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HARDING COLLEGE BULLETIN

CATALOG NUMBER



**Announcement
for the 1953-54 Sessions**

David Porter

HARDING COLLEGE BULLETIN

CATALOG NUMBER

Announcement for the 1953-54 Sessions

Published by Harding College, Searcy, Ark.

Vol. XXIX

June 1953

No. 1

ENTERED AS SECOND-CLASS MATTER JULY 28, 1934, UNDER ACT OF AUGUST 24, 1912.
PUBLISHED TWICE MONTHLY BY HARDING COLLEGE, SEARCY, ARKANSAS, IN FEBRU-
ARY, MARCH, MAY, JUNE, AUGUST AND NOVEMBER; MONTHLY IN REMAINING MONTHS.

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COLLEGE CALENDAR

1953-1954

Fall Semester

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

President's reception to faculty	4-6 p.m., Sept. 9
Faculty conference	Sept. 10-11
Freshman assembly	8 a.m., Sept. 14
Assembly for sophomores, juniors & seniors ...	9 a.m., Sept. 14
Orientation and counseling	Sept. 14-16
Registration of upper classmen	8-12 a.m., Sept. 17
Registration of freshmen	1-4 p.m., Sept. 17
Classes begin	8 a.m., Sept. 18
Faculty-Student reception	8 p.m., Sept. 19
Lectureship	Nov. 15-19
Thanksgiving holiday	Nov. 26-30
Christmas holidays	Dec. 20-Jan. 4, 1954
Classes resume work	Jan. 5, 1954
Counseling completed for spring semester	Jan. 18
Semester examinations	Jan. 28-30

Spring Semester

Counseling of new students	Feb. 1
Registration for spring semester	Feb. 2
Classes begin work	Feb. 3
Spring recess	Apr. 2-5
Annual field day	May 6
Counseling of summer students	May 17
President's reception to seniors	8 p.m., May 29
Baccalaureate address	8 p.m., May 30
Final examinations	May 29-June 2
Alumni day	June 2
Commencement exercises	10 a.m., June 3
Annual alumni luncheon	12:30 p.m., June 3

Summer Term

Counseling new students	8-12 a.m., June 7
Registration	1-4 p.m., June 7
Classes begin	7 a.m., June 8
Holiday	July 3
Examinations, first term	July 10
Classes begin, second term	July 12
Final examinations	Aug. 13

1953

1954

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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17	18	19	20	21	22	23	18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
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FEBRUARY							MAY							AUGUST							NOVEMBER						
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MARCH							JUNE							SEPTEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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28	29	30	31	27	28	29	30	26	27	28	29	30	26	27	28	29	30	31

Part I:
GENERAL INFORMATION

PURPOSE OF HARDING COLLEGE

Every college has its own personality, distinct from all others. It may be cold and formal, or it may be warm, friendly, and stimulating, winning one's loyalty and love by its service and understanding. The personality of a college, however, is determined by its sense of values, and this, in turn, is revealed in its purpose and the organization through which its aims are achieved.

Prospective students and parents will want to know Harding College as it really is. While it can be described only briefly here, the institution is felt as a living force by visitors who see the college in action.

Our Purpose in Brief

Harding is a Christian college of arts and sciences. Its purpose is to give students an education of high quality which will lead to an understanding and a philosophy of life consistent with Christian ideals. It aims to develop a solid foundation of intellectual, physical, and spiritual values upon which students may build useful and happy lives.

Intellectual Aims

It is the conviction of the college that it is more important to learn how to live than merely how to make a living. A man will be more successful in his profession if he has developed a right view of life and an understanding of himself and of the world in which he moves. During the first two years, therefore, the student is given a comprehensive introduction to the complex life of the present and to the courses of human thought and action which have given him his cultural heritage.

Through the sciences he gains insight into the laws of life and of the physical world. He finds how these may be controlled for the advancement of human welfare. He learns how to think accurately and scientifically, to look at problems objectively, and to solve them without prejudice. He should acquire a greater reverence for truth and a passionate desire to embrace it. As he begins the application of the scientific method to the study and explanation of natural phenomena, he is taking the first step in the development of the discerning mind and judgment of the mature thinker. It is such clearness of thinking which has abolished superstitions and false ideas and laid a foundation for distinguishing between truth and fiction.

Through literature, philosophy, and the creative arts the student comes in contact with the ideas and the visions

that have inspired men. He meets great minds and personalities whose grasp of life will stimulate and direct the course of his own thinking.

Through history and the social sciences he learns the difference between vision and reality and develops a sympathetic understanding of human frailty and the possibilities of human achievement. With a knowledge of the social, economic, and political philosophies that have built our present world he can see more clearly into the years ahead. At the same time he has been gaining the skills and techniques and has formed the habits of study which will enable him to explore other realms of knowledge and unlock the secrets of the future.

In the last two years he chooses a special field of knowledge which will round out his development and equip him for a chosen profession or vocation. Through four years the student is thus led to a fuller understanding of himself and of his own abilities, to a clearer grasp of the intellectual process of logical reasoning, and a more accurate appreciation of his place in the world.

Since logical thinking and its use in solving our daily problems require a full understanding of all pertinent data, students are encouraged to examine all aspects of questions before reaching conclusions. On the great issues of human thought, as well as the minor questions which may arise, teachers are urged to present, and to require readings representing, the various points of view. In this way students are led to an unprejudiced approach from which they can arrive at a soundness of judgment.

Professional Aims

Harding recognizes the importance of preparing young people to take their places in the world's work. It seeks, therefore, to help them understand their own abilities and aptitudes, cultivate responsible habits of work, learn how to cooperate with others, and discover the particular vocation to which they wish to give themselves. It offers the basic training leading to the various professions—medicine, dentistry, engineering, law, pharmacy, nursing, social service and others, and gives thorough preparation for teaching, the ministry, business, and other vocations. It encourages thoroughness, not so much that the student may meet the competition of others, but that he may give his highest service to the world and may attain his highest personal development and satisfaction.

Unlike the work of the purely professional school, this training is integrated with the whole liberal arts program. The student, therefore, acquires not merely the skill of his profession, but also an enriched cultural background.

Social Aims

Along with intellectual development and professional skills, however, the college provides those experiences which should lead the student to a clearer understanding of his social relationships. These include his responsibility in the home, responsibility as a worker or employer in his business or profession, responsibility as a citizen in the community, state, and nation, and finally his responsibility as a Christian to all humanity and to a Christian civilization. Finally, he is led to understand that the freedom and opportunity we enjoy in our American way of life, our participation in a world economy, and the continuation of our Christian civilization are dependent on men and women of character and integrity with sound, well-trained, discriminating minds and with an enlightened sense of personal responsibility.

Spiritual Aims

Montaigne wrote "The object of education is to make, not a scholar, but a man." It is the conviction of Harding College that neither scholarship nor intellectual development is sufficient basis for the best and richest life now, nor for security in the years ahead. Those who have moved the world upward have always been men of character as well as intellect. It is the ultimate purpose of Harding College, therefore, to lead each student to develop, not merely the mind, but the kind of personality whose influence, great or small, will add to the upward trend of civilization.

This means that he will come to love the ideals of truth, mercy, and justice, to accept responsibility, and to cultivate self-control. But at the heart of the long struggle of men for mastery of themselves and of their world has always been the power of a faith that triumphs over weakness. More than all else, this faith is responsible for the vision which has given the world its highest development, both material and spiritual. No one can understand our civilization without knowing this power which has shaped its thinking and its ideals, and which has been the strength of its great leaders. Its supreme source lies in the teaching of the Christ and in the Jewish prophets who prepared the way for Him.

For this reason it is required that all students take Bible each semester or choose from a related field an approved course whose content will give him a better spiritual understanding of himself and of the world in which he lives. A list of such approved courses is given at the conclusion of the Bible department. Instructors in Bible conscientiously avoid sectarian, or peculiar interpretations. The college expects the student to come to know the spirit of the Bible itself and its great principles of life. Each student must, in the end, determine his own course, but since men live in God's universe, it is vital to their welfare and happiness to live in harmony with the will and purpose of the Creator.

ACHIEVING THE AIMS

The organization through which the college works out its aims may appear somewhat complicated. Students who come into it, however, are delighted with the human, friendly, helpful attitude of all who assist them. The four major facilities listed here are explained in greater detail through the later pages of the catalog.

A Faculty Interested in The Individual

One of the most important factors in education is the personal contact between student and teacher. Material and subject matter may be dead until brought to life by the understanding touch of a master. Books often confuse and are quickly forgotten, but the views and attitudes, the impact on personality by an instructor, become a part of one's thinking. The teachers at Harding College are alert and keenly alive to present trends in their fields. Memberships in learned societies and attendance at meetings are exceptionally high. A large number are continually engaged in advanced study and institutional research for further perfecting their work. Students will find such minds stimulating and their search for wider horizons of knowledge under this guidance an exciting experience.

In keeping with the purpose which guides our work, we select teachers who not only possess high scholarship but who also have the character and spiritual understanding essential to that purpose. Students will find instructors concerned with their personal welfare. While each is interested in his special field of knowledge, he is even more interested in the development of the student and is ready to help in the solution of any problem he may have.

An Active Counseling Program

To give every student expert and sympathetic guidance in securing all the advantages of the college and in preparing himself most effectively for his life's work each student is assigned to a counselor on whom he is free to call at any time for advice in personal matters or in the selecting of his courses. Counselors can guide students around many difficulties, help them understand the requirements of college life, advise in financial difficulties, in religious or moral perplexities, and in personal relations with other students, bring to his attention opportunities he might overlook, and aid him in selecting those college experiences that will give him the training and the development needed for his chosen work. These men and women are personal friends and confidants.

In addition to these counselors, a work coordinator assists in arranging employment for those who need work. A counselor in religious activities aids young preachers in finding places to preach and other young people in finding appropriate opportunities for religious activity. Vocational counselors advise in the selection of vocations and professions and in pointing out opportunities and requirements in the various fields. Employment counselors assist in arranging contact with suitable employers and in following up students with further aid whenever needed.

A Living Curriculum

Next to the faculty and its close personal supervision, the type and scope of courses offered are other important factors in one's educational development. A curriculum that remains continually the same is soon outmoded. The college, therefore, encourages each department and each instructor to study his own field of work, to revise and to change courses or the content of courses to keep them constantly adapted to changing needs. The entire curriculum is under continual study and essential revision to give the student the type of training and development he needs to meet the conditions of today and the changes of tomorrow.

Constructive Activities

The final factor in the student's educational development is the activities in which he may engage. His courses give basic theories, fundamental techniques, facts, and truths, and help to stimulate and direct his thinking, but the right type of activities gives him opportunity to put permanent

values into life experiences. The college, therefore, offers a large variety of wholesome avenues of self-development. The physical education program is not centered on a few athletes but includes all students in a vigorous, health-building series of intramural sports. There is actual on-the-job training for those preparing for nursing or medical technician service. Dramatics, debate, and speech activities; the chorus, glee club and other musical groups; the college newspaper, the annual, radio broadcasting, and the poetry and camera clubs—all offer valuable experience in many different fields. The various religious meetings, special lectures, and mission services give opportunity for religious growth. Social clubs encourage democratic and Christian cooperation and develop leadership. Work experiences in offices, library, cafeteria, student center, printing shop, laundry and cleaning plant, the farm, the dairy and other fields give excellent training.

By a wise selection of activities, the student will attain during his college years a measure of development not possible from classroom work alone.

Thus, through the assistance of instructors and counselors who are genuine friends, through a living curriculum which brings the knowledge and experiences of the past to bear upon the present and the future, and through well-chosen activities, the student achieves for himself that rich and full development which is the ultimate purpose of the college.

SECONDARY TRAINING SCHOOL

For the training of teachers in the secondary field the college maintains a complete high school in connection with the department of education. While the faculty and administration are separate from and independent of the college organization, it works in cooperation with the head of the education department in putting into practice the best educational methods and in supervising directed teaching. The high school offers the courses usually given in standard secondary schools and holds an "A" grade rating with the State Department of Education.

ELEMENTARY TRAINING SCHOOL

The college also maintains an elementary school, under separate faculty, but cooperating closely with the education department in the training and supervision of elementary

school teachers. It holds an "A" grade rating under the State Department of Education and offers to a limited number of children a high quality of training in a model educational program. In furnishing opportunity for observation and directed participation it aids in an ideal way in the training of teachers in the elementary field.

HISTORY OF THE COLLEGE

Harding College was established at Morrilton, Arkansas, in 1924 through the consolidation of Harper College of Harper, Kansas, and Arkansas Christian College of Morrilton. In 1934 the Galloway College plant at Searcy became available and Harding College was moved to Searcy.

The college was named in memory of James A. Harding, co-founder and first president of an earlier college whose traditions and work the present institution carries on. It was considered a fitting tribute to the life of a great man, who contributed much to Christian education, and who gave to it the enthusiasm and impetus of an active life.

LOCATION

Harding College is located in one of the most beautiful, fertile, and healthful sections of the state. It is fifty miles from Little Rock on U. S. highway 67, and one hundred fifteen miles from Memphis on U. S. highway 64.

By automobile Searcy is two and a half hours from Memphis, four from Fort Smith, five from Texarkana; eight from Oklahoma City, St. Louis, and Nashville; ten from Dallas, twelve from Kansas City, Amarillo and Chicago.

CLIMATE and SCENERY

The climate is as nearly ideal as one may find. Winters are mild. The temperature has fallen to zero only a few times in the history of the state. Summers are usually pleasant.

Harding College is near the foothills of the Ozarks, and is surrounded by many places of beauty and interest. To the northwest, the foothills lead up to the mountains, which follow the course of the river and are traversed by a highway bordered by picturesque valleys and peaks. Little Red River's sparkling rapids and deep clear pools make a paradise for the game fisherman. To the east are lowlands and lakes abounding in fish.

THE CAMPUS and BUILDINGS

The college campus consists of forty acres. It is within easy walking distance of the business section of town. Large oaks and elms give a woodland charm.

The twenty-three buildings on the campus, exclusive of equipment, are valued at more than \$2,298,967.

Administration Building

Occupying the central position on the campus is the three-story Administration Building, a fire-proof structure containing the president's suite of offices, the offices of the dean of the college, the dean of students, the registrar, the business manager and staff, the president's assistant, the director of public relations, and others. Offices are air-conditioned. On second floor is the Little Theatre seating two hundred people. The building also contains a recording room and classrooms.

Auditorium

The main Auditorium is an integral part of the Administration Building. It is air-conditioned and seats approximately 1,300. It has a stage designed for varied and unusual scenic effects. Scenery can be elevated or lowered quickly into place. It has the latest theatrical lighting, public address system, and projection facilities, together with dressing and storage rooms.

Science Building

This is a three-story brick structure, one hundred and sixty-five feet long, and fire-proof throughout, completed in 1926. The two upper floors contain the various laboratories for chemistry, physics, biology, and home economics, teachers' offices, and lecture rooms. The first floor contains offices and general class rooms.

The Library

The primary purpose of the college library is the enrichment of the curriculum by the provision of materials related to course offerings and by guidance in the wise use of such materials.

The new, modern library with its open-shelf arrangement allows students access to approximately 35,000 volumes, 200

periodicals, hundreds of pamphlets and nine daily newspapers. The card catalog, periodical indexes, subject index to pamphlets, and the cooperation of faculty and librarians enable students to receive maximum benefit from library facilities. In addition to printed materials, a phonograph record collection, consisting at present of 600 records in music and speech, has been initiated. A Recordak microfilm reader is also available for reading material on film.

In the new library building the periodical room, reference room, music listening and seminar rooms are located on the first floor, with stacks and carrels on the second floor. The building is air-conditioned, and equipped with the latest type of indirect heating and lighting.

To provide instruction in the use of the library materials, special classes are conducted in the library under the supervision of faculty and librarians.

Social Studies Building

The new three-story Social Studies building houses the School of American Studies, offices, classrooms and research facilities. It is air-conditioned throughout.

Ganus Student Center

This air-conditioned building is a community center for students and teachers. It houses the college bookstore, post-office, inn, offices of the Petit Jean, the Bison, and the alumni, a photographic darkroom, an attractive banquet room, and other facilities.

Music Hall

The Music Hall contains the studios for piano, voice, band and orchestra, classrooms, practice rooms, chorus room, and storage rooms for band and orchestral instruments.

Residence Halls

Five dormitories provide housing for approximately 300 women and 350 men. Pattie Cobb and Cathcart Halls are residences for women. Armstrong Hall and East and West Dormitories are residences for men. All rooms in Armstrong and Cathcart Halls and many in Pattie Cobb have connecting baths between each two rooms.

Sewell Hall contains attractive fire-proof apartments for faculty and staff. Veteran's Village has apartments for approximately sixty married students. These, however, are not restricted to veterans.

Rhodes Memorial Field House

This new gymnasium has three basketball courts, a skating rink, classrooms, equipment rooms, showers, and facilities for a broad program of intramural sports.

Swimming Pool

Steam-heated, this white-tiled pool gives opportunity for instructional courses and recreational swimming throughout the year.

Training School and Academy

This large structure houses facilities for the Training School and Academy, which, although separate in management, cooperate with the department of education in the training of teachers. In addition to an auditorium, it contains the high school library, laboratories, seventeen classrooms, and offices. It is exceptionally well-furnished and attractive.

Science Annex

This building contains classrooms, a chemistry laboratory, and offices.

The Infirmary

The infirmary is equipped with examining rooms, laboratory, nurses' quarters and four wards with ten beds.

Service Buildings

Other buildings include the central heating plant, laundry and dry cleaning facilities, workshop, various teachers' homes and other service buildings.

SCHOLARSHIPS, LOAN FUNDS, AND STUDENT AIDS

W. J. Carr Scholarship

The W. J. Carr Scholarship was founded by a gift of \$2,500 from W. J. Carr of Junction City, Arkansas. The income on the above sum is awarded a deserving student each year.

Elizabeth J. Couchman Memorial Fund

This fund of \$940, the income from which is applied on a scholarship for some student each year, was made possible through the generosity of Mrs. Elizabeth J. Couchman of Winchester, Kentucky.

Booth Brothers Memorial Scholarship

The Booth family of Searcy has established a memorial scholarship of \$3,000, the income from which goes annually to a Searcy student. The donors of this scholarship endowment are among the best known families in Searcy, and have always felt a responsibility in encouraging good scholarship at Harding College.

Dr. L. K. Harding Memorial Scholarship

This scholarship, created by a gift of \$5,000 from Mrs. L. K. Harding of Henning, Tennessee, is in memory of her husband, Dr. L. K. Harding, the eldest son of James A. Harding for whom the college is named. Dr. Harding believed that the best investment one can make for the world is the right training of young people. The income from this scholarship will, therefore, carry on this type of work in which he was so deeply interested.

Mrs. Pauline Law Scholarship

Interest from a fund of \$2,600 established by will of Mrs. Pauline Law of Granite, Oklahoma, is to be used in scholarships for ministerial students selected by the college.

Sam W. Peebles Memorial Scholarship

This scholarship fund, now \$1,500, was started by comrades and friends of Lt. Sam W. Peebles, Jr., a graduate of 1938, who was killed in service on November 22, 1944. It had been his purpose to establish a fund to help deserving students. This scholarship is therefore a tribute to his unselfishness. It is hoped that it may be increased by his friends until it is large enough to fulfill his dream.

Establishing Other Scholarships

Studies have shown that for every student in college there is another student with equal ability who finds it financially impossible to obtain a college education. To invest in these students is a worth-while work. Harding College invites others to establish similar scholarships through gifts and legacies.

Honor Scholarships and Grants-in-Aid

Honor Scholarships, Special Scholarships, or Grants-in-Aid are available to a small number of high-ranking graduates of high schools or junior colleges each year, or to students with special abilities or with special needs. Such scholarships and grants may be for one year or for four. Since the scholarships and aids are based upon the ability of the student as well as his financial need, students should submit applications with a complete scholarship record and letters of recommendation from their superintendents, principals, teachers, or others who know the quality of their work, their ability, personality, and character. Applications may be submitted to the Admissions Office with applications for entrance.

Mr. and Mrs. Jim G. Ferguson Student Loan Fund

This fund of \$3,000 is available to worthy students who have done satisfactory work in Harding College for at least one semester, and whose scholarship record is entirely satisfactory. The maximum loan to any one student is \$400, with a maximum of \$150 in any one semester.

C. L. Ganus Loan Fund

Mr. C. L. Ganus, of New Orleans, has made available \$2,000 annually as a loan fund for deserving students who could not otherwise attend college. As these loans are repaid they furnish funds for others who will need them later.

J. M. Pryor Ministerial Student Fund

This is a loan fund of \$150 established by Mr. J. M. Pryor for aid to ministerial students.

Mr. and Mrs. Jesse P. Sewell Loan Fund

This loan fund, to be increased at the rate of \$200 a year, has been established through the generosity of Mr. and Mrs. Jesse P. Sewell. It is designed to assist worthy young people and particularly those who are preparing to preach.

Sterling Stores, Inc., Student Loan Fund

This fund of \$500 is available to deserving students who have attended at least one semester in Harding College, who are doing entirely satisfactory work, and who are of good character.

Vocational Rehabilitation Aid

Students who may have a substantial handicap to employment as a result of a permanent disability may receive, at no cost to themselves, vocational counseling and financial assistance toward the cost of their college training when the vocational objective of the disabled person is approved by a rehabilitation counselor.

The student should apply directly to the vocational rehabilitation service of the state department of education in his own state, and should at the same time notify the business office of the college so that we may give any assistance necessary.

Employment

The school is prepared to offer a certain amount of work to help deserving students meet a part of their college expenses. Those who expect to work should make application to the Coordinator of Student Employment and obtain specific assignment of work before they come. Those who come without having received such previous assignments may be disappointed in obtaining work contracts.

Any student who has been granted work must realize that continuance in such employment is contingent on his rendering satisfactory service. Should he fail to meet his responsibility in this respect and be removed from service, the remaining portion of his expenses will then be due in cash.

Students are strongly urged not to apply for more work than is absolutely necessary so as not to place themselves at a disadvantage scholastically, cause impairment of health, or deprive other students of work which they may need. Any student who works more than three hours a day must limit the number of his class hours.

Upon receiving an assignment of work, a student should then compute the amount of cash necessary to meet the balance of the term's expenses and come prepared to pay this balance at the beginning of the term.

Placement Service

For the purpose of aiding graduates and other deserving students to find employment the college maintains a placement service. Students who desire teaching positions, or employment with commercial or industrial firms, file their complete credentials in the placement office, and these are brought to the attention of prospective employers. Effort is made to find the kind of position for which each student is best qualified. This service is also available to former students and alumni. In order that its value may be as great as possible it is requested that all openings for teachers or others be reported to the office as soon as known.

Medical and Hospital Service

This facility, the cost of which is included in the regular registration fee, includes a ten-bed infirmary under the supervision of a registered nurse, and the following services:

1. A medical examination for new students at the beginning of the semester in which the student enters, and follow-up examinations as deemed necessary by the health department. Various vaccines are available, some free, others at cost.
2. Emergencies and accidents which can be adequately treated by our own nurse and in our own infirmary, are covered by the fee. Those which require the services of a physician or outside hospitalization are not covered, but must be paid for by the student. Accidents occurring in merely voluntary activities, such as intramural sports and outings, are not covered beyond first aid and our own infirmary service.
3. In case of an acute attack of appendicitis, the fee of the doctor for operation is included, but hospitalization beyond our own infirmary service is not included. It is recommended that students obtain hospitalization insurance of their choice for such eventuality.
4. Hospitalization in our infirmary upon recommendation of the college nurse.

Students who have not had smallpox vaccination before entrance may receive it after they come.

The above service does not cover medical attention for chronic illnesses and matters that should have been attended to before entrance. Thus it would not include the following:

1. Treatment of tuberculosis.

2. Tonsilectomies, or treatment of chronic hay fever, asthma, or chronic glandular troubles. These cases will have the constant care of the nurse, but medical attention will have to be paid for separately from the fee.
3. Drugs, extensive examinations, X-rays. The nurses and doctors will advise regarding the necessity of such service, but the cost will be in addition to the fee.
4. Dental care.

The service, however, which is included within the fee, is worth far more than the cost. The constant attention of a registered nurse together with infirmary service is usually outside the reach of the ordinary family. Yet all this is covered by the medical and hospital service. Students may select their own doctor, but all such service must be arranged through the nurse. The school will not be responsible for any medical service arranged for by the student alone.

INFORMATION for NEW STUDENTS

How to Reach Us

The main lines of the Missouri Pacific from Little Rock to Memphis and from Little Rock to St. Louis pass through Kensett, Arkansas, which is the college station. Students arriving at Kensett will find buses or cabs to Searcy.

In addition to the train service, Searcy is served by bus lines from Little Rock, St. Louis, and Memphis.

Bus fare to the college from Kensett is nominal. Fifty cents will be charged for delivering trunks from the station to dormitory rooms at any time.

Expenses

It is our desire to keep expenses at Harding College as low as possible consistent with efficiency. The boarding student can meet all regular expenses for approximately \$727.50 for the year. This includes tuition, fees, room and board. The resident student can meet expenses of tuition and fees for \$300.

Room and Board

Rooms in all dormitories are \$12.50 per month. Meals at the college cafeteria in Pattie Cobb Hall are \$35.00 per month. But because of possible instability of food costs the college reserves the right to change cost of meals without previous notice.

Regular Tuition and Fees

The school year of nine months is divided into semesters of eighteen weeks each. Expenses are due at the beginning of the semester.

For a student carrying the normal load of 16 hours in the regular liberal arts program the following would be the expense:

	Semester	Year
Tuition (\$7.50 per semester hour) ..	\$120.00	\$240.00
Registration fee	30.00	60.00
Total	\$150.00	\$300.00

School of American Studies

For students enrolled in the School of American Studies program the expense for the school year (nine months), covering tuition, fees, board and room, is \$1,000. For non-boarding students the cost would be \$575.00.

