber, water power, wool, zinc, etc.; the most important business concerns of the country; the number of people employed in the various industries, etc.


Purpose: To master the principles of Gregg shorthand and to develop a fluent and legible style of writing.

Topics: The principles of Gregg shorthand as outlined in the Gregg Manual; shorthand penmanship drills; supplementary reading; daily dictation including words of high frequency, sentences, and letters; vocabulary tests; transcription.


Purpose: To develop speed in taking dictation and in transcribing.

Topics: A review of the principles; supplementary reading; dictation and transcription of literary articles and various types of letters; vocabulary and transcription tests.


Purpose: To prepare the student for Commerce 122, and 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.


Prerequisite: Commerce 121.

Purpose: To prepare the student for teaching the subject and for practical accounting and bookkeeping work. The course is also of infinite value to students interested in business administration.

Topics: A laboratory set of books is kept for the sole proprietorship. 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; the work sheet; balance sheet valuation, et cetera.


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.


Purpose: To acquaint the student with the principles of economic theory.

Topics: Industry; the science of economics; wealth; capital; income; specialization; exchange; agents of production; risk; price levels; business cycles; international trade; and value.


Purpose: To teach the principles of good handwriting; to afford practice in executing these principles; to develop an appreciation of good handwriting.

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.

Purpose: This course is a continuation of Commerce 131. Its purpose is to develop greater skill in writing and to give instruction in how to teach penmanship.

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


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.


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.

**Commerce 201.** Business English. (3 hours). Second semester—M., W., F., second period.

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 letter; inquiries, orders, and responses; credit letters; collection letters; adjustment letters; the letter of application; business reports; style studies.

**Commerce 203.** Secretarial Practice. (3 hours). Second semester—T., T., S., third period.

Purpose: To develop speed in transcribing; to familiarize the student with office procedure.

Topics: Advanced dictation and transcription including a study of vocabularies of leading lines of business; effective arrangement and display of typewriting; duties of a secretary; dress, deportment, and office ethics; use and care of office machines; selection of office supplies; filing; use of office reference books; reporting speeches and meetings; actual stenographic experience.

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.


Purpose: This course is a continuation of Commerce 220. The laboratory set gives practice in partnership accounting.

Topics: A more thorough consideration of controlling accounts and practice in handling them in a laboratory set is provided. The characteristics of a partnership; relation of partnership to accounting; formation of a partnership; division of profits; admission of a new partner; retirement of a partner; dissolution of a partnership.


Purpose: This course is a continuation of Commerce 220. The laboratory set gives practice in corporation accounting. The student should be able to do ordinary accounting and bookkeeping work after completing this course.

Topics: Analysis and interpretation of statements; nature and characteristics of a corporation; proprietorship in the corporation; the formation and operation of a corporation; accounts and records peculiar to a corporation; fixed and intangible assets; long-term liabilities; manufacturing accounts.


Purpose: To introduce the student to some of the elementary problems of applied economics.

Topics: Money and banking; labor problems; the trusts; railroads; monopolies; taxation; social insurance.


Prerequisite: Commerce 122.

Purpose: To provide information in the field of money and bank-
ing 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.

**Commerce 225.** Accounting Problems. (2 hours). Second semester—T., T., eighth period.

Prerequisite: Commerce 122.

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 report 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 account's office.

**Commerce 241.** Salesmanship. (3 hours). First semester—T., T., S., first period. Second summer term—Daily, first period.

Purpose: This course is designed to give valuable information in the field of selling to those desiring to teach the subject and those expecting to do actual selling.

Topics: The art of selling; the motives behind all buying; the customer's mental journey; attitudes of buyer and salesman; preparation of the selling talk; the pre-approach; the interview; arousing interest; creating desire. Some time will be given to answering objections; how to meet excuses; the diplomacy of the close; types of customers.

**Commerce 242.** Advertising. (2 hours). Second semester—T., T., first 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, or-
nament, and type; laying out the advertising; media; analyzing circulation; determining the value and the results of advertising.

Commerce 261. Methods of Teaching Commercial Subjects in the High School. (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, typewriting, 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.

Commerce 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 subject taught.


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.


Purpose: This course is a continuation of Commerce 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.


Purpose: To give the student an understanding of the economic development of the United States.

Topics: Commerce; industry; transportation; banking; labor problems; business organization; monetary problems; and agriculture.


Prerequisites: Commerce 122 and 224.
Purpose: To provide information in the field of banking and to give the student practice in keeping a set of banking books.

Topics: Accounting principles applied to banking; banks and their organizations; the business of a bank; the internal organization of a bank; the clearing house; books of account; accounts; statement of the business.

**Commerce 330.** Public Finance. (3 hours). Second semester—M., W., F., second period.

Prerequisite: Commerce 125.

Purpose: To give the student an understanding and appreciation of the scope and importance of public finance in the operation of modern governments.

Topics: The meaning and scope of public finance; development of public finance; public expenditures, their classification, growth, economic effects; the forms of public revenue—the public domain, the industrial domain, administrative revenues, taxation; public credit, its nature and uses, its forms; financial administration and legislation. Under the heading of taxation are discussed such topics as the following: the meaning and development of taxation; some requisites of a sound tax system, the distribution of the tax burden; means of escape from taxation; the general property tax; modified property taxes; taxes on corporations; consumption and other excise taxes; taxes on incomes; estate and inheritance taxes.

**Commerce 340.** Investments. (3 hours). First summer term—Daily, sixth period. (2 hours).

Prerequisite: Commerce 125.

Purpose: To give the student information concerning the fundamental principles of sound investments; to help the average person to work out a plan for his investments; to teach the importance of thrift and saving.

Topics: The importance of capital in present day economic society; classification of securities; analyses of securities; possibilities of investment in different classes of securities; financial institutions; the mechanics of investments; the effect of taxation on investment policies; investment and the business cycle; business forecasting; the determination of an investment policy.

**Commerce 342.** (New). Advertising Procedure. (2 hours). First summer term—Daily, first period.

Prerequisite: Commerce 242.

Purpose: This course has a three-fold purpose: (1) To give those students expecting to teach commerce a more thorough knowledge of advertising than can be obtained in Commerce 242; (2) To inform those people who, later in life, will have advertising done, about certain very essential phases of procedure to follow; (3) To give important information to those students contemplating the advertising field as a profession.
Commerce 343. Marketing. (3 hours).
Prerequisite: Commerce 125.
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 consumer; 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; cooperative marketing; speculation; prices and some price policies; brands and brand policies; ethical aspects of marketing.
DEPARTMENT OF EDUCATION

Mr. Jones    Mr. Edwards    Mrs. Case    Miss Hansen
Miss Schnieb Mr. Ferrell    Mrs. Tyng    Mr. Moore
Mr. Cuff     Mr. Mattox

TRAINING SCHOOL STAFF

Miss Lingenfelser    Miss Hanson    Mr. Bryant
Miss Story           Miss Carpenter  Miss Rush
Miss Wilson          Miss Lee       Miss Adams
Miss Wingo           Mr. Grise      Mr. Walker
Miss Pugh            Mr. Burns      Mrs. Tyng


Purpose: (a) to introduce the future teacher to the fundamental principles of educational psychology; (b) to teach the student to apply the psychology of learning to classroom practice; (c) to provide some acquaintance with the field of measurement.

Topics: The field of educational psychology; individual differences; original tendencies; mental health; measurement of non-intellectual traits; measurement of mental ability; uses and results of intelligence tests; the laws of learning; motivation and initiative; efficient learning; the permanence of modification; transfer of training; measurement of achievement; uses of educational tests; the new type of classroom tests; predicting performance; educational guidance.

Purpose: To give the teacher who expects to take the College Elementary Certificate on one semester of college work some preparation readily available for her use in the one-room school. (Not available for credit except to students who take the College Elementary Certificate).

Topics: Plans for opening the term; the first day of school; the use of the records and other helps from the County Superintendent’s office; adapting the outline of the daily program given in the state manual of the course of study to the individual school; how to get through the work of the daily program; the state course of study; some ways of teaching in the elementary school; a working bibliography on teaching in the rural school; getting along with a rural school.

About half the periods devoted to this course will be used in visiting the rural school of the college.


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.


Purpose: To familiarize prospective high school principals and teachers with the underlying movements which account for the origin and development of the junior high school; (b) to give an understanding of the purposes of the junior high school, its organization, and administration; (c) to determine the peculiar objectives and functions of the junior high school education; (d) to present a background necessary for an understanding and interpretation of this type of educational reorganization.

Topics: Origin, development, and present status of the junior high school movement; relation of the junior high school to elementary education, to secondary education, and to the school system in general; objectives, functions, and essential features of the junior high school; the program of studies; types of programs; evaluation of the different type programs; factors determining curriculum organization; objectives, content, organization and place of the various subjects of study in the program of studies; directing learning activities; planning instruction; measuring and recording progress; plans and standards of promotion; guidance; the place of extra-curricular
activities in the junior high school; the junior high school plant, buildings and grounds, library, apparatus, and equipment, accounting practices; training, qualifications, and success traits of junior high school principals and teachers.


Prerequisite: Education 111.

Purpose: (a) To develop an understanding of the principles basic to effective teaching; (b) to acquaint the student with the fundamental problems of teaching and to apply the teaching principles to the possible solutions of these problems.

Topics: Meaning of education; meaning and function of the school; meaning and evidences of learning; purposeful activities; selection and organization of subject matter; various types of class procedure; making assignments; standards for judging teaching.

**Education 211.** General Psychology. (3 hours). First semester—M., W., F., second period.

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

Topics: The problems, methods, and subject matter of psychology; the physiological basis of reactions; native and acquired urges; the nature of instincts and emotions; adjustments; laws of learning; economy in learning; general intelligence and special aptitudes; personality; individuality; applications of psychology.


Purpose: (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 the student how to observe and to interpret the behavior of children; (d) to cultivate a sympathetic and understanding attitude toward child life.

Topics: Introduction; 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.

Purpose: (a) To acquaint students with the most important facts and principles relative to adolescence; (b) to describe adolescent nature, growth, and development so as to facilitate both reliable prediction and suitable guidance of behavior during the teens; (c) to teach students how to solve problems of adolescent behavior; (d) cultivate a sympathetic and an understanding attitude toward adolescence.

Topics: Introduction; physical development; mental development; growth of intelligence; adolescent instincts and interests; emotional life; learning and forgetting; moral and religious development; adolescent personality; disturbances of personality; hygiene of adolescence; prediction of adolescent behavior; guidance of adolescent behavior.


Purpose: (a) To acquaint the student with the growing importance of the elementary school principalship; (b) to study and evaluate the duties and activities of the principal in relation to the teachers, to the school, to the profession, and to the community; (c) to present some of the outstanding problems in the administration and supervision of the elementary school.

Topics: Brief survey of the status of the elementary school principalship; purposes and functions of the elementary education; school organization; duties, activities, and qualifications of the principal; care and equipment of the school plant; supervision of instruction; management of pupils; a working acquaintance with the curriculum; gradation and classification of pupils; the principal's relationships; organization of the principal's office, office equipment, office hours, division of time, and correspondence; materials and supplies, child accounting and attendance problems; school publicity; records and reports; research; arranging student's programs; guidance program; extracurricular activities; schedule making; professional improvements; community organization and relationships.


Purpose: (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; gradation 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.** County School Administration. (3 hours). Second semester—M., W., F., fourth period. First summer term—Daily, sixth 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 members 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 topic 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.)


Purpose: To enable the prospective teacher to (a) discover unproductive processes and habits of work and study; (b) apply correctives, and (c) make habitual the better processes. (The course will concern itself only with the interests of children classed as normal.)

Topics: Bad habits hit upon by children when working without guidance; early habits persisted in after they ought to have been outgrown; diagnosis in the various school subjects; treatment.


Purpose: (a) to provide graduated approach to student teaching in the primary grades; (b) organize units of work, both group and individual; (c) introduce methods in teaching grades one, two and three; (d) learn to make lesson plans; (e) give practice in organizing materials for the between-recitation period; (f) evaluate theories of teaching in the light of classroom procedure, by direct observation in the Training School, by assigned readings and by class room discussion; (g) acquaint the student with the common school problems and activities which arise in the experience of teachers as daily program, school sanitation, economy of time, discipline, class and individual instruction; (h) to help the student sense the relation of the school to the community and cultivate a constructive and harmonious contact between the two.

Topics: Standards for observing class work; lesson planning; daily program; teaching pre-primer reading, reading in the primary grades, oral and written expression, spelling, number work, social studies, nature study, health and seat work; measuring progress of instruction; the meaning and the function of the school; school organization and equipment; class organization; function of the course of study, curricular activities, classroom routine and equipment; school sanitation; economy of time; discipline and community cooperation.

