

1935

# Harding College Course Catalog 1935-1936

Harding College

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HARDING COLLEGE

BULLETIN



# Harding College

Vol. XL

June 1935.

No. 1

Catalog  
1935-1936

COLLEGE SECTION

Entered as second-class matter, July 28, 1924, under Act of August 24, 1912. Published monthly by the college.

Bulletin

# Harding College

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Volume XI

JUNE, 1935

Volume 1

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CATALOG NUMBER

COLLEGE SECTION

FOR  
THE SESSION OF  
1935-36

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Published monthly by Harding College, Searcy, Ark.  
Entered as second-class mail matter at the postoffice  
at Searcy, Arkansas, under Act of August 24, 1912.  
Accepted for mailing at the special rate provided for  
in section 1103, 1917.

1935 CALENDAR 1936																																	
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CALENDAR

1935-36

Fall Term

September 24-25.....Registration  
 September 26, 8 a. m.....Class Work Begins  
 September 29, 8 p. m.....Student-Faculty Reception  
 November 26-28.....Thanksgiving Lectures  
 November 28, 6 p. m.....Alumni and Ex-Student Luncheon  
 December 18-19.....Fall Term Examinations  
 December 20-January 1.....Christmas Holidays

Winter Term

January 2, 8 a. m.....Class Work Begins  
 March 13, 14.....Winter Term Examinations

Spring Term

March 17, 8 a. m.....Class Work Begins  
 May 31, 8 p. m.....Baccalaureate Address  
 June 2, 3.....Final Examinations  
 June 3.....Annual Alumni and Ex-Student Day  
 June 4, 10 a. m.....Commencement Exercises

Summer Term

June 8.....Registration and Class Work  
 July 4.....Holiday  
 July 11.....Mid-Term Examinations  
 August 15.....Final Examinations

## BOARD OF TRUSTEES

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### Officers

John G. Reese ..... President  
 Clem Z. Pool ..... Vice President  
 W. W. Pace ..... Secretary-Treasurer

### Members of the Board

B. Frank Lowery ..... Davenport, Nebraska  
 W. W. Pace ..... Searcy, Arkansas  
 J. D. Allen ..... Searcy, Arkansas  
 B. F. Rhodes ..... Searcy, Arkansas  
 L. C. Sears ..... Searcy, Arkansas  
 J. L. Parrott ..... Tuckerman, Arkansas  
 John G. Reese ..... Searcy, Arkansas  
 Clem Z. Pool ..... Austin, Arkansas  
 J. H. Hawkins ..... Rector, Arkansas

## COMMITTEES OF THE FACULTY

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### Committee on Finance

President Armstrong, Chairman; Dr. Coons; Dean Sears;  
 Mr. Reese.

### Committee on Classification and Advanced Standing

Dean Sears, Chairman; Professor Rhodes; Dr. Coons; Professor Bell; Dr. Summitt; Miss Rhodes; Mrs. Stapleton; Professor Lacy; Dr. Carpenter.

### Committee on Discipline and Regulations

President Armstrong; Professor Bell; Dean Sears; Professor Rhodes; Mrs. Armstrong.

### Committee on Athletics

Dr. Coons, Chairman; Professor Bell; Dr. Carpenter.

### Committee on Grounds and Buildings

Mrs. Armstrong, Chairman; Mrs. Cathcart; Mr. Reese; Mrs. Sears; Dr. Carpenter.

### Committee on Library

Miss Rhodes, Chairman; Dean Sears; Dr. Summitt; Mrs. Stapleton; Dr. Schoggins; Mrs. Coons.

### Committee on Entertainments

President Armstrong, Chairman; Mrs. Armstrong; Mrs. Cathcart; Miss Albright; Professor Hughes.

### Committee on Publicity

Dean Sears, Chairman; President Armstrong; Mrs. Stapleton; Professor Copeland.

**OFFICERS OF INSTRUCTION**

1935-36

**COLLEGE OF ARTS AND SCIENCES**

**J. N. ARMSTRONG, B.A., LL.D., President,**  
Professor of Ancient Language and Literature, and Bible.

B. A., David Lipscomb College, 1904; M.A., Potter Bible College, 1905; Professor of Greek Literature, David Lipscomb College, six years; Potter Bible College, four years; President Western Bible and Literary College, two years; Cordell Christian College, ten years; Harper College, five years; Present position since 1924.

**LLOYD CLINE SEARS, B.A., M.A., Ph.D., Dean**  
Professor of English Language and Literature.

B.A., Cordell Christian College, 1916; B.A. University of Oklahoma, 1919; Fellow in English, University of Kansas, 1920-21; M.A., University of Kansas, 1921; Dean and Professor of English, Harper College, five years; Instructor in English, University of Chicago, 1928-29; Ph.D., University of Chicago, 1935. Present position since 1924.

**WOODSON HARDING ARMSTRONG, B.A., Dean of Women,**  
Instructor in Speech and Dramatics.

Advanced courses in expression and public speaking, Potter College (Women's College), 1904-1905; Instructor in Expression, Western Bible and Literary College, 1905-1907; B.A., David Lipscomb College, 1915; Dean of Women and Instructor in Expression, Cordell Christian College, ten years; Dean of Women, Harper College, five years; B.A., Harding College, 1932; Present position since 1924.

**MAURINE LOUISE RHODES, B.A., M.A., Registrar,**  
Associate Professor of Modern Languages.

B.A., Harding College, 1928; M.A. University of Oklahoma, 1931; Instructor in English, Harding College, 1929-30, and summers 1930-31; Instructor in English, Atlanta, Texas, 1928-29; Instructor in English, Des Moines, N. M., 1931-32; Present position since 1932.

**RUBY LOWERY STAPLETON, B.A., M.A.,**  
Associate Professor of English.

B.A., Harding College, 1926; M.A., University of Oklahoma, 1931; Instructor in English, Harding College, 1926-27; Publisher of the Davenport (Neb.) Journal; Instructor in English, Rockport, Mo., 1928-29; at Maud, Oklahoma, 1931-32; Present position since 1932.

**BRUCE BARTON,**  
Athletic Director.

Graduate Freed-Hardeman College, 1934; Assistant Athletic Director, Harding College, 1934-35.

**SAMUEL ALBERT BELL, B.S., (M.S.),**  
Associate Professor of Biological Sciences.

Potter Bible College, 1902-05; Western Bible and Literary College, 1905-08; Instructor in Mathematics, Western Bible and Literary College, two years; B.S., Potter Bible College, 1909; Professor in Science and Mathematics, Cordell Christian College, eight years; Professor of Natural Sciences, Harper College, four years; Twenty-seven hours and an approved thesis toward the M.S. in the University of Oklahoma; graduate work in the University of Kansas, summer 1924; Present position since 1924.

**STANLEY J. CARPENTER, B.S., M.S., Ph.D.,**  
Professor of Biological Sciences.

B.S., Milligan College, 1930; M.S., University of Tennessee, 1931; Resident work for Ph.D., Ohio State University, Fellow in Zoology in University of Tennessee, 1930-31; Professor of Biology in Milligan College, 1931-32; University Scholar in Zoology in Ohio State University, 1932-33; Instructor in Biology in Eastern Tennessee State Teachers College, Summer 1933; Present position since 1934.

**CALLIE MAE COONS, B.S., Ph.D.,**  
Professor of Home Economics.

B.A., Abilene Christian College, 1920; B.S., Home Economics, University of Colorado, 1923; Ph.D., University of Chicago, 1929.

**R. R. COONS, B.A., M.A., Ph.D.,**  
Professor of Physical Science.

B.A., Simmons College, 1918; M.A., University of Texas, 1920; Ph.D., Iowa State College, 1931; Present position since 1932.

**JOHN COPELAND, B.A., M.A.,**  
Associate Professor of English.

B.A., Daniel Baker College, 1928; M.A., Texas Technological College, 1933; Instructor of English in public schools of Texas and New Mexico, 1928-1933; Editor of the Eldorado (Texas) Success, 1934; Present position since January, 1935.

**R. N. GARDENER, B.A.,**  
Bible; Manager of Publication, Truthseeker.

**ALEXINE HANKINS, R.N.,**  
Nurse.

Graduate Protestant Hospital, Nashville, Tenn. Present position since 1932.

**MARGARET HOWELL, R.N.,**  
Nurse.

Graduate of St. Thomas Hospital, Nashville, Tenn. Present position since 1932.

**WELDON Y. LACY, B.A., M.B.A.,**  
Professor of Business Administration.

B.A., Texas Christian University, 1931; M.B.A., University of Texas, 1933; Graduate work in the University of Texas, summer 1935; Present position since 1934.

**ETHEL ELIZABETH McCLURE, B.S.,**  
Professor of Home Economics.

Student State Teachers' College for Women, Denton, Texas, 1924; B.S., Oklahoma Agricultural and Mechanical College, Stillwater (Oklahoma), 1928; Taught three years in Agricultural and Mechanical College, Magnolia, Arkansas; Graduate work in University of Chicago summer of 1929; Present position since spring of 1929.

**J. J. NEFF, B.D.D., B.S. in Ed., M.A., Ph.D.,**  
Professor of Mathematics.

B.D.D., State Teachers College, Warrensburg, Mo., 1913; B.S. in Ed., University of Missouri, 1917; M.A., University of Missouri, 1928; Ph.D., University of Missouri, 1931.

**L. E. PRYOR, B.A., M.S.,**  
Associate Professor of Social Sciences; Principal of Academy.

B.A., University of Chattanooga, 1923; M.S., University of Arkansas, 1933. Instructor and principal in high schools 1923-24, 1927-32; Present position since 1932.

**JOHN G. REESE, B.A.,**  
Principal of Academy; Business Manager.

David Lipscomb College, 1924-27; B.A., Harding College, 1935; Business Manager, Harding College, 1934-35.

**B. FRANK RHODES, B.A., M.A.,**  
Professor of Social Sciences.

B.A., Potter Bible College, 1904; advanced work in University of Kansas, 1905; M.A., University of Oklahoma, 1920; Professor of History, Western Bible and Literary College, two years; Cordell Christian College, four years; Thorp Spring Christian College, five years; Harper College, five years; Abilene Christian College, one year; Work toward Ph.D., University of Texas, summer 1925, 1926; Present position since 1924.

**CARL SCHOGGINS, B.A., M.A., (D.Ue.),**  
Professor of Modern Languages.

B.A., Howard College, Birmingham, 1924; M. A., University of Illinois, 1927; Lacks completion of thesis for Doctors from University of Toulouse, France. Head of modern languages Howard-Payne College, 1924-25; Instructor in romance languages, University of Illinois, 1925-27; Professor of Spanish, Austin College, 1927-28; Professor of Modern Languages, Mississippi College, 1929-30. Present position since 1932.

**PATTIE HATHAWAY SEARS,**  
Dietitian.

Graduate of Harper College, 1924; present position since 1929.

**E. R. STAPLETON, B.A.,**  
Instructor in Business Administration.

B.A., Harding College, 1932; Graduate Wolfe City (Texas) High School; Graduate Tyler Commercial College, Tyler, Texas; Three years' experience in business office; Present position since 1928.

**W. K. SUMMITT, B.A., M.A., Ph.D.,**  
Professor of Education, Director of Training School.

B.A., Union University, 1925; M.A., Peabody College, 1928; Ph.D., University of Missouri, 1933; Research Secretary and part-time instructor, University of Louisville, 1930-31; Survey Department of the University of Missouri, 1932; Present position since 1932.

## SCHOOL OF FINE ARTS

---

**LOIS H. ALBRIGHT,**  
Instructor in Piano and in Viloin,  
Director of Orchestra.

Graduate in Piano and Violin, Sherwood Music School (Chicago); graduate in Piano and Violin, Chicago Musical College; studios in Chicago and in Gary (Ind.) eight years, Gary Studio affiliated with the Sherwood School; pianist and accompanist at KYW (Chicago) two years, WLAC (Nashville) one year; accompanist for Dr. Daniel Protheroe, Welsh conductor; guest soloist for Dr. Castruccio, Italian Consul-General, and for Dr. A. Kusotich, Croatin minister; piano soloist, Symphony Orchestra, Orchestra Hall, Chicago; Violinist, Woman's Symphony Orchestra (Chicago); Violinist, Tennessee Philharmonic Orchestra (Nashville); Concert Master, Gary Philharmonic Orchestra (Gary, Ind.); instructor in Violin, David Lipscomb Colege 1933-34.

**WOODSON HARDING ARMSTRONG, B.A.,**  
Instructor in Speech and Dramatic Art.

Advanced courses in expression and public speaking, Potter College (Women's College), 1904-05; Instructor in expression, Western Bible and Literary College, 1905-07; B. A., David Lipscomb College, 1915; dean of women and instructor in expression, Cordell Christian College, ten years; dean of women, Harper College, five years; B.A., Harding College, 1932; present position since 1924.

**ERMINE HOUCHENS COLEMAN,**  
Assistant Instructor in Speech and Dramatic Art.

Certificate in Speech, Harding College, 1933. Present position since 1933.



**THOMAS FRANCIS HUGHES, B.M., M.M.,**  
Instructor in Voice,  
Director of Choruses and Quartettes.

Graduate in Voice, Valparaiso University; B.M., Bethany College, Lindsborg, Kansas, 1902; M.M., Chicago Auditorium Conservatory, 1905; Private study with James Sauvage of New York; associate coach in oratorios with O. W. Owens of Chicago; associate coach in opera with Mr. Immanuel; traveled in concert with Mendelssohn Male Quartette of Cincinnati, Catherine Ridgeway Concert Company, Chicago Artists Male Quartette, Hutsell Male Quartette, William Wade Hinshaw Grand Opera Company, Arthur Dean Opera Company, Bouchier Opera Company; Professor of Voice, Bethany College, two years, Arizona School of Music (Phoenix) two years, Hinshaw Conservatory (Chicago) two years, Hadley School of Music (Chicago); Dean of Music, Valparaiso University, four years.

### ACADEMY FACULTY

The faculty of the Academy is separate from the College faculty and is enrolled in the Academy Catalog, which is published as the April Bulletin. It will be sent to any address on request.

### TEACHERS' TRAINING SCHOOL FACULTY

The Teachers' Training School is maintained on the grounds for two purposes: First, to serve as a laboratory for the Department of Education in the training of efficient teachers and in working out problems in elementary school methods and practice; and second, to give a limited number of children the finest training it is possible for us to give them in a model elementary school. The training school includes the entire eight grades below the academy. It is under the general direction of the department of education, but each grade is also under an experienced and capable teacher, who conducts all the work, and assists the students who may do practice teaching in the department by suggestions and criticisms of their plans and methods.

The faculty for the Teachers' Training School is also enrolled in the Academy Section.

Bible Christianity." Or, as it is expressed in the deed holding the property: "The property shall be used for maintaining a school in which, in addition to other branches of learning, the Bible as the recorded Will of God and the only standard of faith and practice in religion shall be taught as a regular daily study to all who shall attend said school."

Harding College is, therefore, a new type of school. Other groups of religionists have established splendid institutions of learning in which they maintain Bible departments, theological courses, for the training of young ministers, but this daily teaching of the Word of God, the naked Book, as the Word of God, not to a class of preachers only, but to every student in attendance, puts Harding College in a class by itself. Save its own sisters, there is not another such school, so far as known, in all the world. The teachers of the Bible at Harding College studiously and conscientiously steer clear of sectarianism or denominationalism.

"What has God said" is the thing stressed at Harding College. Each individual heart is then largely left to discover God's meaning for himself.

Should there be those among the students of Harding College who object conscientiously to the taking of a Bible course, because of the difference of church relation, they are exempt from this requirement.

### Location

Harding College is in the edge of the foothills of the Ozarks, in one of the most beautiful, fertile, and healthful sections of the state. It is about fifty miles from Little Rock on the national highway from Little Rock to St. Louis, and is served by the main double-tracked lines of the Missouri Pacific from Little Rock to Memphis and St. Louis through Kensett Junction, and by three local lines.

For the benefit of those who motor to Harding College, we are three hours from Memphis; four hours from Fort Smith; five hours from Texarkana; seven hours from Oklahoma City; eight hours from St. Louis; eight hours from Nashville, Tenn.; ten hours from Dallas; twelve hours from Kansas City; fifteen hours from Amarillo; seventeen hours from Chicago.

The country around Searcy offers excellent opportunities to families who want to move to a Christian school. It is naturally adapted to fruits of all kinds, peaches, apples, grapes, and berry crops grow in abundance. It has for years produced some of the finest strawberries in the South and ships them by carloads to markets all over the country.

### Climate

The climate is as nearly ideal as one may find. The winters are exceedingly mild—almost like spring throughout. The temperature here has been known to fall to zero only a few times in the history of the state. There is abundance of sunshine, very little wind, and the proper amount of rain. The summers are tempered by breezes and are pleasant. The temperature through the summer rarely rises higher than 95 to 100 degrees Fahrenheit.

### Scenery

The scenic beauty of the Ozarks is unsurpassed. Younger mountain ranges, like the Rockies, are higher and more rugged, but the verdant freshness of the Ozarks in the summer, and the rich profusion of colors in the fall, browns mingling with gold and the deepest of reds, against a background of perpetual green, create a fairyland of beauty.

While Harding College is only in the foothills of the Ozarks, it is surrounded by many places of great beauty and interest. To the northwest the foothills lead up to the mountains which follow the course of the river and are traversed by an excellent highway. There are many picturesque valleys and peaks. Red River is a beautiful mountain stream bordered in places with lofty cliffs and ledges. Its sparkling rapids and deep clear pools make a paradise for the game fisherman. To the east are lakes abounding in fish.

The mountains afford scores of beautiful spots for outings, picnics, and mountain climbs, while the river, creeks, and lakes offer the finest opportunities for fishing, out-door swimming, and boating. Arrangements are made for every student who will to enjoy these advantages.

Many years ago Cardinal Newman, in discussing the location of a university, insisted upon the element of beauty because of its cultural and spiritual value in the lives of the students. When choosing your college, why not take into account the natural beauty of its location? It will give you priceless memories for after years.

### Educational Standing

The State Board of Education on June 4, 1926, approved Harding College as a standard four-year college.

Harding is, therefore, a standard Senior College, authorized by the State to confer the Bachelor of Science, and the Bachelor of Music degrees. Students working out a major in any department are qualified to enter the graduate schools of the larger universities. Students from other States or those who may desire to teach in other States, can secure their teachers' certificates in those States without examination upon the completion of the necessary professional courses in Harding College.

### Campus

The College campus consists of about twenty-nine acres within easy walking distance of the business section of town. The college buildings are in a woodland of beautiful oaks and elms. The east half, which is open and level, is being developed into an athletic field, consisting of tennis courts, baseball field, and track.

### Buildings

The buildings on the campus, exclusive of equipment, are valued at from \$500,000 to \$600,000.

**Science Hall**, or the administration building, is a three-story brick, a hundred and sixty-five feet long, and fire-proof throughout, completed in 1926. The two upper floors contain the various laboratories for chemistry, physics, biology, and home economics, with some private laboratories for teachers, offices, supply rooms, and lecture rooms. The first floor contains the offices of the president, dean, registrar, other offices, and general class rooms.

**The Girls' Dormitory** is a large three-story brick building, fire-proof throughout, with room for over a hundred

girls. Most of the rooms are arranged with a bath room between each two rooms, to be shared by the four girls together, while several rooms have private baths. Each room has two closets so that every girl may have her individual closet and private key. The rooms are furnished with single beds. On the upper floor is a completely equipped hospital apartment, and on the second floor is a family apartment for the dean of women.

**The Dining Hall** and kitchen occupy most of the first floor of the girls' dormitory. It is attractively finished with tiled floor, and will seat over five hundred.

**The Men's Dormitory** is an immense three-story brick building over two hundred feet long with two wings extending back at the ends. It will accommodate over two hundred and fifty boys. All rooms are furnished with closets and most with single beds.

On the first floor of the men's dormitory are spacious reception rooms, some class-rooms and studios, the library, and the college postoffice. On the second floor is the college auditorium.

**The Gymnasium** is a fire-proof brick structure with an excellent hardwood floor, and equipped with standard gymnasium equipment, such as parallel bars, rings, wrestling mats, bars, etc., as well as a basketball court.

**The Swimming Pool** is a beautiful modern building, steam-heated, with brown tiled floors, and white tiled pool. Along the walls are concrete and tiled dressing rooms, each furnished with a shower. It is equipped with equipment for sterilizing the water, which is also changed regularly.

**The Laundry and Power Plant** occupy a large concrete and stucco building. The central heating plant is equipped with two immense high pressure boilers with sufficient capacity to allow further growth in the plant. The laundry is one of the most completely equipped in the state, furnished with rotary steam washers, dryers, mangles, steam presses, and steam drying room.

**The Annex** is a large two-story frame building arranged for light-housekeeping apartments and other service.

The Cottages are a group of three frame cottages and one small brick cottage for the use of teachers and others. Some of these are steam-heated from the central plant.