Special Tuition and Fees

Much of the class work in music requires no fees other than regular tuition. These cultural courses should be included in every student's program.

Private instruction, however, in piano, voice, violin, orchestra or band instruments, and speech carry a special tuition in addition to the semester hour charge, as follows:

	Semester	Year
Two private lessons a week	\$37.50	\$75.00
One private lesson a week	22.50	45.00
Class instruction in voice	7.50	15.00
Piano rental, 1 hour per day	4.50	9.00
Piano rental, 2 hours per day	9.00	18.00

Special fees charged only for specific reasons indicated are as follows:

Late registration fee (after regular day of enrollment)	\$ 5.00
Change of class, each change	1.00
Reinstatement in class after absences	2.00
Special examinations, each	1.00
Preparation of applications for certificates	1.00

GENERAL INFORMATION

Extra transcripts	1.00
Graduation fee	10.50
Breakage deposits in chemistry (returnable, less breakage) each course	5.00

Expenses for Veterans

The government takes care of all expenses for veterans who have their Certificates of Eligibility under Public Law 16 or 346, and grants a subsistence allowance sufficient to cover all personal expenses at Harding. Korean veterans under Public Law 550 also receive an allowance sufficient to cover college and living expenses in the liberal arts program. Those wishing to take advantage of these educational opportunities should make application as early as possible. Applications should be made directly to the Dean of the College, and should be accompanied by a statement of their educational objectives and plans and by a photostatic or certified copy of their discharge papers showing their service records. Those entering under P. L. 16 for disabled veterans should apply to their state Veterans Administration headquarters for counseling and approval.

Refunds

Since the operating costs of a college must be based upon an estimated enrollment, all students are granted admission upon the understanding that they are to remain a definite time—a semester or a year. A student, therefore, who withdraws before the expected time, leaves a vacancy which some other student could have filled. If the withdrawal is unnecessary or results from the student's misconduct, the institution is under no obligation to refund expenses.

In cases of protracted illness or other unavoidable causes of withdrawal, no refund is made of registration or special fees, but refunds of tuition, both regular and special, room, and board will be governed by the following policy:

Withdrawals within 2 weeks	80% refund
Withdrawals between 2 and 3 weeks	60% refund
Withdrawals between 3 and 4 weeks	40% refund
Withdrawals between 4 and 5 weeks	20% refund
Withdrawals after 5 weeks	no refund

Reserving Rooms

Every reservation must be accompanied by a deposit of \$10.00. In event the reservation is cancelled, this deposit is refunded, provided request is made to the college not later than one month before the opening of the semester. Regularly, the deposit is returned at the close of the year minus any breakage or damage to rooms or furniture, provided the student's account is in order.

Furnishings for Rooms

Rooms are furnished with single beds. Students should bring with them pillows, linens, covers, towels, and such other articles as they may wish to make their rooms attractive and homelike.

Part II: STUDENT LIFE AT HARDING

STUDENT ACTIVITIES

Activities at Harding are designed to give every student a well-rounded development through participation with others in experiences which he will enjoy. No phase of college work is more helpful in perfecting and enriching personality. Activities are of many different kinds, from religious and intellectual to social and athletic. The principal organizations at present include the following:

The Chapel

One of the most important periods of the day is the chapel service. Attended by both students and teachers, it helps to create a unity of feeling and of purpose for the entire school and draws teachers and students together in a common life-experience. It is an extension of the orientation program through the year, bringing stimulating intellectual, religious, and aesthetic development. The quiet reverence through the devotional period and the discussion of vital questions in human living make these meetings memorable.

Religious Meetings

Each Monday night various meetings are held which are attended by students, teachers, and the general public. Each series is arranged around some study of interest to the group, such as marriage and the home, the preparation and work of the preacher, personal evangelism, and missionary work.

Homecoming Days

Two homecoming days are arranged each year for alumni and former students. One of these occurs during the Fall Lectureship and the other on the Wednesday of graduation week. At the spring homecoming a business and social meeting is held to which all ex-students are cordially invited. An alumni luncheon is arranged immediately following the commencement program.

Fall Lectures

For the benefit of students, and of all others who may be able to avail themselves of the opportunity, a special series of lectures is offered each year during the Fall semester.

It is our purpose to obtain for this special short course men of outstanding experience and ability. The lectures deal with vital problems facing the church and the individual Christian and the relation of Christian thought to present world conditions.

Student Association

A student association exists for the purpose of encouraging the closest possible relationship between students and teachers and the fullest cooperation of all in preserving and enhancing the excellence of the institution. Students are also represented on various administrative committees.

Inter-Collegiate Debating

Harding College has established an excellent record in inter-collegiate debating. Harding debaters have won many first honors in the state and in the Mid-South tournaments including surrounding states.

To students preparing for law, the ministry, or general public work, this activity offers unusual development.

The Campus Players

Membership in the Campus Players of Harding College is open to both teachers and students. Weekly meetings are held, in which the drama is studied and one-act and full evening plays are produced.

The Campus Players sponsor, with the aid of other fine arts groups, an annual series of evening programs. They take active part in the State Speech Festival. They also give each year a series of workshop plays, directing the casts and working out all details of production, including costumes, scenery, staging, and often the writing or revision of the play.

Alpha Psi Omega

The Harding Chapter of the Alpha Psi Omega, national dramatic fraternity, was organized in 1940. Campus Players of experience are eligible for membership, and the organization sponsors a high quality of drama production.

Musical Groups

The Harding Chorus of men and women, the Men's Glee Club, the Women's Glee Club, the Men's Quartet and the

Women's Sextet are some of the musical organizations. They appear in concerts both at the college and off campus in this and other states, usually making one long tour and several short ones each year.

International Relations Club

The International Relations Club is a voluntary organization to study problems of international relations. It is affiliated with the national organization, and representatives attend the national meetings. Members have won outstanding honors in the model United Nations sessions in which many college groups participate.

Future Teachers of America

Harding sponsors one of the largest groups of Future Teachers in the state. It is affiliated with the national organization and with the National Education Association, and gives a professional development to those who plan to teach.

Home Economics Club

The Harding Home Economics Club holds membership in the Arkansas Home Economics Association, and in the American Home Economics Association. Its purpose is to encourage professional interest in home economics. Any student is eligible for membership, but only majors in home economics can hold offices in the state and national associations.

The Press Club

The Press Club is open to all students. It publishes the college weekly newspaper, the Bison, and sponsors an annual Press Club banquet and an all-college oratorical contest, awarding the winners a medal of distinction. It participates in the Arkansas College Press Association and has won numerous awards in its competitive events.

Poetry Club

For those interested in creative writing, the Poetry Club holds informal meetings for mutual criticism and discussion, and each year publishes a small volume of verse.

Palette Club

An organization for those interested in art and creative design. It offers opportunity for work together and discussion of problems of common interest.

Harding Camera Club

This organization encourages artistry in the use of the camera. It cooperates constantly with both the Press Club and the Petit Jean staff in making pictures for the various publications.

The Petit Jean Staff

This group edits and publishes the college annual and conducts other activities related to the yearbook, the Petit Jean. The editor and business manager are selected from the Senior class.

The College Bulletin

The Bulletin of Harding College is the official organ of the college. It is published eighteen times a year and includes the regular catalog, the summer bulletin, alumni issues, and issues for general information. These bulletins are sent to any address on request.

Alpha Honor Society

The purpose of the Alpha Honor Society is to encourage superior scholarship. Membership is limited to those whose scholarship is of the very highest excellence. Only a limited number may be admitted from each junior or senior class. Moral and social qualities must also be of similar excellence. Meetings of the society are held at the alumni homecoming during commencement week. Each year it presents a scholarship medal to the graduate with the highest scholarship record through the four years of attendance.

Social Clubs

A number of clubs have been organized in order to give every student an opportunity for active social development. The clubs for the women are the Woodson Harding Comrades, Ju-Go-Ju, Las Companeras, Mu Eta Adelpians, GATA, Tofebt, Phi Delta, Omega Phi, "H" Club, Delta Chi Omega, OEGE, Kappa Kappa Kappa, Regina.

The men's clubs are the Sub-T, T.N.T., Koinonia, Lambda Sigma, Delta Iota, Frater Sodalis, Cavalier, Galaxy, Mohicans, Sigma Tau Sigma, Alpha Phi Kappa, and Sigma Sigma Sigma Delta.

Sports

Extravagant athletics is not considered in keeping with the best interests of earnest and profitable school work. The college believes students enter college to grow intellectually,

rather than to become athletes. On the other hand, a wholesome and enjoyable system of exercise for students is a valuable asset.

For this reason, the college plans its physical education program to obtain maximum values in health and recreation for every student. Regular schedules of intramural sports are arranged each quarter, and every student is given an opportunity to play. This plan has proved much more satisfactory than inter-collegiate athletics, and has allowed a greater emphasis to be placed upon those sports that can be carried into later life as a source of recreation and health. A large percentage of students participate in the activities.

The intra-mural program includes regular schedules in basketball, baseball, softball, touch football, volley ball, and tennis. It includes track and field events, culminating in an all-school track and field day each spring. In addition, there are minor sports such as archery, croquet, horseshoes, badminton, indoor softball, ping pong, and skating.

Swimming is made possible at all times by the steam-heated swimming pool. No mixed swimming is allowed, but the time is divided between the men and women, so that the pool is accessible to each group every day in the week.

REGULATIONS

Discipline

For discipline, the college appeals to the hearts and consciences of students and depends much upon Bible study, teaching and counselling. Honesty and justice are the moving principles, regulations are as few as possible, and we urge only that students do right. If after patient effort a student cannot be reached, he is advised to select another institution.

Local Students

The college management has the general oversight of local students on the grounds and in the buildings and at all times when participating in college activities.

Boarding Students

All boarding students are required to room in our dormitories unless they stay with relatives in town or work for their room and board. All such cases must be approved by the president of the college.

Secret Marriages

No happier marriages are made than those which grow out of long and close associations in college life. But it is unfair both to the college and to the parents for young people while in school to marry without the approval of their parents and the knowledge of the president of the college. Any one who would be so unconcerned would automatically exclude himself from the school.

Tobacco

Those who are directly responsible for the influence of Harding College believe that the use of tobacco in any form is injurious to health. It is our purpose therefore to discourage its use in every way possible. We have a deep interest in men who have acquired the habit, and desire only to help them quit. But if they WILL persist in its use we insist that they throw around others the least possible temptation. Hence, the use of tobacco on the college campus and in the buildings is strictly forbidden except in the rooms of men who use it. Boarding girls are not permitted to use it at all.

Holidays

Students leaving early or returning late after a holiday receive double cuts for classes missed the two days before or after the holiday. These will count with other unexcused absences in lowering grades, deducting from credits, or dropping the student from his course. Parents should note this well and not encourage students to miss classes at such times.

Week-end Visits With Friends

Experience has taught that week ends spent away from the college are often detrimental to the student's progress. For this reason we discourage the practice as much as possible. We also require the written consent of parents or guardians, sent directly to the dormitory officials, before permitting such privilege. Under no circumstances are students permitted to remain off campus overnight with friends in town. Such a practice would create too many difficulties, and is unnecessary since daily associations are easily possible.

Attendance

Admission to the college implies an understanding that students agree to observe the regulations of the school in regard to class and chapel attendance. Regular attendance and participation in activities of the classroom are necessary for the attainment of educational objectives of each course. Chapel attendance helps to promote the moral, spiritual, and intellectual growth of the student.

If the college should find that a student does not intend to meet his responsibilities for attendance of classes and chapel, he will be asked to withdraw.

Class Changes

No student is permitted to change or leave a class without the approval of the dean and the instructor of the class. After the enrollment day any student changing a class will be charged a fee of \$1.00, unless the change is required by the college or an official.

No charge is made for dropping a class. But any class dropped without the approval of the dean will be marked F, and this grade will be entered in the record of the student.

No class change will be permitted after the sixth week of any semester. Any class dropped after that time because of failing grades will be marked WF.

Late Enrollments

Students enrolling after the day set for any registration are charged a late enrollment fee of \$5.00. The amount of work to be carried is also reduced according to the time of entrance.

Examinations

Examinations will be given regularly during the eighth and ninth week and at the close of each semester but other times 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 take a special examination by applying to the dean and paying the business office a \$1.00 examination fee.

Reports and Grades

Reports will be sent to parents or guardians at the end of each semester. Should a student be doing unsatisfactory work, a report to this effect may be sent to the parents at any time. follows: A indicates an excellent or outstanding quality of

The grade of the student in each course is expressed as

scholarship or achievement in a class; **B** is a good to superior quality; **C** is fair to quite satisfactory; **D**, the lowest passing mark, indicates poor or below average scholarship. **E** is conditional failure, which may be removed by a second examination; **F** is failure, removed only by repetition of the course in class; **S** is satisfactory, but without reference to quality of of achievement.

I indicates that the course is incomplete. Such courses must be completed within nine weeks after the close of any semester, unless prevented by illness. Those not completed within the specified time automatically become **F**.

Honors and Honor Points

In terms of honor, or grade points each hour with a grade of **A** is awarded 4 honor points; **B**, 3 honor points; **C**, 2 honor points; **D**, 1 honor point; **E** and **F**, no honor points.

Graduates who achieve a scholastic level of 3.30 over their entire college course are graduated "With Honors". Those with an average of 3.60 are graduated "With High Honors". Those with an average of 3.85 are graduated "With Highest Honors". These designations are entered on their diplomas.

Scholarship Levels

Students are urged to keep their scholarship levels as high as possible. Those falling below a specified grade-point average will be placed on scholastic probation. This average for the different classifications of students is as follows:

Freshmen (after the first semester)	1.50
Sophomores	1.65
Juniors	1.90
Seniors	2.00

The grade-point average is the ratio of grade points achieved to the hours carried during the semester.

If a student falls below his specified level, the scholarship committee and his counselor will advise with him. If he falls below this level the following semester, he will be placed on scholastic probation. A student may remove this probation by achieving a semester grade average above the probation level. If a student on scholastic probation fails, in the judgment of the scholarship committee, to show satisfactory improvement in his work, he will finally be asked to withdraw from the

college. A student who fails in more than fifty percent of the hours for which he is enrolled will, in general, be asked to withdraw from college. One who has been asked to withdraw may be permitted to re-enroll probationally after the lapse of one semester. In general, this will be permitted only one time.

A student on scholastic probation, or whose cumulative grade point average is below 2.00, will be limited to not more than the normal load. When a student is on scholastic probation, he is not permitted to represent the college in any extra-curricular activity, such as chorus trips, debating, dramatic productions, and student publications. The same will hold true of a student who, in a given semester, falls below his specified average unless he has a cumulative average of not less than 2.00.

Proper consideration and counsel will be given to the student whose previous preparation is deficient and who has difficulty with certain subjects, but the student must realize that the deliberate failure to attend classes or to study diligently is a serious defect that will, if continued, undermine his own character. Although the college will attempt to notify both the student and his parents regarding the student's delinquency in these matters, the student is at all times personally responsible for maintaining proper academic standards.

Exceptions to the above regulations may be made by the scholarship committee in the case of extenuating circumstances.

Amount of Work

Thirty hours of college work with an additional course in Bible totaling 32 to 34 semester hours for the year is the normal amount of work allowed each student.

Students who work for part of their expenses are not permitted to enroll for more than the normal load. Those working 3 hours a day may enroll for only 16 hours; those working 4 hours must limit their load to 12 hours. For purposes of registration, however, the dean may permit students to vary one hour from this schedule.

Sophomores whose grades for the semester immediately preceding have averaged 2.00 may carry 18 hours of credit.

Juniors and seniors whose grades for the semester preceding have averaged 2.00 may carry 19 hours of credit.

Part III:
ADMINISTRATIVE
ORGANIZATION

BOARD OF TRUSTEES

C. L. Ganus, Sr., President	New Orleans, La.
Dr. L. M. Graves, Vice President	Memphis, Tenn.
W. O. Beeman, Secretary-Treasurer	Dallas, Texas
R. D. Fuller	Memphis, Tenn.
Louis E. Green	Tulsa, Okla.
Houston T. Karnes	Baton Rouge, La.
George W. Kieffer	Florence, Ala.
Vernon Lovinggood	Memphis, Tenn.
Jim Bill McInteer	Nashville, Tenn.
T. J. McReynolds	Morrilton
Milton Peebles	Saratoga
J. A. Thompson	Searcy
Dr. John Young	Dallas, Texas
Dr. George S. Benson (ex-officio)	Searcy

ADMINISTRATION ORGANIZATION

George S. Benson, LL.D.	President
L. C. Sears, Ph.D.	Dean
Frank L. Holmes, Ph.D. ..	Director, School of American Studies
Clifton L. Ganus, M.A.	Dean, School of American Studies
F. W. Mattox, Ph.D.	Dean of Students
Russell A. Lewis, Ph.D. ..	Executive Assistant to the President
W. K. Summitt, Ph. D.	Registrar
A. S. Croom, M.A.	Business Manager
Inez Pickens, B.A.	Acting Dean of Women
Annie May Alston, M.A.	Librarian
Neil B. Cope, M.S.J.	Director of Public Relations
Perry S. Mason, M.A.	Superintendent, Training School
Catherine Root, M.A.	Executive Secy., Alumni Association
Royal H. Bowers, M.Ed.	Counselor, Armstrong Hall
William Leslie Burke, M.A.	Counselor, East Hall
John B. Lasater, M.A.	Counselor, West Hall
Maxine Bonner, R.N.	Nurse
Percy Johnson, M.B.A.	Coordinator, Student Employment
Elbert Turman	Chief Engineer
Corinne Hart	Manager, Cafeteria
John Lee Dykes, M.S.	Manager, Student Center
Mrs. John Lee Dykes	Manager, College Bookstore
Greg Rhodes	Manager, College Laundry
Herman West	Manager, Print Shop
Robert Street	Manager, College Farms
John Cleghorn	Manager, Radio Station WHBC
Roy Yohe	Manager, Concrete Block Plant

FACULTY

ANNIE MAY ALSTON, B.A., B.S. in L.S., M.A.
Librarian

B.A., Harding College, 1939; B.S. in L.S., George Peabody College, 1943; M.A., University of Chicago, 1952. (1944, 1947)

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

B.A., David Lipscomb College, 1915; Harding College 1932. (1925, 1939)

JAMES D. BALES, B.A., M.A., Ph.D.
Professor of Christian Doctrine

B.A., Harding College, 1937; M.A., George Peabody College, 1938; Ph.D., University of California, 1946. (1944, 1947)

JACK WARD BATES, B.A., M.A., Ph.D.
Assistant Professor of History and Social Sciences

B.A., Abilene Christian College, 1933; M.A., College of the Pacific, 1951; Ph.D., University of Southern California, 1952. (1953)

AVON LEE BAXTER, B.F.A., M.A.
Assistant Professor of Music

B.F.A. in Voice, B.F.A. in Piano, University of Oklahoma, 1936; M.M., Eastman School of Music, 1938. (1951)

BONNIE BELLE BEACH, B.S.E.
Instructor in Elementary Education

B.S.E., Arkansas State Teachers College, 1949; candidate for M.A., University of Arkansas, 1953. (1953)

MILDRED L. BELL, B.S., M.S.
Assistant Professor of Home Economics

B.S., Harding College, 1949; M.S., North Texas State College, 1951. (1952)

*First date in parentheses indicates year of employment here; second date if any, indicates the first year of present rank or position.

SAMUEL ALBERT BELL, B.S.
Associate Professor of Bible Emeritus

B.S., Potter Bible College, 1905. (1924, 1949)

THELMA DUMAS BELL, B.S., M.S.
Professor of Home Economics, and Head of the Department

B.S., Texas State Teachers' College, 1930; M.S., Texas State Col. for Women, 1935. (1937)

GEORGE S. BENSON, B.A., B.S., M.A., LL.D.
President

B.S., Oklahoma A. and M. College, Stillwater, 1925; B.A., Harding College, 1926; M.A., University of Chicago, 1931; LL.D., Harding College, 1932. (1936)*

ERVIN BERRYHILL, B.A., M.A.
Professor of Physical Education, and Head of the Department

B.A., Harding College, 1934; M.A., George Peabody College, 1937. (1937, 1946)

PATSY RUTH BURCH, B.A., M.A.
Assistant Librarian

B.A., Harding College, 1949; M.A., George Peabody College, 1950. (1950)

WILLIAM LESLIE BURKE, B.A., M.A.
Professor of Greek and German, and Head of the Department of Languages

B.A., Harding College, 1937; M.A., Northwestern University, 1949. (1944, 1947)

RUSSELL CARROLL CANNON, B.A., M.A.
Assistant Professor of Religious Education and Missions

B.A., Harding College, 1939; M.A., New York University, 1952; candidate for Ed.D., 1953. (1953)

NONA HANES CANNON, B.S., M.S.
Assistant Professor of Home Economics

B.S., Harding College, 1938; M.S., University of California, 1946; candidate for Ed.D., Teachers College, Columbia University, 1953. (1953)

FLORENCE M. CATHCART, B.A.
Dean of Women Emeritus
Instructor in Elementary Education

B.A., Harding College, 1932. (1925, 1947)

NEIL B. COPE, B.A., M.A., M.S.J.
Director of Public Relations
Professor of Journalism

B.A., Harding College, 1934; M.A., Louisiana State University, 1935; M.S.J., Northwestern University, 1944. (1936, 1947)

ADLAI S. CROOM, B.A., M.A.
Business Manager

B.A., University of Louisville, 1919; M.A., Harvard University, 1929. (1949)

JAMES N. DAVIS, Jr., B.S., M.B.A.
Assistant Professor of Economics and Business Administration

B.S., University of Arkansas, 1952; M.B.A., 1952. (1952)

KENNETH DAVIS, Jr., B.M., M.M.
Assistant Professor of Music

B.M., North Texas State College, 1942; M.M., Westminster Choir College, 1950; candidate for Ph.D., North Texas State College, 1953. (1953)

JOHN LEE DYKES, B.A., M.S.
Assistant Professor of Bible

B.A., Abilene Christian College, 1929; M.S., Oklahoma A. and M. College, 1932. (1939)

E. GLENN FULBRIGHT, B.S., B.M., M.M.
Assistant Professor of Music

B.S., Abilene Christian College, 1947; B.M., Northwestern University, 1950; M.M., 1953. (1951)

CLIFTON L. GANUS, Jr. B.A., M.A.
Dean, School of American Studies
Professor of Social Sciences

B.A., Harding College, 1943; M.A., Tulane University, 1946; candidate for Ph.D., Tulane University, 1953. (1946)

JAMES ACTON HEDRICK, B.A., M.A.
Assistant Professor of Business and Economics

B.A., North Texas State College, 1940; M.A., 1947. (1952) On leave 1953-54.

DALE C. HESSER, B.A., M.A.
Assistant Professor of English

B.A., Harding College, 1949; M.A., Oklahoma A. and M. College, 1950. (1950) On leave 1953-54.

FRANK L. HOLMES, B.Sc., M.A., Ph.D.
Director, School of American Studies
Professor of Economics and Business

B.Sc., University of Kansas, 1930; M.A., Northwestern University, 1937; Ph.D., University of Nebraska, 1949. (1952)

CHARLES DAVIS KENNEY, B.A., M.A., Ph.D.
Associate Professor of Political Science

B.A., Syracuse University, 1948; M.A., 1949; Ph.D., 1951. (1952)

PEARL LATHAM, B.A., M.A.
Assistant Professor of English

B.A., Harding College, 1939; M.A., University of Oklahoma, 1940. (1947)

JACK PEARL LEWIS, B.A., M.A., Ph.D.
Assistant Professor of Bible

B.A., Abilene Christian College, 1941; M.A., Sam Houston State Teachers College, 1944; Ph.D., Harvard University, 1953. (1953)

RUSSELL A. LEWIS, B.A., M.A., Ph.D.
Executive Assistant to the President
Professor of Education

B.A., Abilene Christian College, 1922; M.A., University of Texas, 1928; Ph.D., 1938. (1951)

ELIZABETH B. MASON, B.S., M.A.
Professor of Art, and Head of the Department

B.S., Abilene Christian College, 1934; M.A., George Peabody College, 1939. (1946, 1950)

FOUNT WILLIAM MATTOX, B.A., M.A., Ph.D.
Dean of Students, Director of Admissions
Professor of Church History

B.A., Central State Teachers' College, Edmund, Oklahoma, 1934; M.A., University of Oklahoma, 1940; Ph.D., George Peabody College, 1947. (1942, 1944)

ROBERT REX MEYERS, B.A., M.A.
Assistant Professor of English

B.A., Abilene Christian College, 1948; M.A., University of Oklahoma, 1950. (1952)

ERLE THOMAS MOORE, B.A., M.A.
Professor of Music, and Head of the Department

B.A., Abilene Christian College, 1942; M.A., Columbia University, 1947. (1948) On leave 1953-54.