Education 262. Fundamentals in Rural Education. (4 hours). First semester—M., T., W., T., F., second period. Second semester—
M., T., W., T., F., fourth period First summer term—Daily, sixth and seventh periods

Purpose: (a) To provide graduated approach to student teaching in rural schools; (b) to give practice in selecting and organizing materials for class work; (c) to develop a technique of lesson planning; (d) to introduce some of the devices used in modern teaching; (e) to suggest desirable relationships between school and community; (f) to 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; selecting and organizing materials; organization of a rural school; school housekeeping; discipline; schoolroom equipment; school and community relationships; measuring progress of instruction.


Purpose: (a) to acquaint the student with the common school problems and activities which arise in the experiences of teachers; (b) to help the student see the relation of the school to the community and sense the importance of bringing the schools into the homes; (c) to give practice in organizing units of work for use in the intermediate grades; (d) to give practice in making lesson plans; (e) to introduce some of the devices and methods used in modern teaching; (f) to evaluate theories of teaching in the light of classroom procedure by directed observation in the intermediate grades of the Training School by assigned readings and class discussion.

Topics: The meaning and the function of the school; school organization and equipment; class organization; function of the course of study; curricular activities and materials; classroom routine and equipment; community cooperation; standards for observing class work; lesson planning; teaching the elementary school subjects in the later grades; measuring progress of instruction.


Purpose: (a) To provide a graduated approach to student teaching in the high school grades; (b) to give practice in selecting and organizing materials for teaching purposes; (c) to develop a technique of planning instruction; (d) to familiarize prospective high school teachers with the newer forms of teaching technique; (e) to emphasize the desirable outcomes of high school teaching; (f) to
analyze and evaluate by directed observation in the Model High School, by assigned and collateral readings, and by class discussion.

Topics: Meaning and problem of method; outcomes of teaching and their development; factors involved in successful learning and teaching situations; planning instruction; selection, organization, and presentation of subject matter; selecting desirable lesson types; questioning as a teaching procedure; lesson assignment procedures; problem method; teaching pupils to think; project work; socialized class procedures; recitation method; appreciation and enjoyment lesson; expression lesson; laboratory method; lecture method; habit-formation, drill and distributed practice; review procedures; standards and measurements in instruction, informal tests, quizzes, examinations, and marking; teaching pupils how to study and supervising pupil study; visual instruction; technique of using visual aids; adjustment of instruction to individual needs; individual instruction; developing interests; motivation; relation of discipline to instruction; use of textbooks and collateral reading; use of concrete materials in instruction; some illustrative teaching procedures; economy of time and efforts; technique of class management; providing opportunity for pupil's activities; exhibiting useful teaching traits.

Education 265. Supervised Student Teaching in the Early Elementary Grades. (5 hours). Hours to be arranged with Mr. Edwards.

Prerequisite: 261 or 262.

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 266. Supervised Student Teaching in Intermediate Grades and High School. (5 hours).

Prerequisite: 262, 263 or 264.

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 sub-
jects 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 268.** Extra-Curricular Activity. (2 hours). First semester—T., T., seventh period.

Purpose: (a) To provide a brief survey of the organization of extra-curricular activity; (b) to familiarize prospective teachers with the basic principles and educational philosophy underlying extra-curricular activity; (c) to suggest desirable programs of activity and to assist teachers in planning and conducting such programs; (d) to interpret and evaluate student organizations and activities.

Topics: Origin, development, and present status of extra-curricular activities; objectives and functions of student organizations, distinctions between curricular activities and extra-curricular activities; principles and practices governing the supervision and administration of activities; some apparent dangers of extra-curricular activity; types of activities and organizations; home-room organization and activity; the assembly; student participation in school government; programs for special days and occasions; supervising play and athletic activities; clubs; dramatic and musical organizations; literary societies, debating, and public speaking; school trips and excursions; secret societies; social activities; school publications, school newspaper, magazine, yearbook, and handbook; honor societies; commencement and class day programs; school banks and banking; study hall and library activities; training and guidance of student chairmen, secretaries, and leaders; parliamentary procedures; girl reserve movement; Christian Association; the Junior Red Cross; Boy Scouts; Girl Scouts; Camp Fire Girls; drives and campaigns; faculty advisers and relationships; encouraging and limiting student participation; duties of the director of activities, the principal, dean of girls, sponsors, and teachers with reference to extra-curricular activities, citizenship and school spirit; manners and courtesy; publicity for organizations; materials for programs; conduct of programs and assemblies; relation of the teacher to the community; criteria for evaluating extra-curricular activities.


Purpose: (a) To give the student an appreciation of the possibilities of visual education; (b) to set up criteria for selecting and buying materials and equipment for visual instruction; (c) to acquaint the student with the sources, uses and care of visual education equipment.

Topics: The psychology and value of visual education; the place and use of visual instruction in teaching the different subjects at the various grade levels; the criteria for the selection and purchase of
equipment together with the sources and costs of it; the use and care
of such equipment.

Education 301. The Teacher in a System of Schools. (2 hours).
Not to be offered 1931-32.

Purpose: (a) To give the prospective teacher a cursory view of
schools systematically laid out and operated; (b) to show the relation
of the teacher to the system.

Topics: The desirability of a system carefully planned; prevailing
systems as kindergarten to state university; kindergarten to high
school without state university; variations within the system, as
departmentalized elementary schools, junior high schools, platoon
schools, Dalton and other plans, trade, vocational, technical, and pro-
fessional schools; types of supervision; the relation of the teacher to
the different members of the supervisory staff, the members of the
teaching staff, the pupils, the public, and to the janitor and other care-
takers; the significance of records of achievement and of attendance
et cetera in a system of schools.

Education 305. Educational Sociology. (2 hours). Second sum-
mer term—Daily, second period.

Purposes: (a) to investigate the several factors and laws upon
which educational theory and practice must rest; (b) To give a con-
crete picture of the actual conditions and the distinctive characteris-
tics of group life; (c) to furnish teachers and prospective teach-
ers 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 inter-
action; social forces and their significance in modern society; prob-
lems of the church in a changing civilization; the state, democracy,
and education; evolution of the modern school; social and educa-
tional surveys; the sociological determination of educational objec-
tives; the selection of school subjects; social elements and values in
the curriculum; vocational education sociologically analyzed; educa-
tional and vocational guidance; social phases of school discipline;
socialized methods of teaching; the essential elements of a socialized
school.

Education 311. Character Education. (2 hours). First summer
term—Daily, second period.

Purpose: To afford the student an acquaintance with the
psychology of and the proposed plans for character development.
Topics: Need of character education; objectives of character education; sources of conduct; evolution of conduct; methods of measuring personality and character growth; plans for character development—home training, direct instruction, discipline, codes, honor systems, extra-curricular activities, curricular activities, and religious organizations; the most promising experiments; research needed.

**Education 315.** Advanced Educational Psychology. (3 hours). Second semester—M., W., F., fourth period. First summer term—Daily, fourth period. (2 hours).

Purpose: (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: 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 318.** Educational Guidance. (2 hours). Second semester—T., T., second period.

Purpose: To have those who are interested make a survey of the methods that have been used in the past and a critical examination of the methods now being employed in educational guidance.

Topics: Evolution of educational guidance; nature of educational guidance; need for guidance; how some representative workers are meeting the need for guidance; nature of elementary school guidance; nature of secondary school guidance; tests, measurements, aptitude, ability, and personality rating scales with especial reference to their usefulness in the guidance of young people; social activity; school work and health of students; solving problems of individual maladjustment; vocational guidance; form and content of record blank.

**Education 321.** Educational Measurement. (2 hours). First semester—T., T., first period. First summer term—Daily, first period. Fee, $1.75.

Purpose: To ascertain the need for accuracy in measurement in education; to evaluate the ordinary examination; to find ways to improve the traditional examination; to acquaint the student with the most prominent of the standardized tests now in use and to study their merits and deficiencies; to develop some degree of skill in the construction of tests; to familiarize the student with the elementary statistical procedures applicable to tests and 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.


Purpose: (a) To enable the student to understand and appreciate the place education holds in the development of modern civilization; (b) to analyze and interpret modern educational theories and practice in the light of our educational heritage; (c) to familiarize the student with the rise and development of public education in the United States.

Topics: Brief survey of the history of education in ancient and medieval times with special reference to the contribution of Greece and Rome and Christianity to modern education; educational influences of the Renaissance and the Protestant Reformation; the role of the doctrine of normal discipline; education influences of Comenius, Rousseau, Pestalozzi, Froebel, and Herbart; rise and development of public education in the United States with emphasis upon the work of Horace Mann, Henry Barnard, and James G. Carter; sociological, psychological, and scientific movements in education; desirable educational reorganizations; brief study of the history and development of public education in Kentucky.


Purpose: (a) To acquaint the student with the literature on curriculum construction; (b) to develop fundamental principles which underlie the construction and interpretation of the curriculum and to apply these principles to the organization of specific units of subject matter.

Topics: Objectives of education; function of the school; function of the curriculum; the curriculum as related to the objectives of education; criteria for evaluating curricula; need and procedure for curriculum construction and revision.


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 363.** Advanced Student Teaching. (2 or 2½ hours). (Open to Juniors and Seniors who have major and minors approved). Hours to be arranged with Mr. Edwards.

Prerequisite: At least two and one-half hours in Education 265 or 266.

Purpose: To enable prospective supervisors to acquire a high degree of skill; to provide teaching at the high school level in their major fields to students who expect to become high school teachers; to enable prospective school principals to orient themselves; to provide for the specific and peculiar needs of students outside of and beyond the opportunity afforded by Education 265 and 266.

Procedure: The student analyzes his need and outlines the process of satisfying it. When plans are adequately matured and are approved he proceeds according to the outline. Adequate time for conferences with his supervisors must be held open by the student in making up his program of studies for the semester.
DEPARTMENT OF ENGLISH

Mr. ClarkMiss Buchanan
Mr. KeeneMiss GreerMiss Zellhoefer

English 101. Oral and Written Composition. (3 hours). First semester—Section 1, T., T., S., first period. Section 2, M., W., F., eighth period. Second semester—Section 1, T., T., S., first period. Section 2, M., W., F., eighth period. Section 3, M., T., W., T., F., S., second period, second nine weeks. First summer term (2 hours)—Section 1, daily, first period. Section 2, daily, eighth period. Second summer term—Daily, first 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. (3 hours). Not open to students who have had English 101 prior to September, 1929). First semester—Section 1, M., W., F., second period. Section 2, M., W., F., seventh period. Second semester—Section 1, M., W., F., second period. Section 2, M., W., F., seventh period. Section 3, M., T., W., T., F., S., first period, second nine weeks. First summer term (2 hours)—Section 1, daily, second period. Section 2, daily, seventh 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.


Prerequisite: English 101.
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 165.** Grammar for Teachers. (2 hours). Second semester—T., T., seventh 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 teaching of grammar, and methods of testing and measuring progress are also touched upon.

**English 201.** Journalism. (3 hours). First semester—M., W., F., seventh period. Second summer term—Daily, seventh period. (2 hours).

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 205.** Argumentation. (3 hours). Second semester—M., W., F., sixth period.

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.


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; and to give some guidance in the selecting of suitable material from this field for the upper grades and high school.

Topics: Historical summary of the origins of the English people and traditions; pagan and Christian Anglo-Saxon writings and folklore; 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; the nature of literature; values in literature; English poetics.


Prerequisite: Freshman English.

Purpose: To familiarize the student with the England of the nineteenth and twentieth centuries, and with 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; to give some guidance in selecting from this field appropriate material for study in the upper grades and high school.

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; values in literature; English poetics.


Prerequisite: Freshman English.

Purpose: To acquaint student with American life and thought as reflected in the best representative American writers, considered in relation to environmental influences and prevailing literary tendencies from pioneer to recent times; to develop some degree of literary discrimination; to help students select suitable material from this field for the upper grades and high school.

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; values and elements of appeal for the upper grades and high school.

**English 215.** Nineteenth Century Prose. (3 hours). First summer term—Daily, sixth 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.** The Short Story. (2 hours). Second semester—T., T., fifth 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.

Topic: 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; short stories for high schools.


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; the evaluation of 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.


Prerequisite: English 101.
Purpose: To train students for effective participation in the normal speaking situations.

Topics: Physiological basis of voice and corrective voice drills; 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.


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.


Purpose: A practical laboratory course to prepare students to produce plays in schools and communities.

Topics: Organization and duties of producing staff; designing, making, and painting scenery; lighting and mechanical equipment of stage; costuming and make-up; theories of color and design on stage; practical work in mounting plays on miniature stage and the public presentation of class work; collateral reading in the history of the stage and national trends in theater design.


Purpose: To acquaint the student with types, theories, and practices in directing plays.

Topics: Relation of director to play, author, actor, and staff; methods of choosing plays and casts; methods of rehearsing; blocking and building dramatic scenes; study of rhythm, design, and grouping; of tempo, atmosphere, and climax; character interpretation; practice work in directing; elementary principles of voice and diction; collateral reading in theory of play coaching and of plays suitable to amateur production.

English 264. Story Telling. (3 hours.) First semester—M., W., F., sixth period. First summer term—Daily, seventh period. (2 hours).

