

1924

# Harding College Course Catalog 1924-1925

Harding College

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# Harding College

Annual Catalogue

1924-1925

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BULLETIN  
HARDING COLLEGE

Volume <sup>2</sup> JUNE, 1924 1925 Number 1

ANNUAL CATALOG

FOR  
THE SESSION OF  
1924-1925  
1925-1926

Published Monthly by Harding College, Mor-  
rilton, Arkansas. Application made for entrance  
~~as~~ Second Class Mail Matter.

*change  
as on bulletin*

**DIVISIONS OF THE ANNUAL CATALOG OF  
HARDING COLLEGE 1924-1925**

- I. Administrative Organization.
- II. General Information.
- III. College of Arts and Sciences
- IV. School of Fine Arts.
- V. Academy.
- VI. Commercial Department.
- VII. General Index.

*VII Enrollment and Graduates*

**CALENDAR**

1924-1925

**Fall Term**

- September 23 ..... Registration and Classification.
- September 26, 8 p. m. .... Student Reception.
- November 26, 27 ..... Thanksgiving Lectures
- December 15 ..... Registration for Winter Term.
- December 18, 19 ..... Fall Term Examinations
- December 20-29 ..... Christmas Holidays

**Winter Term**

- December 30 ..... Winter Term Begins
- December 31 .. Annual Meeting of Board of Trustees
- March 9 ..... Registration for Spring Term
- March 13, 14 ..... Winter Term Examinations

**Spring Term**

- March 17 ..... Spring Term Begins
- ~~April 24 ..... Nashville Abilene Morrilton Debate~~
- June 2, 3 ..... Spring Term Examinations
- June 4, 10 a. m. .... Commencement Exercises
- June 4, 8 p. m. .... Closing Entertainment

## BOARD OF TRUSTEES

### Officers

Dr. J. M. Matthews ..... President  
 W. T. Sweat ..... Vice-President  
 J. H. Bradley ..... Secretary  
 Z. D. Barber ..... Treasurer

### Executive Committee

Dr. J. M. Matthews ..... Chairman  
 J. H. Bradley ..... Secretary  
 Z. D. Barber  
 Grover H. Webb  
 E. S. Gordon

### Members of Board

✓ Dr. J. M. Matthews ..... Morrilton, Arkansas  
 ✓ Joe H. Blue ..... Morrilton, Arkansas  
 W. A. McCartney ..... Remmel, Arkansas  
 ✓ W. T. Sweat ..... Weldon, Arkansas  
 W. S. Watson ..... Morrilton, Arkansas  
 ✓ Z. D. Barber ..... Morrilton, Arkansas  
 C. Ray Thompson ..... Harper, Kansas  
 John T. Thornton ..... Blackwater, Missouri  
 B. F. Lowery ..... Davenport, Nebraska  
 ✓ J. H. Bradley ..... ~~Little Rock, Arkansas~~ *Muskogee, Oklahoma*  
 C. L. Coats ..... Coal Hill, Arkansas  
 ✓ T. W. Croom ..... Braggs, Oklahoma  
 Mrs. Bouldin Duvall ..... Imboden, Arkansas  
 Mrs. J. R. Warnock ..... Magnolia, Arkansas  
 Mrs. Essie Hutchinson ..... Delaplaine, Arkansas  
 R. H. Johnson ..... Morrilton, Arkansas  
~~E. S. Gordon ..... Rector, Arkansas~~  
~~J. J. Bullock ..... Eldorado, Arkansas~~  
 ✓ T. L. Helm ..... England, Arkansas  
 ✓ L. L. Bell ..... England, Arkansas  
 Grover H. Webb ..... Morrilton, Arkansas

*A. Olive - - - - Little Rock, Arkansas*  
*N.E. Hicks - - - - Knobel, Arkansas*

## OFFICERS OF INSTRUCTION

1924-1925

### College of Arts and Science

J. N. ARMSTRONG, B. A., M. A., 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, 1908-1918; President Harper College, 1919-1924.

ADLAI S. CROOM, B. A., (M. A.), Vice-President.  
 Professor of Mathematics.

B. S. National Teacher's Normal and Business College, 1914; B. A., University of Louisville, 1919; four-year course in Greek and Hebrew, Southern Baptist Theological Seminary, Louisville; taught two years in Arkansas, one in New Mexico, and three in Kentucky; Professor of Mathematics, Harper College, 1919-1921; Acting Dean, Harper College, 1920-1921; one year of graduate work in Harvard University, in mathematics, 1921-1922; further graduate work in mathematics, Chicago University, summer 1924; candidate for M. A. from Harvard; President of Arkansas Christian College, 1922-1924.

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, 1918-1919; B. A., University of Oklahoma, 1919; Fellow in English, University of Kansas, 1920-1921; M. A., University of Kansas, 1921; Dean and Professor of English, Harper College, 1919-1924.

*quarter advanced work toward the Ph. D., University of Chicago, 1924.*

ROBERT C. BELL, B. A., M. A., Dean of Bible Dept. Professor of Bible and Sacred Literature.

David Lipscomb College, 1898-1900; taught two years in Tennessee; student instructor, Potter Bible College, 1901-1905; Instructor in English, Cordell Christian College, 1909-1911; President Thorp Spring Christian College, 1911-1916; B. A. Austin College (Sherman, Texas) 1917; M. A., Southern Methodist University (Dallas), 1918; Professor of English, Thorp Spring Christian College, 1918-19; Professor of English, Abilene Christian College, 1919-1923; Professor of English, Harper College, 1923-1924.

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, 1918-1922; Professor of History, Abilene Christian College, 1922-23; Professor of History, Harper College, 1923-24.

~~EARL C. SMITH, B. A., M. A.~~

~~Professor of Education and Psychology.~~

~~Student, Cordell Christian College, 1910-1917; B. A., Abilene Christian College, 1920; Dean and Professor of History, Dasher Bible School, 1920-1922; M. A., University of Oklahoma, 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., Texas University, 1920; a year and a half of graduate work following the M. A., Colorado University, June 1921 to September 1922, and summer of 1923; Professor of Physical Sciences, Iowa State College, Ames, Iowa, 1923-1924.

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

Professor of Biological Sciences.

Student Potter Bible College, and Western Bible and Literary College; Instructor in Mathematics, Western Bible and Literary College; B. A. Potter Bible College; Instructor in Science and Mathematics, Cordell Christian College, 1909-1917; Professor of Natural Sciences, Harper College, 1920-1924; twenty-seven hours and an approved thesis toward the M. S. degree in the University of Oklahoma; graduate work in the Kansas University *this summer, summa 1923.*

GEORGE W. KIEFFER, B. A. *M.S.*

Instructor in Physical Sciences.

Student Cordell Christian College, 1914-1916; B. A., University of Oklahoma, 1920; principal of high school, Owasso, Oklahoma, 1920-21; instructor in Mathematics and Natural Science, Harper College, 1921-1924; on leave of absence for his M. S. degree in University of Illinois, 1924-1925. *this summer*

~~(To Be Supplied) *HASSELL, M.A., LL.B.*~~

~~Professor of Modern Languages and Literature.~~

~~ERVIN L. MATTHEWS, M. D.~~

~~Lecturer in Physiology and Hygiene.~~

~~M. D. Tulane University; served in the U. S. Medical Corps during the world war.~~

WOODSON HARDING ARMSTRONG, B. A.  
Dean of Women.

Diploma in Expression, Nashville Bible School, 1898 studied expression under Daniels, Lowery, Pittman, and others; student of expression in Potter College (girl's school), 1904-05; Instructor in Expression, Western Bible and Literary College, 1905-07; Instructor in Expression, Cordell Christian College, 1909-19; author and producer of original dramas; B. A., David Lipscomb College, 1915; Dean of Women, Harper College, 1919-1924.

MRS. R. R. COONS, B. S.

Instructor in Home Economics.

B. A. Abilene Christian College, 1920; B. S. in Home Economics, University of Colorado, 1922; attended University of Texas, summer of 1920; fifteen hours of graduate work in University of Colorado, 1923; graduate work in Iowa State College this summer; has taught in public schools of Texas four years, in Abilene Christian College one year, in Harper College one year, and in Moreland (Idaho) High School one year.

GEORGE S. BENSON, B. S.

Instructor in Physical Education.

Graduate Kingfisher High School (Oklahoma); graduate Harper College, 1923; candidate for B. S. degree, Oklahoma A. and M. College, 1924; instructor in public schools of Oklahoma three years; intercollegiate debater for A. and M. College, 1923-24; special study of athletic coaching this summer.

ROXIE WOODRING.

Librarian.

Graduate Texola (Oklahoma) High School; graduate in business, Hill's Business College, Oklahoma City; employed in the Bank of Texola; librarian and instructor in business, Harper College, 1922-24.

### SCHOOL OF FINE ARTS

MARGARET EHRESMAN, Director.

Instructor in Expression, Public Speaking, and Art.

Student of Expression, David Lipscomb College, 1912-14; Newcomb University, New Orleans, 1915-16, 1919-20; Curry School of Expression, Boston, 1921-23; Teacher's Diploma, Curry School of Expression, 1923; Taught expression in Burritt College, 1917-21; Present position since 1923; Certificate in Painting, David Lipscomb College, 1914; Student Newcomb University School of Art, New Orleans, 1915-16; Student of School of Fine Arts Craft and Decorative Design, Boston, 1923; taught painting in Burritt College, 1917-21. Special study this summer under Bernerd Szold, of Paris, France, internationally known painter and sculptor.

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, 1921-23; instructor in piano, Harper College, 1923-24.

LLOYD O SANDERSON.

Instructor in Vocal Music.

Graduate Union and Western Normal Schools of Music; post-graduate work in World's Normal School of Music; Vice-president of Union Music Co., and the Union Normal School of Music, 1917-1920; special study in voice under Inez Dodds Barbour, Wichita, Kansas; Vocal Instructor in Harper College and Milan High School, Milan Kansas, 1923-24.

(To Be Supplied)  
Instructor in Voice.

*Miss Jones*

(To Be Supplied)  
Instructor in Violin.

?

### ACADEMY FACULTY

The faculty for the Academy is separate from the college faculty, and is enrolled in the Academy Division which will be found elsewhere in this catalog.

### 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 Professor Smith of the department of education, but each grade is also under an experienced and capable teacher, who conducts all the work, and assists students who may do practice teaching in the department by suggestions and criticisms of their plans and methods.

The faculty for the Teacher's Training School is also enrolled in the Academy Division.

## GENERAL INFORMATION

### HISTORY

*Reverse*

Harding College, which <sup>opened</sup> opens for its first session in September, 1924, is the result of the consolidation of Harper College of Harper, Kansas, and the Arkansas Christian College of Morrilton, Arkansas.

The 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 the largest and finest building among all the Christian schools, and it had laid a secure foundation for future work.

Harper College was opened in 1915. In the nine years of its work, especially during the five years of the presidency of Mr. Armstrong, it made a very rapid growth, increasing in enrollment from about fifty to over three hundred students, erecting three new buildings, one of which is one of the best dormitories among the Christian schools, and securing full junior college standing with the state and membership in the American Association of Junior Colleges.

The consolidation of the two schools 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, 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 the Arkansas Christian College suggested a combination 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) the Arkansas Christian College already had one of the best build-



ings in the state, <sup>so that the change could be made at once;</sup> ~~needing only to be occupied;~~ (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 school would be located in the very center of the great field of Christian churches. These considerations, together with others, moved the consolidation of the two schools. The action <sup>was</sup> ~~has been~~ highly commended by thoughtful men and women, and by those who <sup>took</sup> ~~have taken~~ the most active interest in Christian education everywhere.

#### 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 old students and friends 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 colaborer 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 memorial fund from the friends of Brother Harding is ~~expected to be completed during the present summer.~~

#### LOCATION

Harding College is in the southern foothills of the Ozarks, in one of the most beautiful, fertile, and healthful sections of the entire state. It is just forty-nine miles from Little Rock on the Missouri Pacific to Ft. Smith and Kansas City. Five hard-surfaced highways lead from it to Little Rock, Ft. Smith, Hot Springs, Mammoth Springs, and northward. Nearby is the beautiful Petit Jean Mountain, with its guest house, its State Park, its State Y. M. C. A. Park, and its mountain lake.

Morrilton is said to be the richest city of its size in the entire state. It has grown rapidly in the last three years, until it now has a population of about 5,000. As soon as the present paving is finished, it will have approximately four miles of pavement. It has four banks, one of which is now erecting a five-story steel-frame structure, a large compress, a foundry and machine shop, a large planing mill, cottonseed oil mill, two wholesale groceries, and numerous other industries. It has a Carnegie library, which has a very valuable and expensive collection of rare old books.