The Workshop is a large brick structure equipped for machine work and carpentering or manual training. It is supplied with equipment for metal and leathercraft courses, as well as woodworking.

### Auditorium and Stage

The Auditorium and Stage are equipped with a view to the needs of the dramatic arts, speech, and fine arts departments. The acoustics is excellent and the stage is furnished with everything necessary for the finest dramatic productions. The dramatic club owns several different sets of stage scenery, both interiors and exteriors, together with practical doors, windows, stairways, etc. The stage is equipped with electric devices for rather elaborate lighting effects, including spot lights, flood lights and foot and border lights with different circuits for different colors and with dimmers for each circuit. The entire equipment makes it possible to produce satisfactorily and with great naturalness, plays or scenes requiring unusual lighting effects, settings or costumes.

### Library

The library at the present time contains over 16,000 volumes besides periodicals and bulletins. The selections have been made with the utmost care. There are almost no gifts, and consequently nearly every volume is in the shelves because of its actual value. The reading room is supplied with the best works of reference, including standard encyclopedias such as the Britannica, the Americana, the Catholic, New International, the Jewish, Hasting's Encyclopedia of Religion and Ethics, Shaft-Herzog, etc.; scientific dictionaries and encyclopedias; the Dictionary of National Biography; numerous historical works; and works dealing with languages, fine arts, travel, exploration, etc. A more detailed statement of the works for science, English and other departments will be found with the description of the courses of each department. About fifty periodicals related to the work of the various departments

come to the library regularly. The library is provided with the Reader's Guide to make the periodicals more usable. It contains also the United States Catalog since 1899 and other bibliographical works. The entire library is carefully catalogued by the Dewey decimal system, and a triplicate card index makes all material instantly available.

### Laboratories

The school maintains standard laboratories for chemistry, biology, physics and home economics.

The Chemistry Laboratories are furnished with equipment and apparatus valued at approximately \$7,000.00. Besides the standard chemistry tables, which are supplied with water and gas, the laboratory has an electric drying oven, electric furnace, accurate balances, gas hood, distillery, calorimeter, and supply room for chemicals and equipment. It is thoroughly equipped for all advanced courses offered, and for commercial analysis of ores, coal, minerals and water.

The Biology Laboratory is one of the best equipped in the state. Approximately \$7,000.00 worth of equipment has been installed. It is furnished with standard biology tables, high powered, double-nosed microscopes, binoculars, the best make of dissecting microscopes, a large compound balopticon with hundreds of prepared slides, a microtome for preparing additional slides, a dissectable torso and other models and casts, skeletons, life histories, and collections of birds and insects.

The Physics Laboratory is well furnished for the courses offered. It is not the plan of the college to offer a major in physics at present. It is to confine its work in this department to beginning courses, but for this purpose it has an excellent equipment, valued at about \$3,500.

The Home Economics Laboratories occupy six rooms and have equipment valued at about \$6,000. The laboratories for foods and cooking are furnished with standard tables with hardwood and white tile tops, which are easily kept clean. Each table is equipped with stoves or gas burners, and electric and gas ranges and ovens are sup-

plied for general use. Cooking utensils are of aluminum and graniteware. An attractively furnished dining room is arranged with everything needed for service, including several sets of dishes of different designs. The clothing laboratories are furnished with standard cutting tables, work cabinets, sewing machines, etc.

## SCHOOL ACTIVITIES

### Chapel

One of the chief features of the school is the daily chapel exercise. The chapel talks are intended to prepare the student for dealing sanely with the problems of life, to develop proper ideals of true manhood and womanhood, and to impart a desire for accomplishing greater things. Every student is expected to attend chapel. We believe that the conscientious student will derive more from the chapel talks than from any regular course of study.

### Monday Night Meeting

Each Monday night the school comes together for the purpose of discussing some Bible topic. All boarding students are expected to come, and the general public is cordially invited. In these meetings are discussed all questions of interest to Bible students and growing Christians. Three ends are sought in the meetings—the development of young men as public workers, the teaching of truth, and the cultivation of spirituality and consecration.

### James A. Harding Day

The first James A. Harding Day was observed in February, 1926, by students, teachers and friends of Harding College, in grateful memory of the service rendered the cause of Christian education by him whose name our College bears. By vote of the assembly the day has been made an annual event. In the future it will be observed in April, Brother Harding's birth month.

### Alumni and Ex-Student Homecoming

Two homecoming days for alumni and ex-students are held each year, one on Thanksgiving and the other on the

Wednesday before the closing day of school. A business and social meeting is held which all ex-students are cordially invited to attend.

### Thanksgiving Meeting

Each Thanksgiving the school has a meeting to which all friends of Christian education are invited. A number of able speakers are always secured, and every service is rich in good things. Brethren will provide homes for all who come. If you have never visited the school you should come to this meeting and get acquainted with the work that is being done.

## SCHOLASTIC STUDENT ACTIVITIES

All scholastic clubs and organizations for the promotion of student activities must receive a charter from the school.

### The Harding Forensic League

A club for training and practice in public speaking and debate is open to students interested in debating. The coaches in debate sponsor the League.

### Inter-Collegiate Debating

Harding College has established an excellent record in inter-collegiate debating. During 1924-25 the Harding teams won three of the four debates held with other colleges.

For the spring of 1927 debates were scheduled with five Arkansas colleges and with three Oklahoma colleges. Of this number, Harding lost only two decisions, and two opposing colleges, because of unforseen conditions, were forced to cancel their contracts. During the spring of 1928 Harding debaters won four out of the five debates held with other colleges. The record for 1929 and 1930 was similarly successful. In 1931 a Harding men's team and girls' team went into the finals in the Savage Tournament at Durant, Oklahoma, being the only out-of-state team to go through the preliminaries undefeated. In the March State Tournament the Harding girls' team won first place in the state, and a men's team went through to the

finals and was the only team in the state to finish the preliminaries undefeated.

In 1932 the Harding girls' team won the state championship again for the second time, and also the championship in the Invitation Tournament including the surrounding states. The program of debates included the National Tournament of the Pi Kappa Delta.

In 1933-34 a Harding men's team won first place in the State Tournament, and another went to the finals at Durant.

Each debater who engages in an inter-collegiate debate is entitled to an honorary medal, a solid gold pin with the monogram of the College and the year in which the pin is awarded set in gold upon a black background. Each inter-collegiate debater is automatically a member of the League.

#### Arkansas Forensic League

The Arkansas Forensic League was organized in 1929-30 for the purpose of promoting interest in debating and oratory in the state. Harding is one of the charter members of the organization. Each year a state contest in oratory is held in which each college may enter one representative. Speeches for this contest must be entirely original. The student may receive no help except in the delivery of the oration.

In addition to the contest in set orations, a contest is held each year in extemporaneous speaking. The two contests come in connection with the State Debating Tournament. In 1933-34 a Harding representative won the extemporaneous contest.

The State Tournament is held each year in December or January. A second tournament known as the Mid-South Debating Tournament is sponsored by the league each year in February or March. To this tournament are invited teams from all the surrounding states.

#### Junior College Debating League

In 1931 Harding College became a member of the Junior College Debating League, which holds a state tournament each year in May. All freshmen and sophomore students are eligible for these tournaments.

#### The Campus Players

At the close of the session 1925-26, The Campus Players, the dramatic club of Harding College, was organized. Membership in this club is open to both teachers and students. The club is a self-governing body, sponsored by Mrs. Armstrong, instructor in public speaking, and under the general supervision of the faculty. Fortnightly meetings are held, in which the drama is studied and one-act and full evening plays are produced.

A valuable addition to the work of the club is the course in the designing and painting of stage scenery. Anyone who expects to direct plays needs a course of this kind.

#### College Lyceum

For eight successive years the Players have sponsored and, with the aid of other fine arts departments, have given a lyceum course of five numbers of unusual excellence. A similar course will probably be presented each year.

In 1934-35 the Players undertook the remodeling of the college auditorium and stage. All revenue from the lyceum course went to retire the obligation this group of young people took for Harding.

#### Play Tournament

The Campus Players in 1931 carried out the unique and difficult venture of a three-act play tournament within their own organization. Such a huge dramatic contest has never been undertaken by any college before. The dramatic club was divided into six casts of about equal ability, and each cast presented a full evening play. These plays were directed by older members of the Campus Players under the general supervision of Mrs. Armstrong, each group being entirely responsible for stage setting, costumes, lighting, make-up, and all the details necessary for a successful performance. Cups were given for the best production, and the second best, and for the best man and woman actor, and the man and woman who had made the greatest improvement during the year. There could be no finer training in dramatics ever given.

Because of Harding's entertaining the State Little Theatre Tournament in 1931-32 and the expected State Tournament in 1932-33, the local Tournament was discontinued. This work was not resumed until 1934-35. The Tournament work is considered a valuable part of the dramatic program.

### State Little Theatre Tournament

Each year but one since the organization of the Arkansas Little Theatre Association the Campus Players have either entered a play or been host to the annual State Tournament.

### Men's Glee Club

The Men's Glee Club is open to all students whose voices qualify them for entrance. Credit is given for the work done in the Glee Club and practical training is given in breath control, voice placement, pronunciation, enunciation, and diction. Members of the Glee Club automatically become members of the Music Club.

### Girls' Glee Club

The Girls' Glee Club is open to all students whose voices qualify them for entrance. The training in voice through the work in the Glee Club is of great value to any student.

### Orchestra

The College Orchestra under the direction of Lois H. Albright, is one of the special activities of the College. All students of the school interested in the work are invited to bring their instruments and take advantage of this splendid orchestral training. Only the best orchestral material is studied and the experience gained helps students to prepare to fill profitable positions in professional orchestras. One hour each day is devoted to both sectional and full orchestra rehearsals. Several public concerts are held throughout the year and nearby towns will sponsor several concerts this coming season. We urge your hearty co-operation with this organization during '35 and '36.

## HONORARY AND SOCIAL CLUBS

All honorary clubs and organizations must receive a charter from the school.

### Social Clubs

A number of clubs combining in varying degrees both social and literary activities have been organized in order to give every student an opportunity for the best social development. The clubs for young women are the Woodson Harding Comrades, established in 1926, the Ju-Go-Ju's in 1926, the O. G.'s in 1932-33, and the Los Companeras in 1933-34.

The men's clubs are the Cavaliers, established in 1928, the Sub-T's, in 1929, the T. N. T.'s in 1933-34, and the Koinonia's, 1934-35.

### "H" Club

Membership in this club is open to all men and women who have earned letters in inter-collegiate athletic contests.

## ATHLETIC STUDENT ACTIVITIES

All forms of athletics except football are sponsored and encouraged, and full schedules of inter-collegiate games are arranged for the major sports. Because football makes such heavy demands upon the students' time, and has been found so injurious to health and so expensive to maintain, it has been discontinued. In its place regular schedules of intra-mural sports are arranged between classes and clubs during the fall quarter, and every student is given an opportunity to play. During the two years this plan has been tried it has proved much more satisfactory than intercollegiate football, and has allowed a greater emphasis to be placed upon the other major sports and upon those sports that can be carried into later life as a source of recreation and health.

Basketball, the major winter sport, is encouraged, both for intramural and inter-collegiate games. Practically every student takes part in the intramural contests.

Baseball is vigorously and heartily supported by the

student body. The founding of the Arkansas Collegiate Baseball League in 1933 is making this a major sport. Harding is a member of this league, and at the close of the season tied for the championship with three other colleges. The tie will be played off in 1933-34.

**Tennis.** Excellent courts for tennis have been provided, and the management heartily encourages this health-giving exercise. Each spring the two players who make the best record in tennis are sent as representatives to the annual Tennis Tournament at Little Rock, in which all colleges of the State participate.

**Swimming,** one of the most healthful and delightful sports, is made possible all winter long by the beautiful steam-heated swimming pool on the campus. Instructors are arranged to teach swimming to those who wish to learn it. The week is divided between the young men and young women, so that the pool is accessible to both three days each week. There is no mixed swimming allowed.

**Track** and other field sports are encouraged, and it is expected arrangements will be made to send representatives to the annual track meet of the Arkansas colleges next year.

## PUBLICATIONS

### The Bison

The college newspaper, the *Bison*, is published bi-monthly by the students who are members of the Press Club. All students and teachers reading this publication pay the subscription price of \$1.00. Gold medals are awarded the writers of the best editorial and feature each year. Letters are awarded the Press Club members completing the requirements set by their regulations. In 1933-34 the Press Club represented Harding in entertaining the Arkansas State College Press Association.

### The Petit Jean

The first issue of the College annual, the *Petit Jean*, was published by the senior class of 1924-25. It is an attractive and interesting book, reflecting every phase of student life.

## REGULATIONS

### Discipline

For discipline we appeal to the hearts and consciences of our students and depend much upon the Bible study and teaching. Love and justice are the moving principles of our government, and we demand only that the students do right. If after patient effort we cannot reach a student in this way, we advise him to go home.

### Honor System

The dean of women uses the honor system with the young women of Harding College. The young women are placed in three classes:

1. Those who everywhere and at all times uphold the standards and ideals of the college.
2. Those who are showing marked improvement.
3. Those who fail to live up to the standards in scholarship and conduct.

Young women who have never been students of the school are not classified until after the first mid-term examination, after registration.

### Week Ends

Young women may not spend week ends away from the college except by written permission from parents or guardians mailed directly to the dean of women. Such permission must not come through the student herself.

If, in the judgment of the dean, because of knowledge she may possess which the parents or guardians may lack, such permission as may be granted by parents or guardians is deemed unwise, the dean may deny the request, or present the case to the faculty committee on discipline and regulations for decision, as she may choose.

Any class absence occurring during such a visit home, even with the permission of parents, will be regarded as an unexcused absence. Students must arrange visits home so as not to interfere with their class work.

### Young Men Not of the Student Body

It has been the custom to permit worthy young men who are not members of the student body to enter into



the social life of the college. This is a custom we are glad to continue under proper conditions.

All young men who are not students of the institution must be presented formally to the dean of women. It shall be necessary that they present at this introduction letters of recommendation from the minister of the church which they attend regularly, and from two business men of unquestioned standing in the town in which they live. These recommendations must testify concerning the moral character of the young man.

Any young man who is thus permitted to enter the social life of the college thereby pledges himself to obey all social regulations of the college. Any young man who violates this pledge will be promptly excluded.

The dean of women may call into conference at any time the faculty committee on discipline and regulations to help decide a doubtful case.

#### **A Policy of Harding College**

The contracting parties of a secret or unapproved marriage, taking place within the student body of Harding College, shall be excluded from the College and all credits earned within that year shall be cancelled.

The student-preacher aiding such marriage by performing the ceremony shall be similarly dealt with.

March 22, 1934.

#### **Local Students**

Local students shall conform to all social regulations applicable to boarding students when on the grounds and in the buildings; on all picnics, class outings and on any trips whatsoever representative of Harding College. The college management has the general oversight of local students on the grounds and in the buildings and at all other times when participating in college activities.

#### **Boarding Students**

All boarding students are required to room in our student home, unless they stay with relatives in town or work for their room and board or in some way it is clearly an injustice to them. In such case the faculty must approve the home where such student may stay. All such students, however, must observe the social regulations of the school.

#### **Athletics**

The extravagant form in which athletics is held by a number of schools at present is not considered in keeping with the best interests of earnest and profitable school work. It is our purpose to keep athletics within such bounds as to retain its full value as an agency to maintain a healthful condition of the body while the mind works. We believe students as a rule enter college to gain a mental discipline and a certain amount of useful knowledge, rather than to become athletes. On the other hand, a wholesome and enjoyable system of exercise for students is a valuable asset to the accomplishment of the work required by conscientious teachers. Parents should not forget the youthful interest in a game. Nor is it correct to argue that a student can derive a valuable exercise from the same amount of physical labor. The general relaxation through interest in a game has much value in breaking up nervous tension prevalent among hard-working students.

Inter-collegiate contests are scheduled, but the athletics of the college will be under the direct supervision of the faculty committee on athletics at all times. No student whose grades and department are not satisfactory to the committee will be allowed to participate in any contest. No language unbecoming a Christian is allowed on our grounds.

#### **Membership in Scholastic Activities**

No student is eligible to membership in more than two scholastic clubs or organizations. If his activities are confined to the music club, he may have membership in but three divisions of the club. It is permissible to have memberships in two divisions of the music club and one other scholastic club.

Students who engage in inter-collegiate athletics may hold membership in two scholastic clubs, but must be suspended from, at least, one of them during the season of inter-collegiate playing.

Special students in the Fine Arts department who carry very little work in the College of Arts and Sciences are exceptions to this regulation. Any other variation

from this ruling must be by permission of the faculty committee on discipline and regulations.

### Holidays

Students will not be permitted to leave for home to spend any holiday until the school adjourns for such holiday, unless it be by written consent of the parents. Even if one obtains such permission, his absence from his classes will be unexcused and will count with other unexcused absences in lowering one's grades and deducting from his credits, or excluding him from his course. Similarly any class missed because of a late return after a holiday will be unexcused and will count as above. Parents should note this well and not encourage students to miss classes at such times.

### Class Absences

No class cutting will be tolerated. When a student misses a recitation in any class, he must present to the committee on absences a satisfactory excuse within two days after he returns to the class.

The following regulations apply to absences:

1. When a student has three unexcused absences from any class, he shall be dropped from the course. He may be reinstated only by the recommendation of the dean and the payment of \$1.00 fee.
2. Any student who has ten unexcused absences from all classes and chapel shall forfeit one hour of credit; twenty absences discount two hours of credit, etc. These absences need not occur in a single class but in all classes combined.
3. If, in the judgment of the committee, any other measures may be more effective in dealing with any individual student, it shall be at liberty to add to the above penalties or to substitute others.

### Class Changes

No student is permitted to change or leave a class without the approval of the dean and the teacher in charge of the class. After the first two weeks any student changing a class will be charged a fee of \$1.00.

Any class dropped without the approval of the dean will be marked F, and this grade will be entered in the record of the student.

No class changes will be permitted after the fourth week of any term. Any class dropped after that time because of failing grades will be marked F.

### Examinations

Examinations will be given regularly at the close of each term and during the term, at the discretion of the instructor. No student is excused from these examinations. In case a student misses an examination for any cause, he may secure a special examination by applying to the dean and presenting the instructor a receipt for fifty cents examination fee.

### Reports and Grades

Reports will be sent to parents or guardians at the end of each term. Should a student be doing unsatisfactory work, a report to this effect will be sent to the parents at any time.

The rank of the student will be indicated by letters as follows:

A is the highest grade, 90 to 100.

B is good, 80 to 90.

C is fair 70 to 80.

D is the lowest passing grade, 70.

I is "Incomplete." It implies nothing as to the quality of the work, and may be removed by completing the work of the course.

E is "Conditional failure." It may be removed by passing a satisfactory examination on the course.

F is "Failed." Credit for the course may be had only by repeating it in class.

### Transcripts of Credits

Each student is entitled to one transcript of credit without charge, but a fee of \$1.00 will be charged for each additional copy.

### The Use of Tobacco

Those who are directly responsible for the influence

on the grounds and in the buildings of Harding College believe that the use of tobacco in any form is injurious to the user. It is our purpose therefore to discourage the use of tobacco in every way that we can. We have a deep interest in those who have acquired the habit of using it, and desire only to help them quit the habit.

But, if they WILL persist in the use of it we insist that they must use it so as to throw around others the least possible temptation.

Hence, the use of tobacco on the college campus and in the buildings is strictly forbidden except in such places as may be set apart for that purpose.

## INSTRUCTIONS TO NEW STUDENTS

### How to Reach Us

The two main lines of the Missouri Pacific from Little Rock to Memphis and from Little Rock to St. Louis pass through Kensett, which is less than four miles from the college campus. Fourteen passenger trains stop at Kensett daily. A branch line of the Missouri Pacific runs several trains each day from Kensett to Searcy, and students may stop at the college station. Students arriving at Kensett on trains not connecting with the Kensett-Searcy locals will be met by college cars, if you have notified the college on what train you will arrive. Students who have not notified the college on exactly what train they will arrive, may telephone from the station and they will be met promptly.

Students from western Oklahoma may take the Rock Island to Little Rock and transfer to the Missouri Pacific. Students from northwest Arkansas find a direct route over the Missouri and North Arkansas line from Eureka Springs through Searcy.

In addition to the train service four busses pass through Searcy each day from Little Rock to St. Louis.

### EXPENSES

The expenses outlined below are for college students only. Expenses in the academy are outlined in the academy catalog.

It is our desire to keep expenses at Harding College as low as possible consistent with efficiency.

The boarding student who takes advantage of the Special Cash Scholarship explained below can meet all school expenses for \$228.00 to \$313.50 for the year. This includes regular tuition, term fees, room and board. The resident student can meet all expenses for \$96 for the year.

