

1931

Harding College Course Catalog 1931-1932

Harding College

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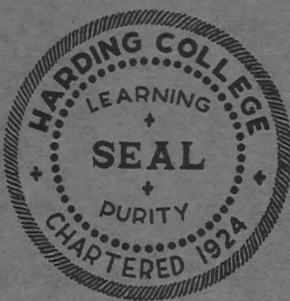
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HARDING COLLEGE LIBRARY

BULLETIN

Harding College



Vol. VII. May

1931. No. 1

Catalog 1931-1932

COLLEGE SECTION

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

Bulletin

Harding College

Volume VII

MAY, 1931

Number 1

CATALOG NUMBER

COLLEGE SECTION

**FOR
THE SESSION OF
1931-32**

Published monthly by Harding College, Morrilton, Ark. Entered as second-class mail matter at the post-office at Morrilton, Arkansas, under Act of August 24, 1912. Accepted for mailing at the special rate provided for in section 1103, 1917. Authorized July 28, 1924.

1931 CALENDAR 1932

JANUARY							JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	5	6	7	8	9	10	11	3	4	5	6	7	8	9	3	4	5	6	7	8	9
11	12	13	14	15	16	17	12	13	14	15	16	17	18	10	11	12	13	14	15	16	10	11	12	13	14	15	16
18	19	20	21	22	23	24	19	20	21	22	23	24	25	17	18	19	20	21	22	23	17	18	19	20	21	22	23
25	26	27	28	29	30	31	26	27	28	29	30	31	24	25	26	27	28	29	30	24	25	26	27	28	29	30
FEBRUARY							AUGUST							FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	2	3	4	5	6	7	8	7	8	9	10	11	12	13	7	8	9	10	11	12	13
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22	23	24	25	26	27	28	23	24	25	26	27	28	29	28	29	28	29	30	31
MARCH							SEPTEMBER							MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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22	23	24	25	26	27	28	20	21	22	23	24	25	26	27	28	29	30	31	25	26	27	28	29	30	24
29	30	31	27	28	29	30	30	31
APRIL							OCTOBER							APRIL							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	11	4	5	6	7	8	9	10	3	4	5	6	7	8	9	2	3	4	5	6	7	8
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26	27	28	29	30	25	26	27	28	29	30	31	24	25	26	27	28	29	30	23	24	25	26	27	28	29
MAY							NOVEMBER							MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	8	9	10	11	12	13	14	8	9	10	11	12	13	14	6	7	8	9	10	11	12
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17	18	19	20	21	22	23	22	23	24	25	26	27	28	22	23	24	25	26	27	28	20	21	22	23	24	25	26
24	25	26	27	28	29	30	29	30	29	30	31	27	28	29	30		
31		
JUNE							DECEMBER							JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	8	9	10	11	12	13	6	7	8	9	10	11	12	5	6	7	8	9	10	11	4	5	6	7	8	9	10
14	15	16	17	18	19	20	13	14	15	16	17	18	19	12	13	14	15	16	17	18	11	12	13	14	15	16	17
21	22	23	24	25	26	27	20	21	22	23	24	25	26	19	20	21	22	23	24	25	18	19	20	21	22	23	24
28	29	30	27	28	29	30	31	26	27	28	29	30	25	26	27	28	29	30	31

CALENDAR

1931-1932

Fall Term

- September 22 Registration
- September 23, 8 a. m. Class Work Begins
- September 25 Student Faculty Reception
- October 15 First Lyceum Number
- November 25, 26, 27 Thanksgiving Lectures
- November 26, 6 p. m. Alumni and Ex-Student Luncheon
- November 27, 8 p. m. Second Lyceum Number
- December 17, 18 Fall Term Examinations
- December 19-January 4 Christmas Holidays

Winter Term

- January 5, 8 a. m. Class Work Begins
- January 19, 8 p. m. Third Lyceum Number
- February 18, 8 p. m. Fourth Lyceum Number
- March 22, 23 Winter Term Examinations

Spring Term

- March 24, 8 a. m. Class Work Begins
- April 21, 8 p. m. Fifth Lyceum Number
- May 9 Annual Mountain Climb
- June 5, 8 p. m. Baccalaureate Address
- June 6, 7, 8, at 3 and 8 p. m. Campus Players' Tournament
- June 7-9 Final Examinations
- June 9, 5 p. m. Annual Alumni and Ex-Student Luncheon
- June 9, 8 p. m. Commencement Exercises

Summer Term

- June 11, 1932 Fishing Day
- June 15 Registration and Class Work
- July 4 Holiday
- July 16 Mid-Term Examinations
- August 20 Final Examinations

**DIVISIONS OF THE ANNUAL CATALOG
OF HARDING COLLEGE, 1931-32**

College Section

- I. Administrative Organization
- II. General Information
- III. College of Arts and Sciences
- IV. School of Fine Arts
- V. Enrollment of Graduates
- VI. General Index

Academy Section

- I. Academy
- II. Commercial Department
- III. Training School

The Academy Section is published separately and will be sent to any address on request. It includes the Training School.

Summer School Bulletin is published each year in April, and will be sent to any address upon request.

BOARD OF TRUSTEES

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L. L. Bell	Vice President
W. E. McReynolds	Secretary-Treasurer

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Harvey W. Riggs	Mayfield, Kentucky
J. D. Allen	Morrilton, Arkansas
B. F. Rhodes	Morrilton, Arkansas
L. C. Sears	Morrilton, Arkansas

COMMITTEES OF THE FACULTY

Committee on Finance

President Armstrong, Chairman; Professor Kieffer; Dean Sears.

Committee on Classification and Advanced Standing

Dean Sears, Chairman; Professor Rhodes; Professor Kieffer; Professor Bell.

Committee on Discipline and Regulations

President Armstrong; Professor Bell; Professor McKinley; Professor Rhodes; Mrs. Armstrong; Professor Owen.

Committee on Athletics

Professor Rhodes, Chairman; Professor Bell; Dean Sears.

Committee on Grounds and Buildings

Professor Kieffer, Chairman; Mrs. Armstrong; Mrs. Cathcart; Mrs. Garrett.

Committee on Library

Professor Rhodes, Chairman; Mrs. Garrett; Dean Sears; Professor Kieffer.

Committee on Entertainments

President Armstrong, Chairman; Mrs. Armstrong; Mrs. Cathcart; Miss Moody; Miss Benefield.

Committee on Publicity

Dean Sears, Chairman; President Armstrong; Mrs. Garrett.

OFFICERS OF INSTRUCTION

1931-32

COLLEGE OF ARTS AND SCIENCES

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

West Tennessee Christian College, 1889-91; Southwestern Baptist University, 1892; David Lipscomb College, 1892-93; B.A., Ibid, 1904; M.A., Potter Bible College, 1905; Professor of Greek Literature, David Lipscomb College, six years; Professor of Greek Literature, Potter Bible College, four years; President Western Bible and Literary College, two years; President Cordell Christian College, ten years; President Harper College, five years; Present position since 1924.

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

B.A., Cordell Christian College, 1916; Diploma in public speaking, school of fine arts, Cordell Christian College, 1916; Instructor in English, Cordell Christian College, three years; Professor of English, Harper College, one year; 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; Work toward Ph.D. in the University of Chicago, summer 1925, spring 1926, year 1928-29, and summer 1929; Instructor in English, University of Chicago, 1928-29; Present position since 1924.

GEORGE W. KIEFFER, B.A., M.S., Registrar,
Professor of Physical Sciences.

Cordell Christian College, 1914-16; B.A., University of Oklahoma, 1920; principal of high school, Owasso, Oklahoma, one year; Instructor in Mathematics and Natural Science, Harper College, three years; M.S., University of Illinois, 1927; Present position since 1925.

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; Professor of History, Cordell Christian College, four years; Professor of History, Thorp Spring Christian College, five years; Professor of History, Harper College, five years; Professor of History, Abilene Christian College, one year; Work toward Ph.D., University of Texas, summer 1925, 1926; Present position since 1924.

***ROY R. COONS, B.A., M.A.**

Professor of Physical Science.

B.A., Simmons College, 1918; Instructor in Physical Sciences, Abilene Christian College, two years; M.A., University of Texas, 1920; a year and a half of graduate work following the M.A., University of Colorado, June, 1921 to September, 1922, and summer of 1923; Graduate assistant in Physical Sciences Iowa State College, Ames, Iowa, 1923-24; Work toward Ph.D. in Iowa State Teachers' College, 1926-30; Half-time instructor, Ibid 1926-29; Present position since 1924.

SAMUEL ALBERT BELL, B.S., (M.S.),

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.

W. H. OWEN, B.S., B.A., M.A.,

Professor of Mathematics.

B.S. and B.A. Georgia Robertson Christian College; M.A. Southwestern Christian College; B.A. Union University, 1921; M.A. George Peabody College for Teachers, 1922; Work toward Ph.D., Peabody College, fall 1922, win-

ter 1923, summer 1923, fall 1927, fall and winter 1929-30; Professor of Mathematics Southwestern Christian College 1906-07; Mathematics and Science, Freed-Hardeman College, Henderson, Tennessee, 1909-21; Mathematics, David Lipscomb College, Nashville, 1921-29; Mathematics, State Teachers' College, Murfreesboro, 1929-30, summer 1931.

H. F. McKINLEY, B.A., B.D., M.A.,

Professor of Education and Psychology.

B.A., Fairmount College, 1911; B.D., Phillips University, 1925; M.A., Phillips University, 1926; Work toward Ph.D., Wichita University, summer 1929, and Kansas University, 1931; Dean of Christian Normal Institute, 1927-29.

WALLACE WOOLSEY, B.A., M.A.,

Professor of Romance Languages.

B.A., University of Texas, 1929; M.A., University of Texas, 1930; Work toward Ph.D., University of Texas, 1930-31, and summer of 1931; Fellow in Romance Language, University of Texas, 1930-31. Member Phi Beta Kappa, and of Sigma Delta Pi, honorary Spanish Fraternity.

GEORGE SMOKEY, B.A., B.S., M.A., LL.B.,

Professor of Business Administration and Economics

Graduate of Winona, Minnesota, State Teachers College, 1914; B.A., University of South Dakota, 1917; B.S. in Public Administration, School of Business and Public Administration, University of Missouri, 1921; M.A., University of Iowa, 1921; LL.B., Chicago Law School, 1924. Taught commercial subjects in high schools for three years; superintendent of public schools, six years; Professor of Commerce, Buena Vista College, Iowa, 1921-22; Professor of Accountancy, Alabama State Polytechnic Institute, 1922-23; Professor of Commerce, Friends University, 1923-1925; Instructor in Social Sciences, Panhandle Agricultural and Mechanical College, 1930-31.

GEORGE S. BENSON, B.A., B.S., M.A.,

Professor of Oriental History, Religions, and Missions.