Prerequisite: English 261 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 301.** Advanced Composition. (3 hours). Second semester—M., W., F., second period. Second summer term—Daily, sixth period. (2 hours). Required of juniors and seniors who have less than six hours of freshman English.

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. Some attention is given to the materials for high school composition.

**English 311.** Shakespeare. (3 hours). First semester—M., W., F., fourth period. Second summer term—Daily, sixth 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; elements of appeal to high school pupils.

**English 312.** Contemporary Drama. (3 hours). Second semester—M., W., F., sixth period.

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; a 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; suitable plays for study in the high school.

**English 313.** World Literature. (2 hours). First summer term—Daily, first period.

Prerequisites: Freshman English and 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.


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.** Romantic School of Poets. (2 hours). First summer term—Daily, fourth period.

Prerequisites: Freshman English and one survey course.

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.** Victorian Poets. (3 hours). First semester—M., W., F., sixth period. Second summer term—Daily, fourth 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.** Milton. (2 hours). First semester—T., T., 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 semester—T., T., sixth period.

Prerequisites: Freshman English and 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 a study 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; social and moral ideals which they reveal.


Prerequisites: Nine hours of English, including English 163 or its equivalent.

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

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

**English 341.** History of the English Language. (2 hours). Second summer term—Daily, first period.

Prerequisites: Two years of work in English toward a major or first minor in English.

Purpose: To acquaint the student with the way the English language developed.

Topics: The family of languages; the Old English period; the Middle English period: modern English: the foreign and native elements in English; history of English vowel sounds; mutation and gradation; the consonants; English inflections; English accent; collateral readings in the less technical works on the English language.

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.


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 121. Intensive Study of First Year Latin. (2 hours). First summer term—Daily, fourth period.

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 Cæsar. (3 hours). Second semester—M., W., F., sixth period. Offered in alternate years with Foreign Language 123, on demand.

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) Cæsar'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. Not to be offered 1931-32.

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 Foreign Language 122.

**Foreign Language 131.** Elementary German. (3 hours). First semester—M., W., F., fourth period.

**Foreign Language 132.** Elementary German (Continued). (3 hours). Second semester—M., W., F., fourth period.

**Foreign Language 151.** (Formerly French 101). Elementary French. (3 hours). First semester—M., W., F., first period. First summer term—Daily, first period. (2 hours).

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.


**Foreign Language 152.** (Formerly French 102). Elementary French. (3 hours). Second semester—M., W., F., sixth period. Second summer term—Daily, first period. (2 hours).

Prerequisite: 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.


Foreign Language 201. Latin Prose of the Silver Age. (3 hours). Second semester—M., W., F., fifth period. This course is offered in alternate years with 203, and will be given in 1931-32.

Prerequisites: Foreign Language 104 and 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—M., W., F., fifth period. This course is offered in alternate years. Not to be offered 1931-32.

Prerequisite: Foreign Language 104 and 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; (e) study of epigram as a literary expression.

Foreign Language 203. Latin Literature of the Early Empire. (3 hours). Second semester—M., W., F., fifth period. This course is offered in alternate years with Foreign Language 201, and will be given in 1932-33.

Prerequisites: Foreign Language 104 and 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 212. Legacy of Greece. (Formerly Foreign Language 112). (2 hours). First semester—T., T., sixth period. First summer term—Daily, first period.

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 on specially prepared bibliography; (c) note books; (d) reports and term papers.

**Foreign Language 213.** Legacy of Rome. (Formerly Foreign Language 113). (2 hours). Second semester—T., T., sixth period.

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 214.** Course in General Linguistics. (Formerly Foreign Language 114). First semester—M., W., F., fifth period. This course is offered in alternate years.

Prerequisites: Two units of high school Latin.

Purpose: To trace the development of human speech from primitive man to the present variations of language, particularly the Indo-European families.

Topics: (a) Anthropology; (b) the psychological nature of linguistic experience; (c) the acquisition and use of a vocabulary; (d) etymological development of the English language.

**Foreign Language 231.** Intermediate German. (3 hours). Not to be offered 1931-32.

**Foreign Language 232.** Intermediate German (Continued). (3 hours). Not to be offered 1931-32.

**Foreign Language 251.** (Formerly 103). Intermediate French. (3 hours). First semester—M., W., F., seventh 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; (c) to continue the study of French Literature.

Topics: (a) Careful study of Badaire's "Precis de la Litterature Francaise; (b) Rapid reading of "Le Roman d'un Jeune Homme Padre," Feuillet; and "le Petit Journal," with class discussions conducted in French; (c) Grammar review in "French Review Grammar," Barton and Sirich.

**Foreign Language 252.** (Formerly 104). Intermediate French. (3 hours). Second semester—M., W., F., seventh period. Second summer term—Daily, sixth 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: (a) Intensive reading of "Colomba", Merimee; (b) Rapid reading for conversational purposes of "L'Abbe Constantin", Halevy, and "Le Pettit Journal"; (c) French composition.


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

**Foreign Language 254.** (Formerly Foreign Language 253). French Prose Classics. (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: (a) Intensive reading of "Les Trois Mousquetaires", Dumas; "Quatre-Vingt-Treize", Hugo; "Eugenie Grandet", Balzac; (b) Selected library readings from Montaigne, Fenelon, Mme. de Sevigne, Rousseau, Voltaire, Diderot; (c) grammar review and composition.

**Foreign Language 255.** French Prose Classics. (3 hours). Second semester—M., W., F., first period.

Prerequisite: Foreign Language 253.

Purpose: To continue the work begun in 253.

Topics: (a) Class discussion of one work of the authors Daudet, Maupassant, Sand, Bazin and Loti; (b) Library reading from the works of Chateaubriand, Mme. de Stael, Lamartine, Flaubert, Zola Bordeaux, Barres and France; (c) Grammar review in "Sketch Maps of France," Kullmer and Gerard.


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 this 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) Mackall's Latin Literature; (b) selected readings from Cunliffe and Showerman, Howe and Harrer, Laing and others; (c) students who have proficient reading ability will be expected to do assigned reading in original.

**Foreign Language 355.** French Drama. (2 hours). Not to be offered 1931-32.

Prerequisites: Foreign Language 254 and 255.
Purpose: (a) To follow the rich stream of French drama from medieval times to the present; (b) to see something of the development of French thought as reflected in the national drama.

Topics: (a) Medieval romanticism, the renaissance, classicism, eighteenth century satirical drama, modern romanticism and the schools which sprang from it are treated in lectures; (b) Representative plays from the drama of the last three centuries are read.


Purpose: (a) This course is designed to round out as much as possible the major work in French, giving a view of the subject as a whole, supplementing at points which have of necessity been neglected and discussing problems for study in the future as the student goes into the teaching field or the graduate school.

Topics: (a) Rapid review of the great schools of prose, drama and poetry; (b) weekly compositions on assigned subjects in French literature; (c) conversation in the salon manner on problems of interest to the language student.

**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.** Teacher Training Course. (1 hour). Not to be offered 1931-32.

Prerequisite: Foreign Language 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 text books, anthologies and sources of material for extra curricular interests in language for teacher and student.

DEPARTMENT OF GEOGRAPHY AND GEOLOGY

Mr. Kennamer  Miss McKinney


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: 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 contingents 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, W., F., seventh period. Laboratory, M., seventh and eighth periods. First summer term—Daily, seventh period. (2 hours). Laboratory fee, $3.00.

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.


Purpose: This course is planned (a) to provide an interpretation of weather conditions and processes, b) to interpret climatic data

E. T. C.—4
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 (e) 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; forecasts; 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, W., F., seventh period. Laboratory, M., seventh and eighth periods. Laboratory fee, $3.00.

Prerequisites: Geography 101 and 201.

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; economic and geologic features of minerals.


Prerequisite: Geography 101.

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 background for study in international relations and world problems.

Topics: The nature of economic geography; the place 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.

Prerequisite: Geography 101.

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 Costal Plain, the Piedmont, the Interior High- lands, 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., first period. First summer term—Daily, second period. (2 hours).

Prerequisite: Geography 101.

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 geog- raphy of each of the major countries; (c) European trade and com- merce; (d) the geographic advantages and handicaps of the various European countries that have resulted from the changes in boundaries that followed the World War.


Prerequisite: Geography 101.

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; the Panama Canal; South America in world trade; population dis- tribution; transportation facilities; climatic and psysiographic regions; economic geography of the Pampas, the Amazon Basin, Central Mexi- can Plateau; the Llanos, Andean Highlands.

Geography 274. Geography of Asia. (3 hours). First semester— M., W., F., second period.

Prerequisite: Geography 101.
Purpose: This course is designed to give the student an acquaintance with the geography of all the countries and regions of Asia that will enable him to understand the economic development of each and to follow intelligently the trend of political events within them.

Topics: The structure of Asia; the geography of Asia; the climates of Asia; the vegetation of Asia; the population of Asia; the Exploration and Exploitation of Asiatic countries by European nations; Asia's position in the world; the agricultural resources of Asia; summary of the economic resources of Asia; Turkey—The Threshold of Asia; Arab Asia; the Iranian Plateau; the Indian Empire; Ceylon; Southeastern Asia; the East Indies; China; the Dead Heart of Asia; Japanese Empire Asiatic Russia; growing interest of the United States in Asia; the geographic advantages and disadvantages.


Prerequisite: Eight hours of geography.

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 371. Geography of World Problems. (3 hours). First semester—M., W., F., fourth period.

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 summer term—Daily, sixth period. Fee, $1.00.

Prerequisite: Geography 101 and 201.

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 geo-
graphic 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.


Purpose: A course of practical value to all citizens and particularly to teachers of future citizens in that it emphasises 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, aluminium, silver, uranium and radium; the human resources; agricultural losses.
DEPARTMENT OF HEALTH

Dr. Farris  Mr. McDonough  Mr. Carter
Mr. Hembree  Miss Hood  Miss Hughes


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; value 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.


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.


Purpose: To prepare the prospective teacher, by demonstrations and practice, to treat the emergencies which present themselves in the school room, on the playground, and on the athletic field.


Purpose: This course is to familiarize the student with a study of anatomy as it is applied to physical education activities.
Topics: Skeleton; muscles, joints; coordination of muscle groups, etc.

**Health 301.** (Formerly Physical Welfare 301). Applied Physiology. (2 hours). Second semester—T., T., S., second period. Second summer term—Lecture, M., W., F., sixth period. Laboratory, hours to be arranged.

Purpose: The purpose of this course is to further familiarize the student with physiology and its practical applications.

Topics: Study of different systems, fatigue, effect of drugs, system rearrangements, and effects of activity on these systems.


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.

**Health 304.** (Formerly Physical Welfare 304). Bacteriology of Foods. (2 hours). First summer term—Lecture, M., W., F., fourth period. Laboratory, T. T., third and fourth periods. Second summer term—Lecture M., W., F., sixth period. Laboratory, T., T., sixth and seventh periods. Laboratory fee, $4.00.

Prerequisite: Health 303.

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.

**Health 362.** Individual Gymnastics. (2 hours). First semester—Lecture, M., W., F., sixth period. Hours to be arranged. First summer term—Daily, seventh period.

Purpose: Adaptation of exercises to the individual needs of the student.

Topics: Diagnosis and prescription of exercise for deformities of the human body; examination records and equipment; corrective exercises for individuals and groups.

**Health 365** Materials and Methods for Teaching Health Education. (3 hours). First semester—M., W., F., sixth period. First summer term—Daily, second period.

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 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.

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.

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.


Prerequisite: Home Economics 101.

Purpose: To develop skill in the variations of food cookery; to acquaint the student with all the possible variations of any one dish; to develop a wide variation of food in meal planning.

Topics: Study of standard recipes and all the variations of the standard recipe; suitability of the variations to various menus; a study of the cost of the variations as compared to the standard recipe.


Purpose: To familiarize and aid in solving marketing problems of the home and to acquaint the prospective teacher with the various grades of food 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 110. Textiles. (2 hours). First semester Lecture, Th., sixth period. Laboratory, Tu., sixth and seventh periods. Second semester—Lecture, Th., second period. Laboratory, Tu., first and second periods.
Purpose: To acquaint the student with standard fabrics on the market suitable for clothing and house furnishing; to give the student a knowledge of the proper treatments in the 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 alkalies on the various fibers; study of the manufacture of fibers and fabrics, identifying materials by commercial names; economical and social aspects of textile purchase; removal of stains; laundering.


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; study of materials, colors and designs suitable for various undergarments; care and repair of clothing; clothing budgets.


Prerequisites: Home Economics 111 or its equivalent in an accredited high school.

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.

Purpose: This course is planned for students who wish to make an intelligent study of their wardrobes and know more about the selection of ready-made clothing, but do not wish to sew.

Topics: The clothing budget; planning the wardrobe with special emphasis on kinds, numbers, suitability of garments and accessories; purchasing habits; a study of cost and method of caring for clothing.


Prerequisite: Home Economics 101 or its equivalent in an accredited high school.