### Personal Expenses

In estimating school expenses the following facts should not be overlooked: Young people at home spend money for clothing and incidentals; hence such things should not be considered a part of the school expenses. If students are free to write checks on their parents for any amount they wish to spend, their expenses will be much greater. It is impossible for us to control spending without the help and encouragement of parents.

Parents who wish their children to make bills with the merchants in town, having their bills sent home for payment, should write directly to the dean of women or the dean of the college, as the case may be, about the matter. Do not write to the president about such matters. We are doing everything in our power to prevent making of unapproved bills. During the past, the merchants and parents have co-operated heartily with us, and we have together helped students to keep their personal expenses low. We ask parents to continue their co-operation in the future.

### TUITIONS, FEES AND ROOM RENTS

The school year of nine months (thirty-six weeks) is divided into three terms of twelve weeks each.

The expenses are paid by the term and at the beginning of the term. This is required because the school must have the money due it to give efficient service, and parents can arrange for one expense account more easily than the school can arrange for many.

No part of tuitions, fees or rents will be refunded and no deductions are made for late registrations. Students should enter at the beginning of a term.

A student who withdraws of his own accord does not thereby place the college under obligation to refund tui-

tions, fees or rents. Expelled students forfeit all tuitions, fees or rents.

In case of protracted illness, a transferable certificate will be issued for all unused tuitions and rents. Under no circumstances will fees be refunded.

### Regular Tuition and Fees

Tuition, College (each term) .....	\$50.00
Entrance Fee (payable by all students once each year on registration) .....	9.00
Athletic Fee (50c per month) .....	4.50
Swimming Fee (50c per month) .....	4.50

Fifteen hours and the Bible is a full course, and should one take more work, one is charged \$2.75 more for each term hour above the fifteen and Bible that one takes.

### Special Cash Scholarships

For 1935-36 the College is arranging for 250 Scholarships, covering the regular tuition for the year, to be sold for \$84.00 each to those who first apply. These scholarships reduce the cost of the year's tuition and term fees from \$150.00 to only \$84.00 and place the work at Harding College within easy reach of practically any student. Because we are forced to limit the total enrollment of the school, it is impossible to arrange for more scholarships on this extremely low basis. The first ones, therefore, who apply will be given the opportunity to buy these Scholarships, and as soon as the 250 have been taken all other applicants must enter upon the regular basis of \$50 a term, or \$150.00 a year.

The applicant for the Special Cash Scholarship must pay \$10.00 down when the contract is signed and the balance of \$74.00 on or before the opening day of school. No work or credit will be allowed on these Scholarships. Students granted work for tuition pay on the regular basis of \$150.00 a year. For this reason the Cash Scholarship is far better than work. The discount allowed is equivalent to more than two hours of work a day. In other words, if a student should work two hours a day on his tuition, he would still owe fully

the amount of this Cash Scholarship. Yet our regular rate is as low as that charged by colleges of similar standing. So the Cash Scholarship is a pure gift of \$75.00 without the obligation of work to the 250 who first apply.

Students who may find it impossible to pay for the entire scholarship at the opening of the fall term will be permitted to pay \$33.00 at the opening of each term, but this will make the cost of the Scholarship \$99.00 instead of \$84.00. When you send your reservation let us know which plan of payment you wish.

Frankly it is an experiment in an effort to put the vital advantages offered at Harding College within reach of every boy and girl. It is also an effort to give those who desire it the opportunity to take more of the fine arts work, which is so rich in cultural advantages. The Scholarship student can take the regular college course, and private work in piano, voice, public speaking and dramatics, violin, or art at about the same cost that the regular college tuition and fees would be.

Remember, that the number of Special Cash Scholarships is limited to 250, and make application for yours at once. The Scholarship Contract is enclosed. Fill it out and mail it in with your check for \$10.00 as the initial payment.

### The W. J. Carr Scholarship

The W. J. Carr Scholarship was founded by a gift of \$2,500.00 from W. J. Carr of Junction City, Arkansas. This gift was really made back in the early days of Harding College but recognition of it was not made till in 1934.

This interest on the above sum pays the regular tuition on one student each regular school year of nine months. Mr. Carr names the student receiving the benefit.

There are so many deserving students that need aid and to invest in these students for the kingdom of heaven's sake is so worthwhile a work that Harding College invites others to follow Mr. Carr's example.

### Half Scholarships for Preachers

Preachers and young men preparing to preach, who actually make this their life work, are granted scholarships covering half the amount of their regular tuition and term fees. This reduction amounts to \$75.00 for the year. Such students are required to sign a note for this amount, which becomes due five years after they have left the school, if at that time they have ceased to give their time to the ministry. If at that time they are actively engaged in preaching, the notes are cancelled.

Young preachers wishing to take advantage of the Special Cash Scholarship may secure these scholarships for \$55.00 by paying the initial payment of \$10.00 and the balance at the opening of the fall term. They will then sign a note for the \$25.00 left, which is cancelled five years after they leave the school if at that time they are actively engaged in preaching. If term payments are necessary these will be \$22.00 a term, making the scholarship \$66.00.

Young men who receive these scholarships will be expected to uphold at all times the ideals of the institution. It is our purpose to encourage young men who desire to preach, but at the same time every scholarship so given costs the college the full amount, and if the student can assist in the school work it is only just that he do so. No young man who uses tobacco is entitled to this consideration.

### Special Tuitions and Fees

Tuition for Piano, Speech, Violin, Wind Instruments, Voice, or Art (private lessons):	
One lesson a week, each term.....	\$15.00
Two lessons a week, each term.....	25.00
Music 110, 111 .....	3.00
Harmony (including Theory), each term.....	6.50
History of Music, each term .....	6.50
Sight Singing and Ear Training .....	3.00
Counterpoint .....	6.00
Ensemble (one hour per week).....	6.00
Chorus .....	No Charge
Form and Analysis .....	6.00

Keyboard Harmony (1 hour \$3.00) 2 hours.....	6.00
Piano rent for students who use college pianos:	
Those practicing one hour daily, each term.....	3.00
Those practicing two hours daily (each term)....	5.00
For each additional hour of daily practice, term	1.50
Art 110, 111, 112 .....	3.00
Graduation Fee for Bachelor degree.....	5.00
Graduation Fee for Diploma from School of Fine Arts	5.00
Graduation Fee for Diploma in Business Adminis- tration .....	5.00
Graduation Fee for Certificates from the School of Fine Arts .....	5.00
Science Fees will be found listed in the different science courses.	
Late Registration Fee .....	1.00-5.00
On the third day after the beginning of the term a fee of \$1.00 a day is charged until a maximum of \$5.00 is reached.	

### Room Rent

Rooms for girls, with private lavatory, \$19.50 up, a term; with bath shared between two rooms, \$22.50 up, a term; with private bath, \$30.00 up, a term. Prices vary according to location.

Rooms for men range from \$15.00 to \$22.50 a term, depending upon size, location and conveniences. Single rooms can be had for \$24.00 up, a term.

All rooms are furnished approximately alike, most of them with single beds unless the double bed is preferred.

### Reserving Rooms

All students away from home, either boarding or light housekeeping, are required to room in the college dormitories and apartments. The only exception from this requirement is with students who have relatives in town with whom they may stay.

Since new students do not know the location of rooms, they may make their reservations by specifying the price of the room they desire, and we will make the best selection possible for them. When they arrive they will have opportunity to change the selection if they wish. Every reservation must be accompanied by a deposit of \$5.00. In

case the student is prevented from coming, the reservation deposit is refunded, provided request is made to the college not later than two weeks before the opening of the fall term. The reservation fee is applied on the first term's room rent.

### Furnishings for Rooms

Each student should bring with him pillow, pillow cases, sheets, and at least enough cover for a bed in winter, towels, and such other toilet articles as he may desire. In addition to these things the occupants of a room are required to furnish window shades and electric light bulbs. Our experience is that these articles receive treatment that makes them very expensive to the college. Our only recourse from this useless expense is to make this requirement. We find that when a student pays for such articles out of his own pocket, he treats them with more consideration. Students are encouraged to bring any pictures, rugs, pennants, or other furnishings that will make their rooms more attractive and homelike.

### Electrical Appliances

Students are allowed to bring such electrical appliances with them as irons and hot plates, but a fee large enough to cover the cost of operating them will be charged. Students may do their own pressing at a small cost for the electricity used.

### Dormitory Life

One of the superior advantages at Harding College is the dormitory life of the institution. At much cost and keenly felt responsibility student homes are maintained that a rare home life may be given our students.

This phase of school life has been studied perhaps more carefully and more thoroughly than any other branch of our work. It has been our object to compensate, if possible, for the loss a child sustains in leaving his own home and entering a boarding school, and we are prouder of our accomplishment along this line than of almost any other of our undertakings. To throw around our boarding students a safe influence without making the home a "prison" to the young boy or girl who has been brought up in the lax home life of today is really a difficult un-

dertaking. To give to the students a home life that has in it the care, protection, and training that ought to be in every Christian home and at the same time make it attractive to the students is really an art. While we fall far short of what we should like to do, we have so far succeeded that, after observing our care of the girls entrusted to us, many parents have frankly expressed the conviction that our dormitory is better for girls than their own homes—homes, too, that are as carefully directed homes as can be found in the country.

Our student homes are steam-heated and thoroughly modern, and since these advantages are given at less cost than they can be had anywhere else, all boarding students are required to live in the school homes until they are full. So we request no arrangements be made for boarding save through the faculty of Harding College.

### Medical and Hospital Service

In 1927 we installed for the first time in the history of our Christian schools a health department. A small hospital was furnished and a graduate nurse was secured to care for the students. This service has been extremely valuable. Many students who are not physically strong when they come grow strong under the care and advice of the nurse.

For the coming year there will be no fee for this nurse and hospital service. Each student, however, will pay for any medicine needed and for the doctor's service if one is called.

Our boarding students, therefore, receive the constant service of skilled graduate nurses without any additional cost.

## BOARD

### The College Club

The College Club is a co-operative organization in which both students and teachers receive their meals at the actual cost.

In 1924-25 the members of the club voted upon themselves a tax of \$1.00 a month apiece to finance the erection of a dining hall. On the new campus the dining rooms

and kitchens occupy one full floor in the woman's building, and it is necessary to continue the \$1.00 as has been the policy for eleven years. This money will be applied as the club's share of the retirement of the debt on the college property. Aside from this self-imposed tax, members of the club live at actual cost of operation.

Regular boarding students are asked to make a deposit of \$45 at the beginning of the year in order that the Club may have sufficient funds to buy in wholesale quantities and reduce the cost as much as possible. After this initial deposit the student makes nine monthly deposits of \$9.50 each, one at the first of each month. This makes a total of \$130.50 for the year, or an average of \$14.50 a month.

Students who are not regular members, but who wish to eat occasional meals may buy meal tickets.

#### Explanation of the Policy of the College Club

The following articles set forth the general policy of the Club:

1. The College Club is run on the co-operative plan, hence:
2. No one makes a penny of profit from the board.
3. All boarding students are members of either the College Club or the Self-Help Club.
4. Has a right to help form the policy of the Club in regard to the kind of food served, the amount of food, and the general cost.
5. In case the cost of operation for any month exceeds the deposit for the month, such excess shall be paid in ten days after the operative cost of the month has been announced.
6. In case of loss, the whole Club shall be responsible, and such loss shall be borne equally by all the members of the Club. This applies to the Self-Help Club also.
7. Forty-five dollars deposit due at the beginning of the year represents \$5.00 a month for nine months. This deposit is made to furnish capital for wholesale buying. For students entering later in the year this entrance de-

posit is reducible by \$5.00 for each month that has passed since the opening of the fall term.

8. All members must report and pay for any visitors they may have.

9. Occasionally it causes great inconvenience to a student to meet the \$45.00 yearly payment. In a limited number of such cases the Club voted on June 5, 1926, to accept monthly payments of \$15.50 a month, payable in advance. All monthly payers pay any excess in operative just as do regular depositors.

10. All Club dues are based upon the school month of four weeks and NOT upon the calendar month.

11. Since the business offices of the College Club and of Harding College are as completely separated as the offices of the plumber and the grocer in your town, both the College and the Club will accept it as a special favor if all checks for Club expenses are made payable to the College Club and sent directly to the Club as requested above.

12. Members of the Club who withdraw before the end of the school year are charged a \$1.00 withdrawal fee.

13. All unused deposits are refunded at the opening of the next school year.

#### Self-Help Club

In an effort to meet the needs of a number of students who had been doing light housekeeping to reduce expenses, we arranged for the year 1934-35 a Self-Help Co-operative Club.

The club was an experiment, and while the management sees many improvements that can be made, all in all it has been a real success. It has been decided to continue this service another year. The boys and girls who compose this organization will be divided into groups and will alternate in doing their own work under the supervision of a competent manager. In this way practically all expenses of labor and service will be eliminated. Any student who fails to do his share of the work will be charged cash for each hour he falls short. This was not done in

1934-35, but the experience gained proved it a necessary procedure. Students whose work is unsatisfactory and who show no inclination to improve, will be charged full board or asked to withdraw from the college, as each case may demand.

The deposit for students in this organization will be \$29.25 for the Fall term of thirteen weeks, \$24.75 for the Winter term of 11 weeks, and \$27.00 for the Spring term of 12 weeks. Monthly deposits, however, are \$10.00.

By keeping the fare wholesome, but plain, and by the co-operative help of each student in the organization, it is believed the expense can be kept down to an average of \$27.00 a term.

This plan requires less work by the students than light housekeeping, gives them more regular and better fare, and is approximately as economical. As in the College Club, excess running must be paid by the members of the club, since no one makes a dime of profit. All unused deposits are refunded at the beginning of the next school year. Students who wish to pay by the month, pay \$1.00 more as is the case also in the College Club. The general policy of the Self-Help Club is the same as that of the College Club.

#### Total Expenses for the Year

The following is the exact amount the student will need for the year for his regular expenses. The difference between the low and high figures represents the difference in the cost of the room students may select, and in the club arrangement. In the Self-Help club the deposit for the year is \$81.00 or \$90.00. In the College Club the yearly deposit is \$130.50 or \$139.50, depending upon the plan of payment.

The actual cost of the meals will, of course, vary somewhat from the amount of the deposit. If conditions remain comparatively as they have been the cost will be under the amount of the deposit; but if prices should rise considerably it might be more than the deposit, and the student would be called upon for a slight additional cost for the meals. We are not expecting this, however.

	Low	High
Tuition .....	\$150.00	\$150.00
Entrance fee .....	9.00	9.00
Activity Fee .....	9.00	9.00
Room rent .....	45.00	72.00
Meals (deposits) .....	81.00	139.50
Total for year .....	\$294.00	\$379.50

#### Cost for Scholarship Students

	Low	High
Tuition (Scholarship) .....	\$ 84.00	\$ 84.00
Entrance fee .....	9.00	9.00
Swimming and Athletic fee .....	9.00	9.00
Room rent .....	45.00	72.00
Meals (deposits) .....	81.00	139.50
Total for year .....	\$228.00	\$313.50

#### With Extras

The Cash Scholarship student can carry two private lessons a week in piano, voice, art, violin, or expression and dramatics for only \$75.00 additional per year.

#### Opportunity for Work

The school can furnish work for only a limited number of students each year, and those who must have work to help with their expenses should apply early. We much prefer to give the work to students who have been in school long enough to prove their faithfulness, and such students always have the first chance. New and untried students often prove unfaithful. For this reason, students who do not find work one year, may, by entering and showing their faithfulness and ability, receive all the work they need the next year.

On the other hand, each fall we have to replace a number of those to whom we have given work, because they have been unfaithful. This gives opportunities to others who are on the ground. Consequently, numbers of students who are really faithful, who want an education and are willing to work at anything to get it, enter each fall with no promise of work and find places when these changes are made.



All students who wish to reserve work must send in a deposit of \$5 as a reservation fee and pledge of good faith. For a student to fail to come after work has been reserved for him often results in the loss of another student for whom the work could have been saved. This deposit is not returnable, but will be applied on some part of the student's expenses for which he is not working.

### Light Housekeeping

With the Self-Help Club we believe it will be unprofitable for students to do light housekeeping. But for those who still prefer this plan arrangements will be made by the college. A utility fee of \$2.00 a month will be charged each student who uses the kitchenette.

### A Confidential Word to Parents

The school cannot do the work it should do without the co-operation of parents. For the first few weeks of every year, and after visits home, students are often homesick. We all want our children to love their home and would be a little disappointed if they were not homesick. But with the hearty welcome they will receive from the older students, and with the beginning of active work, they soon become happy and contented. It never helps students to recover for the parents to stay with them. Such a course usually results in the student's returning home or in his getting a poor start in his work.

Do not encourage your children to come home for any holiday before the regular time, or remain longer than the time appointed. Should the student be of "B" or "C" scholarship, it is very probable that those absences would cause the loss of an hour of credit and injure the student's interest in his work. Constant visits home often create a feeling of restlessness and homesickness, cause a student to lose interest in his work, and ruin the entire year for him.

### Week End Visits With Friends

Our many years of experience have taught us that week-ends spent away from the college with friends are often very detrimental to the student. For this reason we require the written consent of parents or guardians before we permit students these privileges. Such permission must be sent directly to Mrs. Armstrong, dean of women, or Professor Sears, dean of the college.

## TEACHERS' CERTIFICATES

Teachers' Certificates of various types are issued by the State Department of Education to students who fulfill the requirements for such types.

The following curricula are designed to meet these requirements. They are in harmony also with the most advanced theory and practice in the training of teachers.

### PRIMARY AND INTERMEDIATE CERTIFICATES

#### I.—Three-Year Elementary Certificate

This certificate is based upon the completion of one year of college work, including not less than sixteen hours of education. It authorizes the holder to teach in non-classified or Class C and D schools. At least three hours must be taken in child literature, health, public school music, and public school art.

The following arrangement of courses will meet the requirements for this certificate:

Fall Term		Winter Term	
	Term Hours		Term Hours
Education 102	5	English 102	5
Education 105	5	Education 104	5
Sociology 103	3	Geography 101	3
Art 110	3	Education 107	3
	16		16
Spring Term			
	Term Hours		Term Hours
Biology 108 (Health)	5		
Education 115	3		
Education 140	5		
Music 110	3		
	16		

It is understood that all students take at least one daily Bible Class, in addition to his other work.

## II. Four-Year Primary Certificate

This certificate requires the completion of two years of college work, including not less than 24 nor more than 30 term hours in professional courses. Additional work may be counted in public school music and art, children's literature and physical education.

Of the subject matter courses at least three hours are required in each of the following: Health, Juvenile Literature, Plays and Games, Music and Art; at least six each in Biology, History and Geography; and nine in English.

The following synopsis shows the required professional and subject matter courses, and suggests the most economical plan of selection.

FIRST YEAR		SECOND YEAR	
Fall Term		Fall Term	
	Term Hours		Term Hours
English 101 .....	5	Education 105 .....	5
Education 102 .....	5	Bot. or Zool. 101 .....	5
Art 110 .....	3	Elective .....	5
Music 110 .....	3		—
	—		15
	16		
Winter Term		Winter Term	
	Term Hours		Term Hours
English 102 .....	5	Education 104 .....	5
Geography 101 .....	3	Education 106 .....	2½
History 102 .....	5	Education 140 .....	3
Education 107 .....	3	Bot. or Zool. 102 .....	5
	—		—
	16		15½
Spring Term		Spring Term	
	Term Hours		Term Hours
History 103 .....	5	Education 115 .....	3
Geography 115 .....	3	Education 140 .....	3
Education 103 .....	5	Biology 108 (Health) .....	5
Elective .....	3	Elective .....	5
	—		—
	16		16

## III. Six-Year Primary Certificate

In addition to the requirements under II above, this certificate requires the completion of the four-year college course, including not less than 35 nor more than 40 hours in professional courses. During the junior and senior years, the student should elect such courses as will meet the requirements for major and minor departments. Teachers in elementary grades are urged to select as their special departments at least two of the following groups:

1. English (including public speaking and dramatics).
2. Social Sciences (History, Political Science, Sociology).
3. Natural Sciences (Botany, Zoology, Chemistry).
4. Art.
5. Music.

## IV. Four-Year Intermediate and Upper Grade Certificate

The requirements for this certificate are exactly the same as for the four-year primary certificate with the following exceptions:

	Term Hours
Education 110 .....	2½
Education 111 .....	2½
Education 112 .....	2½
To be taken in place of:	
Education 105 .....	5
Education 106 .....	2½

## V. Six-Year Intermediate and Upper Grade Certificate

The requirements for this certificate include the requirements for the four-year Intermediate and Upper Grade certificate. In addition to this the requirements listed under IV above for the six-year primary certificate. To all of the work outlined for these various certificates a daily Bible Class must be added.

