

1951

# Harding College Course Catalog 1951-1952

Harding College

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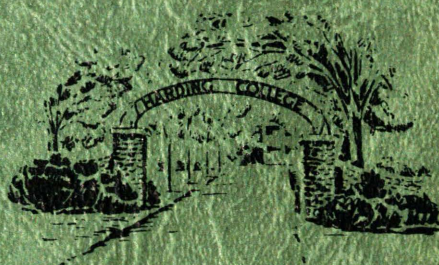


**HARDING**  
UNIVERSITY

# BULLETIN

## Harding College

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CATALOG  
NUMBER

*Announcement  
for the Session  
1951 - 52*



# BULLETIN

## Harding College

*Announcement for the Session  
1951-1952*

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NUMBER

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## CALENDAR FOR 1951

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

## CALENDAR FOR 1952

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

## COLLEGE CALENDAR

## FALL TERM

1951-1952

Faculty conference .....	Sept. 11, 12
Freshman assembly .....	8:00 A.M., Sept. 14
Assembly for sophomores, juniors, seniors .....	9:30 A.M., Sept. 17
Orientation and counseling .....	Sept. 14-17
Registration of upper classmen .....	8:00-12:00 Sept. 18
Registration of freshmen .....	8:00-12:00 Sept. 19
Classes begin .....	8:00 A.M., Sept. 20
President's reception to faculty .....	8:00 P.M., Sept. 21
Faculty-student reception .....	8:00 P.M., Sept. 22
Mid-term examinations .....	Oct. 26, 27
Annual lectureship .....	Nov. 11-15
Thanksgiving holidays .....	Nov. 29-Dec. 3
Final examinations .....	Dec. 10-13
Christmas holidays .....	Dec. 14-30

## WINTER TERM

Counseling completed .....	Dec. 31, 1951
Registration, winter term .....	Jan. 1, 1952
Classes begin .....	8:00 A.M., Jan. 3
Mid-term examinations .....	Feb. 6, 7
Counseling for spring term .....	Mar. 3
Final examinations .....	Mar. 13-15

## SPRING TERM

Registration, spring term .....	Mar. 18
Classes begin .....	8:00 A.M., Mar. 19
Harding-Armstrong memorial day .....	April 18
Mid-term examinations .....	April 25 or 26
Annual field day .....	May 2
Counseling of summer students .....	May 26
President's reception to seniors .....	8:00 P.M., May 31
Baccalaureate address .....	8:00 P.M., June 1
Final examinations .....	June 2-4
Alumni day .....	June 4
Commencement exercises .....	10:00 A.M., June 5
Annual alumni luncheon .....	12:00 P.M., June 5

## SUMMER TERM

Counseling new summer students .....	8:00 A.M., June 9
Registration, summer term .....	1:00 P.M., June 9
Classes begin .....	7:00 A.M., June 10
Holiday .....	July 4
First term examinations .....	July 12
Second summer term begins .....	7:00 A.M., July 14
Second term examinations .....	August 15



## **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 its purpose and personality can be expressed 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.

### **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 greatest 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.



**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 conquer other realms of knowledge and unlock the secrets of the future.

In the last two years he chooses at least two special fields of knowledge which will round out his own development and equip him for a chosen profession or vocation. Through the 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 more accurate appreciation of his place in the world.

**Social Aims**

Along with intellectual development, 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. 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 that "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 quarter 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 Book 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 in their exciting conquest of themselves and of their world. 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 from 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 the further perfecting of 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 thus guide the student 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 is another important factor 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 class-room 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.

**NATIONAL EDUCATION PROGRAM**

Unique among the activities of the college is its National Education Program. Realizing that a democratic free society depends for its security upon the enlightened understanding of the people who compose it, Harding believes it owes a debt to the American people as well as to its students on the campus in leading them to a better appreciation of what keeps men free.

That is why it set up a National Education Program to carry its message to a wider audience.

Briefly, the aim of this program is to re-educate Americans in the American way of life, developing new appreciation

**GENERAL INFORMATION**

for the principles which are fundamental to our economic and political strength and security.

In carrying out this program Harding concentrates on three principal objectives:

1. To re-state and re-emphasize to the American public the value of constitutional government and freedom of individual opportunity;
2. To provide sound, reliable information on the interpretation of present political and economic trends;
3. To foster understanding and cooperation between capital, labor and agriculture.

For ten years the Harding program has been steadily growing through various channels of communication. It has achieved impressive results, as indicated by this summary of current activities:

1. Weekly editorial column prepared by President Beuson and sent to more than 2,500 newspapers and other publications.
2. Monthly News Letter to a subscription and request list of 40,000. This bulletin contains excerpts from the weekly editorial column and other information, together with a direct message from President Benson commenting on national affairs.

These messages aim to promote industrial harmony and mutual understanding by showing how the best interests of all are served by preserving the economic structure and business principles that have brought us the advantages of the American standard of living.

3. Radio transcriptions—"The Land of the Free"—15-minute weekly dramatic programs produced with professional talent for 285 stations in 46 states from Maine to California.

Among those whose stories have been dramatized in these programs have been Marian Anderson, Clara Barton, Alexander Graham Bell, Luther Burbank, Andrew Carnegie, George Washington Carver, Cyrus Field, Harvey Firestone, Henry Ford, Elias Howe, Helen Keller, Joe Louis, Roland N. Macy, Glenn Martin, Cyrus McCormick,



Joseph Pulitzer, Jacob Riis, Julius Rosenwald, Babe Ruth, Alfred P. Sloan, Jr., Leland Stanford, Lillian Wald, John Wanamaker, Booker T. Washington, and many others.

4. Educational films—a series of seven animated color cartoon films, professionally produced. Five of these have already been completed: "Make Mine Freedom," "Meet King Joe," "Albert in Blunderland," "Going Places," and "Why Play Leap Frog." Four of these have been released or will be released through Metro-Goldwyn-Mayer to 12,000 theaters reaching an estimated audience of 20,000,000 people.
5. Lecture program—continually in operation, presenting up to five addresses a week by Harding faculty members before audiences of business men, labor groups, agricultural workers, civic groups and students throughout the country.

Dr. Benson gives many of these talks himself, averaging two a week during the year. His speeches have been widely reported in the press and favorably commented upon since the program started.

Reprints of Dr. Benson's talks have been distributed in substantial quantities. Among the most popular are: "America in the Valley of Decision," "The Cure for Communism—A Return to God," "The American Way," "Make Mine Freedom," "Social and Economic Aspects of Bigness in Business," "Our American Heritage," "Secret of American Prosperity," and "Private or Public Enterprise in Post-War America—Which?"

6. Freedom Forums. The first of these forums was held on the campus in 1949. Represented in the week's study and discussions were a hundred representatives from industries, school systems, and labor groups throughout the country. Two other forums have been held on the campus since and one in California. More than 260 people from 180 different firms from 46 states have taken part. The purpose of the forums is to study those problems which will lead to better understanding and cooperation between labor, management, and the public for the preservation of our democratic way of life.

The effectiveness of Harding's National Education Program is demonstrated by the way it has steadily expanded on its own merit. Hundreds of unsolicited letters testify to the enthusiastic response of the public and the good that is being accomplished.

## 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 the enthusiasm and impetus of an active life to it.

## 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 tempered by breezes and are pleasant. The temperature rarely rises higher than 95 degrees.

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 buildings on the campus, exclusive of equipment, are valued at more than \$1,479,000. Five more are being added as rapidly as possible—the new girls' dormitory, student center, new administration building, auditorium and fine arts building, and training school.

## Administration 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 the administrative 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 25,000 volumes, 165 periodicals, hundreds of pamphlets and six 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 300 records in music and speech, has been initiated.

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.

For detailed statements concerning the collection and regulations regarding its use, the **Student Library Manual**, which is available in the college bookstore, should be consulted.

## Residence Halls

Adequate housing is provided in new, modern dormitories. Pattie Cobb Hall and Cathcart Hall are residences for girls. Armstrong Hall and East and West Dormitories are residences for men. Veterans' Village contains apartments for married veterans. All rooms in Armstrong Hall and many in Pattie Cobb have connecting baths. The new Cathcart Hall also has connecting baths for all rooms.



**Rhodes Memorial Field House**

This new gymnasium has three large 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.

**Student Center**

This new building is the community center for students. It houses the college bookstore, postoffice, inn, and offices for the Petit Jean, the Bison, and the alumni. It is furnished with banquet rooms and other facilities.

**Science Annex**

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

**The Infirmary**

The infirmary contains examining rooms, laboratory, nurses' quarters and four wards totaling ten beds.

**Industrial Arts Building**

This houses the college print shop, facilities for the high school, the woodworking and metalworking shops, and various classrooms and offices.

**Service Buildings**

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

**Laboratories**

The school maintains standard laboratories excellently equipped for chemistry, biology, physics, home economics, and business administration.

## **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 \$940.00, 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 \$3,000.00, 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 \$2,600, the Scholarship Fund established by will of Mrs. Pauline Law of Granite, Oklahoma, is to be used in scholarships for ministerial students appointed by the college.