The country around Morrilton offers splendid opportunities for 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, strawberries, apples, grapes, pears, and other fruit may be grown. The school will gladly furnish additional information to all who are interested.

#### EDUCATIONAL STANDING

Harding College is completing this summer every requirement in faculty, buildings, equipment, and organization for full senior college standing with our own state university, our own state department, and

with the state departments of Texas and New York. This standing will assure our graduates of entrance into the graduate school of any state university, gives them their life teachers' certificates, and makes their B. A. degree from Harding College thoroughly standard.

### BUILDINGS

With the opening of school in the fall, it is the plan of Harding College to have ~~five~~ buildings completely equipped for work.

*Revised*  
**The Administration Building** is just being finished at a cost of \$150,000, and is one of the finest school buildings in the entire state. It has an auditorium with a seating capacity, including pit and gallery, of over 1200, and a gymnasium sixty by ninety feet in size, finished with special gym flooring. Besides this there are two offices and twenty-seven other rooms, including the class-rooms, each of which seats at least seventy-five students, the laboratories for chemistry, physics, biology, home economics, the fine arts rooms the library and reading room, etc. The building is fireproof and steam heated.

*Revised*  
**The Girls' Home** which is being constructed this summer, is a beautiful three-story brick, located near the administration building and overlooking the deep valley to the east. It has a spacious reception room, a family apartment, and over forty student rooms. Each room is large, conveniently arranged, well furnished and provided with a closet. The two large bath rooms on each floor are furnished with hot and cold water, and the entire building is steam heated from the central heating plant.

**The Men's Home.** Immediately after the consolidation of Harper College and Arkansas Christian College the Harper buildings were traded for a large hospital building near the college at Morrilton. This trade saved for the school every dollar that was invested in the buildings at Harper. The hospital

building will be used as a dormitory for boys. It is a comparatively new tile and stucco building constructed originally at a cost of nearly \$70,000. It has two stories and a large basement, baths and toilets, and a large sun room. The woodwork throughout is finished in white enamel and the floors are polished and waxed. #6

**Training School Building** On the campus at some distance from the administration building, a smaller building is provided for the training school for teachers. It will contain three or four large rooms for the present, and will be completely equipped for the work of the department. Each room will be provided with the best desks, maps, charts, etc., and furnished with a library of its own peculiarly fitted to the ages and development of its pupils. It is our intention to make this department a completely equipped laboratory for the students in education. Club Hall

### CAMPUS

The college campus consists of forty acres of land overlooking the city of Morrilton from the north. A paved street from town runs to the corner of the campus connecting with the hard-surfaced highway running northward. A second hard-surfaced highway passes along the opposite side of the college grounds.

The north part of the campus is covered with a beautiful natural wood of oaks, hickories, elms, and poplar, interspersed with shrubbery and the vines of wild grapes. Across the east side flows a small spring branch lined with willows and large trees. On the campus are grounds for tennis, baseball, football, and other outdoor sports. X

### 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 \$4,000. Besides the standard chemistry tables, which are supplied with water, and gas, the laboratory is equipped with electrical equipment, accurate balances, a hood for dangerous gases, and a supply room for chemicals and equipment.

Approximately \$4,000 worth of equipment is being put into the biology laboratory. It is furnished with standard tables, high power microscopes, dissecting microscopes, slides, skeletons, casts, models, and bacterial incubator.

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 something over \$2500.

The laboratories for home economics consist of a suite of four rooms—a large room for sewing, equipped with tables, sewing machines, etc.; another room for cooking, furnished with standard cooking tables, gas burners, and stoves; a smaller dining room completely furnished for serving; and a supply room.

### LIBRARY

When the two schools consolidated the combined libraries numbered something over 3,100 volumes. These were all carefully selected and completely catalogued by the Dewey decimal system. During the summer this number is to be increased to 5,000. In the fall 1,000 more volumes are to be added, and this same amount will be added regularly each year afterwards. The library has been selected with special reference to the course taught, and no cost has been spared in buying the best books that could be had for each course. A number of the best periodicals related to the work of the various departments come to the library regularly.

In addition to the college library students have access to the Carnegie library of the city, which contains about 7,000 volumes. Among its valuable col-

lections is a section of several hundred rare old books, some of which are almost priceless.

## SCHOOL ACTIVITIES

### Chapel

One of the chief characteristics of the school's work is the daily chapel exercises. The devotional service 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 these meetings—the development of young men as public workers, the teaching of truth, and the cultivation of spirituality and consecration.

### 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.

### Lectures

During the school year we are glad to announce the following special lectures, the dates of which have not been definitely set:

Dr. John Clark Jordan, of the University of Ar-

kansas, will deliver a lecture to the school some time in October. The subject of his lecture will be announced later.

Mr. A. B. Hill, State Superintendent of Public Instruction, will lecture during the year on "Education in the State."

### Lyceum

The purpose in providing the Lyceum course is to provide a certain amount of high class entertainment for the students. The numbers are chosen with particular respect to the quality of performance suitable for young people in constructive educational training. The course for the coming year has been selected with particular care and promises to be both interesting and profitable.

## STUDENT ACTIVITIES

### Literary Societies

Membership in the Literary Societies is open to all regular and special students. They are self-governing bodies under the general supervision of the school management. They offer valuable training through participation in the regular programs, and in the public programs that are given throughout the year. Each society is expected to give one play each year in which the best talent will be represented.

### Intersociety Debating

A series of intersociety debates is held each year in competition for a loving cup. These debates offer the finest opportunity for the development of effective speakers and thinkers.

### Intercollegiate Debating

A number of intercollegiate debates are to be arranged for 1924-1925. A triangular debate with David Lipscomb College, Nashville, Tennessee, Abilene Christian College, Abilene, Texas, and Harding College is already scheduled for April.

### Glee Club

This organization will be under the direction of Mr. Croom, who formerly was a member of the Harvard University Glee Club, and a student of voice under Charles Bennett of the New England Conservatory of Music. Membership in the Glee Club is open to all students who have good voices. No credit is given for work done in the Glee Club, but practical training in breath control, voice placement, pronunciation, enunciation, and diction will be given, as well as opportunity to appear in recitals.

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

Courts and grounds are provided for tennis, base-

ball, football, basketball, volleyball, track, cross-country running, and other field sports. The splendid gymnasium sixty by ninety feet provides room for indoor physical training under the direction of an instructor. Each student will be expected to spend at least three hours each week in some form of physical training.

#### 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.

#### Recitals

Recitals in music and expression are given at various times through the year, exhibiting the class work done by the students in these departments.

### PUBLICATIONS

#### Harding College Bulletin

This is a monthly publication by the faculty the aim of which is to furnish information about the school and its work. One of the regular issues is the catalog number. This bulletin is free and a postal card will place your name on the mailing list to receive the numbers regularly.

#### College Paper

A weekly college newspaper will be published by the students of the school. 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.

### SCHOLARSHIPS AND PRIZES

**Women's Reading Contest:** Any young lady in the school is eligible to enter this contest. A gold medal is awarded to the winner.

**Men's Reading Contest:** A gold medal is awarded to the winner in the men's reading contest.

### REGULATIONS

#### Discipline

For discipline we appeal to the hearts and consciences of our students and depend much upon our 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.

#### 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.

#### 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 or dropping a class will be charged a fee of \$1. 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.

**Class Absences**

No class cutting will be tolerated. Whenever a student misses a recitation in any class, he must report to the office of the dean before the next recitation in that class, giving a written excuse for his absence. A committee of the faculty will pass upon each excuse, and any unexcused absence will be dealt with.

The following regulations apply to absences:

1. For each absence from class three per cent will be counted off the student's grade for the month.
2. When the number of excused or unexcused absences of a student in any subject shall exceed one-fourth of the total number of recitations in that subject for the term, 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 repayment of all entrance fees.
3. Any student who is absent ten times, unexcused, or twenty times excused, or a combination of the two equal to either ten unexcused or twenty excused absences, shall lose one hour of credit.
4. If in the judgment of the committee any other measure 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.

**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 from the instructor upon the payment of \$1 examination fee.

**Reports and Grades**

Reports will be sent to parents or guardians at the end of each term, and after the mid-term examinations.

The rank of a student will be indicated by letters

as follows:

- A (90 to 100).
- B (80 to 90).
- C (70 to 80).
- D 70 lowest passing grade).
- I Incomplete; Implies nothing as to the quality of the work, and may be removed by completing the work of the course.
- E Conditional Failure; May be removed by passing a satisfactory examination on the course.
- F 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 credits without charge, but a fee of one dollar will be charged for each copy after the first.

**INSTRUCTIONS TO NEW STUDENTS****How to Reach Morrilton**

Morrilton is on the Missouri Pacific between Little Rock and Ft. Smith. This road makes direct connection with Wichita, Kansas, and Kansas City, Missouri. Trains for Morrilton from Little Rock, Van Buren, and Ft. Smith run according to the schedule given below. Students coming from the western part of the state or from Oklahoma by way of the Rock Island should 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.

**Trains West**

Leave Little Rock 9:25 a. m. Ar. Morrilton 11:15 a. m.  
 Leave Little Rock 4:30 p. m. Ar. Morrilton 6:20 p. m.  
 Leave Little Rock 9:20 p. m. Ar. Morrilton 11:25 p. m.

**Trains East**

Leave Van Buren 11:55 p. m. Ar. Morrilton 5:00 a. m.  
 Leave Ft. Smith 12:20 p. m. Ar. Morrilton 5:18 p. m.

Leave Van Buren 12:50 p. m. Ar. Morrilton 5:18 p. m.

**General Information**

On arriving in Morrilton one should go directly to the college or call the president by telephone. We shall try to 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.

**EXPENSES**

The expenses outlined below are for college students only. Expenses of students in the academy are outlined in the academy section of this bulletin.

It is our desire to keep expenses at Harding College as low as possible. While our ideal has not yet been attained, we believe the careful student can finish the year's work with us and meet all expenses for from \$300 to \$350 a year. This includes tuition, fees, room, books, and laundry.

**Personal Expenses**

No estimate can be made of a student's personal expenses, but the school stands for simplicity and economy in clothing and in all social functions. No student needs to spend more than \$5 a month outside of laundry, clothes, books, and other school material. This allowance is sufficient for most students. But 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.

**Regular Tuition**

The school year of nine months (thirty-six weeks)

is divided into three terms of twelve weeks each.

Tuition is paid by the term and at the beginning of the term. This is required because the school must have the money due it, and parents can arrange for one tuition more easily than the school can arrange for a large number. The school will not be under obligation to refund any part of the tuition except in case of protracted illness. The student who withdraws of his own accord does not thereby place the college under obligation to refund his tuition.

**Tuition for Regular Work**

College of Arts and Sciences.....	27.00	\$25.00 a term
Academy .....	25.00	\$20.00 a term
Training School:		
Primary .....	10.00	\$8.00 a term
Intermediate .....	12.00	\$10.00 a term
Grammar .....	15.00	\$12.50 a term

**Tuition for School of Fine Arts**

Piano, (two lessons a week) .....	25.00	\$20.00 a term
Piano, (one lesson a week) .....	15.00	\$13.50 a term
Piano, (three lessons a week) .....	30.00	\$25.00 a term
Expression .....	25.00	\$20.00 a term
Public Speaking .....	25.00	\$20.00 a term
Violin .....	25.00	\$20.00 a term
Art .....	25.00	\$20.00 a term
Voice .....	25.00	\$20.00 a term
Harmony (including Theory) .....		\$ 6.50 a term
History and Pedagogy of Music .....		\$ 6.50 a term
The two courses together .....		\$10.00 a term

All fees must be paid when the student enrolls in his classes.

**The Entrance and Library fees are due from every student and should be paid at enrollment.**

Other fees covering the special scientific, vocational, or business courses are due only from those who take these courses.

*Fees*

**Regular Fees**

Entrance fee, College of Arts and Sciences	\$2.00 a term
Library fee, College of Arts and Sciences	\$2.00 a term
Graduation fee	\$5.00

**Laboratory Fees**

Biology, botany, zoology	\$2.50 a term
Chemistry	\$3.00 a term
Physics	\$5.00 a term
Home Economics, 5 hour courses	\$4.00 a term
Home Economics, 3 hour courses	\$3.00 a term
Home Economics, 2 hour courses	\$2.00 a term

A breakage deposit of \$3 in addition to the fee must be made for each course in Chemistry. The cost of all apparatus broken or misplaced will be debucted from this deposit. Additional deposits will be required for excessive breakage.