## SECONDARY SCHOOL CERTIFICATES

## I.—Junior High School Certificate

This certificate requires the completion of two years of college work, including not less than 13.5 nor more than 22.5 term hours in professional courses.

A student expecting this certificate must select at least two groups of subject matter in which he will specialize for teaching. The following combinations are approved:

English .....	Latin, French, or Spanish
English .....	Social Science
Mathematics .....	Science
Mathematics .....	Social Science
Science .....	Social Science
Home Economics .....	Science
Home Economics .....	Social Science

In his selected groups the student will be expected to complete at least the number of hours indicated below:

	Term Hours
English .....	18
Mathematics .....	9
Science:	
Biology .....	12
Chemistry .....	6
Physics .....	6
Total in Science .....	24
Latin, French or Spanish .....	18
(Three hours may be deducted for each high school unit in the chosen language; maximum deduction 9 term hours)	
Social Science:	
History .....	10
Three of the following .....	12
Economics, Sociology, Government, Geography	
Total in Social Science .....	21

The courses should be selected as nearly as possible in the following order:

## II.—High School Certificate

This certificate, valid in both junior and senior high schools, requires the completion of a four-year college course, including not less than 24 nor more than 40 term hours in professional courses, of which not more than 9 hours may be completed in the first two years.

In selecting his major and minor departments, the student should consult the approved combinations given under the junior high school certificate. The following table indicates the number of hours needed for both a minor and a major in the different groups.

English .....	27
Latin, French, Spanish .....	22.5
(Three hours may be deducted for each high school unit in the chosen languages, but maximum deduction nine hours.)	
Mathematics .....	22.5
(Three hours each may be deducted for each unit earned in high school, but maximum deduction nine hours.)	
Social Sciences:	
European and American History .....	18
Economics, Sociology, American Government, and Geography (not Physical) (at least 3 hours in each of the first three) .....	12
Total Social Sciences .....	30
Science:	
Physics .....	12
Chemistry .....	12
Biology .....	12

The best plan for the selection of courses is given in the following outline:

First Year	Term Hours
English 101, 102 .....	10
Elective (not Education) .....	35
	45

Second Year	
English 105, 106 .....	10
Education 102 .....	5
Elective .....	32.5
	<hr/>
	47.5
Third Year	
Education 201 .....	5
Education 202 .....	2.5
Education 203 .....	2.5
Elective .....	32.5 or 37.5
	<hr/>
	47.5
Fourth Year	
Of the following: .....	3 to 8
Education 224 .....	3
Education 225 .....	5
Education 226 .....	3
Education 227 .....	3
Education 228 .....	3
Education 229 .....	3
Education 230 .....	3
Education 240 .....	3
Elective .....	35 to 44.5
	<hr/>
	47.5

### Home Economics Certificates

#### Six-Year Certificate

Students who are preparing to teach home economics in Arkansas must complete the following work:

Home Economics:	Term Hours
Food and Nutrition .....	18
Clothing and Textiles .....	12
Home Management Residence .....	9
(This may include Child Psychology.)	
Family Relationships .....	3
Home Nursing .....	3
Household Economics .....	3
	<hr/>
	48

### Related Science and Art:

Elementary Design .....	9
Costume Design .....	3
Home Planning and Equipment .....	4½
House Furnishing .....	3
General Chemistry .....	12
Organic and Physiological Chemistry .....	6
General Zoology or Human Physiology .....	4½
Household Bacteriology .....	6
Sociology .....	3
	<hr/>
	51

### Education:

Educational or Adolescent or Child Psychology .....	9
Adult Education .....	3
Special Methods in Teaching Home Economics .....	3
Supervised Observation and Student Teaching .....	7½
Principles of Secondary Education .....	3
Technique of Teaching .....	3
Tests and Measurements .....	3
	<hr/>
	31½

### Academic and Electives:

English .....	9
English or Modern Language .....	9
Journalism .....	4½
Additional Electives .....	28½
	<hr/>
	51
Complete Total .....	181½

### Commercial Certificate

This certificate, valid for four years, requires the completion of two years of college work, including a minimum of 13½ hours in education and a maximum of 30.

Required courses in business and commerce include 3 hours each in business English, commercial law, and commercial geography; 6 in office management; 9 each in typewriting, English; 12 in stenography; and 18 in book-keeping or accounting (Three hours may be deducted for

each high school unit completed in stenography, type-writing and bookkeeping.)

#### Plan of Selection

The most economical plan of selection of courses for the commercial certificate is as follows:

FIRST YEAR			
First Term	Term Hours	Second Term	Term Hours
English 101 .....	5	English 102 .....	5
Bus. Ad. 102 .....	5	Bus. Ad. 103 .....	5
Education 102 .....	5	Bus. Ad. 105 .....	5
	15		15
Third Term			
	Term Hours		
Bus. Ad. 101 .....	3		
Bus. Ad. 104 .....	5		
Bus. Ad. 115 .....	3		
Bus. Ad. 106 .....	5		
	16		

#### Special Certificates

Special certificates for the teaching of music, art, expression, etc., in the public schools are not issued by the State Board of Education, but by the county superintendent of the county in which the student desires to teach. Those who are preparing to teach these special subjects and wish certificates should apply to the dean for assistance in obtaining their special licenses.

#### Certificates for Other States

Teachers' Certificates may be secured in other states by making application directly to the State Department of the State desired. The student should confer with the dean and have the school make application for him.

## COLLEGE OF ARTS AND SCIENCES

### ADMISSION

The College of Arts and Sciences is planned to follow the completion of a standard high school course of fifteen units. By a unit is meant a course of study pursued for five periods a week through at least thirty-six weeks, each recitation period being at least forty minutes in length and each laboratory period at least eighty.

Students from accredited high schools will be admitted by transcript properly signed by the superintendent or principal. Students from unaccredited high schools may be admitted by examination, or by passing an intelligence test as explained below.

#### Arkansas Students

In accordance with the uniform entrance requirements adopted by the colleges of the state, students from Arkansas high schools should note well the following instructions:

1. Applicants from all high schools should write the dean of the college for a blank certificate of entrance, have it properly filled out and signed by their superintendent or principal, and return it to the dean as early as possible. A notice will then be sent them of the acceptance of their application, or of any conditions to be met for entrance.

2. Applicants from unaccredited schools and students without sufficient high school credit may be admitted in three ways:

(1) Applicants eighteen years of age or older whose entrance units have been reduced to not less than thirteen, but less than fifteen, may enter by passing an intelligence test.

(2) Applicants under twenty-one years of age who come from unaccredited schools or who have insufficient high school credit, may be admitted by examination.

(3) Applicants twenty-one years of age or older, who come from unaccredited schools, or who have insufficient or no high school credit, may enter by passing an intelligence test or by examination.

### Students from Other States

Students from accredited high schools of other states will be admitted by transcript without examination. Students from unaccredited high schools or students who have insufficient high school credit may be admitted as explained under No. 3 above. All transcripts should be sent to the dean before the date fixed for enrollment and classification.

### Entrance Examinations

Entrance examinations will be held during the first week of school. A standard examination adopted by all the colleges of the state will be used.

### Intelligence Test

Some time during the first month a general intelligence test is given all freshmen for prognosis of college success.

### Prescribed Entrance Units

The following courses will be required for admission to the College of Arts and Sciences:

English .....	3 units
Algebra .....	1 unit
Plane Geometry .....	1 unit
American History .....	1 unit
Laboratory Science .....	1 unit
Foreign Language .....	2 units
Elective .....	6 units
<b>Total .....</b>	<b>15 units</b>

Note 1. Laboratory science may be satisfied by physics 1 unit, chemistry 1 unit, biology 1 unit, botany 1 unit, zoology 1 unit, or by  $\frac{1}{2}$  unit each of botany or zoology, provided each course was accompanied by 160 minutes of laboratory work each week.

Note 2. The two units of language must have been taken in the same language.

Note 3. The requirement of algebra 1 unit and plane geometry 1 unit may be met with 2 units of correlated mathematics.

Note 4. The six elective units may be presented from the following:

English .....	1 unit
Solid Geometry .....	$\frac{1}{2}$ unit
Plane Trigonometry .....	$\frac{1}{2}$ unit
Advanced Algebra .....	$\frac{1}{2}$ unit
History .....	2 units
Foreign Language .....	2 units
Science .....	3 units
Psychology .....	$\frac{1}{2}$ unit
Observation and Practice .....	$\frac{1}{2}$ unit
Classroom Management .....	$\frac{1}{2}$ unit

Not more than four units may be offered for entrance from the following group of vocational and fine arts courses, and not more of each subject will be accepted than the units designated below:

Manual Training .....	2 units
Home Economics .....	4 units
Bookkeeping .....	1 unit
Commercial Arithmetic .....	$\frac{1}{2}$ unit
Typewriting .....	1 unit
Shorthand .....	1 unit
Music .....	1 unit
Public Speaking or Dramatic Art.....	1 unit
Drawing or Painting .....	1 unit

Note: Two years' work (two lessons a week) in music or public speaking shall count one unit. In art and drawing one unit will be allowed for five periods of ninety minutes each week for thirty-six weeks.

### Deficient Credit

Students who have their fifteen units of high school work but lack some of the above requirements will be allowed to work out these requirements in their college course. For example, if a student had no foreign language in the high school, he would be allowed to take nine additional hours of language in the college for each deficient unit in the high school. At the same time this language work would count in full toward his degree.

**Advanced Standing**

Credit will be given for collegiate work done in other standard colleges upon approval of the Committee on Advanced Standing, provided that the applicant presents proper credentials of his work from his college.

**REQUIREMENTS FOR DEGREES**

The college confers both the Bachelor of Arts and the Bachelor of Science Degrees. The requirements for each degree are given separately below.

**Bachelor of Arts**

The degree of Bachelor of Arts requires the completion of thirty-eight and a half majors of college work, together with a scholarship record of two hundred twenty Honor points. At least nine majors must be completed in residence, four of which must be in the student's senior year.

Should a student enter with advanced credit from another college, the number of Honor points required of him shall be in proportion to the number of college hours carried here.

**Definition of Major and Minor Courses**

A major course is one that meets five days each week for twelve weeks; a minor meets five days each week for six weeks. The major is equivalent to five quarter hours of credit, or three and one-third semester hours; the minor is of half this value.

In laboratory courses two or three hours of laboratory work is equivalent to one hour of recitation. Each hour of recitation is supposed to be accompanied by not less than two hours of preparation.

**Definition of Honor Points**

For each grade of "A" the student is awarded fifteen Honor points for each major course and seven and a half for each minor. Similarly a grade of "B" counts ten points for each major and five for each minor. A grade of "C" counts five points for each major and two and a half for each minor. A grade of "D" is passing, but counts no Honor points. A grade of "I" allowed to remain on any

course is failing and detracts from the student's record five points for each major and two and a half points for each minor. A grade of "F" detracts from the student's record ten points for each major and five points for each minor.

**Plan of Work**

The work of the College of Arts and Sciences is planned to follow the major elective system with certain modifications which will safeguard the interests of the student. The work of the College is divided into ten groups as follows:

- I. Ancient Languages and Literatures,  
Including Greek and Latin.
- II. Bible and Sacred History.
- III. Biological Sciences,  
Including Botany and Zoology.
- IV. Business Administration.
- V. Education and Psychology.
- VI. English Language and Literature.  
Including Public Speaking.
- VII. Home Economics.
- VIII. Mathematics.
- IX. Modern Languages and Literatures.  
Including Spanish, French and German.
- X. Physical Sciences,  
Including Chemistry and Physics.
- XI. Social Sciences.  
Including History, Economics, Sociology and  
Political Science.

**Prescribed Work**

During the freshman and sophomore years each student will be expected to complete as much as possible of the following prescribed work, all of which must be completed before the end of the junior year:

1. Four majors in English, consisting of English 101-102 and 105-106, required of all freshmen and sophomore students.
2. Three majors in a single foreign language above the entrance requirements of two units in any language.

Students entering with no foreign language must complete five majors in college. Students entering with a single unit of language and continuing the same language must complete four majors in college.

3. Five majors must be taken in groups VIII, X, and III combined. At least two majors of this requirement must be in either group X or group III. One of the five majors may be in group VII if desired.

4. At least two majors must be taken in group XI.

5. At least one major must be taken in group II.

### Junior and Senior Requirements

At least nine majors (forty-five term hours) within the total required for the Bachelor's degree must be taken in courses numbered 200 and above, and these must be taken in the Junior and Senior years only. Any 200 course taken by permission earlier will count as a 100 course. Junior and Senior students taking freshman courses will be discounted one-fifth of the credit for each course.

Not later than the beginning of the Junior year each student is required to choose a department in which he desires to specialize, and in which he shall complete not less than eight majors nor more than twelve, as the head of the department may specify. At least five of these majors must be courses not open to freshmen and sophomores. Each student should advise with the head of his chosen department as to the selection of courses within his department and in other departments.

With the advice of the professor in charge of the department in which he is specializing, the student shall choose two other departments, in one of which he shall complete not less than six majors and in the second not less than three.

Students who enter with two or more years of college credit from another institution will be expected to follow the requirements outlined above as fully as possible. Those, however, who enter with three full years of college work may be released from the major requirement if it should be impossible to arrange their work to meet it.

### Electives

Aside from the required work of the freshman and sophomore years, and the requirements for specializing in his chosen department, the student is at liberty to elect such courses as he may desire. The following regulations govern the selection of all elective and required courses:

1. No student may be enrolled in any subject in advance of any other which he has yet to take and which is offered in the schedule.

2. During the freshman and sophomore years not more than six majors may be taken in any one department.

3. No freshman or sophomore may carry more than two majors in any one group at one time.

4. Four majors from the School of Fine Arts may be offered toward the Bachelor of Arts degree. In piano this work shall be in the history, theory and pedagogy of music.

### Bachelor of Science

The degree of Bachelor of Science also requires the completion of thirty-eight and a half majors of college work, together with a scholarship record of two hundred twenty honor points. At least nine majors must be completed in residence here, four of which must be in the student's senior year. Should a student enter with advanced credit the number of honor points required will be proportionally reduced.

During the freshman and sophomore years the student must meet the requirements in English, foreign languages, social science, and Bible that are required for the Bachelor of Arts degree.

He must select at least four sciences (such as physics, chemistry, mathematics, botany, zoology, physiology) in two of which he must complete fifteen hours each and in two others ten hours each before the end of the junior year.

A total of twenty majors (one hundred term hours) of science must be completed in the following groupings: ten majors in one group and eight majors in two other groups combined; or eight majors in one group and ten majors in two other groups combined.



### Bachelor of Music

The course leading to the degree of Bachelor of Music (see following pages) is designed to cover four years of intensive study, not only in achieving a high degree of proficiency in the major subject, but also in attaining an understanding of the theoretical and esthetic principles of Musical Art. Academic subjects, such as English, Psychology, Languages, History, and Principles of Education, are required for the Degree of Bachelor of Music.

### Additional Requirements

Additional work may be required of candidates for graduation as a penalty for improper conduct. No student will be graduated who is guilty of any gross offense, or who has failed to make satisfactory arrangement for his fees and tuition.

### Amount of Work

Three majors of work with an additional course in Bible, totaling fifty hours for the year, is the normal amount of work allowed each student. Students who carry such a course may enroll in one fine arts department, such as piano, art, expression, or voice, without credit; those who carry more than one of the fine arts courses must limit the amount of their regular work accordingly.

Students who work more than three hours a day for expenses will not be allowed to carry a full schedule of college work.

Sophomore students whose grades for the term immediately preceding have in no case fallen below B minus may carry three majors and a minor but receive no credit for Bible.

Juniors and seniors whose grades for the term immediately preceding have in no case fallen below B minus may carry three majors and a minor with Bible accredited.

But it is never wise for students to carry the maximum load. It is far better to carry the minimum and achieve a high scholastic record. Students who work for their school expenses should limit their course proportionately. To carry a full load under such circumstances is ruinous both to health and habits of thoroughness.

### Course Numbers

The meaning of the numbers given to college courses is as follows:

1. Courses with numbers below 100 are high school courses, and are offered for students entering with no credit in them. They are necessary for the college courses following. No credit is allowed on these courses toward the degree.
2. Courses numbered from 100 to 199 are primarily for freshmen and sophomores. They may be elected by juniors and seniors with the advice of the head of their department.
3. Courses numbered from 200 upward are open only to juniors and seniors. Students must complete at least five majors in their special department from such courses.

## DESCRIPTION OF COURSES

### I. ANCIENT LANGUAGES AND LITERATURES

The work of this department is designed primarily for those who wish to gain a knowledge of Greek for the purpose of Biblical study. For those who wish to specialize in Greek nine majors are required.

#### Greek

101. **Elementary Greek:** A study of the grammar and syntax of the Greek language. The regular conjugations of the Greek verb are mastered and the epistles of John are read. Mj. Fall.
102. **Elementary Greek:** A continuation of the preceding course, with further readings from the New Testament. Mj. Winter.
103. **Elementary Greek:** The third beginning course continues the study of grammar, but with more attention to reading. The gospel of John and as much as possible of Mark are read. Mj. Spring.
104. **New Testament Greek:** In this course the remaining gospels, Matthew and Luke, are read. Grammar study is continued, together with work in Greek composition. Mj. Fall.
105. **New Testament Greek:** The shorter Pauline epistles are read in this course in connection with persistent grammar reviews. Mj. Winter.
106. **New Testament Greek:** The remaining Pauline epistles with the exception of Romans and the two letters to the Corinthians are read. Mj. Spring.
201. **New Testament:** Romans and First and Second Corinthians are read, with liberal use of commentaries. Mj. Fall.
202. **New Testament:** Hebrews, Revelation and general epistles. Mj. Winter.
203. **New Testament:** The remaining parts of the New Testament are read in this last quarter. Mj. Spring.
204. **Septuagint:** During the first quarter of the fourth year, selections from the Septuagint are read. Mj. Fall.

205. **Septuagint:** During the second quarter further selections are read from the Septuagint, and the reading of patristic Greek is begun. Gebbhart, Harnock and Zahn's edition is used. This edition includes the epistles of Clement of Rome, Ignatius Polycarp and others. Mj. Winter.

206. **Patristic Greek:** The reading of patristic Greek is continued. Mj. Spring.

### II. BIBLE AND CHRISTIAN EDUCATION

The library contains a fairly large collection of the best works dealing with the Bible and Biblical history. Besides a number of the standard commentaries, it has Hasting's Encyclopedia of Religion and Ethics, the Schaft-Herzog's Encyclopedia of Religious Knowledge, Schaft's Church History complete, together with a number of other monumental works; the works of the early Fathers, the works of Campbell, McGarvey, and others of the restoration movement; the Millennial Harbinger, the Catholic Encyclopedia, the Jewish Encyclopedia, and many other valuable works.

#### Bible

101. **Matthew:** A study of the first gospel as to its historical situation, content and purpose. Attention is given to the geography, history and customs of Palestine in the days of Christ. Outline and memory work, but the main emphasis is upon interpretation. 1-3 Mj. Fall.
102. **The Acts:** A study of the establishment and development of the church under the leadership of the apostles. Analytical outline of the book and geography of the Roman Empire. Emphasis upon the missionary zeal of the early Christians, especially that of Paul. (Continuation of Bible 101.) 1-3 Mj. Winter.
103. **Hebrews:** A careful study of the historical situation and the doctrinal content of the treatise to the Hebrews. A special effort is made to show the superiority of the New Covenant in its spirit and workings over the Old. Parallel readings from the Law of Moses. (Continuation of Bible 102.) 1-3 Mj. Spring.
104. **The Pentateuch:** A study of the inspired ac-

count of the beginning of things, of the Patriarchs, and of the Law. The five books of Moses are studied as closely as time permits. The book of Deuteronomy is emphasized especially as a devotional study. 1-3 Mj. Fall.

105. **The Hebrew Nation:** A study of Israel's history from the feeble beginnings under Joshua to the Babylonian captivity. The prophets of this period are studied in their proper historical setting. Throughout this interesting period of Bible history, replete with striking men and women, God is held up as the most interesting person of them all. His attitude towards man in his desperate struggle with sin, which is the supreme question of the ages, is stressed continually. 1-3 Mj. Winter.

106. **Restoration and Inter-Biblical History:** A study of Jewish history from the coming out of Babylon to the birth of Christ. Ezra, Esther, Nehemiah, Daniel and most of the books of the Apocrypha are studied. The prophets who wrote during this time of the Restoration are read in their proper connection. Considerable attention is also given to the contemporaneous history of Babylon, Persia, Greece and Rome. 1-3 Mj. Spring.

107. **Homiletics:** A course in the preparation and delivery of sermons. Intensive study of various biblical themes and practical experience in speaking. Each quarter. Mj.

201. **John:** A close study of the fourth gospel by analytical outline, memory work, and historical interpretation. Special emphasis is placed upon this gospel as the exponent of the spirit of Christianity. Prerequisite: Bible 101-103. 1-3 Mj. Fall.

