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# TEACHERS COLLEGE HEIGHTS

Entered as second-class matter, December 18, 1916, at the Post Office at Bowling Green, Kentucky, under an Act of August 24, 1912.

VOL. 13

JULY, 1932

NO. 5



"MORE STATELY MANSIONS"

WESTERN KENTUCKY STATE TEACHERS COLLEGE

BOWLING GREEN,

Entered as second-class matter, December 18, 1916, at the Post Office at Bowling Green, Kentucky, under an Act of August 24, 1912.

KENTUCKY.



# Western Kentucky State Teachers College

## The Fall Semester Begins September 19, 1932

September 16 and 17, Friday and Saturday, have been set aside as Freshman Days.

The Second Semester will begin January 30, 1933.

The mid-term of nine weeks will open April 3.

### Calendar

1932

- September 16-17, Friday and Saturday—  
Freshman Days, registration and classification of all college freshmen.  
Entrance examination for students from non-accredited high schools.
- September 19, Monday—  
Registration for first semester.
- September 20, Tuesday—  
Classes meet.
- September 26, Monday—  
Last day of registration for full credit.
- October 11, Tuesday—  
Last day to register for credit.
- November 23, Wednesday—  
Last class work before Thanksgiving.
- November 28, Monday—  
Class work resumed.
- December 16, Friday—  
Christmas holidays begin.

1933

- January 2, Monday—  
Class work resumed.
- January 27, Friday—  
Last day of first semester.
- January 30, Monday—  
Registration for second semester.
- June 5, Monday—  
Registration for first summer term.

### Freshman Week

The college will maintain again this year a program of registering, classifying, and orientating freshmen who are entering the college for the first time. The days set apart for this program will be Friday and Saturday, September 16 and 17. Every freshman is expected to be present in Vanmeter Hall at 9:30 o'clock, September 16. Those students who come on these days will have a better

chance of securing a satisfactory program, will be enabled to begin their college work in a much more satisfactory manner, and at the close of the term will show a greater progress in their studies than those who do not avail themselves of this opportunity. There will be something planned for the freshmen from 9:30 on Friday, September 16, until Monday morning, September 19, which is the date for general registration.

Students should urge their principals to send to the Registrar of the College an official copy of high-school credits.

### Cost of a Semester in Western in 1932-33 Will be Less than Ever Before

Reckoned solely in dollars and cents, a term at college here will cost but little more than one's living expenses would be for the same period at home. The State of Kentucky has generously offered FREE TUITION under instructors that have no superior and but few equals. Earnest students are able to attend Western Teachers College for a semester on as small an outlay as one hundred and twelve dollars, including room, meals, registration fee and books. These items are estimated as follows:

|                                    |          |
|------------------------------------|----------|
| Free tuition .....                 | \$ .00   |
| Board @ \$3.50 a week.....         | 63.00    |
| Room rent @ \$1.50 (average) ..... | 27.00    |
| Registration fee .....             | 10.00    |
| Books, about .....                 | 12.00    |
| Total .....                        | \$112.00 |

Students who desire to do so may usually purchase their books at second hand and, after completing the course of study, sell them to incoming students, thus reducing this item of expense.

For the registration fee there comes the benefit of full use of the library, the advice and personal assistance of a graduate nurse and other members of the Health Department, admission to all numbers of the Lyceum course, and to the principal athletic events.



List of Courses Offered

FIRST SEMESTER, 1932-33

The first semester of the year 1932-33 will open September 19. All beginning freshmen should arrive Thursday afternoon before the opening. A special announcement relative to Freshman Week will be found on another page of this publication.

A very attractive program of well-organized junior and senior college courses has been arranged for the fall semester. The list given below is practically complete. The offerings in the Graduate School may be found on another page of this publication.

|   |             |
|---|-------------|
| <b>ART:</b>                               | <b>Hrs.</b> |
| 100 General Art                           | 3           |
| 101 General Art-Appreciation              | 3           |
| 102a Art Education for Grades (1-3)       | 3           |
| 200 Drawing and Design                    | 3           |
| 202 Poster Design                         | 3           |
| 203 Drawing and Composition               | 3           |
| 300 Still Life                            | 3           |
| <b>AGRICULTURE:</b>                       |             |
| 101 General Agriculture                   | 2           |
| 110 Animal Husbandry I                    | 3           |
| 115 Poultry I                             | 3           |
| 204 General Farm Crops                    | 5           |
| 206 Agricultural Analysis                 | 5           |
| 212 Animal Husbandry IV                   | 3           |
| 220 Agricultural Economics I              | 4           |
| 302a Agri. in Secondary Schools           | 3           |
| <b>BIOLOGY:</b>                           |             |
| 100 Hygiene and Sanitation                | 2           |
| 105 General Biology                       | 5           |
| 200 Botany I                              | 5           |
| 210 Agri. Bacteriology I                  | 5           |
| 211 Household Bacteriology                | 5           |
| 220 General Zoology                       | 5           |
| 221 Comparative Vertebrate Anat.          | 4           |
| 230 Physiology                            | 3           |
| 300 Plant Physiology I                    | 5           |
| 301a Morphology of Angiosperms            | 2           |
| 400a Morphology of Gymnosperms            | 2           |
| 300 Plant Physiology                      | 4           |
| 330 Seminar in Biology                    | 4           |
| <b>CHEMISTRY:</b>                         |             |
| 100a General Chemistry                    | 5           |
| 100b General Chemistry                    | 5           |
| 200 Qualitative Analysis                  | 5           |
| 202 Food Chemistry                        | 5           |
| 301 Organic Chemistry                     | 5           |
| <b>ECONOMICS AND SOCIOLOGY:</b>           |             |
| 105 Modern Industry                       | 2           |
| 200 Elements of Economics                 | 3           |
| 202 Economic History of U. S.             | 3           |
| 315 Economic Development of Europe        | 3           |
| 420b History of Economic Thought          | 2           |
| 101 Principles of Sociology               | 3           |
| 108 Rural Sociology                       | 3           |
| 200 Educational Sociology                 | 3           |
| <b>EDUCATION:</b>                         |             |
| 100a Class Management and Control         | 3           |
| 101 Directed Observation                  | 2           |
| 110 Teaching Common School Branches       | 3           |
| 210a Teaching Fundamental Subjects        | 3           |
| 211 Problems of Primary Teacher           | 3           |
| 213a Teaching of Primary Reading          | 3           |
| 231 The Junior High School                | 3           |
| 240 Educational Tests and Measures        | 3           |
| 270 Rural School Curriculum               | 3           |
| 280 General History of Education          | 3           |
| 330 The Senior High School                | 2           |
| 356 Fundamentals of School Administration | 3           |
| 366 Principles and Problems of Superv.    | 3           |
| 415 Investigations in Mathematics         | 2           |
| 440 Educational Statistics                | 3           |
| 442 Educational Research                  | 3           |
| 456a Business Elements of P. S. Adm.      | 2           |
| 474 Training of Teachers                  | 2           |
| <b>ENGLISH:</b>                           |             |
| 101a Freshman English                     | 3           |
| 101b Freshman English                     | 3           |
| 102 Types of English Literature           | 3           |
| 201 Shakespeare                           | 3           |
| 202a Public Speaking                      | 3           |
| 204a Journalism                           | 2           |
| 205 Children's Literature                 | 3           |
| 206 Milton                                | 3           |
| 208 Victorian Literature                  | 2           |
| 210 Drama                                 | 3           |
| 300 History of English Literature         | 3           |
| 303 The Teaching of English in H. S.      | 3           |
| 306 Early American Literature             | 2           |
| 315 Wordsworth                            | 2           |
| 316 Old English                           | 3           |
| 317 The English Renaissance               | 3           |
| 318 Early Eighteenth Century Literature   | 3           |