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 host, 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 210. Children's Clothing. (3 hours). First semester—Lecture, F., sixth period. Laboratory, M., W., sixth and seventh periods. Laboratory fee, $2.00.

Prerequisite: Demonstration of ability to sew.

Purpose: To give a comprehensive analysis of clothing for infants and children up to twelve years of age, considering health, economy and appropriateness.

Topics: Suitability of material; design and color; decoration; ease of construction; ease of laundering; costs; yearly expenditure of money for different ages.

Home Economics 222. The House. (3 hours). First semester—Lecture, M., F., sixth period. Laboratory, W., sixth and seventh periods. Second semester—Lecture, Th., S., second period. Laboratory, Th., first and second periods.

Prerequisite: Art 161.

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. Emphasis is placed on color harmony, as applied in rugs; draperies, wall coverings and pictures; period furniture; refinishing furniture; daily and occasional care of the house.
Home Economics 223. Home and Social Problems. (2 hours). Open to men students only. Second semester—T., T., 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.


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.


Purpose: To study the family as an organization considering it from an economic and social standpoint.

Topics: Psychological factors which go to make happy family life; place of children in the family; economic independence of women; home-making as a profession; distribution of the family income.


Prerequisite: Health 100 or 101.

Purpose: To enable girls to administer first aid and to teach 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 301. Dietetics. (3 hours). Second semester—Lecture, F., sixth period. Laboratory, M., W., fifth and sixth periods. First summer term—Daily, sixth and seventh periods. (2 hours). Laboratory fee, $2.00.

Prerequisites: Home Economics 101, 102, Chemistry 313 and Biology 381.

Purpose: To give students an opportunity to know nutritional values of foods; to apply the fundamental principles of human nutrition to the feeling 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 the diet.

**Home Economics 315.** Clothing Design. (3 hours). First semester—Lecture, S., first period. Laboratory, T., T., first and second periods. First summer term—Daily, first and second periods. (2 hours). Laboratory fee, $2.00.

Prerequisites: Home Economics 112, 110, and 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 underlie costume design; to create a keener appreciation for good line, color, spacing, and simplicity in costume through 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.

**Home Economics 316.** Tailoring. (2 hours). Second semester—T., T., third and fourth periods. Laboratory fee, $2.00.

Prerequisite: 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 321.** Home Management. (5 hours). First and second semesters—Lecture, T., T., first period. Laboratory, hours to be arranged. First summer term—Lecture, M., T., W., F., seventh period. Laboratory, hours to be arranged. (4 hours).

Students must see the head of the Home Economics department for appointment to live in the Home Management House. Reservations should be made several weeks prior to the beginning of the semester.

Prerequisites: Home Economics 101, 201, 103, 110, 222, 224, and junior or senior standing.

**Home Economics 331.** Child Care. (2 hours). First semester—M., W., F., fourth period.

Prerequisites: Education 111 and 214, Home Economics 101 and 301.

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.

Prerequisites: Twenty-four hours of Home Economics, Education 111, 214 and 261, 262, 263, or 264.

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.

Books shown in the photograph are from the John Wilson Townsend collection which contains some rare and valuable books by Kentucky writers.
Industrial Arts 121. General Shop. (2 hours). Second semester—M., T., W., T., seventh period. Laboratory fee, $4.00.

Purpose: Given as an exploratory course and to aid students who wish to attempt simple repairs in the home.

Topics: Study and use of the common wood tools; soldering; paintings; staining and varnishing; simple electric work; various types of repairing.

Industrial Arts 141. Elementary Cabinet Making. (3 hours.) First semester—M., Tu., W., Th., F., sixth period. Second semester—M., Tu., W., Th., F., sixth period. Laboratory fee, $6.00. First summer term—Daily, sixth and seventh periods. Second summer term—Daily, sixth and seventh periods. (2 hours). Laboratory fee, $4.00.

Topics: 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.

Content: A study of the common hand tools, various kinds of woods, simple machine operation. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction on details of construction, gluing, scraping, sanding, finishing, upholstering, and costs of materials.


Purpose: To present materials and methods suitable for the early elementary grades.

Topics: Playhouses; toy making; booklets; clay modeling; block printing and weaving.


Purpose: To present materials and methods suitable for intermediate grades.
Topics: Basketry; weaving; box work; Casso modeling; Bateek work.

**Industrial Arts 191.** (Formerly 101). Elementary Mechanical Drawing. (3 hours). First semester—M., Tu., W., Th., F., second period. Second semester—M., Tu., W., Th., F., Second period. Labora-
tory fee, $6.00. First summer term—Daily, first and second periods
(2 hours). Second summer term—Daily, first and second periods.
Laboratory fee, $4.00.

Purpose: Given in the foundation course for mechanical and architectural drawing.

Topics: This course is for students who have never studied any phase of mechanical drawing. A time limit is set upon which each drawing suitable for the average student. The work covers the study of lettering, drafting room conventions, inking, tracing, and blue printing. Free hand sketches of problems are given to the student from which working drawings are made.

**Industrial Arts 201.** Projects in Industrial Arts. (1 or 2 hours). By Appointment. Laboratory fee, $2.00 or $4.00.

Prerequisite: To be decided by the instructor.

Purpose: Offered to teachers wishing to make a special study of some phase of the work or to make projects of an original design.

Topics: The nature of the work will be decided upon by the student and instructor.

**Industrial Arts 222.** Primary Handicraft. (2 hours). First semes-
ter—M., T., W., T., fourth period. Second summer term—Daily, sixth and seventh periods. Laboratory fee, $4.00.

Purpose: A course dealing with the typical forms of industrial arts applicable to the conditions in the primary grades.

Topics: A study of subject matter, methods, and the use of materials involving lectures, readings, reports, discussions, obser-
vations and laboratory work.

**Industrial Arts 231.** (New). Descriptive Geometry. (Same as Mathematics 231). (2 hours). Offered on demand. Laboratory fee, $4.00.

Prerequisite: Mathematics 131.

Purpose: It is the purpose of this course to give broad training in the principles and applications of descriptive geometry.

Topics: Determination of lines and points in space, development of surfaces and patterns, theory of orthographic and oblique projec-
tions.

**Industrial Arts 233.** (Formerly 111). Industrial Arts Design. (2 hours). Second semester—Tu., Th., first period. Laboratory fee,
$4.00.

Prerequisite: Elementary Mechanical Drawing or Public School Art.

Purpose: To give the student a working knowledge of applied
industrial design; to enable the student to select and enjoy good commercial design.

Topics: 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, ink, and color.

**Industrial Arts 237.** (Formerly 113). Home Planning and Decoration. (2 hours). Second semester—Tu., Th., fourth period. Laboratory fee, $4.00.

Prerequisite: Freehand drawing or Elementary Mechanical Drawing.

Purpose: Course is designed to acquaint manual training, home economics, and art students with simple home planning and decoration.

Topics: A study of the construction of houses, methods of making convenient plans, location on the lot, landscaping, and garden furniture. A limited amount of laboratory work in interior decoration is attempted.

**Industrial Arts 242.** Advanced Cabinet Making and Mill Work. (2 hours). Second semester—M., T., W., T., sixth period. First summer term—Daily, sixth and seventh periods. Laboratory fee, $4.00.

Prerequisites: Elementary Cabinet Making and Elementary Cabinet Drawing.

Purpose: 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.

Content: 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 work, trade terms, and order in which to give dimensions.

**Industrial Arts 244.** (Formerly 106a). Elementary Wood Turning. (2 hours). By appointment. Laboratory fee, $4.00.

Prerequisite: Elementary Cabinet Making.

Purpose: To teach the student the use of the modern power wood lathe.

Topics: Discourse deals with the 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.

**Industrial Arts 245.** (Formerly 106b). Advanced Wood Turning. (2 hours). By appointment. Laboratory fee, $4.00.

Prerequisite: Elementary Wood Turning.
Purpose: To give the student additional information and practice in the use of the lathe.

Topics: In this course the student designs his own projects. The different types of lathes, logical arrangements in shop, management, and the teaching of wood turning will receive special attention.

**Industrial Arts 249.** (New). Wood Finishing and Decoration. (2 hours). Offered on demand. Laboratory fee, $4.00.

**Prerequisite:** Elementary Cabinet Making.

**Purpose:** To familiarize the student with the different methods of finishing and decorating.

**Topics:** The work offered in this course covers the making of a series of panels showing the method and value of the different types of finishes. In addition students are given practical work in painting, interior finishing, and the refinishing of furniture. Lectures will be given upon the different materials used.

**Industrial Arts 281.** Auto Mechanics. (2 hours). First semester—M., W., seventh and eighth periods. Laboratory fee, $4.00.

**Prerequisite:** Elementary Mechanical Drawing.

**Purpose:** To acquaint the student with the theory of gas engine and automobile assembly.

**Topics:** A study of the various parts of the automobile, such as axles, springs, transmission, power plants, and repair jobs on these units. A thorough study of electricity as applied to the automobile, including storage batteries, ignition, wiring, starters, generators, and lighting is included.


**Prerequisite:** Elementary Mechanical Drawing.

**Purpose:** To teach technique, speed, and accuracy in the making of detailed drawings, assembly drawings in accordance with standard drafting room conventions.

**Topics:** A study is made of the principal forms of bolts, screw threads, nuts, and conventions. The student secures his problem from perspective with dimensions, tabular data, and from sketches made from actual machine parts. Detail drawings in sections, assembly drawings from details, and detail from assembly drawing will constitute the main body of this course.


**Prerequisite:** Elementary Mechanical Drawing.

**Purpose:** To give fundamental work in architectural drawing.
Topics: Lettering; elements of architecture; mouldings; shades and shadows; wash rendering; drawing from cast; sketching; lectures.


Purpose: Given to acquaint students with simple methods of lettering suitable for school use.

Topics: The work begins with thin line, single stroke letters, followed by various alphabets of wide line, filled in, and ornamental types. Initial letters and monograms are designed. The lettering of school posters and signs receives special attention.

**Industrial Arts 361.** (New). History and Organization of Industrial Arts. (2 hours). Second semester—M., W., fourth period.

Prerequisite: General Psychology or six hours of Industrial Arts.

Purpose: To give the student a historical background and information concerning the organization of Industrial Arts.

Topics: A review of the development of educational hand work in Europe and the influence of this work on the manual and Industrial Arts movement in the United States. Organization of Industrial Arts is discussed as to purposes, arrangement of courses, equipment, plans of school shop, and method of presentation and supervision.

**Industrial Arts 364.** (Formerly 114). Vocational Education. (2 hours). Second semester—T., T., fourth period.

Prerequisite: Open only to advanced students who present evidence of ability and fitness for supervisory work, or who have pursued two years' work in college.

Purpose: An informational course dealing with the different phases of vocational education.

Topics: A study will be made of the development and growth of the industrial movement in the United States, including the various types of schools, such as trade, continuation, part time, pre-vocational, and vocational, also trade and school surveys, State and Federal legislation and regulation.

**Industrial Arts 366.** Teaching and Supervision of Industrial Arts. (2 hours). Offered on demand.

Prerequisite: Same as Industrial Arts 364.

Purpose: Given as an informational course to students wishing to teach manual training.

Topics: The problem of teaching from the standpoint of industrial arts organization of subject matter; methods of presentation; organization and class management; types of lessons; lesson plans; demonstrations, and system of grading.
DEPARTMENT OF LIBRARY SCIENCE

Miss Davies

**Library Science 166.** (Formerly English 166). Library Methods. (1 hour). First semester—Section I, M., W., seventh period. Section II, T., T., sixth period. Section III, T., T., seventh period. Second semester—Section I, M., W., sixth period. Section II, T., T., second period. Section III, M., W., fourth period. Section IV, M., W., second period. First summer term—Section I, M., W., F., three weeks, and W., F., three weeks, seventh period. Section II, T., T., three weeks and M., T., T., three weeks, seventh period. Second summer term—Section I, M., W., F., three weeks and W., F., three weeks, seventh period. Section II, T., T., three weeks and M., T., T., three weeks, seventh period

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 the books, reference books, indexes, bibliography, and printed aids in book selection.

Required of all freshmen and carrying credit only in the freshman year. Not counted as credit on minor in Library Science.


Purpose: To familiarize those who wish to work in school libraries with the practices of library service to children.

Topics: Planning and equipment of the room, discipline, reference work with children, social and economic problems of the community that affect library work with children. Field work or laboratory practice in our Training School library and other libraries.


Purpose: Reading for familiarity with books other than textbooks in each subject taught in the elementary school, and a study of ways to interest children in reading and to direct their reading.

Topics: Many books suitable for use in each grade and subject will be read or sampled in order to give the student direct contact with the books children like to read. The interest elements which govern children’s reading at different ages will be studied and criteria set up for selecting other books that will be equally interesting. Methods and devices used in arousing interest and in guiding and directing reading will be studied and appraised.

Purpose: A study of the problems of the school library, including its organization, maintenance and control, planning and equipment, together with the relation of the librarian to the administrative officers, faculty and students, and the principal's part in its administration.