202. **Romans:** A careful study of the epistle to the Romans by analytical outline and doctrinal content. A close following of the development of the theme of the book. A thorough grasp of the argument and teaching is sought. (Continuation of Bible 201.) 1-3 Mj. Winter.

203. **First and Second Corinthians:** A consideration of the founding and historical connections of the Church at Corinth. A topical outline and an interpretation of Paul's Corinthian epistles. The many fundamental principles and practical lessons of the books are emphasized. (Continuation of Bible 202.) 1-3 Mj. Spring.

205. **Evidences of Christianity:** Pantheism, materialism, agnosticism and evolution considered as attempts to account for the origin of the world and its present conditions. Failure of such attempts pointed out, leaving the way clear for Christianity as the only scientific explanation. Prerequisite: Bible 201-203. 1-3 Mj. Fall.

206. **Interpretation and Exegesis:** A general study of the fundamental principles of interpretation and exegesis as applied to the Bible as a whole, and as applied to the various books of the Bible in their relation to the whole. These principles are also applied to individual texts. 1-3 Mj. Spring.

208. **Life of Christ:** The course consists of a comparative study of John and the Synoptic Gospels. An attempt is made to arrange the events in the life of Christ chronologically so that the student may get as full and orderly a conception of the development of his personal ministry as possible. The sermons, miracles, and parables are studied especially, in order that the teachings of the Lord may be emphasized. Farrar's Life of Christ is used in connection with the sacred text. 1-3 Mj. Fall.

301. **Shorter Epistles of Paul:** First Thessalonians, Second Thessalonians, Galatians, the four "Prison Epistles" (Ephesians, Philippians, Colossians and Philemon), and the three "Pastoral Epistles" (First Timothy, Titus, and Second Timothy) are taken up in the order in which they were written. Historical setting, correlation with the author's life, and teaching of each book are gone into closely. Prerequisite: Bible 201-203. 1-3 Mj. Fall.

302. **General Epistles:** An intensive study of the letters of James, Peter, John and Jude. Historical setting, peculiarities of style, doctrines, and spirit of each are emphasized. Prerequisite: Bible 201-203. 1-3 Mj. Winter.

303. **Apocalypse:** A detailed study of the Revelation of John. The book is considered its own interpreter largely. Parallel readings from the Old Testament, especially Daniel. Prerequisite: Bible 201-203. 1-3 Mj. Spring.

### Religious History

208. **Church History:** This course deals with the early development of Christianity covering the period from the beginning to 1562 A. D., Fall. Mn.

**209. Church History:** This course continues the narrative down to the twentieth century. Winter. Mn.

**210. Church History:** In this course a study is made of the efforts of Campbell, Scott, Stone, et al. to restore the church of the first century. Spring. Mn.

### Christian Education

**101. The Ideal Educational Situation in the Church:** This course is an introduction to the study of the church's educational work. A study is made of the church's educational obligation, the aim of its work supervision, the pupils, the teachers, grading and classification, curriculum, agencies and methods, organization and administration. M. Fall.

**102. The Church and Her Pupils:** In this course a study is made of the capacities and needs of the pupils of the church from the viewpoint of Christianity. A study is also made as to ways by which the church can properly develop these spiritual capacities and meet these spiritual needs. The pupil will be followed in his growth from infancy to maturity and through adulthood. His capacities and needs during each period of development and how the church may successfully develop the capacities and meet the needs will be carefully considered. M. Winter.

**103. The Church and Her Teachers:** This is a study of the nature, character, qualifications and work of the teachers of the church. Jesus is accepted as the standard. He is the Master Teacher. An effort is made to learn His will as to the nature, character, qualifications and work of those who teach in His church. M. Spring.

## III. BIOLOGICAL SCIENCES

The courses in Biology are intended to meet the needs of those students who desire to obtain some knowledge of biology as part of their general education, those who need work in Biology to satisfy the requirements of other departments, and those who propose to specialize in Biology.

The Biology department is composed of four rooms unusually well equipped. The library contains a large

number of the best standard reference works and periodicals on Biology. The laboratories are furnished with high-grade equipment for undergraduate courses in Botany, Zoology, Bacteriology, and Physiology.

Students desiring to major in Zoology must complete nine majors, exclusive of 107. The following courses are required of all majors: 101, 102, 201, 202, 203, 206, and 207. It is advisable that students who propose to specialize in Zoology should obtain a broad scientific foundation, including work in the related sciences, and a reading knowledge of French or German. They should plan to take 4 or 5 courses in Chemistry, 2 or 3 courses in Physics, and 2 or 3 courses in Mathematics. Those majoring in Zoology should carefully follow the curriculum suggested below:

### Curriculum for Majors in Zoology

Freshman Year		Sophomore Year	
	Qr. Hrs. Cr.		Qr. Hrs. Cr.
Zoology 101-102-103	15	Chemistry 102-103	15
English 101-102	10	English 105-106	10
Mathematics 104-105	10	Botany 101-102-103	
Elective, Group XI	5	or 109	15
Elective	5	Elective, Group XI	5
Bible 101-102-103'	5		
Junior Year		Senior Year	
	Qr. Hrs. Cr.		Qr. Hrs. Cr.
Zoology 201-202-203	15	Zoology 206-207-208	15
French or German	15	Chemistry 201-202	10
Elective, Group VIII		*French or German	10
or X	15	Elective	10

\*Students having had two units of French or German in high school will be required to take only fifteen hours of either of these foreign languages in college.

### Zoology

**101. General Zoology:** This course deals with the general principles of Zoological science. It includes a study of the structure, function, relationship, and economic importance of the invertebrates. Representatives of the more important phyla will be studied. Lectures and recitation three hours and laboratory four hours a week. Fee, \$4.00. Mj. Fall.

**102. General Zoology:** This course is a continuation of Zoology 101 in which the vertebrates will be studied. Lectures and recitations three hours and laboratory four hours a week. Fee, \$4.00. Mj. Winter.

**103. Economic Entomology:** This course will give the student an introduction to the insect life of this region. It will include a study of structure, classification, life history, and habits of insects, and their economic importance. Lectures and recitations three hours and laboratory four hours a week. Fee, \$4.00. Mj. Spring.

**106. Genetics:** A study of the laws of heredity and their application to plant and animal breeding. Prerequisites Zoology 101 and 102, or Botany 101 and 102. Fee, \$2.00. Three hours. Fall.

**107. Personal Hygiene:** This course is designed to teach the student the value of correct living habits. The structure and care of the various systems of the human body will be studied. This course meets the requirement for those planning to teach in the elementary grades but does not give credit toward a major in Biology. Fee, \$1.00. Mj. Winter and Spring.

**109. General Bacteriology:** An introductory course in Bacteriology dealing with the morphology and physiology of the most important groups of bacteria. Prerequisites Zoology 101 and 102, or Chemistry 102 and 103, or Botany 101 and 102. Lectures and recitation three hours and laboratory four hours a week. Fee, \$4.00. Mj. Spring. (Given 1935-36.)

**201. Comparative Vertebrate Anatomy:** A representative of each class of the vertebrates is thoroughly dissected and studied, and homologies established. Prerequisites Zoology 101 and 102. Lectures and recitation two hours and laboratory six hours a week. Fee, \$4.00. Mj. Fall.

**202. Comparative Vertebrate Anatomy:** This course is a continuation of Zoology 201. Lecture and recitation two hours and laboratory six hours a week. Fee, \$4.00. Mj. Winter.

**203. Vertebrate Embryology:** A course dealing with the fundamental facts and processes of development, the cell and cell division, maturation, fertilization, and cleav-

age. Emphasis will be placed upon the chick and pig. Prerequisites Zoology 201 and 202. Lectures and recitations three hours and laboratory four hours a week. Fee, \$4.00. Mj. Spring.

**206. General Physiology:** This course will be a study of the physiological processes of the human body, including the muscular system, circulation, digestion, sense organs, nerve response, and excretion. Prerequisites Zoology 101 and 102, and Chemistry 102 and 103. Lectures and recitations three hours and laboratory four hours a week. Fee, \$4.00. Mj. Fall. ←

**207. Histology and Microscopic Technique:** A study of the microscopic structure of the tissues and organs of the animal body. The laboratory work will consist of the preparation of animal tissues for microscopic study. Prerequisites Zoology 201 and 202. Lectures and recitations two hours and laboratory six hours a week. Fee, \$4.00. Mj. Winter.

**208. Field Zoology and Ecology:** A study of the identification and classification of the principal animal groups of this region. This course will also include a study of the relations of these animals to the physical and biological conditions under which they live. Lectures and recitations two hours and laboratory and field work six hours a week. Prerequisites Zoology 101 and 102. Fee, \$4.00. Mj. Spring.

**227. Teaching of Science:** A practical course in materials and methods for teaching the sciences in junior and senior high schools. Attention is given to the curricula, to specific aims, and to methods vitalizing and clarifying subject matter and testing results. Required of all who plan to teach sciences in the high schools. Three hours. Fall.

### Botany

**101. General Botany:** An introductory course in Botany to give the student fundamental principles regarding the structure, function, and reproduction of representative seed plants. Lectures and recitations three hours and laboratory four hours a week. Fee, \$4.00. Mj. Fall.

**102. General Botany:** A continuation of Botany 101 presenting the classification of the plant kingdom with a study of representative types from the alga to the seed plants. Lectures and recitations two hours and laboratory six hours a week. Fee, \$4.00. Mj. Winter.

**103. Field Botany:** A study in the identification of the seed plants, mosses and ferns of this region; the making of an herbarium; the collection, preservation and use of plant material for classroom use. Prerequisites Botany 101 and 102. Lectures and recitations two hours and laboratory and field work six hours a week. Fee, \$4.00. Mj. Spring. Alternates with Biology 109. (Given 1936-37.)

#### IV. BUSINESS ADMINISTRATION AND ECONOMICS

The work of this department meets the needs of three classes of students: those who desire a business training that will qualify them for administrative positions in the business world; those who plan to teach business courses in high schools or commercial colleges; and those who wish a general knowledge of business procedure as a single phase of their college work. The work of the department of business administration may be offered in full toward meeting the requirements of the Bachelor's degree. Those majoring in the department must elect Economics as a second minor; and those planning to teach commercial subjects in high schools must elect 228.

##### Courses

**101. Business Correspondence:** A review of fundamentals of composition and application to business correspondence. Practice in the use of correct, forceful English in writing business letters and reports. Special attention to the sales letter for deducing fundamental principles of psychology and English techniques, which are applied to the construction of letters concerned with adjustments, credits and collections, inquiries, orders, responses, follow-ups, introductions, applications, recommendations, and routine business. Prerequisite: English 101 and 102 with an average grade of at least C on the two courses. (Given in alternate years; given in 1935-36.)

**102, 103, 104. Stenography:** This course covers the fundamental principles of Gregg shorthand. Special emphasis is placed on phonetics and shorthand penmanship. The latter part of the work involves actual practice in secretarial work. The year. Major each term.

**105, 106. Typewriting.** Students will be taught proficiency in typing, including accuracy and speed, together with an understanding of the various business forms most commonly used. Students are required to master a speed of 30 words a minute for the first term, and a speed of forty words a minute for the second term, if credit is expected. The year. Major each term. Not more than two terms accepted toward a college degree.

**107, 108, 109. Principles of Accounting:** The first course in accounting does not require previous knowledge of bookkeeping. Prerequisite for 108 is 107. Prerequisite for 109 is 107 and 108. The first two courses deal with accounting theory and practice. They cover methods of keeping a set of books and making financial statements at the close of the fiscal year. The student becomes familiar with all the business forms and vouchers. Analysis is given of the problems dealing with partnerships and corporations. 109 is advanced accounting which consists of a study of the general principles developed particularly from the point of view of the use of accounting and accounting reports by the management of a business concern. The year. Mj. each term. Not less than two terms accepted toward a college degree.

**110. Business Law, First Course:** General principles of the law of contracts, bankruptcy, agency, bailments, sales, mortgages, and negotiable instruments, presented in practical business problems. Presenting the facts, the judgments, and the judicial opinions upon such cases as are considered most pertinent to modern business. Mj. Fall.

**114. Business Law, Second Course:** Continuation of 110 with emphasis on general principles of the law of partnerships and corporations. Mj. Winter.

**111. Office Management:** Practical course in the methods and technique of office management. 3 term hours.

**112. Office Management:** A continuation of course number 111. 3 term hours. Spring. (Courses 111 and 112 given in alternate years, not given in 1935-36.)

**115. Commercial Geography:** This course deals with the natural resources of the country and their relations to commerce and business. It covers the business developments of outstanding nations. Attention given to these factors as fundamental to industrial and commercial developments of the United States. 3 hours. Spring. (Given in alternate years, not given in 1935-36.)

**201. Auditing Principles:** Auditing procedure; balanced sheet and detailed audits; working papers and reports. Prerequisite: 107, 108, 109 or taken concurrently. Mj. Spring.

**202. Investments:** Principles governing the proper investment of personal and institutional funds. Prerequisites: Business Administration 107 and Economics 101 or taken concurrently. Mj. Fall.

**204. Money and Banking:** Money, coinage, paper, currency, bi-metallism, gold and silver production, monetary standards and price levels, domestic and foreign exchange. History and principles of banking, with special attention to the Federal Reserve System. (Given in alternate years. Not given in 1935-36.) Mj. Fall. (May be counted as bus. adm. or eco.)

**207. Principles of Marketing:** The place of marketing in our economic structure; an analysis of the present marketing structures by functions, institutions, and commodities. Prerequisite: Economics 101. Mj. Winter.

**206. Corporation Finance:** Study of the different types of securities by which capital is provided for business corporations; the valuation, promotion, capitalization, financing, consolidation, and reorganization of such corporations. (Given in alternate years, not given in 1935-36.) Mj. Spring. (May be counted either as bus. adm. or economics.)

**228. Teachers' Course in Commercial Subjects:** (May be counted as a course in business administration or education.) Deals with subject matter and best methods for

teaching commercial subjects in high schools. Prerequisite: 35 to 45 hours in business administration, including the major number of the following: business correspondence, shorthand, typewriting, accounting, business law, office management, commercial geography, economics. (Given in alternate years; given in 1935-36.) 3 hours. Spring.

### Economics

**101. Principles of Economics:** The principles of economics will be emphasized through the first course. Mj. Fall.

**102. Principles of Economics:** A continuation of the preceding course with application of principles to economic problems. Mj. Winter.

**201. Money and Banking:** Business Administration 204. (Count as either a business administration or economics course. Not offered in 1935-36.) Mj. Fall.

**202. Corporation Finance:** Business Administration 206. (Count as either a course in business administration or economics. Not offered in 1935-36.) Mj. Spring.

**103. American Economic History:** Attention is given colonial agriculture, industry, and trade. After 1789, the main lines of study are banking, transportation, tariff, the development of the natural resources, the rise of manufacturers, and the expansion of corporate methods in industry and trade, with special attention given to the history of American labor. Mj. Spring.

**208. Labor Problems:** The conflict between capital and labor. Labor legislation, efficiency and welfare of the wage earner. Mj. Fall.

### EDUCATION AND PSYCHOLOGY

In addition to the courses listed below, those preparing for primary or intermediate work must elect the professionalized subject matter courses in art and music which are found listed in those departments.

#### Courses

**102. Educational Psychology:** A study of the learning process; fundamental instincts and capacities; the or-

ganization of experience as habit, perception, memory; the transfer of training; attention and interest; reasoning; the emotions. Prerequisite to all later courses in education. Mj. Fall.

**103. Child Psychology:** A study of the physical and mental growth of the child. Its instincts and emotional development in relation to the problems of teaching. Mj. Spring.

**104. Introduction to Teaching:** An intensely practical course in methods of teaching in primary and elementary grades, together with observation of classroom work. It is designed to precede courses in practice teaching, and should give the student a definite working knowledge of procedure and technique. Mj. Winter.

**105. Teaching of English in Primary Grades:** This course includes the teaching of reading, writing, spelling, language, and literature in the primary grades. Methods are demonstrated before the class in the primary room. Mj. Fall.

**106. Teaching of Arithmetic and Nature Study in Primary Grades:** A beginning is found for the teaching of arithmetic in the child's number interests. The course deals with the best methods in numbers and arithmetic and covers such topics as counting, measuring, construction work, plays and games adapted to number work, motivation, drills, etc.

The interest of the child in nature calls for intelligent guidance and stimulation, and this course covers materials and methods for nature study. Mn. Winter.

**110. Teaching English and Literature in Intermediate and Upper Grades:** A study of specific aims and objectives, methods and materials for the teaching of English in the grades. Attention is given to various problems in language and grammar, and to motivation and procedure in grammar and literature. Mn. Fall.

**111. Social Studies in Intermediate and Upper Grades:** The course covers aims, methods, and materials for history, geography, and government, and ways of vitalizing these subjects by relating them to the student's interests and activities. Mn. Fall.

**112. Arithmetic and Nature Study in Intermediate and Upper Grades:** Similar to 106, but designed for the upper grades. Study is made of methods of motivating and clarifying the more advanced work in arithmetic, and in securing speed and accuracy. Nature study is related to the different seasons, and attention is given to collecting and classifying specimens, and their relation to man. Mn. Winter.

**115. Children's Literature:** A study of the various types and sources of children's literature. Extensive reading is done to acquaint the prospective teacher with the wealth of material and practical experience and training is given in the art of story telling. Three hours. Spring.

**120. Junior High School Problems:** In this course are carefully studied the problems that are peculiar to the junior high school. Attention is given to its organization, aims and functions, programs of study, and extra-curricular activities, but special attention is given to the teaching problems. Mj. Spring.

**201. Principles of Secondary Education:** A study of the fundamental principles underlying secondary education. Special attention is given to the adolescent period. Includes a study of the program of the studies, methods of organization, and administration, and the relationship of secondary education to both elementary and higher education. Mj. Fall.

**202. Problems of Secondary Teaching:** A study of the main problems which a teacher will meet in high school teaching. Mn. Winter.

**203. High School Administration and Supervision:** A practical course dealing with the problems of organization and administration of the high school, the supervision of instruction, school extension, community relation, etc. A thesis on some administrative or supervisory problem. M. Winter.

**204. Tests and Measurements for Children:** A study of various types of tests for the measurement of ability and development of children. M. Spring.

**205. Elementary School Administration and Supervision:** This course is designed for supervisors and ad-



ministrators. It deals with the problems of organization, buildings, equipment, records, sanitation, transportation, community relations, school legislation, and supervision M. Spring.

**224. Teaching English:** An examination of the aims, methods, and materials of high school English. Various problems and difficulties found in English teaching are studied. Required of those planning to teach English. Same as English 224. 3 hours. Fall.

**225. Teaching Home Economics:** A study of the development of the home economics movement, curricula, the planning of courses, and some practice teaching. Prerequisite: One major in methods of teaching. Same as Home Economics 225. Mj. Fall.

**226. Teaching the Social Sciences:** A course in the methods and materials for the teaching of history and the social sciences in high school. Required of those planning to teach the social sciences. Same as History 226. 3 hrs. Fall.

**227. Teaching of Science:** A practical course in the aims and methods of teaching high school sciences. Required of those planning to teach science in high schools. 3 hours. Fall.

**228. Teaching Commercial Subjects:** A course covering methods and materials for commercial subjects in secondary schools. It precedes practice teaching in commerce, and is required of those who plan to teach commercial work in high schools. 3 hours. Spring.

**229. The Teaching of Foreign Languages:** A course in the methods and materials for teaching of Spanish, French, or Latin in high schools. 3 hours. Fall.

**230. The Teaching of Mathematics:** Reasons for teaching, and general and special methods of teaching mathematics in secondary schools. Current problems and selected topics are discussed. Open to experienced teachers and to juniors and seniors. 3 hours. Spring.

**140, 240. Directed Teaching:** The work in practice teaching is done in our training school and academy under the supervision of regular teachers. At times the practice teacher is required to observe the methods of the instruc-

tor, but he is required to plan the daily assignment so that he may be called upon at any point in the recitation to take charge and proceed with the lesson. At other times he is given entire charge of the class. The practice teaching is divided into two sections: 140 consists of directed teaching in the primary and elementary grades and is open to sophomores; 240 is high school teaching and is limited for the most part to juniors and seniors. 3—6 hours. Fall, Winter, Spring.

## VI. ENGLISH AND SPEECH

### I. English

Besides some historical maps, the equipment for this department is the college library, which is provided with the works of all the standard English and American writers and translations from the great writers of other nations; with numerous biographical, critical and historical works, including the Cambridge histories of English and American literature; with the Varioum Shakespeare; with the standard literary periodicals, and with many works of more general interest.

Students specializing in the department must complete eleven majors, including 101-102, which are required of all freshmen; 105-106, which are required of all sophomores; one major in advanced composition; and the two following groups: Chaucer (203), Shakespeare (201-202). Two majors in speech may be counted toward the English major. Students are also urged to acquire a reading knowledge of French or German during their course.