Graduate Harper College, 1923; B.A., Harding College, 1924; B.S., Oklahoma A. & M. College, 1925; M.A., Univer-

sity of Chicago, 1931. Instructor in Oklahoma public school three years; Principal of the Academy, Harding College, 1924-25; Missionary to China and the Philippines, 1925-1930; Professor of English National University, Hong Kong, China, 1928-30.

SAMUEL H. HARPER, B.A.,
Instructor in History

B.A., Arkansas State Teachers' College, 1930; Instructor in public high school one year; Principal Harding College Academy since 1930.

WOODSON HARDING ARMSTRONG, B.A., Dean of Women,
Instructor in Expression.

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; Present position since 1924.

MRS. J. O. GARRETT, B.A.,
Professor of English and Spanish.

B. A., Harding College, 1928; Diploma in Expression, *ibid*; Taught four years in Texas public schools; Student Abilene Christian College, Thorp Springs Christian College, John Tarleton College, Abilene Christian College, two years; Sabinal Christian College, two years; Professor of Spanish, John Tarleton, summer 1928; Present position since 1928.

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

B.A., Abilene Christian College, 1920; University of Texas, summer of 1920; B.S., Home Economics, University of Colorado, 1923; Fifteen hours of graduate work in University of Colorado, 1923; Graduate work in Iowa State College, summer 1925; Ph.D., University of Chicago, 1929; Present position since 1924.

*—On leave.

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.

VERDA MAE HIGHTOWER, B.A.,
Professor of English and French.

B.A., Austin College, Sherman, Texas, 1928; Principal Tom Bean High School and head of English department, three years; Professor Education, Harding College, 1929; Senior Member of Scholarship Society of the South; Present position since 1930.

MARY LYDIA COLLEY, B.A.,
Instructor in English

Graduate Freed-Hardeman College, 1928; B.A., State Teachers' College, Murray, Kentucky, 1930; Instructor in public schools of Tennessee, four years.

FAYE ONA ICE, R.N.
Nurse.

Graduate Southwestern Training School for Nurses, Wichita, Kansas, 1930; Hospital assistant, Lakeside Hospital, Kansas City, 1931.

BORDEN BRADLEY
Coach

SPECIAL LECTURERS

CHARLES HILLMAN BROUGH, Ph.D.

Dr. Brough, former Governor of Arkansas, is a lecturer of national reputation. After receiving his Ph.D. from Johns Hopkins University, at the age of twenty-one, he headed the department of history and political science in the University of Arkansas until he was elected Governor of Arkansas. He has filled the most distinguished offices in the state, and has rendered the most outstanding service to its social, political, and educational growth. The College is fortunate in securing his services for a series of lectures in 1931-32.

WILLIAM P. STRAIT.

Judge Strait has for many years been one of the most distinguished men in the political and business life of the state. He has been a member of the State Legislature for years, and is largely responsible for the highway program which is giving Arkansas her splendid paved highways. His lectures on political economy and finance will be of great interest and value.

SCHOOL OF FINE ARTS

WOODSON HARDING ARMSTRONG, B.A.,
Instructor in Expression 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; present position since 1924.

EXENE CAROLYN BENEFIELD,
Instructor in Voice.

Graduate in piano and voice, Central College, 1924; Public School Music Methods, Central College, Conway, Arkansas; Student in Voice of Mrs. Mabel Vann-Lendsey (Fort Smith, Arkansas), Mrs. Benton McCann-Smith (Fort Smith and Chicago), Student of Madame Delia Valeri, American Conservatory of Music (Chicago); Piano and Special Coaching under Esther Hirschberg, American Conservatory of Music; Repertory-Teacher's Course under Madame Delia Valeri, Chicago; Postgraduate in piano, W. L. Thickstun, Central College, Conway, Arkansas, Summer 1928; Public School Music Methods, Arkansas State Teachers' College, Conway, Arkansas, Summer 1928; Piano, Voice, Italian diction and Teaching Methods, Pangrac Studios, New York City, Summer 1930; Head of Public School Music, Voice and Theory Departments and Director of Glee Club, Arkansas State Teachers' College, Conway, Arkansas, Summer 1931. Present position since 1926.

FANNIE MARIE MOODY,
Instructor in Piano.

Graduate of David Lipscomb College; Studied in Ward Conservatory of Music, Ward-Belmont Conservatory of Music, and the Winkler Studios; instructor in piano under

the supervision of the Ward-Belmont Conservatory of Music; instructor in piano in the Winkler studios, Nashville, Tennessee, six years; Assistant in piano, David Lipscomb College, two years; instructor in piano, Harper College, one year; instructor in piano, Harding College, 1924-30; Freed-Hardeman, 1930-31.

VIRGIE MAUDE WALKER,
Instructor in Art.

Graduate of Texas Fairmont Seminary, Weatherford, Texas; Weatherford College, Weatherford, Texas; Simmons University, Abilene, Texas; North Texas State Teachers' College, Denton, Texas; Post-graduate under Mrs. G. W. Greathouse, Fort Worth, Texas; Instructor in Texas Christian University; Director of Art and Public School Drawing, Weatherford Junior College, Weatherford, Texas; Rusk Public Schools, Rusk, Texas; Rusk Junior College; Jonesboro College, Jonesboro, Arkansas.

ROBERT NEAL,
Director of Glee Club, Instructor in Public School Music.

Graduate David Lipscomb College, 1930; Student Vanderbilt University, 1930-31; member of quartette and assistant director of Glee Club, David Lipscomb, three 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 June 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.

GENERAL INFORMATION

History

Harding College, as the result of the consolidation of the Harper College of Harper, Kansas, and the Arkansas Christian College of Morrilton, Arkansas, opened for its first session in September, 1924.

Arkansas Christian College was founded in 1922 and had had two years of successful operation before the consolidation. Its supporters and friends had erected for it an excellent administration building and had laid a secure foundation for future work.

Harper College was founded in 1915. In the nine years of its work, especially during the five years of President Armstrong's administration, it made a very rapid growth, increasing in enrollment from about fifty to over three hundred students, erecting three new buildings and securing full junior college standing with the State and membership in the American Association of Junior Colleges.

The consolidation of the colleges came about through the desire for a stronger institution, with a larger support and a richer field. Harper College had felt for some time the need of a better location, in a larger city, which would offer greater advantages to families to move to the school. While the effort was being made to find a suitable location, a committee from Arkansas Christian College suggested a consolidation of the two schools.

Among the advantages to be gained by such a consolidation at Morrilton were the following: (1) The new institution would unite the fields of the two and thus secure a larger support; (2) Arkansas Christian College already had one of the best administration buildings in the State; (3) the assets of the two schools could be combined, and with some additions to the equipment and faculty, the new institution could be opened at once as a senior college; and (4) the college would be located in the very center of the great field of the churches of Christ. These considerations, together with others, moved the consolidation

of the two schools. The action was highly commended by thoughtful men and women, and by those who take the most active interest in Christian education everywhere.

The results of the first years have justified the confidence of these friends in the wisdom of the consolidation. Harding College has gained recognition as a standard senior college. Students from nineteen different states have been enrolled. The Administration building has been practically completed; a brick dormitory has been constructed; a dining hall has been built, and a boys' dormitory has been purchased.

Name

The name "Harding College" was given to the new institution in memory of James A. Harding, one of the founders of Bible school work. Immediately after his death in 1922 his students and friends, through the personal service and efforts of Brother John E. Dunn and others, began a campaign for a memorial fund which should go to the erection of an administration building for Harper College to be known as the James A. Harding Memorial Building. It was considered a fitting tribute to the life of a great man, who had probably done more for Christian education, and had given more enthusiasm and impetus to the work than any other man of the century. Through the kindness of the Arkansas Christian College this tribute was incorporated in the consolidation, and the new institution was called Harding College. This honor given Brother Harding is similar to the honor paid to his great co-laborer by David Lipscomb College of Nashville, Tennessee. These two schools now stand as monuments to the memory of the two great friends who gave the most to such work and to whom the church of the past fifty years owes the largest debt.

The Purpose

Harding College and its sister schools are the outgrowth of the far-reaching vision of James A. Harding and David Lipscomb, who saw a need in the education of the youth that was not being supplied by the already established institutions of learning.

The supreme purpose of the College is to build men

and women; it is dedicated to the architecture of character. But a vital element of genuine character is the religious and moral nature. Hence Harding College teaches the Bible as the most effective means of cultivating the moral and spiritual nature. It is designed, as these founders expressed it, "to teach the Bible as the revealed Will of God to man, and as the only and sufficient rule of faith and practice, and to train those who attend in the pure 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 southern foothills of the Ozarks, in one of the most beautiful, fertile and healthful sections of the State. It is just forty-nine miles from Little Rock, on the Missouri Pacific to Fort Smith and Kansas City. Five hard-surfaced highways lead from it in differ-

ent directions, one of them running to Little Rock and another to Fort Smith. A new highway has been opened from Morrilton to Hot Springs.

Morrilton has grown rapidly in the last few years. It has between five and six miles of pavement. Among its industries are a foundry and a machine shop, a large planing mill, a cottonseed oil mill, one of the largest compresses in the state, three wholesale grocers, and other smaller industries.

A large cotton mill for the manufacture of various kinds of cotton fabric has been put in operation by an Eastern company, with the aid of local capital. The factory operates 10,000 spindles and employs over two hundred laborers. To furnish power for the new company a special high-voltage line has been run to Morrilton from Rempel Dam. With the advantage of this increased power, other factories are expected to locate here.

The country around Morrilton offers splendid opportunities to families who want to move to a Christian school. The fertile bottom lands along the Arkansas river grow rich crops of cotton, alfalfa, corn, potatoes and other staples. It is also one of the most productive natural fruit-growing sections in the United States. Abundant crops of peaches, apples, grapes, strawberries and other fruits are produced, while blackberries grow in wild profusion.

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. Away to the west rises Petit Jean Mountain with its halo of deep blue in the spring and its purple haze in the fall and winter. This is the favorite resort for class picnics and outings. It contains a college Lodge in which students find welcome whenever they go; a large State Park; a Y. M. C. A. encampment which is visited by thousands of young people each summer; two tourist hotels, natural swimming pools, caves, a large natural bridge, cascades, and waterfalls. Cedar Creek, after tumbling down a series of cascades, plunges a hundred feet into the deep pool below. In some of the caves interesting pictographs and other archeological remains of an earlier race have been found.

To the north rises Pigeon Roost Mountain with its cliffs and its clear mountain streams. Cypress Creek contains some very beautiful cascades, and its sparkling waters afford excellent swimming. Point Remove Creek, River Lake, and Fish Lake are splendid for still fishing, while Bull's Head Lakes, Fourche Rivers, and Red River abound in bass, trout, and perch. Hunting for squirrels, quail, ducks, and even deer, is alluring sport in its season.

On every side of us one can find beautiful spots for outings, and arrangements are made for every student who wishes to visit the different places.

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.

offering work in ten different departments leading to the Bachelor of Arts degree. 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.

Buildings

Harding College has at present four buildings, the administration building, two dormitories, and a dining hall.