INEZ PICKENS, B.A.
Acting Dean of Women

B.A., Harding College, 1946. (1949, 1951)

CHARLES PITNER, B.A., M.A.
Professor of Mathematics, and Head of the Department

B.A., Harding College, 1937; M.A., George Peabody College, 1940. (1950)

JOSEPH E. PRYOR, B.A., B.S., M.A., Ph.D.
Professor of Physical Sciences, and Head of the Department

B.A., B.S., Harding College, 1937; M.A., Louisiana State University, 1939; Ph.D., 1943. (1944)

L. E. PRYOR, B.A., M.S.
Associate Professor of Social Sciences Emeritus

B.A., University of Chattanooga, 1923; M.S., University of Arkansas, 1933. (1933)

HUGH HARVLEY RHODES, B.A., M.A.
Associate Professor of Physical Education

B.A., Harding College, 1940; M.A., George Peabody College, 1943. (1944)

ANDY T. RITCHIE, Jr., B.A.
Associate Professor of Music

B.A., George Peabody College, 1943. Studied voice under Lewis H. Johnson, Atlanta, 1930; Louisville Presbyterian Seminary, 1931; Louisville Conservatory of Music, 1931. (1946)

J. LEE ROBERTS, B.A., M.A.
Assistant Professor of Art

B.A., Texas Wesleyan College, 1948; M.A., Texas Christian University, 1951. (1951)

JACK WOOD SEARS, B.S., M.A., Ph.D.
Professor of Biological Sciences, and Head of the Department

B.S., Harding College, 1940; M.A., University of Texas, 1942; Ph.D., 1944. (1945)

LLOYD CLINE SEARS, B.A., M.A., Ph.D.
Dean

Professor of English Language and Literature, and Head of the Department

B.A., Cordell Christian College, 1916; B.A., University of Oklahoma, 1919; M.A., University of Kansas, 1921; Ph.D., University of Chicago, 1935. (1924)

EDWARD G. SEWELL, B.S., M.A.
Assistant Professor of Education

B.A., Tennessee Polytechnic Institute, 1942; M.A., George Peabody College, 1946. (1947)

JESSE P. SEWELL, LL.D.
Lecturer in Bible

LL.D., Harding College, 1934; President, Abilene Christian College, 1912-24. (1950)

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

B.A., Harding College, 1926; M.A., University of Oklahoma, 1931. (1939)

WILLIAM CLARK STEVENS, B.S., M.S.
Assistant Professor of Biological Sciences

B.S., Harding College, 1948; M.S., University of Arkansas, 1950. (1950) On leave 1953-54.

WILLIAM KNOX SUMMITT, B.A., M.A., Ph.D.
Registrar
Professor of Education, and Head of the Department

B.A. Union University, 1925; M.A., George Peabody College, 1928; Ph.D., University of Missouri, 1933. (1932, 1940)

EVAN ULREY, B.A., M.A.
Professor of Speech, and Head of the Department

B.A., Harding College, 1946; M.A., Louisiana State University, 1948; candidate for Ph.D. (1950)

RICHARD WALLER WALKER, B.A., M.A.
Assistant Professor of Speech

B.A., Harding College, 1950; M.A., Louisiana State University, 1951; candidate for Ph.D. (1953)

EXUM D. WATTS, B.S., M.A.
Assistant Professor of Chemistry

B.S., George Peabody College, 1948; M.A., 1948; candidate for Ph.D., Vanderbilt University, 1953. (1952)

VELMA R. WEST, B.A., M.A.
Assistant Professor of Greek

B.A., George Pepperdine College, 1946; M.A., 1953. (1952)

W. B. WEST, Jr., B.A., M.A., Th.D.
Professor of Bible and Religion, and Head of the Department

B.A., Abilene Christian College, 1934; M.A., University of Southern California, 1936; Th.D., 1943. (1951)

WANDA LUTTRELL, B.A., M.A.
Assistant Professor of Speech

B.A., Harding College, 1943; M.A., Louisiana State University, 1952. (1953)

Training School Faculty

PERRY SHIPLEY MASON, B.A., M.A.
Superintendent, Training School

B.A., Abilene Christian College, 1934; M.A., George Peabody College, 1939. (1946, 1948)

HARVEY ARNOLD, B.A.
Instructor in Bible and Speech

B.A., Harding College, 1952; candidate for M.A., Louisiana State University, 1953. (1952)

GEORGE EDWARD BAGGETT, B.A.
Instructor in Music

B.A., Harding College, 1950; candidate for M.A., University of Kansas City, 1953. (1951)

CECIL MURL BECK, B.A.
Assistant Director, Physical Education

B.A., Harding College, 1950; candidate for M.S., North Texas State College, 1953. (1953)

MILDRED L. BELL, B.S., M.S.
Instructor in Home Economics

B.S., Harding College, 1949; M.S., North Texas State College, 1951. (1952)

ROYAL A. BOWERS, B.A., M.Ed.
Instructor in Social Sciences

B.A., Central State Teachers College, 1950; M.Ed., University of Oklahoma, 1951. (1951)

CLOVIS ELMORE CRAWFORD, B.A., M.A.
Instructor, Elementary Training School

B.A., Harding College, 1945; M.A., George Peabody College, 1947. (1952)

LUCRETIA FARRAR, B.A., M.A.
Instructor, Elementary Training School

B.A., David Lipscomb College, 1949; M.A., George Peabody College, 1950. (1953)

ADMINISTRATION

HUGH M. GROOVER, B.A.
Director, Physical Education

B.A., Harding College, 1950. (1952)

ELLEN WHEELER KNIGHT, B.A., M.A.
Instructor, Elementary Training School

B.A., Western Kentucky State Teachers College, 1931; M.A., Montessori Training School for Teachers, Rome, Italy, 1933; M.A., George Peabody College, 1941. (1946)

JOHN B. LASATER, B.S., M.A.
Instructor in Science

B.S., George Peabody College, 1949; M.A., 1950. (1951)

IRIS MARTIN, B.A.
Instructor, Elementary Training School

B.A., Harding College, 1950; Life Teacher's Certificate, Central State Teachers College, Oklahoma, 1927. (1947)

INEZ PICKENS, B.A.
Instructor in English

B.A., Harding College, 1946. (1944)

KATHRYN C. RITCHIE, B.A.
Instructor in Mathematics

B.A., Harding College, 1950. (1949)

ALPHA LEE TURMAN, B.A.
Instructor, Elementary Training School

B.A., Harding College, 1948. (1953)

COMMITTEES OF THE FACULTY

- I. Executive Committee
- II. Committee on Academic Affairs
- III. Committee on Student Affairs
- IV. Committee on Faculty Affairs
- V. Committee on Public Relations
- VI. Committee on Physical Plant

ADMISSION

Applicants for admission should write the Office of Admissions for the necessary entrance forms. These and a complete transcript of all former work must be submitted to the admissions office before admission can be granted. A deposit of \$10 should accompany the application for the reservation of a room, or \$15 for the reservation of an apartment.

Graduates of accredited high schools, or non-graduates with fifteen acceptable units from such schools, may be admitted by transcript properly signed by the superintendent or principal.

Applicants from unaccredited schools and students with insufficient high school credit may be admitted in one of three ways:

- (1) Graduates of Class B and C high schools, eighteen years of age or older, whose entrance units have been reduced to not less than thirteen, but less than fifteen, may enter by passing an intelligence test.
- (2) Applicants under twenty-one years of age who come from unaccredited schools or who have insufficient high school credits may be admitted by special achievement tests.
- (3) Veterans and applicants twenty-one years of age or older, who come from unaccredited schools, or who have insufficient or no high school credit, may enter by passing both an intelligence and an achievement test.

Students from Other Colleges

Students who wish to transfer from other colleges should obtain from the Office of Admissions the necessary admission forms, and return these, together with a transcript of all former college and high school work, to the Office of Admissions. The work of other accredited institutions will be given the same recognition in general as is given our own work. Courses from unaccredited institutions may be accepted on the basis of special examinations or by other satisfactory means of evaluation.

Entrance Procedure and Tests

In order that the best possible guidance may be given in the selection of courses, to determine where each student needs

to strengthen his preparation, and to find out the special fields for which he is best qualified by interests, ability, and previous training, a series of tests and conferences are held with all entering freshmen during the first and second days of the registration period. Registration for freshmen is complete only after these diagnostic tests.

Students entering from unaccredited high schools and applicants without high school credit may be given their tests also during these two days.

Classification of Students

Students who have met entrance requirements and are beginning their college work for the first time at any semester are counted as freshmen. Students having 27 hours of college credit at the beginning of any semester and the necessary scholarship level are counted as sophomores. Those with 60 hours and the necessary scholarship level are juniors, and those with 87 hours and requisite scholarship are seniors.

Special Students

Special students are of two classes:

(1) Those who do not plan to take a degree from this institution, but who wish certain work for personal development or in preparation for vocations, professions, or degrees to be earned elsewhere. These can change their status from "special" to regular students at any time they register the intention of becoming candidates for degrees here.

(2) Those who do not meet the full entrance requirements, but who, upon special approval of the dean, may be admitted as special students. Such students may carry, with permission, whatever courses they may find of value, but they receive no credit toward a degree or toward teachers' certificates. The number of such students is necessarily limited.

REQUIREMENTS FOR DEGREES

The college confers the degrees of Bachelor of Arts and Bachelor of Science. An advanced degree in Bible and Religion is outlined in the special bulletin of the Department of Bible and Religion.

The candidate for any degree must be of good moral character. During the semester preceding his last semester's work he must present to the Dean a formal application for graduation. The further requirements for each degree and for each major field are listed below.

BACHELOR OF ARTS DEGREE

The degree of Bachelor of Arts requires the completion of 128 semester hours of college work, at least 32 of which must be in residence, and not less than 12 of these in the senior year. Forty-five hours must be in courses numbered 250 and above, in addition to this, the student must have an average scholarship level of C in his major field and in all work presented for graduation.

Definition of Semester Hours

A semester hour of credit requires one hour of recitation or lecture per week for approximately eighteen weeks. Each hour of recitation should be accompanied by not less than two hours of preparation. In laboratory courses two or three hours of laboratory work are equivalent to one hour of recitation.

General Education Requirements

The following courses in general education, or in the case of transfer students, equivalent courses, are required of all candidates for the Bachelor of Arts degree. As many of these as possible should be taken during the freshman and sophomore years.

Exemptions from any of the general education requirements may be permitted on the basis of tests which demonstrate that the student already possesses the knowledge or the maturity to be sought in the courses. In case of such exemption, the student may choose a similar amount of other work in which he may be interested.

The general education requirements are designed to cover the basic understandings or to encourage specific development in the common realms of human experience. For convenience they may be listed in the following groups:

	Semester Hours
I. Understanding Religious and Spiritual Values: Bible 100-2, or a course meeting at least three days a week in Bible or an approved related field each semester, minimum credit	2
II. Understanding the Human and Creative Spirit:	
1. The means of communication: Communica- tions 101-2 and Speech 101	9
2. The creative spirit: Humanities 103, 201-2 ..	10

III. Understanding the Living World:	
1. The world of life: Biology 101-2	6
2. Health and recreation: Physical Education 103, 250	6
IV. Understanding the Physical World:	
1. The science of measurement: Mathematics 102	2
2. The physical world: Physical Science 101-2 ..	4
V. Understanding the Social World:	
1. Our American institutions: Soc. Sc. 100-1-2	6
2. World civilization: Soc. Sc. 201-2	6
3. The mind and human relations: Psychology 201	3
Total	54

MAJOR AND MINOR FIELDS OF CONCENTRATION

Not later than the beginning of the junior year each student is required to choose a field of concentration, which may consist of a departmental major of 27 to 40 semester hours and a related minor of at least 18 hours. If a divisional or functional major is selected, the minor field may be included within it, but the total required hours in such cases will usually be not less than approximately 48. At least 17 hours of the major must be in courses numbered 250 and above.

Aside from the prescribed general education courses and the specific courses in the major fields of concentration, the rest of the requirements are to be selected by the student with the advice of his counselor.

The following section lists the specific requirements for each field of concentration for the Bachelor of Arts degree. These are for the most part not absolutely fixed, but may be varied by consent of the head of the department and the dean, if it should be considered in the interest of the individual student.

Art: Departmental major: 30 semester hours, including Art 117, 331, 332, 335, and the presentation of an individual art exhibit.

Bible and Religion: 1. Departmental major: 30 and not more than 40 semester hours in Bible and religion. Two fifths of these must be in the Biblical field and one fifth each in the other three fields — the doctrinal, historical, and practical. A minor of 18 hours should be taken in a related field. Ten semester hours in Greek is required.

ACADEMIC INFORMATION

2. Major in Biblical Languages: a minimum of 30 hours in Greek and Hebrew.

Biological Sciences: Departmental major: 30 semester hours, including Biology 101-2, 104-5, and at least 18 hours in courses numbered 250 and above. Students planning to teach sciences in high school must elect at least 4, but preferably 8, hours in the physical sciences.

Business Administration and Economics: 1. Business administration departmental major: 30 semester hours, including B.A. 108, 205-6, and Economics 201-2. All courses in economics may be counted within the 30 hours of the major. All typewriting and stenography credit may be counted toward a degree, but only 4 hours may be counted within the 30 required for the major in business administration.

2. Economics, a departmental major: 30 semester hours in the department exclusive of courses in business administration.

Education and Psychology: Interdepartmental major:

- (1) With emphasis on elementary education:
 - (a). Ed. 104, 261-2-3, 317, 251, 441.
 - (b). Psychology 207 or 303 and 9 additional hours in psychology, not including Psy. 201.
 - (c). Art 111-2, Mus. 116-7, Eng. 250, P.E. 253, Biol. 108 or Geog. 111, Geog. 212, and a minor of not less than 18 hours.
- (2) With emphasis on secondary education:
 - (a). Ed. 301, 303, 312; one from 401-7; 450-1, and 2 hours from 104, 302, 310, 317, 320.
 - (b). Psy. 207 or 303 and 9 additional hours of psychology not including 201.
 - (c). Geog. 111 or Biol. 108.
 - (d). The completion of certification requirements in two subject-matter teaching fields. These will be listed under Preparation for Teaching.
- (3) Emphasis on psychology: Same as requirements for emphasis on secondary education except that 15 additional hours must be elected from psychology instead of 9, not including 201.
- (4) Forty semester hours is the maximum amount of education and psychology accepted for the degree.

English: Departmental major: 34 hours including Communications 101-2, Humanities 201-2, and English 331, 333, and 301 or 302, except that majors qualifying for teaching in the elementary field may omit 333. Transfer students may substitute the conventional freshman English and the sophomore survey in literature for communications and humanities.

Those preparing to teach in high schools should include Speech 337, 124 or 306, and 125 or 335, and English 322 if a better understanding of grammar is needed.

General Science: Interdepartmental major: This major in general science is designed (1) for those who plan to teach science in high school and need a broad training in several branches of science, and (2) for those who want a broad understanding and appreciation of the sciences as a part of their general education. The specific requirements are as follows:

1. Biology 101-2 and 104-5; Physical Science 101-(2).
2. Two of the following: Chemistry 101-2, Mathematics 151-2, and Physics 201-2.
3. Completion with a "C" average of 20 hours in courses numbered 250 or above in two of the above departments, at least 6 hours of which must be in each.
4. For those planning to teach, the completion of the requirements in education and psychology for a teacher's certificate.

History and Social Sciences: 1. Departmental major in history: 30 semester hours, including Soc. Sc. 100-1-2, 201-2, and 301-2. Those wanting a teaching field in history and social sciences must take 8 hours additional in three of the following: economics, sociology, geography, and political science. In addition to the history courses specified above, majors in history should select other advanced courses in such a way as to satisfy the department concerning the breadth and intensity of their preparation.

2. Departmental major in social sciences: 30 semester hours including Soc. Sc. 101-2, 201-2, 301-2, three hours from Advanced Political Science, Economics, Sociology, or Geography, and at least six hours from two other fields: economics, geography, political science, and sociology. Students planning to teach the social sciences in high school should take Ed. 405.

Home Economics: Departmental major: Those planning to teach home economics in high school should choose the

major leading to the B.S. degree. The Arts degree is planned for students who are interested in home economics as a cultural course, and those who want training in home making and family living. The arts are stressed more than the sciences, and students who graduate under this plan will be prepared for business and professional opportunities in textiles, retail selling and buying, nursery school work, and other related fields. Specific requirements are Art 117-8 and 34 semester hours chosen as follows:

1. Foods and nutrition, 12 hours
2. Clothing and textiles, 10 hours
3. Home and family, 10 hours

Journalism: Departmental major: 27 semester hours in journalism courses. Students with this major should select courses in social sciences, political sciences, economics, and English for background in general education. Courses in other departments may be so selected as to prepare the student for specialized journalistic professions, such as advertising, specialized reporting, or public relations.

Mathematics: Departmental major: 30 semester hours in mathematics, including 251-2, and 8 hours in Physics 201-2.

Music: 1. Interdepartmental major for those preparing to teach music privately or in the elementary or secondary schools.

The student may select an emphasis upon either the vocal-choral field or upon the instrumental. In addition to all general education courses, the student must complete the following courses in the field of specialization and 18 hours in the professional courses in psychology and education required for certification:

Vocal-Choral Major		Instrumental Major	
	Semester Hours		Semester Hours
Mus. 111	8	Mus. 111-2	8
Mus. 131-2	2	Mus. 131-2	2
Mus. 211-2	4	Mus. 211-2	4
Mus. 251-2	8	Mus. 251-2	8
Mus. 331	2	Mus. 311 or an ap- proved elective	2
Mus. 335-6	2	Mus. 332	2
Mus. 351-2	6	Mus. 335-6	2
*Applied music	12	Mus. 341	2
Total	44	Mus. 351-2	6
		Mus. 361-2	2
		*Applied music	6
		Total	44

*Applied music for the voice-choral major must include piano 4 hours, voice 4 hours, and piano or voice 4 hours.

Applied music for the instrumental major must include piano 4 hours and voice 2 hours.

2. Interdepartmental major with piano as major applied subject: In addition to all general education requirements, the student must complete the following courses in his field of concentration:

	Semester	Hours
Mus. 111-2	8	
Mus. 131-2	2	
Mus. 251-2	8	
Mus. 311-2	4	
Mus. 335-6	2	
Mus. 351-2	6	
Mus. 371-2	4	
Piano	16	
Voice (private or class)	4	
Total	54	

3. Interdepartmental major with voice as major applied subject: Besides the requirements in general education this field of concentration requires the completion of the following courses:

	Semester	Hours
Mus. 111-2	8	
Mus. 131-2	2	
Mus. 221-2	6	
Mus. 251-2	8	
Mus. 331	2	
Mus. 335-6	2	
Mus. 351-2	6	
Piano	8	
Voice (private)	16	
Total	58	

Physical Education and Health: Departmental major: 30 semester hours and not over 34, including 103, 250, 252 or 408, 205-6, 323 and 336, with the additional elective hours approved by the head of the department. The student must also complete Biol. 101-2.

Speech: Departmental major: 30 semester hours of work in the department, including 101-2-3, 121-2 or 255-6, and 337. The minor should be in a related field such as English, social science, Bible, or journalism. Those planning to teach speech in high schools should complete 24 hours in English including 331, 320, 301 or 302, and 322 if a better understanding of grammar is needed. They should also include in their speech major 124 or 306 and 125 or 335. They will then be prepared to teach courses in both English and speech, which is usually necessary.

Vocational or Functional Majors: In the case of students who have already made a definite selection of a vocation or profession for which the above fields of concentration do not seem altogether adequate, a special field of concentration may be arranged with the assistance of his counselor and the approval of the dean and the heads of the departments concerned. The welfare of the student and his preparation for his chosen work takes precedence over fixed major areas. Care is given, however, that such functional fields of concentration provide the student with the same quality of advanced work as the more conventional majors.

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree also requires the completion of 128 semester hours of work, at least 32 of which must be in residence, and not less than 12 of these in the senior year, except as provided for students completing the requirements in schools of medicine, dentistry, and other professional schools. Forty-five semester hours must be in courses numbered 250 and above. In addition to this the student must have an average of C in his major field and in the total work presented for the degree.

Prescribed Work for the Bachelor of Science Degree

The general education requirement for the Bachelor of Science degree is the same as the requirement for the Bachelor of Arts, as described earlier except that students may carry the activity sections only in P.E. 103 and 250 for one hour each. Other exemptions may be granted from any area on the basis of qualifying examinations. In such case students will be permitted to substitute other courses as approved by the counselor and dean.

Fields of Concentration for the Bachelor of Science Degree

Not later than the beginning of the junior year the student should select a field of concentration which may consist of a departmental major and a related departmental minor, or a broad divisional or functional major which may include the minor.

Aside from the general education courses and the specific courses for major and minor fields of concentration, the rest of the requirements are to be selected by the student with the advice of his counselor.

The following selection lists the specific requirements for each field of concentration for the Bachelor of Science degree. These are for the most part not absolutely fixed, but may be varied by consent of the head of the department and the dean if it should be considered in the interest of the individual student.

Biological Sciences: Interdepartmental major: Requires a total of 67 semester hours in sciences, a minimum of 30 in biology, 27 in two other sciences (chemistry, physics, or mathematics), and 6 hours in a fourth science. A student who transfers from another college may be permitted to use geology or another approved science as one of the three. In addition the student must complete a year of German or French or pass a proficiency reading test.

Chemistry: Interdepartmental major: Requires a total of 67 hours in sciences, with the following specific plan:

1. Chemistry, 33 semester hours, including at least one year each of inorganic and analytical chemistry and one semester each of organic and physical chemistry, chemical literature, and at least 17 hours in courses numbered 250 and above.
2. Biology 101-2; Physical Science 101; Physics 201-2; Mathematics 251.
3. Completion of a year in German, or passing a proficiency reading test. French may be substituted for German, but is not recommended.

Students planning either to do graduate work in chemistry or to enter industry should take a year each in organic and physical chemistry and a year of calculus.

General Science: Interdepartmental major: Requires a minimum of 67 semester hours in sciences with prescribed courses as follows:

1. Biology 101-2-4-5; Physical Science 101; Chemistry 101-2; Mathematics 151-2; Physics 201-2.
2. Completion with a "C" average of 20 hours in courses numbered 250 and above in two of the above departments, at least 6 hours of which must be in each.
3. If the student is planning to teach he should carry P.E. 103, 253 for three hours each, and the required courses in education and psychology.

Home Economics: 1. Interdepartmental major: for those planning to teach home economics. This major meets the needs both of those who are interested in home making and family life, and of those preparing to teach in high schools. The training emphasizes the home as an important unit in the American way of living, and the family and homemaking are recognized as professions requiring intelligence, understanding, and special training.

Since the certification of teachers for high schools offering vocational homemaking programs is confined to one or two institutions in each state, students who are interested in teaching in such schools, or preparing as county home demonstration agents may use one of three suggested plans: (1) receive the B.S. degree here and transfer to a graduate school of home economics for one year, receiving their certificates for teaching at the same time they receive their Master's degree: (2) transfer for one semester to an institution approved for vocational training, completing the requirements for certification there, but receiving their degrees from this institution; or (3) transfer to an institution approved for the vocational homemaking certificates at the end of the second or third years and receive their degrees from the institution to which they transfer. Since the master's degree, however, is a distinct asset to those who wish to do professional teaching, the first plan is especially recommended. For those entering other fields of home economics no transfer is necessary.

The requirements listed below meet the specifications of the state and national programs for the training of vocational home economics teachers.

In addition to completing the general education courses listed for the Bachelor of Arts degree, the student must complete the following major requirements. The best arrangement of courses is given under Suggested Programs below.

- (1) Child and family, 8 hours, to be chosen from H. E. 114, 323, 332, Psychology 303, and Sociology 304.
- (2) Housing, home management, and social problems, 9 hours, including 324, 325, and the rest to be chosen from 313, 321, 322, and Sociology 304.
- (3) Food, nutrition, and health, 12 hours, to be chosen from H. E. 102, 251, 331-2-3, 335.

- (4) Clothing, personal appearance, and textiles, 8 hours, from H. E. 101, 103, 252, 303.
- (5) Related sciences, 15 hours: including Chemistry 101-2, Biology 271, 272.
- (6) Related art, 6 hours: Art 117, 118, 313.
- (7) Those who plan to teach should complete also 18 hours in education and psychology, including Education 301, 303, 312 or 317, 403, 450-1, and Psychology 303 or 207.

2. Interdepartmental major in institutional management for those who wish to prepare for positions as dietitians or food directors: This major does not lead to teaching, but those who plan to teach may, in addition to the major outlined above, elect the courses in institutional management.

After the completion of this course the potential food director would be eligible to apply for a graduate course in an institution approved by the American Dietetics Association. This is an internship of service in a hospital or non-hospital food service institution covering a period of nine to twelve months.

In addition to the general education requirements for the Bachelor of Science degree the following courses are required. The best arrangement of courses is given under suggested programs below.

- (1) Chemistry, 20 hours: 101-2, 113, 271-2, 324.
- (2) Biology, 14 hours: 101-2, 271, 275.
- (3) Home Economics, 27 hours: 102, 251, 331, 332, 333, 335, 336 and Ed. 403.
- (4) Social Sciences, 12 hours, from two of the following: economics or sociology, Psychology 207 or 303, and 351.
- (5) Business Administration 205, 3 hours.

Mathematics: Interdepartmental major: Requires a total of 67 semester hours in sciences distributed as follows: 30 in mathematics including 251-2 and 9 hours numbered 300 or above, at least 27 in two other sciences, and 6 hours in a fourth science. Physics 201-2 must be included.

DEGREES IN AMERICAN STUDIES

The American Studies Program offers curricula leading to the Bachelor of Arts and Bachelor of Science degrees. The program is designed to prepare young people for places of leadership in business, and public service. A full description of courses and requirements may be found in the Bulletin on American Studies.

MASTER OF ARTS DEGREE

In response for the demand for more advanced work in the field of Bible and Religion, a program of advanced-level work has been arranged leading to the Master of Arts degree. Requirements and description of courses may be found in the Bulletin on the Department of Bible and Religion.

SUGGESTED PROGRAMS

For students who have not definitely decided upon a profession or a purpose toward which to direct their education, the best policy is to complete as rapidly as possible the prescribed work in general education. Courses numbered up to 199 should usually be taken during the freshman year, those numbered 200 to 299 in the sophomore year. Courses numbered 300 and above are not open to freshmen and only to third term sophomores. Counselors will help work out a program to fit the individual need, but the following is suggested as a general design:

First Year		Second Year	
	Semester Hours		Semester Hours
Biology 101-2	6	Humanities 201-2	8
Communications 101-2	6	Mathematics 102	2
Humanities 103	2	Phys. Sc. 101-2	4
Phys. Ed. 103	3	Phys. Ed. 250	3
Soc. Sc. 100-1-2	6	Psy. 201	3
Speech 101	3	Soc. Sc. 201-2	6
Elective	7	Elective	6
Total	32	Total	32

In the above arrangement the physical science course may be taken the first year and biology the second.