|   |       |
|---|-------|
| 401 Literary Beginnings in America                          | 3     |
| 402 Literary Criticism                                      | 3     |
| 450 Research in English                                     | 3     |
| <b>GEOGRAPHY:</b>   |       |
| 101 Elements of Geography                                   | 2     |
| 105 Geography for Teachers of Intermediate Grades           | 5     |
| 111 Physiography  | 3     |
| 231 Industrial Geography                                    | 3     |
| 351 Geographic Influence in Historical Development of U. S. | 3     |
| 363 Econ. Geography of Europe                               | 3     |
| <b>HISTORY AND POLITICAL SCIENCE:</b>                       |       |
| 100 American History, 1789-1876                             | 3     |
| 102 Europe, 1700-1870                                       | 3     |
| 103 Europe, 1870 to Present                                 | 3     |
| 104 Introductory History and Govt.                          | 3     |
| 204 History in the Grades                                   | 2     |
| 212 American Government                                     | 3     |
| 219 The Articles of Confederation and the Constitution      | 3     |
| 307 Ancient Greece  | 3     |
| 308 Early Europe  | 3     |
| 400 American Colonial History                               | 3     |
| 461 Modern American History                                 | 3     |
| 402 England Under the Early Stuarts                         | 2     |
| History Seminar   | 3     |
| <b>HOME ECONOMICS:</b>                                      |       |
| 100 Foods I   | 3     |
| 106 Home Nursing  | 2     |
| 101 Clothing I  | 3     |
| 103 Applied Design I  | 2     |
| 105 Textiles I  | 2     |
| 107 Applied Design II                                       | 2     |
| 109 Costume Design  | 2     |
| 201 Clothing II   | 3     |
| 206 Foods II  | 3     |
| 207 Textiles II   | 2     |
| 300 Child Welfare   | 3     |
| 302 Dietetics   | 3     |
| 304 Home Management   | 2     |
| 306 Home Management House                                   | 3     |
| 317 Organ. of Vocational H. Ec.                             | 3     |
| <b>INDUSTRIAL ARTS:</b>                                     |       |
| 102 Elem. Mechanical Drawing                                | 3     |
| 103 Elementary Cabinet Construction                         | 4     |
| 105 Printing  | 3     |
| 106 Woodturning   | 3     |
| 110 Machine Woodwork  | 3     |
| 203 Teaching of Shop Subjects                               | 4     |
| 301 Adv. Architectural Drawing                              | 3     |
| <b>LATIN:</b>   |       |
| 100a Beginning Latin  | 5     |
| 101 Cicero (Orations)                                       | 5     |
| 105 Ovid (Selections)                                       | 3     |
| 109 Mythology   | 2     |
| 111 Grammar and Composition                                 | 2     |
| 202 Tacitus   | 3     |
| 302 Roman Comedy  | 3     |
| <b>LIBRARY SCIENCE:</b>                                     |       |
| 100 General Library Science                                 | 1     |
| 201a Cataloging and Classification                          | 2     |
| 202 School Library Mgt.                                     | 3     |
| 204b Practice Work  | 1     |
| 303a Reference and Bibliography                             | 3     |
| <b>MATHEMATICS:</b>   |       |
| 101 Teachers' Arithmetic                                    | 3     |
| 102 College Algebra   | 4     |
| 103 Plane Trigonometry                                      | 3     |
| 201 Theory of Equations                                     | 3     |
| 302 Advanced Calculus                                       | 3     |
| 401a Advanced Calculus                                      | 2     |
| 401b Advanced Calculus                                      | 2     |
| 402 Partial Differential Equations                          | 2     |
| 430 Seminar   | 1     |
| <b>MILITARY SCIENCE:</b>                                    |       |
| 100 First Year  | 1 1/2 |
| 104 Second Year   | 1 1/2 |
| 108 Advanced Course   | 3     |
| <b>MODERN LANGUAGE:</b>                                     |       |
| 101 Elementary French                                       | 5     |
| 102 Elementary French                                       | 5     |
| 103 Intermediate French                                     | 3     |
| 201 Composition and Conversation                            | 3     |
| 302 Survey of Literature                                    | 3     |
| 101 Elementary German                                       | 5     |
| <b>MUSIC:</b>   |       |
| 100 Theory of Music   | 2     |
| 101 Music Methods and Materials                             | 2     |
| 103 Harmony   | 3     |
| 106 Sight Singing and Dictation                             | 2     |
| 112 Beginning Chorus  | 1 1/2 |
| 118 Beginning Band  | 1-2   |
| 210 Sight Sing. in Parts and Dictation                      | 2     |
| 212 Advanced Chorus   | 1 1/2 |
| 213 Advanced Harmony  | 3     |
| 217 Advanced Orchestra                                      | 1 1/2 |
| 219 Advanced Band   | 1-2   |
| 300 Methods for Grades                                      | 2     |
| 307 Counterpoint  | 2     |