**Special Fees**

Piano rent for students who use the college pianos \$3.00 a term.

**Board and Room**

Our boarding department is run on the club plan. Each boarding student is a member of the club, which elects its officers and hires its workers. Every student has the right to form the policy of the club in regard to the kind of meals it has, the amount of food, and the general cost. In this way students may keep the board as low as they wish. By this plan our board is expected to run between \$12 and \$15 a month. This gives as good fare as we have ever known in any students' home, for the students themselves by vote determine what it shall be.

In order that the club may buy in large quantities and, by paying cash, may secure all discounts possible and thus make the cost of board cheaper, \$45 is deposited at the beginning of the first term. In addition to this, each member of the club pays into the club \$10 each month for the nine months. This

*Revised*

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6. Graduates of approved senior colleges holding bachelor degrees who have completed at least eighteen semester hours (twenty-seven term hours) in education, and who have had at least thirty-two months of successful teaching experience, will upon graduation be given a State-wide Life Certificate.

Teachers' certificates may be secured in other states upon the completion of the above requirements, by making application directly to the state department of education in the state in which the student desires to teach.

A clerical fee of \$1 to cover the cost of preparing the transcript will be charged each student who applies 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. Graduates of accredited high schools, or students presenting fifteen units from accredited high schools will be admitted without examination. The school must have been accredited at the time the work was taken.

Students from unaccredited institutions may be admitted by passing an examination in the fifteen units required for admission. These entrance examinations are given during the first week of the term.

#### 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
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 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 six elective units may be presented from the following:

English .....	1 unit
Solid geometry .....	1/2 unit
Plane trigonometry .....	1/2 unit
Advanced algebra .....	1/2 unit
History .....	2 units
Foreign language .....	2 units
Science .....	3 units
Psychology .....	1/2 unit
Observation and Practice .....	1/2 unit
Classroom Management .....	1/2 unit

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

Manual training .....	2 units
Home Economics .....	4 units
Bookkeeping .....	1 unit
Commercial arithmetic .....	1/2 unit
Typewriting .....	1 unit
Shorthand .....	1 unit
Music .....	1 unit
Public Speaking or dramatic art .....	1 unit
Drawing or painting .....	1 unit

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

#### Deficient Credit

A standard accredited academy is conducted on the college grounds for those who are not yet ready for college entrance. No student, however, will be allowed to carry work in both the academy and the college at the same time.

Students who have only fourteen units, but who have otherwise filled the above entrance requirements, will be admitted and allowed to supply this deficiency by taking nine term hours of college work in place

of the unit which they lack.

Those who may have fifteen units of high school work, but who may lack some of the required courses, will be admitted and allowed to satisfy these requirements by taking, in the same subject in which they are deficient, nine hours of college work for each deficient entrance unit.

#### 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.

#### Transcript of Credits

All students entering for the first time must present a complete transcript of their work signed by the head of the school from which they come. These transcripts should be mailed to the Dean not later than one week before the opening of the term in which one plans to enroll.

#### REQUIREMENTS FOR DEGREE

The degree of Bachelor of Arts requires the completion of one hundred and eighty hours of college work together with a scholarship record of two hundred grade points. At least forty-five hours of work must be done in residence.

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

#### Definition of Hour

One hour of credit is given for twelve hours of recitation or their equivalent. Each hour of recitation is supposed to be accompanied by not less than two hours of preparation.

#### Definition of Grade Points

For each grade of A, a student is awarded three

grade points for each hour of credit. Similarly a grade of B counts two points for each hour, a grade of C counts one point for each hour, a grade of D is passing but counts no point, a grade of E detracts from the student's record one point for each hour, and a grade of F detracts two points for each hour.

#### 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 safe-guard 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. Education and Psychology.
- V. English Language and Literature  
Including Public Speaking.
- VI. Home Economics.
- VII. Mathematics.
- VIII. Modern Languages and Literatures  
Including Spanish, French, and German.
- IX. Physical Sciences  
Including Chemistry and Physics.
- X. Social Sciences  
Including History, Political Science, Economics,  
and Sociology.

#### Prescribed Work.

During the freshman and sophomore years each student will be expected to complete as much as possible of the following prescribed work:

1. Twenty-four hours of English, including English 1-3 and 5 and 6.
2. Eighteen to twenty hours of foreign language

above the entrance requirements. This work must be in a single language.

3. Eighteen to twenty-five hours must be taken in Groups VII, IX, and III combined. At least ten hours of this requirement must be taken in Group IX. Nine of the remaining hours may be taken in Group VI if desired.

4. At least ten hours must be taken in Group X.

5. At least nine hours must be taken in Group II.

#### **Major and Minor Requirements.**

Not later than the beginning of the junior year each student is required to choose a major department in which he shall complete not less than thirty-five hours nor more than sixty hours of work, as the head of the department may specify. At least eighteen hours of the major must be in courses not open to freshmen and sophomores.

With the advice of the professor in charge of his major department the student shall also choose two minor subjects, in which he shall complete not less than twenty-seven hours and eighteen hours respectively, at least ten hours of which should be in advanced courses.

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 a hundred and thirty-five hours of credit 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 his major and minors, 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 thirty hours of work may be taken in any one department.

3. No freshman or sophomore may carry more than ten hours of work in any one group at a time.

4. Juniors and seniors may not carry more than twelve hours in any one group at a time.

5. Eighteen hours 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.

#### **Additional Requirements.**

Additional hours 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 a satisfactory arrangement for his fees and tuition.

#### **Amount of Work.**

Fifteen hours of work each term is the normal amount of work allowed each student. No student will be permitted to carry less than fourteen hours without the consent of the Dean, and only in exceptional cases will more than sixteen hours be allowed. Students are urged to confine themselves as nearly as possible to the fifteen hours and to use the full four years for their college course. To attempt to carry more than the regular load usually results in poor work and often in serious and permanent injury to health.

## DESCRIPTION OF COURSES

### I. ANCIENT LANGUAGES AND LITERATURES

#### Greek.

1. **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. Four hours. Fall.
2. **Elementary Greek:** A continuation of the preceding course, with further reading from the New Testament. Four hours. Winter.
3. **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. Four hours. Spring.
4. **New Testament Greek:** In this course the remaining gospels, Matthew and Luke are read. Grammar study is continued together with work in Greek composition. Four hours. Fall.
5. **New Testament Greek:** The shorter Pauline epistles are read in this course in connection with persistent grammar reviews. Four hours. Winter.
6. **New Testament Greek:** The remaining Pauline epistles with the exception of Romans and the two letters to the Corinthians are read. Four hours. Spring.

#### Latin.

- 1 (2). **Beginning Latin:** This course consists of a thorough drill in grammar, syntax, declension, and conjugations. During the second course the first book of Caesar is read. Not open to students offering one unit of high school Latin. Four hours. Fall and Winter
3. **Caesar:** Books 2 to 4 are translated with a careful study of construction. Grammar is again em-

present conditions. Failure of such attempts pointed out, leaving the way clear for Christianity as the only scientific explanation. Prerequisite: Bible 4, 5, 6. Three hours. Fall.

8. **Inter-biblical History:** A study of the period between the Testaments. The environment in which Christ and his disciples lived and worked set forth. The writings of Philo, the Apochryphal books, and Josephus the source material. Supplementary lectures. (Continuation of Bible 7.) Three hours. Winter.

9. **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 also applied to individual texts. (Continuation of Bible 8.) Three hours. Spring.

10. **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) taken up in the order in which they were written. Historical setting, correlation with the author's life, and teaching of each book gone into closely. Prerequisite: Bible 4, 5, 6. Three hours. Fall.

11. **General Epistles:** An intensive study of the letters of James, Peter, John, and Jude. Historical setting, peculiarities of style, doctrines, and spirit of each emphasized. Prerequisite: Bible 4, 5, 6. Three hours. Winter.

12. **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 4, 5, 6. Three hours. Spring.

### III. BIOLOGICAL SCIENCE

The courses in biology are intended to give the student a thorough knowledge of the structure, functions, and relations of living things. They are of great practical value in connection with agriculture, pharmacy, nursing, medicine, etc.

#### Zoology.

**1 (2) (3). General Zoology:** This course begins with a study of cells and cell division, and then takes up the study of the ascending forms of animal life. Each phylum is studied in order. Primarily for those not offering an entrance unit in zoology. Lectures and recitations two hours and laboratory three hours a week. Three hours credit. Fall, Winter, Spring.

**4 (5). Invertebrate Zoology:** A systematic study of the successive phylum of invertebrate animals including structure, habits, habitat and life history of representative specimens. Lectures and recitations two hours and laboratory three hours a week. Prerequisite: courses 1-3. Three hours. Fall and Winter.

**6 (7). Comparative Vertebrate Anatomy:** A comparative study of the structure and classification of the vertebrates. Lectures and recitations two hours and laboratory three hours a week. Prerequisite: courses 4 and 5. Three hours. Fall and Winter.

**8. Economic Zoology:** A study of insects, birds, and mammals, and their relations to the industrial pursuits of man. Lectures and recitations four hours and laboratory two hours a week. Prerequisite: courses 1-3. Four hours. Spring.

**9. Hygiene and Sanitation:** Lectures and assigned readings dealing with the subjects of ventilation, heating, food, water, water supply, disinfection, contagious diseases, etc., in relation to home, school, and public health. Three hours. Spring.

**10 (11). Physiology:** The physiology and hygiene of the human body. A knowledge of elementary phys-

19 250 a term

4 250 a term

7 350 a term

2 50

2 50

iology is required. Lectures and recitations two hours and laboratory three hours a week. Three hours. Fall and Winter.

**12. Heredity and Eugenics:** Race improvement and the general principles of it as applied to man. A general knowledge of zoology is required. Three hours. Spring.

#### Botany.

**1. The Living Plant:** This is a general course for beginning students. Not open to students who have had a year of botany in high school. Lectures and recitations three hours and laboratory four hours a week. Five hours. Fall.

**2 (3). General Botany:** Functional processes, morphology and ecology of Plants. Botany 1 is recommended as a prerequisite. Lectures and recitations three hours and laboratory four hours a week. Five hours. Winter and Spring.

### IV. EDUCATION AND PSYCHOLOGY

**Teachers' Certificates:** Requirements for the various teachers' certificates are given in the preceding pages, but students who plan toward these certificates should consult the head of this department about the courses recommended to fill the requirements for professional training.

#### Education.

**1. Public Education in the United States:** A consideration of the more important present-day problems in the organization, administration, and adjustment of public education in the United States, studied in the light of historical development. A thesis on the history of some movement in American education. Three hours. Fall.

**2. Educational Psychology:** The learning process; fundamental instincts and capacities; the organization of experience as habit, perception, imagination, memory; the transfer of training; attention and inter-

est; judgment and reasoning; emotions, and motor education. Prerequisite to all later courses in education. Five hours. Winter.

**3. Child Study:** Physical growth, instinct, motor development, language, play, imitation, imagination, etc., are studied with the view of preparing the teacher to help the child grow properly. Three hours. Spring.

**4. Methods of Teaching in Elementary Schools:** The following problems will be studied: Aims of elementary school teaching; selection and organization of subject matter; types of teaching, drill, project, socialized recitation; fundamental laws of learning; individual differences; and testing the results of teaching. Some observations of teaching will be done. Five hours. Fall.

**5. The Rural Teacher and His Work:** The main emphasis in this course is on the teacher as a community leader, the teacher as an organizer and administrator, and the teacher as a curriculum maker. Three hours. Winter.

**6. Principles of Religious Education:** Study of the elements of educational psychology from the religious point of view. An attempt will be made to learn the fundamental principles upon which Bible teaching for the greater efficiency may be based. Three hours. Spring.

**7. How to Measure Education:** In this course we study how to use measurements in classifying pupils, in diagnosis, in teaching, in measuring efficiency of instruction, and in vocational guidance. We also study how to construct and standardize tests, and statistical methods. Some practical work in testing is done. For juniors and seniors. Fee of seventy-five cents. Five hours. Fall.

**8. Methods of Teaching in High Schools:** This course is primarily for juniors and seniors. We discuss aims, curriculum, business management in the

classroom, types of learning, etc. Observation of teaching is done, and a thesis is required. Five hours. Winter.

**9. The Principal and His School:** A practical course dealing with the problems of organization and administration of a single school, the supervision of instruction, school extension, community relations, etc. A thesis on some administrative or supervisory problem. For juniors and seniors. Five hours. Spring.

**10. The Technic of Supervising Teaching:** A course for those who expect to be principals or expert supervisors. The course deals with such problems as how to observe teaching; how to hold a teacher conference; and how to train teachers in service. For juniors and seniors. Five hours. Fall.