Administration Building cost at least \$150,000. It is constructed of brick and Bedford stone, and is one of the largest and best college buildings in the state. It contains the executive offices, classrooms, and laboratories, the gymnasium and the auditorium. It is fireproof.

Jenny Hill Hall is the dormitory for women. It is a brick and tile structure with three stories which are used for students and a half-basement which is used for academy classrooms and library. Each student's room is supplied with a closet, and the room itself is large and comfortably furnished. Two bath rooms on each floor are furnished with tub and shower baths and supplied with hot and cold water at all hours. The building is steam-heated from the central heating plant. The hall was named in honor of Mrs. Jenny Hill whose interest in Christian education helped to build the school at Morrilton.

Scroggin Hall is the dormitory for men on West Street. It is a modern two-story tile and stucco building, with comfortably furnished rooms. The building was named in honor of the lamented J. J. Scroggin, whose valuable aid and counsel endeared his memory to all who love Harding College.

The Club House contains the college book store, a dining room, which will accommodate two hundred and fifty students, kitchen, pantry, and dish-washing room. It is a brick building forty by one hundred feet. This building was erected by the College Club in 1924, and is a gift to Harding College by the boarding students of the institution.

Hospital

In 1928 the school equipped a neat little hospital for its students and placed a graduate nurse in constant attendance. The hospital is located on the first floor of Jenny Hill Hall, where it is quiet and isolated from the student rooms. Since the introduction of the hospital and the employment of a regular nurse, Harding College has had far less sickness than we have ever known in any previous year. Students have been kept in perfect physical condition, and some who entered with naturally weak bodies have become stronger.

A fee of \$4.00 a term is charged all boarding men and boys to cover the cost of this service; a fee of \$6.00 a term is charged all boarding women and girls. The fee covers the cost of any necessary medical examinations and of all medical and hospital service except in operative cases, and in cases where a special nurse is required or where a student goes to a hospital elsewhere. It does not, however, cover the cost of medicines. Both the nurse and the physician whom the school employs watch over the general health of the student body, and it is well worth the small sum charged to parents to know that their sons and daughters have this constant protection to their health thrown around them during the nine months they are in Harding College.

Auditorium

Mathews Auditorium is said to be one of the nicest college auditoriums in the state. It has a seating capacity of between six and seven hundred on the main floor. The balcony, which is to be added as soon as it is needed, will afford room for three hundred more. It is seated with handsome opera chairs, with three-fourths inch backs, finished in walnut and with brown and gold standards. These chairs are the gift of friends of the school, and each chair bears the name of the donor engraved in a plate on the back.

The stage is equipped with electrical devices for rather elaborate lighting effects, including foot and border lights with different circuits for different colored lights and with dimmers for each circuit. The entire equipment makes it possible to produce satisfactorily and with great natural-

ness, plays or scenes requiring unusual lighting effects, settings or costumes.

Library

The library at the present time contains over 8,000 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.

Carnegie Library

In addition to the college library, students have access to the Carnegie Library of the city, which contains over 8,000 volumes. It has a very valuable collection of rare old books. It was largely the value of this collection that secured the gift of the building from the Carnegie Foundation.

Laboratories

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

The Chemistry Laboratory is equipped for all the advanced courses at a cost of approximately \$6,000.00. 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, ore crusher, ore pulverizer, 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 \$5,000.00 worth of equipment was installed in 1924-25. 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 equipped 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 \$2,500.

The **Home Economics Laboratories** consist of two rooms with equipment valued at \$2,500. The laboratory for foods and cooking is furnished with standard tables with white tile tops, which are easily kept clean. Each table is equipped with four gas burners. The cooking utensils are of aluminum. The sewing room is furnished with cutting tables, work cabinets, Singer machines and other equipment. The department is fast becoming fully equipped for all the requirements of the most advanced courses. New equipment has been added this year. Also, a new dining room.

Campus

The College campus consists of forty acres of land overlooking the city of Morrilton from the north. Two paved streets from town run to the campus and connect with hard-surfaced highways running northward and eastward along opposite sides of the College grounds.

The student body faculty and other friends of the College put more than a thousand dollars on the campus during 1925-26. By far the larger part of this was by labor—the greatest gift of all. Walks were laid, trees and shrubs

set and tons of earth moved. Possibilities are here for a campus of unsurpassed beauty but there is much to do yet.

The north part of the campus is covered with a beautiful natural wood of oaks, hickories, elms and poplars, interspersed with shrubbery and the vines of wild grapes. Across the east side flows a small stream lined with willows and elms.

During the past year much additional work was done in planting trees and shrubbery and in grading. It is our plan to add improvements each year until the possibilities of natural beauty which the campus possesses are realized to the fullest.

More than six hundred dollars' worth of shrubbery was added during 1928-1929, and this year over fifty paper shell pecans are to be planted on the grounds.

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.

Thanksgiving Meeting

Each Thanksgiving the school has a meeting to which all friends of Christian education are invited. A number of strong 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. A series of inter-class debates are arranged each year, which gives a large number of students the best possible training in debate.

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 unforeseen 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. During the season just closed a Harding men's team and girls' team went into the finals

in the Midwest 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.

Each debater who engages in an inter-collegiate debate receives 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 on the first Monday in May 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 oratorical contest two debating tournaments are held each spring in which each college may enter as many as two men's teams and two women's teams. The college whose debaters win first or second places in this tournament receives a silver loving cup. This year the Harding girls' team won first place in the March tournament.

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 readings are given. Plays and sketches are presented at intervals, and with the splendid facilities for lighting and for dramatic effects afforded in Mathews Auditorium, the players are able to do very superior work. The training received through the activities of the club is of inestimable value.

College Lyceum

For five successive years the Players have sponsored and, with the aid of other fine arts departments, have given to Morrilton a lyceum course of five numbers, which was recognized by competent judges as equal to any professional course ever given in the city. A similar course will probably be presented each year.

Play Tournament

The Campus Players last year 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. So successful was the tournament that the Players plan to make it an annual event, holding it the second week in June.

State Little Theatre Tournament

Each year the Campus Players enter the state Little Theatre Tournament with a play under the personal direction of Mrs. Armstrong. For this tournament play the best material possible is used, but according to the rules of the tournament only undergraduate students are eligible. The Players' performance of "The Spy" in 1930, a three-act play entirely rewritten by Mrs. Armstrong, received unstinted praise from the press. This spring Miss Addie D. Tankersley was awarded the cup for the best woman actor in the state. Her work for the past four years has been under the direction of Mrs. Armstrong.

The Music Club

The organization of a Music Club also was begun at the close of the 1925-26 session. This club is a self-governing body, sponsored by the music teachers of the institution, and under the general supervision of the faculty. Both teachers and students are eligible to membership. Students of voice, piano, violin and the wind instruments automatically become members of the Music Club.

The Men's Glee Club is open to all students whose voices qualify them for entrance. No credit is given for the work done in the Glee Club, but 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.

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.

The Orchestra has become a popular and valuable phase of the College activities. Students who are interested in orchestral work are invited to bring their instruments with them. The College has purchased a number of large pieces, such as the drums and bass viol, but the students are expected to furnish their own violins and other small instruments. Members of the Orchestra automatically become members of the Music Club.

Baldwin Concert Grand. The school owns a \$3,000 Baldwin concert grand piano. This beautiful instrument is the gift of a friend who requested that his name be withheld. The College has never received a gift which it appreciates more.

HONORARY AND SOCIAL CLUBS

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

W. H. C. Club

At the beginning of the 1926-27 session a group of the girls organized a club known as the Woodson Harding Comrades. The club is organized both for social purposes and for the promotion of proper ideals. It sponsors various literary and social activities during the year.

Ju-Go-Ju Club

The Ju-Go-Ju Club was organized at the beginning of 1926-27. It holds regular semi-monthly meetings, in which short programs are given, consisting of reports and discussions of literary and musical topics.

D. O. H.

The Daughters of Harding was organized in 1930 as a social and literary club to take care of the increased number of girls.

Trail Makers

Membership in the Trail Makers Club is open to all women students. The purpose of the organization is to promote health, to become acquainted with the hills and valleys around us, to learn the birds, trees and wild flowers of Arkansas, and to cultivate a greater appreciation of nature. Regular hikes are made into the hills, and each member is required to walk one hundred and eighty miles during the year, to collect and identify fifteen wild flowers, and be able to recognize ten native trees and ten birds. Those who meet these requirements are awarded a letter at the close of the year.

The Pioneer Club

The Pioneer Club was established during the year 1928. "It is for the purpose of upholding the spirit of Harding and learning more of Nature and her handiwork. Only the best of clean-thinking young men are wanted in this organization and those that will uphold the morals of Christian living and thinking. It is hoped that this movement will cause boys to live cleaner lives by living closer to Nature and her Creator."—(Taken from Pioneer Constitution.)

Sub—T—16

The Sub-T-16 is a social club organized in 1929 with membership at present limited to sixteen. It maintains the highest ideals of the school both in the selection of members and in its activities. During the past year the club, besides the local meetings, has made one trip to Mt. Nebo and has engaged in various other out-of-door activities. Meetings are held every two weeks.

Canadian Club

The Canadian Club is composed of students from Canada and its activities are largely social. Meetings are called at irregular intervals and for special purposes. Canadian students are invited to write directly to the president or secretary of this club for any information they may wish about the school from the student's point of view. Address the President of the Canadian Club, Harding College.

Science-Math Club

Membership in the Science-Math Club is open to any college student interested in these departments. The club holds irregular meetings in which various problems are discussed, and gives an annual program featuring scientific discoveries and experiments.

ATHLETIC STUDENT ACTIVITIES

All athletic clubs and organizations must receive a charter from the school. A competent coach is being provided and all athletic activities will be sponsored by the faculty committee on athletics.

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.

Football and Baseball are vigorously and heartily supported by the student body.

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

Swimming is a sport which can be followed here late into the fall and through the spring and summer terms. A number of excellent natural swimming pools are within easy reach of the school, and with proper chaperonage the students are encouraged to use them. No mixed swimming, however, is allowed.

Golf is also popular at Harding.

PICNICS AND CLASS FUNCTIONS

All picnics and class functions must be approved by the committee on entertainments, properly sponsored and chaperoned.

Annual Picnic

Early in May of each year an entire day is spent in an outing by students and teachers. A favored spot is selected near Morrilton, to which teachers and students alike motor in trucks or automobiles, taking their lunches for the noon spread. Such days, we believe, are calculated to bring teachers and students into closer contact and more intimate relationship with one another. The picturesque summit of Petit Jean Mountain, some nine hundred feet above the surrounding country, always affords a most beautiful spot for a picnic.

Class Functions

Classes maintain their distinctive organizations, and under proper conditions hold class outings, picnics, and receptions.

PUBLICATIONS

Harding College Bulletin

This is a monthly publication, the aim of which is to furnish information about the school and its work. One of the regular issues is the catalog number, others include the Summer School Announcements and the Pictorial Bulletin. It is free and a postal card will place your name on the mailing list to receive the numbers regularly.