Those who expect to teach English in high school should include courses 110 and 224, and at least one major in speech.

### Courses

**101. Freshman Composition:** A study of the principles of composition with written work throughout the course. Special emphasis is given to the sentence, the paragraph, the mechanics of writing, and vocabulary building. Exposition is treated in the first term. Required of all freshmen. Mj. Fall.

**102. Freshman Composition:** A continuation of the

preceding course. Attention is given more specifically to argumentation, description, and narration. Mj. Winter.

104. **Introduction to the Study of Poetry:** A course in the interpretation and appreciation of poetry. Attention is given to different genres and to meter and rhythm, imagery, color tone, sound, and emphasis as they contribute to the effect of the poem. Mj. Spring.

105. **History of English Literature:** A comprehensive survey of the growth and development of English literature from the earliest times to the present. Masterpieces of both prose and poetry are studied. The Century Readings in English Literature is used as a basis for the course with parallel readings. Required of all sophomores. Mj. Fall.

106. **History of English Literature:** A continuation of the preceding course. Required of all sophomores. Mj. Winter.

110. **English Grammar, Practical and Historical:** A course for advanced students who desire a more complete knowledge of grammar than is given in high schools, and for those who plan to teach English. Attention is given to difficult constructions and to divided usage. Mj. Spring.

201. **Shakespeare:** A study of Shakespeare's genius and development as a dramatic artist. The course begins with the early plays. Attention is paid to the general form of Elizabethan drama and collateral readings from contemporary dramatics are required. Prerequisite 101-102, 105-106. Mj. Fall.

202. **Shakespeare:** A continuation of the preceding course. A study of the later plays with collateral readings from other Elizabethan dramatists. Prerequisite 101-102, 105-106. Mj. Winter.

203. **Chaucer:** A study of Chaucer's language and literary art. Some attention is given to changes and development of the English language through this period, and to Chaucer's social background. Prerequisite 101-102, 105-106. Mj. Spring.

207. **Browning:** An interpretative study of Browning's best shorter poems, his plays, and *The Ring and the Book*. Some of the plays and longer poems are used for

collateral reading. Special attention is given to his thought and art. M. Winter.

208. **Tennyson:** An intensive study of Tennyson's best shorter poems and as many as possible of his longer ones. The dramas and other longer poems are used for collateral readings. Attention is given to him as an artist and a representative of the thought of his period. This and the preceding course (207) are offered together and constitute a major. Either taken separately is a minor. M. Winter.

210. **American Literature—New England Group:** After a brief introductory survey of Colonial literature, attention is centered upon the literature of the New England states. Mj. Spring.

211. **American Literature—Metropolitan, Southern and Western:** A study of New York groups, the development of the short story and novel, the spread of literature to the South and West, and the growth of new forms and interests. Mj. Spring.

214. **Later Nineteenth Century Poetry:** The course deals with the poets of the later nineteenth century, exclusive of Tennyson and Browning. Arnold Clough, the Rosettis, Swineburne, and Morris, are studied in succession, while the minor poets are also given attention. The influence of the pre-Raphaelite movement and the discoveries of science as they affect the poetry of the period are noticed. Mj. Spring.

218. **Development of the English Novel:** This course includes a study of the English novel from Defoe to Meredith. Attention is given to the rise and development of the novel and to the different types of fiction from the adventure stories of Defoe and the historical novel of Scott, to the realistic novels of Hardy. The course is critical as well as historical, and novels representative of various types and movements are read. Mj. Fall.

220. **Modern Drama:** A study of the major contemporary dramatists of England, America, Ireland, France, Germany, Norway, Russia, Spain, Italy, etc. Attention is given to the changes in dramatic technique brought about by Ibsen, to the one-act play, and to present tendencies in the drama. Lectures and parallel readings. Mj. Spring.

**222. Advanced Composition:** The first half of this course will be devoted to the composition of all forms of magazine writing except the short story, drama and poetry. The second half will be given to short story writing. The course will emphasize technique and style. Mj. Spring.

**223. Anglo-Saxon:** A beginning course covering the prose in Bright's Anglo-Saxon Reader. The similarities between Anglo-Saxon, German and modern English are noted. Mj. Spring.

**224. The Teaching of English:** An examination of the aims, methods and materials of high school English. Various problems and difficulties found in English teaching are studied. Same as Education 224. 3 hours. Fall.

## II. Speech

The work of the Department of Speech is adapted to three classes of students: those who wish to cultivate refinement in manners and speech, those who wish to develop ease and power as public speakers and readers, and those who desire the technical and practical training that will make them effective teachers of public speaking, expression, dramatic art, or English.

Those planning to specialize in Speech for the Bachelor's degree must complete eight majors (forty term hours) in the department, together with a minor in English, including English 201 and 220.

Special students who do not wish to complete the requirements for a degree but desire to specialize in Speech alone, will be granted a diploma in Speech upon the completion of eight majors in the department, together with six majors in English, including 201 and 220.

Equipment for the department includes an excellent library covering every course; the Campus Players' Workshop in which every type of costume and stage scenery is designed and produced; the Wardrobe, which includes all costumes created from time to time; and an excellent stage with unusual lighting and sound machinery.

**101, 102. Fundamentals of Oral Interpretation:** An introductory and fundamental course in the oral interpretation of the printed page, including pronunciation, enunciation, tone, phrasing, rhythm and bodily expression as

means of interpretation. Private instruction twice a week. Two hours each course. Fall. Winter.

**103. Literary Analysis and Interpretation:** The fundamental principles of analysis and interpretation are applied to various forms of literature. Attention is given to characterization. Private instruction twice a week. Two hours. Spring.

**104, 105. Advanced Oral Interpretation:** A more advanced course in the interpretation of literature. More difficult selections are used demanding more skill in analysis, tone, rhythm, dramatic thinking, and general powers of expression. Material is prepared for frequent public recitals, and local and state contests. Private instruction twice a week. Two hours each course. Fall. Winter.

**106. Voice and Diction:** A practical course in the development of voice, tone and correct habits of pronunciation and enunciation. Training is given in correct breathing, relaxation of the throat, and correction of vocal defects, and phonetics. Private instruction twice a week. Two hours. Spring.

**107. Oral Interpretation of the Bible:** Vocal expression in the interpretation of the Bible is stranglely neglected. It is the purpose of this course to help the student to understand the spirit of the Bible in its different forms. The literary, narrative, didactic, oratoric, allegoric, lyric, dramatic and epic spirits are studied. A part of the year will be devoted to the readings of the parables, the art of the Master.

**110. Introductory Dramatics:** An interpretation of one-act and full-evening plays, with special emphasis on character presentation, balance in grouping, setting, and atmosphere. Students are required to appear in numerous and varied roles in regular productions under the direction of the instructor, some of the productions being given privately before the group, others being reserved for the workshop tournament in the spring, while others are used for the major activity of the College Lyceum. Applicants for this course must be approved by the instructor. The course runs each quarter. Two to five hours' credit. Fee, \$6.00.

**115. Debating:** Enrollment in this course will be limited in order to give more intensive training. A text is used as the basis of the course, but work will consist largely of actual debates. Credit is given only to those who make the interclass or intercollegiate debating teams. Mj. (or M. for those engaging only in inter-class debate). Fall, Winter, Spring.

**201, 202. Vocal Interpretation of Poetry and Drama:** A more advanced course in the interpretation of different forms of poetry, the analysis of plays and character roles together with their actual presentation in single impersonations or in group productions. Private instruction twice a week. Two hours each course. Fall, Winter, Spring.

**204. Play Production:** An advanced course in the actual coaching and production of one-act and full evening plays. The course covers the general principles of staging, lighting, costuming, make-up, and interpretation of roles and the play as a whole. With the suggestions and criticism of instructor the student is allowed to work out complete details for the dramatic production, train the actors, design the costume and setting and direct and supervise the lighting and stage effects and make-up. Some of these productions are given privately before the dramatic club; others are given publicly at intervals or are reserved for the workshop tournament. It is designed to give the student a thorough preparation for organizing and directing dramatic activities in high schools or communities. Two to five hours. Fall, Winter, Spring.

**205. Stage Lighting:** A special course in the fundamentals of lighting, the proper arrangement of lights, the use of various lighting machinery, the creation of unusual as well as customary light effects. Two hours. Fall, Winter, Spring.

**206. Technique of Scene Production:** Theory of scene construction, including design, color, light; the use of materials; and actual training in the construction of scenes for specific plays. Two hours. Fall, Winter, Spring.

**210. Pedagogy of Interpretation:** A course in the principles underlying the teaching of interpretation, accompanied by observation and practice. The course is designed for those who plan to teach public speaking and

dramatics in high schools or privately, but is open to other juniors or seniors with experience and training in speech. Five hours. Fall.

### III. Journalism

**107. Elementary Journalism, or News Writing:** The fundamentals of gathering and writing news; the work of press associations; news values. Mn. Fall.

**221. Reporting:** Assignments on local papers and the college paper. Mn. Winter.

**223. Principles of Advertising:** Advertising fundamentals in relation to modern business activities. Mn. Spring.

### VII. HOME ECONOMICS

Students wishing to specialize in home economics must finish at least nine majors in the department. Because of the ever-widening scope of the field of home economics and of the need for fundamental background information in each division of the subject no girl can expect to become proficient in all phases during a four-year college course. For this reason one of the three sequences outlined below should be chosen by the student according to her major interests and abilities. There is little difference in the required courses for the first and second years except in the kind of science needed. After this general introduction to the entire field, the third and fourth years permit choice in the direction of the student's vocational aims and seek to develop capacity for leadership in the respective divisions. By proper choice of electives students may qualify for teaching during the completion of either sequence.

**Sequence A. Clothing and Related Art.** For students interested in applied arts, designing and decorating, and in clothing and textile buying.

**Sequence B. Foods and Nutrition.** For students interested in dietetics, public health and welfare work.

**Sequence C. Economics and Home Management.** For students interested in consumer buying, adult education, institutional management and general home making.

**Sequence A**

**Clothing and Related Art**

First Year		Second Year	
Courses	Hours	Courses	Hours
English 101-102	10	English 105-106	10
Home Econ. 100, 101, 102	15	Home Econ. 111, 121	10
Science Group	10	History 101-102	10
Art	3	French or Spanish	15
Bible	5	Bible	5
Education	5		—
	48		50

**Third Year**

Courses	Hours
Home Econ. 201, 211, 213	15
Psychology	5
French or Spanish	10
Bible	5
Electives	15
	—
	50

**Fourth Year**

Courses	Hours
Home Econ. 221	5
History 201, 204	10
Bible	5
Electives	25
	—
	45

**Sequence B**

**Food and Nutrition**

First Year		Second Year	
Courses	Hours	Courses	Hours
English 101-102	10	English 105-106	10
Home Econ. 100, 101, 102	15	Home Econ. 112	5
Chem. 102-103	10	Bacteriology	5
Art	3	French or German	15
Bible	5	Bible	5
Education	5	History 101, 102	10
	—		—
	48		50

**Third Year**

Courses	Hours
Home Econ. 202, 204	10
Chem. 201, 202	10
French or German	10
Bible	5
Electives	15
	—
	50

**Fourth Year**

Courses	Hours
Home Econ. 212, 222	10
Physiology	5
Bible	5
Electives	25
	—
	45

**Sequence C**

**Economics and Home Management**

First Year		Second Year	
Courses	Hours	Courses	Hours
English 101-102	10	English 105-106	10
Economics 101-102	10	Home Econ. 111, 112, 121	15
Home Econ. 100, 101, 102	15	French, German or Spanish	15
Art	3	Bible	5
Bible	5	Electives	5
Education	5		—
	48		50

**Third Year**

Courses	Hours
Home Econ. 203, 204, 213	15
Physics 104, 105	10
Language	10
Bible	5
Electives	10
	—
	50

**Fourth Year**

Courses	Hours
Home Econ. 223	5
Sociology 101-103	10
Bible	5
Electives	25
	—
	45

(Footnote to table) \*Not required of students presenting high school credit for language. Educational or child psychology and sociology strongly recommended as alternatives.

Suggested electives pertinent to each sequence and from which students should choose as far as possible are as follows:

**Clothing and Related Art:** Home Economics 112, 203, 204, 225, 240; Sociology 101, 103; History 205; Art 110, 111, 113, 218, 219; Education 102, 103.

**Foods and Nutrition:** Home Economics 114, 121, 213, 111, 225, 240; Chemistry 207; Sociology 101, 103; Education 102, 103.

**Economics and Home Management:** Home Economics 114, 225, 240; Education 102, 103, 115; Speech; Business Administration 115; Geography 115; Mathematics 101.

**Teaching Home Economics:** Students wishing to teach home economics should note carefully the requirements for certificates as given in another part of this catalog, and

should consult the head of the department for requirements in the state in which the teaching is to be done. Such students should elect, in addition to one of the above, preferably Sequence C, the following: Home Economics 114, 222, 225, 240.

### Courses

**100. Introduction to Personal and Home Standards.** Credit, five hours. Fall and Spring. A practical lecture-demonstration course intended to develop in the girl a conscience for standards and good taste in dress, personal grooming and hygiene, nutrition and physical fitness. Aims to help the student acquire social poise and a wholesome, refined personality, and optimum health. Scheduled conferences for giving specific aid with individual problems. Required of all college freshman and sophomore girls.

### Clothing and Related Art

**101. Clothing.** Credit, five hours. Winter. The selection of materials, simple designing, and garment construction dealing with wash fabrics. Analysis of economic value of worn garments, their possibilities and reconstruction. Fee, \$3.

**111. Clothing.** Credit, five hours. Fall. Prerequisites, Home Economics 100, 101. The selection and use of designs and finishes suitable for wool and silk problems. The alteration of patterns, fitting problems, pressing and budgeting. Fee, \$3.

**121. Textiles.** Credit, five hours. Spring. A study of consumer problems in the choice, care and cost of various fabrics. Facts of production, and marketing processes to give skill in recognition of fabrics and in evaluating materials new and old.

**201. Advanced Clothing.** Credit, five hours. Fall. Prerequisite, 111. The selection and construction of clothing suitable for infants and small children. The handling of sheet materials, tailoring, and the development of simple designs through draping. Fee, \$3.

**211. Costume Design.** Credit, five hours. Winter. Prerequisite, Art. A study of the development of costume:

through past generations to the present time. The design principles and their application to color and figure types with special emphasis on individual figure and color analysis. The development of original dress designs for various occasions. Fee, \$1.

**213. Home Planning and Designing.** Credit, five hours. Spring. Prerequisite, Art. A study of the home from the standpoint of utility, beauty and economy, including housing standards, plans, elevations and some landscaping. A brief survey of styles of domestic architecture and furnishings and their application to present day planning and furnishing. Fee, \$1.

**221. Period Furniture.** Credit, five hours. Winter. Prerequisite, 113. A study of the styles of interiors and furniture from ancient to modern times in relation to their present day uses. Special problem in interior decoration. Fee, \$1.

### Foods and Nutrition

**102. Food Selection and Preparation.** Credit, five hours. Spring. A general course covering the selection, preparation and utilization of the more common food materials and built around meal planning and table service units. Fee, \$3.

**112. Food Buying.** Credit, five hours. Fall. Prerequisite, 100, 102. A study of foods from the standpoint of culinary values, preservation, costs, markets, standard products, grades and labels, and consumer responsibility. Fee, \$3.

**202. Experimental Cookery.** Credit, five hours. Spring. Prerequisite, 112, and organic chemistry. A study of the problems of cookery and food utilization in the light of the physico-chemical changes occurring. Fee, \$3.00.

**212. Principles of Nutrition.** Credit, five hours. Fall. Prerequisite, 112, and organic chemistry. Parallel or prerequisite, Physiology. Concerned with the digestion and metabolism of foods and the requirements of a normal diet for different ages. Fee, \$4.

22. **Field Nutrition.** Credit, five hours. Winter. Normal nutrition and health with emphasis on causes and prevention of malnutrition; application of principles to field problems through contact with children in grade schools. Fee, \$2.

### Home Management

114. **Home Nursing.** Credit, three hours. Spring. A practical course concerned with the care of the sick and convalescent in the home, first aid in emergencies and dietaries for special cases. Designed to meet the requirements for those planning to teach home economics.

203. **Household Equipment.** Credit, five hours. Winter. Selection of equipment for the home, its operation and care. Emphasis on the value and use of labor saving equipment and electrical appliances, their efficiency, cost, care and repair.

204. **Child Development.** Credit, five hours. Spring. Growth through the prenatal, infant and preschool stages. Care and feeding of the child. Needs for normal physical, motor, social, emotional and language development in the child and methods of meeting these needs. Observation and practice with children in the nursery school.

213. **Home Planning and Designing.** See under Clothing and Related Art.

223. **Economics of the Household.** Credit, five hours. Spring. Prerequisite, Economics, 5 hours. Application of the principles of economics to the problems of the household, such as expenditures for food, clothing, shelter and other consumer-purchasing problems. Family relationships.

225. **Teaching Home Economics.** Credit, five hours. Fall. Prerequisite one major in methods of teaching. A study of the development of the home economics movement, curricula, the planning of courses and method in teaching.

240. **Practice Teaching in Home Economics.** Credit, five hours. Fall, Winter, Spring. Required for certificate to teach home economics in high schools.

### VIII. MATHEMATICS

Students specializing in Mathematics must complete a minimum of 45 hours in the department. At least 25 hours must be in courses not open to freshmen and sophomores. Courses 104, 106, 107, 202, and 203 are required.

The student is urged to acquire a reading knowledge of both French and German and to complete not less than 10 hours work in General Physics.

101. **General Mathematics:** Algebraic operations; functional relations; binomial theorem; logarithms; trigonometric functions; solution of triangles; derivative and some applications; probability; statistics; annuities; insurance; interest; sinking funds. 5 hours. Winter.

103. **Solid Geometry:** This course is open to students who do not offer solid geometry for entrance credit. 3 hours. Fall.

104. **Plane Trigonometry:** Development and use of trigonometric functions; functional relations; sums and differences of angles; multiple angles; identities; inverse functions; logarithms; solution of triangles. 5 hours. Fall.

105. **College Algebra:** Review of elementary algebra; theory of exponents; variables and functions; logarithms; mathematical induction; binomial theorems; elementary theory of equations; variations; determinants. 5 hours. Spring.

106. **Analytic Geometry:** Properties of the straight line, the circle, etc.; transformation of axes; polar coordinates; conic sections. 5 hours. Winter. Prerequisite Mathematics 104.

107. **Analytic Geometry:** A continuation of 106. 5 hours. Spring.

202. **Differential and Integral Calculus:** A study of the fundamental principles of the calculus. Differentiation and intergration of functions of a single variable; maxims and minims; curve tracing; the integral as the limit of a sum; problems in volumes, areas, rates, velocities, etc. Prerequisite: Mathematics 104 and 106-107. 5 hours. Fall.

203. **Differential and Integral Calculus:** A continuation of 202. 5 hours. Winter.

204. **Differential Equations:** A study of the solution and application of the common types of ordinary differential equations. Prerequisite: Mathematics 202 and 203. 5 hours. Fall.

205. **Theory of Equations:** Complex numbers; the solution of quadratic, cubic, and quartic equations; theorems concerning roots of equations; geometric interpretation of algebraic results; determinants; and symmetric functions. Prerequisite: Mathematics 203. 5 hours. Winter.

207. **History of Elementary Mathematics:** This course is designed for prospective teachers and others who wish to broaden their view of the field of elementary mathematics. Open to Juniors and Seniors. 2 hours. Spring. W. F.

208. **Differential and Integral Calculus:** A continuation of 203. 5 hours. Spring.

230. **The Teaching of Mathematics:** Modern trends in teaching mathematics in secondary schools; general and specific methods; current problems. Open to Juniors and Seniors. Spring. T. T. S.

## IX. MODERN LANGUAGES AND LITERATURES

The courses offered in modern languages meet the needs both of those who must have a reading knowledge of a foreign language as an aid to work in other fields and of those who wish to specialize in the department. Students who finish the course satisfactorily should expect to possess a good pronunciation, be able to read accurately and readily, and have some knowledge of modern writers.

Those specializing in either French or Spanish must complete at least nine majors in the language selected. It is recommended that students majoring in one of these languages work out a first or second minor in the other.

The selection of a language as an aid to specialization

in other departments should be made after advising with the head of one's major department. Those planning to major in history may well select either French or Spanish; a knowledge of both is desirable. French or German is recommended for those specializing in any science and for pre-medical students.

Students presenting one year of entrance credit in French or Spanish from secondary schools should begin their course with French 102 or Spanish 102; those presenting two entrance subjects may begin with French 104 or Spanish 104.

### French

101. **Elementary French:** Thorough drill in French grammar and exercises in conversation, composition and reading. Mj. Fall.