**11. The Philosophy of Education:** In this course the purpose is to answer the question, What is education? Several criteria are formulated. For juniors and seniors. Five hours. Spring.

#### Psychology.

**1. General Psychology:** An elementary study of all the topics of general psychology, reactions, instincts, emotions, feeling, sensations, attention, intelligence, habit formation, memory, perception, reasoning, imagination, will, personality, etc. Five hours. Fall.

**2. 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 1. Five hours. Winter.

**3. Psychology of Elementary School Subjects:** An analysis of the mental processes which are involved in the study of elementary school subjects. Some attention is given to the psychology of play. Prerequisite: Course 1. Two hours. Spring.

**4. Psychology of High School Subjects:** A psychological analysis of the high school subjects. Study of the reorganization of these subjects from the standpoint of psychology. Attention is given to the psychology of study, individual differences, and generalized experience. This course is to help high school principals and teachers in their organization and treatment of subject matter. For juniors and seniors. Two hours. Fall.

**5. Intelligence Tests:** In this course we study the development, methods, and uses of intelligence testing. Some practical work in testing is done. For juniors and seniors. Fee seventy-five cents. Two hours. Winter.

**6. Psychology of Adolescence:** This course consists of a study of the body, the mind, instinct, habit, emotions, intellect, will, self-consciousness, sex, appreciation of beauty, moral life, religious life, and the pedagogy of adolescence. Open only to seniors. Two hours. Spring.

## V. ENGLISH LANGUAGE AND LITERATURE

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 Variorum Shakespeare, the standard literary periodicals, and many works of more general interest.

**Requirements for major.** Fifty-four hours of English including courses 1-3, which are required of all freshmen, 5 and 6, which are required of all sophomores, and at least two of the three following groups: **Chaucer** (16), **Anglo-Saxon** (18), or **Shakespeare** (24-26). Nine hours of public speaking may be counted toward the major.

**Recommendation for teachers:** Students who desire recommendations for teaching English in high schools should include English 36 in their major and must establish a commendable record for scholarship in the department.

### Courses.

**1 (2) (3). Freshman Composition:** A study of the principles of composition with written work throughout the course. Special emphasis is given to the sentence, the paragraph, to the mechanics of writing, and to vocabulary building. Exposition is treated in the first term, argumentation and description in the second, and narration in the third. Conferences and library readings. Required of all freshmen. Three hours. Fall, Winter, Spring.

**5 (6). 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 Reading in English Literature is used as a basis for the course with lectures and parallel readings. A thesis is required. Prerequisite: 1-3. Required of all sophomores. Fall and Winter.

**7. History of American Literature:** A general survey of American literature from the beginning to the present. Representative selections in both prose and poetry are studied. A thesis on some writer or some phase of the development of the literature is required. The Century Readings in American Literature is supplemented by lectures and library readings. Prerequisite: 1-3. Five hours. Spring.

**8. Modern English Grammar:** A somewhat intensive study of the grammar of the English sentence, a course of practical value especially to those who may intend to teach English. Prerequisite: 5 and 6. Three hours. Fall.

**9. Essay Writing:** A course in the technique of the modern essay, especially of the informal type.

Attention is given to the cultivation of an individual literary style. Written work, readings, and conferences. Prerequisite: 5, 6, and 12. Three hours. Winter.

**10. The Short Story:** The art and principles of short story writing. Representative stories are carefully analyzed. Pitkin, Essenwein, Canby, and others are used for reference. Original stories and conferences. Prerequisite: 5 and 6. Three hours. Spring.

**12. Milton:** An intensive study of Milton's minor poems and of Paradise Lost, Paradise Regained, and Samson Agonistes. A thesis of about one thousand words on some phase of the course is required. Prerequisite: 5 and 6. Two hours. Fall.

**13. Browning:** An interpretative study of Browning's best shorter poems, two of his plays, and seven parts of the Ring and the Book. Other plays and longer poems are used for collateral reading. Special attention is given to his thought and art. Thesis on his life or on some aspect of his work is required. Prerequisite: 5 and 6. Two hours. Winter.

**14. 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 reading. Attention is given to him as an artist and as representative of the thought and spirit of his age. Thesis on his life or some phase of his work is required. Prerequisite: 5 and 6. Spring.

**16. Chaucer:** A study of Chaucer's language and literary art. Some attention is given to the changes and development of English language through this period, and to the social background. A thesis on some phase of Chaucer's work or period is required. Prerequisite: 5 and 6. Four hours. Fall.

**18. Anglo-Saxon:** A beginning course in the earliest form of English. Bright's Anglo-Saxon Reader is used as a text. The similarities between Anglo-Saxon, German, and English are noted. Prerequisite:

5 and 6. Four hours. Spring.

**20. 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, parallel readings, and a thesis. Prerequisite: English 5 and 6. Two hours. Fall.

**22. 23. The English Novel:** This course includes a study of the English novel from Defoe to Meredith. Attention is given to the history of 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 studied. Two hours. Winter, Spring.

**24. Shakespeare I:** This and the two following courses are a study of Shakespeare's development and genius as a dramatic artist. In the first course his earlier plays are read. Attention is paid to the general form of Elizabethan drama, and a number of plays by other dramatists of the period are used for collateral reading. Prerequisite: 5 and 6. Three hours. Fall.

**25. Shakespeare II:** A continuation of the preceding course with attention to the plays of the middle period. A thesis on some phase of the course. Prerequisite: 5 and 6. Three hours. Winter.

**26. Shakespeare III:** A continuation of 24 and 25. A study of the later plays, with collateral readings from other Elizabethan dramatists. A thesis on some aspect of the Elizabethan drama is required. Prerequisite: 5 and 6. Three hours. Spring.

**30 (31). Biblical Poetry:** The Psalms, the Song of Solomon, Job, the Proverbs, and other poetical portions of the Old Testament are carefully studied. The student is introduced to the principles and forms



of Hebrew poetry in an attempt to appreciate the beauty of its imagery and the vitality and majesty of its thought. At the same time it is studied as a revelation of God and a record of the Hebrew religion and life. Moulton's Modern Reader's Bible is used as a text, supplemented by library readings. Prerequisite: Bible 1-6, Old Testament History, and English 5 and 6. Two hours. Fall, Winter. Not offered in 1924-25.

**32. Biblical Prose:** An appreciative study of the prophetic books of the Old Testament for their literary value and their thought. The historical and social background is kept constantly in mind during the study. Prerequisite: Bible 1-6, Old Testament History, and English 5 and 6. Two hours. Spring. Not offered in 1924-25.

**34. Argumentation and Debate:** Enrollment in this course will be limited in order to give more intensive training. A text is used as a basis for the course, but the work will consist largely of strenuous work in debates. Two hours. Fall.

**35. Argumentation and Debating:** This course will be open only to those who qualify for intercollegiate debating, and consists of an intensive study of the questions for debate together with training in discussion. Two hours. Winter and Spring.

**36. Teaching English:** An examination of the aims, methods, and materials of high school English. Various problems and difficulties found in English teaching are studied. Prerequisite: 5 and 6, and Psychology 1. Three hours. Spring.

## VI. HOME ECONOMICS

The laboratory for Home Economics consists of a suite of four rooms, well equipped and arranged for the work.

**Requirements for Major:** Forty-five hours in the department exclusive of Courses 1, 2, and 3, which are not counted toward the degree; and Chemistry

1-7, together with one of the following groups: Chemistry 14-16 or 17-19. Biology 9, 10, and 11 are also recommended.

### Courses.

**1. Elementary Foods:** A study of the selection and preparation of foods, their chemical composition and their nutritive value. Lectures and laboratory work. Required of those who do not present high school credit for domestic science. Fall. Three hours.

**2 (3). Elementary Clothing:** A general course dealing with the fundamentals of sewing, the care and use of the machine and its attachments, and the use of commercial patterns. A number of simple articles are made. Required of students not presenting credit for domestic art in high school. Winter, Spring. Three hours.

**4 (4) (6). Selection and Preparation of Foods:** A detailed study of foods, their composition, preparation, and preservation. Prerequisite: Course 1 or equivalent. Parallel or prerequisite: Chemistry 1-3. Fall, Winter, Spring. Three hours.

**7. Meal Planning:** This course includes the preparation of foods, serving, making the menu, and the cost and value of foods. Prerequisite: Courses 4-6. Winter. Three hours.

**8 (9) (10). Advanced Clothing:** Silk and woolen fabrics are used in this course. A number of garments are finished during the year. A study is made of commercial patterns. Prerequisite: courses 2-3 or equivalent. Fall, Winter, Spring. Three hours.

**11. Textiles:** A study of fibers, weaves, and fabrics, together with tests to detect faulty materials; an investigation of processes of manufacture and the economic uses of materials. Prerequisite: Chemistry 1-3. Spring. Three hours.

**12 (13). Household Management:** A practical course in the organization of the household, planning the family budget, and the management of the home.

For juniors and Seniors. Fall, Winter. Three hours.

**14. Nutrition and Dietetics:** An advanced course in the principles of nutrition and the making of dietaries for the normal person. Prerequisite: organic chemistry. Primarily for seniors. Fall. Four hours.

**15. Abnormal Nutrition:** A study of metabolism in disease and the adaptation of diets to various nutritional disorders. Prerequisite: course 8. Primarily for seniors. Winter. Four hours.

**16. Care of the Child:** A course dealing with the needs of the child and how to meet them. It includes the nursing and care of infants, hygiene, and child nutrition. For seniors. Prerequisite: course 8. Spring. Three hours.

**17. Millinery:** A study of designs, costs, and materials. At least three problems of construction are undertaken in the course. Open to Sophomores and juniors. Prerequisite: course 2. Spring. Three hours.

**19. House Planning:** A course in planning, furnishing, and interior decoration. For juniors. Winter. Three hours.

**19. Costume Design:** A study of the principles of costume design together with their application to various types of figures. Prerequisite: course 5. For seniors. Spring. Three hours.

## VII. 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.

### Courses.

**1. Elementary Algebra:** A collegiate treatment of advanced high school algebra, designed for those students offering only one unit of entrance credit in

Algebra. Five hours a week. Fall.

**2. Solid Geometry:** This course is open to students who do not offer solid geometry for entrance credit. Five hours a week. Spring.

**3. Plane Trigonometry:** Solution of triangles; trigonometric functions; trigonometric identities; inverse trigonometric functions; problems in heights and distances; study of function by means of graphs. Prerequisite: Mathematics 1. Five hours a week. Fall.

**4. College Algebra:** The progressions, binomial theorem, convergence and divergence of series; permutations and combinations; partial fractions; equations. Prerequisite: Mathematics 1. Five hours a week. Winter.

**5. (6) (7). Analytic Geometry:** Elements of Plane analytics, including geometry of the conic sections, transformations of axes, loci problems, and an introduction to solid analytic geometry. Text: Osgood and Graustein's Plane and Solid Analytic Geometry. Three hours a week. Fall, Winter, Spring.

**8. Introductory Calculus:** The elementary fundamental principles, methods, and formulas of differential and integral calculus; applications to simple problems of geometry and the physical sciences. This course is intended primarily for students in science and others who do not wish to take the longer course in calculus. Five hours a week. Spring.

**9 (10) (11). 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. Text: Osgood's Differential and Integral Calculus. Three hours. Fall, Winter, Spring.

## VIII. MODERN LANGUAGES AND LITERATURES

## French.

**1 (2) (3). Elementary French:** Thorough drill in French grammar and exercise 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," Halvey's "L'Abbe Constantin," Cameron's "Contes de Daudet," Merimee's "Carmen," and other easy reading. Fall, Winter, Spring. Four hours.

**4 (5) (6). 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. Prerequisite: courses 1-3 or their equivalent. Fall, Winter, Spring.

**7. 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. Prerequisite: courses, 4, 5, 6. Fall. Three hours.

**8 (9). French Novel:** A study of the rise and growth of the novel in France. About two novels are read in class and one or more outside of class. Lectures, French composition. Winter, Spring. Three hours.

**10 (11) (12). French Composition:** These courses are to be taken in connection with 7, 8, and 9. Review of grammar is given along with exercises in composition. Prerequisite: courses 4, 5, 6. Fall, Winter, Spring. One hour.

**13 (14) (15). Survey of French Literature:** This course is based on Fortier's *Histoire de la Literature Francaise*, with collateral readings and reports. Fall, Winter, Spring. Three hours.

**16 (17). Classic Drama:** Works of the seventeenth

century dramatists Moliere, Corneille, and Racine are read. Collateral readings in the social and historical backgrounds of the period. Fall, Winter. Three hours.