For students who already have a definite profession in mind it may be necessary to postpone some of the general education courses and replace them with beginning courses in their major fields. For instance majors in home economics,

will need to carry a course in home economics during the freshman year. This will push forward some of the freshman requirements to the sophomore year, and perhaps some sophomore requirements to the junior year. Counselors will assist the student in arranging the best individual plan. In the following pages, however, are a number of suggested plans which may be found economical of time in attaining various professional or pre-professional ends. The student will find it to his advantage to follow these programs unless he has the approval of his counselor. They are flexible, within limits, however, and with the approval of the counselor, the dean, and the head of department concerned, may be changed to meet an individual need.

PRE-AGRICULTURAL COURSE

Students planning for agriculture as a vocation or profession will find several different types of curricula leading to the different fields, such as general agriculture, agricultural economics or business, agricultural engineering, and teaching in vocational agriculture programs. Students interested in the first three of these can take at least one year of their work here. Those interested in teaching agriculture, who do not mind spending extra time to meet specific requirements, may take two years before transferring to an agricultural school. The following is the suggested arrangement of courses for either the one or the two-year course. Variations may be made if necessary to meet requirements of any specific school, but the program below meets requirements of most institutions.

First Year	Second Year
Semester Hours	Semester Hours
Biology 101-2, 104, 105	Biology 271, 313
Communications 101-2	Chemistry 113
Chemistry 101-2	Chemistry 271 (formerly 251)
Humanities 103	Humanities 201-2
Phys. Ed. 103	Psychology 201
Speech 101	*Elective
Elective	Total
Total	32

*Electives recommended for transfer to the University of Arkansas or Arkansas State College are Sociology 201-2, and Education 303.

PRE-ARCHITECTURAL COURSE

Students planning for a career in architecture, architectural engineering, or regional and city planning should normally expect to take five years for preparation.

ACADEMIC INFORMATION

Those who transfer to Louisiana State University may complete the requirements for the degree in Architectural Engineering in two years and a summer semester after finishing the following two-year course here, provided no grade of "D" is received on work to be transferred.

First Year	Second Year
Semester Hours	Semester Hours
Chemistry 101-2	Art 121-2
Communications 101-2	Chemistry 113
Humanities 103	Mathematics 251-2
Mathematics 151-2-3	Physics 201-2
Speech 101	Soc. Sc. 100-1-2
Elective	*Elective
Total	Total
32	34

*Electives should include Pol. Sc. 221 or Geography, 2 hours.

Students transferring to other schools of architecture should consult the counselors from the departments of mathematics or physical sciences about the courses to meet the requirements of the particular school of their choice. There is wide difference in requirements, and some schools replace chemistry and calculus with other courses.

PRE-DENTAL COURSE (B.S. Degree)

While most schools of dentistry now have a minimum entrance requirement of three years of college work, they give preference in admissions to students who already hold the bachelor's degree. Students who wish to obtain their degrees before entering the dental schools should select as their major either chemistry or biology, including within their selection those courses specifically mentioned below. Those who wish to transfer after three years may follow the curriculum here outlined. Such students, after satisfactory completion of their second year in the dental school, may receive their Bachelor of Science degree with a major in biology from this institution.

The curriculum outlined below is arranged to meet the approval of three specific dental schools, but changes may be made with the aid of counselors to fit the requirement of others if such changes should be necessary. The student must achieve a 1.5 scholarship average in all work transferred.

Students transferring to the School of Dentistry of Saint Louis University or the University of Kansas City should complete the following courses.

First Year	
	Semester Hours
Biology 101-2-4-5	8
Communications 101-2	6
Humanities 103	2
Phys. Ed. 103	1-3
Phys. Sc. 101	2
Soc. Sc. 100-1-2	6
Speech 101	3
Elective	2
Total	30-32

Third Year	
	Semester Hours
Biology 263	3
Chemistry 113	3
Chemistry 271-2 (formerly 251-2)	8
German 101-2	6
Physics 201-2	8
Psychology 201	3
Elective	3
Total	34

Students wishing to transfer to The School of Dentistry of the University of Illinois must have Chemistry 201-2 and 351 instead of, or in addition to, 251-2. They must also have a total of 14 hours of history and social sciences, but need only 6 hours of physics.

PRE-ENGINEERING COURSE

A student who plans to enter engineering school after two years should consult with his counselor and the head of the department of mathematics or physical science to be sure that he is carrying the courses that meet the requirements of the particular school to which he is transferring. The following program, however, will meet the requirements of most engineering schools—chemical, civil, electrical, and mechanical.

First Year		Second Year	
	Semester Hours		Semester Hours
Chemistry 101-2	7	Art 121-2	4
Communications 101-2	6	Chemistry 113	3
Mathematics 151-2-3	10	*Economics 201-2	3
Humanities 103	2	Mathematics 251-2	8
Speech 101	3	Phys. Ed. 103	1-3
Elective	2	Physics 201-2	3
Total	30	Elective	3
		Total	32-34

*Those transferring for chemical engineering should substitute Chemistry 201-2.

Students of chemical engineering, who do not object to spending some additional time in meeting possible specific requirements, may take a third year before transferring, which should include the following:

Third Year	
	Semester Hours
Chemistry 271-2, 343	9
Chemistry 351-2	8
Physics 351 or 354	3
*Elective	12
Total	32

*Should include Economics 201-2 if not taken earlier.

PRE-MEDICAL COURSE (B.S. Degree)

Most medical schools require a minimum of three years of college work for admission, but many are selecting largely those who already hold the bachelor's degree. Students who wish to complete the Bachelor of Science degree before transferring to the medical school should choose biology or chemistry as their major field of concentration and should include the rest of the general education requirements with the exception of Math 102 and Ph. Sc. 102, which are more than covered by the courses in science and mathematics listed in the curriculum below. Those who transfer at the end of three years will be granted the Bachelor of Science degree with a major in biological sciences from this institution upon the successful completion of their second year in the approved school of medicine.

The following course is designed to meet the requirements of the University of Arkansas School of Medicine, the Southwestern Medical School of Dallas, Texas, and the University of Illinois School of Medicine. Changes may be made if necessary to meet requirements of other schools. Deviations from this curriculum, however, should have the approval of the counselor and head of the department of biology or chemistry.

First Year		Second Year	
	Semester Hours		Semester Hours
Chemistry 101-2	7	Chemistry 113	3
Communications 101-2	6	Biology 101-2-4-5	8
Humanities 103	2	Chemistry 251 (formerly 201)	4
Phys. Ed. 103	1-3	Humanities 201-2	8
Phys. Sc. 101	2	Mathematics 152	3
*Soc. Sc. 100-1-2	6	Soc. Sc. 201-2	6
Speech 101	3	Elective	2
Elective	2-4	Total	34
Total	31		

HARDING COLLEGE

Third Year

	Semester Hours
Biology 251-2	6
Chemistry 251-2	8
German 101-2	6
Physics 201-2	8
Elective	4
Total	32

*Those transferring to Southwestern Medical School must elect 4 hours additional in American government and 6 hours in American history.

Those transferring to the University of Illinois School of Medicine must also include Chemistry 351 and Biology 263, and have a total of 14 hours in history and social sciences.

PRE-PHARMACY COURSE

Students preparing for pharmacy may complete one year of their work here before transferring to the school of pharmacy. The following course meets requirements of admission to the St. Louis College of Pharmacy, the Schools of Pharmacy of the University of Mississippi, the University of Kansas City, and the University of Arkansas. Courses may also be arranged to meet specific requirements of other schools.

First Year

	Semester Hours
Biology 101-2-4-5	8
Chemistry 101-2	7
Communications 101-2	6
Mathematics 151 or 152	3-4
Phys. Ed. 103	3
Elective	4-5
Total	32

PREPARATION FOR HOME ECONOMICS (B.S. Degree)

Since it is difficult to arrange a program to include all the requirements in general education as well as those for the teaching of home economics, we would urge the student to follow carefully the curriculum suggested below. This will avoid conflict of courses and save time.

ACADEMIC INFORMATION

Program for Teaching Home Economics

First Year

	Semester Hours
Art 117-8	4
Communications 101-2	6
Home Ec. 101-2	6
Humanities 103	2
Mathematics 102	2
Phys. Ed. 103	3
Speech 101	3
Soc. Sc. 100-1-2	6
Elective	2
Total	34

Second Year

	Semester Hours
Biology 101-2	6
Home Ec. 251, 103	6
Humanities 201-2	8
Phys. Sc. 101	2
Psy. 201	3
Soc. Sc. 201-2	6
Elective	2
Total	33

Third Year

	Semester Hours
Art 313	2
Chemistry 101-2	7
Ed. 301, 303, 403	8
Home Ec. 312-3, 331-2	10
Home Ec. 252	3
Ed. 450 or Psy. 303	2-3
Elective	2
Total	34-35

Fourth Year

	Semester Hours
Biology 271-5	7
Ed. 450 or Psy 303	2-3
Ed. 317, 451	5
Home Ec. 321-2	5
Home Ec. 323-4	8
Phys. Ed. 250	3
Elective	2
Total	32-33

Program for Institutional Management and Dietetics

First Year

	Semester Hours
Biology 101-2	6
Communications 101-2	6
Home Ec. 102	3
Humanities 103	2
Phys. Ed. 103	3
Mathematics 102	2
Soc. Sc. 100-1-2	6
Speech 101	3
Elective	2
Total	33

Second Year

	Semester Hours
Chemistry 101-2	7
Home Ec. 251	3
Humanities 201-2	8
Phys. Ed. 250	3
Phys. Sc. 101-2	4
Soc. Sc. 201-2	6
Elective	2
Total	33

Third Year

	Semester Hours
Chemistry 113 or 324	3 3
Chemistry 271-2	8 8
Economics 201-2	6 6
Home Ec. 335-6	10
or Home Ec. 331-2-3	9
and Psy. 207 or Ed. 301	3
Psy. 201	3 3
Elective	2 2
Total	32 34

Fourth Year

	Semester Hours
Biology 271-5	7 7
Bus. Ad. 205	3 3
Chemistry 324 or 113	3 3
Ed. 403	2 2
Home Ec. 331-2-3	9
and Psy. 207 or Ed. 301	3
or Home Ec. 335-6	10
Elective	5 7
Total	32 32

PREPARATION FOR LAW (B.A. Degree)

Schools of law usually require from three to four years of college work for entrance. This work should meet the general education requirements for the Bachelor of Arts degree, and should contain as much work as possible in English and speech, history and social sciences, psychology and business administration. Those who take the four-year course should choose as a major field either the social sciences, history, or English. Those who take the three-year course should advise with their counselor and the head of the social science department to include those courses which, with the completion of the first year in the school of law, will meet the requirements for their degree with a major in the social sciences. Students following this plan receive the Bachelor of Arts degree from this institution upon the successful completion of their first year in the school of law.

PREPARATION FOR MUSIC EDUCATION

Those planning to teach music should follow the curriculum below. It suggests two fields of emphasis—the vocal-choral and the instrumental.

Vocal-Choral

First Year	
	Semester Hours
Biology 101-2	6
Communications 101-2	6
Music 111-2	8
Piano 101-2	4
Soc. Sc. 100-1-2	6
Elective	2
Total	32

Third Year	
	Semester Hours
*Ed. 301, 410 or 409	5
Mathematics 102	2
Music 131-2, 211-2, 331	8
Psychology 201, 207 or 303	6
Phys. Ed. 103	3
Speech 101	3
Voice	4
Elective	2
Total	33

Second Year	
	Semester Hours
Humanities 201-2	8
Music 251-2	8
Phys. Sc. 101-2	4
Piano or voice	4
Soc. Sc. 201-2	6
Elective	2
Total	32

Fourth Year	
	Semester Hours
*Education 303, 450-1	8
Education 312 or 317	2
Music 335-6, 351-2	8
Phys. Ed. 250	3
Elective	12
Total	33

*Those who plan to teach on the elementary level should select the elementary education courses instead of the series suggested here.

Instrumental

For those choosing the instrumental as their major teaching field the curriculum for the first year is the same as for the vocal-choral above. The second year is the same except that 1 hour of voice is carried each semester instead of piano, and Music 131-2 is included. The third and fourth years are as follows:

Third Year		Fourth Year	
	Semester Hours		Semester Hours
Mathematics 102	2	Education 303, 450-1	8
*Education 301	3	Education 312 or 317	2
Ed. 409 or 410	2	Music 335-6	2
Music 211-2	4	Music 341, 351-2, 361-2	10
Music 311 or an app. elective	2	Phys. Ed. 250	3
Music 332	2	Elective	7
Phys. Ed. 103	3	Total	32
Psychology 201	3		
Psychology 207 or 303	3		
Speech 101	3		
Elective	5		
Total	32		

*See note under vocal-choral in regard to education.

PREPARATION FOR MUSIC (non-teaching majors)

The following curricula are the most economical of time for music majors who do not plan to teach.

Piano Majors

Those making piano their major-applied music may follow the curriculum arranged for the vocal-choral music education majors through the first two years, except that the applied music in the second year is piano instead of voice. The curriculum for the third and fourth years is as follows:

Third Year		Fourth Year	
	Semester Hours		Semester Hours
Mathematics 102	2	Music 335-6	2
Music 131-2	2	Music 351-2	6
Music 311-2	4	Music 371-2	4
Piano	4	Piano	4
Phys. Ed. 103, 250	6	*Elective	16
Psychology 201	3	Total	32
Speech 101	3		
Voice	4		
*Elective	4		
Total	32		

*Electives should be so chosen as to form a minor of not less than 18 hours in some related field, and must include at least 12 hours of advanced-level work.

Voice Majors

Music majors with voice as their major applied field should follow carefully the program below unless a change is approved by the music department.

First Year		Second Year	
Semester Hours		Semester Hours	
Biology 101-2	6	Humanities 201-2	8
Communications 101-2	6	Music 251-2	8
Music 111-2	8	Piano	4
Soc. Sc. 100-1-2	6	Soc. Sc. 201-2	6
Voice	4	Voice	4
Elective	2	Elective	2
Total	32	Total	32

Third Year		Fourth Year	
Semester Hours		Semester Hours	
Mathematics 102	2	Music 335-6	2
Music 131-2, 331	4	Music 351-2	6
Music 221-2	6	Phys. Ed. 103, 250	6
Phys. Sc. 101-2	4	Speech 101	3
Piano	4	Voice	4
Psychology 201	3	*Elective	12
Voice	4	Total	33
*Elective	6		
Total	33		

*The elective work must include 18 hours on the advanced level.

PREPARATION FOR MEDICAL TECHNOLOGY (B. S. Degree)

The supply of trained medical technicians has not kept pace with the demand. Students who wish to prepare for this field of service must have either a two or a three-year preparatory course. Those who carry the three-year course may receive the degree of Bachelor of Science in Medical Technology from the institution to which they transfer, or they may so arrange their electives here as to receive the Bachelor of Science degree from this institution upon completion of their work in the school of technology. Approved schools of medical technology are in certain hospitals, state boards of health laboratories, and in medical schools. The courses last twelve months, and graduates obtain certification by the National Registry of Medical Technologists.

Students choosing the minimum two-year course should follow the outline below:

First Year		Second Year	
Semester Hours		Semester Hours	
Biology 101-2	6	Biology 104-5	2
Chemistry 101-2	7	Chemistry 252, 113	7
Communications 101-2	6	Chemistry 251-2	8
Mathematics 152	3	Phys. Ed. 103	1-3
Soc. Sc. 100-1-2	6	Physics 201-2	8
Speech 101	3	Psychology 201	3
Elective	2	Elective	2-4
Total	33	Total	33

Those choosing the three-year program may spread the sciences over a longer period and include the general education courses which will round out the requirements for their degrees. The following is the recommended plan:

First Year		Second Year	
Semester Hours		Semester Hours	
Biology 101-2-4-5	8	Chemistry 252, 113	7
Chemistry 101-2	7	Humanities 201-2	8
Communications 101-2	6	Mathematics 151-2	7
Humanities 103	2	Social Sc. 201-2	6
Phys. Sc. 101	2	Speech 101	3
Soc. Sc. 100-1-2	6	Elective	2
Elective	2	Total	33
Total	33		

Third Year	
Semester Hours	
Biology 271	4
Chemistry 271-2	8
Physics 201-2	8
Phys. Ed. 103, 250	2-6
Psychology 201	3
Elective	4-8
Total	33

PREPARATION FOR SECRETARIAL SERVICE

Students planning for secretarial positions may acquire the essential training in a single year, but a two year course is recommended whenever possible. The longer course will give a more thorough preparation and should lead to better positions. Those who take the one-year course may follow the plan below:

One Year	
Semester Hours	
B. A. 101-2	8
B. A. 105-6	6
B. A. 205	3
Communications 101-2	6
B. A. 116, 117	4
Humanities 103	2
Speech 101	3
Elective	2
Total	34

HARDING COLLEGE

Those who take the two-year course should plan their work as follows:

First Year		Second Year	
Semester Hours		Semester Hours	
B. A. 101-2	8	B. A. 205-6	6
B. A. 105-6	6	B. A. 317	3
B. A. 116-117	4	Humanities 201-2	8
Communications 101-2	6	Social Sc. 100-1-2	6
Humanities 103	2	Social Sc. 201-2	6
Speech 101	3	Phys. Ed. 103	3
Elective	3	Elective	2
Total	32	Total	34

PREPARATION FOR SOCIAL WORK

There is a constant demand for trained men and women in social service. Most positions, however, require a four-year college course and one or two years of graduate training in a school of social work. Those planning for this profession will find many different fields of service open to them. While they may choose as their undergraduate major any field of interest such as home economics, health and physical education, English and journalism, or the social sciences, they must complete a total of 30 hours in at least three of the following subjects: economics, political science, psychology, and sociology. They must also present a 2.5 scholarship average for admission to the graduate, or professional school.

PREPARATION FOR TEACHING

The demand for teachers at all the different levels still continues strong, with the most urgent need in the elementary grades. The State Department of Education issues certificates on both the elementary and the high school levels upon the basis of work completed here. These include the Six-Year Elementary or Secondary Certificates based upon the bachelor's degree, the Four-year Elementary, the Junior High, and the Certificate based on three years of college work.

Students planning to begin teaching in the elementary schools after two years of college work should complete the following courses:

ACADEMIC INFORMATION

Four-Year Elementary Certificate

First Year		Second Year	
Semester Hours		Semester Hours	
Art 111-2 or Mus. 116-7	4	Biology 108 or Geography 111	2
Biology 101-2	6	Education 251,260-1	8
Communications 101-2	6	English 250	3
Education 104	2	Humanities 201-2	8
Humanities 103	2	Phys. Ed. 250	3
Phys. Ed. 103	3	Social Sc. 201 or 202	3
Psychology 201	3	Psychology 207 or 303	3
Social Sc. 100-1-2	6	Elective	2
Elective	2	Total	32
Total	34		

Six-Year Elementary Certificate

Those taking the four-year course of the Six-Year Elementary Certificate should complete the requirements in general education for the Bachelor of Arts degree during the first two years, then choose a major and a minor field for the junior and senior years. The following professional requirements should be completed in addition to the general requirements, or as a part of them:

Semester Hours	
Art 111-2	4
Biology 108 or Geography 111	3
Music 116-7	4
English 250	3
Additional American history or government	2
Geography	4
Mathematics 102	2
Education 104	2
Education 260, 261, 262	9
Education 317	2
Education 251, 441	5
Psychology 303 or 207	3

Junior High School Certificate

The Junior High School Certificate qualifies for teaching in certain fields in the junior high school. To meet all the requirements within two years one must disrupt the normal plan for completing the general education courses. The student with his counselor should plan all courses for the entire two years to be sure that every requirement is met.

HARDING COLLEGE

General Requirements

English (including speech, communications, and humanities)	9
Social studies (history, sociology, geography, political science, economics)	9
Science	6
Music or art appreciation (included here in humanities)	3
Physical education, health and safety	6
General psychology	3

Professional Requirements

Basic professional course	9
(introduction to education, educational or adolescent psychology, general methods)	
Techniques of teaching	3
(directed teaching or observation)	

Special Requirements

In addition to the general requirements above, or including them, the student must select one or more of the following teaching fields in which he completes a total amount of work as indicated below:

	Minimum Hours
1. English (including communications, speech and humanities)	15
2. Mathematics	6
3. Physical education	15
Physical education	4
Health and safety	2
Methods for secondary schools	3
Administration of health and physical education	3
Direction of school and community recreation	3
4. Public school music	16
Applied music (two fields)	6
Appreciation and history	3
Theory (harmony, sight reading, ear training)	6
Ensemble and conducting	1
5. Science (each subject taught)	8
General science	16
Biology	8
Physical science	8
6. Social studies	14
History (European 3; U. S. 3)	6
Geography 111	2
Two other social sciences (economics, political science, sociology)	6

Six-Year Secondary School Certificate

It is urged if possible that students who plan to teach in the secondary schools complete the entire four-year college course before teaching. This will permit them to work out all the general education requirements in their normal order. In addition to these requirements and the major and minor in the chosen teaching fields, the student, preferably during the jun-

ACADEMIC INFORMATION

ior-senior years, must complete the following professional work:

	Minimum Hours
1. Basic professional course	9
Introduction to education	3
Education or adolescent psychology	3
General methods	3
2. Techniques of teaching course	9
Curriculum construction, and—or evaluation procedures	2
Special methods	2
Directed teaching	5

High School Teaching Fields

Students should be prepared in at least two teaching fields. The requirements for majors and minors usually would be sufficient to qualify for any teaching field, but since exceptions may occur, below are listed the requirements of the State Department of Education of the amount of credit required in each teaching field:

	Minimum Hours
Commercial	27
Stenography*	8
Typewriting*	6
Bookkeeping and accounting	6
Office management	3
Commercial law	2
Business English	2
*Two hours may be deducted for each unit of high school credit up to 4 hours.	

English

May include not more than 6 hours in speech and journalism. 24

Mathematics

Two hours may be deducted for each high school unit up to 6 hours. 15

Physical Education

Physical education	3
Related science, as anatomy or physiology	3
Health and safety	2
Adm. of health and physical education	3

25

Athletic coaching	4
*P. E. for secondary schools	3
Principles of physical education	3
Direction of school and community recreation	3
*May be counted as part of the professional requirement.	

Science	24
Biology	8
Chemistry	8
Physics	8
Public School Music	24
Applied music (two years of piano, one year of voice, one year of instruments)	11
Music literature and analysis	2
Theory (harmony, sight reading, and ear training)	8
Conducting and ensemble	3
Social Studies	20
European history	6
United States history	6
Other social sciences (from at least three of the following: economics, geography, government, sociology)	8
Home Economics	
See requirements for the B.S. in Home Economics.	

Certificates in Other States

Students who wish to teach in other states should plan with their counselors the courses which meet the specific requirements of those states. Upon payment of the \$1.00 fee the registrar will make application and assist the student in obtaining the certificate in the state desired.

THE FIFTH YEAR PROFESSIONAL PROGRAM

Harding is cooperating with the other colleges of the state and with the Ford Foundation in developing a Fifth Year of strictly professional training and experience for the preparation of teachers. Those who elect to obtain their professional training in the fifth year are not permitted to carry the courses in methods and directed teaching during the four-year course. On the other hand they must first complete the requirements for the Bachelor's degree, including the general education courses and their major and minor fields of specialization. In the fifth year they are given their professional courses with directed teaching in actual school situations. During this year they receive a salary sufficient to cover all expenses.

While an additional degree is not offered for the fifth year, universities are arranging to accept the credit in partial fulfillment of the requirements for the Master's degree. It is believed, however, that the stronger undergraduate foundation

made possible by postponing the professional courses to the fifth year, and the higher efficiency in professional training which will result, will more than compensate for the additional time required.

Those who choose the Fifth Year Plan should confer with the instructors in education and include only the few basic courses in psychology and education which are permitted in their undergraduate programs.

Part VI:
OUTLINE
OF
COURSES

DESCRIPTION OF COURSES

Numbering of Courses

To assist the student in planning his work constructively the following system of numbering has been adopted:

Courses numbered 100-199 are primarily for freshmen, but may be taken in later years if it is impossible to schedule them the freshman year.

Courses numbered 200-299 are sophomore courses, but those numbered 200-249 may if necessary be taken by freshmen. Those numbered 250-299 are counted as advanced courses when preceded by a year of freshman work in the same subject or when taken in the junior or senior years.

Courses numbered 300-399 are junior-senior courses, not open to freshmen and sophomores, except to sophomores in the second semester of their work.

Courses numbered 400 are senior work to be taken in the senior year only, except under special conditions and with the approval of the head of the department.

DEPARTMENT OF ART

Professor Elizabeth B. Mason, Assistant Professor Roberts

Art courses are designed to enrich the artistic understanding of students, to develop high proficiency in the several arts and their integration, enabling the individual to contribute to the cultural resources of community, state, and nation.

Several courses, including the Humanities and Art History, require no drawing ability or studio participation, and are open to all students.

The objective of the department is to fulfill the needs of the general student as well as the art major. The art major may take courses to prepare for the teaching profession or entry into the professional field.

Courses having no prerequisites are open to all students regardless of prior training or ability. All courses are open as electives to anyone with proper prerequisites.

100. VISUAL FUNDAMENTALS**3 Hours**

An art orientation course designed for students, non-majors as well as majors, who desire a knowledge of the fundamentals of visual arts, including a survey in color, design, technique, theory and current trends. Fall.