**Orel Herren Memorial Scholarship**

This scholarship was established by Dr. and Mrs. Russell Glaser of St. Louis in memory of Orel Herren, whose life, and with it his great musical talent, was lost in his effort to save another. The scholarship provides voice lessons each year for some student chosen by a faculty committee on scholarships, preference being expressed for a young man preparing for the ministry.

**Sam W. Peebles Memorial Scholarship**

This scholarship fund, now \$1,500.00, 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 Sam's 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.

**Mr. and Mrs. Jesse P. Sewell Scholarship**

This scholarship of \$225.00, contributed by Brother and Sister Jesse P. Sewell to apply on the following year's college expense, is granted to the best all-round pracher student below senior standing. The student is to be selected by the head of the Bible department, the dean of the college and the director of admissions on the basis of scholarship in all work, character, personality, adaptability, cooperation, leadership ability, and any and all other qualities involved in successful gospel preaching.

**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, and Harding College invites others to establish similar scholarships through gifts and legacies.

**Honor Scholarships**

Harding College grants regularly to the highest ranking graduate of each high school rated Class A by its state depart-

ment or accredited by the North Central, Southern, or other regional association, a scholarship of \$180, half of which may be applied on tuition each of the two successive years following graduation. To the second highest it grants a scholarship of \$120, half of which may be applied on tuition each of the two following years.

For Class B schools with graduating classes numbering twenty or more the same two scholarships are granted. For classes of less than twenty the valedictorian scholarship is reduced to \$120, half of which may be applied on tuition each of the two successive years, but no second scholarship is given.

For Class C schools with graduating classes of ten or more only the valedictorian scholarship of \$120 is granted, half of which may be applied on tuition each of the two successive years following graduation. For smaller classes no scholarship is given.

Each student who receives such a scholarship is required to maintain a B average during the first year in order to retain the scholarship the second year.

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

This fund of \$2,500 is available to worthy students who have done satisfactory work in Harding College for at least one term, and whose scholarship record is entirely satisfactory. The maximum loan to any one student is \$400.00.

**Sterling Stores, Inc., Student Loan Fund**

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

**C. L. Ganus Fund**

Mr. C. L. Ganus, of New Orleans, has made available \$2,000 annually for the purpose of providing assistance to worthy students. This assistance is offered a number of students with good records who otherwise could not attend college.

Students who receive help from this fund are requested to return, at such time as they are able, an equal amount of assistance to other worthy students at Harding College. This they may do either by selecting students and offering help



personally or by contributing to a continuing cash scholarship fund. However, they are not required to sign notes nor to consider themselves under any other obligation than their own expression of intention.

### **J. M. Pryor Ministerial Student Fund**

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

### **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 some financial assistance toward the cost of their college training when the vocational objective of the disabled person is approved by a vocational 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 service, the cost of which is included in the regular registration fee, includes a ten-bed infirmary under the supervision of registered nurses, and the following services:

1. A medical examination for new students at the beginning of the term, or quarter, in which the student enters, and follow up examinations as deemed necessary by the health department. Influenza vaccine is available at cost.
2. Emergencies and accidents which occur in the performance of duties required by the school and emergencies and accidents which can be adequately treated by our own nurses 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, 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 own infirmary.
5. The service of registered nurses.

Each student is required to have smallpox vaccination before entrance.

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 nurses, 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.

Students from western Oklahoma may take the Rock Island to Little Rock and transfer to the Missouri Pacific.

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 paid to the college for approximately \$645.50 for the school year, based on a normal academic load. This includes tuition, fees, and room rent as outlined below. It also includes meals in the college dining hall at the rate of \$96.00 per quarter, or \$288.00 for the school year. (The rate of board will be subject to change at the beginning of each quarter, without previous notice.)

The resident student can meet expenses of tuition and fees for \$245.00, based on a normal academic load.

### Tuition, Fees, and Room Rents

The school year of nine months (thirty-six weeks) is divided into three quarters, of twelve weeks each. Expenses are due by the term and at the beginning of the term. Should a term be less than the twelve full weeks because of work on Mondays no deductions for that reason will be made on the cost of room, tuition, board, or fees as herein listed.

For a student carrying the normal load of 16 2-3 hours the following would be the expense:

	Quarter	Year
Tuition, (\$4 per quarter hour)	\$66.67	\$200.00
Registration fee .....	15.00	45.00
Total .....	\$81.67	\$245.00

Rooms in all dormitories are \$37.50 per term, or quarter. This applies to all dormitories for men and all dormitories for women.



**Special Tuitions and Fees**

Much of the class work in music, speech, and art 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, art, orchestral or band instruments, and speech carry a special tuition as follows:

	Quarter	Year
Two private lessons a week .....	\$25.00	\$75.00
One private lesson a week .....	15.00	45.00
Class instruction in voice .....	5.00	15.00
Piano rental, 1 hour per day .....	3.00	9.00
Piano rental, 2 hours per day .....	6.00	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 .....	1.00
Preparation of applications for certificates .....	1.00
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 secured their Certificates of Eligibility from the Veterans Administration, and grants a subsistence allowance sufficient to cover all personal expenses at Harding. Veterans desiring to take advantage of this educational opportunity may apply to the Veterans Administration here at the time of enrollment.

**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 quarter 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 fee, but refunds of tuitions, will be governed by the following policy:

Withdrawals after 1 week or less .....	80% refund
Withdrawals between 1 and 2 weeks .....	60% refund
Withdrawals between 2 and 3 weeks .....	40% refund
Withdrawals between 3 and 4 weeks .....	20% refund
Withdrawals after 4 weeks .....	no refund

Unused funds deposited for room and board will be refunded in event of withdrawal.

**Reserving Rooms**

All students away from home, either boarding or light housekeeping, are required to room in the college dormitories and apartments, unless permission is obtained from the president of the college.

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 term. 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.



## STUDENT LIFE

### STUDENT ACTIVITIES

Student activities at Harding are designed to give to every student a well rounded life through participation with others in experiences which are both enjoyable and of value. Work is made helpful in partnership and extending interests. Activities are of many different kinds, from religious to recreational to social and athletic. The principal organizations at present include the following:

#### The Chancel

One of the most important bodies of the life of the church service. Attended by both students and faculty, it is held on a basis of regularity. The service is both a time of worship and of prayer. In a special way, attention is given to the needs of the students and the faculty.

## Part II: STUDENT LIFE AT HARDING

Each student is encouraged to a full participation in the various services of the church, and at which the student is a part of the life of the church. The purpose of the service is to discover that truth, to give an opportunity and inspiration, and to develop a life of service.

Each Friday night the service of devotion and study for a study of method and opportunities in church work and in missionary service. In addition, there are groups interested in particular areas of mission work, such as the World Wide Mission group, the Chancel Club, the Bible Club, and the Bookclubbers.

#### Homecoming Day

Two homecoming days for alumni and students are designated each year, one on Thanksgiving and the other on the Wednesday of graduation week. A luncheon and book meeting is held to which all students are cordially invited. An annual luncheon is held immediately following the commencement program each spring.

#### Thanksgiving Lodging

For the benefit of our students and for all who may be able to use themselves of the opportunity, a special



## STUDENT ACTIVITIES

Student activities at Harding are designed to give to 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. The quiet reverence through the devotional period and the discussion of vital questions in human living make these meetings stand out in the memories of later years.

### Religious Meetings

Each Monday night the school assembles for a brief religious service, which all students attend and to which the general public is invited. Questions of living interest to young people are freely discussed. The purpose of the meeting is to discover more truth, to cultivate spirituality and consecration, and to develop young men as public speakers.

Each Friday night the personal evangelism class meets for a study of methods and opportunities in personal work and in missionary service. In addition, there are groups interested in particular areas of mission work, such as the World Wide Missions group, the China Club, Africa Club, and the Deutschlanders.

### Homecoming Days

Two homecoming days for alumni and ex-students are designated each year, one on Thanksgiving and the other on the Wednesday of graduation week. A business and social meeting is held to which all ex-students are cordially invited. An alumni luncheon is held immediately following the commencement program each spring.

### Thanksgiving Lectures

For the benefit of our students, and for all others who may be able to avail themselves of the opportunity, a special



series of lectures is offered each year during the Thanksgiving week.

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.

### **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 dramatic club 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. Membership in the Campus Players is by selection from the outstanding members of the dramatics club.

The Campus Players sponsor, with the aid of other fine arts groups, an annual series of evening programs. They take active part in the annual State Speech Festival. They also give each year a series of workshop plays, directing the casts and working out all the 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 dramatics 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.

### **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.

### **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. It is 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, Metah Moe, 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, Trojans, Frater Sodalis, Cavalier, Galaxy, Sigma Gamma, Adelphi Tau Amitos, Mohicans, Sigma Tau Sigma, Alpha Phi Kappa.

### Sports

Extravagant athletics is not considered in keeping with the best interests of earnest and profitable school work. The college believes students as a rule enter college to gain a mental discipline and useful knowledge, 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, volleyball, 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, and ping pong.

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 young men and young women, so that the pool is accessible to both 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 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 student homes 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 homes



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 on the grounds and in the buildings 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.

### **Class Absences**

Admission to the college naturally brings with it the understanding that students agree to observe the regulations of the school in regard to class and chapel attendance. If the college should find that the student does not intend to meet his responsibilities for attendance, he will be asked to withdraw.