Topics: Problems and assigned readings concerning the place, function, administration and opportunity of the library in the modern school. Observation and practice in the school library, visits to nearby school libraries will supplement the class work. Individual projects are worked out in student's field of interest.


Purpose: This course teaches the principles of dictionary cataloging and classification necessary in school libraries.

Topics: Attention is given to methods of classifying books; subject headings, shelf-listing, ordering and use of Library of Congress cards; and, to the alphabetical arrangement of cards. Instruction is based on the A. L. A. and Fellow's "Catalog Rules". Dewey's "Decimal Classification", and Sears' "List of Subject Headings for Small Libraries." The work includes practice in cataloging and classification.


Purpose: This course is planned to make students thoroughly familiar with the content and use of reference books in those fields which are most useful in a school library, and to teach practical methods of doing research and reference work.

Topics: A comparative study will be made of dictionaries, encyclopedias, indexes, and handbooks as well as government documents and other reference materials. Periodicals and free material will be studied and evaluated and practice will be given in building up vertical file collections of clippings, pamphlets, and pictures. Problems involving the use of materials available in the library will be assigned and the preparation of various bibliographies required.


Purpose: The major aim of this course is to develop facilities in the judging of books accurately and quickly for school library purchase.

Topics: A critical study of the principal aids to books selection; the checking of current book lists, discussion of American publishers and a study of their special editions; examining, reading and reviewing selected books from various classes, such as: literature, science,
history, etc., keeping in mind a well-balanced collection; practice in writing book notes; a comparative study of trade bibliographies; possible picture collections and accumulation of such materials as might be needed by debate clubs, etc.


Purpose: To acquaint students with the books which young people read in order that they may understand the varying appeals that books make to the adolescent boy and girl and thus learn how to select the right book for each reader.

Topics: A survey of the field of adolescent literature with special emphasis on the interests of the adolescent age. A comparative study of different types and classes of books that may be used to satisfy these interests and to broaden and enrich the students experience in the curriculum and extra-curriculum fields of the secondary school. Type books in each interest group will be read and the influence of editions, illustrations, and format will be studied. The selection and evaluation of source material, magazines, classics, modern literature, and free material will also be stressed.
Mathematics 107. College Algebra. (3 hours). First semester—
Section I, M., W., F., fourth period. Section II, M., W., F., eighth
period. Second semester—Section I, T., T., S., first period Section
II, M., W., F., sixth period. Section III, M., W., F., eighth period. First
summer term—Section I, daily, first period. Section II, daily, sixth
period. Second summer term—Daily, second period. (2 hours).

Purpose: To give thorough and comprehensive instruction in
the principles of college algebra.

Topics: Review of high school algebra, radicals, quadratics,
functions and their graphs, advanced topics in quadratic equations,
ratio and proportion, variation, progressions, and systems of equations
involving quadratics.

Mathematics 131. (Formerly 104). Solid Geometry. (3 hours).
First semester—M., W., F., seventh period.

Purpose: To give the student a knowledge of the fundamentals
and applications of solid geometry.

Topics: This course deals with the fundamental propositions,
problems, and exercises of solid geometry. Special attention is given
to practical applications.

Mathematics 161. Arithmetic for Primary Grades. (3 hours).
First semester—Section I, M., W., F., first period Section II, T., T.,
S., third period. Section III, M., W., F., sixth period. Second semes-
ter—Section I, T., T., S., second period. Section II, M., W., F., fourth
period. Section III, M., W., F., seventh period. First summer term—
Section I, daily, first period. Section II, daily, second period. Second
summer term—Daily, seventh period. (2 hours).

Purpose: (a) To acquaint the student with the aims and pur-
poses of primary arithmetic. (b) To give instruction in the best
methods of teaching primary arithmetic. (c) To study the recent in-
vestigations relating to the teaching of primary arithmetic.

Topics: 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. Arithmetic for Rural Schools. (3 hours).
First semester—M., W., F., seventh period. Second semester—Section
I, M., W., F., second period. Section II, T., T., S., fourth period. First
summer term—Daily, sixth period. (2 hours).

Purpose: To give instruction in the purpose and methods of
teaching arithmetic in the one-room rural school.
Topics: This course includes a study of lesson plans, assignments, drills, games, solution of problems and methods of teaching arithmetic.


Purpose: 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.

Topics: Aims of arithmetic in the upper grades, value types of problems, lesson assignments, examinations, importance of accuracy and speed, best methods of teaching the different topics.


Prerequisite: Mathematics 107.

Purpose: To give instruction in the advanced topics of college algebra.

Topics: This course includes a study of complex numbers, theory of equations, permutations and combinations, probability, determinants and partial fractions.


Purpose: To give instruction in the fundamentals of plane trigonometry.

Topics: Functions of acute angles, natural functions, logarithms, solutions of right and oblique triangles, development of formulas functions in the unit circle.


Prerequisites: 107 and 213.

Purpose: This course is intended to give the student thorough instruction in the advanced topics of plane trigonometry and in the principles of spherical trigonometry.

Topics: 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.


Purpose: To give the student a knowledge and appreciation of the history, principles, importance, and content of astronomy.
Topics: This course includes a study of the development of astronomy as a science, the development of the solar system, astronomical instruments, and the better known facts of astronomy.

**Mathematics 231.** Descriptive Geometry. (2 hours). Offered on demand.

Prerequisite: Mathematics 131.

Purpose: It is the purpose of this course to give broad training in the principles and applications of descriptive geometry.

Topics: Determination of lines and points in space, development of surfaces and patterns, theory of orthographic and oblique projections.


Prerequisites: Mathematics 107 and 213.

Purpose: To give instruction in the principles and applications of analytic geometry.

Topics: This course deals with problems, formulas and exercises relating to the straight line, circle, parabola, ellipse, and hyperbola. Attention is also given to polar coordinates.

**Mathematics 241.** (Formerly 121). Statistics and Graphs. (2 hours. First semester—T., T., fourth period. First summer term—Daily, sixth 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.

Topics: 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.


Prerequisite: Ten hours of college mathematics or consent of Dean and Head of the Department.

Purpose: (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.

Topics: 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.
Prerequisites: 207 and 213.
Purpose: To acquaint the student with theory of algebraic equations.
Topics: This course includes a study of graphs, complex numbers, cubic equations, quartic equations, determinants, and symmetric functions.

Prerequisites: Mathematics 107, 213, and 232.
Purpose: To teach the fundamental principles, problems and practical application of differential calculus.
Topics: Theory of limits, differentiation, simple applications of the derivative, maxima and minima, differentials, partial differentiation and series.

Prerequisite: 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.

Prerequisite: Mathematics 352.
Purpose: To acquaint the student with the methods of solving the most common types of differential equations.
Topics: The types studied are those of the first and second order, systems of simultaneous equations, and partial differential equations.

Prerequisite: Mathematics 352.
Purpose: To fulfill the need of a more extensive course than that given in elementary calculus.
Topics: This course covers indeterminate forms, power series, partial differentiation, implicit functions and applications to geometry.

Prerequisite: Mathematics 354.
Purpose: To continue study began in Mathematics 353.
Topics: This course covers the definite integral, the gamma and beta functions, line, surface and space integrals, Bessel functions and partial differential equations.
DEPARTMENT OF MUSIC

Mr. Van Peursem       Mrs. Todd        Miss Campbell
Miss Telford          Miss Hull        Mr. Griffith

*Music 11a and 11b. Piano. Industrial instruction. (No credit). This work may be completed in one year, or it may require more time, according to the ability and application of the student.

Major scales and tonic chords.


*Music 36a and 35b. Violoncello. Industrial instruction. (No credit).

Music 151. Harmony I. (2 hours). First semester—M., W., sixth period. First summer term—Daily, first period. Receives credit only upon satisfactory completion of Music 152.

Purpose: To provide an elementary knowledge of the construction classification, and progression of chords.

Topics: Major and minor scales, intervals; triads; dominant seventh with its resolutions; inversions; harmony at the keyboard.


Purpose: To begin development of aural perception of music symbols; to teach association of the symbol with the tone it represents; to teach reading and listening.

Topics: Sight singing of melodic exercises in major and minor keys, in various rhythms; tone groups; verbal and tonal dictation, interval drill.


Topics: Modulation by dominant seventh; cadence in new key; common chord modulation dominant ninth; chords of the seventh; harmony at the keyboard.


Topics: More difficult sight singing and tonal dictation; simple harmonic recognition; more complex rhythms.

Purpose: To acquaint the student with methods of teaching music in elementary grades; to furnish student with materials; to begin study of music appreciation.

Topics: Aims of music in elementary grades; child voice; rote song; easy sight reading; rhythm band.


Purpose: To acquaint the student with methods of teaching music in the rural school; to furnish the student with materials for use in the school; to introduce work in music appreciation for the rural school.

Topics: Aims and importance of music in the rural school; rote songs; easy sight reading; baton technique.


Purpose: To acquaint the student with methods of teaching music in the intermediate grades; to furnish student with materials for use in these grades; to study music apprehension materials.

Topics: Aims of music in intermediate grades; rote song; rote to note; easy sight reading; baton technique.


Purpose: To foster a greater understanding of, and love for, good music.

Content: The best music of all times, reproduced on the phonograph; absolute and program music; form in music; recognition of instrumental timbre; lives of great composers.


Purpose: To study history for its cultural and appreciative value.

Content: The development of ancient and medieval music, and the lives of musicians up to and including the time Beethoven. Illustrated with phonograph records.

A continuation of 202. The music and lives of the great composers since Beethoven.

Schmitt Preparatory Exercises.
All major and minor scales in parallel motion. Tonic chords and inversions.

Schmitt Preparatory Exercises.
Major and minor scales in parallel and contra motion. Tonic chords, and broken chords with inversions.
Heller, Op. 47; Duvernoy, Op. 120; Bach, Little Preludes; Clementi and Kuhlau Sonatinas.

Wolff, The Little Piscnna.
Major and minor scales in parallel and contra motion; tonic broken chords with inversions; tonic and diminished seventh arpeggi.

Philipp, Exercises Pratiques; or Piscnna.
Major and minor scales in thirds, sixths, and tenths; tonic, dominant, and diminished seventh arpeggi and inversions.
Cramer (Bulow), Sixty Selected Studies; Bach, Three Part Inventions; Sonatas by Mozart and Haydn.

Philipp: Piscnna, Exercises Journaliers.
Scales and arpeggi in faster tempi.
Bach, French Studies; Czerny, Op. 740; or Clementi, Gradus ad Parnassum.

Beethoven, sonatas.

*Music 221a and 221b. Voice. Individual instruction. (2 hours).
Breathing exercises conducive to correct breathing. Diction, with emphasis placed on vowel formation.
Technical exercises to fit the individual need of the student.
Sieber studies. Simple sacred and secular songs.

A continuation of the fundamentals introduced in the first year’s work.
Scales, with emphasis on evenness of scale.
Vaccai and Marchesi studies. Songs from the English, Italian and German schools.

Continuation of scales, supplemented by other exercises leading to more rapid vocalization.
Ponofka studies.
Art songs, with attention to interpretation and artistic performance.

Advanced technical exercises.
Selections from the standard operas and oratorios. Songs in French, Italian, and Classical Lieder.


Music 238a and 238b. Stringed Instrument Class. (1 hour).
Hours to be arranged with instructor.

Purpose: To prepare teachers of instrumental music in the schools.

Topics: Some ability on a stringed instrument; familiarity with them all (violin, viola, cello, bass); class lesson procedure and materials.

Music 248a. Wind Instrument Class. (1 hour). Hours to be arranged with instructor.

Purpose: To prepare teachers of instrumental music in the schools.

Music 251. Harmony III. (2 hours). First semester—M., W., seventh period.
A continuation of Music 153.

A continuation of Music 154.

A continuation of Music 251.


Purpose: To prepare the student for the teaching and supervision of music in the grades; to acquaint him with methods and materials.

Topics: Child voice; rote song; observation song; music reading; interpretation; rhythm activities; appreciation lessons; song literature; music series; flash cards; operettas, rhythm band materials.


Purpose: To train student to conduct chorus and orchestra efficiently, and to lead community singing.
Topics: Technique of the baton; tempo; attack; release; phrasing; dynamics; seating of the chorus and orchestra; discipline of rehearsals; community music.

Music 361. Public School Music III. (2 hours). Not offered 1931-32. For majors only.

Purpose: To prepare the student for the varied activities of the music supervisor in the high school and grades.

Topics: Acquaintance with entire field of school music; music in the junior and senior high school; the instrumental field; outlines for music work; bibliography.