101, 102. FREEHAND DRAWING AND COMPOSITION**3 Hours each**

Introduction to and experimentation in various media. An introductory study of creative design and composition. Basic problems of the artist. Laboratory exercise in drawings of various media and compositional problems. Six studio hours per week. Fall, Spring.

111. ART EDUCATION**2 Hours**

Prospective art teachers are introduced to the problems of art education, and the philosophy and psychology of art. Projects designed and executed on the primary level. Fall.

112. ART EDUCATION**2 Hours**

Methods of teaching elementary school art. Development of units of work and creative experience in a variety of media. Spring.

115, 116. COMMERCIAL ART**2 Hours each**

Study of beginning problems in advertising. The course consists of projects designed for the personal needs of each student. Problems in lettering, illustration, layout, commercial design, technique in reproduction of ads, methods, media, and psychology of attractive advertisements are studied. Fall, Spring.

117, 118. ART FOR LIVING**2 Hours each**

A study of the basic principles and elements of design, the techniques of organization, and the application of design variables. Opportunity is given for individual growth in design problems. Fall, Spring.

121, 122. TECHNICAL DRAWING**2 Hours each**

Study of the basic problems of drafting. A course designed for the general student and the student aimed at specific professional drawing. Studies in the use of instruments, geometrical problems, various projections and the completion of an individual project. Fall, Spring.

103. PRINCIPLES OF APPRECIATION**2 Hours**

Same as Humanities 103. Spring.

201, 202. INTRODUCTION TO PAINTING**3 Hours each**

Creative experiences in water color, tempera, and oil. A study of color, line and form as major design elements in pictorial composition. Prerequisite: 101-2 or consent of instructor. Six studio hours per week. Fall, Spring.

235, 236. CERAMICS**2 Hours each**

A study of the materials and techniques involved in working with clay, includes the designing and creating of art objects, glazing, and firing. Fall, Spring.

250. PRINT GRAPHICS**2 Hours**

A study of traditional or contemporary methods in various printing media. Special attention is given to the study of line in block print and etching. Fall.

*ADVANCED COURSES***301, 302. ADVANCED PAINTING****3 Hours each**

An advanced level study of the problems of the individual student. Designed to continue the student's knowledge in the study of the media, the problems of color, the methods of the masters, and the nature of the various "schools" of painting. Special projects and experimentation. Six studio hours per week. Fall, Spring.

305, 306. PORTRAIT PAINTING**3 Hours each**

Advanced study of portraiture in a variety of media. Prerequisite: 201-2. (Given on demand.)

311. ADVANCED COMMERCIAL ART**2 Hours**

An advanced course in problems in creative design in commercial advertising. Prerequisite: 116 or consent of the instructor. Spring.

313. HISTORIC COSTUME DESIGN**2 Hours**

This is a study of the development of the fashions of the day traced through a historic background. Creative problems of designing are solved, including some stage costuming. Prerequisite: 117-118. Fall.

322. SCENE DESIGN**3 Hours**

The combining of artistic principles and practical considerations in creating effective stage settings. Problems in special types and periods will be studied. (Same as Speech 322.) Spring.

323. CREATIVE ARTS, CRAFTS**2 Hours**

Methods of teaching art at the junior high and high school levels. A study of the relation of art activities to the modern school program. Stress is laid upon the creative approach and its relation to personality development as well as community needs. Members of the class may do concentrated work on their own teaching problems. Spring.

331, 332. HISTORY OF ART**3 Hours each**

A study of the development of art from prehistoric times to and including the Gothic Age, and from the Renaissance to the present day. Broadening the student's understanding of our cultural heritage. Fall, Spring.

335. COLOR THEORY**2 Hours**

An extensive study of color as one of the major design elements. Students do research in individual color problems. Spring.

DEPARTMENT OF BIBLE, RELIGION, AND PHILOSOPHY

*Professors West, Bales, Mattox; Assistant Professors
R. C. Cannon, Dykes, and J. Lewis;
Lecturer J. P. Sewell;
Assisted from other departments by Bates, Ritchie,
Sears, and Ulrey*

So deeply do religious thought and ideals enter into the social structure and development of all peoples that no man can understand the world in which he lives without a knowledge of its religious foundations. The work of this department is adapted to the needs of three classes of students. For the student who wants the cultural and spiritual values to be derived from contact with the greatest spiritual teachers, the courses in Bible and religious literature introduce him to the profoundest thinking of men and to much of the greatest literature of the world. For the student who wishes to prepare himself for leadership in religious and social work the courses not only in Bible but in Christian education and history are designed. For the student who plans to devote his life to preaching, to missionary work, or to religious journalism all these courses together with those in homiletics and Christian teaching are offered.

COURSES

The work in Bible and religion is divided on the upper-level into four divisions: (1) Biblical, (2) doctrinal, (3) historical, and (4) practical.

100, 102. THE BIBLE IN SURVEY**2 Hours**

The purpose of this course is to acquaint the student with God and his purposes for man as revealed in the Bible. The Old Testament will be studied in the first semester with emphasis on the main facts, characters, ideas, and the unfolding purpose of God. The second semester the New Testament will be studied, wherein the purposes of God will be more clearly seen in the person, life, and teachings of Jesus and in the life of the early church and the teachings of the apostles. Special attention will be given to the supreme place of Jesus in the purposes of God and the response of men to these purposes. (This course or its equivalent is required of all freshmen.) Fall, Spring.

105. BEGINNING PREPARATION OF THE CHRISTIAN MINISTER**1 Hour**

This course is designed for those who are beginning their preparation for preaching. Proper attitudes toward the ministry are presented. Guidance in what the beginning preacher should know and do; preparation and delivery of sermons. Fall.

107. SPECIAL BIBLE STUDY**1 Hour**

Principles of Biblical interpretation; special Bible topics. Spring.

200. LIFE AND TEACHINGS OF JESUS**1 Hour**

This course is based on a study of the four gospels with special attention to Matthew, with emphasis on the character and teachings of Jesus as significant for today. (This course or its equivalent is required of all sophomores.) Fall.

202. ACTS AND THE EPISTLES OF THE NEW TESTAMENT **1 Hour**

This course is a sequence to 200. It is a study of the New Testament churches in their congregational expressions and in the lives of individual Christians as revealed in the book of Acts and the epistles of the New Testament. (This course or its equivalent is required of all sophomores.) Spring.

ADVANCED COURSES

I. THE BIBLICAL DIVISION

1. The Old Testament Field

300. THE BIBLICAL WORLD 2 Hours

A historical and religious survey of the Biblical world for a better understanding of the Bible; emphasis on the contribution of archaeology. Fall.

303. THE PENTATEUCH 2-3 Hours*

The first five books of the Old Testament are studied in the light of their historical background with emphasis on content and meaning. Fall.

304. STUDIES IN HISTORICAL BOOKS 2-3 Hours

A contextual study of the books of Joshua, Judges, I and II Samuel, and I and II Kings, I and II Chronicles, Ezra—Nehemiah, with special attention to content and message. Spring.

306. THE HEBREW PROPHETS 2-3 Hours

The prophetic movement in ancient Israel; each prophet in his own historical setting; his message for his day and for our day. Fall.

308. POETIC AND WISDOM BOOKS 2-3 Hours

A study of the Books of Psalms, Proverbs, the Song of Songs, Lamentations, Ecclesiastes and Job in the light of their historical backgrounds, especially the poetic and wisdom literature of the ancient Near East; their message for their day and for today. Spring.

2. The New Testament Field

310. THE FOUR GOSPELS 2-3 Hours

The origin, characteristics and relationships of the four gospels; the synoptic problem; the Fourth Gospel; form criticism; contents and message of the four gospels. Fall.

312. ACTS, GALATIANS, ROMANS, AND CORINTHIANS 2-3 Hours

Historical backgrounds; introduction; the founding and expansion of the early church; problems and their solution in the Galatian, Roman and Corinthian churches; grounds for justification and defense against the Judaizers; exposition of selected passages. Spring.

*For the general student courses listed as "2-3 Hours" may be taken for 2 hours credit. Others who wish to work out an additional assignment or project may take them for 3 hours credit.

COURSES

314. SELECTED EPISTLES OF PAUL 2-3 Hours

A study of First and Second Thessalonians, Philippians, Colossians, Philemon, Ephesians, First Timothy, Titus, and Second Timothy; historical setting; introduction to each book with its individual features; common relations in setting, thought, and life; content; exposition of selected passages. (Alternates with 316; offered 1954-55.) Fall.

316. HEBREWS AND THE GENERAL EPISTLES 2-3 Hours

Historical background; introduction; content; exposition of selected passages. (Alternates with 314; offered 1953-54.) Fall.

318. DANIEL AND REVELATION 2-3 Hours

Historical setting; introduction, including apocalyptic pattern and message; content; exposition of selected passages; the message of these books for their day and for today. Spring.

II. DOCTRINAL DIVISION

320. HISTORY OF CHRISTIAN THOUGHT 2 Hours

A historical survey of the development of Christian thought from the sub-apostolic age to the present; special attention to outstanding leaders and major doctrines. (Alternates with 322; offered 1954-55.) Fall.

322. THE KINGDOM OF GOD 2 Hours

A consideration of the Kingdom of God in prophecy, in its nature, its laws, and its consummation. (Alternates with 320; offered 1953-54.) Fall.

324. EVIDENCES OF CHRISTIANITY 3 Hours

A survey of the field of Christian evidences with special emphasis on the credentials of Christ as constituting the heart of Christian evidence. Fall.

326. SYSTEMATIC CHRISTIAN DOCTRINE 3 Hours

A brief study of the Biblical doctrine of God, Christ, the Holy Spirit, man, the atonement, the church, the Christian life and eschatology. Spring.

328. CHURCHES AND CREEDS 2 Hours

A study of the distinctive doctrines of modern Protestantism and Roman Catholicism in the light of the New Testament; attention to the question of authority in religion. Fall.

329. MODERN RELIGIOUS CULTS 2 Hours

The origin, growth, beliefs, and characteristics of the more significant cult movements in America. Spring.

III. THE HISTORICAL DIVISION

330. WORLD RELIGIONS

2 Hours

A brief historical survey of the major non-Christian religions of the world from ancient times to the present. (Alternates with 332; offered 1954-55.) Spring.

332. WORLD MISSIONS

2 Hours

Biblical and historical backgrounds; fields to be evangelized with a study of selected ones in America and in other lands; training of the Christian worker; methods of procedure. (Alternates with 330; offered 1953-54.) Spring.

334. CHURCH HISTORY TO THE REFORMATION

3 Hours

A survey of the history of the church from the close of the apostolic age to the reformation led by Martin Luther. Fall.

336. CHURCH HISTORY FROM THE REFORMATION TO THE PRESENT

3 Hours

A survey of church history beginning with the **Catholic Reformation** and the origin and growth of Protestant denominations with their transfer to America; brief history of **Restoration Movement** in America to the present. Spring.

IV. THE PRACTICAL DIVISION

1. Preaching Field

340. PREPARATION AND DELIVERY OF SERMONS

2 Hours

A study of the fundamental principles of sermon preparation and delivery; the making and preaching of sermons under the guidance of the instructor with his evaluation and that of the members of the class. Fall.

342. HISTORY OF PREACHING

2 Hours

A survey of preaching from the days of Christ to the present; special attention to the methods and message of Jesus and New Testament preachers; brief study of the preaching of the outstanding preachers of the centuries, especially those of the Restoration Movement in America. Spring.

344. THE MINISTER AND HIS WORK

3 Hours

Motives for the Christian ministry; the Christian character of the minister; his conduct wherever he is; his work as a Christian servant; special attention to the practical aspects of preaching such as methods of work, the proper use of time; how to conduct funerals and weddings and how properly to make calls, et cetera. Fall.

351. ORAL INTERPRETATION OF BIBLICAL LITERATURE

3 Hours

A course using the Bible and three books of the Apocrypha as basic material. Moulton's "Modern Reader's Bible," the English Revised Version printed in modern literary form, is used as a basic text. Fall.

2. The Work of the Church

346. THE WORK OF THE LOCAL CHURCH

3 Hours

The objectives of the local church; its government and work; an adequate program of work outlined with careful consideration to each aspect of local church work. Spring.

348. THE EDUCATIONAL WORK OF THE LOCAL CHURCH

3 Hours

The church as an **educational agency**; the church school versus the Sunday school; **supervision**; aims, curricula, methods, organization and administration of the church school. Fall.

350. THE WORSHIP OF THE CHURCH

2 Hours

Problems of **congregational worship** from the viewpoint of leaders and participants; **hymnology**, leading the singing, planning worship, training for worship, **psychology of worship**, discussion of objectives and problems, practice in conduct of worship. Spring.

353. THE CHURCH AND THE CHILDREN

3 Hours

A study of the child and his religious needs during his first eleven years with special emphasis on the methods and materials available to the parents and teachers who guide their spiritual growth. Fall.

354. THE CHURCH AND THE YOUNG PEOPLE

3 Hours

A special study of the service the church can render its young people. An effort is made to develop a complete church program for the junior high, the high school and the college age young people. Especially recommended for all prospective workers with youth. Spring.

Philosophy

323. INTRODUCTION TO PHILOSOPHY

3 Hours

A study of the elementary principles of logic, the formal principles of deduction and induction. A course designed to acquaint the beginner with the general nature of all thinking and the philosophic principles underlying ancient and modern values, including a brief study of the views of nature, man, personal conduct, and moral values, as reflected in the thinking of Plato, Aristotle, Socrates, Kant, and other philosophers, in the light of the teaching of Jesus the Christ. (Offered 1953-54 and alternate years.) Fall.

ADVANCED COURSES

- 314. CHRISTIAN PHILOSOPHY** 2-3 Hours
A systematic study of the basic principles of Christian thought and idealism. An understanding is sought of the original Christian concepts and their application to present day problems. Fall.
- 320. HISTORY OF CHRISTIAN THOUGHT** 2 Hours
Same as Bible 320. Fall.
- 324. EVIDENCES OF CHRISTIANITY** 3 Hours
Same as Bible 324. Fall.
- 326. SYSTEMATIC CHRISTIAN DOCTRINE** 3 Hours
Same as Bible 326. Spring.

Approved Related Courses

For students who are not majoring in Bible and Religion a list of approved courses in other departments is here designated which they may carry instead of the courses listed in the Bible department:

- Greek 251, 252. **JOHN AND MARK IN GREEK** 3 Hours each
- Greek 300, 301. **ROMANS AND HEBREWS IN GREEK** 3 Hours each
- Hebrews 302, 303. **THE HEBREW BIBLE** 2 Hours each
- History 303, 304. **JEWISH HISTORY AND CULTURE** 2-3 Hours each
- History 334, 336. **CHURCH HISTORY** 3 Hours each
- Humanities 306, 308. **HEBREW LITERATURE** 2-3 Hours each
- Philosophy 314. **CHRISTIAN PHILOSOPHY** 2-3 Hours
- Philosophy 320. **HISTORY OF CHRISTIAN THOUGHT** 2 Hours
- Philosophy 324. **CHRISTIAN APOLOGETICS** 3 Hours
- Philosophy 326. **SYSTEMATIC CHRISTIAN DOCTRINE** 3 Hours
- Speech 340. **ADVANCED PUBLIC SPEAKING** 2 Hours
- Speech 342. **HISTORY OF ORATORY** 2 Hours
- Speech 351. **ADVANCED ORAL INTERPRETATION** 3 Hours

DEPARTMENT OF BIOLOGICAL SCIENCES

Professor J. W. Sears, Assistant Professors Lasater and Stevens

The department of biological sciences meets the needs of three classes of students—those who want a knowledge of biological sciences as a necessary part of a well rounded general education, those who plan to teach, and those who are preparing for such professions as medicine, dentistry, nursing, medical technology, and others.

The laboratories in biology are well equipped for instruction in all the courses offered, and the library contains the standard reference works and periodicals of interest in the field.

101, 102. BIOLOGICAL SCIENCE

3 Hours each

A one-year course for the general student designed to accomplish three things: (1) to develop within the student those skills and habits of scientific thinking which can be obtained from a study of the biological sciences, (2) to acquaint the student with the principal concepts of biology, and (3) to give the student such practical information about the structure and function of biological forms as is desirable for the modern citizen. This is not a survey course in biology. It includes the study of three major topics: (1) the dynamics of living things, with particular emphasis on the physiology of man in health and disease, (2) the variety and relationships among living organisms, including the problems of ecology and the social organization of the lower animals, and (3) heredity, eugenics, and evolution. Three lecture-recitation-demonstration periods each week. In addition, students will be encouraged to visit the laboratory to examine additional demonstrations and exhibits weekly. Fall, Spring.

104, 105. BIOLOGY LABORATORY

1 Hour each

This laboratory course in biology is designed to complement the course in Biological Science for the premedical student and the biology major. Special emphasis will be given to morphology, physiology, and taxonomy of the major phyla of the animal kingdoms. Three hours laboratory per week. Prerequisite: Must be taken with 101-2 or after it. Fall, Spring.

108. NATURE STUDY

2 Hours

A course designed for teachers in elementary fields. Either this or Geog. 111 is required of all elementary teachers. Two lectures, three hours laboratory per week for twelve weeks. Spring.

ADVANCED COURSES

251, 252. COMPARATIVE MORPHOLOGY OF THE VERTEBRATES 3 Hours each

An intensive, comparative study of the vertebrates, fossil and contemporary. Thorough considerations are given to the contributions of morphology to the solution of the problem of the origin and development of the vertebrate groups. The laboratory the first semester will include the examination and dissection of such typical forms as the amphioxus, lamprey, dogfish and necturus. The second semester is confined to the dissection of the cat. Prerequisite: 101-2. Two lectures and one three-hour laboratory per week. Fall, Spring.

256. ADVANCED BOTANY 3 Hours

This course is designed for the major in biology. It will include an intensive and comprehensive survey of the plant kingdom with special emphasis on classification, anatomy, and life-history of the algae, fungi, mosses, liverworts, ferns, and higher plants. Particular attention will be given to the flowering plants. Prerequisite: 104-5. Two lectures and three hours of laboratory each week. (Alternates with 325; offered 1954-55.) Fall.

263. VERTEBRATE EMBRYOLOGY 3 Hours

A course dealing with the fundamental facts and processes of development, the cell and cell division, maturation, fertilization, and cleavage. Emphasis will be placed on the chick and pig. Prerequisites: Biology 104-5. Two lectures, three hours laboratory per week. (Alternates with 323; offered 1954-55.) Spring.

271. BACTERIOLOGY 4 Hours

An introductory course in bacteriology dealing with the history of bacteriology, the physiology and morphology of the bacteria, techniques of isolating and identifying bacteria, and the uses of the bacteria and bacterial knowledge in human affairs. Prerequisite: 104-5, or Chem. 101-2. Two lectures and six hours of laboratory each week. Fall.

275. HUMAN ANATOMY - PHYSIOLOGY 3 Hours

A study of the structure, functions, relationship and physiological process of the various parts of the human body. Prerequisites: 104-5, or Chem. 101-2. Two lectures and three hours laboratory per week. Spring.

303. HUMAN HEREDITY AND EUGENICS 3 Hours

Designed for majors in biology, education, and social science. Facts of human inheritance, variation, selection and the effect of eugenic measures will be discussed. Prerequisites: Junior standing or consent of the instructor. (Alternates with 313; offered 1953-54.) Spring.

COURSES

311. INVERTEBRATE BIOLOGY AND PARASITOLOGY 3 Hours

This course is designed to complement Biology 101-2 and 251-2 by giving the student an intensive study of the invertebrate phyla. Attention will be given to the classification and relationships of the invertebrates and their position in relation to the chordates. The anatomy and life-histories of typical invertebrates will be studied. Particular attention will be given to the parasites of man. Prerequisite: 104-5. Two hours lecture and three hours laboratory each week. Fall.

313. ENTOMOLOGY 3 Hours

This course offers an introduction to the insect life of this region. It includes a study of structure, classification, life history, and habits of insects and their economic importance. Prerequisites: 104-5. Two hours lecture, three hours laboratory per week. (Alternates with 303; offered in 1954-55.) Spring.

323. FIELD BIOLOGY AND ECOLOGY 3 Hours

A study in the identification and classification of the principal animal and plant groups of this region with an emphasis upon the relations of the organisms to the physical and biological conditions of their environment. Prerequisites: 104-5 and junior standing. Two lectures and three hours of laboratory per week. (Alternates with 263; offered 1953-54.) Spring.

325. PLANT PHYSIOLOGY 3 Hours

A study of the functioning of the different tissues and organs of the higher plants. The discussion includes such topics as the plant cell, absorption, transpiration and translocation, photosynthesis, respiration, nutrition, growth, and development. Two lectures and three hours of laboratory each week. Prerequisite: 104-5. (Alternates with 256; offered 1953-54.) Fall.

410. ANIMAL MICROLOGY 2 Hours

A course designed to teach the students to prepare microscope slides and to interpret histological preparations. Emphasis is placed upon a few simple and established techniques rather than a variety of different procedures. Prerequisites: Biology 104-5 and consent of instructor. (Offered on demand.)

415. HISTORY OF BIOLOGY 2 Hours

Beginning with the rise of ancient science, this course is designed to acquaint the student with the backgrounds of modern biological thought. Special emphasis is given to the emergence of the main themes of contemporary biology. For the departmental major. Two lectures per week. (Given on demand.) Spring.

420. READINGS IN BIOLOGICAL SCIENCE 1-3 Hours

An independent study course for seniors in biology and general science to fill any gaps in their biological background. (Given on demand.)

DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

Professor Holmes, Assistant Professors

Hedrick and Davis

The work of this department meets the needs of three classes of students: those who desire a business training that will qualify them for secretarial, accounting, or administrative positions in the business world, those who plan to teach business courses in high schools or business colleges, and those who wish a general knowledge of business procedures for personal use.

Accounting

205, 206. FUNDAMENTALS OF ACCOUNTING 3 Hours each

An introduction to the study of accounting, intended for the general student of business as well as for beginning students in accounting. The course treats the principles of accounting as applied to the single proprietorship, partnership, and corporation. Two lecture hours and four laboratory hours each week. Required of all majors in business administration. Prerequisite or co-requisite: 108 and sophomore standing. Fall, Spring.

ADVANCED COURSES

301. INTERMEDIATE ACCOUNTING 4 Hours

A course designed to train the student to analyze problems and apply the accounting principles involving balance sheet and profit and loss statement accounts. Four lectures each week. Prerequisite: 205-6. Fall.

305. COST ACCOUNTING 3 Hours

An introduction to the study of cost accounting. The first half of the course covers methods of finding the cost of specific orders or lots. The second half covers the fundamentals of process costs, accounting for by-products and joint products, estimate costs, standard costs, and cost problems of department stores. Five lecture hours each week. Prerequisite: 206. (Alternates with 306; offered 1954-55.) Fall.

COURSES

306. FEDERAL INCOME TAXES 3 Hours

A general course in federal income taxes. Particular emphasis is laid on the current law and the preparation of income tax returns for individuals, partnerships, corporations, and fiduciaries. Among the topics covered are: analysis of transactions, constructive receipts, earned income, sales and exchanges, capital gains and losses, inventories, depreciation, installment sales, inventory conversion, dividend distributions. Prerequisite: 205-6. (Alternates with 305; offered 1953-54.) Fall.

351. ADVANCED ACCOUNTING 4 Hours

Designed to train the student to analyze problems and apply the accounting principles involved in different types of business. A series of graded problems is used to illustrate the form and content of partnerships, venture accounts, insurance, statement of affairs, receiver's accounts, realization and liquidation, statement of realization, liquidation and operation, home office and branch accounting, consolidated balance sheets, estates and trusts, and other selected topics. Prerequisite: 251. Spring.

355. PRINCIPLES OF AUDITING 3 Hours

This course covers both theory and practice of auditing, discussion being supplemented with problems, questions and specimen working papers such as are applicable to balance sheet audits. The detailed subject matter covers the auditing procedure involved in connection with cash and cash funds, receivables, inventories, investments, deferred charges, capital assets, intangible assets, liabilities—both actual and contingent, accounts showing net worth, closing of an audit, and preparation of audit reports. Prerequisite: 251. (Alternates with 341; offered 1954-55.) Spring.

General Business

108. MATHEMATICS OF BUSINESS 2 Hours

The theory of compound interest, annuities, sinking funds, interest rates, theory of probability, mortality tables, some work on the elements of statistics. (Same as Math. 108.) Fall.

112. BUSINESS ORGANIZATIONS 3 Hours

A survey course in the organization and administration of the various types of business enterprise. Particular emphasis will be placed upon organizational structure within a given business as well as the relationship of various types of business to enterprise as a whole. Departmentation, the allocation of authority and the more general problems of supervision, discipline and morale will be studied. Fall.

DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

Professor Holmes, Assistant Professors

Hedrick and Davis

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Accounting

205, 206. FUNDAMENTALS OF ACCOUNTING 3 Hours each

An introduction to the study of accounting, intended for the general student of business as well as for beginning students in accounting. The course treats the principles of accounting as applied to the single proprietorship, partnership, and corporation. Two lecture hours and four laboratory hours each week. Required of all majors in business administration. Prerequisite or co-requisite: 108 and sophomore standing. Fall, Spring.

ADVANCED COURSES

301. INTERMEDIATE ACCOUNTING 4 Hours

A course designed to train the student to analyze problems and apply the accounting principles involving balance sheet and profit and loss statement accounts. Four lectures each week. Prerequisite: 205-6. Fall.

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An introduction to the study of cost accounting. The first half of the course covers methods of finding the cost of specific orders or lots. The second half covers the fundamentals of process costs, accounting for by-products and joint products, estimate costs, standard costs, and cost problems of department stores. Five lecture hours each week. Prerequisite: 206. (Alternates with 306; offered 1954-55.) Fall.