## RING THE BELL

|  |    |
|--|----|
| 310 Form and Analysis .....                      | 1  |
| 211 Teach. of Orchestral Instruments .....       | 2  |
| 305 History of Music .....                       | 2  |
| PENMANSHIP:                                      |    |
| 101 Methods in Penmanship .....                  | 2  |
| 102 Lettering and Engraving .....                | 2  |
| PHYSICAL EDUCATION:                              |    |
| For Women—                                       |    |
| 100a Elementary Physical Ed. ....                | 1½ |
| 100b Elementary Physical Ed. ....                | 1½ |
| 105 Elementary Folk Dancing .....                | 1  |
| 150a Advanced Physical Ed. ....                  | 1½ |
| 111 Hockey .....                                 | 1  |
| 114 Character Dancing .....                      | 1  |
| 203 Advanced Folk Dancing .....                  | 1  |
| 206 Natural and Interpretative Danc. ....        | 1  |
| 202 Basketball Coaching .....                    | 2  |
| 263 Methods in Swimming .....                    | 1  |
| For Men—   |    |
| 100a Elementary Physical Ed. ....                | 1½ |
| 100b Elementary Physical Ed. ....                | 1½ |
| 121 Basketball Coaching (2nd ½ sem.) .....       | 1½ |
| 150a Advanced Physical Ed. ....                  | 1½ |
| 212 Methods in Coaching Football .....           | 1½ |
| Men and Women—                                   |    |
| 101a Plays and Games for the Public School ..... | 1  |
| 151 Advanced Physical Ed. for Majors .....       | 1  |
| 255 Advanced Personal and General Hygiene .....  | 2  |
| PHYSICS:   |    |
| 100 Elem. College Physics .....                  | 5  |
| 102 Household Physics .....                      | 3  |
| 200 Mechanics, Molecular Physics and Heat .....  | 5  |
| 300 Heat .....                                   | 3  |
| PSYCHOLOGY:                                      |    |
| 102 Introduction to Psychology .....             | 3  |
| 207 Educational Psychology .....                 | 3  |
| 305 The Psychology of Childhood .....            | 2  |
| 306 The Psychology of Adolescence .....          | 2  |
| 318 Exceptional Children .....                   | 2  |

### Educational Standing of Western Kentucky Teachers College

Western Kentucky State Teachers College is a member of the following accrediting associations: The Association of Kentucky Colleges and Universities, American Association of Teachers Colleges, and Association of Colleges and Secondary Schools of the Southern States. Graduates of the school are given unconditional graduate standing in the leading colleges and universities of the country.

### Normal Department

Two years ago the Normal Department was made an integral part of the Training School, and no longer exists as a separate organization. For the time being, students who have been previously enrolled in the Normal Department may be admitted to regular classes in the Training High School on payment of the regular fees of the college. Persons desiring to begin secondary work at Western Kentucky Teachers College must enroll as regular students in the Training High School, pay the tuition, and be subject to all the regulations of that department.

### The Graduate School

The Graduate School was organized in the spring of 1931, and held its first regular session during the summer of the same year. The enrollment in this division of the institution has been highly satisfactory, both as regards number and quality of students in attendance. Seventy-four graduate students are registered in the institution at the present time, and a total of one hundred fifty-eight different students have registered in the Graduate School since its organization a little more than a year ago. The group this summer is composed largely of mature men and women who hold positions as principals, superintendents, supervisors, and high school teachers, and are pursuing courses leading to the Master of Arts degree with a view to giving themselves more thorough and extensive preparation in their respective fields of educational endeavor.

A special announcement giving full information relative to admission to the Graduate School, the departments in which graduate work is offered, and requirements for the

Master of Arts degree has just been published. Copies of this bulletin will be mailed upon request.

Given below is a list of graduate courses which will be available during the first semester of 1932-33. A complete list of all the graduate courses offered by the institution may be found in the regular catalog.

|  |     |      |
|--|-----|------|
| EDUCATION:   |     | Hrs. |
| 356 Fundamentals of School Adm. ....                         |     | 3    |
| 366 Principles and Problems of Supervision .....             |     | 3    |
| 415 Investigations in Mathematics .....                      |     | 2    |
| 440 Educational Statistics .....                             |     | 3    |
| 442 Educational Research .....                               |     | 2    |
| 456a Business Elements of Public School Administration ..... |     | 2    |
| 474 Training of Teachers .....                               |     | 2    |
| BIOLOGY:   |     |      |
| 300 Plant Physiology .....                                   | 4-5 |      |
| 301a Morphology of Angiosperms .....                         |     | 2    |
| 400a Morphology of Gymnosperms .....                         |     | 2    |
| 320 Invertebrate Zoology .....                               |     | 4    |
| 330 Seminar in Biology .....                                 |     |      |
| ECONOMICS:   |     |      |
| 315 Economic Development of Europe .....                     |     | 3    |
| 420b History of Economic Thought .....                       |     | 2    |
| ENGLISH:   |     |      |
| 316 Old English .....  |     | 3    |
| 401 Literary Beginnings in America .....                     |     | 3    |
| 402 Literary Criticism .....                                 |     | 3    |
| 450 Research in English .....                                |     |      |
| HISTORY:   |     |      |
| 400 American Colonial History .....                          |     | 3    |
| 401 Modern American History .....                            |     | 3    |
| 402 England Under the Early Stuarts .....                    |     | 2    |
| History Seminar .....  |     |      |
| LATIN:   |     |      |
| 302 Roman Comedy .....                                       |     | 3    |
| MATHEMATICS:   |     |      |
| 302 Advanced Calculus .....                                  |     | 3    |
| 401a Advanced Calculus .....                                 |     | 2    |
| 401b Advanced Calculus .....                                 |     | 2    |
| 402 Partial Differential Equa. ....                          |     | 2    |
| 430 Seminar .....  |     |      |
| PSYCHOLOGY:  |     |      |
| 318 Exceptional Children .....                               |     | 2    |

### New Requirements for the College Elementary Certificate

In accordance with a certification law passed by the last Legislature, the College Elementary certificate will be issued after September 1, 1932, on a minimum of thirty-two semester hours of required and elective college work, all of which must be earned in residence, with an average standing of "1" or "C".

The law mentioned above not only eliminates the College Elementary certificate issued on sixteen semester hours of college credit, but also the renewal of this certificate as provided in the law enacted in 1926. All applicants for the issuance or renewal of the College Elementary certificate must now meet the new requirements as prescribed by the law of 1932.