Bison

"The Bison" is a bi-monthly college newspaper published by the students. Friends of the school will enjoy reading it. It gives them first-hand information about our student activities and about the spirit of the school from the point of view of the students. If you are interested in Harding College, you will want to read this paper regularly. Subscription to the paper is \$1.00. All teachers and students pay this price if they read the paper.

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. Each student pays \$5.00 for this book on entering the College. The annual is delivered to him at the end of the year.

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 Jenny Hill Hall.
2. Those who are showing marked improvement.
3. Those who fail to live up to the standards of Jenny Hill Hall 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.

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.

Some 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 deportment 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 counted a double absence for each class missed. Any class missed because of a late return after a holiday will count a double absence. 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 a written excuse for his absence on his next appearance at 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 approval of the faculty, and the payment of \$1.00 fee.
2. Any student who has ten unexcused absences from all classes together 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. Any unexcused absence from a class will lower the final grade in that class two points for each absence.
4. 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 parent 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 fifty cents 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

Reach Us Over the Missouri Pacific

Morrilton is on the Missouri Pacific between Little Rock and Fort Smith, hence if you come to Harding College by rail it will be over the Missouri Pacific lines. We advise, therefore, that you write the general passenger agent, Little Rock, Arkansas, for routing.

The management of Harding College can say without mental reservation that it has never known more special attention, more courtesy, and kinder consideration given the traveling public than is shown by the service of the Missouri Pacific. From President Baldwin down, it seems to be the effort of the entire crew to excel in service. Conductors, brakemen, and even porters are never too busy to explain to the humblest passenger what he may need to know. It seems to give them genuine pleasure, so you may call upon them with freedom, expecting to receive the greatest courtesy and the best service it is in their power to give you. Tell them that you are on your way to Harding College and it will be enough.

Students coming from the western part of the state or from Oklahoma by way of the Rock Island may stop at Perry and take automobile for Morrilton instead of going via Little Rock. This is the main line of the Rock Island from Amarillo through Oklahoma City to Memphis. Students who notify us when they will reach Perry will be met by college cars.

General Information

On arriving at Morrilton one should go directly to the college or call the president by telephone. We shall meet all trains at the opening of the fall term, but students are requested to notify us when they expect to arrive.

In case of serious illness parents will be notified at once, and the very best of attention and medical care will be given here.

Instructions to Visitors

Parents and friends who visit the college through the summer should telephone President Armstrong or go directly to the college. Do not engage a room. We will arrange for you when you come. We want you to feel that this is your home while you are in Morrilton.

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. We believe the careful boarding student can finish the year's work with us, and meet all school expenses for from \$335 to \$375 a year. This estimate includes regular tuition, fees, room rent and meals at the College Club.

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 year the merchants of Morrilton and the parents 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 tuitions, 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).....	\$35.00
Maintenance fee (payable by all regular college students each term)	20.00

Fifteen hours and the Bible is a full course, and should one take more work, one is charged \$3.00 more for each term hour above the fifteen and Bible that one takes.

An Annual Fee of \$5 is charged to facilitate the publication of the college annual, the "Petit Jean." Every student wants and should have a copy of this beautiful book. He will prize it in later years as one of his most valued possessions. Each student will pay this fee upon enrollment and will receive a copy of the "Petit Jean" for the year. The fee merely makes the sale and collections for the annual easier.

Scholarships for Preachers

Preachers and young men preparing to preach, who actually make this their life work, are granted scholarships covering the amount of their regular tuition. Such students are required to sign a note for the amount of their tuition, 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 men who receive these scholarships will be expected to assist the college by work in any way they may be requested to do so. 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 persists in the use of tobacco is entitled to this consideration.

Special Tuitions and Fees

Tuition for Piano, Expression, Violin, Wind Instruments, Voice or Art (private lessons):	
One lesson a week, each term.....	\$15.00
Two lessons a week, each term.....	25.00
Three lessons a week, each term.....	30.00
Music 110, 111	3.00
Harmony (including Theory), each term.....	6.50
History of Music, each term.....	6.50
Pedagogy of Music (with practice teaching).....	6.50
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.....	10.00
Graduation Fee for Diploma from School of Fine Arts	10.00
Graduation Fee for Diploma in Business Administration	7.50
Graduation Fee for Certificates from the School of Fine Arts.....	7.50
Science Fees will be found listed in the different science courses.	
Late Registration Fee (due from those registering after first week of any term)	1.00

Room Rent

Rooms in Jenny Hill Hall for girls, the term \$22.50—\$27.00
Rooms in Scroggin Hall for boys, the term....\$15.00—\$25.00

All rooms are furnished approximately alike and the difference in price is made only because of the size or location of the room. Corner rooms, large rooms, and those on the South with abundance of sunshine are invariably selected first, and it is only fair that they should bring a slightly higher price. Other rooms are just as comfortably furnished and heated.

Room Reservations

New students who are unacquainted with the student home will be furnished at request with a floor plan of the buildings showing the location, size and price of the different rooms, and they can then make their choice for themselves.

No room can be held without a \$5.00 reservation fee. This fee is applied upon the first term's rent. Rooms should be reserved at once. In case of inability to occupy a room, the reservation fee is refunded, provided notification of such inability is received not later than two weeks before the opening of the fall term.

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, curling 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 undertaking. 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 at least two homes in Morrilton have, after observing our care of the girls entrusted to us, so valued the home life found in Jenny Hill Hall that they have frankly expressed the conviction that it is better for girls than their own homes. These homes, too, are as carefully directed homes as can be found in the country. One of these parents put his two daughters in our home because he observed a training there that was not in his own home. The other family kept a niece in their own home a whole year instead of putting her in Jenny Hill. But, after observing the safe care in our school environment and after observing the superior advantages in other ways, the family was frank in saying they could not afford to deprive their niece of those advantages, and the second year they recommended to the parents that it would be better for their daughter to be in our home. She returned in the fall with her sister. The advantages of Jenny Hill Hall are hardly duplicated in the very best of homes.

Our student homes are steam-heated, electrically lighted, furnished with hot and cold water, shower and tub baths, 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 that no arrangements be made for boarding save through the faculty of Harding College.

Medical and Hospital Service

Three years ago we installed for the first time in the history of our Christian schools a health department. A small hospital was furnished and Miss E. O. Prather, a graduate nurse from Baylor University, who had had years of experience in hospital service and in rescue and welfare work, was secured to care for the students.

The plan worked admirably. Through the experience and skill of Miss Prather, students received advice and care that kept them well, and we had less sickness than we had ever known in any previous year, either in Harding College or in former colleges. Some who were not physically strong when they came, grew stronger through the year. In addition to Miss Prather's constant care, the students had the advantage of medical attention and service whenever it was needed.

For this service each boarding student is charged a fee each term. A single call of a physician at night costs as much. In cases of influenza, tonsillitis, severe colds, or a not infrequent operation for appendicitis, the fee saves the student many times its amount.

This medical and hospital fee covers the cost of hospital service, the constant care of a nurse, and the regular service of a physician. It does not cover the cost of operations, of medicines, of hospital service in other hospitals, or of a special nurse, should such ever be necessary.

With this fee the cost of board and room and hospital and medical service is still lower at Harding than the average cost of board and room alone in any other college known to us. For the minimum cost of board and room elsewhere students of Harding College receive the additional service of the health department.

Board

The College Club is a co-operative organization in which both students and teachers receive their meals at the actual cost of food and service. It is a democratic arrangement, and each member has an equal voice in determining the policy of the club, in determining the cost of the fare, and in suggesting changes in the food or service.

In 1924-25 the members of the Club voted upon themselves a tax of \$1 a month apiece to finance the erection of a dining hall. Aside from this self-imposed tax, members of the club live at actual cost of operation. For the past seven years the operative cost of such a club has averaged about \$16 a month; the tax just mentioned makes this \$17. Some years there have been small refunds at the close of the session. The reduction in cost of certain foods the past year has led to a reduction of \$1 a month in the deposit required.

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 \$11 each, one at the first of each month. This makes a total of \$144 for the year, or an average of \$16 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 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. Every boarding student is a member of the Club, and
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.

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 deposit 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 \$17.00 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 in July after an exact count of all expenses has been made.

Table of Expenses for the Term of Three Months

	Low	High
Tuition	\$ 35.00	\$ 35.00
Maintenance Fee	20.00	20.00
Room Rent	15.00	27.00
Meals at College Club	48.00	51.00
Hospital and Medical Fee.....	4.00	6.00*
Total for Term	\$122.00	\$139.00

*—Fee charged girls.

With Extras

With two private lessons a week in either piano, voice, art or public speaking added:

Low, \$147.00 High, \$164.00

We know of nowhere else where the same quality of service may be had for so small an outlay of money.

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.

During the summer we have made arrangements by which students, who need work may earn their tuition for the entire year by securing subscriptions to certain papers. This is usually not difficult, because most people are glad to help a young man or woman go through college. A number of students earn their tuition in this way each year. Those who are interested in this plan should write us for definite information.

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. Every such absence counts a double absence, 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.

Curricula for Teachers' Certificates

In May, 1932, a change is proposed in the laws regarding the certification of teachers in Arkansas, and the following curricula are designed to meet the requirements for certificates after that time. They are in harmony also with the most advanced theory and practice in the training of teachers.

PRIMARY AND INTERMEDIATE CERTIFICATES

I.—Two-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, Physical Education, and Music; at least five each in Art and Biology; at least six each in 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			
First Term		Second Term	
	Term Hours		Term Hours
English 101	5	English 102	5
Music 110	2	Music 111	2
Art 110	2.5	Art 111	2.5
Geography 101.....	5	Education 102	5
Physical Education.....	1	Physical Education 102	1
	15.5		15.5

Third Term

	Term Hours
History 103	5
Education 103 (elec.)	5
Physical Education 103	1
Elective	5
	16

SECOND YEAR

First Term

	Term Hours
Education 104	5
Education 105	5
Botany 101 or Zoology	5
	15

Second Term

	Term Hours
Education 106	2.5
Education 140	3
Biology 102, Health	5
Elective	5
	15.5

Third Term

	Term Hours
Education 107	2.5
Education 115	3
Education 140	3
Elective	7.5
	16

II.—Four-Year Primary Certificate

This certificate requires the completion of three years of college work with a minimum of 32 and a maximum of 40 term hours in professional courses. Art, Music, Children's Literature, etc., may be counted in addition.

At least nine hours in English and six in history and social sciences are required in addition to the subject matter for the Two-Year Certificate.

The following synopsis shows the required courses and suggests the best plan of selection:

FIRST AND SECOND YEARS

These may follow the arrangement suggested above for the Two-Year Certificate.