In case an absence is unavoidable, however, the student should present to the dean a satisfactory reason within two days after he returns to class. The following regulations apply in case of absences regarded as inexcusable:

1. Three unexcused absences in any class drops the student from the course. He may be reinstated once by the payment of a \$2.00 fee and on recommendation of the dean. Three additional unexcused absences drop him permanently with a grade of F. If the six absences should occur in Bible this would automatically drop the student from the college, since Bible is required for attendance each quarter.

2. Any student who has ten unexcused absences combined from all classes and chapel forfeits one hour of credit; twenty absences discount two hours of credit, etc. These absences need not occur in a single class but may be the total in all classes and chapel.

3. If, in the judgment of the committee any other measures may be more effective in dealing with any individual student, it shall be at liberty to add to the above penalties.

### **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.

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 fourth week of any term. Any class dropped after that time because of failing grades will be marked WF.

### **Late Enrollments**

Students enrolling after the day set for the registration for any quarter 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 at the close of each term and during the term at the discretion of the instructor.



## HARDING COLLEGE

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 term. Should a student be doing unsatisfactory work, a report to this effect may be sent to the parents at any time.

The grade of the student in each course is expressed as follows: A, excellent, or outstanding; B, superior, or good in scholarship; C, fair; D, below average or poor in scholarship; E, conditional failure, which may be removed by a second examination; F, failure, removed only by repetition of the course in class; S, satisfactory, but without reference to quality of achievement.

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

**Honor Points**

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

**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 quarter)	0.60
Sophomores	0.75
Juniors	0.90
Seniors	1.00

When a student is on academic probation, he is not permitted to represent the college in any extra-curricular activities, such as chorus trips, debating, dramatic productions, and student publications, and he is denied the privilege of holding office in a class, social club, or student organization for the duration of his probation. A student may remove his probation by achieving a term grade average above the probation level.

## STUDENT LIFE

If a student on probation fails, in the judgment of the scholarship committee, to show satisfactory improvement in his work, he will be asked to withdraw from college. In general, this means that a student who fails to remove his probation during the next term he is enrolled will not be permitted to re-enroll until at least one term has elapsed. A student who has been dropped more than once for poor scholarship is not eligible for re-admission. Any student who fails in more than fifty percent of the hours for which he is enrolled will not be allowed to enroll in the following term, except special consideration may be given to first term freshmen. A student on probation will not be allowed to enroll in more than 16 2-3 hours and he may be advised to take less than this normal load. Any student who in any term fails his required course in Bible will be permitted to enroll again only upon the approval of the scholarship committee following a conference with the student.

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 offence 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**

Fifteen hours of college work with an additional course in Bible totaling 50 hours for the year is the normal amount of work allowed each student.

Students who work for part of the expenses are not permitted to enroll for more than the above load. Those working 3 hours a day may enroll for only 15 2-3 hours; those working 4 hours must limit their load to 12 2-3 hours. For purposes of registration, however, the dean may permit students to vary one hour from this schedule.

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

Juniors and seniors whose grades for the term preceding have averaged 2.00 may carry 19 2-3 hours of credit.



## Part III: ADMINISTRATIVE ORGANIZATION



## BOARD OF TRUSTEES

C. L. Ganus, President .....	New Orleans, La.
Dr. L. M. Graves, Vice President .....	Memphis, Tenn.
W. O. Beeman, Secretary-Treasurer .....	Dallas, Texas
Louis E. Green .....	Hammond, Indiana
Houston Karnes .....	Baton Rouge, La.
George W. Kieffer .....	Florence, Ala.
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T. J. McReynolds .....	Morrilton
Milton Peebles .....	Saratoga
J. A. Thompson .....	Searcy
Dr. John Young .....	Dallas, Texas
Dr. George S. Benson (Ex-officio) .....	Searcy



**ADMINISTRATIVE ORGANIZATION**

George S. Benson, LL.D.....	President
L. C. Sears, Ph.D.....	Dean
W. K. Summitt, Ph.D.....	Registrar
A. S. Croom, M.A.....	Business Manager
F. W. Mattox, Ph.D. ....	Dean of Men, Director of Admissions
Miss Zelma Bell, M.A.....	Dean of Women
Miss Annie May Alston, B.S. in L.S. ....	Librarian
Neil B. Cope, M.S.J.....	Director of Public Relations
Perry S. Mason, M.A.....	Principal of Secondary Training School
Miss Annabel Lee, M.A.....	Principal, Elementary Training School
Elbert Turman .....	Engineer and Superintendent of Buildings and Grounds
Jess L. Rhodes, M.B.A.....	Counselor, Armstrong Hall; Coordinator of Student Employment
Mrs. Inez M. Pickens, B.A.....	Counselor, Godden Hall
Hugh Rhodes, M.A.....	Counselor, East Hall
Edward G. Sewell, M.A.....	Counselor, West Hall
Miss Esther Mitchell, R.N.....	Nurse
Mrs. Pearl Dodd.....	Manager, Cafeteria
John Lee Dykes, M.S.....	Manager, Student Center
Mrs. John Lee Dykes.....	Manager, College Bookstore
Greg Rhodes.....	Manager, College Laundry
Homer F. Howk.....	Production Manager, Print Shop
Andrew Richardson.....	Shop Foreman, Industrial Arts
Robert Street.....	Manager, College Farms
John Cleghorn.....	Manager, Radio Station WHBQ

**FACULTY**

**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)\*

**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)

**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 Col-  
lege, 1928; Ph.D., University of Missouri, 1933. (1932, 1940)

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

B.A., Harding College, 1939; B.S. in L.S., George Peabody  
College, 1943. (1944, 1947)

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

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

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



**JAMES D. BALES, B.A., M.A., Ph.D.**

*Professor of Bible, and Head of the Department*

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

**SAMUEL ALBERT BELL, B.S.**

*Emeritus Associate Professor of Bible*

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 College for Women, 1935. (1937)

**ZELMA BELL, B.A., M.A.**

*Dean of Women, Assistant Professor of Counseling*

B.A., Harding College, 1940; M.A., Columbia University, 1947. (1947)

**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)

**FLORENCE M. CATHCART, B.A.**

*Dean Emeritus of Women, Instructor in Elementary Education*

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

**NEIL B. COPE, B.A., M.A., M.S.J.**

*Professor of Journalism, Director of Public Relations*

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

**MARTHA HEASLEY COX, B.A., M.A.**

*Assistant Professor of English*

B.A., Arkansas College, 1938; M.A., University of Arkansas, 1943. (1950)

**ADLAI S. CROOM, B.A., M.A.**

*Business Manager*

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

**JOHN LEE DYKES, B.A., M.S.**

*Professor of Mathematics, and Head of the Department*

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

**ANNE EARLY, B.A.**

*Assistant Librarian*

B.A., David Lipscomb College, 1948. (1948)

**FRANK N. ELLIS, B.A., M.A.**

*Assistant Professor of English*

B.A., Harding College, 1947; M.A., George Peabody College, 1948. (1948)

**CLIFTON L. GANUS, B.A., M.A.**

*Associate Professor of Social Sciences*

B.A., Harding College, 1943; M.A., Tulane University, 1946. (1946)

**EDDIE MAXINE GRADY, B.A.**

*Instructor in Physical Education*

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



**DONALD L. HEALY, B.A., M.A.**

*Assistant Professor of Social Sciences*

B.A., Harding College, 1942; M.A., George Peabody College, 1945. (1948)

**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)

**NELDA HOLTON, B.A.**

*Instructor in Speech*

B.A., Abilene Christian College, 1948. On leave, 1950-51. (1948).

**PEARL LATHAM, B.A., M.A.**

*Assistant Professor of English*

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

**ANNABEL LEE, B.S., M.A.**

*Assistant Professor of Education*

B.S., Kansas City Teachers' College, 1935; M.A., Northwestern University, 1941. (1942, 1945)

**JOY LUTHER LEONARD, B.A., M.A., Ph.D.**

*Professor of Economics and Political Science*

B.A., Ohio Wesleyan University, 1907; M.A., Yale University, 1911; Ph.D., Yale University, 1929. (1950)

**ELIZABETH B. MASON, B.A., M.A.**

*Professor of Art*

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

**PERRY SHIPLEY MASON, B.A., M.A.**

*Assistant Professor of Political Science*

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

**FOUNT WILLIAM MATTOX, B.A., M.A., Ph.D.**

*Dean of Men, Professor of Bible, Director of Admissions*

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

**ERLE THOMAS MOORE, B.A., M.A.**

*Associate Professor of Music, and Head of the Department*

B.A., Abilene Christian College, 1942; M.A., Columbia University, 1947. (1949)

**INEZ OLIVER, B.A.**

*Instructor in Piano*

B.A., Galloway College, 1926; student of Maurice Aronson, Chicago Musical College; student of Edgar Brazelton and Rudolph Ganz, Chicago Conservatory of Music. (1943)

**CHARLES PITNER, B.A., M.A.**

*Assistant Professor of Mathematics*

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

**FLORENCE FLETCHER POWELL, B.M., M.A.**

*Associate Professor of Music*

B.M., Murray State Teachers' College (Kentucky), 1938; M.A., George Peabody College, 1946. (1938)