A complete list of the subjects required for the College Elementary certificate follows:

|  |     |           |
|--|-----|-----------|
| English 101a and 101b, Freshman English .....  | 6   | hrs.      |
| Education 100a, Classroom Management .....   | 3   | hrs.      |
| Education 110, Teaching the Common School .....  |     |           |
| Branches .....   | 3   | hrs.      |
| History 104, American History .....  | 3   | hrs.      |
| Geography 101, Principles of Geography .....   | 3   | hrs.      |
| Biology 100, Hygiene and Sanitation, or Agriculture 101, General Agriculture, or any Science ..... | 2-5 | hrs.      |
| Art 100, Public School Art, or Music 100, Public School Music .....                                | 2-3 | hrs.      |
| Mathematics 101 Teachers' Arithmetic .....   | 3   | hrs.      |
| Electives .....  | 4-7 | hrs.      |
| Total course requirements .....  | 32  | sem. hrs. |

### Tuition and Fees

No tuition is charged residents of the State of Kentucky. Residents of other states will pay a tuition fee of \$18.00 a semester or \$9.00 for one-half semester of nine weeks. All under-graduates are charged an incidental fee of \$10.00 a semester, \$5.00 for the spring, one-half semester of nine



weeks. Graduates are charged the fee of \$25.00 a semester. Fees for laboratory courses are as follows:

|  |        |
|--|--------|
| Art 100, General Art                                   | \$1.50 |
| Art 102a, Art Education for the Grades, 1-3            | 1.50   |
| Art 102b, Art Education for the Grades, 4-16           | 1.50   |
| Art 200, Drawing and Design                            | 1.50   |
| Art 201, Drawing and Design                            | 1.50   |
| Agri. 110 (An. Hus. 1)                                 | 1.00   |
| Agri. 111 (An. Hus. 2)                                 | 1.00   |
| Agri. 115 (Poul. 1)                                    | 1.00   |
| Agri. 210 (An. Hus. 3)                                 | No fee |
| Agri. 212 (An. Hus. 4)                                 | 1.00   |
| Agri. 214 (An. Hus. 5)                                 | 1.00   |
| Agri. 215 (Poul. 2)                                    | 1.00   |
| Agri. 206 (Agri. Anal.)                                | 5.00   |
| Agri. 208 (Soil Phys.)                                 | 5.00   |
| Agri. 103 (Hort. 1)                                    | 1.00   |
| Agri. 204 (Farm Crops)                                 | 1.00   |
| Agri. 201 (Hort. 2)                                    | 1.00   |
| Biol. 200 (Bot. 1)                                     | 5.00   |
| Biol. 201 (Bot. 2s)                                    | 2.00   |
| Biol. 202 (Bot. 3s)                                    | 1.00   |
| Biol. 205 (Gen. Biol.)                                 | 5.00   |
| Biol. 220 (Zool. 1)                                    | 5.00   |
| Biol. 221 (Vert. Anat.)                                | 4.00   |
| Biol. 222 (Vert. Anat.)                                | 4.00   |
| Biol. 230 (Physiol.)                                   | 1.00   |
| Biol. 210 (Agr. Bact.)                                 | 5.00   |
| Biol. 211 (Household Bact.)                            | 5.00   |
| Biol. 215 (Plant Path.)                                | 3.00   |
| Biol. 225 (Econ. Ent.)                                 | 2.00   |
| Biol. 226 (Bee Keeping)                                | 1.00   |
| Biol. 227 (Genetics)                                   | No fee |
| Biol. 300 (Plant Phys.)                                | 4.00   |
| Biol. 301a (Morph. of Angio.)                          | 2.00   |
| Biol. 321 (Vert. Zool.)                                | 4.00   |
| Biol. 325 (An. Microtechnique)                         | 2.00   |
| Chem. 100a (General) Subject to \$1.50 refund          | 6.75   |
| Chem. 100b (General) Subject to \$1.50 refund          | 6.75   |
| Chemistry 101a (General) Subject to \$1.50 refund      | 6.75   |
| Chemistry 101b (General) Subject to \$1.50 refund      | 6.75   |
| Chemistry 200 (Qualitative) Subject to \$1.50 refund   | 6.75   |
| Chemistry 201a (Quantitative) Subject to \$1.50 refund | 6.75   |
| Chemistry 201b (Quantitative) Subject to \$1.50 refund | 6.75   |
| Chemistry 202 (Food) Subject to \$1.50 refund          | 6.75   |
| Chemistry 203 (Organic) Subject to \$1.50 refund       | 6.75   |
| Chemistry 301 (Organic) Subject to \$1.50 refund       | 6.75   |
| Chemistry 302 (Organic) Subject to \$1.50 refund       | 6.75   |
| Geog. 111 (Physiog.)                                   | 5.00   |
| Geog. 121 (Weath. Sci. Ch.)                            | 5.00   |
| Geog. 211 (Gen. Sur. in Econ. Geog.)                   | 2.00   |
| Geog. 212 (Hist. Geol.)                                | 5.00   |
| Geog. 217 (Physiog. of West U. S.)                     | 5.00   |
| Geog. Senior College Courses, each                     | 2.00   |
| Geog. 101 (Elem. of Geog.)                             | 1.00   |
| Geog. 102 (Ec. World Geog.)                            | 1.00   |
| Geog. 105 (Geog. Tch. Imm. Grs.)                       | 1.00   |
| Geog. 221 (Agri. Geog.)                                | 2.00   |
| Geog. 362 (Ec. Geog. of S. A.)                         | 2.00   |
| Geog. 364 (Hist. Geog. of Eur.)                        | 2.00   |
| Geog. 371 (Conser. of Nat. Res.)                       | 2.00   |
| Geog. 281 (Ec. Geog. of U. S. and Canada)              | 2.00   |
| Home Ec. 103 (Appl. Des. I)                            | 1.00   |
| Home Ec. 102 (House Equip.)                            | 2.00   |
| Home Ec. 107 (App. Des. II)                            | 1.00   |
| Home Ec. 105 (Text. I)                                 | 2.00   |
| Home Ec. 207 (Text. II)                                | 2.00   |
| Home Ec. 101 (Cloth. I)                                | 1.00   |
| Home Ec. 201 (Cloth. II)                               | 1.00   |
| Home Ec. 303 (Cloth. III)                              | 1.00   |
| Home Ec. 100 (Foods I)                                 | 5.00   |
| Home Ec. 206 (Foods II)                                | 6.00   |
| Home Ec. 200 (Food Econ.)                              | 3.00   |
| Home Ec. 300 (Child Welf.)                             | 2.00   |
| Home Ec. 217 (Ch. Cloth.)                              | 1.00   |
| Home Ec. 302 (Dietetics)                               | 3.00   |
| Home Ec. 308 (Adv. Nutri.)                             | 3.00   |
| Home Ec. 109 (Cost. Des.)                              | 1.00   |
| Home Ec. 203 (House Des.)                              | 1.00   |
| Physics 100 (Elem. Coll.)                              | 5.00   |
| Physics 101 (Elem. L. and S.)                          | 3.00   |
| Physics 102 (H. H. Physics)                            | 3.00   |
| Physics 200 (Mechanics, etc.)                          | 5.00   |
| Physics 201 (Magnetism, etc.)                          | 5.00   |
| Physics 300 (Heat)                                     | 1.00   |
| Physics 301 (Electricity)                              | 1.00   |
| Physics 302 (Light)                                    | 1.00   |
| Physical Ed. Subject to \$0.75 refund                  | 2.00   |
| Psy. 102 (Intro. to Psy.)                              | .50    |
| Psy. 207 (Educ. Psy.)                                  | .50    |
| Swimming Fee   | 2.00   |

**Room Reservations**

Those who desire to have rooms reserved in either the J. Whit Potter Hall or the West Hall should send in their reservation fees at an early date. Many young people are already writing asking for reservations for the fall

semester. The fee for each student is \$5.00. This fee is returned to the student when she leaves school upon recommendation of the Hostess of the Hill.