THIRD YEAR

First Term

	Term Hours
English 105	5
Elective	10
	15

Second Term

	Term Hours
English 106	5
Education 102 (unless taken before)	5
History 102 or 108	5
	15

Third Term

	Term Hours
Economics 101 or Sociology 101	5
Elective	10
	15

III.—Six-Year Primary Certificate

In addition to the requirements under I and II above, this certificate requires the completion of the four-year college course. 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.—Two-Year Intermediate and Upper Grade Certificate

Two years of college work including not less than 24 or more than 30 term hours in professional courses are required for this certificate.

The following outline suggests the most economical plan for the selection of courses:

HARDING COLLEGE

FIRST YEAR

First Term		Second Term		15.5
	Term Hours		Term Hours	
English 101	5	English 102	5	
Music 110	2	Music 111	2	
Art 110	2.5	Art 111	2.5	
Geography 101	5	Education 102	5	
Physical Education 101	1	Physical Education 102	1	
	15.5			15.5

Third Term

	Term Hours
Education 103 (Elec.)	5
History 103	5
Elective	5
Physical Education 103	1
	16

SECOND YEAR

First Term		Second Term		15.5
	Term Hours		Term Hours	
Education 104	5	Education 140	3	
Education 110	2.5	Education 112	2.5	
Education 111	2.5	Biology 107, Health	5	
Botany 101 or Zool- ogy 101	5	Elective	5	
	15			15.5

Third Term

	Term Hours
Education 140	3
Education 107	2.5
Education 115	3
Elective	7.5
	16

V. and VI.—Four-Year and Six-Year Intermediate and Upper Grade Certificate

Requirements for these are similar to the requirements for the Four-Year and Six-Year Primary Certifi-

ates. The same suggestions may be followed for the third and fourth years of college work.

SECONDARY SCHOOL CERTIFICATES

I.—Junior High School Certificate

Until 1935 this certificate will require the completion of two years of college work, including not less than 15 nor more than 22.5 term hours in professional courses. After 1935, three years of college work will be required.

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	9
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:

First Year		Second Year	
	Term Hours		Term Hours
English 101, 102	10	Education 102	5
Elective	35	Education 120	5
		Five hours from the following:	
	45	Education 224	2.5
		Education 225	5
		Education 226	2.5
		Education 227	5
		Education 228	2.5
		Education 229	2.5
		Education 240	5
		Elective	27.5
			47.5

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 30 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.

	Minor	Major
English	22.5	36
Latin, French, Spanish	18	36
(Three hours may be deducted for each high school unit in the chosen languages)		
Mathematics	18	27
(Three hours each may be deducted if trigonometry or solid geometry were completed in high school)		

Social Sciences:

European History	9
American History	9
Economics, Sociology, 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
Total Science	30

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
		47.5
Third Year		
Education 201		5
Education 202		2.5
Education 203		2.5
Elective		32.5 or 37.5
		47.5
Fourth Year		
Two of the following:		5 or 7.5
Education 224		2.5
Education 225		5
Education 226		2.5
Education 227		5
Education 228		2.5
Education 229		2.5

Education 240	5
Elective	35 or 37.5
	47.5

Home Economics Certificates

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

Home Economics:	Term Hours
Foods	12
Clothing	12
Home Management.....	3
Home Nursing.....	3
Child Care.....	3
Special Methods in Teaching Home Economics..	4½
Supervised Observation and Teaching of Home Economics	4½
Total	42
Related Science and Art:	
Biology or General Chemistry.....	9
Art and Design or Applied Art.....	9
Total	18
Education:	
General Methods	4½
Educational Psychology (not General Psychology)	4½
Total	9
Academic and Electives:	
English	9
History	9
Electives	3
Total	21
Total hours required.....	90

Those meeting the above requirements may receive a special certificate for the teaching of home economics. All who desire this certificate should consult the head of the

department of Home Economics in the selection of their courses.

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.

Certificate Fee

A clerical fee of fifty cents to cover the cost of preparing the application and transcript will be charged each student applying for a teacher's certificate.

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
Total	15 units

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	½ unit
Plane Trigonometry	½ unit
Advanced Algebra	½ unit
History	2 units
Foreign Language	2 units
Science	3 units
Psychology	½ unit
Observation and Practice	½ unit
Classroom Management	½ 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	½ 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

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.

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.

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.

Honors

Honors are awarded at the close of each year to students whose records show unusual ability and application. The system of class and departmental honors is based upon the number of Honor points earned each year. These honors are entered upon the student's permanent record.

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.

Latin

101. **Cicero:** Six orations of Cicero, together with selections from his letters are read. Conjugations, declensions and constructions are reviewed, and exercises are again given in Latin prose composition. Some study is made of Cicero's style. This course is not open to students presenting Cicero for high school credit. Mj. Fall.

102. **Cicero:** A continuation of the preceding course. Mj. Winter.

104. **Virgil's Aeneid:** Books 1 to 4 are translated. The Aeneid is read as a piece of literature as well as a Latin production. Classical mythology is studied. Prose composition, rules of prosody, and practice in scansion are given. Not open to students who present high school credit in Virgil. Mj. Fall.

105. **Virgil's Aeneid:** A continuation of the preceding course. Mj. Winter.

331. **Horace:** A study of the "Odes," practice in metrical reading, study of prose style and form, and discussion of topics of general interest in the poems. Mj. Spring.

II. BIBLE AND RELIGIOUS 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 Schaff-Herzog's Encyclopedia of Religious Knowledge, Schaff'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.

Courses

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 account 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.

Comparative Religions and Missions

The courses listed below, together with the History of China (page 98), are intensely practical courses for those preparing for missionary work in the Orient, and will be of value to those interested in missions anywhere. They will be conducted by George S. Benson, missionary to China for the past six years. No tuition charges are made for 108 and 110, nor for ministers for History 220.

108. Missionary Methods and Problems: A lecture course for the discussion of actual problems that the missionary must meet. Attention will be given to the living conditions, health problems, necessary equipment, the language, and general missionary problems. Particular emphasis will be placed upon an understanding of the peculiarities of the Oriental mind, the attitude of the native toward the missionary, the attitude of the native toward the Gospel, and fundamental missionary methods. The course will be especially adapted to supply in some measure the necessary information for those planning to enter missionary work in Japan, China, or the Philippines. Mj. Winter.

110. Religions in China: A study of Buddhism, Taoism and Confucianism as they have influenced and are still influencing the lives of the people of China, with the

object of developing an understanding of the religious thought of that people today. Mj. Winter.

III. BIOLOGICAL SCIENCES

The courses in biology are intended to give the student a thorough knowledge of the structure, functions, and relations of living things. They are designed to meet the needs of those who wish to obtain some knowledge of biology as a part of their general education, those who need certain courses to satisfy requirements in other departments, those who are taking premedical work, and those who wish to specialize in biological sciences.

The biological laboratory consists of three rooms, unusually well equipped. The library contains a large number of the best standard and late works and periodicals. The laboratory is furnished with high-grade equipment, including double-nosed Bausch and Lomb microscopes, Bausch and Lomb binoculars, best grade dissecting microscopes, large compound balopticon, microtome, slides, skeletons, casts, life histories, and classified collection of birds and insects.

Students desiring to specialize in zoology must complete at least nine majors in the department including courses 101, 102, 201, 202, 203. Four or five majors should be taken in chemistry and two or three in physics. It is expected also that they shall acquire a reading knowledge of either French or German; knowledge of both is strongly recommended.

Pre-medical students should take courses 101-102 and 202. These three majors meet the entrance requirements in biology of practically all medical schools.

Zoology

101. Invertebrate Zoology: This course begins with a study of cells and cell division, and continues with a study of the ascending forms of animal life. Each phylum is studied in order, including structure, habits, habitat, and life history of representative specimens. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Winter.

102. Vertebrate Zoology: A study of vertebrates, including structure, habits, habitat, and life history. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Winter.

103. Economic Zoology: A practical study of insects, birds and mammals and their relations to the industrial pursuits of man. Prerequisite: 101-102. Fee, \$3. Mj. Spring.

106. Anatomy and Physiology: This is an exceedingly practical course, presenting the essentials of anatomy and physiology for students of the practical arts—nursing, physical education, physiotherapy, occupational therapy, and household arts. A knowledge of elementary physiology is required. Fee, \$3. Mj. Fall.

107. The Science of Health and Disease: The purpose of this course is a practical knowledge of physiology, pathology, and hygiene. This course should be preceded by 104. Fee, \$3. Mj. Winter.

108. Hygiene and Sanitation: This course presents the essentials of modern health care. A knowledge of elementary physiology is required. Fee, \$3. Mj. Spring.

201. Embryology: Vertebrate embryology with regard to the organic development of the chick and the pig. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Fall.

202. Comparative Vertebrate Anatomy: A comparative study of structures and classification of the vertebrates. Lectures and recitations three hours and laboratory four hours a week. Prerequisite: Course 201. Fee, \$3. Mj. Winter.

203. Comparative Vertebrate Anatomy: A continuation of the preceding course. Fee, \$3. Mj. Spring.

205. Animal Ecology: A study of the relations of animals to the physical and biological conditions under which they live. Prerequisite: Courses 104 and 105. Fee, \$2. Mj. Fall.

206. Heredity and Eugenics: Race improvement and the general principles of heredity and eugenics as applied to man. A knowledge of general zoology is required. Fee, \$2. Mj. Winter.

207. Ornithology: The study of birds, identification, anatomy, natural history, and economic importance. Museum material, field and laboratory, lectures and recitations. Prerequisite: Courses 101-103. Fee, \$2. Mj. Spring.

227. Teaching Science and Mathematics: This is an intensely practical course in materials and methods for teaching mathematics and the sciences in junior and senior high schools. Attention is given to curricula, to specific aims, and to methods of vitalizing and clarifying subject matter and testing results. Required of all who plan to teach science or mathematics in high schools. Mj. Fall.

Botany

101. General Botany: A study of the structure of different parts of plants, and the different kinds of plants; the functions of plant organs; and applied botany. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Fall.

102. General Botany: A continuation of course 101. Fee, \$3. Mj. Winter.

103. Systematic Botany: The four great divisions of the plant kingdom are studied, beginning with the most simple organisms and ascending to the highest. A knowledge of general botany is required. Fee, \$3. Mj. Spring.

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. Students who desire the Secretarial course including shorthand, typewriting, office practice, business English and forms, can get this complete course in the Commercial Department. 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 should elect Economics as a second minor; and those planning to teach commercial subjects in high schools must elect 228.

Courses

1. **Business English:** A study of the various phases of business letter writing. Review of fundamentals of composition and application to business correspondence. No college credit. Winter, Spring.

101. **Accounting Theory and Practice:** This course does not require a previous knowledge of bookkeeping. It covers 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. Mj. Fall.

102. **Accounting Theory and Practice:** A continuation of 101. Special emphasis is placed upon the balance sheet and the statement of profit and loss, problems and corporations, etc. Mj. Winter.

104. **Advanced Accounting:** The work in the second year of accounting consists of a study of the general principles of accounting developed particularly from the point of view of the use of accounting and accounting reports by the management of a business concern. Prerequisite: 101-102. Mj. Spring.