*Individual Instruction, (Piano, Voice, Violin, Cello):

Two half-hour lessons per week.................................$27.00
One half-hour lesson per week................................18.00
Practice room with piano one hour daily, one semester  5.00

AUTUMN ON THE CAMPUS
This photograph shows Roark Building, Coates Administration Building, and a glimpse of the President's Home.
DEPARTMENT OF PHYSICAL EDUCATION

Mr. McDonough
Mr. Hughes
Miss Hood
Mr. Hembree
Miss Hughes
Mr. Portwood

Physical Education 110. Recreational Activities. First semester—hours to be arranged (½ hour). Second semester—hours to be arranged. (½ hour). First summer term, hours to be arranged. (¼ hour). Second summer term—hours to be arranged. (¼ hour). Fee, 50c.

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 volleyball, playground baseball, cageball, soccer football, speedball, hockey, tennis, track and field apparatus, tumbling, boxing and other games and sports suitable for use on the field or in the gymnasium.

Physical Education 111. Recreational Activities. First semester—hours to be arranged. (½ hour). Second semester—hours to be arranged. (½ hour). First summer term—hours to be arranged. (¼ hour). Second summer term—hours to be arranged. (¼ hour). A continuation of Physical Welfare 110. Required of all Freshmen in their second semester. Fee, 50c.

Physical Education 112. Recreational Activities. First semester—hours to be arranged. (½ hour). Second semester—hours to be arranged. (½ hour). First summer term—hours to be arranged. (¼ hour). A continuation of Physical Welfare 111. Required of all Sophomores in their first semester. Fee, 50c.

Physical Education 113. Recreational Activities. First semester—hours to be arranged. (½ hour). Second semester—hours to be arranged. (½ hour). First summer term—hours to be arranged. (¼ hour). Second summer term—hours to be arranged. (¼ hour). A continuation of Physical Welfare 112. Fee, 50c.


Purpose: This course is designed for teachers in rural and urban schools who are required to conduct plays and games.

Topics: Plays and games will be taught and adapted to schoolroom, playground, and gymnasium. Games with elements of fleeing,
dodging, running, throwing, and various tag and "it" games will be included in the course.


Purpose: To offer the teacher rhythmical materials for teaching under various conditions.

Topics: Rhythm plays, folk dancing and national dances. Graded for different levels of school organization.


Purpose: A course designed for physical education majors, minors, and varsity athletes for the purpose of teaching self-defense and conditioning through combative activities.

Topics: Boxing and wrestling.


Purpose: Participation in the various athletic activities suitable for women.

Topics: Track and field, volleyball, tennis, hockey, soccer, archery, and moderate athletic activities.

Physical Education 210. (New). Recreational Activities. Second semester—hours to be arranged. Second semester—hours to be arranged. (½ hour). First summer term—hours to be arranged. Second summer term—hours to be arranged. (¼ hour). Continuation of Physical Education 113. Required of all junior physical education majors, second semester. Fee, 50c.

Physical Education 211. (New). Recreational Activities. Second semester—hours to be arranged. (½ hour). First summer term—hours to be arranged. Second summer term—hours to be arranged. (¼ hour). Continuation of all physical education majors, senior in their first semester. Fee, 50c.

Physical Education 212. (New). Recreational Activities. Second semester—hours to be arranged. (½ hour). First summer term—hours to be arranged. (¼ hour). Required of all senior physical education majors in their second semester. Fee, 50c.


Purpose: To interpret music through dancing, give training in rhythm, etc.
Topics: Solo and group dances are presented which are adaptable to outdoor festivals and pageants.


Prerequisites: Physical Education 115 and 214.

Purpose: Practical consideration to dances concerned in festivals, drama, and concerts.

Topics: New materials in natural, folk, and athletic dances with a continuation and progress in technique.

**Physical Education 221.** (2 hours). History of Physical Education. Second semester—T., T., fifth 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 early Greeks, Romans and later European systems are discussed. The play, recreation, camping, child health, boy and girl scout and athletic movements; recent trends and a review of state and national legislation.


Purpose: To teach athletic games, break them up into their elements, teach as skills; games to be reconstructed and moderated to meet various conditions.

Topics: Soccer, hockey, basketball, baseball, football, tennis, and volley ball.


Prerequisite: Physical Education 230.

Purpose: Participation, practice and teaching of activities of Physical Education 230.

Topics: Athletic games, schedules, classification tournaments, point systems and awards.


Purpose: Acquiring of skills on apparatus and mats.

Topics: Tumbling, stunts on “elephant” and parallel bars; horse and back; improvised apparatus; methods of assisting on apparatus for safety sake.

Purpose: A course designed for teachers of young children, materials adapted to school room and playground.

Topics: Singing games, dramatic actions, rhythms and story plays.

**Physical Education 250.** Scouting and Clubcraft. (3 hours). Second semester—Lecture, M., F., seventh period. Laboratory, Wednesday, seventh and eighth periods. Second summer term—Lecture, M., T., T., seventh period. Laboratory, W., F., seventh and eighth periods. (2 hours).

Purpose: This course is intended for those interested in becoming scoutmasters. Club work is also taken into consideration.

Topics: Study of specific community and recreational programs; history and principles of scouting; practical scoutcraft and clubcraft is emphasized; Scoutmasters’ certificate is awarded to all completing the course.

**Physical Education 251.** Clubcraft. (3 hours). First semester—Lecture, M., F., seventh period, Laboratory, W., seventh and eighth periods. Second summer term—Lecture, M., T., T., eighth period. Laboratory, W., F., seventh and eighth periods. (2 hours).

Purpose: This course is offered so as to acquaint the teacher with a background of the theory and practice of club work and recreation in general.

Topics: Girl scouts, girl reserves, camping, fire and woodcraft organizations.


Purpose: Course offered to give prospective coaches a theoretical and practical background.

Topics: Principles of game; requirements for each position; individual and team coaching; systems of offense and defense; interpretation of rules; officiating. Participation on varsity or intramural teams required.


Purpose: Designed for women teaching in high schools.

Topics: Discussion of women’s athletics; principles of the game; modified girls’ rules; systems of offense and defense; interpretation of rules; officiating; how to conduct intramural leagues.


Purpose: Course designed to give prospective coaches a theoretical background as well as an opportunity to participate in baseball.
Topics: Batting, pitching, base running, theory and practice. Team work and individual fielding of each position; how to organize and conduct intramural and interschool schedules.


Purpose: A course designed for players and prospective coaches.

Topics: General principles; systems; generalship; strategy; rules; officiating; equipment, and schedules.


Purpose: A course for men preparing to coach in Junior or Senior High School.

Topics: Accepted track and field activities, training methods; organization of meets and field days.

Physical Education 266. Materials and Methods of Teaching Physical Education. (3 hours). First semester—M., W., F., fourth period. First summer term—Daily, sixth period. (2 hours).

Purpose: A professional course for classroom and playground teachers and leaders.

Topics: Mental, social, and hygienic values of physical education; measurement in physical education; study of programs; materials for elementary, Intermediate, and Junior and Senior High School levels; lesson planning and observation.


Purpose: It is designed for those contemplating leadership in physical education.

Topics: Tactics; dancing; free exercise; hand apparatus; mimetics and games.


Prerequisite: Physical Education 267

Purpose: Continuation of Physical Education 267.

Topics: Advanced tactics, drills for exhibitions; natural exercises; pyramid building; games; opportunity for leadership and practice teaching.


Purpose: Teaching dances and rhythmic step of a vigorous nature.

Activities: Stunts; athletic dancing; folk character and clog steps.
Physical Education 310. Swimming. (1 hour). First and second semester. First and second summer terms. Three days a week, hours to be arranged.

Purpose: Elementary swimming for beginners.

Topics: Elimination of fear in water; brink method for teaching swimming; breast stroke; recreational swimming.

Physical Education 311. Swimming and Water Sports. (1 hour). Second semester—Three days a week, hours to be arranged. Second summer term—Three days a week, hours to be arranged.

Purpose: A course designed for swimmers who are prepared for advanced work.

Topics: Practice of various strokes; diving, and water games.

Physical Education 360. Advanced Swimming and Life Saving. (1 hour). Second semester—Three days a week, hours to be arranged. First summer term—Daily, hours to be arranged.

Purpose: A course in methods and life saving.

Topics: Practice of various strokes; under water swimming; diving; instruction in junior and senior life saving requirements as prescribed by the American Red Cross.


Purpose: This course seeks to establish the place of physical education and to indicate its indispensable character in modern life.

Topics: History of Physical Education; sources and data of principles; aims and objectives; psychology of Physical Education; standards and tests.

Physical Education 368. Organization and Administration. (2 hours). Second semester—Hours to be arranged.

Purpose: Designed for majors and physical education, dealing with administrative problems in small school systems, county, and city, also for principals.

Topics: Aims and methods; classification; supervisory problems; schedule making; discipline; construction of apparatus playgrounds and playing fields; equipment for small gymnasiums and enclosed play areas.

Purpose: To acquaint the student with the nature of the science of Physics and its applications. It is not intended to prepare the student to teach Science or Physics in the high school.

Topics: The course consists of a series of lectures and demonstrations of the fundamental principles of mechanics, sound, heat, electricity, magnetism, and light. Written quizzes will be given after each group of eight or nine lectures.


Purpose: To study the principles of Physics and their applications in the home.

Topics: Lectures with experimental demonstrations.


Prerequisites: Mathematics 107 or Junior standing, Mathematics 213, or registration in Mathematics 213.

Purpose: A general course treating mechanics and heat, and given not only for those students who intend to teach Physics in high school, but also for those who expect to enter the field of engineering.


Prerequisite: Physics 201.

This course is a continuation of Physics 201, and should be taken
by the student who expects to teach Physics or General Science in high school, or to enter the engineering field.


**Physics 301.** An Advanced Course in Mechanics. (5 hours). First semester—M., T., W., T., F., first period. Laboratory fee, $2.00.

Prerequisites: Mathematics 352 and Physics 201 and 202.

This course is given primarily for those majoring, or taking a first minor in Physics. Much stress is put upon the solution of problems.

**Physics 302.** Introduction to Physics Optics. (3 hours). Second semester—M., W., F., sixth period.

Prerequisites: Physics 201 and 202.

Purpose: To study the nature of light and its related phenomena.


**Physics 303.** Advanced Heat. (2 hours). First summer term—Daily, first period.

Prerequisites: Physics 201 and 202.

Purpose: To study the nature of heat and its related phenomena.


**Physics 304.** Advanced Electricity and Magnetism. (2 hours). Second summer term—Daily, second period.

Prerequisites: Physics 201, 202, and Mathematics 351.

Purpose: To study the theory of electricity and magnetism.


**Physics 305.** A Laboratory Course in Electrical Measurements. (2 hours). First semester—Tu., Th., sixth and seventh periods.

Prerequisites: Physics 201 and 202.

Purpose: To acquaint the student with the use of a "Test Set" for electrical measurements in commercial practice, and also with laboratory methods.


Prerequisites: Physics 201 and 202.
DEPARTMENT OF SOCIAL SCIENCE

Mr. Keith
Mr. Dorris
Miss Pollitt

Social Science 102.  American History from the Beginning to 1829. (3 hours).  First semester—Section I, M., W., F., first period.  
Second semester—Section I, M., W., F., second period.  Section II, M., W., F., eighth period.  

Purpose: The purpose of this course is to familiarize the student with the general content of American History from Discovery to the Jackson Administration.  Stress is placed on the bibliography and sources of materials for study of American History.

Topics: The discovery, exploration and conquest by nations; colonization; drift of the colonies from the Motherland and eventual revolution; establishment of government and a powerful nation; the beginning of the slavery controversy.

This course is required of all majors and minors in the Social Science Department.

Social Science 103.  American History from 1829 to the Present. (3 hours).  First semester—Section I, M., W., F., second period.  
Second semester—Section I, M., W., F., eighth period.  Section II, M., W., F., seventh period.  First summer term—Daily, seventh period.  (2 hours).

Purpose: It is the purpose of this course to acquaint the student with the general content and methods of studying and presenting American History from Jackson to the present.  An effort is made to acquaint the student with the literature of American History.

Topics: The course dwells upon the continuation of the slavery controversy to the climax of the civil war; reconstruction; mechanical inventions, business and labor organizations; foreign war; imperialism; arbitration and Peace movements.

Required of all majors and minors in the Social Science Department.


Purpose: The purpose of this course is to give a general introductory survey of the entire field of American Government.

Topics: Local, State and National Government; organization of the various departments of government with their functions and opera-
tion; political organization and the influence of political parties; ideals of correct organization of government and its just function.

Social Science 121. Economics. (3 hours). (See Commerce 124).
Social Science 122. Principles of Economics. (3 hours). (See Commerce 125).

Social Science 141. Medieval History from about 476 to 1500. (3 hours). First semester—T., T., S., third period.

Purpose: To familiarize the student with the general course of Medieval History, give him a notion of the continuity of history and acquaint him with the historical literature of the period.

Topics: The migration of tribes; the rise of nationalities; medi-
val church; the Crusades; the feudal systems of the countries; the hundred years' war.

Required: Either this course or 142 is required of all majors or first minors in the Social Science Department.

Social Science 142. Modern History from 1500 to 1815. (3 hours). Second semester—T., T., S., third period.

Purpose: The purpose of this course is to continue the work of 141 and give the student a general introductory view of modern history, together with an insight into the sources of it.