**Living in Private Homes**

Many, many private homes, including those of faculty members in the city have opened their doors to the student body. Some of the most attractive homes in the city now have rooms to rent at reasonable rates. Students who room in the city have the privilege of taking their meals in the J. Whit Potter Hall at \$3.50 a week. Good meals in private homes can be secured for \$4.50 to \$5.00 a week. Room rent in private homes ranges from \$1.50 to \$2.50 a week. Very few students pay more than \$7.50 or \$8.00 a month for room rent, where two people occupy the room. Many of them secure good rooming places for less than that. The institution prepares special lists that can be consulted and these lists will include limited opportunities for light housekeeping places as well as meals or rooms. It is recommended and even urged that students call at the office and look over these lists before making arrangements for rooms in the city.

**Light Housekeeping**

Each term a number of students who have had some experience in assisting in housekeeping arrange to secure one or two rooms in the homes of desirable citizens where they can do self-boarding. The arrangements are very simple and yet answer the purpose where one desires to economize closely. An itemized statement made by a capable, energetic young woman shows that her expenses for groceries (where two students room together and unite in their efforts to provide themselves with wholesome, appetizing food, preparing and cooking it themselves) to be slightly less than five dollars each a month. This menu includes fruit, vegetables, a small amount of meat, milk, fuel, a variety of breads, the usual condiments, and other needed supplies for housekeeping.

**The Library**

A well-selected library is recognized as one of the chief means by which students may attain a liberal education. The recognition of its importance in teaching has stimulated the growth of the book collection and the use of books by the students at Western. The building of steel and stone was erected in 1928 at a cost of \$200,000. The size of the book collection has increased from 3,733 books in 1909 to 34,000 in 1932. Besides these, in the Kentucky Library there are up to date more than 4,000 books exclusive of manuscripts and other documents. Circulation figures for the use of books by the students have grown from 33,197 in 1909-10 to 240,292 in 1930-31.

**Members of The Faculty Doing Graduate Work in Higher Institutions of Learning**

Bert R. Smith, Department of Education, received the Ph. D. degree from George Peabody College for Teachers at the close of the school year. H. L. Stephens, Biology department, received the doctorate from the University of Wisconsin at the same time.

Charliene Roemer, Department of Physical Education, received the Master of Arts degree from George Peabody College in June.

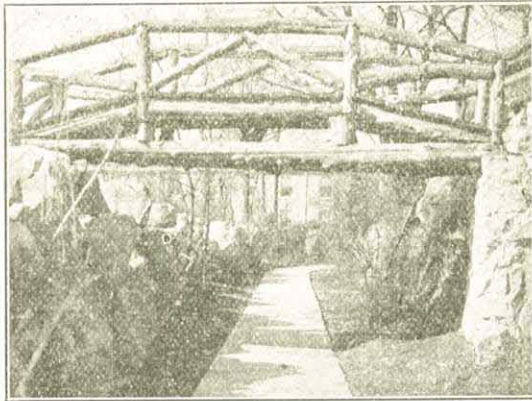
During the past year the following members of the teaching staff have been doing work beyond the Master of Arts degree: Miss Lotta Day, Home Economics, Columbia University; Mr. Horace McMurtry, Rural Education, Cornell University; Mr. H. F. McChesney, Foreign Modern Language, George Peabody College for Teachers; Miss Dorothy Thompson, Home Economics, Art Institute of Chicago.



## Brief Statements of Western's Ideals and Activities

A highly specialized age demands trained experts in every trade and profession. Society has long demanded educated men in the fields of arts, in law, medicine, and in the ministry. It is now as never before emphasizing the necessity for trained men and women for the creative work of teaching in all the schools.

The public school system came to exist in a democracy as the result of a demand and to meet a universal need. Teacher training institutions began also as the result of a demand to train teachers who could teach skillfully and



A Campus Scene

expertly in a public school system created by a democracy. Thus, the public school system and teacher training institutions are the direct creation of a democratic society and are typically American.

How well teacher training institutions have performed the task of training teachers the records and achievements of a new American democracy can attest. Possibly no part of the complex machine of democracy has been so wisely, so efficiently, or so economically administered. Teachers colleges had no patterns to follow. They were compelled to become pioneers and were called upon to take a mass of untrained men and women and train them for specific tasks. Thus, they had to become leaders in a new field and by virtue of this leadership they were compelled to make the standards of a new order in the teaching profession.

Western Kentucky State Teachers College by reason of its origin is well fitted to make the leadership for high standards in the teaching profession. For fourteen years previous to its establishment, the Southern Normal had maintained a high order of work and was rapidly promoting a new educational doctrine. Western inherited all the traditions in addition to the good will of the Southern Normal. It has also gained much from the contributions made by Ogden College and Potter Female College, which are now a part of Western. For twenty-six years, as a state institution, Western has given its best efforts to the training of more than 57,000 men and women. Many of these coming from humble homes have in later life risen to positions of prominence and usefulness in all the professions and callings. In addition to many thousand able teachers, Western numbers among its Alumni, college presidents, deans, distinguished clergymen, physicians and many others who have made valuable contributions to the Commonwealth. This institution has unselfishly served in an effort to train better teachers for all schools. It has been a pioneer in all the progressive movements for education and for better community life. All it is, has, and

can be, belongs to the Commonwealth and is dedicated to the ideal of training better teachers for childhood.

Possibly no part of government service cost as little as the maintenance and operation of publicly supported teacher training institutions. In 1928, according to the report of the National Bureau of Economic Research, Kentucky spent 2.29% of its income for public elementary and secondary schools and for the state university and teacher training institutions. The greater portion of this went to the public elementary and secondary school system. In the same year Kentucky spent approximately five and one-half times as much for passenger automobiles.

It has long been a matter of common knowledge that society must pay either for the education of its youth or for the care and prosecution of criminals and degenerates. It costs infinitely less to offer a constructive educational program for all the people than it does to prosecute crime.

Every worthwhile educational institution in this country returns much more in the way of value and wealth to the state than it costs.

Every school from the one-room school to the university is a potential creator of wealth. The more money spent for education the greater is the return on the investment and less is the amount spent in taking care of criminals.

According to the annual report of the Extension Department for the year ending June, 1932, the enrollment was for correspondence study 1,830 students. Study centers 539 students—making a total for the year, 2,369 students.

The state does not make an appropriation for the maintenance and operation of the Extension Department. This service is made possible by the nominal fees charged. During its twelve years of existence, it has been self-supporting.