**18. Balzac:** A study of some of Balzac's representative works. Collateral readings, lectures, reports. Spring. Three hours.

## German.

**1 (2) (3). Elementary German:** This course consists of a thorough drill in grammar and syntax with systematic exercises in conversation, reading, memory work, and pronunciation. As much as possible the direct method is used in class with the purpose of giving the student a practical knowledge of the language. Moderately difficult selections in prose and poetry are read. Fall, Winter, Spring. Four hours.

**4 (5) (6). 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, Winter, Spring. Three hours.

## Spanish.

**1 (2) (3). Elementary Spanish:** A study of grammar, the reading of moderately difficult selections chiefly from modern writers, and constant and systematic drill in conversation and composition. Fall, Winter, Spring. Four hours.

**4 (5) (6). Modern Spanish Writers:** As much as possible is read from a number of modern Spanish writers including Becquer, Palacio, Pereda, Aldes, etc. Grammar is reviewed, and exercises are given in composition and conversation. Recitations are conducted largely in Spanish. Fall, Winter, Spring. Three hours.

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

Fall. Three hours.

**8 (9) (10). Survey of Spanish Literature:** The course is based upon a history of Spanish literature with collateral readings of representative selections. Lectures, reports. Fall, Winter, Spring. Three hours.

**11. 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, discussions. Winter. Four hours.

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

**13 (14). Spanish Composition:** A thorough review of grammar and exercises in composition based upon Espinosa's advanced Spanish Composition. Original stories in Spanish are written by the students. Fall, Winter. One hour.

**15. Oral Spanish:** This course is conducted entirely in Spanish and consists of drills in the idiomatic use of the spoken language. Spring. One hour.

**16. Cervantes:** A study of his life and works. Collateral readings, reports, and classroom discussion. Spring. Three hours.

### PHYSICAL EDUCATION

Work in physical education will be given in the new gymnasium. The gymnasium is large enough for a large indoor basket ball court, and the floor and balcony have a seating capacity of about twelve hundred. It is provided with lockers and shower baths.

#### Courses for Men.

**1. Swedish Gymnastics:** Three hours per week; credit 1 hour. Primary gymnastics will be given. This course is carefully designed to counteract incorrect posture assumed by students in study, to de-

velop the chest and lungs, to give grace and poise, to secure coordination, and to develop all muscles of the body.

**2. Swedish Gymnastics and Apparatus:** Three hours per week; credit 1 hour. This course is a continuation of 1, and will be open the second semester. Swedish Gymnastics, games, some heavy apparatus, and a small amount of track and field work will be given in this course. Prerequisite: physical education 1.

**3. Advanced Heavy Apparatus:** Three hours per week; no credit. Open to those students who are particularly adapted to the work. Prerequisite: physical education 1 and 2. May be taken by special permission.

#### Courses for Women.

**4. 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.

**5. Tactics, Calisthenics, Games:** Three hours per week; credit 1 hour. Prerequisite: physical education 4. This course is a continuation of 4, and will include both indoor and outdoor games.

### IX. PHYSICAL SCIENCES

The aim of the work of this department is to lead the student into an accurate and systematic knowledge of the principles underlying physical phenomena. The courses are planned to give the student a sound preparation for the scientific or technological professions.

#### Chemistry.

**1 (2) (3). General Chemistry:** This is a general elementary course in organic chemistry, dealing with the fundamental laws and processes. Students who have credit in high school chemistry will not be re-

quired to take this course. Lectures and recitations two hours and laboratory four hours a week. Four hours, Fall, Winter, Spring. *\$4 quarter fee \$5 deposit.*

**4 (5). Inorganic Chemistry:** This is an advanced course covering the same work as the preceding course, but more extensive. Lectures and recitations three hours and laboratory four hours a week. *5 + 5* Prerequisite: Courses 1-3. Five hours. Fall and Winter.

**6 (7). Qualitative Analysis:** This course deals with the theories and practical processes of the analysis of the common metals and acids. Lectures and recitations two hours and laboratory six hours a week. Prerequisite: courses 4 and 5. *Five* hours. Fall and Winter. *7.5 + 7.5 Trade*

**8 (9). Quantitative Analysis:** A general course covering the principles of gravimetric and volumetric analysis. Lectures and recitations one hour and laboratory four hours a week. Prerequisite: courses 6 and 7. *4* Three hours. Fall and Winter. *\$4 hour + 5*

**10. Theory of Analytical Chemistry:** A study of such theories and laws as osmotic pressure, ionization, chemical equilibrium, mass action, etc. Lecture, recitation, and quizzes. Prerequisite: Courses 5 and 6. *3 hrs* Five hours. Spring. *\$3.00 + 4 + 5*

**11 (12). Organic Chemistry:** A course in the aliphatic series of the hydrocarbons, to discuss the more important derivatives and to show their relationships. Lectures and recitations two hours and laboratory three hours a week. Three hours. Fall and Winter. *5 + 5*

**13. Organic Chemistry:** Same as the above course except that it deals with the aromatic series. Lectures and recitations three hours and laboratory four hours a week. Five hours. Spring. *5 + 5*

**14 (15) (16). Chemistry and Composition of Food Products:** A study of the source, composition, and adulteration of foods. For home economics students. Lectures and recitations two hours a week and laboratory three hours. Prerequisite: courses 6 and 7. *\$10 an hour +*

Three hours. Fall, Winter, Spring. *\$100 an hour + 5*

**17 (18) (19). Sanitary and Applied Chemistry:** A study of sanitation, food, preservation of food, dietaries, etc. For home economics students. Lectures and recitations two hours and laboratory three hours a week. Prerequisite: courses 6 and 7. Three hours. Fall, Winter, and Spring.

### Physics.

**1 (2). General Physics:** This is 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. Four hours. Fall and Winter.

**3. Mechanics and Heat:** This is an advanced course dealing with mechanics and heat. A text is supplemented by lectures. Lectures and recitations three hours and laboratory four hours a week. Prerequisite: course 2 or its equivalent. Five hours. Fall.

**4. Sound and Light:** This is an advanced course dealing with sound and light. Lectures and recitations three hours and laboratory four hours a week. Prerequisite: course 3 or its equivalent. Five hours. Winter.

**5. Electricity and Magnetism:** An advanced course in electricity and magnetism. Lectures and recitations three hours and laboratory four hours a week. Prerequisite: course 4. Five hours. Spring.

### X. SOCIAL SCIENCES

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

The library is well supplied for this department, containing nearly all the latest and best works dealing with American and European history, governmental publications, historical biography, and current periodicals.

**Requirements for major:** Forty-five term hours

in history and political science, among which courses 1-3, 4-6, and 7-9 should be the basis. At least nine hours should be taken in economics and sociology.

### History.

**1 (2) (3). Introduction to Contemporary Civilization:** This course consists of the historic movements from 1500 to the present, but with special emphasis on the period from 1815 to the present. Should be taken by all freshmen. Three hours. Fall, Winter, Spring.

**4 (5) (6). History of the United States from Independence to 1924.** This course deals with political, economic, and social questions. Attention is given to the geographic factors in our national development. Prerequisite: 1-3. Fall, Winter, Spring.

**7 (8) (9). History of England from Early Times to the Present:** This course sets forth the fundamentals of the political, religious, literary, and economic activities of the English people; the development of English institutions; and the growth of the widely extended Empire. Prerequisite: 1-3. Three hours. Fall, Winter, Spring.

**10. French Revolution and the Napoleonic Era:** France on the eve of the Revolution; political philosophers; causes and events of the Revolution; and the Napoleonic war. Prerequisite: 1-3. Three hours. Fall.

**11. Mediaeval Europe:** This course covers the history of Europe down 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 relation to the new movements of the Renaissance. Prerequisite: 1-3. Three hours. Winter.

**15. Critical Period in American History:** The close of the Revolutionary wars, the weakness of the articles, the feeling of disunion, international complica-

tions, and the formation of a new constitution. Prerequisite: 1-3 and 4-6. Two hours. Winter.

**16. The Civil War and Reconstruction:** The causes of the war form the first part of the course. In the second part the course deals with the political, social, and economic phases of reconstruction. Prerequisite: courses 1-6. Three hours. Spring.

**18. Renaissance and Reformation:** This is a study of the artistic and literary phases of the Renaissance, followed by a careful study of the social and religious movements of the Protestant reformation. Prerequisite: 1-3. Three hours. Winter.

**20. 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 begin with the armistice in 1918 and include the latest developments down to the present time. Prerequisite: 1-3. Three hours. Spring.

**22 (23). Church History:** A general course in church history, dealing with the establishment of Christianity, its spread over the Roman empire, its conquest of the barbarian empire, its decline in spiritual power, and its reformation and restoration to the New Testament standard. Prerequisite: 1-3. Three hours. Fall. Spring.

### Political Science.

**1. American National Government:** A foundation course for more advanced work. The organization of our national government and the work of coordinate branches. Not open to freshmen. Three hours. Fall.

**2. Political Parties:** The origin and growth of political parties and their present state and activities. Open only to those who have had freshmen requirements in history. Three hours. Winter.

### Economics.

**1 (2) (3). 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 an application of these principles to economic problems. Not open to freshmen. Three hours. Fall, Winter, Spring.

**4. Economic History:** This course is planned to follow 1-3 and consists of a general survey of the economic history of the United States. Prerequisite: 1-3. Three hours. Spring.

#### **Sociology.**

**1. Principles of Sociology:** This course is planned as an introduction to the entire field of sociology, setting forth the fundamentals of all sociological relations. Not open to freshmen. Three hours. Fall.

## **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 the fine arts.

### **DEPARTMENTS MAINTAINED**

The School of Fine Arts offers work in Piano, Voice, Violin, Art, Expression, and Public Speaking. 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 for the diploma. The time required to complete the course for the diploma 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 twelve hours of work from the School of Fine Arts may be offered toward the Bachelor of Arts Degree.

**PIANO**

Instructor, Miss Fannie Marie Moody

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.**

Piano—Two individual lessons per week. ( $\frac{1}{2}$  hour each.)

Class work—Theory, Harmony, History, and Pedagogy. (1 hour per week each.)

Ensemble Playing—One hour per week.

(Advanced students required to take three individual lessons per week,  $\frac{1}{2}$  hour each.)

**Credit in Music.**

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

One unit may be counted toward the high school diploma.

As many as eighteen hours of work in theory, history, and pedagogy may be counted toward the Bachelor of Arts degree in the college of arts and sciences in accordance with the conditions stated in requirements for the degree.

**Roll of Honor.**

In order to give encouragement and recognition to those pupils who, by their conscientious work and model conduct, become fit representatives of the standard of Harding College department of Piano, a Roll of Honor containing the names of these pupils is issued at the end of each period of twelve weeks. This

Roll of Honor is publicly announced and posted. The names appearing on the Roll of Honor throughout the current session form the permanent Roll of Honor for the year, which is framed and hung in the chapel.

To earn a place on the Roll of Honor, pupils must fulfil the following requirements:

The grade of work done must be excellent in the individual lesson and satisfactory in the class work.

No lesson or practice period may be omitted, except for an unavoidable cause explained satisfactorily to the teacher by a written excuse.

All playing during practice periods must be strictly confined to work assigned by the teacher.

Candidate for examination for Certificate must begin work not later than twelve school-months before examination and that upon recommendation of the instructor and Dean.

Candidate for examination for diploma must begin work not later than eighteen school-months before examination, and then upon approval of the instructor and Dean.

**Requirements for Examination for Certificate in Piano Technic:**

1. Major Scales (minimum speed, four notes to M. M. 112) 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 rhythm; 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 on Major and Minor



triads; Dominant and Diminished Seventh Chords.

6. Octaves: Diatonic and Chromatic Scales; all Tonic Triads.
7. Double Triads; Major Scales (each hand alone).

#### **Theory and Harmony:**

A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the Construction of Triads and Sevenths Chords, their inversions and through-base figures. The candidate must be able to recognize, by sound, fundamental position of Triads and Dominant Sevenths, and to transpose any succession of Triads (not containing a modulation).

#### **History of Music:**

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

#### **Sight-Singing:**

The candidate must have one year in ear training and chorus work.

#### **Literary Requirements:**

Diploma from High School.

#### **Repertoire Not Necessarily Memorized:**

One complete Sonata, consisting of three or four movements; four other standard classical pieces or movements from Sonatas; six polyphonic pieces, two of which are to be three-part inventions; selections from Mendelsshon's Songs Without Words, Chopin's Preludes, Harberier and Cramer Studies—all to have been studied within two years preceding examination.