Topics: The reformation and the religious wars; international rivalry and the rise of new nations; social, economic and industrial history of the period; the rise of liberalism and the coming of the French Revolution; the development of political institutions among the nations.

Required: Either this course or 141 is required of all majors and first minors in the Social Science Department.


Purpose: The purpose of this course is to give a survey of the entire field of foreign immigration into the United States, together with their living conditions here after arrival.

Topics: Regions and nations from which the immigrants come; assimilation; housing conditions; economic relations; crime; pauper-
ism; selection.

Social Science 222. Practical Economic Problems. (3 hours). (See Commerce 222).

Social Science 231. Sociology. (3 hours). Second semester—
M., W., F., fourth period. First summer term—Daily, fourth period. (2 hours).

Purpose: This course is a general course in Introductory Sociology.

Topics: The field covered by sociology; its relation to other sciences; relation of living conditions to life; the problem of finding and using the leaders of the people; social achievement; man's relation to his institutions and responsibility for them; the family, religion and morals.
Social Science 242. English History from 449 to 1600. (3 hours). First semester—M., W., F., sixth period.

Purpose: The purpose of this course is to give the student a general view of the first half of English History; with extensive work in the source material concerning it.

Topics: The coming of the Anglo-Saxon; advance toward nationality; the Norman invasion; English Feudalism; the hundred years' war; legal and political development; the wars of the roses and the fall of feudalism; the Tudor Monarchy.

Social Science 244. Legacy of Greece. (2 hours). (See Foreign Language 212).

Social Science 245. Legacy of Rome. (2 hours). (See Foreign Language 213).


Purpose: It is the purpose of this course to present methods of teaching social science in grades one to five and to illustrate these methods by suitable material for the grades.

Topics: Patriotic exercises, festival days, holidays are considered. Courses of study are consulted. Source material suitable for use in the work is gathered. Plays, games, excursions, places of historic interest are made topics.

Required of all students intending to teach in the primary grades.


Purpose: The purpose of this course is to acquaint the student with recent American History, beginning about 1890 and continuing up to the current history of the day.

Topics: Organized big business; commerce; expansion; imperialism; tariff, foreign relations; current politics.

Prerequisite: Social Science 102 or 103.


Purpose: The purpose of this course is to show the relations of the development of the West to American History.

Topics: Advancement of the frontier of American advance; Indian wars; irrigation; political relations of the west to the nation; development of democracy, co-education; territorial acquisitions.

Prerequisite: Social Science 102 or 103.

Purpose: The purpose of this course is to acquaint the student with the historical literature and the history of the south in its relation to the Union.

Topics: Settlement; peoples; religion; education; government; social and economic conditions; relations to the north and to foreign nations consequent to slavery; the civil war, reconstruction, resumption of progress in all lines.

Prerequisite: Social Science 102 or 103.


Purpose: To teach governmental organization; to give the student some idea of the evils consequent to government, with ideals of correct organizations.

Topics: Problems connected with municipal, state and national government; newer devices in organization and operation of government; problems of exercising the privilege of franchise, problems of various franchises in municipalities and contracts of state and nation; problems of the incidence, levy and collection of taxes.

Prerequisite: Social Science 111.


Social Science 341. English History from 1600 to 1714. (2 hours). Second summer term—Daily, fourth period.

Purpose: This course is centered about the Puritan and the English revolutions, and the historical literature of that period.

Topics: Divine Right of James I and Charles I; religious and financial struggles of the time; parliamentary resistance to the course of the first two Stuarts; the “Roundhead” Rebellion; Charles II, James II. and the English Revolution.

Social Science 342. English History from 1700 to the present. (3 hours). Second semester—M., W., F., sixth period.

Purpose: This course is to acquaint the student with the history and historical literature of the period indicated.

Topics: The last of the Stuarts and the accession of the Hanoverians; the struggle for empire; development of British Imperialism; parliamentary reforms of the nineteenth century; influence of political parties; England’s place in the “Parliament of Men.”

Social Science 343. European History, 1715 to 1815. (3 hours).

Purpose: The purpose of this course will be to make an intensive study of this century of European History and its sources.

Topics: The industrial revolution among the nations; wars partly consequent upon this revolution; rising imperialism among the nations; the French Revolution; reconstruction of the continent.

Prerequisite: Social Science 141 or 142.

Social Science 345. European History from 1815 to the Present. (3 hours).
Purpose: The purpose of this course is to give an intensive study of modern European History and its literature.

Topics: Social economic, and industrial conditions after Waterloo; liberal uprisings and reactionary repressions—Metternich; the rise of socialism—Marx; wars of the century; the merging of the Germanic body into the German Empire; the struggle for naval, industrial and economic mastery and the deluge of the World War.

Prerequisite: Social Science 141 or 142.


Purpose: The purpose of this course is to acquaint the student with the history and government of our Mexican, Central and South American Nations and their relations to the United States.

Topics: Studies of the history of the main countries involved.

Social Science 351. Foreign Government. (3 hours). First semester—M., W., F., seventh period.

Purpose: To acquaint the student with the government of England and Switzerland and some of the political literature of the nations.

Topics: The rise of governmental institutions of England and her influence among the nations; kingship; parliament; cabinet; ministry; Privy Council; the Swiss system of government and her democracy.

Prerequisite: Social Science 111.


Purpose: This should be a sequent course to 351, but will not require it as a prerequisite. It will attempt to acquaint the student with the politics and political writings concerning France, Italy, Germany, and Russia.

Topics: The governments of France, Italy, Russia, and Germany.


Purpose: To make a general study of Kentucky history; to attempt to show the student the wealth of material for the study of great men and great events in the Commonwealth's history.

Topics: General, social, economic, political history of Kentucky; her influence in the development of American Democracy; her periods of leadership in the nation; her educational system; Kentucky's great men and women; historical sources of Kentucky's progress. Occasional excursions to places of historic interest will probably be taken.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett, Laura Isabel</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Campbell, Green</td>
<td>A. B.</td>
<td>Corbin</td>
</tr>
<tr>
<td>Floyd, Mary</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Hart, Benjamin Franklin</td>
<td>A. B.</td>
<td>Burning Springs</td>
</tr>
<tr>
<td>Hume, Elizabeth</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Lane, Joseph Ernest</td>
<td>A. B.</td>
<td>Cookeville, Tenn.</td>
</tr>
<tr>
<td>Leathers, Hettie Marie</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Mackey, Alexander B.</td>
<td>A. B.</td>
<td>Nashville, Tenn.</td>
</tr>
<tr>
<td>Mattox, Mary Lou</td>
<td>B. S.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Mullins, Elmer C.</td>
<td>A. B.</td>
<td>Moreland</td>
</tr>
<tr>
<td>Qualls, Daniel Webster</td>
<td>A. B.</td>
<td>Olive Hill</td>
</tr>
<tr>
<td>Shearer, William Morton</td>
<td>A. B.</td>
<td>Covington</td>
</tr>
<tr>
<td>Skinner, Thomas W.</td>
<td>A. B.</td>
<td>Harrodsburg</td>
</tr>
</tbody>
</table>

**CLASS OF 1926**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron, William George</td>
<td>A. B.</td>
<td>Russell Springs</td>
</tr>
<tr>
<td>Ammerman, Mary Jane</td>
<td>A. B.</td>
<td>Cynthiana</td>
</tr>
<tr>
<td>Arbuckle, Sara Evans</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Bowman, Neal S.</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Carter, Melba W.</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Case, Emma Young</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Chadwell, William O.</td>
<td>A. B.</td>
<td>Island City</td>
</tr>
<tr>
<td>Coates, Lana Martine</td>
<td>A. B.</td>
<td>Elkton</td>
</tr>
<tr>
<td>Ellis, Henry Lawrence</td>
<td>A. B.</td>
<td>Louisa</td>
</tr>
<tr>
<td>Gullett, William Preston</td>
<td>A. B.</td>
<td>Stacy Fork</td>
</tr>
<tr>
<td>Hood, Claude</td>
<td>A. B.</td>
<td>Soldier</td>
</tr>
<tr>
<td>Little, Eula Baker</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>McMullin, Mrs. Virgil</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Mainous, Clayton George</td>
<td>A. B.</td>
<td>Baton Rouge, La.</td>
</tr>
<tr>
<td>Mills, Jennings Franklin</td>
<td>A. B.</td>
<td>Kenton</td>
</tr>
<tr>
<td>Mullinix, Edna M.</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Neikirk, George Archibald</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>North, Elizabeth</td>
<td>A. B.</td>
<td>Cropper</td>
</tr>
<tr>
<td>Riley, Ruth</td>
<td>A. B.</td>
<td>Covington</td>
</tr>
<tr>
<td>Routh, Virginia</td>
<td>A. B.</td>
<td>Hustonville</td>
</tr>
<tr>
<td>Watts, John Brown</td>
<td>A. B.</td>
<td>Annville</td>
</tr>
<tr>
<td>Wells, Lillian Jackson</td>
<td>A. B.</td>
<td>Nicholasville</td>
</tr>
<tr>
<td>Wheeler, Allie Hendren</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Address</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------</td>
<td>---------------</td>
</tr>
<tr>
<td>White, Bessie Mae</td>
<td>A. B.</td>
<td>Covington</td>
</tr>
<tr>
<td>Wilson, Maude</td>
<td>A. B.</td>
<td>Kirksville</td>
</tr>
<tr>
<td>Word, Carroll Emerson</td>
<td>A. B.</td>
<td>Concord</td>
</tr>
<tr>
<td>Yager, Katherine Elizabeth</td>
<td>A. B.</td>
<td>La Grange</td>
</tr>
</tbody>
</table>

**CLASS OF 1927**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bertram, Anna Louise</td>
<td>A. B.</td>
<td>Vanceburg</td>
</tr>
<tr>
<td>Champ, Bernice</td>
<td>A. B.</td>
<td>Lancaster</td>
</tr>
<tr>
<td>Coates, James Dorland</td>
<td>B. S.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Cuppy, Florence Montelle</td>
<td>A. B.</td>
<td>Dayton</td>
</tr>
<tr>
<td>Estes, Eubie Kate</td>
<td>A. B.</td>
<td>Owenton</td>
</tr>
<tr>
<td>Evans, Ethel Lee</td>
<td>A. B.</td>
<td>Davisburg</td>
</tr>
<tr>
<td>Gilmore, Charles M.</td>
<td>B. S.</td>
<td>Hazard</td>
</tr>
<tr>
<td>Hendrix, Dewey</td>
<td>A. B.</td>
<td>Yeaddies</td>
</tr>
<tr>
<td>Jones, John Spencer</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Jones, John Spencer (Mrs.)</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>King, Sam</td>
<td>A. B.</td>
<td>Burke</td>
</tr>
<tr>
<td>Lingenfelser, Emma Margaret</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Little, Robert E.</td>
<td>A. B.</td>
<td>Paint Lick</td>
</tr>
<tr>
<td>Moores, Allie Ruth</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Payne, James Andrew</td>
<td>A. B.</td>
<td>Cynthiana</td>
</tr>
<tr>
<td>Pelley, Thos. Lee</td>
<td>A. B.</td>
<td>Morning View</td>
</tr>
<tr>
<td>Price, Orville</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Rice, Lawrence K.</td>
<td>A. B.</td>
<td>Quicksand</td>
</tr>
<tr>
<td>Sloan, Myrtle Mae</td>
<td>A. B.</td>
<td>Somerset</td>
</tr>
<tr>
<td>Soper, Oma Smith</td>
<td>A. B.</td>
<td>Russell</td>
</tr>
<tr>
<td>Triplett, Ishmail</td>
<td>A. B.</td>
<td>Lackey</td>
</tr>
<tr>
<td>Willoughby, Beulah</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
</tbody>
</table>