Public education is based on the principle that popular government can exist only in company with popular education.

A distinguished statesman said "There are only two ideas worthy of life, God and Liberty, but to appreciate these man must be intelligent, to be intelligent, he must be educated and to be educated, schools must be provided. This is the duty of the state."

The underlying principle of education in democracy is its regard for human value. The only important assets of a nation are its human resources.

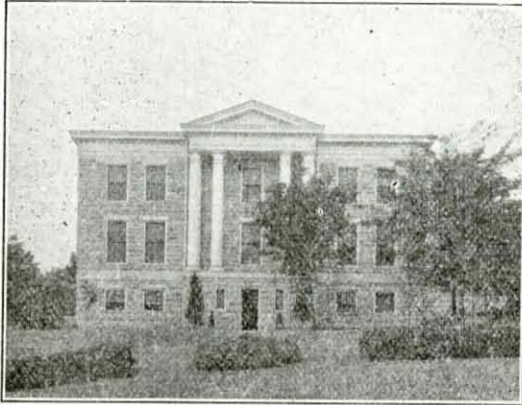


With pole and line and hook  
I'll hie me to the stream,  
And there, in shaded nook,  
I'll dream the fisher's dream  
—George Dalls Mosgrove



Every American child has a inalienable right to a fair chance in life. This means a complete educational opportunity. To deny this would be to repudiate the underlying principle of democracy.

"If we were to suppress the educational system for a single generation, most of our people would die of starvation and intellectually and spiritually we would slip back 4,000 years in civilization." Herbert Hoover.



Home Economics Building

According to the report of the National Bureau of Economic Research, Kentucky spent in 1928 twenty-four million dollars for tobacco. In that year Kentucky spent twenty-seven and one-half million dollars for all elementary and secondary schools, for the state university and teacher training institutions.

Spending less money for education means ultimate expense and loss. It is better to spend more for schools than to have a staggering deficit in national health, citizenship and stability.

A period of economic depression such as our country is passing through now, means not only physical hardships and suffering, but has a tendency toward individual demoralization. The tendency toward shipwreck of the social order, beating upon the individual universally, breaks down the weakest and threatens the strongest. Educated, self-reliant, courageous young men with proper moral stamina desiring an education will see the light penetrating the present fog and will know that it will be dispelled some day by a period of reason and saneness. Only a wellordered education will serve when that day arrives.

From a standpoint of business when one considers the cost of anything, he must not only consider the direct, immediate outlay, but also what he loses in other directions. On account of low wages today and few jobs, getting an education is far easier in some respects than it has been for many years. Thinking it through convinces anyone now is the best time, when there are so few chances at positions, to get that necessary training to fit into the new order that is certain to come and must need come if civilization is to endure. It may sound strange, but is nevertheless true, you can get a dear education, meaning the best sort of training, very cheaply now if you have saved a little money.

Speaking of Western Teachers College, the Efficiency Commission for Kentucky which published its report in 1924, had this to say in Vol. II, page 389:

"The total expense capita student per attendance week is exceptionally low as compared with that of Normal Schools and Teachers Colleges in other states. . . . It is difficult to understand how any school can maintain a standard quality of work at a cost of little more than half that of institutions of its type". Ample evidence on every

hand proves we developed such a standard quality of work eight years ago as to enable our students to make outstanding records in some of the best universities in America. Western is relatively now, more than ever, holding down the cost of an education to her students as well as constantly increasing the standard quality of her work.

Some money is absolutely necessary to get an education. There is a very wide difference between getting an education cheap and getting a cheap education. In selecting a college he expects some day to call his Alma Mater, one should weigh carefully what that school has to offer. Is the college pleasantly located? Has it a course of study that would give one a broad, liberal education? Has it a substantial library wherein is stored in a condensed form the wisdom of the ages? Has it laboratories where experimentation in the search of knowledge can go forward? Last, but most important of all, has the school you are thinking of entering a faculty well-trained and with ability to put the human equation of sympathetic contact and inspiration into student lives? If you answer these questions affirmatively, you need look no further for you have found your college home.

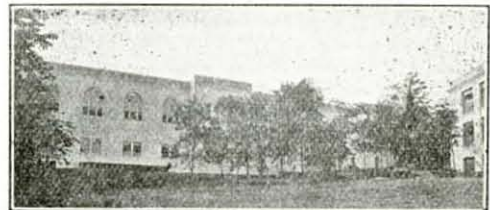
Philosophers attribute the high artistic thinking and sense of beauty of the Athenians to the beautiful surroundings and grand landscape view the city of Athens had. Our site is second to none in America. If a pleasant location can help you get a respect for the beauty of truth which must lie at the base of any education, Western has it.

Western's course of study is modern without sacrifice of essentials; it is adequate for students of all tastes; moreover, it trains particularly for all sorts of teaching endeavors in Kentucky so that out of its walls may come leadership and inspiration to achieve.

Since colleges in Western Kentucky are few in number, and in order to bring the chance for a liberal education at a minimum expense to every ambitious young man and young woman in the state who may have in mind doing other work than teaching, to such young people Western opens wide its doors.

An ever-expanding library of carefully selected new books as they appear, not neglecting the addition of the best standard work of all time, is at the service of the student. The laboratories will be found well equipped and adequate for what they attempt in scientific experimentation.

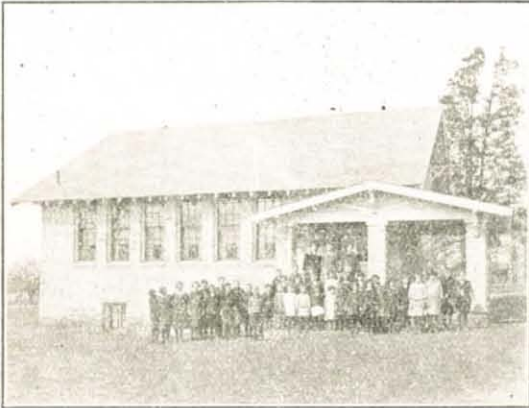
The faculty of Western has been carefully selected, each member chosen to do certain work for which he or she is especially fitted. There is no closed shop now or ever has been in the selection of the faculty for Western, nor is there any narrow, provincial, geographical prejudice manifested in the selection. Who can do this work best and help develop the finest spirit of cooperation for service are the only questions asked. The best universities of America are represented in the personnel of our faculty in either graduate or undergraduate work. Graduates from the Universities of Kentucky, Ohio, Illinois, Indiana, Michigan, Chicago, Peabody, Columbia, Cornell, Yale, Kansas, Missouri, Wisconsin, Johns Hopkins, Stanford and Harvard are on our staff.