**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., Louisiana State University, 1943. (1944)

**L. E. PRYOR, B.A., M.S.**

*Associate Professor of Social Sciences*

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)

**JESS LYNN RHODES, B.A., M.B.A.**  
*Associate Professor of Business Administration*

B.A., Harding College, 1939; M.B.A., University of Oklahoma, 1940. (1944)

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

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

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

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

**JAMES KERN SEARS, B.S., M.S., Ph.D.**  
*Associate Professor of Physical Sciences*

B.S., Harding College, 1942; M.S., University of Missouri, 1944; Ph.D., University of Missouri, 1947. (1947)

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

B.S., 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)

**BILLY GERALD SKILLMAN, B.S., B.F.A., M.A.**  
*Assistant Professor of Speech and Dramatics*

B.S., Oklahoma A. and M. College, 1942; B.F.A., University of Oklahoma, 1947; M.A., New York University, 1948. (1948)

**EMMETT RAY STAPLETON, B.A., M.C.E., Ed.D.**  
*Professor of Business Administration, and Head of the Department*

B.A., Harding College, 1932; M.C.E., University of Oklahoma, 1941; Ed. D., University of Oklahoma, 1946. (1939, 1946)

**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)

**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. (1950)

**LELAND R. WATERS, Jr., B.A., M.A.**  
*Assistant Professor of Business Administration*

B.A., Harding College, 1947; M.A., University of Mississippi, 1950. (1950)

### *Training School Faculty*

**PERRY SHIPLEY MASON, B.A., M.A.**  
*Principal, Secondary Training School*

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



**BILLY JEAN COOK, B.A.**

*Instructor in Music*

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

**VIDA B. DRAPER, B.A.**

*Instructor, Elementary Training School*

B.A., Southeastern State Teachers College, Oklahoma, 1929. (1946)

**ALBERT GONCE, B.A., M.A.**

*Instructor in Science and Social Sciences*

B.A., Harding College, 1943; M.A., University of Alabama, 1950. (1950)

**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)

**ANNABEL LEE, B.S., M.A.**

*Principal, Elementary Training School*

B.S., Kansas City Teachers' College, 1935; M.A., Northwestern University, 1941. (1942, 1945)

**IRIS MARTIN, B.A.**

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

**KATHRYN C. RITCHIE, B.A.**

*Instructor in Mathematics*

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

**EDWARD G. SEWELL, B.S., M.A.**

*Instructor in Bible and Civics*

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

## COMMITTEES OF THE FACULTY

**EXECUTIVE COMMITTEE:** A. S. Croom, L. C. Sears, J. E. Pryor.

**ADMISSIONS, CLASSIFICATION, AND CURRICULUM RESEARCH:** L. C. Sears, Thelma D. Bell, C. L. Ganus, F. W. Mattox, J. E. Pryor, J. W. Sears, W. K. Summitt, E. R. Stapleton.

**APPEALS:** J. W. Sears, J. E. Pryor, M. E. Berryhill, R. L. Stapleton.

**ENTERTAINMENT:** Florence Powell, B. Skillman, Jess Rhodes.

**FACULTY PROGRAMS:** W. K. Summitt, E. G. Sewell, Thelma D. Bell.

**FACULTY WELFARE:** C. L. Ganus, H. H. Rhodes, Erle Moore.

**GROUND AND BUILDINGS:** A. S. Croom, J. W. Sears, Zelma Bell, N. B. Cope.

**LIBRARY:** J. L. Dykes, Annie May Alston, J. D. Bales, Zelma Bell, J. K. Sears, R. L. Stapleton.

**PUBLIC RELATIONS:** N. B. Cope, C. L. Ganus, A. S. Croom.

**REGULATIONS AND DISCIPLINE:** F. W. Mattox, L. C. Sears, Zelma Bell, Perry Mason, J. E. Pryor.

**SCHOLARSHIP:** J. E. Pryor, Leslie Burke, E. G. Sewell, Evan Ulrey.

**STUDENT AFFAIRS:** F. W. Mattox, Zelma Bell, E. G. Sewell.

**STUDENT PUBLICATIONS:** N. B. Cope, J. E. Pryor, E. Ulrey.



## Part IV: ACADEMIC INFORMATION



## ADMISSION

Graduates of accredited high schools may be admitted by transcript properly signed by the superintendent or principal.

Applicants from unaccredited schools and students without sufficient high school credit may be admitted in 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 credit, 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.

### 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 are 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 quarter are counted as freshmen. Students having 40 hours of college credit at the beginning of any quarter and the necessary scholarship level are counted as sophomores. Those with 90



hours and the necessary scholarship level are juniors, and those with 130 hours and requisite scholarship are seniors.

### Special Students

Upon special approval of the dean, those who do not meet the full entrance requirements 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. The requirements for each degree are given separately below.

### Bachelor of Arts Degree

The degree of Bachelor of Arts requires the completion of 192 quarter hours of college work, at least 48 of which must be in residence here, and not less than 20 of these in the senior year. Sixty 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 Quarter Hours

A quarter hour of credit requires one hour of recitation or lecture per week for an entire quarter. 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.

### Prescribed Work for the Bachelor of Arts Degree

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

	Minimum Hours
1. Bible .....	5
(But each student must take a course in Bible or an approved course in a related field each quarter.)	
2. Communications 101-2 .....	10
(May be met by Freshman Composition, 9 hours, and Speech, 4 hours.)	
3. Humanities 103, 201-2-3 .....	17
(May be met by Survey of English Literature, or American Literature, 9 hours, and Music or Art Appreciation, 5 hours.)	
4. Physical Education .....	9
(Must include 101-2-3 unless excused for reasons of health.)	
5. Psychology 201 .....	5
6. Science .....	18
(At least 10 hours must be in laboratory science; the rest may be mathematics. For non-science majors Biol. 101-2-3 and Ph. Sc. 101-2 are recommended.)	
7. Social Sciences .....	18
(Must include History 102-3, and should include History 201-2-3.)	
Total	82

### 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 40 to 60 hours and a related minor of at least 27 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 70. At least 25 hours of the major must be in courses numbered 250 and above.

Aside from the prescribed courses listed above and the specific courses in the major fields of concentration the rest of the requirements are elective, 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: 45 hours, including Art 117, 331, 332, 335, and the presentation of an individual art exhibit.

**BIBLE AND RELIGION:** Departmental major: 45 hours in the department including Bible 311-2-3, 342-3, C. Ed. 365, and 451. In addition the student must complete 15 hours in Greek, and a second major in some related field such as English, social sciences, biological sciences, journalism, music, or speech. It is desirable to include enough education to meet the minimum teaching requirements. Related courses recommended, but not required, for majors include religious journalism, debating, psychology, and speech.

**BIOLOGICAL SCIENCES:** Departmental major: 45 hours, including Biology 101-2-3, and at least 25 hours in courses numbered 250 and above. Students planning to teach sciences in high school must elect at least 6, but preferably 12, hours in the physical sciences.

#### **BUSINESS ADMINISTRATION AND ECONOMICS:**

1. Business Administration departmental major: 45 hours, including B. A. 108, 205-6-7, and Economics 201. All courses in economics may be counted within the 45 hours of the major. All typewriting and stenography credit may be counted toward a degree, but only 6 hours may be counted within the 45 required for the major in Business Administration.

2. Economics, a departmental major: 45 hours in the department exclusive of courses in Business Administration.

**ENGLISH:** 1. Departmental major: 52 hours including Communications 101-2, Humanities 103 and 201-2-3, and English 331 or 332, 333, and 301 or 302, except that majors qualifying for teaching in the elementary field may omit 333. Students may substitute the conventional

freshman English, the sophomore survey in literature, and 4 hours of speech for communications and humanities.

2. Communications, an interdepartmental major: Requires Communications 101-2, Speech 103, and 50 hours chosen from Speech 255-6-7, 261-2-3, 331-2-3, Journalism 251-2, 301-2-3, 321-2-3, and Art 115, 117.

**GENERAL SCIENCE:** Interdepartmental major: This major in general science is not designed for those who plan to become specialists in a given science, but (1) for those who plan to teach science in high school and need a broad training in several branches of it, 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 101-2-3.
2. Two of the following: Chemistry 101-2, 113; Mathematics 151-2-3, and Physics 201-2-3.
3. Completion with a C average of 30 hours in courses numbered 250 or above in two of the above departments, at least 10 hours of which must be in each.
4. For those planning to teach, the completion of the requirements in education and psychology for their certificates.

**HISTORY AND SOCIAL SCIENCES:** 1. Departmental Major in history: 45 hours, including History 102-3, 201-2-3, and 301-2. Those wanting a teaching field in history and social sciences must take 12 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: 45 hours including History 102-3, 201-2-3, 301-2, five hours from Pol. Sc. 326-7, or advanced Economics, 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.



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**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 50 hours chosen as follows:

1. Foods and nutrition, 20 hours
2. Clothing and textiles, 15 hours
3. Home and family, 15 hours

**JOURNALISM:** Departmental major: 40 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: 45 hours in mathematics, including 251-2-3, and 15 hours in Physics 201-2-3.

**MUSIC:** 1. Interdepartmental major for those preparing to teach music privately or in the elementary or secondary schools: Besides all the general education requirements the student must complete the following work in this field of concentration.