**CLASS OF 1928**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acree, C. S.</td>
<td>A. B.</td>
<td>Florence</td>
</tr>
<tr>
<td>Adkins, Robt. Thompson, Jr.</td>
<td>A. B.</td>
<td>Mt. Olivet</td>
</tr>
<tr>
<td>Ball, Mrs. Dewey</td>
<td>A. B.</td>
<td>Lancaster</td>
</tr>
<tr>
<td>Bell, Ira</td>
<td>A. B.</td>
<td>Monticello</td>
</tr>
<tr>
<td>Carpenter, Katie D.</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Chambers, Henry Clay</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Clark, Mabel</td>
<td>A. B.</td>
<td>Covington</td>
</tr>
<tr>
<td>Clift, Lillian Mae</td>
<td>A. B.</td>
<td>Bellevue</td>
</tr>
<tr>
<td>Cummins, Eliza Anderson</td>
<td>A. B.</td>
<td>Stanford</td>
</tr>
<tr>
<td>Farley, Claude H.</td>
<td>B. S.</td>
<td>Auxier</td>
</tr>
<tr>
<td>Fields, Davis S.</td>
<td>A. B.</td>
<td>Louisville</td>
</tr>
<tr>
<td>Goodman, Keener C.</td>
<td>A. B.</td>
<td>Coxton</td>
</tr>
<tr>
<td>Harmon, Judson S.</td>
<td>A. B.</td>
<td>Prestonsburg</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Address</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Hill, Gladys</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Hubbard, Elizabeth</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Hurst, Paul Marshall</td>
<td>B. S.</td>
<td>Morehead</td>
</tr>
<tr>
<td>Jones, Fairy</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Kenney, Mae Kirk</td>
<td>B. S.</td>
<td>Brooksville</td>
</tr>
<tr>
<td>Knarr, Ruth</td>
<td>A. B.</td>
<td>Ft. Thomas</td>
</tr>
<tr>
<td>Little, Daniel B. (deceased)</td>
<td>A. B.</td>
<td>Paint Lick</td>
</tr>
<tr>
<td>Moberly, Jesse C.</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Moberly, Mary Earle</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Pearson, William E.</td>
<td>A. B.</td>
<td>Waco</td>
</tr>
<tr>
<td>Ramsey, Jennie Elizabeth</td>
<td>B. S.</td>
<td>Benham</td>
</tr>
<tr>
<td>Redmond, Mattie</td>
<td>A. B.</td>
<td>Lawrenceburg</td>
</tr>
<tr>
<td>Roberts, Delaine O.</td>
<td>A. B.</td>
<td>W. Somerset</td>
</tr>
<tr>
<td>Stephenson, Lillian G.</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Taylor, Mrs. Ethel Tudor</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Wagers, Lawrence</td>
<td>B. S.</td>
<td>Manchester</td>
</tr>
<tr>
<td>Webb, Lela</td>
<td>A. B.</td>
<td>Burning Springs</td>
</tr>
<tr>
<td>Wells, Mrs. Marion Terrell</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>White, P. J.</td>
<td>A. B.</td>
<td>Harrodsburg</td>
</tr>
<tr>
<td>Wilson, Albert</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Wood, Jesse H.</td>
<td>B. S.</td>
<td>Pine Knot</td>
</tr>
<tr>
<td>Yager, Thomas Clarence</td>
<td>A. B.</td>
<td>Columbia, S. C.</td>
</tr>
</tbody>
</table>

**CLASS OF 1929**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Chester Raeburn</td>
<td>B. S.</td>
<td>Dry Ridge</td>
</tr>
<tr>
<td>Amis, Otis Cecil</td>
<td>A. B.</td>
<td>Himyar</td>
</tr>
<tr>
<td>Atkinson, Stella Congleton</td>
<td>A. B.</td>
<td>Slade</td>
</tr>
<tr>
<td>Ballard, May Douglas</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Barret, Mrs. R. T.</td>
<td>A. B.</td>
<td>Ashland</td>
</tr>
<tr>
<td>Bevins, Billie Zetta</td>
<td>A. B.</td>
<td>Mita</td>
</tr>
<tr>
<td>Brooks, Mollie Margaret</td>
<td>A. B.</td>
<td>Parksville</td>
</tr>
<tr>
<td>Calico, Hazel Virginia</td>
<td>B. S.</td>
<td>Paint Lick</td>
</tr>
<tr>
<td>Carpenter, Valley</td>
<td>B. S.</td>
<td>Harrodsburg</td>
</tr>
<tr>
<td>Chandler, Robert Edwin</td>
<td>B. S.</td>
<td>Lancaster</td>
</tr>
<tr>
<td>Clifton, Wilburn Parker</td>
<td>B. S.</td>
<td>Owenton</td>
</tr>
<tr>
<td>Coates, Thomas Henry</td>
<td>A. B.</td>
<td>Morehead</td>
</tr>
<tr>
<td>Combs, Beckham</td>
<td>A. B.</td>
<td>Whitesburg</td>
</tr>
<tr>
<td>Congleton, Mrs. Mary A.</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Cooper, Vanburen</td>
<td>A. B.</td>
<td>Caroleen, N. C.</td>
</tr>
<tr>
<td>Cord, Emma Harrison</td>
<td>A. B.</td>
<td>Maysville</td>
</tr>
<tr>
<td>Coslow, Mrs. Brunette Money</td>
<td>A. B.</td>
<td>Fisherville</td>
</tr>
<tr>
<td>Douds, Harold Lowen</td>
<td>A. B.</td>
<td>Carmichaels, Pa.</td>
</tr>
<tr>
<td>Dykes, Norma Katherine</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Ellison, Evelyn</td>
<td>B. S.</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Farris, Mrs. Zola White</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Address</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Fowler, Sudie B.</td>
<td>A. B.</td>
<td>Cynthiana</td>
</tr>
<tr>
<td>Galbraith, Shirley</td>
<td>A. B.</td>
<td>Brooksville</td>
</tr>
<tr>
<td>Hale, E. B.</td>
<td>A. B.</td>
<td>Whitesburg</td>
</tr>
<tr>
<td>Harris, Lelia Jane</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Harrod, Justus Goebel</td>
<td>A. B.</td>
<td>Stanford</td>
</tr>
<tr>
<td>Helm, Susan Rietta</td>
<td>B. S.</td>
<td>Simpsonville</td>
</tr>
<tr>
<td>Holbrook, Martha</td>
<td>A. B.</td>
<td>Owenton</td>
</tr>
<tr>
<td>Hughes, Eliza</td>
<td>B. S.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Kelley, Edna Arabellah</td>
<td>B. S.</td>
<td>Berda</td>
</tr>
<tr>
<td>Lair, Ruby</td>
<td>A. B.</td>
<td>Monticello</td>
</tr>
<tr>
<td>Lee, Viola Higgins</td>
<td>A. B.</td>
<td>Pulaski</td>
</tr>
<tr>
<td>Locke, Mrs. Mae Wyan</td>
<td>A. B.</td>
<td>London</td>
</tr>
<tr>
<td>McCord, Mary Katherine</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>McGuire, Asa Franklin</td>
<td>A. B.</td>
<td>Morehead</td>
</tr>
<tr>
<td>McKinney, David Hampton</td>
<td>B. S.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Marshall, Clarence W.</td>
<td>A. B.</td>
<td>Campton</td>
</tr>
<tr>
<td>Million, Harriet</td>
<td>A. B.</td>
<td>Million</td>
</tr>
<tr>
<td>Minter, Edna Kellems</td>
<td>A. B.</td>
<td>Red House</td>
</tr>
<tr>
<td>Morris, Roger B.</td>
<td>B. S.</td>
<td>Stanford</td>
</tr>
<tr>
<td>Paxton, Mrs. Elmer J.</td>
<td>A. B.</td>
<td>Shelbyville</td>
</tr>
<tr>
<td>Paynter, Charles</td>
<td>A. B.</td>
<td>Brooksville</td>
</tr>
<tr>
<td>Pennington, John Edgar</td>
<td>A. B.</td>
<td>Webbville</td>
</tr>
<tr>
<td>Radford, Betty Buckner</td>
<td>A. B.</td>
<td>Swannanoa, N. C.</td>
</tr>
<tr>
<td>Ramsey, Charles P.</td>
<td>A. B.</td>
<td>Manchester</td>
</tr>
<tr>
<td>Reynolds, Coleman</td>
<td>A. B.</td>
<td>Finchville</td>
</tr>
<tr>
<td>Richards, R. R.</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Ross, Evelyn Ferrell</td>
<td>B. S.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Salyers, Robert King</td>
<td>A. B.</td>
<td>Lexington</td>
</tr>
<tr>
<td>Skinner, V. Lucretia</td>
<td>A. B.</td>
<td>Harrodsburg</td>
</tr>
<tr>
<td>Smith, Robert Luther</td>
<td>A. B.</td>
<td>Perkins</td>
</tr>
<tr>
<td>Smith, William Alton</td>
<td>A. B.</td>
<td>Waco</td>
</tr>
<tr>
<td>Staton, Lee Roy</td>
<td>A. B.</td>
<td>Snow</td>
</tr>
<tr>
<td>Stennett, Mabel O.</td>
<td>A. B.</td>
<td>Russell</td>
</tr>
<tr>
<td>Stone, Talton, K.</td>
<td>A. B.</td>
<td>Carrollton</td>
</tr>
<tr>
<td>Thompson, Forest Stone</td>
<td>A. B.</td>
<td>Myers</td>
</tr>
<tr>
<td>Thompson, Mrs. Forest S.</td>
<td>A. B.</td>
<td>Myers</td>
</tr>
<tr>
<td>Wagoner, Thelma May</td>
<td>A. B.</td>
<td>Paris</td>
</tr>
<tr>
<td>Ward, Stella</td>
<td>A. B.</td>
<td>Cropper</td>
</tr>
<tr>
<td>Watkins, Willie Moss</td>
<td>A. B.</td>
<td>Liberty</td>
</tr>
<tr>
<td>Weaver, Mildred Ethel</td>
<td>B. S.</td>
<td>Loyall</td>
</tr>
<tr>
<td>White, Mary Mildred</td>
<td>A. B.</td>
<td>Ashland</td>
</tr>
<tr>
<td>Winburn, Hobart</td>
<td>A. B.</td>
<td>Waco</td>
</tr>
</tbody>
</table>

**CLASS OF 1930**

Arnold, Sue V. .................................. A. B...............Wheatley
Bell, Mrs. Julia Goodpaster .................... A. B...............Monticello
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowen, Maude S.</td>
<td>A. B.</td>
<td>Slade</td>
</tr>
<tr>
<td>Broaddus, Hazel</td>
<td>B. S.</td>
<td>Lancaster</td>
</tr>
<tr>
<td>Bush, Sallie T.</td>
<td>A. B.</td>
<td>Winchester</td>
</tr>
</tbody>
</table>
| Clayton, S. T.     | B. S.  | Morehouse, Mo.
<p>| Cornett, James H.  | A. B.  | Paint Lick   |
| Cornett, Willie    | B. S.  | Larue        |
| Daniel, Mary       | B. S.  | Stanton      |
| Dudley, Mabel      | A. B.  | Richmond     |
| Elliott, Irene J.  | A. B.  | McKinney     |
| Graham, O. J.      | B. S.  | Springfield  |
| Hammond, Colonel   | A. B.  | Paint Lick   |
| Hart, Charles W.   | B. S.  | Bardstown    |
| Hord, Geneva Jane  | A. B.  | Richmond     |
| Horton, Herman     | A. B.  | Johns Run    |
| Humphrey, Clyde    | A. B.  | Oil Springs  |
| Jacobs, Richard    | A. B.  | Cynthiana    |
| McGlosson, Georgiana| A. B. | Richmond    |
| Mahaffey, May      | A. B.  | Richmond     |
| Martin, Lloyd Lafayette | A. B. | Richmond |
| Mason, Francis     | A. B.  | Richmond     |
| Masters, John      | B. S.  | Paris Crossing, Ind |
| Miller, Gladys     | A. B.  | Parksville   |
| Moores, Willie Griggs| A. B. | Wilmore     |
| Munday, David C.   | A. B.  | Richmond     |
| Ogg, William E.    | A. B.  | Berea        |
| Owens, Ethel       | A. B.  | Mitchellsburg|
| Parman, Oscar      | A. B.  | London       |
| Peele, Emily       | A. B.  | Nicholasville|
| Pletcher, Jessie Belle | A. B. | Sanborn, N. Y. |
| Plummer, Charles Milton | A. B. | Paris       |
| Regenstein, Alma   | B. S.  | Richmond     |
| Reynolds, Lena B.  | A. B.  | London       |
| Richardson, James R.| A. B. | Richmond     |
| Roe, James Alvin   | A. B.  | Beechy       |
| Sloas, Nora Virginia| B. S. | Webbville   |
| Slucher, Thelma    | A. B.  | Barbourville |
| Smith, Mrs. Alton  | A. B.  | Waco         |
| Smith, Anna Mae    | A. B.  | Wasioto      |
| Smith, Eva         | B. S.  | Frankfort    |
| Stacy, General     | A. B.  | Ary          |
| Stocker, Mossie    | A. B.  | Richmond     |
| Stratton, Garland  | B. S.  | Mayflower    |
| Taphorn, Mary Martha| A. B. | Covington   |
| Tarter, V. K.      | B. S.  | Whitley City |
| Tate, Flora        | B. S.  | Midway       |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telford, Margaret</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Triplett, Henry</td>
<td>B. S.</td>
<td>Corbin</td>
</tr>
<tr>
<td>Washburn, Cecil</td>
<td>A. B.</td>
<td>Paris</td>
</tr>
<tr>
<td>Washington, Mary</td>
<td>B. S.</td>
<td>Russell</td>
</tr>
<tr>
<td>White, J. J.</td>
<td>A. B.</td>
<td>California</td>
</tr>
<tr>
<td>Willoughby, Hortense</td>
<td>A. B.</td>
<td>Richmond</td>
</tr>
<tr>
<td>Wilson, Huldah F.</td>
<td>A. B.</td>
<td>Covington</td>
</tr>
</tbody>
</table>