Physical Education Building



In Western is not only found scholarship and real teaching by specialists but also the finest spirit existing between faculty and students. There is no river of ice or frozen reserve, no caste in evidence here. Only proper decorum, respect, and honest endeavor count. The poorest student, if he will, by honest efforts may by scholarship and conduct have the same treatment and be made to feel even better than if he had all the gold of Midas.



Rural Demonstration School

Lack of educational facilities soon will breed ignorance, bigotry, narrow prejudices, selfish greed, no vision, moral stagnation and then DANGER. If local government falls into the hands of selfish unprincipled leadership, the state will soon be in the same hands. The home, church, and state are bound to go backward and the social order go into decay without education. Property will decline in value and where there is a lack of education and intelligence, life itself is unsafe. We are keeping alive the old-time faith at Western that Kentucky will continue to understand and appreciate our efforts for better citizenship.

Worthy students lacking a small sum to finish their courses may, with proper guarantee, borrow from the Student Loan Fund at low rates of interest. This fund has been donated for this special purpose to help in times of need students who are willing to first help themselves. Only a rogue of the first magnitude misuses this revolving fund which must ever increase as students who have been aided, repay not only what they borrowed, but gratefully add to it in order to help others.

No college can long hold the respect of the educational world which does not add from time to time new courses of instruction. Likewise, in a time when what is new in every endeavor must be tested to determine whether it be gold or dross, false or true, it is the province of educational leadership to establish research courses for higher academic training. City and towns are now seeking executives for their public schools and teachers for their high schools with an advanced degree. Western is offering courses in advanced work leading to the Master's Degree. Graduate work is placed on a high plane and so safeguarded that an M. A. degree from our school shall command only honor and respect.

No university of any standing or rank would offer a highly specialized course in engineering, dentistry or medicine first, and then offer its academic subjects to support the top. Doing so would be putting up a scaffold without a foundation, a roof without a house, a church spire without a church. Likewise a good teachers college must offer strong academic training to support its specialized professional subjects or it will fail of its purpose and fall. Western is fully alive to this situation and has special pride in the fact it is not a stereotyped school, but has full academic freedom in all fields of thought.

"It should be stated at this time that the school (Western) is accomplishing much more in the matter of providing training for Kentucky teachers than the amount of support which the state gives to the institution would lead one to expect. The value of this institution to the public schools of the state is now and has been in the past very great". Efficiency Commission Report, Vol. II, pages 386-387.

This was said of Western Teachers College eight years ago just as it was turning from junior college rank into a full senior college. If what this commission of experts said then was true, think of where we stood in 1924, visualize where we stand today, then if you can, think how much more than what they said, is true today.

In selecting your Alma Mater, let vain regrets of what might have been be cast into oblivion by choosing a live, growing institution, kept up by a generous Commonwealth to help its worthy sons and daughters, which will hold their confidence and love as does a true mother, and radiate a spirit all-consuming and worthy of devotion as long as time shall last. Test Western by this spirit and measure.

Four candidates received the Master of Arts Degree in June. Ten others expect to complete all requirements for the degree by the close of the summer session in August.

All courses offered and all research being done in the graduate division of the institution are definitely concerned with educational problems in Kentucky.

Eighteen members of the regular faculty are offering work on the graduate level. With the exception of two, all members of the Graduate School Staff hold the Ph. D. degree. Institutions represented by instructors holding this degree are: University of Indiana, University of Wisconsin, George Peabody College for Teachers, Leland Stanford, University of Michigan, Ohio State University, Columbia University, and others.

A Graduate Club, of which all graduate students are members, was organized early in the year. It has made a splendid contribution to the school in the way of providing opportunities toward personal and professional advancement of those concerned.

Ten county superintendents of the state had residence work in Western this year.

A large number of Study Center classes under the instruction of regular members of the faculty are in process of organization. Many more will probably be organized between now and the opening of the schools in September.

This year the college had four organized bands, seven choruses and glee clubs and two orchestras under the instruction of members of the music faculty.



Rustic Bridge Across the Old Moat of the Albert Sydney Johnston Fort



The college Heights Herald twice during its history has been awarded the silver loving cup by the Alpha Delta Sigma advertising fraternity of the University of Kentucky for having the best advertising outlay in its paper of any college newspaper in Kentucky.

In 1930 the College Heights Herald was adjudged the best college newspaper in Kentucky and presented the Lexington Leader cup in acknowledgment of its merit.

During its four years of membership in the Kentucky Intercollegiate Press Association the College Heights Herald furnished two presidents of the association.

Students in journalism at Western are afforded laboratory work in this field through actual work in publishing the College Heights Herald.

Western became a senior college in nineteen hundred and twenty-four. Since that time she has graduated one thousand three hundred and seventy-eight students with bachelor degrees. Of this number eighty-six per cent are engaged in teaching.

Western has two dormitories for girls on the campus, well furnished, splendidly constructed, fire-proof and in charge of cultured, well trained matrons.

There are seventeen departmental clubs on the Hill, meeting regularly during the school year. They are student organizations which are both social and academic.

Practically every home in Bowling Green is open to students of the college and the citizens of the town consider the student roomers as members of their families.

The city has a splendid water supply. No city of its size in the south has a better health record than does Bowling Green.

Regular physical examinations are given free to the students in the college clinic by the doctors of the city.

Western has an all time health nurse who keeps regular office hours for consultation and looks after the students when they are sick.

Western has a placement bureau where students are helped to get positions free of charge.

Two years ago the placement bureau in the Personnel Department helped to locate more than two hundred and fifty students in teaching positions.

For the fifth year in succession the R. O. T. C. rifle team of Western Kentucky State Teachers College has won the National Intercollegiate Championship of the entire United States. There were ninety-six other colleges contending.

The new outdoor swimming pool of Western was opened two months ago. The pool has been used by 9,830 people since the opening.

The department of rural education of the college puts out weekly letters of supervision for all elementary schools. These were used in the schools of twenty-eight counties. A total of nearly three thousand schools.

The exterior of the Kentucky Building has been completed but nothing has been done to the interior. A recent editorial in the College Heights Herald summarizes the situation in these very fitting words:

"On the western side of Western's campus there stands outlined in silhouette, against the evening sky, the ghostly form of a huge building. It is the skeleton form of the Kentucky Building, standing grim and gaunt in the twilight. The exterior of the building has been completed, the massive stone columns have been set in place, and the dark green window shutters sway to and fro in the breeze. All in all, the exterior presents an inviting appearance, but inside all is cold and bare. No master hand has trans-

formed the rough joints and blank walls into the beautiful interior that is to characterize the Kentucky Building."