Music 111-2-3 .....	9
Music 221-2-3 .....	9
Music 251-2 .....	6
Music 311-2-3 .....	3
Music 325-6-7 .....	6
Music 333 .....	3
Music 335-6-7 .....	6
Music 351-2-3 .....	9
Piano .....	12

ACADEMIC INFORMATION

Class or private voice .....	12
Education .....	27
(Must include music methods and practice teaching.)	
Total .....	102

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:

Piano .....	24
Class or private voice .....	3
Music 111-2-3 .....	9
Music 221-2-3, 321-2-3 .....	18
Music 311-2-3 .....	3
Music 333 .....	3
Music 351-2-3, 335-6-7 .....	15
Total .....	75

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:

Voice .....	24
Piano .....	6
Music 111-2-3 .....	9
Music 221-2-3, 325-6-7 .....	15
Music 311-2-3 .....	3
Music 333 .....	3
Music 351-2-3, 335-6-7 .....	15
Foreign language .....	9
Total .....	84

**PHYSICAL EDUCATION AND HEALTH:** Departmental major: 45 hours and not over 50, including 101-2-3, 201-2-3, 253 or 303, 205-6, 323, and 336, with the additional elective hours approved by the head of the department. The student must also complete Biol. 101-2-3.



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**PSYCHOLOGY:** Departmental major: 45 hours in the department which may include Guidance 351-2-3.

**SPEECH:** Departmental major: 40 hours in the department, including Speech 103, 121-2-3, together with 27 hours in English including English 331 or 332, and 320.

**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 192 hours of work, at least 48 of which must be in residence here, and not less than 20 of these in the senior year, except as provided for students completing the requirements in schools of medicine, dentistry, and other professional schools. Sixty 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 following work in the field of general education is required of all candidates for the Bachelor of Science degree. As much as possible of this should be completed during the freshman and sophomore years.

	Minimum Hours
1. Bible .....	5
(But each student must carry one course in Bible or an approved course in a related field each quarter.)	

## ACADEMIC INFORMATION

2. Communications 101-2 .....	10
(May be met by freshman English, 9 hours, and Speech, 4 hours.)	
3. Humanities 103, 201-2-3 .....	17
(May be filled by Survey in English or American Literature, 9 hours, and Art or Music Appreciation, 5 hours.)	
4. Physical Education 101-2-3 .....	3
(Unless excused for reasons of health, in which case a substitute course will be arranged.)	
5. Psychology 201 .....	5
6. Social Sciences .....	9
(Must include History 102-3.)	

Total 49

### 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 prescribed courses listed above and the specific courses for major and minor fields of concentration, the rest of the requirements are elective, 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 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 100 hours in sciences, a minimum of 40 in biology, 40 in two other sciences (chemistry, physics, mathematics), and 10 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.



## HARDING COLLEGE

**CHEMISTRY:** Interdepartmental major: Requires a total of 100 hours in sciences, with the following specific plan:

1. Chemistry, 50 hours, at least 10 of which must be in each of the four fields: inorganic, analytical, organic, and physical, and at least 25 hours in courses numbered 250 and above.
2. Physics 201-2-3; Biology 101-2-3; and Mathematics 251-2-3, and enough elective science to make the total of 100 hours. Transfer students may substitute a year of geology or some other science for the year in biology.
3. Completion of a year in German, or passing of a proficiency reading test. French may be substituted for German, but is not recommended.

**GENERAL SCIENCE:** Interdepartmental major: Requires a minimum of 100 hours of science, with prescribed courses as follows:

1. Biology 101-2-3; Chemistry 101-2, 113; Mathematics 151-2-3; Physics 201-2-3.
2. Thirty hours in courses numbered 250 and above in two of the above subjects, at least 10 of which must be in each.

**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 certificates 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

## ACADEMIC INFORMATION

time they receive their Master's degree; (2) transfer to the university for the fourth year, completing the requirements for certification in vocational homemaking and receive 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.

1. In addition to completing all general education courses listed for the Bachelor of Arts degree, the student must complete the following major requirements, some of which may be a part of the general education courses:
2. Child and Family, 12 hours, to be chosen from H. E. 114, 323, 332, Psychology 303, and Sociology 304.
3. Housing, Home Management, and Social Problems, 13½ hours, to be chosen from H. E. 312, 313, 321, 322, Sociology 304.
4. Food, Nutrition, and Health, 18 hours, to be chosen from H. E. 102, 251, 331-2-3, 335.
5. Clothing, Personal Appearance, and Textiles, 12 hours, from H. E. 101, 103, 252, 303.
6. Related Sciences, 22½ hours: including Chemistry 101-2, Biology 271, 272.
7. Related Art, 9 hours: Art 117, 118, 313.
8. Those who plan to teach should complete also 27 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



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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.

1. Chemistry, 30 hours: 101-2, 113, 251-2, 323.
2. Biology, 22 hours: 101-2-3, 271, 272.
3. Home Economics, 43 hours: 102, 251, 331, 332, 333, 335, 336, 337 and Ed. 403.
4. Social Sciences, 18 hours, from two of the following: Economics or Sociology, Psychology 207 or 303, Education 351.
5. Business Administration 205, 3 hours.

**MATHEMATICS:** Interdepartmental major: Requires a total of 100 hours in sciences distributed as follows: 45 in mathematics including 251-2-3 and 15 hours numbered 300 or above, at least 40 in two other sciences, and 10 hours in a fourth science. Physics 201-2-3 must be included.

## 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:

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First Year	Second Year
Communications 101-2 .... 10	Humanities 201-2-3 ..... 12
Humanities 103 ..... 5	History 201-2-3 ..... 9
Geography 111 ..... 3	Ph. Sc. 101-2 ..... 6
History 102-3 ..... 6	P. E. 201, 203 ..... 6
Biology 101-2-3 ..... 12	Electives ..... 18
P. E. 101-2-3 ..... 3	
Electives ..... 9	
	48

In the above arrangement a different science or mathematics may be substituted for a part of the courses listed, or the physical science course may be taken the first year and biology the second.

For students who already have a definite profession or aim in mind it may be necessary to replace some of the above 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, and if working toward the Bachelor of Science degree, replace biology with chemistry. This would postpone some of the freshman requirements till 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 most economical of time in attaining various professional or pre-professional ends. The student will find it unwise to vary from these programs unless he has the approval of his counselor. They are flexible, however, within limits, and with the approval of the counselor, the dean, and the head of any 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 an extra summer or certain extra time to meet specific requirements, may take two years before transferring to the 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	
	Hours		Hours
Communications 101-2	10	Biology 271	5
Chemistry 101-2, 113	15	Chemistry 251-2	10
Biology 101-2-3	12	Humanities 201-2-3	12
Humanities 103	5	Psychology 201	5
P. E. 101-2-3	3	*Electives	18
Electives	5		50
	50		

\*Electives recommended for transfer to the University of Arkansas or Arkansas State College are Sociology 201-2, Biology 313, 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.

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	
	Hours		Hours
Chemistry 101-2, 113	15	History 102-3	6
Communications 101-2	10	Mathematics 251-2	10
Humanities 103	5	Physics 201-2-3	15
Mathematics 151-2-3	15	*Electives	19
Elective	5		50
	50		

\*Electives should include Pol. Sc. 221 or Geography, 3 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 a wide difference in requirements, and some schools replace chemistry and calculus with other courses.

### PRE-DENTAL COURSE (WITH 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 the 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		Second Year	
	Hours		Hours
Biology 101-2-3	12	German 101-2-3	9
Chemistry 101-2, 113	15	History 201-2-3	9
Communications 101-2	10	Humanities 201-2-3	12
Humanities 103	5	*Mathematics 151-2	10
P. E. 101-2-3	3	Psychology 201	5
Elective	5	Elective	5
	50		50

### Third Year

	Hours
Biology 263	5
Physics 201-2-3	15
Chemistry 251-2	10
History 102-3	6
**Electives	15
	51

\*Trigonometry is an essential preparation for physics, but if the student has had it in high school with sufficiently excellent record, he may substitute an elective here.

\*\*Electives should include further advanced work in biology.



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 21 hours of history and social sciences, but need only 10 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 nearly all engineering schools for all phases of engineering—chemical, civil, electrical, and mechanical.

First Year		Second Year	
	Hours		Hours
Chemistry 101-2, 113 .....	15	*Economics 201, 256 .....	10
Communications 101-2 ....	10	Mathematics 251-2-3 .....	15
Mathematics 151-2-3 .....	15	Mathematics 343 or 353 .....	5
Humanities 103 .....	5	Physics 201-2-3 .....	15
P. E. 101-2-3 .....	3	Electives .....	5
Elective .....	2		
	50		50

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

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	
	Hours
Chemistry 251-2, 333, 343 .....	15
Chemistry 351-2-3 .....	15
Economics 201-256 .....	10
Physics 352 .....	5
Electives .....	5
	50

### PRE-MEDICAL COURSE (with 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. 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	
	Hours		Hours
Biology 101-2-3 .....	12	Chemistry 201-2 .....	10
Chemistry 101-2, 113 .....	15	History 102-3 .....	6
Communications 101-2 ....	10	Humanities 201-2-3 .....	12
Humanities 103 .....	5	Mathematics 151-2 .....	10
P. E. 101-2-3 .....	3	*Pol. Sc. 221 .....	3
Electives .....	5	Psychology 201 .....	5
	50	Electives .....	5
			51

### Third Year

	Hours
Biology 251-2 .....	10
Chemistry 251-2 .....	10
German 101-2-3 .....	9
Physics 201-2-3 .....	15
Electives .....	6
	50

\*Those transferring to Southwestern Medical School must elect 6 hours additional in American government and 3 hours additional 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 21 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 for admission to the St. Louis College of Pharmacy, the Schools of Pharmacy of the University of Mississippi, the University of Kansas City, and the College of the Ozarks. Courses may also be arranged to meet specific requirements of other schools.