#### **Memorized Repertoire:**

The candidate for the certificate must have at least six solos, one of which shall be strictly classical, one polyphonic, and four others, semiclassical or

modern—all to have been acquired within twelve months preceding examination.

#### **Pedagogy:**

One year's work required in this subject.

#### **Requirements for Examination for Diploma in Music**

##### **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 rhythm; 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 and 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 must have acquired a musical vocabulary, embracing the musical terms in common use and their abbreviations.

**Sight-Singing:**

The candidate is required two years' work in sight-singing.

**Literary Requirements:**

High School Diploma, and at least one year of college work, including English 1-3, Education 3 and 4, and Psychology 1 or Education 2.

**Repertoire Not Necessarily Memorized:**

One movement from a standard Concerto; two complete Beethoven Sonatas; one Prelude and Fugue from Well Tempered Clavis Chords; standard selections from Chopin, Schuman, Liszt, and modern composers—all to have been studied two years preceding examination.

**Memorized Repertoire:**

The candidate for graduation must have at least ten solos, one of which shall be a movement from a Concerto or a standard Sonata, two shall be polyphonic pieces, and of the remainder, some shall be semi-classical and some romantic—all to have been acquired within the twelve months preceding examination.

**Pedagogy:**

One year's study is required.

**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 oftentimes, after long periods of study, pupils may become fair or even creditable performers and still have but scant information on musical subjects, and but little appreciation and understanding of either the intel-

lectual 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.

**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; Rhythm: First twelve Lessons for Beginners; Books and Pieces Graded and Analyzed.

**Concerning 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 impressions, 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 develop-

ment 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 other 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.

### VOCAL MUSIC DEPARTMENT

Lloyd O. Sanderson, Director

**Sight Singing:** A thorough course in the elementary theory of Vocal Music, much time being devoted to practice, with graded exercises. The round note

system of reading will be used.

**Evangelistic Singing:** Students taking this course must be enrolled in the Sight Singing class, or thoroughly understand the first principles of music. The study of Pitch, Time, Manifestation of beats, and the better song selections for service will be given much time in this course. One hour, throughout the year.

**Quartet Work (Male):** Two Quartets, (First and Second) will be selected from the best talent, and will be met by the Instructor as often as is convenient for all concerned.

**Harmony 1:** Special attention will be given to the transposition of scales, intervals, and other important parts of fundamental principles. The Tonic, Dominant, Sub-Dominant, and Dominant Seventh chords will be covered, with much work in the harmonizing of given and original melodies, both in three and four part harmony. Two hours.

**Harmony 2:** A continuation of Harmony 1. Candidate must fully understand the construction of Major, Minor, and Chromatic scales: transposition and Accidentals and the four chords given in Harmony 1. This course covers Seventh, Ninth chords in Major and Minor; Suspension Regular and Modulation and Passing tones, with special attention given to original work in Gospel song writing and the harmonizing of figured base melodies. Two hours.

### EXPRESSION

#### College Course.

**First Year:** Vocal expression, harmonic gymnastics, voice training, phonetics, life study, story-telling, dramatic thinking (Shakespeare), platform reading. Recitals.

Text-Books: Curry's Spoken English and Lessons in Vocal Expression. Two and one-half hours recitation a week.

**Second Year:** Vocal expression, voice training, dic-

tion, harmonic training, pantomimic training, dramatic thinking (Shakespeare). Dramatic rehearsal of one-act plays and comedy, speaking on current topics, abridgment and reading of stories, public reading. Recitals.

Text-books: Curry's Foundations of Expression. Two and one-half hours recitation a week.

**Third Year:** Vocal expression, voice training, resonance, diction, harmonic training, pantomimic training, play production, dramatic rehearsal of comedy, tragedy, and drama, extemporaneous speaking, abridgment and public reading of the novel, interpretation of contemporary literature. Recitals.

Text-book: Curry's Imagination and Dramatic Instinct. Two and one-half hours a week.

**Fourth Year:** Browning and contemporary poets, resonance, dramatic modulations of the voice, pantomimic expression (character study), stage art, modern drama rehearsal, logical thinking and speaking, abridgment and public reading of the drama, interpretation of forms of literature. Individual recital.

Text-book: Curry's Browning and the Dramatic Monologue. Two and one-half hours recitation a week.

#### Academy Course.

Oral English, voice training, corrective work, conversation, story telling, myths, fables, lyric and narrative poetry, harmonic gymnastics, platform reading of lyrics, narrative poetry, and short stories.

Text-Books: Curry's Little Classics for Oral English and Spoken English. Two and one-half hours recitation a week.

### PUBLIC SPEAKING

#### Class Work

**First Year:** Vocal expression, voice training, phonetics, dramatic thinking (Shakespeare), conversation, extempore talks on observation, experience, lit-

erature, and current events, philosophy of public speaking. Extempore speeches on recitals.

Two and one-half hours recitation a week.

**Second Year:** Vocal expression, voice training, resonance, diction, psychology of voice, harmonic training, dramatic thinking (Shakespeare), study of masterpieces of literature, logical thinking and speaking. Extempore speeches on recitals.

Two and one-half hours recitation a week.

**Third Year:** Voice training, resonance, dramatic modulations of voice, interpretations of forms of literature, coordination of Spoken and Written English in the writing and delivery of various types of public addresses. Public addresses.

Two and one-half hours recitation a week.

#### Oral Interpretation of the Bible

Vocal expression in the interpretation of the Bible is strangely neglected. Vocal expression is the revelation of realization. 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 reading of the parables, the Art of the Master.

Text-Books: Curry's Vocal and Literary Interpretation of the Bible and the BIBLE.

#### Individual Lessons

This work is presented in private half-hour lessons to those desiring special attention or in case of a deficiency in credentials.

#### Requirements for Diploma

A Diploma in Public Speaking is given to those who have satisfactorily completed the course in Public Speaking and the course in the Oral Interpretation of the Bible.

A Diploma in Public Speaking is given to those who have satisfactorily completed the Third Year of Ex-

pression with the exception of play production and dramatic rehearsal of comedy, tragedy, and drama; and have completed abridgment and public reading of the drama, and interpretation of forms of literature in the fourth year's work, and have given an individual recital.

A dramatic Diploma is given upon the completion of the Third Year of Expression with the exception of platform reading in the First Year, abridgment and reading of stories in the Second Year, and abridgment and reading of the novel in the Third Year, and have completed dramatic modulation of Voice, pantomimic expression (character study), stage art, and modern drama rehearsal in the Fourth Year's work.

A Teacher's Diploma is given for the satisfactory completion of the four years of work in Expression.

### ART

#### FIRST YEAR—

Freehand drawing.  
Light and Shade-Charcoal.  
Sketching.  
Water-color.  
Elementary Design.

#### SECOND YEAR—

Freehand Perspective.  
Oil Painting.  
Pictorial Composition.  
Water-color.  
Theoretic Design.

#### THIRD YEAR—

Life Drawing.  
Oil Painting.  
Applied Design.  
Pictorial Composition.  
History of Painting.  
China Painting.

A Certificate of attainment will be granted upon the satisfactory completion of the work prescribed, and a thesis which may consist of a technical production or a piece of written work.

**GRADUATES**

**College and School of Fine Arts**

1917	
McReynolds, Wilbert .....	Louisiana
1918	
Thompson, Jay .....	Kansas
1921	
Gardner, Mrs. J. N. ....	California
Rhodes, William D. ....	Missouri
Tenney, Arthur Boutelle .....	California
Thompson, Alice .....	Kansas
1922	
Christopher, Grace .....	Kansas
Corbin, Emma Faye .....	Oklahoma
Hunter, Still .....	Alabama
Matlack, Ruby Esther .....	Kansas
Thompson, Arch .....	Kansas
Valentine, Ruby .....	Oklahoma
Williams, Floyd .....	Kansas
1923	
Benson, Earl U. ....	Oklahoma
Benson, George Stewart .....	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. Thompson .....	Oklahoma
Willoughby, Hazel Rae .....	Oklahoma

Wood, Mayma .....	Oklahoma
Woodring, Rena Avana .....	Oklahoma
Wright, Royal E. ....	Oklahoma
1924	
Biggs, Clara Viola .....	Oklahoma
Billingsley, William T. ....	Kansas
Hamilton, Herbert T. ....	Oklahoma
Lawson, Floyd .....	Oklahoma
Lowery, Rose Marie .....	Nebraska
Lowery, Ruby Frances .....	Nebraska
Stark, Desdamona .....	Kansas
Tedford, Nelius .....	Texas
Willoughby, Booker .....	Oklahoma
Witt, C. Bryan .....	Texas

# HARDING COLLEGE

1924-1925

ACADEMY DIVISION  
OF THE  
ANNUAL CATALOG

**CALENDAR**

**1924-1925**

**Fall Term**

September 23 ..... Registration and Classification  
 September 26, 8 p. m. .... Student Reception  
 November 26, 27 ..... Thanksgiving Lectures  
 December 18, 19 ..... Fall Term Examinations.  
 December 20-29 ..... Christmas Holidays

**Winter Term**

December 30 ..... Winter term begins  
 December 31 .. Annual Meeting of Board of Trustees  
 March 13, 14 ..... Winter term examinations

**Spring Term**

March 17 ..... Spring term begins  
 April 24 ..... Nashville-Abilene-Morrilton Debate  
 June 2, 3 ..... Spring term examinations  
 June 4 ..... Commencement Exercises  
 June 4, 8: p. m. .... Closing Entertainment

**FACULTY**

**1924-1925**

J. N. Armstrong, B. A., M. A., President.  
 Adlai S. Croom, B. A., (M. A.) Vice-President.  
 Lloyd Cline Sears, B. A., M. A., Dean.  
 Robert C. Bell, B. A., M. A., Dean of Bible.  
 Woodson Harding Armstrong, B. A., Dean of Women.

GEORGE S. BENSON, B. S., Principal  
 Instructor in History and Education.

Graduate Kingfisher High School (Oklahoma);  
 graduate Harper College 1923; candidate for B. S.  
 degree, Oklahoma A. and M. College, 1924; instructor  
 in public schools in Oklahoma three years; inter-col-  
 legiate debater for A. and M. College 1923-24; special  
 study of athletic coaching this summer.

MRS. R. R. COONS, B. A., B. S.  
 B. A. Abilene Christian College (Texas) 1920; B. S.  
 in Home Economics, University of Colorado, 1922;  
 attended University of Texas, summer of 1920; fifteen  
 hours of graduate work; University of Colorado, 1923;  
 graduate work in Iowa State College this summer;  
 has taught in public schools of Texas four years, in  
 Abilene Christian College one year, in Harper Col-  
 lege one year, and in Moreland (Idaho) High School  
 one year.

SALLIE ELLIS HOCKADAY, B. A.  
 Instructor in English and Latin.

Student Cordell Christian College four years; B.  
 A. University of Oklahoma, 1920; instructor in English  
 Abilene Christian College one year; instructor in Eng-  
 lish and mathematics, Western Oklahoma Christian  
 College, two years; instructor in Latin and mathe-  
 matics, Clinton (Oklahoma) High School, 1923-24.

GEORGE W. KIEFFER, B. A.  
 Instructor in Science and Mathematics.



Student, Cordell Christian College, 1914-16; B. A. University of Oklahoma, 1920; principal of high school, Owasso, Oklahoma, 1920-21; Instructor in Mathematics and Natural Science, Harper College, 1921-24; on leave of absence for his M. S. degree in University of Illinois, 1924-25.

C. RAY THOMPSON, B. A.

Instructor in Business Methods and Mathematics.

Graduate of Harper High School (Kansas); B. A. Quincey Business College, Quincey, Illinois; practical business experience for years with mercantile and insurance companies; Colorado State Manager for the Imperial Insurance Company.

ROXIE WOODRING

Instructor in Shorthand.

Graduate Texola (Oklahoma) High School; graduate in business, Hill's Business College (Oklahoma City); employee in Bank of Texola; instructor in Stenography and Bookkeeping, Harper College, 1922-24; Librarian Harper College, 1922-24.

(To Be Supplied)

Assistant in English.

(To Be Supplied)

Assistant in language.

#### TEACHERS' TRAINING SCHOOL FACULTY

EARL C. SMITH, B. A., M. A.

Director of the Training School.

✓ MRS. WILLIE GRIFFIN, Supervisor.

Primary.

Five years of continuous experience as a teacher; attended four terms in Arkansas State Normal; has taken special training for work in the intermediate department; present position since 1923.

RENA AVANA WOODRING

Intermediate.

Graduate of Texola (Oklahoma) High School; Junior College diploma, Harper College, 1923; instructor

in the Texola public schools, 1923-24; special work in methods in West Texas State Normal, summers of 1922 and 1923.