In addition to the completion of the exterior of the Kentucky Building, considerable work has been done on the grounds surrounding the building. These grounds constitute one of the most attractive beauty spots on the campus. When the driveways and the landscape work, together with the planting of flowers, trees, and shrubs, have been completed, all who witness this glorious panorama from the Hill-top, as well as from the Morgantown and Nashville pikes, will marvel at its exquisite beauty and loveliness.

The Student Loan Fund is continuing to render a great service to the students of the institution. During the present period of depression, when it is difficult for students to obtain help from banks and other sources, the fact that the Foundation is able to accommodate them, is lifting financial burdens from many hearts and brightening the future with hope and inspiration.

Four thousand different loans have been made to date amounting to \$140,000.00. The Foundation is rendering the student-body a great service, and the student-body, in return, is contributing to the Foundation an invaluable assistance. All in all, it is a mutual proposition in which both derive direct benefits the State becoming the beneficiary of this splendid cooperation.

The 220 young men and women receiving the Baccalaureate degree from Western Kentucky Teachers College in 1931-32 represent fifteen different departments of the institution.

More than fifty per cent of the students registered in the first six weeks of the summer term 1932, were classified as Juniors, Seniors, and Graduate students.

Records in the Registrar's Office show that students registered in Western Teachers College this summer for the first time had enrolled at some previous date in thirty-one other colleges.

The following is a paragraph of interest taken from a survey of the enrollment to Western Teachers College for the year 1931-32:

Students who registered during the year were from seventeen different religious bodies ranging as follows as to numbers from each denomination:

- First—Baptist.
- Second—Methodist.
- Third—Christians.
- Fourth—Presbyterian.
- Fifth—Catholic.
- Sixth—From twelve other religious denominations.

As to occupation of parents of students in the year 1931-32 the following was noted:

|   |       |
|---|-------|
| 1. Agriculture, Forestry, Animal Husbandry..... | 47.3% |
| 2. Extractions of Minerals .....                | 2.1%  |
| 3. Manufacture and Mechanical Industries .....  | 1.6%  |
| 4. Transportation .....                         | 1.5   |
| 5. Trade .....                                  | 9. %  |
| 6. Public Service .....                         | 5.1%  |
| 7. Professional Service .....                   | 8.7%  |
| 8. Domestic and Personal .....                  | 1.7%  |
| 9. Clerical Occupations .....                   | .7%   |
| 10. County, State and Government Officials..... | 3.9%  |
| 11. Miscellaneous .....                         | 1.2%  |
| 12. Retired, Deceased and Unknown .....         | 17.2% |

An analysis of the Graduating Class of Western Teachers College for the year 1931 revealed the following:

- 21% of those receiving the degree had been in attendance continually for four years.
- 12% of the class were graduates of Junior Colleges.
- 41% had earned credit in other colleges.



### Ring the Bell for Universal Education

BY proclaiming the need of universal education throughout all Kentucky unto all of the inhabitants of the Commonwealth and by giving militant support to every school, every institution, every educational effort and every other worthy program that will guarantee a better citizenship.

### Ring the Bell for College Heights

BY being a voluntary booster for College Heights all the time.

BY using the opportunities that come to you daily to "Ring the Bell".

BY being a real champion of its programs and by interpreting its mission, its work, and its educational opportunities to the people.

BY being personally responsible for the attendance of one or more students at Western next year, making the employment of field representatives unnecessary.

BY making contacts with young men and women who should be in college, telling them about the opportunities offered by Western, and by sending us their names and addresses with such vital information as you may secure.

BY giving the community where you are located a leader-

ship and a service that will arrest the attention of the people and merit public admiration, causing the people to seek the source of your education.

BY doing what the faculty of Western has done in cheerfully accepting heavy cuts in their salaries, greater responsibilities, more hours of work, and in joining in a resolve to carry on at any cost the work of the institution and make it better than it has ever been before.

BY joining Western in an effort to make the Kentucky Building an enduring and useful contribution to the history and traditions of the Commonwealth.

BY asking all former students you meet if they will "Ring the Bell"; and, if they do not know what you mean, telling them and then asking them to "Ring the Bell" every time they have an opportunity.

BY proclaiming to Kentucky the opportunities offered at Western for "Life, more Life."

BY making a mental review of the contents and purposes of this circular every time you hear a bell ring.

BY writing to H. H. Cherry, President of Western Kentucky State Teachers College, Bowling Green, Kentucky, telling him you are going to be a real "bell ringer", and sending him such information as you may have that will aid in the advancement of College Heights.

### Extracts from Letters from Former Students and Replies

#### EXTRACT

"If you need a booster for the school on the campus or in the more extended territory of the State call on me and I will do all in my power for you."

#### REPLY

Do not wait to be called upon. The school needs a booster all the time and it needs one wherever you are. Earnest thanks. "Ring the Bell."

#### EXTRACT

"The people of this community will know that there is a College Heights before I leave here. I am giving most active support to my Alma Mater. Send the following persons literature of the school and write them a personal letter."

#### REPLY

With this kind of support Western will move forward in a big way even during this depression. The Bell you are ringing can be heard all over College Heights.

#### EXTRACT

"I have been thinking about College Heights during the economic depression when it is easy to successfully disseminate false and unjust propaganda about education and educational institutions. What can I do?"

#### REPLY

Education and Kentucky are "members one of another", inevitably and inextricably bound together. The first duty of Kentucky and its first necessity are to provide for a system of education that will safeguard the health, guarantee the intelligence, and promote the integrity of its citizens. It will take a full-grown citizen to make a full-grown Kentucky and a full-grown education to make a full-grown citizen. "Ring the Bell" by interpreting the need of universal righteousness and intelligence.

#### EXTRACT

"Western pointed me to an objective in life and gave me an opportunity to secure an education that enables me to hold my present position and render a service I could not otherwise render. What can I do for Western?"

#### REPLY

Read this circular two or three times and then "Ring the Bell."

#### EXTRACT

"There are nineteen high school students in our present graduating class. Twelve of them will be in Western next year. I have not lost an opportunity to tell them about College Heights."

#### REPLY

This is real loyalty. Sincere thanks. Continue to "Ring the Bell."

#### EXTRACT

"I desire a good education above everything else, but the state of my finances makes the accomplishment of this task a very difficult matter. I have been wondering lately whether I should continue my education until I graduate. What do you think about it?"

#### REPLY

There is a patriotism of scholarship, of organized information, and of service that calls upon every American citizen to know and disseminate the truth. No citizen is a patriot if he chooses ignorance and inefficiency when he could be intelligent and capable, if he thinks in the terms of a limited and selfish neighborhood when he could think in the terms of Democracy. "Ring the Bell" in your own life by continuing your education until you are able to perform the duties of a patriotic citizen.

**RING THE BELL BY DOING SOMETHING NOT MENTIONED IN THIS BULLETIN**