First Year	
	Hours
Biology 101-2-3 .....	12
Chemistry 101-2,113 .....	15
Communications 101-2 ....	10
Mathematics 151 or 152..	5
P. E. 101-2-3 .....	3
Electives .....	5
	50

### 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 will receive the Bachelor of Arts degree from this institution upon the successful completion of their first year in the school of law.

### 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	
	Hours		Hours
Biology 101-2-3 .....	12	Chemistry 201-2 .....	10
Chemistry 101-2, 113 .....	15	Chemistry 251-2 .....	10
Mathematics 151-2 .....	10	Physics 201-2-3 .....	15
Psychology 201 .....	5	Electives .....	15
P. E. 101-2-3 .....	3		50
Electives .....	5		
	50		

Those choosing the three-year course may spread the sciences over a longer period and include in the electives the work which will round out the requirements for their degrees. The following is the recommended plan:

First Year		Second Year	
	Hours		Hours
Biology 101-2-3 .....	12	Chemistry 201-2 .....	10
Chemistry 101-2, 113 .....	15	Mathematics 151-2 .....	10
Communications 101-2 ....	10	Biology 271-2 .....	10
Humanities 103 .....	5	Psychology 201 .....	5
P. E. 101-2-3 .....	3	Electives .....	15
Electives .....	5		50
	50		
Third Year			
	Hours		Hours
Biology 311 .....	5		
Physics 201-2-3 .....	15		
History 102-3 .....	6		
Other Social Science .....	3		
Electives .....	21		
	50		



**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	
	Hours
B. A. 101-2-3 .....	12
B. A. 105-6-7 .....	9
B. A. 205 .....	3
Communications 101-2 ....	10
B. A. 116, 117 .....	6
Humanities 103 .....	5
P. E. 101-2-3 .....	3
Electives .....	5
53	

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

First Year		Second Year	
	Hours		Hours
B. A. 101-2-3 .....	12	B. A. 205-6-7 .....	9
B. A. 105-6-7 .....	9	B. A. 317 .....	5
B. A. 116-117 .....	6	History 102-3 .....	6
Communications 101-2 ....	10	Electives .....	30
Humanities 103 .....	5	50	
P. E. 101-2-3 .....	3		
Electives .....	5		
50			

**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 45 hours in at least three of the following subjects: economics, political science, psychology, and sociology. They must also present a 1.5 scholarship average for admission to the graduate 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, and the Four-year Elementary or the Junior High School Certificate based on two years of college work.

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

**Four-Year Elementary Certificate**

First Year		Second Year	
	Hours		Hours
Communications 101-2 ....	10	English 210 .....	5
Geog. 212 .....	3	History 102-3 .....	6
Humanities 103 .....	5	Psychology 201 .....	5
Art 111-112 .....	6	Edu. 104, 105-6-7 .....	12
Biology 108, or Geog. 111	3	Music 116-117 .....	6
Ph. Sc. 101-2 .....	6	Psychology 303 .....	5
P. E. 201, 203 .....	6	Education 251 .....	5
P. E. 101-2-3 .....	3	Electives .....	8
Electives .....	8	52	
50			

**Six-Year Elementary Certificate**

Those planning to complete the four-year course for 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



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requirements should be completed in addition to the general requirements, or as a part of them:

Art 111-2 .....	6
Music 116-7 .....	6
English 210 .....	5
Additional American Hist. or Government .....	3
Geography .....	6
Mathematics 102 .....	3
Education 104-5-6-7 .....	12
Psychology 303 .....	5
Education 312 .....	3
Education 317 .....	3
Education 440-1 .....	7½

## 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.

## General Requirements

English (including Speech, Communications, and Humanities) .....	13½
Social Studies (History, Sociology, Geography, Political Science, Economics) .....	13½
Music or Art Appreciation (included here in Humanities) .....	4½
Physical Education, Health and Safety .....	9
General Psychology .....	4½

## Professional Requirements

Basic Professional Course 13½ (Introduction to Educa- tion, Educational, or Adolescent Psychology, General Methods) Techniques of Teaching 4½ (Directed Teaching or Observation)	
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## Special Requirements

In addition to the general requirements above, or including them, the student must select one or more of the following

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teaching fields in which he completes a total amount of work as indicated below:

	Minimum Hours
1. English (including Communications, Speech, and Humanities) .....	22½
2. Mathematics .....	9
3. Physical Education .....	22½
Recreational Activities .....	6
Health and Safety .....	3
Methods for Secondary Schools .....	4½
Administration of Health and P. E. ....	4½
Dir. of Sch. and Com. Recreation .....	4½
4. Public School Music .....	24
Applied Music (two fields) .....	9
Appreciation and History .....	4½
Theory (Harmony, Sight Reading, Ear Training) .....	9
Ensemble and Conducting .....	1½
5. Science (each subject taught) .....	12
General Science .....	24
Biology .....	12
Physical Science .....	12
6. Social Studies .....	21
History (European 4½; U. S. 4½) ....	9
Geography 111 .....	3
Two other Social Sciences .....	9
(Economics, Political Science, Sociology)	

## 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 junior-senior years, must complete the following professional work:



**HARDING COLLEGE****Minimum Hours**

1. Basic Professional Course .....13½
  - Introduction to Education .....4½
  - Educ. or Adolesc. Psychology .....4½
  - General Methods .....4½
2. Techniques of Teaching Course.....13½
  - Curriculum Construction, and—or
  - Evaluative Procedures ..... 3
  - Special Methods ..... 3
  - Directed Teaching ..... 7½

**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.

## Part V: OUTLINE OF COURSES



## DESCRIPTION OF COURSES

### Numbering of Courses

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

Courses numbered 1-99 inclusive are of sub-college level, and are given without credit for those who need help in their previous preparation.

Courses numbered 100-199 are primarily for freshmen, but may be taken in later years if it was 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 third quarter 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.*

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

### **101, 102, 103. FREEHAND DRAWING AND COMPOSITION 9 Hours**

A foundation course in drawing. Visual training, technical procedures, freehand perspective. Media: charcoal and pencil. Fall, Winter, and Spring.



**111. PUBLIC SCHOOL ART 3 Hours**

Prospective art teachers are introduced to the problems of art education, and the philosophy and psychology of art. Fall.

**112. PUBLIC SCHOOL ART 3 Hours**

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

**115. LETTERING 3 Hours**

A study of letter forms, useful variants, layout, and design. The course includes work in manuscripts, showcards, and posters. Fall.

**117. ELEMENTARY DESIGN 3 Hours**

A study of the basic principles and elements of design and the techniques of organization. Creative projects. Fall.

**118. APPLIED DESIGN 3 Hours**

A study of the techniques of application of the design variables. Opportunity for individual growth in design problems in areas of student's choice. Prerequisite: 117. Winter.

**201, 202, 203. INTRODUCTION TO PAINTING 9 Hours**

Creative experiences in water color, tempera, and oil. A study of color, line, and form as major design elements in pictorial composition. Prerequisite: 101-2-3, or the equivalent. Private work. (Given on demand.)

**213. CREATIVE ART CRAFTS 3 Hours**

Creative experience in a variety of crafts including leather craft, ceramics, weaving, carving, papier mache, toy making, puppetry, cardboard and paper construction. Prerequisite: 117. Winter.

**ADVANCED COURSES****301, 302, 303. ADVANCED PAINTING 9 Hours**

Oil and water color painting courses for advanced students seeking to develop individual expression in creative painting and technical mastery of the medium. Prerequisite: 201-2-3. Private work. (Given on demand.)

**305, 306, 307. PORTRAIT PAINTING 9 Hours**

Advanced study of portraiture in a variety of media. Prerequisite: 201-2-3. Private work. (Given on demand.)

**313. HISTORIC COSTUME DESIGN 3 Hours**

This is a study of the development of the fashions of the day traced through a historic background. Work is given to creative problems of designing, and to the sketching of the fashion figure. Prerequisite: 117. Spring.

**322. PUPPETRY 3 Hours**

Design and construction of puppets and marionettes adapted to the interests and abilities of the various grade levels. Experience in puppet play production. Winter.

**323. PUBLIC SCHOOL ART 3 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 6 Hours**

A study of the development of art from prehistoric times to and including the Gothic Age, and from the Renaissance to the present day. Fall, Winter.

**335. COLOR THEORY 3 Hours**

An extensive study of color as one of the major design elements. Prerequisite: 117. Spring.