306. FEDERAL INCOME TAXES

3 Hours

A general course in federal income taxes. Particular emphasis is laid on the current law and the preparation of income tax returns for individuals, partnerships, corporations, and fiduciaries. Among the topics covered are: analysis of transactions, constructive receipts, earned income, sales and exchanges, capital gains and losses, inventories, depreciation, installment sales, inventory conversion, dividend distributions. Prerequisite: 205-6. (Alternates with 305; offered 1953-54.) Fall.

351. ADVANCED ACCOUNTING

4 Hours

Designed to train the student to analyze problems and apply the accounting principles involved in different types of business. A series of graded problems is used to illustrate the form and content of partnerships, venture accounts, insurance, statement of affairs, receiver's accounts, realization and liquidation, statement of realization, liquidation and operation, home office and branch accounting, consolidated balance sheets, estates and trusts, and other selected topics. Prerequisite: 251. Spring.

355. PRINCIPLES OF AUDITING

3 Hours

This course covers both theory and practice of auditing, discussion being supplemented with problems, questions and specimen working papers such as are applicable to balance sheet audits. The detailed subject matter covers the auditing procedure involved in connection with cash and cash funds, receivables, inventories, investments, deferred charges, capital assets, intangible assets, liabilities—both actual and contingent, accounts showing net worth, closing of an audit, and preparation of audit reports. Prerequisite: 251. (Alternates with 341; offered 1954-55.) Spring.

General Business

108. MATHEMATICS OF BUSINESS

2 Hours

The theory of compound interest, annuities, sinking funds, interest rates, theory of probability, mortality tables, some work on the elements of statistics. (Same as Math. 108.) Fall.

112. BUSINESS ORGANIZATIONS

3 Hours

A survey course in the organization and administration of the various types of business enterprise. Particular emphasis will be placed upon organizational structure within a given business as well as the relationship of various types of business to enterprise as a whole. Departmentation, the allocation of authority and the more general problems of supervision, discipline and morale will be studied. Fall.

ADVANCED COURSES

315, 316. BUSINESS LAW

3 Hours each

General principles of the law of contracts, principal and agent, employer and employee, negotiable instruments, principal and surety, insurer and insured, bailor and bailee, carriers and shippers or passengers, vendor and vendee, partnership relations, corporation and stockholders, property, deeds of conveyance, mortgagor and mortgagee, landlord and tenant, torts, business crimes, bankruptcy, and other topics. Much time is devoted to the study of actual court cases. Fall, Spring.

317. OFFICE MANAGEMENT

3 Hours

A practical course for the general business student, prospective teacher, or future business executive, dealing with methods and techniques of office management. Throughout the course emphasis is given to the place, duties, and functions of the office manager. Spring.

Secretarial Science

101, 102. STENOGRAPHY

4 Hours each

Courses 101 and 102 cover the fundamental principles of Gregg Shorthand (Simplified). Speed and accuracy are stressed through much dictation and transcription. Course 102 meets five hours a week for class dictation and two hours each week for laboratory work in actual transcription and secretarial office practice. A speed of 120 words a minute is required on completion of course 102. Fall, Spring.

105, 106. TYPEWRITING

3 Hours each

Accuracy and speed are stressed from the beginning. Requires a thorough technique in the typing of letters, telegrams, manuscripts and theses, copying rough drafts, tables of content, bibliographies, outlines, programs, tabulations, legal work, and various other business forms. Students are required to attain a speed of thirty words a minute for credit for the first semester and fifty words a minute for the second semester. Fall, Spring.

116. BUSINESS COMMUNICATIONS

2 Hours

A course covering practical English usage, including grammar, punctuation, and psychology as applied to business correspondence. Prerequisite: Com. 101. Spring.

117. OFFICE PRACTICE

2 Hours

This is a practical course of demonstrations, lectures, readings and practice periods designed for training advanced secretarial students in the use of such modern office devices as adding machines, calculators, dictating machines, duplicators, and in filing and general secretarial routine. A workable knowledge of shorthand and type-writing is prerequisite. Spring.

Economics

201, 202. PRINCIPLES OF ECONOMICS

3 Hours each

The basic principles of economics are emphasized and applied as far as possible to specific problems. A basic course required of all majors in business administration. Fall, Spring.

217. ECONOMIC GEOGRAPHY

2 Hours

A course dealing with the economic resources of the nation and their influence upon business and industry. Spring.

ADVANCED COURSES

255. INTRODUCTORY STATISTICS

3 Hours

This course deals with graphic presentations, frequency distributions, averages, measures of skewness and variation, index numbers, analysis of time series, linear and non-linear correlation. Prerequisite: Bus. Ad. 108. (Alternates with B.A. 307; offered 1953-54.) Spring.

257. AMERICAN ECONOMIC HISTORY

3 Hours

A survey of the political and economic development of American economic institutions, with particular attention to the frontier, resources, immigration, the rapid growth of industrialism, and the changing national international position of the federal government. (Alternates with Eco. 333; offered 1954-55.) Fall.

320. PRINCIPLES OF MARKETING

3 Hours

The place of marketing in our economic structure; an analysis of the present marketing structures by functions, institutions, and commodities. Prerequisite: Eco. 201. Fall.

321. SALES MANAGEMENT

3 Hours

Designed to cover selling practices in most phases of the business cycle. Development of the selling function, marketing and distribution, personality and point of view, laying the groundwork for the interview, arranging the interview, meeting the prospect, creating the wish to acquire, and many other topics covering excuses, aids to the salesman, and advertising. Fall.

322. MONEY AND BANKING

3 Hours

Money, coinage, paper, currency, bi-metalism, gold and silver production, monetary standards and price levels, domestic and foreign exchange. History and principles of banking, with special attention to the Federal Reserve System. Fall.

HARDING COLLEGE

104

331. PROPERTY AND CASUALTY INSURANCE 3 Hours

A basic course covering life, fire, and other important types of insurance, standard forms, rates, loss adjustments, and underwriting problems. Spring.

333. ECONOMICS OF TRANSPORTATION 3 Hours

This course covers the historical types, systems, and services in transportation, monopoly and competition, rate formulation, combinations, and regulatory and promotional policies. (Alternates with Eco. 257; offered 1953-54.) Fall.

342. PUBLIC FINANCE 3 Hours

A study of revenue requirements and taxes levied by federal, state, and local governments, public borrowing, and the economic and social impact of taxing and spending policies. Spring.

343. CORPORATION FINANCE 3 Hours

Study of the different types of securities by which capital is provided for business corporations; the valuation, promotion, capitalization, financing, consolidation and recognition of such corporations. Fall.

346. BUSINESS CYCLES 3 Hours

A study of the recurring fluctuations in the national income, dealing with important causes of depression and prosperity, and a critical review of various plans and attempts at controlling or eliminating the ill effects of cycles. Fall.

352. INVESTMENTS 3 Hours

Principles governing the proper investment of personal and institutional funds. Prerequisite: Bus. Ad. 205, and Eco. 201. Spring.

353. INDUSTRIAL RELATIONS 3 Hours

A critical analysis of labor problems of various industrial enterprises, with particular emphasis on employer-employee relationships. Specific topics such as the following will be treated: growth of organized labor in the United States; types of labor organizations; collective bargaining; labor legislation; selection and training of workers; techniques of reducing labor turnover; incentives; grievances; company programs. (Alternates with Eco. 362; offered 1954-55.) Spring.

366. COMPARATIVE ECONOMIC THOUGHT 3 Hours

A detailed and critical comparison of American capitalism and the alternative systems of communism, fascism, socialism. An analysis is made of experiences of various nations which have adopted the alternative systems. A lecture course. (Alternates with 353; offered 1953-54.) Spring.

COURSES

105

363. WORLD AFFAIRS 3 Hours

A detailed and critical analysis of foreign governments and ideologies; international relations; the United Nations; the present "cold war." Spring.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

*Professors Summitt and R. A. Lewis, Assistant Professor
Ed Sewell; Miss Beach, Mrs. Cathcart, and others*

Courses in the department of education and psychology are planned to meet the needs of those who want an understanding of psychology and the educative process as a part of their general education, and for those who are planning definitely for a profession such as teaching, counseling, or personnel management. Those who preach will find many of the courses of vital interest and value.

Education

104. INTRODUCTION TO EDUCATION 2 Hours

An orientation course in the field of education. Fall.

ADVANCED COURSES

251. DIRECTED OBSERVATION—ELEMENTARY 2 Hours

Directed observation on the elementary level, either in the training school or in a public elementary school, or both. Fall, Spring.

**253. METHODS IN PHYSICAL EDUCATION FOR
ELEMENTARY SCHOOLS** 3 Hours

A study in the selection of games, methods of instruction, and organization for play for a physical education program on the elementary school level. Based upon the Suggested Course of Study for Elementary Schools in Arkansas. Required of all elementary school teachers. (Same as P. E. 253.) Spring.

**260. CURRICULUM AND TEACHING IN READING
AND OTHER LANGUAGE ARTS** 3 Hours

Special attention given to the teaching of reading, writing, speaking, spelling, and creative writing in the elementary school. Fall.

- 261. CURRICULUM AND TEACHING IN SOCIAL STUDIES** 3 Hours
Emphasis on social living and principles of human geography. Spring.
- 262. CURRICULUM AND TEACHING IN SCIENCE AND ARITHMETIC** 3 Hours
A professionalized course in arithmetic and science for elementary teachers. Fall.
- 301. PRINCIPLES OF SECONDARY EDUCATION** 3 Hours
A study of fundamental principles underlying secondary education. Special attention is given to the adolescent period. It includes the program of studies, methods of organization and administration, and the relationship of secondary education to both elementary and higher education. Fall.
- 302. THE TEACHER AND EDUCATIONAL ADMINISTRATION** 3 Hours
The problems of school administration from the point of view of the classroom teacher. Spring.
- 303. TECHNIQUE OF TEACHING IN SECONDARY SCHOOLS** 3 Hours
A study of general methods of teaching in the junior and senior high schools. Includes observation of high school class work. Should be taken prior to or at the same time as directed teaching. Spring.
- 310. HISTORY OF EDUCATION** 2 Hours
A general course in the history of education. Spring.
- 312. CURRICULUM DEVELOPMENT** 3 Hours
A study of the principles of curriculum making and a practical application of these principles to the task of revising our elementary and high school courses of study. Fall.
- 317. TESTS AND MEASUREMENTS** 2 Hours
A study of the construction and use of achievement examinations. Spring.
- 320. AUDIO-VISUAL INSTRUCTION** 2 Hours
A course dealing with the why, the what, and the how of audio-visual materials in the instructional program. Fall.
- 343. ADULT EDUCATION** 2 Hours
A course in the methods and materials of parental and adult education. Especially adapted to home demonstration agents and others interested in social welfare. Fall.

- 401. TEACHING COMMERCIAL SUBJECTS** 2 Hours
A course covering methods and materials for commercial subjects in secondary schools. Fall.
- 402. TEACHING ENGLISH AND SPEECH** 3 Hours
An examination of the aims, methods, and materials in the teaching of high school English and speech. It includes a study of the various problems and difficulties found in teaching of basic grammar, literature, reading, creative and formal dramatics, public speaking, and other phases of the language arts. Fall.
- 403. TEACHING HOME ECONOMICS** 2 Hours
A study of the development of the home economics movement, curricula, the planning of courses and methods in teaching. Spring.
- 404. TEACHING SCIENCE** 2 Hours
A practical course in the aims and methods of teaching high school sciences. Fall.
- 405. TEACHING THE SOCIAL SCIENCES** 2 Hours
A course in the methods and materials for the teaching of history and the social sciences in high schools. Fall.
- 407. TEACHING MATHEMATICS** 2 Hours
General and special methods of teaching mathematics in secondary schools. (Offered 1953-54 and alternate years.) Spring.
- 408. METHODS IN PHYSICAL EDUCATION FOR SECONDARY SCHOOLS** 3 Hours
Similar to Education 253 except on the secondary school level. Required of all high school teachers. (Same as P. E. 408.) Spring.
- 409. MUSIC EDUCATION** 2 Hours
Music methods in elementary schools for those majoring in music. (Same as Music 409.) Spring.
- 410. MUSIC EDUCATION** 2 Hours
Music methods in high school for those majoring in music. (Same as Music 410.) Spring.
- 441. DIRECTED TEACHING—ELEMENTARY** 3 Hours
A minimum of 90 clock hours teaching in the elementary grades of the training school or in a public elementary school under the direction of qualified supervising teachers. Prerequisite: 6 semester hours of curriculum and teaching of elementary subjects; and Education 251. Fall, Spring.

450. DIRECTED OBSERVATION—SECONDARY 2 Hours

Directed observation on the secondary level, either in the training school or in a public secondary school, or both. Prerequisite: 6 semester hours of secondary education. Fall, Spring.

451. DIRECTED TEACHING—SECONDARY 3 Hours

A minimum of 90 clock hours teaching in the secondary school under the direction of qualified supervising teachers. Student must teach in his major or minor field. Open to seniors only. Prerequisite: 6 semester hours of secondary education and Education 450. Fall, Spring.

Psychology**201. GENERAL PSYCHOLOGY 3 Hours**

An introductory survey of the science of behavior with special reference to such topics as aims and methods of psychology, characteristics of behavior, individual differences of ability and their measurement, motivation, emotions, learning, remembering, forgetting, and problem solving. Fall, Spring.

205. FIELDS OF PSYCHOLOGY 2 Hours

An introduction to the fields of psychology, such as physiological, psychophysical, comparative, genetic, clinical, social, abnormal, industrial, and vocational. Fall.

207. EDUCATIONAL PSYCHOLOGY 3 Hours

A study of the basic facts and principles of human behavior, the development and growth of man's equipment for learning; the learning process; and the application of both principles of behavior and the laws of learning to the problems of the classroom teacher. (Alternates with 305; offered 1954-55.) Fall.

ADVANCED COURSES**303. PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT 3 Hours**

A study of the development of behavior in infancy, childhood and youth of the normal child, including a survey of the factors which influence various kinds of behavior. Practical application of the principles of child and adolescent psychology to the problems of the classroom teacher. Examination of the literature on adolescence and training to interpret adolescent behavior problems. (Alternates with 321; offered 1953-54.) Spring.

305. THE PSYCHOLOGY OF PERSONALITY 2 Hours

Methods and results of the scientific study of personality. Attention is given to the basic concept of personality traits and their measurement, the developmental influences, and the problems of integration. Theories of organization, types, and methods of analyses are studied. (Alternates with 207; offered 1953-54.) Fall.

306. PSYCHOLOGY OF PERSONAL ADJUSTMENT 2 Hours

An application of the principles of scientific psychology to the problems of adjustment to life. A study of those problems of the student that are most vital to his personal, social and emotional adjustment. (Alternates with 323; offered 1953-54.) Spring.

312. ABNORMAL PSYCHOLOGY 3 Hours

A first course in the field of abnormal psychology with emphasis upon causes, symptoms, and treatment of abnormalities in human behavior. (Alternates with 315; offered 1954-55.) Spring.

362. PSYCHOLOGY OF BUSINESS AND INDUSTRY 3 Hours

A study of the application of psychological principles to selected problems in business and industry. (Alternates with 312; offered 1953-54.) Spring.

321. SOCIAL PSYCHOLOGY 3 Hours

An application of the principles of scientific psychology to the individual in the social situation. A survey of the literature in the field. (Alternates with 303; offered 1954-55.) Spring.

322. BASIC PSYCHOLOGICAL PROCESSES—MOTIVATION 2 Hours

An examination and evaluation of the experimental evidence regarding the motivation of behavior. Fall.

323. BASIC PSYCHOLOGICAL PROCESSES—DISCRIMINAL PROCESSES 2 Hours

An examination and evaluation of the experimental evidence regarding the discriminial processes. (Alternates with 306; offered 1954-55.) Spring.

351, 352. PRINCIPLES AND TECHNIQUES OF COUNSELING 2 Hours each

Basic principles, practices and materials in counseling and guidance. Fall, Spring.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE AND HUMANITIES

*Professor L. C. Sears, Associate Professor Stapleton,
Assistant Professors Hesser, Latham and Meyers*

The purpose of the English department is to assist the student in developing habits of logical thinking and clear, effective expression, and to lead him to an appreciation of

great writers. Literature is treated not merely as artistic expression, but as a progressive development of human culture, thought, and ideals. By relating the finest thinking and the highest achievement of the past to our own age we can understand more fully the source of our present culture and can grasp more perfectly the means by which the minds of men have broadened with the passing of each age.

The library has works of all standard English and American writers and translations of the great writers of other nations. It is also well supplied with critical, biographical, historical, bibliographical, and source materials for every course, as well as with the standard periodicals and works of more general interest.

The courses in humanities proper begin in the spring semester of the student's freshman year with a study of our American culture, which includes American thought as revealed through significant literary productions and the developments in related fields of art and music. This is correlated closely with the freshman courses in the history of the United States. In the sophomore year the course covers the outstanding movements of thought and culture from early Greece to the present through a study of selected literary productions. Combined with the literature are the related developments in philosophy, art, and music. This course is also closely correlated with the historical survey of civilization, so that sophomores ordinarily carry the two courses simultaneously.

Communications

100. IMPROVEMENT IN ENGLISH AND READING 2 Hours

This course is designed to help students who have an imperfect background in the basic skills in reading, writing, and speaking. Many students fail in college because they do not understand the fundamentals of English, or lack speed and comprehension in reading and concentration in listening. By laboratory arrangement effort is made to give individual attention to the needs of each student. Fall, Spring.

101, 102. FRESHMAN COMMUNICATIONS 3 Hours each

These courses seek to develop effectiveness in our daily means of communication, writing, speaking, reading, and listening. Attention is given to fundamental principles such as essential grammar, correct pronunciation, organization of materials, clearness and exactness in thinking, and effectiveness in expression. Two class periods and one double laboratory period each week. Not open to students who have had English 101-2. Fall, Spring.

COURSES

Literature

250. CHILDREN'S LITERATURE

3 Hours

A study of the various types and sources of children's literature. Extensive reading is done to acquaint the prospective teacher with the wealth of the material, and the best methods are demonstrated in the teaching of literature to children. Includes story telling, plays and games. Spring.

ADVANCED COURSES

301, 302. SURVEY OF AMERICAN LITERATURE

3 Hours each

A comprehensive survey and study of the historical background, the development and significance of American literature from its beginning to modern times. Lectures and class discussions, daily readings and weekly papers are required. Fall, Spring.

306. THE ROMANTIC PERIOD, 1798-1832

3 Hours

Special study is made of Wordsworth, Coleridge, Byron, Shelley, and Keats in an effort to interpret their thought and art in its individual achievement and in its relation to the spirit of the period. The shorter poems are read with close attention along with selected passages from longer poems and related prose. Fall.

311. TENNYSON

2 Hours

An intensive study of Tennyson's best short poems and many of his longer ones. The dramas and other poems are used for collateral readings. Attention is given to him as an artist and a representative of the thought of his period. (Alternates with 312; offered 1954-55.) Spring.

312. BROWNING

2 Hours

An interpretative study of Browning's best shorter poems, his plays, and *The Ring and The Book*. Some of the plays and longer poems are used for collateral reading. Special attention is given to his thought and art. (Alternates with 311; offered 1953-54.) Spring.

313. LATER NINETEENTH CENTURY POETRY

3 Hours

The course deals with the poets of the later nineteenth century, exclusive of Tennyson and Browning. (Given on demand.) Spring.

318. DEVELOPMENT OF THE ENGLISH NOVEL

3 Hours

Attention is given to the rise and development of the novel and to the different types of fiction from the adventure stories of Defoe and the historic novel of Scott, to the realistic novel of Hardy. The course is critical as well as historical. Fall.

320. MODERN DRAMA**3 Hours**

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, to the one-act play, and to present techniques in the drama. Spring.

322. MODERN ENGLISH GRAMMAR**3 Hours**

A study of the basic principles of English grammar which are necessary to an understanding of the language today. Designed particularly for those who plan to teach English and for those who need a better understanding of language structure. Spring.

323. ADVANCED COMPOSITION**3 Hours**

The course is devoted to magazine article and feature writing, with emphasis on technique and style. (Same as Journalism 323.) Spring.

331. SHAKESPEARE**5 Hours**

A study of Shakespeare's genius and development as a dramatic artist. Attention is paid to the general form of Elizabethan drama, and readings are required in background materials and in critical literature. Fall.

333. CHAUCER**3 Hours**

A study of Chaucer's language and literary art. Some attention is given to changes and development of the English language through this period, and to Chaucer's social background. Spring.

450. SEMINAR**3 Hours**

An independent study and research course for seniors in English and American literature. Either semester.

Humanities**103. PRINCIPLES OF APPRECIATION****2 Hours**

A study of the principles which underly the beauty and worth of artistic creation. The concepts of form, proportion, color, tone, mood, rhythm, and other creative principles are studied in their application to American music and art. The course accompanies Communications 102, which carries over the same principles into a study of American literary productions. Spring.

201, 202. OUR WESTERN HERITAGE**4 Hours each**

A study of the most important ideas of the nature of man and his place in the world through major productions in literature, music, art, and philosophy from classical times to the present. The basis of the course is the study of writers representative of certain concepts,

movements, or creative types which have had special influence on our present-day thinking. Among these are Homer, Plato, and the Greek dramatists, Cicero, Virgil, Dante, Chaucer, Shakespeare, Voltaire, Goethe, Wordsworth, and others. Closely correlated with this course and usually taken simultaneously during the sophomore year is the World Affairs and Institutions (Soc. Sci. 201-2), which gives the historical background essential to an understanding of later developments. Fall, Spring.

ADVANCED COURSES**306, 308. HEBREW LITERATURE****2-3 Hours each**

A study of the outstanding writings of the Jewish people together with the social and spiritual conditions which inspired them, in an effort to appreciate the spiritual and cultural heritage which they have left to the modern world. Fall, Spring.

**DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE**

Professor Burke; Assistant Professor Velma R. West

The work of the language department is designed to serve the needs and interests of three classes of students:

First, those who desire a knowledge of a foreign language only for culture and mental discipline. A language is a living foundation of the thought, feeling, and experience of a people. The student of a foreign language should gain a wider field of interest and a greater mental horizon, free from the persistent illusion of distinction and superiority experienced by every racial or national group. He should acquire a more objective view of his own language.

Second, those who wish a foreign language for greater proficiency in their chosen field of work. Command of language makes available other nations' accumulated ideas and knowledge of art, science, and industry. German or French is required of majors for the bachelor of science degree in the biological and physical sciences. The department at present offers two years of German.

Third, those who wish to teach languages. At present the college offers a major in Biblical languages (Greek and Hebrew), or a major in Greek alone. This work is designed primarily for those who want a knowledge of these languages to help in the study of the Bible.

German

101, 102. ELEMENTARY GERMAN 3 Hours each

A systematic study of German grammar reduced to a practical minimum with the reading of graded texts. The chief emphasis is placed on reading ability. The spring semester includes an introduction to scientific German. Fall, Spring.

201, 202. INTERMEDIATE GERMAN 3 Hours each

A review of grammar is made, but special emphasis is placed upon vocabulary, reading and appreciation of more difficult representative prose, drama, and lyrics of German literature. (Offered alternate years.) Fall, Spring.

Greek

101, 102. ELEMENTARY GREEK 5 Hours each

A study of the grammar and syntax of New Testament Greek, with mastery of forms, constructions and vocabulary; reading in the Greek New Testament. Fall, Spring.

251. THE GOSPEL OF JOHN 3 Hours

Reading of the Greek text of John; attention to Greek grammar and vocabulary; exegesis of selected passages on the basis of the Greek. Fall.

252. THE GOSPEL OF MARK 3 Hours

Translation of the Greek text of Mark; an intensive study of Greek grammar and syntax; exegesis of selected passages. Spring.

301. THE EPISTLE TO THE ROMANS 3 Hours

Translation of the Greek text of the Book of Romans; attention to vocabulary and grammar; exegesis of selected passages. Fall.

302. ACTS OF APOSTLES 3 Hours

Reading of the Greek text of selected passages from Acts; attention to vocabulary and grammar; and exegesis of selected passages. Spring.

303. THE EPISTLE TO THE HEBREWS 2 Hours

Reading of the Greek text of Hebrews; attention to vocabulary; exegesis of selected passages. Spring.

304. WORD STUDY IN THE NEW TESTAMENT 2 Hours

A concordal, contextual, lexical, and grammatical study of selected words in the Greek New Testament which represent the central ideas in the New Testament. (Offered alternate years.) Spring.

Hebrew

300, 301. ELEMENTARY HEBREW 5 Hours each

The elementary and essential principles of Hebrew language and grammar; attention to vocabulary; exercises in reading and writing. Fall, Spring.

302, 303. READINGS IN THE HEBREW BIBLE 2 Hours each

The reading of selected parts and books of the Hebrew Old Testament; attention to grammar, vocabulary, and exegesis. Fall, Spring.

305. WORD STUDY IN THE OLD TESTAMENT 2 Hours

A concordal, contextual, lexical and grammatical study of selected words in the Hebrew Old Testament which represent the central ideas of the Old Testament. (Offered alternate years.) Fall.

DEPARTMENT OF HOME ECONOMICS

*Professor Thelma D. Bell; Assistant Professors
Nona Cannon and Mildred Bell*

The department of home economics meets a vital need in general education for those who seek a better understanding of home and family living. At the same time it provides fundamental background information and a basis for many vocational phases of home economics. Those planning their own homes, and those intending to go into interior decoration, institutional management or buying, dietetics, industrial home economics or social work will find the basic preparation here.

The suggested programs of work for the different vocational objectives will be found in the section under Fields of Concentration.