106. **Business Law:** An introductory course to business law in which torts, contracts, agency, and private property are studied. Mj. Fall.

107. **Business Law:** A continuation of course 106. Bailments, sales, bills, notes, checks, mortgages, powers of creditors, and the privileges of debtors are studied. Mj. Winter.

108. **Business Law:** A continuation of course 107. The law regulating speculative contracts, insurance, employees, liabilities, labor, corporations, and partnerships is studied. Mj. Spring.

109. **Business Organization and Management:** The general principles arising in the organization and operation of business concerns. Mj. Fall.

110. **Advertising Principles:** Fundamentals of the principles of advertising are stressed. Laboratory work is given in the form of newspaper work, in planning and writing advertisements. Mj. Winter.

115. **Commercial 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. Mj. Winter.

201. **Auditing:** Auditing procedure, balance sheet audits, analysis of asset and liability values, profit and loss statement audits, certificates and reports. Prerequisite: two majors in accounting. Mj. Spring.

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. Mj. Fall.

205. **Banking Practice:** Study of organization and operation of commercial banks, savings banks, trust companies, and investment banking, including the function of commercial paper houses and note brokers. Mj. Winter.

206. **Corporation Finance.** Study of the different types of securities by which capital is provided for business corporations; the promotion, capitalization, financing, consolidation and reorganization of such corporations. Mj. Spring.

209. **Principles of Real Estate.** This course covers the principles of real estate with special attention given to the origin and growth of cities, real estate values in cities, and the modern tendencies in cities. Mj. Winter.

228. **How to Teach Commercial Subjects:** A detailed course in the methods and types of instruction in commercial subjects. The course is designed for those who expect to teach commercial work in high schools. Mj. Fall.

Economics

101. **Principles of Economics:** The principles of economics will be emphasized through the first course as a basis for all further study. In the second course there will be given an application of these principles to economic problems. Not open to freshmen. Mj. Fall.

102. **Principles of Economics:** A continuation of the preceding course. Mj. Winter.

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

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. Observation of children in the training school. Open to freshmen and sophomores. 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. Fall.

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.

107. **Story Telling, Games, and Play for Elementary Grades:** This course covers theory and practice in story telling and materials to be used; it deals with inside games, dramatizations, etc., and their practical use in teaching; and it emphasizes outside sports and playground supervision. Mn. Spring.

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 administrators. 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. M. 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. M. 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. M. Fall.

227. Teaching Mathematics and Science: A practical course in the aims and methods of teaching high school mathematics and sciences. Required of those planning to teach science or mathematics in high school. Mj. Fall.

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

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 instructor, 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 Various 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 dramatists are required. Mj. Fall.

202. Shakespeare: A continuation of the preceding course. A study of the later plays with collateral readings from other Elizabethan dramatists. 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. 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 Rossettis, Swineburne, and Morris, are studied in succession, while the minor poets are also given attention. The influence of the pre-Raphaelite movement and the discov-

eries 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. Mj. 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.

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.

VII. HOME ECONOMICS

The laboratories for home economics have equipment valued at more than \$2,100. The laboratory for foods and cooking is furnished with standard tables with white tile tops. Each table is equipped with four gas burners. Cooking utensils are of aluminum. The sewing room is supplied with cutting tables, work cabinets, Singer machines and other equipment.

Students wishing to specialize in Home Economics must finish at least nine majors in the department, exclusive of courses 1 and 2, which are not counted toward the degree. Chemistry 101-103 (General inorganic), 110-111 (Organic) and Biology 106 (Physiology) must be taken in connection with the nine majors in this department. Chemistry 207 (Foods) is also recommended.

Students who wish to teach home economics should notice carefully the requirements for their certificates, as set forth in the section dealing with the certification of teachers. They should consult the head of the department regarding the course to pursue to meet the requirements for the certificate.

Courses

101. **Elementary Foods:** General courses covering the selection, preparation and nutritive value of the more common foods. Required of those who do not present high school credit in foods. Fee, \$3. Mj. Fall.

102. **Elementary Clothing:** The fundamentals of sewing, care and use of the machine and its attachments, and use of commercial patterns. Various types of undergarments and wash dresses are made. Required of students not presenting credit for clothing in high school. Fee, \$3. Mj. Winter.

103. **Costume Design:** A study of the principles of costume design, together with their application to various types of figures, personalities and occasions. Includes attention to dresses, hats and wraps. Prerequisite: Course 2, or high school clothing. Fee, \$3. Mj. Spring.

104. **Selection and Preparation of Foods:** Study of composition and selection of foods; consumer's responsibility in purchasing; factors of cookery; analysis of recipes and standard products; preservation. Prerequisite, 101, Chemistry 101. Mj. Fall.

105. **Food Buying and Preparation:** Study of school lunches, preparation and serving of meals for family groups with definite relation to food values, personal needs and cost. Prerequisite 101, 104, Chemistry 101. Mj. Winter.

111. **Advanced Clothing:** Application of the principles of color, line, and harmony in dress, cost of clothing, the clothing budget, technique in fitting and construction of wool and silk garments. Prerequisite 102. Mj. Spring.

113. **Household Design:** The planning of the exterior and interior of the home for convenience, economy, and beauty; furnishing of a home of moderate means aiming for simplicity, comfort and convenience. Mj. Winter.

114. **Home Nursing:** A practical course concerned with the care of the sick and convalescent in the home, first aid in emergencies, dietaries, etc. Three hours' credit. Spring.

202. **Economics of the Household:** Application of the principles of economics to the problems of the household, such as expenditures for food, shelter, and clothing, and

other buying problems of women in the home. Family relationships. Mj. Fall.

203. **Mechanics of the Household:** Selection of equipment for the home and the care and operation of it; special emphasis on the use of electrical appliances and labor saving equipment, its efficiency, cost, care, and repair. Mj. Winter.

204. **Child Development:** Study of the child's development through the prenatal, infant, and pre-school stages; physical emotional growth of the child; needs of the child and methods of meeting these needs through observation and laboratory work with children. Mj. Spring.

205. **Nutrition:** An advanced course in the principles of nutrition, including composition of foods, digestion, and metabolism, and the making of dietaries for the normal person. Prerequisite: Organic chemistry, Home Economics 103-104, and Biology 106. Fee, \$4. Mj. Fall.

206. **Field Nutrition with Children:** Normal nutrition and health with emphasis on causes and preventions of malnutrition; application of principles of nutrition to field problems through contact with children in grade schools. Mj. Winter.

225. **Teaching Home Economics:** A study of the development of the home economics movement, curricula, the planning of courses and methods in teaching. Prerequisite: One major in methods of teaching. Same as Education 225. No fee. Mj. Fall.

240. **Practice Teaching in Home Economics:** Prerequisite: Home Economics 225. Required for certificate to teach home economics in high schools. Mj. Fall, Winter, Spring.

VIII. MATHEMATICS

The courses offered in this department are intended to meet the needs of three classes of students: those studying mathematics as a part of a liberal education, those expecting to apply mathematics in other sciences or in technology, and those who look forward to teaching mathematics in secondary schools or colleges.

Those choosing to specialize in mathematics must com-

plete at least nine majors in the department, exclusive of courses 101 and 102.

Courses

101. **Advanced Algebra:** A review of the leading topics of high school algebra, quadratic equations, including graphic solutions, progressions, mathematical induction, ratio and proportion. Designed for those students offering only one unit of entrance credit in algebra. M. Fall.

102. **Solid Geometry:** This course is open to students who do not offer solid geometry for entrance credit. Mj. Spring.

103. **Plane Trigonometry:** Solutions of triangles; trigonometric functions; trigonometric identities; inverse trigonometric functions; problems in heights and distances; study of functions by means of graphs. Prerequisites: Mathematics 101. Mj. Fall.

104. **College Algebra:** The progressions binomial theorem; convergence and divergence of series; permutations and combinations; partial fractions; equations. Prerequisite: Mathematics 101 or its equivalent. Mj. Winter.

105. **Analytical Geometry:** Elements of plane analytics, including geometry of the conic sections, transformations of axes, loci problems, and introduction of the preceding course. Mj. Winter.

106. **Analytical Geometry:** A continuation of the preceding course. Mj. Winter.

201. **The Mathematics of Statistics:** Elements of statistical analysis with special application to biological, anthropometrical, and mental measurements. The course includes such topics as frequency distributions, graphs from empirical data, averages, measures of dispersion, correlation, and sampling. Prerequisite: Mathematics 106. Mj. Winter.

202. **Differential and Integral Calculus:** A comprehensive study of the fundamental principles of the calculus. Differentiation and integration of functions of a single variable; maxima and minima; curve tracing by the aid of the calculus; the integral as the limit of a sum; problems in volumes, areas, fluid pressure, etc.; curvature; rates and velocities; problems in mechanics. Mj. Fall.

203. **Differential and Integral Calculus:** A continuation of course 202. Mj. Winter.

204. **Differential Equations:** A study of the solutions and applications of the common types of ordinary differential equations. Prerequisite: Mathematics 202 and 203. Mj. Spring.

205. **Theory of Equations:** This course includes the study of complex numbers, the solution of the quadratic, cubic, and quartic equations, theorems concerning roots of equations, geometric interpretation of algebraic results, determinants and symmetric functions. Prerequisite: Mathematics 203. Mj. Fall.

207. **History of Elementary Mathematics:** This course is designed to give the student of mathematics a fuller appreciation of the subject and familiarity with the development of some of our mathematical concepts. The bearing the development of the subject may have on methods of teaching it will be considered. M. Fall.

227. **The Teaching of Mathematics and Sciences:** Reasons for teaching and general and special methods of teaching mathematics and science in secondary schools. Current problems and selected topics are discussed. Open to experienced teachers and to Juniors and Seniors. Mj. Spring.

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 commendably 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 of classics. Special emphasis is placed on pronunciation and the verb. Among selections read are Guerber's "Contes et Legendes," Halevy's "L'Abbe Constantin," Cameron's "Contes de Daudet," Merimee's "Carmen," and other easy 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. Prose and Poetry: In this course selections are read from representative prose writers and poets of the seventeenth, eighteenth and nineteenth centuries. Emphasis is again given to conversation, sight reading, grammar, and syntax. Mj. Fall.

105. Prose and Poetry: A continuation of the preceding course. Mj. Winter.

107. Modern French Drama: A number of plays are read from such writers as Labiche et Martin, Augier, Sandeau, Coppee and others. Sight reading, conversation, lectures. Mj. Spring.

201. French Novel: A study of the rise and growth of the novel in France. Two novels are read in class and one or more outside class. Lectures and French composition. Mj. Fall.

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. Mj. Winter.

205. Classic Drama: Works of the seventeenth century dramatists, Moliere, Corneille and Racine, are read. Collateral reading in the social and historical backgrounds of the period. Mj. Spring.