## DEPARTMENT OF BIBLE, RELIGION, and PHILOSOPHY

*Professors Bales, Burke, Mattox, Dykes, and J. W. Sears; Associate  
Professors S. A. Bell, H. H. Rhodes, Ritchie, and  
Lecturer J. P. Sewell.*

So deeply do religious thought and ideas 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.

## Bible and Religion

### 101, 102, 103. NEW TESTAMENT SURVEY 5 Hours

A survey of the New Testament literature with special attention in the fall to Matthew, in the winter to Acts, and in the spring to Hebrews. Lectures and interpretations. Fall, Winter, Spring.

### 107. PREPARATION OF SERMONS 1 2-3 Hours

This course is designed for those who are just beginning their preparation for preaching the gospel. It deals with fundamental truth, giving a background upon which to build, and studies the relative importance of scriptural subjects with view to a better understanding of needs in the church. After deciding where the emphasis is placed by New Testament preachers, subjects will be studied and outlines made. This course should prepare a young man with materials and attitudes whereby he could begin public preaching. (Same as Speech 107.) Spring.

### 205, 206, 207. OLD TESTAMENT SURVEY 5 Hours

A survey of the Old Testament with special attention in the fall to the Pentateuch, in the winter to the history of Israel from Joshua to the Babylonian captivity, in the spring from the return from Babylon to the close of the Old Testament. (Same as Hist. 205-6-7.) Fall, Winter, Spring.

## ADVANCED COURSES

### 251, 252, 253. THE PREPARATION OF SERMONS 9 Hours

An intensive study of the construction and use of sermon outlines. Outlines are constructed in class and some original outlines are required of each student. This class is not open to freshmen. (Same as Speech 251-2-3.) Fall, Winter, Spring.

### 301. JOHN 1 2-3 Hours

A close study of the text of the fourth gospel. Special emphasis is placed upon this gospel as an exponent of the spirit of Christianity and the deity of Christ. (Same as Phil. 301.) Fall.

### 302. ROMANS 1 2-3 Hours

A careful study of the text. Special emphasis is given to the theme of the book, in which an understanding of the heart of the Christian faith is sought. (Same as Phil. 302.) Winter.

### 303. FIRST AND SECOND CORINTHIANS 1 2-3 Hours

A study of the founding and historical background of the church in Corinth. Special attention is given to the problems of that church, and the applicability of their solutions to present conditions is shown. (Same as Phil. 303.) Spring.

### 305. GREAT DOCTRINES OF THE BIBLE 1 2-3 Hours

A systematic study of the teaching of the Bible concerning itself, God, Christ, the Spirit, Man, and Sin. (Same as Phil. 305.) Fall.

### 306. SHORTER EPISTLES OF PAUL 1 2-3 Hours

First Thessalonians, Second Thessalonians, Galatians, the four "Prison Epistles" (Ephesians, Philippians, Colossians, and Philemon), and the three "Pastoral Epistles" (First Timothy, Titus, and Second Timothy) are taken up in the order in which they were written. Historical setting, correlation with the author's life, and teaching of each book are studied. Winter.

### 307. GENERAL EPISTLES 1 2-3 Hours

An intensive study of the letters of James, Peter, John, and Jude. Historical setting, doctrines, and spirit of each are emphasized. Spring.

### 311. RISE OF CHRISTIANITY 3 Hours

The growth of Christianity from the first century to the beginning of the reform movements of the fourteenth century. Readings in the early church fathers. A consideration of the influence of the barbarian invasions and pagan thought. (Same as Hist. 311.) Fall.

### 312. THE REFORMATION PERIOD 3 Hours

Development of modern denominations through the reform movements of Wycliff, Luther, Calvin, and other religious leaders before the eighteenth century. (Same as Hist. 312.) Winter.



**313. CHRISTIANITY IN THE MODERN WORLD 3 Hours**

A study of Christianity from the beginning of the nineteenth century to the present, emphasizing the American Restoration movement. (Same as Hist. 313.) Spring.

**315, 316, 317. THE HEBREW PROPHETS 9 Hours**

A comprehensive study of the major and minor prophets with attention to the social and historical backgrounds and the relation of their messages to their times and to ours. (Same as Humanities 315-6-7.) Fall, Winter, Spring.

**321. NEW TESTAMENT WORLD 3 Hours**

A study of the geographic, social, political and religious conditions in Palestine and related areas. Fall.

**323. NEW TESTAMENT INTERPRETATION 2 Hours**

An introduction to the methods by which a study of the Greek construction and idiom and a close study of the English translation may lead to a more exact interpretation of the New Testament and a deeper appreciation of its meaning. The student writes one or more original commentaries on passages or chapters of the New Testament. Spring.

**326. THE KINGDOM OF GOD 3 Hours**

A consideration of the kingdom of God in prophecy, in its nature, its laws, and its consummation. (Alternates with 336. Given 1951-52.) Winter.

**331, 332, 333. CHURCHES AND CREEDS 9 Hours**

A study of the distinctive doctrines of modern Protestantism and Roman Catholicism in the light of the New Testament. Special emphasis is given to the question of authority in religion. Fall, Winter, Spring.

**336. COMPARATIVE RELIGIONS 3 Hours**

This course includes a study of the origin, teaching, and fruits of the chief world religions (Confucianism, Buddhism, Taoism, etc.) in comparison with each other and with the Christian religion. (Alternates with 326. Given 1950-51. Same as Phil. 336.) Winter.

**342, 343. CHRISTIAN EVIDENCE 6 Hours**

A survey of the entire field of Christian evidence with special emphasis on the credentials of Christ as constituting the heart of Christian evidence. (Same as Phil. 342-3.) Winter, Spring.

**Christian Education***ADVANCED COURSES***257. EDUCATION OF CHILDREN 3 Hours**

A study of the child and his religious needs during his first eight years with special emphasis on the methods and materials that are available to the parents and teachers who guide their spiritual growth. Especially recommended for all who may be interested in teaching children in the church school. Fall.

**258. INTERMEDIATE AND UPPER-GRADE CHILD 3 Hours**

This is a study of the service the church and Christian parents may render the child in his growth from the time he is nine years of age until he starts to high school. This is a crucial period in the life of the child which should call for special study of his needs, and the methods and materials that may be used in leading them to lives devoted to Christian principles. Winter.

**259. EDUCATION OF YOUTH 3 Hours**

This course is designed to assist all leaders of youth in their great task of guiding their lives into channels of Christian service. An effort is made to develop a complete church program for high school and college-age young people. Spring.

**351. THE MASTER TEACHER 3 Hours**

This is a study of the nature, character, qualifications, and technique of the successful religious teacher. Jesus is accepted as the standard, the Master Teacher, and an effort is made to understand the nature of his approach, his method of teaching, and the power of his influence, and to apply these principles to present day situations. (Alternates with Philosophy 201. Given 1951-52.) Fall.

**355. THE PREACHER, HIS WORK AND PROBLEMS 3 Hours**

A study of the man, his place and work, and the problems which he confronts. Fall.

**356. EDUCATIONAL WORK OF THE CHURCH 3 Hours**

Study of the church as an educational agency, including aims, materials, organization, administration, and methods. Winter.

**357. LOCAL CHURCH AND ITS PROBLEMS 3 Hours**

Study of the work and organization of the local church, problems of leadership or guidance, social responsibilities, spiritual development, and cooperation. Spring.



**365. THE WORSHIP OF THE CHURCH 2 Hours**

Dealing with the problems of congregational worship from viewpoints of both the 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. Fall.

**366. MISSIONARY PREPARATION AND PRINCIPLES 3 Hours**

A study of the work of the different missions, including a study of methods, both past and present. Health problems and living conditions in the foreign fields are also studied. (Given on demand.)

**367. PERSONAL EVANGELISM 2 Hours**

Class meets two hours a week to study the principles of personal evangelism. Emphasis is given to the importance of individual evangelistic work, problems related to the work, methods of doing the work. Spring.

**451. SEMINAR 2 Hours**

In this course each student presents a paper on a topic of his own selection, thereby demonstrating his ability to do Biblical research. Required of all Bible majors. (Begins in the Fall and is completed in the Spring quarter.) Fall.

## Philosophy

**201. INTRODUCTION TO PHILOSOPHY 5 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. (Alternates with Bible 351. Given 1950-51.) Fall.

## ADVANCED COURSES

**301, 302, 303. CHRISTIAN PHILOSOPHY 5 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, Winter, Spring.

**305. CHRISTIAN DOCTRINE 1 2-3 Hours**

A systematic study of the fundamental principles of the Christian faith with regard to the Bible, God, Christ, the Spirit, Man, and Sin. Fall.

**336. COMPARATIVE RELIGIONS 3 Hours**

A study of the origin, concepts, and influence of the chief world religions, Confucianism, Buddhism, Taoism, and others, in comparison with each other and with the Christian religion. (Given 1950-51.) Winter.

**342, 343. CHRISTIAN APOLOGETICS 6 Hours**

A study of the bases on which the Christian faith rests, with special emphasis on the credentials of the Christ as constituting the heart of such evidence. Winter, Spring.