102. **Elementary French:** Continuation of the preceding course. Mj. Winter.

103. **Elementary French:** A continuation of courses 101 and 102. Mj. Spring.

104. **Intermediate French:** Grammar review, composition and conversation with readings from modern French writers. Mj. Fall.

105. **Intermediate French:** Continuation of 104. Mj. Winter.

106. **Intermediate French:** Continuation of 104 and 105. Mj. Spring.

201. **French Novel:** A study of the rise and growth of the novel in France. Readings, lectures and reports. Mj. Fall.

202. **French Novel:** A continuation of the preceding course. Mj. Winter.

204. **French Composition and Conversation:** A course for more advanced students in writing and speaking French. Attention is given to the idiom of the language. M. Spring.

205. **French Classic Drama:** Mj. Winter.

206. **Contemporary French Drama:** Mj. Spring.



208. **Survey of French Literature:** Lectures, readings, and reports. Mj. Fall.
209. **Survey of French Literature:** Continuation of 208. Mj. Winter.
210. **French Romanticism:** A study of the rise and growth of Romanticism in France. Mj. Spring.
229. **The Teaching of Foreign Languages:** (See under Spanish, course 229).

### Spanish

101. **Elementary Spanish:** A study of grammar, the reading of moderately difficult selections, chiefly from modern writers, and constant systematic drill in conversation and composition. Mj. Fall.
102. **Elementary Spanish:** A continuation of the preceding course. Mj. Winter.
103. **Elementary Spanish:** A continuation of courses 101 and 102. Mj. Spring.
104. **Intermediate Spanish:** Grammar review, composition, and conversation, with readings from representative Spanish authors. Mj. Fall.
105. **Intermediate Spanish:** Continuation of 104 with Spanish songs, newspaper reading, and memory work. Mj. Winter.
106. **Intermediate Spanish:** Continuation of 105 with more emphasis on reading than in the preceding course. Mj. Spring.
201. **Modern Spanish Fiction:** A study of the best prose writers of the nineteenth century, such as Alarcon, Becquer, Valdes, Mesonero Romanos, Pereda and Valera. Reports and discussions. Mj. Fall.
202. **Spanish Conversation and Composition:** A thorough review of grammar with exercises in composition, both oral and written. Winter. Minor.
202. **Spanish Conversation and Composition:** A thorough review of grammar with exercises in composition, both oral and written. Mj. Winter.

205. **Modern Spanish Drama:** A study of the development of the drama in Spain since the Golden Age. Mj. Spring.
206. **Survey of Spanish Literature:** The course is based upon Northup's *Introduction to Spanish Literature* with collateral reading of representative selections. Lectures and reports. Mj. Fall.
210. **Spanish-American Literature:** A rapid survey of Spanish American literature since colonial times based on Coester's *Literary History of Spanish America* and Weisinger's *Spanish-American Readings*. Outside readings. Mj. Spring.
211. **Spanish Drama of the Golden Age:** Readings from the drama of the Siglo de Oro. Lectures and reports. Mj. Winter.
212. **Prose and Poetry of the Golden Age:** General survey Spanish literature of the sixteenth and seventeenth centuries. Mj. Spring.
212. **Prose and Poetry of the Golden Age:** A study of the most important writers of non-dramatic prose and poetry of the period of the Siglo de Oro. Collateral readings, lectures, and reports. Mj. Spring.
229. **The Teaching of Foreign Languages:** A course in the methods and materials for the teaching of Spanish and French, with some attention to Latin, in high schools. Must precede or accompany all practice teaching in Spanish or French. 3 hours. Fall.

### DEPARTMENT OF PHYSICAL EDUCATION

Physical Education is required of all freshmen students and must be taken every term. One hour of college credit is given each term for those who desire credit for it.

101. **Plays and Games:** Study of playground organization for first, second and third grades. Fall term.
102. **Plays and Games:** Continued from fall term. Study of plays and games for fourth, fifth and sixth grades. Winter term.
103. **Plays and Games:** Continued from winter term. Plays and games for seventh and eighth grades. Spring term.

104. **Gymnastics:** Work in marching, calisthenics, lung exercises, posture and general body exercises. Fall term.

105. **Gymnastics:** Continued from fall term. Winter term.

106. **Gymnastics:** Continued from winter term. Spring term.

107. **Swedish and German Gymnastics:** Three hours per week; credit 1 hour. Primary Gymnastics will be given. This course is particularly adapted to develop all parts of the body; to improve carriage, balance, and poise. Fall.

108, 109. **Tactics, Calisthenics, Games:** Three hours per week; credit 1 hour each. Prerequisite: Physical Education 101. These courses are a continuation of 101, and will include both indoor and outdoor games. Winter, Spring.

110. **Swimming:** The art of swimming for the beginner with more advanced instruction for those who are prepared for it, including life-saving methods. Every term.

113. **Wrestling:** Amateur wrestling. Each term.

114. **Tennis:** Instruction and regular practice. Each term.

## X. PHYSICAL SCIENCES

Both the laboratories and the library are well equipped for the physical sciences. The library contains a large number of the best works on both chemistry and physics, together with periodicals. The laboratory is supplied with all the necessary and usual equipment for undergraduate courses, including standard cabinets, water, gas, electricity, a distillery, calorimeter, electric furnace, oven, analytical balance, etc. Complete equipment has been added for ore, coal and water analysis.

Students planning to major in chemistry must complete ten majors exclusive of 101. They should also plan to finish three majors in physics and courses in mathematics, including two in calculus. It is strongly recommended that they acquire a reading knowledge of German or French during the course. German is preferred.

## Pre-Medical Course

Suggested program for two-year pre-medical students:

Freshman Year		Sophomore Year	
	Qr. Hrs.		Qr. Hrs.
English 101, 102	10	French or German 101,	
Chemistry 101, 102, 103	15	102, 103	15
Zoology 101, 102, 103	15	Chemistry 201, 202	10
Electives	5	Physics 103, 104, 105	15
		Electives	5

Other desirable courses are Zoology 201, 202, 203; Chemistry 104, 105; Psychology; College Algebra; Trigonometry; Economics; Social Science.

All standard medical schools require at least 90 quarter hours of college work for entrance, but it is strongly recommended that whenever possible a student should spend four years of pre-medical work and arrange his work so as to meet the requirements for a B.S. degree with a major in Biology or Chemistry.

## Chemistry

The curriculum for the four-year course for those who are majoring in chemistry is as follows:

First Year		Second Year	
Chemistry 101, 102, 103	15	Chemistry 104, 105	10
English 101, 102	10	English 105	5
Mathematics 104, 105	10	Mathematics 106, 107	10
Social Science	10	Zoology 101, 102, 103	15
Bible	5	Bacteriology	5
	50	Bible	5
			50
Third Year		Fourth Year	
Chemistry 201, 202, 204	15	Chemistry 205	5
German or		Physics 103, 104, 105	15
French 101, 102, 103	15	German or	
Mathematics 202, 203	10	French 104, 105	10
Elective	5	English 106	5
	45	Electives*	10
		*Preferably in Chem-	—
		istry.	45

**101. General Chemistry:** An elementary course of inorganic chemistry, giving a general knowledge of the laws and theories of chemistry, together with a study of the more common elements and their most important compounds. This course is for those who have had no high school chemistry. The more important chapters of a standard high school text will be covered as time will permit. Lectures and recitations three hours, and laboratory four hours a week. Fee, \$5; deposit, \$2. Mj. Fall.

**102. General Chemistry:** A course similar to 101, but adapted to the needs of students who have had some chemistry. Lectures and recitations three hours and laboratory four hours a week. Prerequisite: Chemistry 101 or high school chemistry. Fee, \$5; deposit, \$2. Mj. Winter.

**103. General Chemistry:** A continuation of the preceding course. Prerequisite: Chemistry 102. Fee, \$5; deposit, \$2. Mj. Spring.

**104. Qualitative Analysis:** A course in the separation and identification of the more common metallic and non-metallic ions. The lectures deal with the chemistry of the analytical reactions, special emphasis being given to the application of mass action, solubility product, etc. Lectures and recitations two hours and laboratory nine hours a week. Prerequisite: Chemistry 103. Fee, \$7; deposit, \$3. Mj. Spring.

**105. Qualitative Analysis:** A continuation of the preceding course. Prerequisite: Chemistry 104. Fee, \$7; deposit, \$3. Mj. Winter.

**201. Organic Chemistry:** A study of the methods of preparation and properties of the more important organic compounds. Theory of reactions and proof of structure are studied. Lectures and recitations three hours and laboratory six hours a week. Prerequisite: Chemistry 103. Fee, \$7; deposit \$5. Mj. Fall.

**202. Organic Chemistry:** A continuation of the preceding course. Prerequisite: Chemistry 201. Fee, \$7; deposit, \$5. Mj. Winter.

**203. Organic Chemistry:** A more advanced course of organic chemistry than 201 and 202. A survey of the

paraffin, ethylene, acetylene, and aromatic series will be studied. Lectures and recitations three hours and laboratory six hours a week. Prerequisite: Chemistry, 202. Fee, \$7; deposit, \$5. Mj. Winter.

**204. Quantitative Analysis:** A study of the most important methods of elementary gravimetric analysis, chemical calculations, etc. Lectures and recitations two hours and laboratory nine hours a week. Prerequisite: Chemistry 105. Fee, \$5; deposit, \$3. Mj. Spring.

**205. Quantitative Analysis:** A study of the most important methods of elementary volumetric analysis, chemical calculations, etc. Lectures and recitations two hours and laboratory nine hours a week. Prerequisite: Chemistry 105. Fee, \$5; deposit \$3. Mj. Spring.

**206. Quantitative Analysis:** A study of the more difficult methods of gravimetric and volumetric analysis are made in this course. Lectures and recitations are two hours and laboratory nine hours a week. Prerequisite: Chemistry 203. Fee, \$5; deposit, \$3. Mj. Fall.

**207. Chemistry of Foods:** A study of the source, composition and adulteration of foods. Especially for home economics students. One lecture-recitation and twelve laboratory hours a week. Outside readings will be assigned. Prerequisite: Chemistry 202. Fee, \$8; deposit, \$5. Mj. Any quarter.

### Physics.

A deposit of five dollars will be required of each student who registers for physics. Breakage or damage to apparatus in excess of the deposit must be paid before credit will be given for the course.

**101. General Physics:** An introductory course covering the general principles of physics with reference to mechanics, heat, sound, light, magnetism, and electricity. For students who have had no high school physics. Three lecture-recitations and four laboratory hours a week. Fee, \$5. Mj. Fall.

**102. General Physics:** A continuation of the preceding course. Prerequisite: Physics 101. Fee, \$5. Mj. Winter.

**103. General Physics:** A course dealing with the development of formulae and their application in the solving of problems. An attempt is made to give the student a certain facility in translating physical conceptions into mathematical symbols and mathematical formulae into physical ideas. Mechanics and heat. Lecture-recitations three hours and laboratory six hours a week. Prerequisite: High school physics and trigonometry. Fee, \$5. Mj. Fall.

**104. General Physics:** A continuation of the preceding course. Lecture-recitations three hours and laboratory six hours a week. Sound and light. Prerequisite: Physics 103. Fee, \$5. Mj. Winter.

**105. General Physics:** A continuation of the preceding course. Lecture-recitations three hours and laboratory six hours a week. Magnetism and electricity. Prerequisite: Physics 104. Fee, \$5. Mj. Spring.

## XI. SOCIAL SCIENCES

Courses in social sciences are an essential part of a general education, as well as a necessary preparation for many professions.

The library is especially well supplied for the department. It contains practically all the large standard works dealing with American, English and European history, including the Cambridge series, numerous governmental publications; valuable source material in American history, and current periodicals.

Students wishing to specialize in the social sciences must complete at least nine majors in the department. These should include 101-103, 107-108, 201-202. Not more than two courses in economics or sociology may be included within the nine majors, but others may be taken as electives in addition to the nine majors. It is recommended that those who major in the department acquire a reading knowledge of Spanish or French.

### History

**101. Mediaeval Europe:** This course covers the history of Europe to the sixteenth century. The barbarian invasions, the reorganization of society to meet the new

needs, the religious movements, and the Crusades are set forth in their relations to the new movements of the Renaissance. Mj. Fall.

**102. Introduction to Contemporary Civilization:** This course and the following consist of the historic movements from 1500 to the present, but with special emphasis on the period after 1815. Mj. Winter.

**103. Introduction to Contemporary Civilization:** A continuation of the preceding course. Mj. Spring.

**105. History of the United States, 1492-1789:** Given only by extension. Mj.

**106. History of the United States, 1789 to the Present:** Given only by extension. Mj.

**107. The United States:** A survey course dealing with Colonial and national movements. Open to freshmen and sophomores. Mj. Fall.

**108. Latin America:** A survey course of all Hispanic America. Mj. Winter.

**109. United States Government:** An analysis of the federal, state, and local government with the various functions and powers and the relation of each to the others. 3 hours. Spring.

**201. England from the Earliest Times to Close of the Tudor Period:** This course deals with the fundamentals of the political, religious, literary and economic activities of the English people and the development of English institutions. Prerequisite 101, 102, 103. Mj. Fall.

**202. England from Beginning of the Stuart Period to the Close of the World War:** A continuation of the preceding course. Prerequisite 101, 103. Mj. Winter.

**204. The French Revolution and Napoleonic Wars:** France on the eve of the revolution; influence of the political and social philosophers; causes and results of the revolution; the Napoleonic wars. Prerequisite 101-103. Mj. Spring.

**205. Presidential Administrations:** From Washington to Lincoln, 1789-1865. This is an intensive study of the political, social, and economic development of the United States. Prerequisite 106 or 107-108. Mj. Fall.

**206. Presidential Administrations:** A continuation of the preceding course to the present. Prerequisite 106 or 107-108. Mj. Winter.

**207. Contemporary Europe:** This course deals specifically with the epoch-making events that began with the world war in 1914 and includes developments down to the present time. Prerequisite 102-103. Mj. Spring.

**211. Critical Period in American History:** The close of the Revolutionary war, the weakness of the Articles, the feeling of disunion, international complications, and the formation of a new constitution. Prerequisite 107-108. M. Fall.

**217. The Reconstruction Period:** The various theories of reconstruction receive adequate treatment. An understanding is sought for the constitutional and economic phases of the period. Prerequisite 107-108. M. Spring.

**226. Teaching the Social Sciences:** A course in the methods and materials of teaching history and the social sciences in high schools. Required of all who plan to teach the social sciences. Same as Education 226. 3 hours. Fall.

### Sociology

**101. Principles of Sociology:** The course is planned as an introduction to the entire field of sociological relations. Mj. Fall.

**102. Introduction to Social Psychology:** A course of the nature of this cannot be exhaustive in any field. The aim of the course is that the student may get acquainted with social problems from the standpoint of the psychologist. A thesis on some problem of social psychology is required. Mj. Winter.

**103. Rural Sociology:** The problems of rural life, rural schools, and community organizations. Fall. 3 hrs.

**102. Social Control:** A study of the means by which social control is maintained. M. Spring.

### Geography

**101. Fundamentals of Geography:** A survey of regional geography, including climates, temperatures, moisture, rainfall qualities of soil, locations of river systems, mountain ranges, etc., and the aspects of geography affecting racial divisions and human population. 3 hours. Fall.

**115. Industrial Geography.** This course deals with the natural resources of the country and their relations to commerce and business. It covers the business development of the outstanding nations. 3 hours. Spring.

## SCHOOL OF FINE ARTS

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### PURPOSE OF THE SCHOOL

The School of Fine Arts is organized to meet the needs of three types of students: those who want the cultural development to be attained through a study of music, art, and expression; those who want a thorough preparation for more advanced professional training, and those who plan to prepare themselves for teaching Fine Arts.

### DEPARTMENTS MAINTAINED

The School of Fine Arts offers work in Piano, Voice, Violin, Art and Speech. In addition to the violin it includes work in all other orchestral instruments. The work of each department except Speech is outlined below. For the courses in Speech, including Dramatics, see the Department of English and Speech in the College of Arts and Sciences.

### DEGREES, DIPLOMAS, AND CERTIFICATES

#### Bachelor of Music

The course leading to the degree of Bachelor of Music is designed to cover four years of intensive study, not only in achieving a high degree of proficiency in the major subject, but also in attaining an understanding of the theoretical and esthetic principles of Musical Art. Academic subjects, such as English, Psychology, Language, History, and Principles of Education, are required for the Degree of Bachelor of Music.

#### Teacher's Certificate

The college certificate will be granted at the end of the second year. The course is identical with the first two years of the degree course, except that the college electives are not required.

### Teacher's Diploma

The Teachers' Diploma will be granted at the end of the third year. The course is identical with the first three years of the degree course except that the college electives are not required.

### The Artist Diploma

The Artist Diploma will be granted to students as the highest honor of the college in purely musical subjects. A student who can meet the requirements of the Bachelor of Music Degree, with the exception of the academic credits, in addition to proving his artistry in performance before a Board of Examiners will be awarded this honor.

### Music Scholarship

The Music Department offers, this year, one free scholarship in each department, violin, voice, and piano. These scholarships are granted to students of outstanding talent who are without sufficient means to pursue their studies. The scholarships are awarded by jury examination. Scholarship application blanks and detailed information regarding examinations will be mailed upon request.

### Credit

Not more than four majors of work from the School of Fine Arts may be offered toward the Bachelor of Arts degree.

## PIANO

MISS ALBRIGHT, Instructor

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This department places true artistic merit above every other consideration. It heartily disapproves of all questionable methods of advertising. It stands for high standards and high ideals, and vigorously discourages the indiscriminate issuance of certificates and diplomas as an inducement to the careless pupil—a practice which necessarily results in much harm to the cause of musical art, and more harm to the poorly prepared pupil receiving the certificate.

**Credit in Piano**

A student is not classified according to the number of years he has studied, but according to his real ability as an executant.

Two units in piano may be counted toward the high school diploma, one-half unit of credit being given for each year of work.

As many as two majors of work in Theory, History, Harmony, and Pedagogy may be counted toward the Bachelor of Arts degree in the College of Arts and Sciences, in accordance with the condition stated in requirements for the degree.

**Description of Courses****Piano for Normal Certificate:**

Czerny Liedling, Bk. III. Three part Inventions by Bach; Beethoven sonatas—Mozart sonatas; Modern and Romantic Compositions. Scales.

**Piano for Teacher's Certificate:**

Cramer Etudes; French or English Suites of Bach; Beethoven Sonatas; Weber Concert piece or Mendelssohn Concerto Op. 25. Romantic and Modern Compositions.

**Piano for Diploma:**

Chopin Etudes; Well Tempered Clavichord Vol. I; Beethoven Sonatas; Classic or Modern Concerto and Compositions.

**Piano for Degree—B.M.**

Chopin Etudes; more difficult compositions of Bach. Modern Compositions and Concertos.

**FIRST YEAR'S WORK****Normal Certificate**

Courses	Hours
Piano .....	12
Elementary Oral Theory	6
Harmony I .....	6
Piano Normal Class	12
English 101-102 .....	10
	—
	46

**SECOND YEAR****Teacher's Certificate**

Courses	Hours
Piano .....	12
Ear Training, Sight Singing and Dictation	6
Harmony II .....	6
History of Music .....	6
European History .....	10
Ensemble .....	3
	—
	43

**THIRD YEAR****Teacher's Diploma**

Courses	Hours
Piano .....	12
Harmony III and Keyboard Harmony	6
Counterpoint .....	6
Form and Analysis and Appreciation .....	6
Ensemble .....	6
Psychology 102-103	10
	—
	46

**FOURTH YEAR****B.M. Degree**

Courses	Hours
Piano .....	12
Double Counterpoint, Canon and Fugue	6
Composition and Orchestration .....	6
Ensemble Playing .....	6
College Elective .....	6
Orchestra Conducting, Repertoire and Arranging .....	12
	—
	48

**Violin**

The technical and interpretative works used include exercises and studies by Sevcik, Flesch, Fischel, Mazas, Dont, Dancla, De Beriot, Kreutzer, Bach, Mozart, Beethoven, Sitt, Vieuxtempo, Wieniawski, Spohr, Fiorilla, Rode, Kneisel, Hubay, Godard, David, Ravel, Debussy.

**Major in Violin**

A major in Violin requires the same number of hours as the major in Piano. In choosing his courses the student may follow the table as given for Piano, substituting Violin in the table in place of Piano.

**Stringed, Reed and Brass Instruments**

In addition to violin, the work of this department includes modern and practical methods for Viola, Violin-cello, Double Bass, Flute, Clarinets, Cornet, Trombone, and Drums.

**Orchestra**

**109. Orchestra:** Students of the orchestra assemble daily for practice. The orchestral instruction is free, but a fee of \$1.00 a month is charged for class instruction in all orchestral instruments.