206. Balzac: A study of some of Balzac's representative works. Collateral readings, lectures, reports. Mj. Fall.

207. French Phonetics: A course in practical phonetics offered especially for correction of faulty pronunciation of French. It is designed for those who are majoring in French and intend to teach the language in high school. The practical side of phonetics is stressed rather than the theoretic. The course is made as clear and simple as possible and will be based on the latest studies in the field of French phonetics. Mj. Winter.

208. Survey of French Literature: This course is based on Fortier's *Histoire de la Literature Francaise*, with collateral readings and reports. Mj. Spring. Not offered in 1929-30.

German

101. Elementary German: This course consists of a thorough drill in pronunciation, grammar and syntax, with systematic exercises in conversation, reading, and memorizing of poetry. As much as possible the direct method is used in class with the purpose of giving the student a practical knowledge of the language and ease in its use. Moderately difficult selections in prose and poetry are read. Mj. Fall.

102. Elementary German: A continuation of the preceding course. Winter. Mj.

103. Elementary German: A continuation of the preceding course with slightly more difficult selections. Mj. Spring.

104. Prose and Poetry: The reading of masterpieces of German prose and poetry from representative writers of the eighteenth and nineteenth centuries. Constant exercise is given in conversation and composition, and grammar is reviewed. Fall. Mj.

105. **Prose and Poetry:** A continuation of the preceding course. Winter. Mj.

106. **Prose and Poetry:** A continuation of the preceding course. Spring. Mj.

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. **Modern Spanish Writers:** As much as possible is read from a number of modern Spanish writers, including Becquer, Balacio, Pereda, Valdes, etc. Grammar is reviewed and exercises are given in composition and conversation. Recitations are conducted largely in Spanish. Mj. Fall.

105. **Modern Spanish Writers:** A continuation of the preceding course. Mj. Winter.

107. **Commercial Spanish:** This course deals with the practical use of Spanish in the exploitation of business enterprises among Spanish-speaking peoples. 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.

204. **Spanish Composition and Conversation:** A thorough review of grammar and exercises in composition based upon Espinosa's advanced Spanish Composition. Original stories in Spanish are written by the student. Mj. Winter.

205. **Modern Spanish Drama:** A study of the development of realistic drama in Spain. Selections are read from such writers as Moratin, Jacinto, Benavente, Galdos, and Quintero. Mj. Spring.

206. **Survey of Spanish Literature:** The course is based upon a history of Spanish literature, with collateral reading of representative selections. Lectures and reports. Mj. Fall.

207. **Spanish Phonetics:** A course in practical phonetics designed especially for the correction of faulty pronunciation of Spanish. This course should appeal especially to students preparing to teach the language in high schools. The course will stress the practical side of phonetics rather than the theoretic, and will be made as simple as possible. The course will be based on the latest development in the field of Spanish phonetics. Mj. Winter.

208. **Cervantes:** A study of his life and works. Collateral readings, reports and classroom discussions. 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. M. Fall.

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, ore crusher, ore pulverizer, calorimeter, electric furnace, oven, analytical balances, etc. Complete equipment has been recently 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 at least one major in calculus. It is strongly recommended that they acquire a reading knowledge of French during the course.

Pre-medical students should ascertain the requirements of the school which they plan to enter and advise

with the head of the department in the selection of their courses. In pre-medical work courses 101-103 are always required; courses 104, 105 and 201 are usually required by medical schools.

Those who are specializing in home economics should finish courses 101-103, 201, 202, and if possible, 207.

Chemistry

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 104. Fee, \$7; deposit, \$3. Mj. Spring.

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

108. 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 104. Fee, \$5; deposit, \$3. Mj. Spring.

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 \$3. Mj. Fall.

202. Organic Chemistry: A continuation of the preceding course. Prerequisite: Chemistry 201. Fee, \$7; deposit, \$7.50. Mj. Winter.

203. 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 108. Fee, \$5; deposit \$3. Mj. Spring.

204. 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.

205. 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, \$7.50. Mj. Winter.

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 111. Fee, \$8; deposit, \$5. Mj. Any quarter.

Physics.

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. 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.

PHYSICAL EDUCATION

101. 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.

102, 103. 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.

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.

106. History of the United States: Constitutional period. Beginning with Washington's administration, the course is a survey of political and social history of the United States till the close of the world war. Mj. Winter.

107. History of the Americas: Colonial America, including in a rapid survey, Latin America, the United States and Canada. Mj. Fall.

108. History of the Americas: The American Nations, a continuation of the preceding course, dealing with the national period. Mj. Winter.

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. Mj. Fall.

202. England from Beginning of the Stuart Period to the Close of the World War: A continuation of the preceding course. 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. 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. Mj. Fall.

206. Presidential Administrations: A continuation of the preceding course to the present. Mj. Winter.

207. Contemporary Europe: The course of the world in the next generation, if not in the next century, is being revealed in the news of the day. This course deals specifically with the epoch-making events that began with the Armistice in 1918, and include developments down to the present time. M. 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. M. Fall.

215. The Civil War: The causes of the war receive adequate attention. The political and diplomatic features of the struggle are given their proper relation to the results. M. Winter.

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. M. Spring.

220. History of China: An outline of the history of China by successive dynasties from earliest times to the present. An understanding is sought of racial qualities, social, political, and economic changes and development. The course is valuable for those who wish a knowledge of present day social and political problems in the Far East, and especially for those who may be interested in missionary work in the Orient. Mj. Winter.

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. M. Fall.

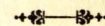
Sociology

101. Principles of Sociology: The course is planned as an introduction to the entire field of sociological relations. Not open to freshmen. Mj. Fall.

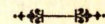
102. Introduction to Social Psychology: A course of the nature of this cannot be exhaustive in any field. The aim of the course is that the student may get acquainted with social problems from the standpoint of the psychologist. A thesis on some problem of social psychology is required. Prerequisite: Course 101. Mj. Winter.

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

School of Fine Arts



HARDING COLLEGE



1931-1932

FACULTY

WOODSON HARDING ARMSTRONG, B.A.
Expression and Dramatic Art

EXENE CAROLYN BENEFIELD
Voice

FANNIE MARIE MOODY
Piano

VIRGIE M. WALKER
Art

ROBERT NEAL
Glee Club and Quartettes

(TO BE SUPPLIED)
Director of Orchestra
Instructor in Violin

SCHOOL OF FINE ARTS

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, Expression and Public Speaking. In addition to the violin it includes work in all other orchestral instruments. The work of each department is outlined below.

DIPLOMAS

A diploma from the School of Fine Arts is offered upon the satisfactory completion of the work of any one of the departments, and the completion of at least one year of work in the College of Arts and Sciences.

Candidates for the diploma are required to attain a satisfactory proficiency in their department. No promise can be made as to the length of time required to complete the course for the diploma. The time depends entirely upon the student's previous training, his application to the work, his ability, and finally to his artistic performance.

Credit

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

PIANO

FANNY MARIE MOODY, Instructor

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.

Plan of Work

Children under ten years of age: three individual lessons per week, twenty minutes each.

Students from ten years through high school age: two individual lessons per week, thirty minutes each, and one class lesson of forty-five minutes.

Advanced students: three individual lessons per week, thirty minutes each.

Advanced students working for Certificate or Diploma: three individual lessons per week, thirty minutes each, and class lessons in the theoretical subjects required for examination for the Certificate or Diploma.

All students are expected to do some ensemble playing.

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.

Requirements for Examination for Certificate in Piano

Technic:

1. Major Scales (minimum speed, four notes to M. M. 132) played with both hands in parallel motion four octaves; Thirds; Sixths; Tenths; Contrary motion.
2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion.
3. Diatonic and Chromatic Scales in velocity and varied rythm; also scales illustrative of the legato, staccato, and portamento touch.
4. Chords: Major, Minor, and Diminished Triads; Dominant and Diminished Sevenths, all with added octaves.
5. Arpeggios in various forms of Major and Minor Triads; Dominant and Diminished Seventh Chords.
6. Octaves: Diatonic and Chromatic Scales; all Tonic Triads.
7. Double Thirds: Major, Minor, Diminished, both hands, varied rythm.

Theory and Harmony:

A candidate for a certificate must be thoroughly familiar with chromatic and enharmonic changes, major and minor modes (harmonic and melodic); intervals; the construction of triads and seventh chords, their inversions and thoroughbase figures. The candidate must be able to recognize by sound fundamental positions of triads and dominant sevenths, and to transpose any succession of triads, not containing a modulation, to harmonize melodies by means of triads and dominant sevenths, to transpose any hymn or ordinary composition not containing distant modulations.

History of Music:

The candidate for certificate must have had one year of history of music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Singing:

The candidate is required to have one year in ear training and chorus work.

Literary Requirements:

High school diploma, English 101, 102; Education 102, and 103.

Pedagogy:

One year's work as outlined in the Piano Pedagogy.

Repertoire, Memorized:

After a good foundation with sonatina work, the candidate must have Haydn, Mozart and one Beethoven sonata; polyphonic pieces (consisting of 2- and 3-part inventions of Bach, English or French suites), selections from: Mendelssohn's Song Without Words, Haberbier Etudes, Cramer studies and Chopin Preludes.

Six solos, one strictly classical, one polyphonic, four semi-classical or romantic—all to have been acquired within twelve months preceding examination.

Requirements for Examination for Diploma in Piano

Technic:

1. Major and Minor Scales with both hands in parallel motion through four octaves (speed four notes to M. M. 144); Thirds Sixths; Tenths; Contrary Motion.
2. Diatonic and Chromatic Scales in velocity and varied rythm; also scales illustrative of legato, staccato, and portamento touch.
3. Chords: Major, Minor, and Diminished Triads; Dominant and Diminished Seventh Chords—all with added octaves.
4. Arpeggio on Major, Minor, and Diminished Triads; Dominant and Diminished Seventh Chords, in all positions.
5. Double Thirds and Sixths, Major and Minor Scales (each hand alone); Chromatic Minor Thirds.
6. Octaves: Diatonic and Chromatic Scales; Arpeggio of Major and Minor Triads and Chords of the Seventh.

Harmony:

The candidate for graduation must be able to recognize at sight and to name all kinds of Triads, all kinds of Chords of the Sevenths, Chords of Ninths, and Augmented

Chords in composition; to recognize by sound all kinds of Triads; the dominant Sevenths; to harmonize any melody not containing distant modulations by means of Triads and Dominant Sevenths; to transpose any hymn or any ordinary composition not containing distant modulations.

History of Music:

The candidate for graduation must have had two years of History of Music and have acquired a vocabulary, embracing the musical terms in common use and their abbreviations.

Sight-Singing:

The candidate must have finished the college course offered.

Voice Culture:

One year's work of at least one individual lesson each week.

Literary Requirements:

High school diploma, one year of college work, including English 101-102, Education 104 and Education 102.

Repertoire, Memorized:

Sonatas. Haydn, Mozart, and Beethoven, Grieg or Chopin.

Selections from Mendelsshon's Song Without Words, Habierbier Etudes, Cramer, Czerny Studies, Bach's Well Tempered Clavichord, Chopin, Schumann and Liszt.