Clothing and Textiles

101. CLOTHING 3 Hours

The selection of materials, simple designing, and garment construction with emphasis on the selection of the wardrobe and suitability to individuals. Construction of garments from cotton and woolen materials. Prerequisite, or parallel: Art 117. Fall.

103. TEXTILES 3 Hours

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

ADVANCED COURSES

252. CLOTHING

3 Hours

The selection and use of designs and finishes suitable for tailored wool suits or coats and linen and rayon afternoon and evening problems. The alterations of patterns, fitting problems, pressing, and budgeting. Prerequisite: 101 and Art 117. Spring.

303. ADVANCED CLOTHING

3 Hours

The selection and construction of clothing suitable for infants and small children. The development of original, simple designs through draping and flat pattern work. Prerequisite: 252 and Art 313. (Alternates with 335; offered 1954-55.) Fall.

Foods and Nutrition

102. FOOD SELECTION AND PREPARATION

3 Hours

A general course covering the selection, preparation and utilization of the more common food materials. Built around meal planning and table service units. Spring.

ADVANCED COURSES

251. FOOD BUYING AND MEAL MANAGEMENT

3 Hours

A study of foods from the standpoint of culinary values, preservation, costs, markets, standard products, grades and labels, and consumer responsibility. Meal planning and table service in relation to meal management. Prerequisite: 102. Fall.

331. PRINCIPLES OF NUTRITION

3 Hours

Concerned with the digestion and metabolism of foods and the requirements of a normal diet for different ages. Prerequisite: 251 and Biol. 101-2 or Chem. 101-2. Fall.

332. CHILD NUTRITION AND NUTRITION IN DISEASE

3 Hours

Normal child nutrition and health with emphasis on causes and prevention of malnutrition in children. Adaptations of the normal diet to provide adequate nutrition in disease with emphasis on disease caused by diet deficiencies. Prerequisite: 251. Spring.

333. EXPERIMENTAL COOKERY

3 Hours

A study of the problems of cookery and food utilization in the light of the physio-chemical changes occurring. Prerequisite: 251 and Chem. 101-2. (Alternates with 336; offered 1954-55.) Spring.

Home and Family

114. HOME NURSING

2 Hours

Practical course concerned with the care of the sick and convalescent in the home, first aid in emergencies, and dietaries for special cases. Designed to meet the requirements of those planning to teach home economics. Spring.

ADVANCED COURSES

312. HOUSEHOLD EQUIPMENT

2 Hours

A study of the selection of household equipment, its operation, cost, care and repair. Includes the relation of equipment to economy of time, effort and money as related to efficient home management. Fall.

313. CONSUMER ECONOMICS

2 Hours

A study of the basic economic principles applied to the problems related to family purchasing of food, clothing, and shelter and other necessary purchasing. A look into the types and kinds of goods offered on the markets and the kinds of services available in solving the buying problems to meet family needs. Spring.

321. HOME FURNISHINGS

2 Hours

A brief survey of outstanding architectural periods and the characteristics which developed in furniture for homes during the periods. Emphasis is placed on beauty, convenience, and economy in the use of historical characteristics in planning and furnishing homes today. Fall.

322. HOME PLANNING AND DESIGN

3 Hours

A study of the home from the standpoint of function, beauty, and economy, including housing standards, plans, elevations, and some landscaping. A brief survey of styles of domestic architecture and their application to present day planning and furnishing. Prerequisites: 321 and Art 117. Spring.

323. CHILD DEVELOPMENT

3 Hours

Growth through the prenatal, infant, and pre-school stages. Care and feeding of the child. Needs for normal, physical, moral, social, emotional, and language development of the child and methods of meeting these needs. Observation and practice with children in the nursery school. Spring.

324. HOME MANAGEMENT

5 Hours

Residence in home management house. This course is designed to give each girl an opportunity to apply knowledge gained in previous courses — foods, nutrition, consumer problems, hospitality, and various group relationships. Prerequisites: H. E. 102, 331, 313, and Soc. 304. Fall or Spring.

Institutional Management and Education

ADVANCED COURSES

335. INSTITUTIONAL MANAGEMENT (I) 5 Hours

Institution organization and management of food service in cafeterias, dormitories, and lunch rooms. Also a study of the technique phasis on breads, pastries, and desserts. (Offered 1953-54 and alternate years.) Fall.

336. INSTITUTIONAL MANAGEMENT (II) 5 Hours

Institution buying and food marketing. A continuation of large quantity food preparation. Emphasis on meats, vegetables, salads, and beverages. Study of equipment, and analysis of the elements in cost of operation with consideration of methods of control and administrative machinery involved. (Offered 1953-54 and alternate years.) Spring.

343. ADULT EDUCATION 2 Hours

A course in the methods and materials of parental and adult education designed to meet the needs of those whose professions make it necessary to educate and direct the thinking of parents and other adults. Specially adapted to home demonstration agents and others interested in social welfare. Same as Ed. 343. Prerequisite: Psy. 201 or 303. Fall.

DEPARTMENT OF JOURNALISM

Professor Cope

The department of journalism offers specialization to those planning to make some field of journalism their vocation. It also offers courses for those who need the practical techniques of journalism for use in another vocation. Some courses will interest those who want to write creatively.

251. INTRODUCTION TO JOURNALISM 3 Hours

An examination of the broad field of journalism, and an inquiry into vocational opportunities. Exercises in reading newspapers and understanding background and problems of the press, both metropolitan and rural. Prerequisite: Com. 101-2. Fall.

252. RELIGIOUS JOURNALISM 2 Hours

Of special interest to ministerial students and those preparing for church and mission work. All public relations media used by churches and by individuals are studied. The writing of religious articles for publication and preparation of copy for the press are studied Fall.

COURSES

253. PHOTOGRAPHY

2 Hours

The fundamentals of photography, developing and printing, enlarging, use of photographic equipment, and standard techniques are studied by lecture and laboratory work. A series of photographic projects is completed under conditions similar to actual press work. Spring.

ADVANCED COURSES

301. REPORTING

3 Hours

Fundamentals of gathering and writing news. Exercises in news writing and news values, with emphasis on good journalistic practice for newspapers. (Alternates with 321; offered 1953-54.) Fall.

302. EDITING

3 Hours

Preparation of copy, copyreading, headline writing, desk work, and page makeup are studied. Attention is also given to news values, reader interest, promotion techniques, and editorial problems. Special consideration is given to editorial practices of small town dailies and weeklies. (Alternates with 322; offered 1953-54.) Spring.

303. ADVERTISING

3 Hours

A survey of advertising methods and media; problems in selling and the psychology of advertising. Special attention is given to newspaper and magazine techniques, to mechanics and layout, and to direct mail methods. (Alternates with 323; offered 1953-54.) Spring.

321. THE PRESS AND SOCIETY

3 Hours

Study of the background of the American press and examination of problems of editorial freedom, ethics of the press, propaganda, public opinion, and the place of the newspaper in a democratic society. (Alternates with 301; offered 1954-55.) Fall.

322. TYPOGRAPHY AND GRAPHIC ARTS

3 Hours

The principles of graphic presentation and printing mechanics. Types and type families, legibility, spacing, harmony, contrast, and use of color are studied as they affect the functional design of printed matter. (Alternates with 302; offered 1954-55.) Spring.

323. SPECIAL ARTICLES AND FEATURES

3 Hours

Study, analysis, and criticism of non-fiction articles in newspapers and magazines. Style and technique, manuscript preparation, illustrations, and contacts with editors are considered. Each student is expected to write for publication and markets are studied. Same as English 323. (Alternates with 303; offered 1954-55.) Spring.

451. SEMINAR

2 Hours

Individual study or research on a selected topic of interest to the student. Fall, Spring.

DEPARTMENT OF MATHEMATICS

Professors Pitner and J. E. Pryor

Mathematics is among the earliest fields of thought which engaged the mind of man. It is an exact science whose study develops logical and rigorous thought habits. The course of history has been greatly influenced by the development of mathematics, as reflected in the music, architecture, philosophy, and science of different civilizations. Much of the recent advancement in engineering and the physical sciences was dependent upon the use of calculus and more recently developed mathematical concepts. Some knowledge of mathematics is essential to participation in even the most common activities of twentieth century society.

The objectives of this department are to give cultural training in mathematics, to cultivate logical reasoning and accuracy in calculations, to prepare high school mathematics teachers, to give the basic training in mathematics needed by pre-professional students or students of science, and to lay a broad foundation for students who are majoring in mathematics.

101. INTERMEDIATE ALGEBRA **3 Hours**

A course in algebra equivalent to one and one-half units in high school algebra. Designed for students who either present less than one and one-half entrance units in algebra or have not had recent or thorough preparation. Does not count toward a major or a minor in mathematics. Fall.

102. SOCIALIZED MATHEMATICS **2 Hours**

A course that consists in the practical application of mathematics to various life situations, and demonstrates techniques in motivation and teaching of mathematics in the elementary grades. Required of teachers working toward elementary certificates. Does not count toward a major or a minor in mathematics. Fall, Spring.

108. MATHEMATICS OF BUSINESS **2 Hours**

The theory of compound interest, annuities, sinking funds, interest rates, theory of probability, mortality tables, and an introduction to statistics. Fall.

COURSES

151. COLLEGE ALGEBRA**4 Hours**

A standard course in college algebra. Rapid review of elementary algebra, function concept, graphs, ratio, proportion, variation, progressions, mathematical induction and the binomial theorem, complex numbers, theory of equations, logarithms, determinants, and partial fractions. Prerequisite: 101 or equivalent. Fall.

152. PLANE TRIGONOMETRY**3 Hours**

Development and use of trigonometric functions, functional relations, functions involving more than one angle, identities, inverse functions, logarithms, solution of right and oblique triangles with applications. Prerequisite: 101 or equivalent. Spring.

153. ANALYTIC GEOMETRY**3 Hours**

Properties of the straight line, circle, ellipse, parabola, hyperbola, transformation of axes, polar coordinates, and conic sections. Prerequisites or corequisite: 151-2. Spring.

ADVANCED COURSES

251, 252. CALCULUS**4 Hours each**

A study of the fundamental principles of differential and integral calculus. Limits and continuity, differentiation and integration of functions, maxima and minima, applications of derivatives, curve tracing, definite integrals, applications of integration, series, partial differentiation, and multiple integrals. Prerequisite: Mathematics 151-2-3. Fall, Spring.

301. COLLEGE GEOMETRY**3 Hours**

Modern plane geometry for prospective teachers of high school geometry. Prerequisite: 153. (Alternates with 322; offered 1954-55.) Fall.

302. THEORY OF EQUATIONS**3 Hours**

Properties of polynomials, complex numbers, theorems on roots of an equation, solution of cubic and quartic equations, solution of numerical equations, determinants, geometric interpretation of algebraic results. Prerequisite: 251. Spring.

322. HIGHER ALGEBRA**3 Hours**

Number scales, mathematical induction, inequalities, indeterminate equations, permutations, combinations, probability, continued fractions, and theory of numbers. Prerequisite: 153. (Alternates with 322; offered 1953-54.) Fall.

342. DIFFERENTIAL EQUATIONS**3 Hours**

Ordinary differential equations with applications. Prerequisite: Mathematics 252. (Alternates with Physics 354; offered 1953-54.) Spring.

351. ANALYTICAL MECHANICS**3 Hours**

Same as Physics 352. Prerequisites: Physics 201 and Math. 252. Mathematics 252 may be taken concurrently. (Alternates with 353; offered 1953-54.) Fall.

353. ADVANCED CALCULUS**3 Hours**

Partial differentiation, applications to geometry of space, maxima and minima, Lagrange's multipliers, indeterminate forms, elliptic integrals, line integrals, Green's theorem, and transformation of multiple integrals. Prerequisite: 252. (Alternates with 351; offered 1954-55.) Fall.

DEPARTMENT OF MUSIC

Professor Moore; Associate Professor Ritchie; Assistant Professors Baxter, Davis, and Fulbright

The department of music is organized to meet the needs of three types of students: those who are preparing to teach music; those who are expecting to make musical performance a profession; and those who want the cultural development to be experienced through a study of music.

The work of the department includes theory, history, piano, voice, band instruments and music methods. Majors are offered in piano, voice and music education. Under the latter major the student may choose the degree plan with emphasis upon either vocal-choral preparation or instrumental preparation.

Applied Music

There are no applied music entrance examinations required by the department. In piano, voice or instrumental study each student's present level of ability is determined, and a program of study is outlined for him individually. In this way, a student's lack of sufficient pre-college training does not preclude the possibility of his majoring in music. This applies especially to the music education or voice major. The piano major will of necessity have had previous study unless unusually talented and determined. The department seeks to help each student realize whatever musical goal he is capable of attaining.

In applied music one 30-minute lesson per week plus one hour of practice per day counts for one semester hour of credit. The normal number of applied lessons per week in any one subject is two.

In addition to regular lesson and practice period attendance, all applied music students will be required to attend performance-discussion periods held each 3 weeks at a mutually convenient hour. These are held for the purpose of discussing common problems and listening to and criticizing each other in performance.

Piano**101, 102. FIRST YEAR PIANO****2 Hours each**

Upon the determination of the student's ability, attention will be given to the further development of his technique. Pieces of a technical nature will be studied first, to be followed by selections of a more interpretative nature during the spring semester.

201, 202. SECOND YEAR PIANO**2 Hours each**

Further development of technique and the development of sight-reading proficiency. During this year more emphasis will be placed upon more rapid mastery of pieces and a broader acquaintance with the literature of the piano.

ADVANCED COURSES**301, 302. THIRD YEAR PIANO****2 Hours each**

Some of the larger works for piano will be studied during this year with particular stress being placed upon interpretation and tone production. The student should have developed technique by this time to play standard accompaniments and will be expected to accompany for various occasions. Piano majors will give attention to the planning of a recital to be given during the fourth year.

401, 402. FOURTH YEAR PIANO**2 Hours each**

More difficult pieces from standard literature will be studied, and performance ability will be expected to be at a very competent level. A recital will be given by all piano majors.

Voice**101, 102. FIRST YEAR CLASS VOICE****2 Hours each**

Designed for the beginning voice student. Special attention is given to voice development and gaining freedom and poise in singing before others. Fall, Spring.

201, 202. SECOND YEAR CLASS VOICE**2 Hours each**

Further voice development with consideration given to more advanced aspects of technique and to greater repertoire. Fall, Spring.

105, 106. FIRST YEAR VOICE (Private) 2 Hours each

Careful analysis of the voice is followed by exercises designed to correct faults of the vocal action and promote freedom and consequent development of range, power and flexibility. Repertoire: easier songs in English.

205, 206. SECOND YEAR VOICE (Private) 2 Hours each

Work is continued toward correcting and developing the vocal action. Repertoire: more difficult songs in English, the easier old Italian classics or perhaps an easier operatic or oratorio aria.

*ADVANCED COURSES***305, 306. THIRD YEAR VOICE (Private) 2 Hours each**

Continued development in technical and interpretative power. Repertoire: Songs in English, Italian, French and German. During the year a joint recital is required of voice majors.

405, 406. FOURTH YEAR VOICE (Private) 2 Hours each

Further acquaintance with vocal literature of the various schools, with special attention given to the more difficult arias and art songs. A full recital during the year is required of voice majors.

Instruments**211, 212. FIRST YEAR INSTRUMENTAL INSTRUCTION 2 Hours each**

Class instruction in band instruments. Organization and maintenance of bands; suggested program material. Required of all music education majors. Fall, Spring.

*ADVANCED COURSES***341. SECOND YEAR INSTRUMENTAL INSTRUCTION 2 Hours**

Advanced class instruction in band instruments, required of all instrumental music education majors.

Music Theory**101. FUNDAMENTALS OF MUSIC 2 Hours**

Designed for non-music majors who desire a knowledge of the rudiments of music, practice in sight-reading and practical guidance in congregational song leading. Offered each semester if there is sufficient demand. Meets three days a week. Either semester.

111, 112. THEORY I 4 Hours each

Designed specifically for music majors, this course combines music reading, written harmony, keyboard harmony, aural and visual analysis, dictation and form. By approaching these various branches of musical study in one integrated course the student learns to use these separate yet related skills together, thus building sound musicianship. Meets five days a week. Fall, Spring.

131, 132. ENSEMBLE 1 Hour each

Participation in chorus, glee clubs, quartet, sextette and band. Band is required of all instrumental music education majors. Chorus or glee club is required of all other music majors. Fall, Spring.

*ADVANCED COURSES***251, 252. THEORY II 4 Hours each**

The same approach as in Theory I applied to the more advanced harmonies of chromaticism and remote modulation. Greater emphasis is placed upon creative writing and arranging. Required of all music majors. Meets five days a week. Fall, Spring.

311, 312. COUNTERPOINT 2 Hours each

A study of instrumental counterpoint as found in works in the major contrapuntal forms. Analysis and execution of exercises in imitation of the styles and forms studied will lead the student into an understanding and appreciation of this type of music literature. Prerequisite: Music 212. (Alternates with Music 371, 372; offered 1953-54.) Fall, Spring.

331. CHORAL CONDUCTING 2 Hours

Includes baton technique, rehearsal methods, interpretation, repertoire, arranging and selecting music for performance by a chorus with emphasis given to the problems of the high school chorus. (Offered on sufficient demand.) Fall.

332. INSTRUMENTAL CONDUCTING 2 Hours

The same problems met as in Music 331, but approached from the standpoint of the concert band. (Offered on sufficient demand.) Spring.

335, 336. FORM ANALYSIS 1 Hour each

The study of musical form as represented by works of the masters. Design and style in which music is written is studied in detail that the student may better understand that which he performs and hears. Fall, Spring.

361, 362. INSTRUMENTATION**1 Hour each**

The study of the technique of arranging or adapting music to various instrumental groups with special emphasis placed upon concert band arranging. Fall, Spring.

Music Education**116, 117. GRADE SCHOOL MUSIC METHODS****2 Hours each**

Designed for non-music majors who are preparing to teach in the grades. (Same as Edu. 116-7.) Fall, Spring.

221, 222. ITALIAN, FRENCH AND GERMAN DICTION**3 Hours each**

The study of songs of the Italian, French and German repertory for the purpose of acquiring a familiarity with the pronunciation and a working knowledge of syntax and grammar. Twelve weeks will be devoted to each language in the order listed. Required of all Voice majors. (Offered on sufficient demand.) Fall, Spring.

ADVANCED COURSES**409. MUSIC EDUCATION****2 Hours**

Music methods in elementary schools for those majoring in music education. (Same as Edu. 409.) Spring.

410. MUSIC EDUCATION**2 Hours**

Music methods in high school for those majoring in music education. (Same as Edu. 410.) Spring.

351, 352. HISTORY OF MUSIC**3 Hours each**

A general survey of the great movements in the art of music from the Greek period to the present. Two class meetings and two 1-hour laboratory meetings per week. Fall, Spring.

371, 372. PIANO MATERIALS AND METHODS**2 Hours each**

A survey of the standard literature of the piano with emphasis on teaching materials. Required of piano majors. (Alternates with Music 311, 312; offered 1954-55.) Fall, Spring.

**DEPARTMENT OF
PHYSICAL EDUCATION AND HEALTH***Professor Berryhill, Associate Professor Rhodes*

Courses in the department of physical education are designed to meet the needs of three groups of students: those

needing recreation for its health and social values, those planning to teach physical education or coach, and those planning to engage in recreational supervisory work such as Y.M.C.A., summer camps, and Boys' and Girls' Scout programs.

Physical Education 103 and 250 are required of all students.

103. HEALTH EDUCATION**1-2-3 Hours**

A study in the application of the findings of science and medicine to daily living. The class meets four hours each week; two hours for regular classroom instruction and two hours for laboratory work. Required of all students for graduation, except candidates for the Bachelor of Science degree, who may take the laboratory section only for one hour of credit. Veterans and transfer students who have had a year of activity work may omit the laboratory section and take the course for two hours credit. The laboratory is required of all others except those exempt upon written recommendation of a physician. Fall, Spring.

111, 112, 113. BEGINNING AND ADVANCED SWIMMING**3 Hours**

Progressive instruction and practice in elementary swimming and the finer techniques of the various strokes. Those wishing to qualify for the Red Cross Life Saving certificate should enroll in 113 in addition to 112 during the spring semester and receive 2 hours credit. Opportunity will be given to qualify for the Red Cross Instructor's certificate but credit will not be given for this activity. Fall, Spring.

202. FIRST AID**2 Hours**

Instruction in the Standard Red Cross course in First Aid. Students are given an opportunity to qualify for the Standard Red Cross First Aid certificate. Fall.

205. KINESIOLOGY**2 Hours**

A study of the muscles in co-ordination with their function and contribution to various body movements. Open only to those majoring or minoring in physical education. Fall.

206. SURVEY IN PHYSICAL EDUCATION**3 Hours**

A study of the development of physical education in various countries, along with the aims and interpretations of the leaders and the relationship of these aims to the social, political, and economic influences of the times. The student is acquainted with the relationship of physical education to other phases of education—an interpretation of its objectives and psychology. Fall.

ADVANCED COURSES

- 250. HEALTH EDUCATION** 1-2-3 Hours
A study of school health problems and school health administration. The class meets four hours each week: two hours for regular class room instruction and two hours for laboratory work. Required of all students for graduation, except candidates for the Bachelor of Science degree, who may take the laboratory section only for one hour of credit. Transfer students who have had a year of activity work may omit the laboratory section and take the course for two hours credit. Others may be exempt only by recommendation of a physician. Fall, Spring.
- 253. METHODS IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS** 3 Hours
A study in the selection of games, methods of instruction, and organization for play for a physical education program on the elementary school level. Based upon the Suggested Course of Study for Elementary Schools in Arkansas. Required of all elementary school teachers. (Same as Edu. 253.) Spring.
- 305. COACHING AND OFFICIATING OF FOOTBALL AND BASKETBALL** 2 Hours
A study of the principles of the games; requirements for each position; individual and team coaching techniques; systems of offense and defense; conditioning; and care of common injuries. Actual experience in working with the Academy teams is an important phase of the course. Fall.
- 307. COACHING AND OFFICIATING BASEBALL, TRACK AND FIELD.** 2 Hours
Same procedure as in 305. Spring.
- 313. FUNDAMENTALS OF SCOUTING** 2 Hours
A study of the history of scouting, organization of the local troop, and problems in promoting the varied activities that characterize the progressive troop. All students work with local scout leaders in order to gain practical experience in dealing with scouting problems. Not open to students who have passed beyond Star Rank in scouting. Spring.
- 315. CAMP LEADERSHIP METHODS** 2 Hours
Instruction and practice in camping methods. Campfire programs, nature observation, camp athletics, rainy-day activities, sanitation, hiking, outdoor cookery, and special events are among the items studied and engaged in. Spring.
- 323. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION** 3 Hours
A study of organizational and administrative problems of large and small schools. Considerable time is devoted to a study of problems arising from efforts to co-ordinate the work of the superintendent, supervisor, principal, and instructor in relation to the physical education program. Prerequisite: 206. Spring.

- 326. METHODS OF DIRECTING INTRAMURAL ATHLETICS** 2 Hours
Topics for study: individual, dual, and group competition; activities in the gymnasium, school yard, and athletic field; studies in seasonal activities; promoting leadership; methods of point distribution; organization of teams; scheduling; types of honors and awards. Fall.
- 332. EVALUATION AND APPRAISAL OF PHYSICAL EDUCATION** 2 Hours
A study of the methods of testing and measuring the effectiveness of the teaching program in physical education. Acquaints the student with the various program and individual measuring devices available in the field and gives practice in the use of these devices. Prerequisite: 206. Fall.
- 336. CORRECTIVE PHYSICAL EDUCATION: APPLIED** 3 Hours
A study of methods in recognizing deviation from the normal in various age groups; analysis of activities for correcting common abnormalities; actual experience through work with restricted cases; and agencies for dealing with extreme remedial cases. Prerequisite: 205. Spring.
- 408. METHODS IN PHYSICAL EDUCATION FOR SECONDARY SCHOOLS** 3 Hours
Similar to Physical Education 253 except on the secondary school level. Required of all high school teachers. (Same as Education 408.) Spring.

DEPARTMENT OF PHYSICAL SCIENCES

Professor J. E. Pryor; Assistant Professor Watts

Since modern civilization has been influenced so greatly by the physical sciences, these sciences have become an integral part of the liberal arts curriculum. An understanding of the scientific method and an appreciation of the great achievements in this field are considered essential elements in a well-rounded education.

Courses in this department are arranged with the following objectives in view: to increase the general culture of all the students; to prepare high school science teachers; to provide the basic training for pre-professional students of medicine, engineering, etc.; and to prepare chemistry majors for graduate study or industrial work.

Each laboratory course requires a deposit of \$5 to take care of breakage and non-returnable materials. This deposit

must be renewed if it is exhausted. The unused portion of the deposit is refunded after the student has checked in properly the equipment issued him.

101, 102. PHYSICAL SCIENCE 2 Hours each

A general education course designed as an introduction to the methodology and philosophy of science and to some of the physical sciences. Films, laboratory demonstrations, and library readings supplement lectures and class discussions. Ph. Sc. 101 will include astronomy, geology, and meteorology; Ph. Sc. 102 will include chemistry and physics. Either semester may be taken first. Chemistry majors and others who will take both general chemistry and physics will be excused from 102. Fall, Spring.

Chemistry

101, 102. GENERAL INORGANIC CHEMISTRY 4, 3 Hours

A course in inorganic chemistry giving a general knowledge of the laws and theories of chemistry together with a study of the more common elements and their important compounds. Three class periods and three hours of laboratory per week in the fall; two class periods and three hours of laboratory per week in spring. Fall, Spring.

113. QUALITATIVE ANALYSIS 3 Hours

A study of the theory of inorganic qualitative analysis and an application of the theory to the semi-micro separation and identification of the more common cations and anions. Prerequisite: 102. One class period and six hours of laboratory per week. Fall.