A. THOMPSON

Grammar School.

Graduate Harper College, 1922; three-year state certificate in Kansas; instructor of fifth and sixth grades in the Grammar School department of Harper College, 1922-23; instructor of seventh and eighth grades, Harper College, 1923-24; special work this summer in the Kansas A. and M. College.

#### FINE ARTS FACULTY

The faculty for the School of Fine Arts is enrolled in the College Division.

## GENERAL INFORMATION

### PURPOSE

We believe that education within a Christian environment and under Christian teachers is just as valuable for the high school student as for those of college rank. If there is any difference, the greater development may be made with the younger student. For this purpose Harding College maintains on its grounds an A-grade accredited Academy. It is not our purpose to discount the academic work, but we propose to make it just as strong and efficient as the work of the College, and to secure for it teachers who are thoroughly prepared and experienced in teaching.

Many homes do not have access to a good high school without sending the children away for this work. Parents will find in the Academy of Harding College the very finest quality of work, and at the same time may be assured that their children are in a wholesome Christian environment under the care and guidance of Christian teachers.

### SEPARATION

The work of the Academy is separated from that of the college in periods, teachers, and largely in rooms. This separation strengthens the work of both the academy and college. Students are not allowed to enroll in classes in the academy and the college at the same time.

### STUDENT ACTIVITIES

A detailed statement of student activities is given in the College division. The students of the Academy engage in all forms of activities encouraged by the school, including literary societies, athletics, debating, student publications, clubs, recitals, etc.

## REGULATIONS

Students of the Academy are under approximately the same regulations as govern college students. All who room in our student homes are expected to observe the regulations of the homes. A more detailed account of regulations governing students may be found in the College division.

### ADMISSION

Any student who holds a county certificate or a certificate from a common school of recognized standing will be admitted without examination. Such admission, however, is provisional and depends upon the quality of the student's work during his freshman year.

### Advanced Standing

Students will be given credit for work done in other affiliated high schools upon receipt of a properly signed transcript from the superintendent or principal of the school from which they come. Students may receive credit on courses taken in unaffiliated high schools by examination, together with a satisfactory record in their advanced work with us.

### Amount of Work

The normal amount of work for high school students is four full time classes. No student will be allowed to carry more than this amount in any year's work except by special provision of the faculty, and this favor will be granted only to seniors who may need slightly more work to meet the requirements for graduation and whose grades in the previous year indicate an ability to carry more than the normal amount. In this case the largest amount of work that may be carried by a senior is five full time classes.

Students who do regular work for their expenses may not be allowed to carry a full course. The amount of work allowed them will depend upon the amount of time they will have for preparation.

**REQUIREMENTS FOR GRADUATION**

Our requirements recognize two large classes of students, those who intend to continue their education with a college course, and those who desire to finish only the high school course. To meet the needs of these two classes, we have two standards for graduation.

**Regular Course**

For students who plan to meet the requirements for college entrance, the following units are required. We believe most students should follow this course.

English .....	3 units
Algebra .....	1 unit
Plane Geometry .....	1 unit
One foreign language .....	2 units
Natural science .....	1 unit
History .....	1 unit
Bible .....	1 unit
Elective .....	6 units

Total ..... 16 units

**Note:** The natural science requirement may be met by physics 1 unit, chemistry 1 unit, botany 1 unit, zoology 1 unit, or a half unit of botany and zoology, or physical geography 1 unit. provided the course is taken as a laboratory science.

Of the six elective units not more than four may be included from vocational subjects (manual training, home economics) or business subjects (shorthand, typwriting, bookkeeping, business arithmetic, etc.).

**General Course**

For students who do not plan to enter college the following courses are required:

English .....	3 units
Algebra .....	1 unit
Plane geometry .....	1 unit

Natural science .....	1 unit
History .....	1 unit
Bible .....	1 unit
Elective .....	8 units

Total ..... 16 units

**Note:** The requirement for natural science is the same as the requirement above. This requirement may not be satisfied by domestic science or agriculture.

Of the eight elective units not more than four may be taken from vocation or business subjects.

**Electives**

**Note 1:** The electives should, if possible, be selected so as to secure three full units in at least one subject besides English, and two or three units in some additional subject.

**Note 2:** No credit will be allowed for work which is a part of student activities such as glee club, sight singing, athletics, etc.

**Note 3:** In the selection of courses any student may elect a course which he may not have had in the year previous, but no student will be allowed to elect a course in advance of the year of his classification, provided any other course remains in that year which he may take.

**Selection of Courses**

The following suggested outline indicates the order in which courses should be pursued:

**First Year**

Required:

- Bible A
- English A
- Mathematics A
- Elective-One from:
  - History A
  - Home Economics A

Required:

- Bible A
- English A
- Mathematics A
- Elective-One from:
  - History A
  - Home Economics A

**Second Year**

## Required:

English B  
Mathematics B

## Elective-Two from:

French A  
Latin A  
History B  
Home Economics B  
Science B

## Required:

English B  
Mathematics B

## Elective-Two from:

French A  
Latin A  
History B  
Home Economics B  
Science B

**Third Year**

## Required:

English C

## Elective-Three from:

French B  
Latin B  
Science D or F  
Government A  
Mathematics C

## Required:

English C

## Elective-Three from:

French B  
Latin B  
Science D or F  
Government A  
Science C

**Fourth Year**

## Elective: Four

English D  
Science F or D  
History D  
Psychology A  
Latin C

## Elective: Four

English D  
Science F or D  
History D  
Education A  
Latin C

Four units may be elected from vocational and business subjects, and these units may be taken during any year as electives.

**DESCRIPTION OF COURSES****Bible**

**Bible A:** This year until Christmas will be given to the study of Genesis, Exodus, and Joshua. The class will be made familiar with the facts of these books. The remainder of the year will be divided equally between Matthew and Acts. While attention

will be given to the geography and the history of Palestine during the time covered by these books, the chief emphasis will be given to the facts of the books themselves and to the teachings of Christ and the apostles.

**Bible B:** This year until Christmas will be given to a study of Israel under the judges and the kings to the death of Solomon. The facts and the narratives of this interesting period of Hebrew history will be drilled into the class from the Bible itself. The remainder of the year will be divided between Luke and Hebrews. Along with Luke will be parallel readings from the other Gospels, and along with Hebrews will be parallel readings from the Law, especially from the book of Leviticus.

**Bible C:** This year until Christmas will be given to the study of the Hebrew peoples from the death of Solomon to the carrying away unto Babylon. The prophetic books will be considered in their time order and in connection with the events and conditions that called them forth. After Christmas the class will study the Exile, Restoration, and Inter-biblical periods, respectively. The books of Esther, Ezra, Nehemiah, and the prophetic books written during this time will be read, and the contemporary history of Babylon, Persia, Greece, and Rome will be noticed. The last third of the year will be devoted to a study of the life of Christ, consisting of a comparative study of John and the Synoptic Gospels. Throughout the year considerable attention will be paid to the geography and the history of all lands involved, and Blaikie's "Bible History" will be used regularly, but the sacred text itself will be given most prominence.

**Education and Psychology**

**Education A. Elementary Psychology:** This course presents a general view of the mental processes and their development. Special attention is given to the principles and laws of attention, apperception, mem-

ory, imagination, emotion, reasoning, and will. One-half unit.

**Education B: Methods:** A discussion of classroom organization, classroom routine, the daily program, etc. Analysis of the principal types of teaching, technique of instruction assignments, teaching how to study, and the art of questioning. One-half unit.

**Education C. School Management:** A general course in the principles of classroom management, school management, discipline, organization, and other practical problems involved in the daily routine of the school. One-half unit.

#### English

**English A. Composition and Grammar:** One aim of this course is to give a thorough review of grammar and to develop accuracy in spelling, punctuation, and sentence structure. At least one oral and one written theme are due every week. Pupils revise the written themes until they have no errors. Outside readings and reports are selected from standard authors. Another aim of the course is to cultivate a love of the best literature, to develop taste, and to increase the power of self-expression. Short poems are memorized, and a number of classics are studied in detail, including the Lady of the Lake, Sohrab and Rustum, the Christmas Carol, the Gold Bug, Treasure Island or Ivanhoe, Merchant of Venice, and the Culprit Fay. Text: Ward's Sentence and Theme. One unit.

**English B. Advanced Composition:** Emphasis upon spelling, punctuation, sentence structure, and grammar is continued. Pupils review description and narration, and study exposition and argumentation. Unity, coherence, and the meaning of the paragraph are emphasized. There are oral and written themes weekly. Outside reports are on poems, novels, essays, and dramas from standard authors. The classics studied in detail are: As You Like It, A Midsummer

Night's Dream, Silas Marner, A Tale of Two Cities, Gray's Elegy, The Deserted Village, Message to Garcia, Vision of Sir Launfal, Prisoner of Chillon, and a short story from Poe. One unit.

**English C. American Literature:** Long's History of American Literature is used in connection with Payne's Readings in American Literature. Stress is put upon the relation of the authors and their works to the periods in which they lived. Themes are on subjects connected with the authors, periods, and works studied. Macbeth, Twelfth Night, and at least one essay, one biography, two novels, and two short stories are studied. An effort is made for each pupil to report in class on some work from each important author studied. Pupils are urged to know the literature as well as the man. One unit.

**English D. English Literature:** Long's English Literature is used in connection with the Twelve Centuries of Poetry and Prose. The same method of study is used as in English C. Brief reports are made by each pupil on some work from each important author. Weekly or fortnightly themes. One unit.

#### French

**French A. Beginning French:** A thorough study of grammar together with the reading of easy French. Some work is done in composition and conversation. One unit.

**French B. Intermediate French:** The reading of more difficult selections from the French romanticists, together with a further study of grammar, and daily exercise in conversation and composition. One unit.

**French C: Romantic Prose and Poetry:** Grammar is again taken up and composition work is followed systematically. Class conversation is conducted in French. As much as possible is read from such writers as Hugo, Loti, Coppee, Sand, and others. One unit.

#### History and Government

**History A. Ancient History:** This course is a

general survey of the history of the Eastern nations, and a fuller treatment of the history of Greece and Rome. One unit.

**History B. Mediaeval and Modern History:** The history of civilization is continued from the end of the previous course. The restoration of the Empire, the rise of the Papacy, Feudalism, Crusades, rise of European states, Renaissance, Reformation, French Revolution, Expansion of Europe, Great War, and New Europe are all proportionally treated. One unit.

**History D. American History:** This is a general survey of the history of the United States. The social, political, and economic aspects of the nation's development will be given emphasis. Careful consideration will be given to the world relationship of the United States. One unit.

**Government A. American Government:** This course is a study of the government of the United States, and of individual states, and a comparison of our government with foreign governments. In a more general way it deals with international and with community and municipal government. Guiteau's American Government or Magruder's American Government, together with library readings. One-half unit.

**Economics A. Elementary Economics:** This course emphasizes the historical and descriptive matter relating to the economic development of the United States and England. Thompson's Elementary Economics. One-half unit.

#### Latin

**Latin A. Beginning Latin:** This course is a thorough drill in grammar and syntax with some translations of the first book of Caesar. Smith's Latin Lessons. One unit.

**Latin B. Caesar:** Four books of Caesar are translated with a careful study of construction. Exercise

in writing Latin is also given. One unit.

**Latin C. Cicero:** Six orations are read. Some attention is given to Cicero's prose style. Composition work in Latin accompanies the course. One unit.

#### HOME ECONOMICS

**Home Economics A-1. Elementary Cooking:** This course teaches the names of utensils and their use and care, and covers the first steps in cooking. First semester. One-half unit.

**Home Economics A-2. Elementary Sewing:** This course teaches the use of the thimble and needle, and gives practice in different kinds of stitches, etc. Second semester. One-half unit.

**Home Economics B-1. Principles of Cooking:** This course consists of a study of the production, manufacture, and composition of typical foods, their classification according to the food principles contained therein, a study of the needs of the body, etc. First semester. One-half unit.

**Home Economics B-2. Principles of Sewing:** This course gives a general knowledge of garment making by hand and by machine. Practical application: a hand-made corset cover, a kimona, nightgown, combination undergarment, petticoat, and middie blouse. Second semester. One-half unit.

**Home Economics C-1. Serving and Etiquette:** The course treats the different ways and times for serving fruits and other foods, and gives practical instruction in etiquette. First semester. One-half unit.

**Home Economics C-2. Sewing:** This is a general course in advanced sewing. The use of different kinds of stitches, patch-stitching, etc. Second semester. One-half unit.