The orchestra appears in recitals at intervals through the year. The regular training received in the semi-weekly practices is extremely valuable and every student who

can use an instrument is urged to take advantage of it. One term hour each quarter. No credit for less than a year's work.

## VOCAL MUSIC AND THEORY

### Private Voice

PROFESSOR HUGHES, Instructor

### Requirement for Entrance

To enter the four-year Degree Course in Voice, the student should be able to sing on pitch and with musical intelligence from the simpler classics.

### Major in Voice

Four-year course leading to the degree of Bachelor of Music.

First Year		Second Year	
	Hrs.		Hrs.
Voice .....	12	Voice .....	12
Piano .....	6	Piano .....	6
Harmony .....	6	History of Music .....	3
History of Music .....	3	Harmony .....	6
Sight Singing .....	None	Italian Diction .....	3
English 101, 102 .....	10	College Electives .....	15
Bible .....	9	Chorus .....	1
Chorus .....	1	Practice Hours .....	No Cr.
	—		—
	47		46
Third Year		Fourth Year	
	Hrs.		Hrs.
Voice .....	12	Voice .....	12
Instrument .....	6	Instrument .....	6
Form and Analysis .....	6	Keyboard Harmony .....	3
Keyboard Harmony .....	6	Counterpoint .....	3
Counterpoint .....	3	Practice .....	No Cr.
Chorus .....	1	Foreign Language .....	6
Practice Hours .....	No Cr.	Chorus .....	1
Electives .....	12	Conducting .....	3
	—	Electives .....	12
	46		—
			46

## Public School Music Course

Public School Teacher's Certificate will be awarded upon the completion of the second year. Public School Teacher's Diploma will be awarded upon completion of the third year.

## Public School Music Major

Four year course leading to the degree of Bachelor of Music Education.

First Year		Second Year	
Courses	Hours	Courses	Hours
Sight Singing and Ear Training .....	6	Sight Singing and Conducting .....	6
Public School Methods .....	3	Harmony .....	6
Harmony .....	6	Voice .....	6
Voice .....	6	Piano .....	3
Piano .....	3	Practice Hours .....	No Cr.
Practice Hours .....	No Cr.	History and Appreciation of Music .....	3
English 101, 102 .....	10	English 105, 106 .....	10
Psychology and Education 102, 103 .....	10	Practice Teaching .....	3
Observation .....	3	Electives .....	6
Chorus .....	1	Chorus .....	1
	—	Public School Methods (Elem.) .....	3
	48		—
			47
Third Year		Fourth Year	
Courses	Hours	Courses	Hours
Sight Singing and Conducting .....	6	P. S. Methods, Material and Management .....	6
Form and Analysis .....	6	Orchestral Instruments .....	6
P. S. Methods (H. S.) .....	3	Band and Orchestra Conducting .....	3
Applied Music .....	6	Opera Production .....	3
Band Instruments .....	6	Applied Music .....	6
Observation .....	3	Chorus, Band or Orch. ....	1
Education .....	3	Electives .....	21
Electives .....	12		—
Chorus .....	1		46
	—		
	46		



**110, 111. Public School Music Methods:**

The course is carefully planned to carry out the pedagogical and psychological principles essential to the successful presentation of the subject of music. Numerous lesson plans are presented. Music appreciation, observation practice teaching, conduct of music classes, as well as rhythm band directing are included.

Music 110 is the beginner's course, while Music 111 deals with more advanced problems. Three hours' credit is allowed for each term's work.

**ART**

The study of Art is a valuable aid to mental discipline and to the development of taste and general character. It is desirable that students take the regular course, which will be modified to meet the demands of those taking art for home decoration. Outdoor sketching, when practicable will be given throughout the course.

The class work is individual. Each student has all liberty to advance as rapidly as her time and ability will allow.

The annual Art Exhibit is one of the most important social events. No work is allowed to be taken from the college until after the exhibition.

**Certificates**

A Certificate in Art will be granted upon the completion of nineteen majors (ninety-five term hours) of college work including five majors (twenty term hours) in Art.

**Courses**

**101. Elementary Drawing:** Drawing in charcoal from simple objects and casts. Drawing from still life, pen and ink, and water colors; courses in perspective painting in oil and water color. One hour each term. Three hours.

**102. Drawing and Painting:** Charcoal drawing from full length casts, working human head, outdoor sketching, time sketching, painting in oil, water colors, and pastel from nature. One hour each term. Three hours.

**103. Painting and Sketching:** Pastel and water colors from copy, pen and ink sketching, painting on tapestry. One hour each term. Three hours.

**105. Still Life Painting:** Drawing and painting from still life, landscape, and life models. One hour each term. Three hours.

**110. Public School Art:** This and the following courses are intended to meet the needs of teachers in the public schools. The first course covers art for primary grades: elementary drawing, free-hand paper cutting, clay modeling, water color work, etc. Two and a half hours. Fall.

**111. Public School Art:** Intermediate handiwork; basket weaving, fabric painting, gesso, wax modeling, etc. For teachers of intermediate grades. Two and a half hours. Fee \$3. Winter.

**112. Public School Art:** Advanced handiwork, drawing and water color painting for teachers in upper grades. Two and a half hours. Fee \$3. Spring.

**113. Commercial Art:** Practical application of art to commercial needs, including lettering, and the designing and executing of advertisements. 1-3 hours.

**115. China Painting:** Elements of ornamentation; principles of porcelain decoration; study of technique and block printing. One hour each term. Three hours.

**206. Technique of Scene Production:** Theory of scene construction, including design, color, light; the use of materials; and actual training in the construction of scenes for specific plays. Two hours. Fall, Winter, Spring. Same as Speech 206. No fee.

**216. China Painting:** Enamels, lustres, and application of original designs. One hour each term. Three hours.

**218. History of Art:** Painting in ancient, classic, and mediaeval times; and the Italian. Practice in interpreting selected examples. Three hours. Fall.

**219. History of Art:** French, Spanish, Dutch, British, and American painting. Three hours. Winter.

**220. History of Sculpture and Architecture:** A survey of the great periods of sculpture and architecture with an analysis of the difference in types. Three hours. Spring.

### A SUGGESTION—BEQUEST

I hereby give, devise, and bequeath to Harding College, a corporation existing under the laws of the State of Arkansas and located in the city of Searcy in said State \_\_\_\_\_ dollars, to be used at the discretion of the board of regents of said College.

OR

I hereby give, devise, and bequeath to Harding College, a corporation existing under the laws of the State of Arkansas and located in the city of Searcy in said State \_\_\_\_\_ dollars, in trust to be used for the following purposes, that is to say: (Here specify in detail the purposes.)

## GRADUATES AND ENROLLMENT

### COLLEGE OF ARTS AND SCIENCES

1926

#### Bachelor of Arts Degree

Allie Marie Bailey, Mj.: Education; Mn.: Biology.....Oklahoma  
 George Steuart Benson, Mj.: Social Sciences;  
 Mn.: Education.....Oklahoma  
 May Bell Dowdy, Mj.: Education; 1Mn.: Home  
 Economics; 2Mn.: English.....Texas  
 Alva Boyd Reese, Mj.: Social Science; 1Mn.:  
 Ancient Languages; 2Mn.: Education.....California  
 Harvey W. Riggs, Mj.: English; 1Mn.: Ancient  
 Languages; 2Mn.: Education.....Kentucky  
 Hazel Raye Willoughby, Mj.: English; 1Mn.:  
 Education; 2Mn.: Home Economics.....Oklahoma  
 Frances Ruby Lowery, Mj.: English; 1Mn.:  
 French; 2Mn.: Education.....Nebraska

1927

Raymond L. Hazlett, Mj.: History; Mn.: Educa-  
 tion.....Colorado  
 Ola May Loter, Mj.: Spanish; Mn.: English.....Texas  
 Ruby Esther Matlock, Mj.: Home Economics;  
 Mn.: English.....Kansas  
 Lewis Turner Oldham, Mj.: History; Mn.: Edu-  
 cation.....Oklahoma  
 Clint E. Surber, Mj.: History; Mn.: Education.....Nebraska

1928

Joyce Duvall, Mj.: Home Economics; Mn.:  
 Education.....Arkansas  
 Richard Nelson Gardner, Mj.: Education; Mn.:  
 Biological Science.....Tennessee  
 Mrs. J. O. Garrett, Mj.: English; Mn.: Spanish.....Texas  
 Rose-Marie Lowery, Mj.: Spanish.....Nebraska  
 Audrey Milner, Mj.: Home Economics; Mn.:  
 English.....Arkansas

James Oakley Murphy, Mj.: History; Mn.: Education	Tennessee
David Willis Rhodes, Mj.: History; Mn.: Education	Arkansas
Maurine Rhodes, Mj.: Spanish; Mn.: English	Arkansas
Era Frances Rives, Mj.: Home Economics; Mn.: Education	Arkansas
Rena Woodring Sanderson, Mj.: Spanish; Mn.: English	Arkansas
Helen Haynes Smart, Mj.: English; Mn.: Education	Arkansas
Desdamaona Stark, Mj.: English; Mn.: French	Arkansas

## 1929

Ackers, Leo, B.A., Mj.: Education	Kansas
Adams, Ruby, B.A., Mj.: English	Arkansas
Allen, Lindsay, B.A., Mj.: Science	Alabama
Beasley, Edward, B.A., Mj.: English	Arkansas
Blackshear, Emmett, B.A., Mj.: English	Arkansas
Brown, C. E., B.A., Mj.: History	Texas
Brown, Mrs. C. E., B.A., Mj.: English	Texas
Dixon, Cullen, B.A., Mj.: History	Mississippi
Henry, W. T., B.A., Mj.: History	Arkansas
Hightower, Eugene, B.A., Mj.: History	Arkansas
Jones, Lynwood B., B.A., Mj.: History	Arkansas
Kellett, M. A., B.A., Mj.: Education	Arkansas
Kirk, Leonard, B.A., Mj.: Education	Tennessee
Lewers, Margaret, B.A., Mj.: English	Mississippi
Loftis, Beatrice, B.A., Mj.: English	Arkansas
Matthews, Lois, B.A., Mj.: English	Arkansas
Mills, Elsie, B.A., Mj.: Spanish	Arkansas
Mills, Tatum, B.A., Mj.: History	Arkansas
Mills, Uldene, B.A., Mj.: French	Arkansas
Oldham, Laura, B.A., Mj.: Education	Oklahoma
Robison, Vincent, B.A., Mj.: History	Arkansas
Shull, Doris, B.A., Mj.: Home Economics	Arkansas

## 1930

Brabbzson, Ethel O.: B.S., Mj. Mathematics	Arkansas
Evans, Everett: B.A., Mj. History	Arkansas
Fenn, J. D.: B.A., Mj. English	Alabama
Greening, Pauline: B.S., Mj. Mathematics	Arkansas

Hutchinson, Eldon A., LL.D.	Indiana
Latham, Ethel: B.S., Mj. Home Economics	Oklahoma
Latham, Pearl: B.A., Mj. English	Oklahoma
Olson, Carrie. B.A., Mj. English	Oklahoma
Platt, Harold D.: B.A., Mj. Mathematics	Iowa
Shewmaker, James Culver: B.A., Mathematics	Arkansas
Talkington, Charles R.: B.A., Mj. History	Arkansas
Waldrum, J. R.: B.A., Mj. History	Arkansas

## 1931

Anderson, Verna Mae, B.A., Mj. History	California
Allen, Crawford, B.A., Mj. English	Alabama
Ackers, Frank, B.A., Mj. Chemistry	Kansas
Benson, Bertha, B.A., Mj. English	Oklahoma
Bell, Catherine Lee, B.A., Mj. French	Arkansas
Bell, Robert C., LL.D.	Texas
Cleveland, Lillian, B.A., Mj. English	Arkansas
Dykes, W. Ira, B.S., Mj. Chemistry	Oklahoma
Dykes, J. Harvey, B.A., Mj. History	Oklahoma
Forbes, Florence Turner, B.A., Mj. English	Arkansas
Foster, J. Lewis, B.A., Mj. Spanish	Texas
Foster, Mrs. J. Lewis, B.A., Mj. Home Economics	Texas
Kieffer, Altha M., B.A., Mj. English	Arkansas
McGregor, Lois June, B.A., Mj. Mathematics	Oklahoma
McKee, Gary B., B.A., Mj. English	Indiana
McQuiddy, Dorothy Marian, B.A., Mj. English	Louisiana
Mattox, Mildred Formby, B.A., Spanish	
Ruby, Wade, B.A., Mj. English	Mississippi
Sudderth, Allen, B.A., Mj. History	Oklahoma
Springer, Burton, B.A., Mj. English	Texas

## 1932

Bean, Opal, B.A., English—Art	Texas
Benson George Stuart, LL.D.	China
Blake, Walter, B.S., Chemistry—Biology	Kansas
Brummitt, Maggie, B.A., History—Spanish	Texas
Copeland, J. V., B.A., Mathematics—Chemistry	Georgia
Dunn, F. H., B.A., English—Spanish	Arkansas
Emptage, George, B.A., English—History	Canada
Gardner, David, B.A., English—History	California
Henderson, Adrian, B.A., English—Spanish	Arkansas
McGregor, Glen Rose, B.S., Math.—Chem.	Oklahoma

Matthews, Lola, B.A., Zoology	Arkansas
Moreland, Glenn W., B.S., Chemistry—Biology	Kansas
Nation, Gladys, B.A., B.A., English	Arkansas
Neil, Robert, B.A., English—History	Tennessee
Pace, Gertrude, B.A., Spanish—English	California
Ruby, Sidney, B.A., English—History	Mississippi
Stapleton, Ray, B.A., Spanish—English	Texas
Strait, William P., LL.D.	Arkansas
VonAllmen, Albert, B.A., History—English	Kentucky
Whitfield, Roy, B.A., Mathematics	Canada

## 1933

Boultinghouse, Alta Lee, B.A., Social Science	Arkansas
Cantrell, Thelma, B.A., English	Arkansas
Chambers, L. S., B.A., English	Kentucky
Dart, Jean, B.A., French	New York
Drake, Geraldine, B.A., English	Arkansas
Golden, Leighton, B.S., Mathematics	Tennessee
Hatcher, O. E., LL.D.	Oklahoma
Hollis, Alton, B.S., Mathematics	Louisiana
Hunter, Lela, B.A., French	Arkansas
Matthews, Opal, B.A., English	Arkansas
Moreland, Sylvia, B.A., English	Kansas
Murphy, Albert, B.A., Business Administration	Michigan
Price, E. C., B.A., Social Science	Arkansas
Rhodes, Juanita, B.A., English	Arkansas
Shewmaker, Otto F., B.A., Biological Science	Arkansas
Walker, Martha, B.A., English	Alabama

## 1934

Berryhill, Ervin, B.A., Social Science	Texas
Burns, Susie, B.A., Home Economics	Alabama
Capps, Nova, B.A., Social Science	Texas
Cope, Neil, B.A., English	Louisiana
Gardner, Jasper, B.A., Mathematics	California
Morgan, Anna Mae, B.A., English	Oklahoma
Pace, W. W., B.A., Social Science	California
Pate, Stoy, B.A., Social Science	Tennessee
Peebles, Milton, B.A., Mathematics	Tennessee
Reeves, Homer, B.A., Social Science	Tennessee
Rhodes, Geraldine, B.A., Spanish	Arkansas
Ruckman, Loye, B.A., Business Administration	Texas

Ruckman, Roy, B.A., Social Science	Texas
Sewell, Jesse P., LL.D.	Texas
Stout, Rheba, B.A., English	Alabama

## 1935

Barber, Gladys, B.A., History	Mississippi
*Beasley, Lula, B.A., Home Economics	Alabama
*Bell Edrie, A.A., Home Economics	Arkansas
Bell, Lois, B.A., History	Arkansas
*Blankenship, Dorothy, B.A., French	Arkansas
Bradley, Eva Lee, B.A., Spanish	Arkansas
Bradley, Thelma, B.A., Spanish	Arkansas
Brewer, G. C., LL.D.	Tennessee
*Burke, Leslie, B.A., History	Tennessee
*Cleek, Nathan, B.A., Mathematics	Tennessee
Coleman, Charles H., B.A., History, English	Tennessee
*Conway, Pearl, B.A., Home Economics	Missouri
*Dickson, Reba Mae, B.A., English	Arkansas
Durrance, S. P., B.A., French, English	Florida
Gardner, Arthur K., B.A., History	Tennessee
Gardner, Walden, B.S., Chemistry	California
Graham, Arthur, B.A., English	Canada
*Hawkins, Albert, B.A., English	Arkansas
*Jackson, Rachel, B.A., English	Arkansas
*Johnson, Bernice, B.S., Home Economics	Tennessee
Johnson, Leonard, B.A., History	Tennessee
*Kincaid, Marvin, B.A., History	Texas
LaNier, Sherman, B.A., English	California
McReynolds, Guy Dale, B.A., History, English	Arkansas
McReynolds Hubert, B.S., Chemistry	Arkansas
Murphy, Mary, B.A., English	Michigan
*Norris, Billy, B.A., English	Alabama
Pierce, H. Edward, B.A., Social Science	Florida
Reese, John G., B.A., History	Arkansas
Rhodes, Frank, B.A., History, English	Arkansas
Sevedge, Paul, B.S., Chemistry	Kentucky
Starnes Martha, B.A., English	Tennessee
Stough, Durden, B.A., Business Administration	Alabama
*Trent, Carroll, B.A., English	Oklahoma
*Von Allmen, Aline, B.A., History	Texas
*Graduating Summer, 1935.	

## SCHOOL OF FINE ARTS

1925

## Certificate in Expression

Billie Jewell Jackson ..... Arkansas

## Certificate in Piano

Johnnie Brummitt ..... Arkansas

1926

## Certificate in Expression

Marietta Helm ..... Arkansas

Luke Priba ..... Arkansas

Desdamona Stark ..... Arkansas

Marjorie Turner ..... Arkansas

Nathan Waldrep ..... Arkansas

1927

## Reader's Diploma in Expression

Marietta Helm ..... Arkansas

1928

## Diploma in Expression

Mrs. J. O. Garrett ..... Texas

## Certificate in Piano

Marie Davidson ..... Arkansas

Fannie Lou Fricks ..... Arkansas

Ruth Shoptaw ..... Arkansas

## Certificate in Voice

Lois Matthews ..... Arkansas

Ruth Shoptaw ..... Arkansas

1929

## Certificate in Piano

Pearl Latham ..... Oklahoma

1931

Pauline Gardner ..... Alabama

1932

Norma Whitley, Diploma in Voice ..... Arkansas

Lola Louise Matthews, Certificate in Piano ..... Arkansas

Irma Louise Wyatt, Certificate in Piano ..... Texas

1933

Boultinghouse, Alta Lee, Certificate in Art ..... Arkansas

Coleman, Mrs. O. M., Certificate in Speech ..... Arkansas

Pace, Mrs. W. W., Certificate in Art ..... Arkansas

Tankersley, Addie D., Certificate in Speech ..... Arkansas

Walker, Martha, Diploma in Art ..... Alabama

1934

Stapleton, Emmett Ray, Diploma in Art ..... Texas

1935

Anderson, Lois, Certificate in Piano ..... Oklahoma

Evans, Dorothy, Certificate in Piano ..... Arkansas

Rowe, Myrtle, Certificate in Voice ..... Texas

## Harper (Junior) College

1917

McReynolds, Wilbert ..... Louisiana

1918

Thompson, Jay ..... Kansas

1921

Gardner, Mrs. J. N. .... California

Rhodes, William D. .... Missouri

Tenney, Arthur Boutelle. .... California

Thompson, Alice ..... Kansas

1922

Christopher, Grace ..... Kansas

Corbin, Emma Faye ..... Oklahoma

Hunter, Still ..... Alabama

Matlack, Ruby Esther ..... Kansas

Thompson, Arch ..... Kansas

Valentine, Ruby ..... Oklahoma

Williams, Floyd ..... Kansas

## 1923

Benson, Earl U.	Oklahoma
Benson, George Steuart	Oklahoma
Cronin, Gladys M.	Kansas
Harris, Dot	New Mexico
Harris, Lida Kate	New Mexico
Loter, Ola	Texas
Roberts, Laura Neil	Missouri
Schick, Eula Irene	Oklahoma
Sears, Pattie Hathaway	Arkansas
Thompson, James M.	Oklahoma
Willoughby, Hazel Raye	Oklahoma
Wood, Mayma	Oklahoma
Woodring, Rena Avana	Oklahoma
Wright, Royal E.	Oklahoma

## 1924

Biggs, Clara Viola	Oklahoma
Billingsley, William H.	Kansas
Hamilton, Herbert T.	Oklahoma
Lawson, Floyd	Oklahoma
Lowery, Rose Marie	Nebraska
Lowery, Frances Ruby	Nebraska
Stark, Desdamona	Arkansas
Tedford, Nelius	Texas
Willoughby, Booker	Oklahoma
Witt, C. Bryan	Texas

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