252. QUANTITATIVE ANALYSIS 4 Hours

A study of the techniques of gravimetric and volumetric analysis with emphasis on fundamental principles, calculations, and precision of determination. Prerequisites: 113 and Mathematics 151—the latter may be taken concurrently. Two class periods and six hours of laboratory per week. Spring.

253. CHEMICAL CALCULATIONS 1 Hour

A course devoted to an intensive study of the calculations encountered in general and analytical chemistry. Prerequisite: 201. (Not offered 1953-54.) Fall.

ADVANCED COURSES

271, 272. ORGANIC CHEMISTRY 4 Hours each

A study of the methods of preparation and the properties of the more important organic compounds, including theory of reaction and proof of structure. Prerequisite: 102. Three class periods and three hours of laboratory per week. Fall, Spring.

301. CHEMICAL LITERATURE 1 Hour

An independent course designed to acquaint the students with the sources of information and the use of chemical literature in research. Prerequisite: 12 hours of chemistry. One conference per week. Fall.

312. ADVANCED INORGANIC CHEMISTRY 2 Hours

A study of the periodic system, atomic structure, and special topics in inorganic chemistry. Prerequisites: Chemistry 113 and consent of instructor. Two class periods per week. (Alternates with 324; offered 1954-55.) Spring.

313. INORGANIC PREPARATIONS 1-2 Hours

A study of chemical principles through the preparation of inorganic compounds, the compounds varying from simple binary products to those involving coordinate complexes. Prerequisite: 112 and consent of instructor. Three to six hours of laboratory per week. Offered on sufficient demand.

324. BIOCHEMISTRY 3 Hours

A study of the carbohydrates, fats, proteins, vitamins, hormones, and their role in digestion, metabolism, and nutrition—especially designed for students planning to study one of the medical sciences. Prerequisite: 251. Three class periods per week. (Alternates with 312; offered 1953-54.) Spring.

331. ADVANCED ANALYTICAL CHEMISTRY 3 Hours

A study of the theory and technique of some of the newer methods of analysis with special emphasis on instrumental methods. Prerequisite: 201. One class period and six hours of laboratory per week. Offered on sufficient demand.

343. ORGANIC SYNTHESSES 1-2 Hours

A laboratory course designed to give the student more extensive training in the methods of synthesizing organic compounds than was obtained in the basic course in organic chemistry. Prerequisite: 252. Three to six hours of laboratory per week. Offered on sufficient demand.

351, 352. PHYSICAL CHEMISTRY 4 Hours each

A study of the principles of physical chemistry, including states of matter, properties of solutions, thermodynamics, equilibria and phase diagrams, chemical kinetics, electrical conductance, and electro-motive force. Prerequisites: Chem. 201, Physics 201-2, and Math. 251-2—the latter may be taken concurrently. Three class periods and three hours of laboratory per week. Fall, Spring.

Physics

201, 202. GENERAL PHYSICS 4 Hours each

A study of the fundamental principles of physics. Physics 201 takes up a study of mechanics and heat; Physics 202 takes up sound, light, and electricity and magnetism. The understanding of basic concepts and solving of problems is stressed. Prerequisite: Math. 152. Three class periods and three hours of laboratory per week. Fall, Spring.

351. ANALYTICAL MECHANICS 3 Hours

A study of statistics and dynamics of point masses and bodies with an introduction to vector analysis. The use of mathematics in interpreting natural phenomena is stressed. Prerequisites: 201 and Math. 252. Three class periods per week. (Alternates with Math. 353; offered 1953-54.) Same as Math. 351. Fall.

354. MODERN PHYSICS 3 Hours

A study of some of the important twentieth century advances in the field of physics chosen from alternating currents, radiation, theory of relativity, X-rays, spectroscopy, the quantum theory, and nuclear physics. Prerequisites: Physics 201-2 and Mathematics 252—the latter may be taken concurrently. Three class periods per week. (Alternates with Math. 342; offered 1954-55.) Spring.

DEPARTMENT OF SOCIAL SCIENCES

Professors Ganus and Holmes; Associate Professors Kenney and L. E. Pryor; Assistant Professor Bates

Since the modern world is so complex and man is continually in contact with his fellow-man, training in the social sciences is an essential part of every person's education. People should know something of existing social forces and their effects on the general well-being of organized groups.

Courses in this department are arranged with three purposes in view: to give the understanding of the social institutions of our world that an educated person should have; to prepare teachers in these subjects for high school and elementary work; and to give the necessary foundation for those who expect to do advanced graduate work in this field, or to take other advanced professional training of related types.

100-1-2. THE AMERICAN SCENE 2 Hours each

Designed to give the student an understanding of the historical development of the United States and its economic, social, and political institutions. The course integrates geography, American history, sociology, political science, and economics to present an over-all view of the American way of life. Each section 12 weeks. Required of all freshmen. Fall, Spring.

COURSES

152, 153. LATIN AMERICAN 2 Hours each

Designed to acquaint the student with the historical background and present condition of our hemispheric neighbors. A survey of the colonial and national periods. (Alternates with 366-7; offered 1953-54.) Fall, Spring.

201, 202. WORLD AFFAIRS AND INSTITUTIONS 3 Hours each

Beginning with the geography of the world, this study includes world history, comparative government, and international relations. The emphasis is on understanding the present civilization of the world in general and its relationship to the United States. Prerequisite: 101-2 or consent of the head of the department. Required of all sophomores. Fall, Spring.

ADVANCED COURSES

301, 302. UNITED STATES HISTORY 3 Hours each

An intensive study of the political, social, and economic development of the United States. Designed to give the history and social science major a thorough acquaintance with American life and development. Prerequisite: 101-2, or the consent of the department head. Fall, Spring.

303, 304. JEWISH HISTORY AND CULTURE 1-2 Hours each

A history of the Jewish people from the earliest times with particular attention to their spiritual and cultural development, their relations to other nations and races, and their contributions to our present civilization. As far as possible original records are used. Fall, Spring.

307. REVOLUTIONARY EUROPE 3 Hours

A study of the revolutionary and national movements on the Continent down to 1870. The French Revolution and Napoleonic Wars are emphasized. Prerequisite: 203. (Alternates with 375; offered 1954-55.) Fall.

334, 336. CHURCH HISTORY 3 Hours each

A survey of church history from the apostolic age to the present, including the reformation led by Martin Luther, the Catholic Reformation, the origin and growth of Protestant denominations with their transfer to America, and a brief history of the Restoration Movement in America. Fall, Spring.

343. EUROPEAN DIPLOMATIC HISTORY 3 Hours

A study of European diplomacy, 1870 to the present, with emphasis on the permanent underlying factors. Prerequisite: Hist. 203. (Alternates with 347; offered 1953-54.) Spring.

3 Hours

347. EUROPE SINCE 1914

Deals with Europe in two World Wars, and the period between wars, in an attempt to explain the present condition of the world as an aftermath of World War II. Prerequisite: 202. (Alternates with 343; offered 1954-55.) Spring.

3 Hours each

351, 352. ENGLISH HISTORY

Traces the fundamentals of the political, religious, literary, and economic activities of the English people and the development of English institutions to the present time, with emphasis on the English constitution. Prerequisite: 202. Fall, Spring.

3 Hours

363. WORLD AFFAIRS

A detailed and critical analysis of foreign government and ideologies; international relations; the United Nations; the present "cold war." Spring.

2 Hours each

366, 367. HISTORY OF THE FRONTIER

A study of the settlement of the West, the laws and policies related to its development, and the effects of the frontier on national life. Prerequisite: 101-2. (Alternates with 152-3; offered 1954-55.) Fall, Spring.

3 Hours

375. HISTORY OF THE SOUTH

Includes a brief background study of the "Old South," a consideration of the problems of reconstruction, the development of the "New South," the factors back of the present condition of the region, and an analysis of continuing trends. Prerequisite: 101-2. (Alternates with 307; offered 1953-54.) Fall.

Geography**111. CONSERVATION OF NATURAL RESOURCES** 2 Hours

Covers the conservation of the soil, forests, wild life, minerals, water-power, and other natural resources. Required of all high school teachers. Either semester.

212. FUNDAMENTALS OF GEOGRAPHY 2 Hours

A survey of regional geography including climates, temperatures, moisture, rainfalls, qualities of soil, locations of river systems, mountain ranges, etc., and the aspect of geography affecting racial divisions and human population. (Alternates with Soc. 201; offered 1954-55.) Fall.

217. INDUSTRIAL GEOGRAPHY 2 Hours

Deals with the natural resources of the country and their relations to commerce and business. It covers the business development of the outstanding nations. (Alternates with Soc. 202; offered 1954-55.) Spring.

Political Science**221. AMERICAN GOVERNMENT**

3 Hours

The basic structure and functions of the American federal and state governments, including some correlated discussion of present problems. Emphasis is placed upon the relations of the state and federal governments and the political and economic system that has characterized the development of the United States. Fall.

223. EUROPEAN GOVERNMENTS

3 Hours

A study of some of the leading types of modern European governments, including the British government, the totalitarian regimes that existed in Italy and Germany, the present government of Spain, the dictatorship and Communism in Russia. Spring.

ADVANCED COURSES**300. GREAT BRITAIN AND FRANCE**

3 Hours

A study of the political and legal practices and institutions, political philosophies, and foreign policies of Great Britain and France, with particular emphasis upon differences in prevailing governing techniques and political differences and similarities evident from the standpoint of American Government. Fall.

301. THE U.S.S.R. AND GERMANY

3 Hours

Same as above except Soviet Russia and Germany are studied. Spring.

Sociology**201, 202. INTRODUCTION TO SOCIOLOGY**

2 Hours each

A survey of our present social system, including its organization into communities, states, and races, and the fundamental problems which affect the social organizations, such as human relations and law, commerce, finance, natural resources, geographical influences, etc. (Alternates with Geog. 212, 217; offered 1953-54.) Fall, Spring.

ADVANCED COURSES

304. MARRIAGE AND THE HOME**2 Hours**

Historical family variations, courtship patterns, mate selection, marriage and divorce laws, etc. Designed to give the student a thorough background for his own standards. Spring.

321. SOCIAL PSYCHOLOGY**3 Hours**

An application of the principles of scientific psychology to the individual in the social situation. A survey of the literature in the field. Prerequisite: Psy. 201. Same as Psy. 321. (Alternates with Psy. 303; offered 1954-55.) Spring.

DEPARTMENT OF SPEECH

Professor Ulrey, Assistant Professors Walker and Luttrell

The work of the department of speech is adapted to the needs of three types of students: those who wish to cultivate proficiency in everyday and business speech, those who wish to develop a more specialized public speaking, dramatic, or reading ability, and those who desire technical and practical training as teachers of speech.

Equipment for this department includes library materials and records; the Campus Players' workshop; a stage with lighting and sound machinery; sound-recording and transcription equipment for use in the study of pronunciation and voice quality and for radio programs; and radio and public address equipment for programs and class use.

100. SPEECH CLINIC**No Credit**

Corrective speech for those who have minor abnormalities in articulation, symbolization, etc. Fall, Spring.

101. PRINCIPLES OF SPEECH**3 Hours**

A practical introductory course based upon diagnostic tests of individual differences. Includes correct pronunciation, introductory phonetics, development of distinct utterance, voice improvement; and speech in relation to everyday affairs. Fall, Spring.

102. PUBLIC SPEAKING**2 Hours**

An introduction to the basic principles of public speaking with concentration on giving the student actual speaking opportunities. Practice in the organization and delivery of the short speech including lectures and criticism by the instructor. Spring.

103. SPEECH CORRECTION**3 Hours**

Designed especially to meet the needs of teachers in elementary and secondary schools, and of speech majors. A survey of the common speech defects, designed to enable teachers (1) to treat those defects that can be handled in the class room or with a small amount of individual attention, and (2) to recognize those that should be referred to experts. Supervised clinical practice. Prerequisite: 101 or consent of instructor. Fall.

121. INTRODUCTORY ACTING**2 Hours**

A beginning course designed to enable the student to appear with ease on the stage. Emphasis on pantomime and the characterization of roles from plays. (Alternates with 305; offered 1953-54.) Fall.

122. PLAY PRODUCTION**2 Hours**

Directing and producing one-act plays, including techniques of make-up, lighting, and staging. Spring.

124. DEBATE THEORY**2 Hours**

Principals of argumentation and logic including outlining and briefing of debate cases. Spring.

125. DEBATING**2 Hours**

Phrasing of propositions, definition of terms, research and organization of argument and evidence, and actual experience in debate tournaments. Fall.

ADVANCED COURSES

255. FUNDAMENTALS OF ORAL INTERPRETATION**3 Hours**

An introductory and fundamental course in the oral interpretation of the printed page, including pronunciation, enunciation, phrasing, rhythm and bodily expression as means of interpretation. Prerequisite: 101. Fall.

256. LITERARY ANALYSIS AND INTERPRETATION**2 Hours**

The fundamental principles of analysis and interpretation are applied to various forms of literature. Attention is given to characterization. Prerequisite: 255. Spring.

273. DISCUSSION METHODS AND CONFERENCE TECHNIQUES**3 Hours**

Methods of conducting the symposium, forum, and round table. Cooperative research and group problem solving is emphasized. (Alternates with 337; offered 1953-54.) Spring.

305. ADVANCED ACTING**3 Hours**

An interpretation of one-act and full evening plays. Open only by permission to those who have unusual ability. (Alternates with 121; offered 1954-55.) Fall.

312. HISTORY OF THE THEATER**3 Hours**

A study of the development of drama, acting, and the physical theater from their origin to the present day. (Alternates with 313; offered 1954-55.) Fall.

313. HISTORIC COSTUME DESIGN**2 Hours**

History of costume of the principal periods in the history of the theater, beginning with the Egyptian period. Same as Art 313. (Alternates with 312; offered 1953-54.) Fall.

322. SCENE DESIGN**3 Hours**

The combining of artistic principles and practical considerations in creating effective stage settings. Problems in special types and periods will be studied. (Alternates with 324; offered 1954-55.) Spring.

324. COSTUME DESIGN AND CONSTRUCTION**2 Hours**

Principles of design with instruction in sewing and actual practice on specific problems of costume. Not open for credit to those who have had Home Ec. 252. (Alternates with 322; offered 1953-54.) Spring.

331. RADIO SURVEY**3 Hours**

A theory and laboratory course in radio including voice adaptation, radio announcing, a study of types of programs and the technique of program construction, continuity, and script writing. Radio equipment includes recording apparatus, a public address system, and broadcasting studio. Fall.

332. RADIO PROGRAMMING**3 Hours**

A practical course in the technique of the radio speech, including the writing of the speech and its delivery over the public address system or over the air. Spring.

335. ADVANCED ARGUMENTATION**2 Hours**

An advanced course in which the principles of argumentation are applied to speech and debate. Fall.

337. PHONETICS**2 Hours**

An advanced course in which the student is required to make accurate transcriptions, not only of good American and British speech, but of the dialectal and provincial speech of the campus. Required of all speech majors. (Alternates with 273; offered 1954-55.) Fall.

338. SPEECH REPERTOIRE**3 Hours**

Private work in speech arranged to meet the individual needs of the student in voice drill, interpretation, and preparation for public speaking. Spring.

340. ADVANCED PUBLIC SPEAKING**2 Hours**

A study of the fundamental principles of sermon preparation and delivery; the making and preaching of sermons under the guidance of the instructor with his evaluation and that of the members of the class. Same as Bible 340. Fall.

342. HISTORY OF ORATORY**2 Hours**

A survey of preaching from the days of Christ to the present; special attention to the methods and message of Jesus and New Testament preachers; brief study of the outstanding preaching of the century, especially of the Restoration movement in America. Same as Bible 342. Spring.

351. ADVANCED ORAL INTERPRETATION**3 Hours**

A course using the Bible and three books of the Apocrypha as basic material. Moulton's "Modern Reader's Bible," the English Revised Version printed in modern literary form, is used as a basic text. Fall.

ENROLLMENT SUMMARY

1952-53

College Enrollment

Summer 1952	Men	Women	Total
Freshmen	9	15	24
Sophomores	13	10	23
Juniors	22	10	32
Seniors	44	31	75
Graduate	6	—	6
Special	4	3	7
Total	98	69	167

Regular Session 1952-53

Freshmen	151	138	289
Sophomores	86	66	152
Juniors	69	41	110
Seniors	72	47	119
Post-Graduate	—	3	3
Graduate	36	—	36
Special	5	18	23
Total	419	313	732

Training School Enrollment

Summer 1952

High School	25	18	43
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Regular Session 1952-53

High School	58	46	104
Elementary School	69	57	126
Total	127	103	230
Total, all divisions, Regular ...	546	416	962
Total, all divisions, Summer and Regular	669	503	1,172

STATES AND COUNTRIES REPRESENTED IN
REGULAR SESSION, 1952-53

	College	High School	College	High School	
Africa	1	2	Maryland	1	
Alabama	22	2	Massachusetts ..	1	
Alaska	2		Michigan	11	1
Arkansas	283	57	Mississippi	15	4
Australia	1		Missouri	46	3
California	25	2	Nebraska	11	
Canada	5	1	New Jersey	7	
China	2		New Mexico	9	1
Colorado	7	1	New York	3	2
Cuba	1		North Carolina ..	7	
Florida	6	1	Ohio	21	
Georgia	9		Oklahoma	50	6
Germany	3		Oregon	4	
Idaho	1		Pennsylvania	6	
Illinois	13	1	South Africa	2	
Indiana	4	1	Tennessee	28	9
Iowa	3		Texas	72	3
Japan	4		Virginia	1	
Kansas	13	3	Washington	2	1
Kentucky	10		Washington, D.C.	1	
Louisiana	23	2	West Virginia	1	
Malaya	1		Wisconsin	1	

	College	High School	Total
Total States	34	18	34
Total Foreign Countries ...	10	2	10

GRADUATES-1953

Robert Anderson	B.A.	Bible	Illinois
Rickie Arimura	B.S.	Biology	Missouri
Thomas Baird	B.A.	Math	Arkansas
William Hobert Baker	M.A.	Bible	Texas
Marcus Barnett	B.A.	Bus. Ad.	Arkansas
Elmer Belcher	B.A.	Bus. Ad.	Indiana
Fred Bender	B.A.	Soc. Sci.	Arkansas
Joe Delton Betts	M.A.	Bible	Texas
Barbara Billingsley	B.S.	Home Ec.	Louisiana
Jeannette Black	B.S.	Home Ec.	Georgia
Glenn Boyd	M.A.	Bible	Oklahoma
Zane Bradford	B.A.	Bus. Ad.	Arkansas
Reba Brandon	B.A.	Soc. Sci.	Arkansas
Herschel Breckenridge	B.A.	Soc. Sci.	Arkansas
Lloyd Bridges	B.A.	Bible	California
Carnell Brittain	B.A.	Soc. Sci.	Arkansas
Lester Brittell	B.A.	Phys. Ed.	California
Rees Bryant	M.A.	Bible	Alabama
Justin Camp	B.A.	Phys. Ed.	Arkansas
Paul Cantrell	M.A.	Bible	Georgia
Kenneth Childs	B.A.	Soc. Sci.	Kansas
George Chung	B.A.	Bus. Ad.	China
Alexander Claasen	M.A.	Bible	South Africa
Breland Collier	B.A.	Soc. Sci. & Psy.	Arkansas
Irma Coons	B.S.	Math	Washington, D. C.
Charles Crawford	B.A.	Soc. Sci.	Arkansas
Bill Curry	B.A.	Bible	Louisiana
Mary K. Daniels	B.A.	Music	Maryland
Jack Davis	B.S.	Chemistry	Arkansas
Joan Davis	B.A.	Elem. Ed.	Texas
Barbara Dean	B.A.	Home Ec.	Oklahoma
Herbert Dean	B.A.	Art	Illinois
Marilyn Eggers	B.A.	Home Ec.	Colorado
Ruby Lee Ellis	B.A.	Speech	Arkansas
Bill Eslick	B.A.	Bus. Ad.	California
Wayne Fortenberry	B.A.	Bus. Ad.	Arkansas
Percy Francis	B.A.	Bus. Ad.	California
Dean Freetly	M.A.	Bible	Oklahoma
Bill Fulks	B.A.	Bible	West Virginia
Doris Fulks	B.A.	Soc. Sci.	Illinois
Joyce Fuller	B.A.	Home Ec.	Arkansas
Bob Futrell	B.A.	Bus. Ad.	Arkansas

GRADUATES

Denzil Gates	B.S.	Math	Arkansas
Dorothy Giddens	B.S.	Home Ec.	Alabama
Willie Glenn	B.A.	English	Arkansas
Don Goodwin	B.A.	Bus. Ad.	Illinois
Carlos Gorton	B.A.	Soc. Sci.	Colorado
Cletus Green	B.A.	Journalism	Oklahoma
Charles F. Grigsby	B.A.	Soc. Sci.	Arkansas
Lillie Griffith	B.A.	Biology	New Mexico
Norma Hamilton	B.A.	English	Arkansas
Faye Hare	B.A.	Phys. Ed.	Texas
Joan Hayes	B.A.	Bus. Ad.	Illinois
Charles Hodge	M.A.	Bible	Texas
James Hodges	M.A.	Bible	Virginia
Mary Nell Hogg	B.A.	Bus. Ad.	Arkansas
Houston Holt	B.A.	Bus. Ad.	Arkansas
Billy Joe Homard	B.A.	Math	Arkansas
Robert Horsman	B.S.	Chemistry	Arkansas
Jerry Johnson	B.S.	Chemistry	Louisiana
Ken Keiser	B.A.	Biology	Indiana
Edgar Knoebel	B.A.	Bible	Germany
Bryan Layne	B.S.	Gen. Sci.	Arkansas
Alfred Lee	B.A.	Bible	California
Joan Lee	B.A.	English	Texas
Richard LeMay	B.A.	Math	Alabama
Gerald Long	B.A.	Bible	Oklahoma
Carol Lumpkin	B.A.	Bible	Arkansas
Bill Mackey	B.A.	Bible	Kentucky
James Massey	M.A.	Bible	Mississippi
Nelson Matthews	B.A.	Soc. Sci.	Florida
Edgar McFadden	B.A.	Soc. Sci.	Arkansas
Janie McGuire	B.A.	Home Ec.	Arkansas
Gloria Milton	B.A.	English	Michigan
Allan Charles Mitchell	M.A.	Bible	Mississippi
Joe Moore	B.A.	Bible	Mississippi
John Sam Moore	B.A.	Math	Colorado
John Troy Moore	B.A.	Math	Arkansas
Dick Morrow	B.A.	Bus. Ad.	Ohio
Phil Morrow	B.A.	Bus. Ad.	Ohio
Janice Murdock	B.A.	Soc. Sci.	Arkansas
Charles F. Myer, Jr.	B.A.	Bib. Lang.	Arkansas
Jimmy Noonan	M.A.	Bible	Tennessee
Rita Nossaman	B.A.	Bus. Ad.	Kansas
Glenn Olbricht	B.S.	Math	Arkansas
Harry Oree	B.A.	Phys. Ed.	Missouri
Paul Osborn	B.A.	Phys. Ed.	Arkansas

Gene Patterson	M.A.	Bible	Texas
Bertha Sue Poland	B.A.	English	Missouri
Muriel Proctor	B.S.	Home Ec.	Michigan
Jutta Reich	B.A.	Bible	Germany
Gottfried Reichel	B.A.	Speech	Germany
Ken Rhodes	B.A.	Bible	New Mexico
Doris Richesin	B.A.	Phys. Ed.	Pennsylvania
Lester Richesin	B.A.	Soc. Sci.	Arkansas
Dale Richeson	B.A.	Bib. Lang.	Nebraska
Samuel Roach	B.A.	Bible	Arkansas
Gene Robinson	B.A.	Science	Illinois
J. C. Roe	B.A.	Bio. Sci.	Missouri
Kent Rollman	B.S.	Chemistry	Oklahoma
Ann Rotenberry	B.A.	History	Texas
Fay Rushton	B.S.	Biology	Arkansas
Corinne Russell	B.S.	Home Ec.	Arkansas
Alma Sanderson	B.A.	Home Ec.	Oklahoma
Lloydene Sanderson	B.A.	Home Ec.	Missouri
James Seal	B.A.	Soc. Sci.	Kansas
Robert Skelton	M.A.	Bible	Texas
Eileen E. Snure	B.A.	Speech	Canada
John Spickler	B.A.	Bible	Arkansas
Herman Spurlock	B.A.	Bus. Ad.	Arkansas
Robert Stallings	M.A.	Bible	Oklahoma
Alvin Stevens	B.A.	Bible	Texas
Corene Stevens	B.A.	Elem. Ed. & Psy.	New Mexico
Bob Stringfellow	B.S.	Biology	Arkansas
Bill Summitt	B.S.	Chemistry	Arkansas
Dorothy Todd	B.A.	English	Arkansas
Robert Turnbow	B.A.	Bus. Ad.	Louisiana
David Underwood	M.A.	Bible	Alabama
Murray Warren	M.A.	Bible	Canada
Florence White	B.A.	English	Michigan
Louise White	B.A.	Education	Ohio
Bill E. Williams	B.A.	Bible	Arkansas
Lilly W. Williams	B.A.	Home Ec.	Arkansas
Pauline Williams	B.A.	English	Mississippi
Billy Joe Wilson	B.A.	Biology	New Mexico
Joyce Witty	B.A.	History	Oklahoma
Percy Witty	B.A.	Ed. & Psy.	Canada
Paul Anthony Woods	M.A.	Bible	California
Ponder Wright	B.A.	Bible & Speech	Arkansas
Ray Wright	B.A.	Music Ed.	Tennessee
Wanda Adair Wright	B.A.	Elem. Ed.	Texas
Hellen Yohe	B.A.	Soc. Sci.	Arkansas

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