#### Manual Training

**Manual Training A. Elementary Woodwork:** This course will include a study of (1) the use of all the

ordinary bench tools; (2) the structure and use of the common woods; (3) the composition and use of wood finishes; and (4) the reading of simple working drawings and blue prints.

Each student will work out at least five individual projects following working drawings made in the class. The final problem of the year's work will be some small piece of furniture, such as taboret, book rack, umbrella stand, footstool, or magazine stand, which becomes the property of the student constructing it. One recitation and four shop periods a week. One-half unit.

**Manual Training B. Advanced Woodwork:** This course includes (1) the making of working sketches from models; (2) lettering; (3) principles of furniture design; (4) making of complete working drawings from designs; and (5) the construction of furniture. One recitation and four shop periods a week. One-half unit.

#### Mathematics

**A. Algebra:** A thorough course in the elementary principles of algebra. In addition to this considerable time is given to the study of involution, evolution, radicals, quadratics. One unit.

**B. Plane Geometry:** The five books of plane geometry are studied. The solution of original exercises forms an important part of the course. Special attention is given to the acquirement of order and accuracy in demonstration, to the formation of the habit of correct, concise, self-expression, and to developing ability to draw correct conclusions. One unit.

**C. Advanced Algebra:** A review of elementary algebraic principles, with a more advanced treatment of quadratics. Topics specially treated are: Involution, evolution, ratio and proportion, theory of exponents, radicals. One-half unit.

**D. Solid Geometry:** The methods of plane ge-

ometry are continued and analogies between solid and plane geometry are noted. Prerequisite: Mathematics B. One-half unit.

#### Natural Science

**Science A. General Science:** This is an elementary course including work in physics, chemistry, botany, zoology, and a study of general scientific laws and principles. Two laboratory periods a week. One unit.

**Science B. Physiology:** A study of the human body, its organisms and their functions, food, care, and sanitation. Drawings, demonstrations and library work. One-half unit.

**Science C. Agriculture:** A course in the study of the principles and practices of agriculture, covering soils, crops, dairying, stock raising, and feeding, poultry, etc. Laboratory exercises. One-half unit.

**Science D. Physics:** A general course in the principles of physics. Laboratory work two days each week. Open only to juniors and seniors, and alternates with Science E. One unit.

**Science E. Chemistry:** A study of the chemical elements, their properties and uses, the chief compounds and their properties, the fundamental laws of chemistry, and the common chemical nomenclature. Laboratory two days a week. Alternates by years with Science D. One unit. *#5 a semester #5 breakage*

**Science F. Biology:** An introduction to the biological sciences, dealing with the general laws of life, development, structure, environment, etc. Accompanied by laboratory work two days each week. One unit.

#### BUSINESS DEPARTMENT

##### Purpose

A necessary aim of every education is to train the student to be self-supporting. In answer to the demand for vocational training business and vocational

schools have sprung up. But most of these schools fail to meet the needs of students because they offer courses exclusively vocational which may be finished within a few months. While such courses may prepare one for holding minor positions, they give an inadequate training for life work.

In contrast with this brief preparation, many high schools are incorporating in their curricula courses in typewriting, shorthand, bookkeeping, and other commercial subjects. The advantages of this plan are many. The high school course gives the student a broader and stronger foundation than a few months spent in an exclusively business college. The correlation of the business courses with the high school gives the student an opportunity to finish high school at the same time he receives his business training. This saves the student money and time. By this plan as a student graduates from high school, if he so chooses, he may have a solid foundation for his future work, he may be an expert typist, or stenographer, be master of the fundamental principles of bookkeeping, and have a pretty thorough knowledge of business forms and practice. As he finishes his high school course, he is then ready to fill a number of useful places in the world's work.

We urge students, however, not to be contented with the business courses alone, but to enter planning to complete the entire high school course. Many of the best and most responsible industries and firms demand that all clerks employed in office work be high school graduates. Even college graduates are demanded for more responsible positions. If one plans to rise in a business, it is a fatal mistake to confine one's work to the business courses alone.

**The General Student**

Perhaps the majority of students do not plan to enter the business world as stenographers or bookkeepers, but a knowledge of typewriting, business

forms, and business law is extremely useful to any man or woman. In whatever business or profession one may enter, a knowledge of typewriting today is almost imperative, and perhaps no student should finish the high school course without it.

**BUSINESS DIPLOMA**

A Diploma in Business will be granted to those who finish either the stenographical or the bookkeeping course. In addition to the business courses the following regular courses will be required:

English .....	2 units
Algebra .....	1 unit
Plane Geometry .....	1 unit
Bible .....	1 unit
Electives .....	4 units

Total ..... 9 units

The electives are to be selected from regular high school courses such as history, science, languages, but not from other vocational courses, or fine arts courses.

**COURSES**

**Bookkeeping:** The latest edition of the Twentieth Century system of bookkeeping is taught in this course. The student is taught by being required to keep books and to handle notes, checks, drafts, and other business forms, just as he will find them in actual business. One unit.

**Typewriting:** Accuracy, ease, and speed are sought. Some acquaintance with the mechanism of the typewriter is included. The first part of the course is given to the development of perfect accuracy, the latter to speed. Practice includes exercises for learning the keys, business forms, and correspondence. Students who make the most excellent records will be allowed to do practice in handling the actual correspondence of the college.

**Shorthand:** The Gregg system of shorthand is



taught. Students may advance as rapidly as they desire. Constant drill is given for accuracy and speed. One unit.

**Commercial Law:** A general course in commercial law dealing with contracts, legal forms, etc. The course aims to be practical and to give the student a general understanding of the essential features of business law. One-half unit.

**Business Arithmetic:** A study of the phases of arithmetic as applied to business accounting, including practice in rapid calculation and short forms of computation. One-half unit.

**Business Spelling:** Daily practice through the year in spelling. A high grade will be required for those who expect credit from this course.

**EXPENSES**

A fuller statement of expenses may be found in the College section. Tuition is due at the opening of each term, and students must arrange to meet these payments as they enter. The fees are also due at the opening.

**Tuition**

High School Tuition .....	\$20.00 a term
Tuition for Piano, Expression, Public Speaking, Art, etc., each .....	\$20.00 a term

**Regular Fees**

The regular fees are due from each student, and are for the term.

Entrance Fee .....	\$2.00 a term
Library Fee .....	\$2.00 a term

**Special Fees**

Typewriting (rental) .....	\$5.00 a term
Physics .....	\$4.00 a term
Chemistry .....	\$3.00 a term
Biology .....	\$2.00 a term
Home Economics .....	\$3.00 a term

Diploma or graduation fee ..... \$5.00  
 A deposit of \$3.00 must be made for chemistry. Any breakage will be deducted from this deposit. In case of no breakage the deposit will be refunded at the end of the course.

**Business Courses**

If the business courses are taken in connection with other high school work, and the student pays regular high school tuition, the following fees are charged:

Typewriting .....	\$6.75 a term
Shorthand .....	\$6.75 a term
Bookkeeping .....	\$6.75 a term
Combination of any two .....	\$10.00 a term
All three .....	\$15.00 a term

If students take the business course alone, the following fees are charged:

Typewriting .....	\$10.00 a term
Shorthand .....	10.00 a term
Bookkeeping .....	10.00 a term
Combination of any two .....	16.75 a term
All three .....	22.50 a term

The courses in commercial law, spelling, and arithmetic are without fees.

**BOARD AND ROOM**

Rooms in the students' homes are \$22.50 a term, an average of \$7.50 a month. They are to be taken by the term.

These homes are thoroughly modern, comfortably furnished with every convenience. Students should bring with them their own toilet articles, their bedding, towels, and other personal necessities. They may also bring any rugs, penants, pictures, which will make their rooms more attractive and homelike.

Students take their meals at the college club, where they get their board at the actual cost of the food materials and preparation. It is expected to average

about \$14 a month or less this year. Each student at least ten days before the opening in the fall is required to send a deposit of \$10 to be applied on his first month's board, and at the first of each school month he must make deposit with the club of \$15. At the close of the year, if the cost of his meals has been lower than \$15 a month, the balance of this deposit is refunded to him.

**GRADUATES OF THE ACADEMY**

1919

Babcock, Frances .....	Kansas
Beal, Marion, (Commercial) .....	Kansas
Lawyer, Ray .....	Minnesota
Tenney, Arthur Boutelle .....	California
Thompson, Alice .....	Kansas

1920

Caldwell, Ruby .....	Arkansas
Elston, Luke .....	Louisiana
Elston, Esther .....	Louisiana
Graves, Maurice .....	Oklahoma
Hamilton, John T. ....	Kansas
Miller, Gardia Marie .....	California
Smith, Georgia .....	Kansas
Thompson, Arch .....	Kansas
Thompson, Martha .....	Kansas

1921

Beal, George .....	Kansas
Corbin, Emma Faye .....	Oklahoma
Davis, Velma .....	Oklahoma
Harris, Margaret Price .....	Arkansas
Lawson, Floyd .....	Oklahoma
McLaughlin, Orene .....	Kansas
Matlack, Ruby Esther .....	Kansas
Rather, Dale .....	Kansas
Rhodes, Andrew .....	Kansas
Rhodes, Mabel .....	Kansas
Smith, Lola .....	Kansas
Tenney, Mrs. Arthur Boutelle .....	California
Thompson, James M. ....	Oklahoma
Tidwell, Thelma .....	Oklahoma
Valentine, Ruby .....	Oklahoma
Warlick, Goldie .....	Oklahoma
Wilhite, Anna .....	Oklahoma

Wood, Mayma ..... Oklahoma  
 Wood, Thurman ..... Texas  
 Wright, Royal ..... Oklahoma

1922

Bachman, Floyd Merble ..... Oklahoma  
 Biggs, Clara Viola ..... Oklahoma  
 Billingsley, T. Lawrence ..... Kansas  
 Billingsley, William T. .... Kansas  
 Christopher, Margaret ..... Kansas  
 Collins, Frieda Helen ..... Kansas  
 Collins, Pauline ..... Oklahoma  
 Demuth, Claude ..... Colorado  
 Hazlet, Raymond ..... Nebraska  
 Roles, Lowell ..... Kansas  
 Shaw, Herman Quincey ..... Kansas  
 Turner, Audrey Faye ..... Oklahoma  
 Watson, Paul ..... Oklahoma

1923

Adamson, Dollie J. .... Kansas  
 Babcock, Leaford G. .... Kansas  
 Campbell, Buell ..... Alabama  
 Cates, Rachel ..... Oklahoma  
 Chapin, Lloyd C. .... Kansas  
 Cline Violet J. .... Kansas  
 Davis, Wayne M. .... Oklahoma  
 Dillard, Nola M. .... Kansas  
 Gamble, Grace ..... Arkansas  
 Hamilton, Herbert T. .... Oklahoma  
 Hazlet, William ..... Colorado  
 Hebbard, Everett M. .... Kansas  
 Horton, Brady L. .... Texas  
 Matlack, Floyd H. .... Kansas  
 Miller Gardia Marie ..... California  
 O'Neal, Audrey ..... Kansas  
 Oxley, Clark Lewis ..... Kansas  
 Perry, Hugh L. .... Texas

Schuster, Leona ..... Missouri  
 Wilhite, H. Hansel ..... Oklahoma  
 Wilson, Alberta Isabel ..... Oklahoma  
 Wilson, James M. .... Texas

1924

Ardrey, Lillian ..... Kansas  
 Babcock, Irene Ruth ..... Kansas  
 Battenfield, Lucille ..... Texas  
 Billingsley, Herschel Albert ..... Kansas  
 Black, Judd L. .... Oklahoma  
 Blackwell, Beatrice Marie ..... New Mexico  
 Chadwick, Walter ..... New Mexico  
 Coats, Harl ..... Arkansas  
 Cook, Mildred ..... Arkansas  
 Fricks, Fannie Lou ..... Arkansas  
 Garner, Roland ..... Arkansas  
 Harris, Roy Bowlin ..... Arkansas  
 Hinds, Roy ..... Kansas  
 Johnson, Christina ..... Arkansas  
 Kivett, Olga ..... Oklahoma  
 Main, Thelma ..... Oklahoma  
 Oldham, Lewis T. .... Oklahoma  
 Pogue, Hugh Lafette ..... New Mexico  
 Rhodes, David Willis ..... Arkansas  
 Riggs, Ruby Frances ..... Kansas  
 Standridge, Theodore ..... Arkansas  
 Suit, George ..... Oklahoma  
 Thedford, Nell ..... Arkansas  
 Warren, Homer ..... Iowa  
 Woodbridge, Judson ..... Kansas  
 Zimpelmann, Theodore ..... Kentucky

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