Ten solos, one a movement from a concerto or standard sonata, two polyphonic pieces, and of the remainder, some semi-classical, some romantic.

Courses in Musical Theory

115, 116. Harmony:

This course acquaints the student with all kinds of triads, chords of the sevenths, with inversions and resolutions, chords of ninths, augmented chords in composition; the harmonizing of any melody not containing distant modulations by means of triads and dominant sevenths; and the transposing of hymns and other compositions not containing distant modulations. Two hours each course. Fall, Winter, Spring.

118, 119. History and Literature of Music:

While the primary object of the study of music is to become a performer, the mind should also be trained and developed to a thorough understanding and appreciation of the higher forms of music. Unfortunately, this fact is seldom considered, and often after long periods of study pupils may become fair and even creditable performers and still have but scant information on musical subjects, and but little appreciation and understanding of either the intellectual or emotional content of the music they play. The course in Musical History which is provided does much to obviate this one-sidedness of culture. To trace the origin of things is fascination. Moreover, the intrinsic benefit gained therefrom in breadth and depth of vision is so great that without it the appreciation of events, and of art, especially, would suffer much. A thorough knowledge of the history and literature of music is a necessary complement to a musical education. Two hours each course. Fall, Winter, Spring.

125. Piano Pedagogy:

To prepare teachers for their work, a course in Piano Pedagogy is offered. This course consists of a series of discussions relative to all problems confronting the teacher in her work. Every subject, be it purely musical, psychological, physiological, and aesthetic, will be thoroughly analyzed, its practical lessons pointed out and illustrated if possible. Some of the subjects discussed are: Principles of Psychology, Pedagogic Lessons from Musical History; History of Piano Technic; Principles of Technic and Touch; Science of Practice; Rythm; First Twelve Lessons for Beginners; Books and Pieces Graded and Analyzed. Two hours. Fall, Winter, Spring.

The Primary Department:

Childhood is the best time of life to acquire digital and manual skill of all kinds, but this is the only time of life when piano technic can be acquired with comparatively little effort. Piano playing evolved during childhood carries with it an ease and artistic charm that is unmistakable. In later years the nerves and muscles respond more slowly to special development. All students of educational principles know that beginnings, the first impres-

sions, the first efforts and their results, are the most important; only when these are correct can artistic development go on parallel with the growth of the individual; otherwise, so-called "bad habits" will cause an arrest of development involving afterwards so much loss of time, money and energy as to be in some cases almost hopeless. It is safe to say that in no field of study are there so many cases of stunted development as in the study of musical instruments, where great skill is wholly dependent upon a fine adjustment of mind, nerves and muscles, based upon economy of energy. Yet, it is a common fact that the study of instrumental music is usually begun under conditions more comfortable to the parent than favorable to the child. It is still customary that the outlay for lessons for children be as little as possible; that any young lady acquainted with some musical accomplishment "will do for the beginner." This reprehensible custom prevails concerning musical education only, for in almost everything else children are provided with the best that conditions can afford. Considering that a thorough musical education may to many become the useful means of profit, and to nearly all a social pastime and source of exquisite enjoyment, it is the duty of the profession to warn parents of the common error made by engaging unprepared music teachers for their children. Children who show any special aptitude for music should begin lessons very early; in fact, their childish amusement at the piano may become short study periods and be not at all less enjoyable. There should be no over-taxing; lessons and study should be "play" in the true sense of the word. For the very young, the regular half-hour lessons are shortened and three twenty-minute lessons are given a week.

VIOLIN

Certificates and Diplomas

The work of the violin department leads to the Diploma in Violin from the School of Fine Arts. No definite length of time can be assigned for the completion of the course. The time depends wholly on application, skill, and artistic execution.

The time required to complete any grade of the course will depend upon the talent and application of the pupil.

Upon completion of certain theoretical studies a Certificate in Violin is issued. Upon completion of the full course the Diploma in Violin is awarded.

Grade I.

C. H. Hohmann: Practical Violin Method, Book I and Book II.

Scales and Arpeggios in first position.
Duets by Pleyel.
Pieces by miscellaneous composers.

Grade II.

Studies by Kayser, Book I, and Wohlfahrt, Book I.
Duets by Mazas.
Pieces from miscellaneous composers.

Grade III.

Studies by Kayser, Book II, and Wohlfahrt, Book II.
Duets by Pleyel.
Pieces by miscellaneous composers.

Grade IV.

Studies by Kayser, Book III.
Special Studies by Mazas, Op. 36, No. 100.
Sevcik: Exercises for the Change of Positions.
Pieces by miscellaneous composers.

Grade V.

Mazas: Brilliant Studies, Op. 36, No. 101.
Sevcik: Scales.
Selections by Kreisler, Ambrosia, Drdla, Dvorak, Dancla, and others.
Kreutzer: Etudes and Caprices.

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, Mandolin, Guitar, Flute, Clarinets, Cornet, Trombone, and Drums.

ORCHESTRA

(TO BE SUPPLIED), Director

109. Orchestra: Students of the department assemble twice each week for orchestra practice. The orchestral instruction is free, but a fee of 1 a term is charged for music.

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**

EXENE CAROLYN BENEFIELD, Instructor

I. Breathing, Tone-Placement, Preliminary Vocalises.

Books: Solfeggio; Marchesi, Elementary and Progressive Vocalises; Lamperti; Concone, Opus 9, fifty lessons, Simple Songs, Articulation and Enunciation.

II. Continuation of Vocalises adapted to the individual student.

Books: Solfeggio; Mathilde Marchesi. Begin the study of Italian—Vaccari. Songs and ballads of various composers. Public appearance.

III. Intensified Vocalises, Interpretation. Continuation of Marchesi. Salvatore Marchesi. Limited study of Tosti and Puccini. Songs by Schubert, Schumann, Brahms and modern composers. Frequent public appearance.

IV. Vocalises: Panofko, Bordogni.

Broader study of songs of the old masters and modern composers. Frequent public appearances.

Class lessons will be held twice each month to discuss different phases of voice culture and class demonstrations are given by each student for the purpose of illustration. Each student is required to appear as soloist before the class at least twice during the school year. Students will have a chance to appear before the public not only in our recitals but also through the different clubs of Morrilton.

Candidates for graduation must have at least two years of piano study, two years each of college English, history, and modern language (Spanish or French) in addition to completion of the high school course. The requirements of Theory, Harmony, and History of Music are the same as for piano. Candidates for graduation must give a creditable recital in the spring of their senior year.

Theory and Applied Music

MISS BENEFIELD, MR. NEAL

101. Elements of Music: An introductory course in the theory of music consisting of singing, rhythmic development, notation, and ear training. Preparation for sight-singing. One hour credit. Fall.

102, 103. Sight Singing: A general course in the fundamentals of sight reading, selection of songs and direction of congregational singing. Every man registering for this course will be given the opportunity to conduct singing at public assemblies. One hour each course. Winter, Spring.

105. Chorus: An advanced course in music reading and interpretation. It meets weekly through the year. Two hours. No credit given for less than three-quarters of work. Fall, Winter, Spring.

106. Men's Glee Club: The Men's Glee Club is organized at the opening of the fall term. At its first meeting officers are elected who will have charge of affairs during the year. Membership in this club will be had by appointment of the director as he becomes familiar with the ability of each aspirant. Regular attendance is required at the bi-weekly meetings. A small fee is charged for the purchase of music. One hour credit each term, but no credit allowed for less than a year's work.

110, 111. Public School Music Methods: There is, in the public schools, a constant demand for competent teachers and supervisors of music, specially trained to meet the problems of this special field of music. Not only is the modern teacher of music in high schools expected to teach and supervise, but also to organize and direct both junior and senior high school choruses. Harding College is now

offering this course in Public School Music Methods which is planned to be of real help to the grade teacher as well as the music teacher of the community in which she may be employed.

Tone and rhythm study is only one side of the work in Public School Music. The development which comes from the singing of songs and ability to teach children to sing is vitally important. Without this, the training in music is one-sided and mechanical. Only through proper singing of suitable songs will a love and appreciation of the beautiful in music be awakened and cultivated. It is also by means of song that the rhythmic and tonal sense is quickened and developed.

This course gives the prospective teacher a thorough knowledge of the rudiments of music, tone, rhythm, written and oral musical dictation, including ear training and eye training. It leads the teacher from the primary grades to the junior high school, and from there ready to undertake senior high school glee club work, assuring the teacher of a definite musical progress for the child.

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.

The course is based on the Music Education Series combined with the most valuable points from Hollis Dann Method.

Music 110 is the beginner's course, while Music 111 deals with more advanced problems. Two 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.

Art Lovers' Club

The Art Lovers' Club adds interest to the Department of Art. The meetings are a great pleasure to the student. The papers and books read give the student an opportunity to keep up with current events in the art world.

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. Winter.

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

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

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

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

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

120. **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.

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.

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
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
Desdamona Stark, Mj.: English; Mn.: French	Arkansas

1929

Ackers, Leo	Kansas
Adams, Ruby	Arkansas
Allen, Lindsay	Alabama
Beasley, Edward	Arkansas
Blackshire, Emmett	Arkansas
Brown, C. E.	Texas
Brown, Mrs. C. E.	Texas
Dixon, Cullen	Mississippi
Henry, W. T.	Arkansas
Hightower, Eugene	Arkansas
Jones, Lynwood B.	Arkansas
Kellett, M. A.	Arkansas
Kirk, Leonard	Tennessee
Lewers, Margaret	Mississippi
Loftis, Beatrice	Arkansas
Matthews, Lois	Arkansas
Mills, Elsie	Arkansas
Mills, Tatum	Arkansas
Mills, Uldene	Arkansas
Oldham, Laura	Oklahoma
Robison, Vincent	Arkansas
Shull, Dorris	Arkansas

1930

Brabbzson, Ethel O.: B.S., Mj. Mathematics	Arkansas
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Evans, Everett. B.A., Mj. History	Arkansas
Fenn, J. D.: B.A., Mj. English	Alabama
Greening, Pauline: B.S., Mj. Mathematics	Arkansas
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
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
Ruby, Wade, B.A., Mj. English	Mississippi
Sudderth, Allen, B.A., Mj. History	Oklahoma
Springer, Burton, B.A., Mj. English	Texas
Bell, Robert C., LL.D.	Texas

SCHOOL OF FINE ARTS

1925

Certificate in Expression

Billie Jewell Jackson	Arkansas
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Certificate in Piano

Johnnie Brummitt	Arkansas
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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
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1928

Diploma in Expression

Mrs. J. O. Garrett	Texas
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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
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1931

Pauline Gardner	Alabama
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Harper (Junior) College

1917

McReynolds, Wilbert	Louisiana
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1918

Thompson, Jay	Kansas
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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, Ruby Frances	Nebraska
Stark, Desdamona	Arkansas
Tedford, Nelius	Texas
Willoughby, Booker	Oklahoma
Witt, C. Bryan	Texas

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