## Approved Related Courses

For the general student who is not majoring in Bible and Christian education a list of approved courses in other departments is here designated which they may carry instead of the courses listed in the Bible department. These at present consist of the following:

Greek 201-2-3. INTERMEDIATE GREEK	15 Hours
History 205-6-7. JEWISH HISTORY AND CULTURE	5 Hours
History 311. THE RISE OF CHRISTIANITY	3 Hours
History 312. THE REFORMATION PERIOD	3 Hours
History 313. CHRISTIANITY IN THE MODERN WORLD	3 Hours
Humanities 315-6-7. HEBREW LITERATURE	9 Hours
Philosophy 301-2-3. CHRISTIAN PHILOSOPHY	5 Hours
Philosophy 305. CHRISTIAN DOCTRINE	1 2-3 Hours
Philosophy 336. COMPARATIVE RELIGIONS	3 Hours
Philosophy 343-4. CHRISTIAN APOLOGETICS	6 Hours
Speech 107. SPEECH-MAKING: THE SERMON	1 2-3 Hours
Speech 251-2-3. THE PUBLIC ADDRESS	9 Hours
Speech 341-2-3. ADVANCED ORAL INTERPRETATION	9 Hours



## DEPARTMENT OF BIOLOGICAL SCIENCES

*Professor J. W. Sears, Assistant Professor 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, 103. GENERAL BIOLOGY****12 Hours**

This course is required of all students majoring in biology, and all pre-medical and pre-dental students. Emphasis is placed on animal and plant morphology and physiology, the properties and activities of protoplasm and the cell, classification, nutrition, adjustment, reproduction, development; heredity; plant and animal parasites and their relation to disease, and a survey of the plant and animal kingdoms. Three lectures and two hours of laboratory per week. Fall, Winter, Spring.

**108. NATURE STUDY****3 Hours**

A course designed for teachers in elementary fields. Either this or Geog. 111 is required of all elementary teachers. Two lectures, two hours laboratory per week. (Offered 1951-52.) Spring.

## ADVANCED COURSES

**251, 252. COMPARATIVE VERTEBRATE ZOOLOGY****10 Hours**

An intensive and comparative study and dissection of such vertebrates as dogfish, necturus, turtle, pigeon, and cat. Prerequisites: Biology 101-2-3. Three lectures, four hours laboratory per week. Fall, Winter.

**263. VERTEBRATE EMBRYOLOGY****5 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 101-2-3. Three lectures, four hours laboratory per week. Spring.

**271. GENERAL BACTERIOLOGY****5 Hours**

An introductory course in bacteriology dealing with the morphology and physiology of the most important groups of bacteria. Prerequisites: Biology 101-2-3, or Chemistry 101-2. Three lectures, four hours of laboratory per week. Fall.

**272. HUMAN ANATOMY - PHYSIOLOGY****5 Hours**

A study of the structure, functions, relationship and physiological process of the various parts of the human body. Prerequisites: Biology 101-2-3, or Chemistry 101-2. Three lectures and four hours laboratory per week. Winter.

**303. HUMAN HEREDITY AND EUGENICS****5 Hours**

Designed for the general student and for majors in education, biology 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. Spring.

**311. INVERTEBRATE BIOLOGY AND PARASITOLOGY****5 Hours**

This course is designed to complement Biology 101-2-3 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: Biology 101-2-3. Three hours lecture and four hours laboratory each week. (Alternates with 321. Given 1950-51.) Fall.

**312. ADVANCED BACTERIOLOGY****5 Hours**

This course is designed to follow 271. Specific emphasis will be given to the study of bacteria in relation to disease, public health, sanitation, immunology, and serology. Pathogenic bacteria will be examined and animals will be used for experiments in the laboratory. Prerequisites: Biology 271. Three hours lecture and four hours laboratory each week. (Alternates with 322. Given 1950-51.) Winter.

**313. ENTOMOLOGY****5 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: Biology 101-2-3. Three hours lecture, four hours laboratory per week. (Offered in 1950-51.) Spring.

**321. ANATOMY OF THE HIGHER VASCULAR PLANTS****5 Hours**

Designed to give the student an understanding of the general anatomy of the higher plants. The subject is presented from the standpoint of the microscopic identification of plant tissues and



cells. The structure of leaves, roots, flowers and stems from the microscopic point of view receives the greatest attention. Ring counts in trees, and the effect of the physiological and ecological conditions on morphology will be studied. In as far as practicable the material used will be obtained from the locality and some experience will be given in the preparation of temporary and permanent microscopic mounts. Prerequisite: Biology 101-2-3. Three hours lecture, four hours laboratory each week. (Alternates with 311. Given 1951-52.) Fall.

**322. MYCOLOGY****5 Hours**

Designed to give the student an understanding of the fungi and their relatives. Emphasis will be given to those fungi which are of great economic importance. The structure, taxonomy, and typical life histories of the various groups of fungi, including mushrooms, will be studied. The student will be given an opportunity to work with the common fungi of this region. Culture methods and methods of examination of fungi will be studied and practiced in the laboratory so that some proficiency may be gained by the student in them. The role of fungi in the field of antibiotics is stressed. Prerequisite: Biology 101-2-3. Three lectures, four hours laboratory each week. (Alternates with 312. Given 1951-52.) Winter.

**323. FIELD BIOLOGY AND ECOLOGY****5 Hours**

A study in identification and classification of the principal animal and plant groups of this region. Also includes a study of the relations of the organism to the physical and biological conditions under which it lives. Prerequisites: Biology 101-2-3 and junior or senior standing. Three lectures and four hours laboratory per week. (Offered 1951-52.) Spring.

**410. ANIMAL MICROLOGY****3 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 101-2-3 and consent of instructor. (Offered on demand.)

## DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

*Professors E. R. Stapleton and Leonard, Associate Professor  
J. L. Rhodes, Assistant Professor Waters.*

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 adminis-

trative 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, 207. PRINCIPLES OF ACCOUNTING****9 Hours**

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: Bus. Ad. 108 and sophomore standing. Fall, Winter, Spring.

### ADVANCED COURSES

**251, 252. INTERMEDIATE ACCOUNTING****6 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. Required of all majors in business administration. Four lectures each week. Prerequisite: Bus. Ad. 207. Fall, Winter.

**302, 303. ADVANCED ACCOUNTING****6 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: Bus. Ad. 251-2. Winter and Spring.

**305. INTRODUCTORY COST ACCOUNTING****5 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: Bus. Ad. 207. Fall.

**306. FEDERAL INCOME TAXES****5 Hours**

A general course in federal income taxes. Particular emphasis is laid on the current law and the preparation of income tax returns



**HARDING COLLEGE**

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, divided distributions. Prerequisite: Bus. Ad. 207. Winter.

**307. AUDITING PRINCIPLES****5 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: Bus. Ad. 251-2. Spring.

**General Business****108. MATHEMATICS OF BUSINESS****3 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.

**111. GENERAL BUSINESS****3 Hours**

An introduction to the study of business principles and practices, dealing with business management, business organization, managerial controls, financing, risk bearing, production, personnel, marketing and transportation, government regulation of business, taxation of business, and public utilities. Presents an overall picture of business institutions, their organization, operation, and practices. Recommended for freshmen students. Fall.

**112. BUSINESS ORGANIZATIONS****3 Hours**

A comparative study of types of business organizations, including proprietorships, partnerships, unincorporated associations, corporate holding companies, the business trust, cooperatives, and trade associations. Prerequisite: Bus. Ad. 111. Winter.

**113. BUSINESS ORGANIZATIONS****3 Hours**

A continuation of 112, including the combination movement, state and federal anti-trust legislation and regulation of business enterprises, the scope of public control, and some attention to the Federal Trade Commission. Prerequisite: Bus. Ad. 112. Spring.

**COURSES****ADVANCED COURSES****315, 316. BUSINESS LAW****10 Hours**

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. Winter, Spring.

**317. OFFICE MANAGEMENT****5 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, 103. STENOGRAPHY****12 Hours**

Courses 101 and 102 cover the fundamental principles of Gregg Shorthand (Simplified). Speed and accuracy are stressed through much dictation and transcription. Course 103 meets five hours a week for class dictation and three hours each week for laboratory work in actual transcription and secretarial office practice. A speed of 120 words a minute is required for credit for the third term. Fall, Winter, Spring.

**105, 106, 107. TYPEWRITING****9 Hours**

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 term; forty for the second term; and fifty words a minute for the third term. Fall, Winter, Spring.

**116. BUSINESS COMMUNICATIONS****3 Hours**

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



**117. OFFICE PRACTICE****3 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. PRINCIPLES OF ECONOMICS****5 Hours**

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

**217. ECONOMIC GEOGRAPHY****3 Hours**

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

**ADVANCED COURSES****256. CURRENT ECONOMIC PROBLEMS****5 Hours**

A careful study of the problems most vital at the present time. The effects of war and reconstruction on production, wages, employment, distribution of income, money, domestic and foreign trade; strikes and labor difficulties and their effects upon economic conditions, and the relations of government and business. Winter.

**257. AMERICAN ECONOMIC HISTORY****5 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 and international position of the federal government. (Alternates with Eco. 353. Given 1951-52.) Spring.

**313. CONSUMER ECONOMICS****3 Hours**

Application of the principles of economics to the problems of the household, such as expenditures for food, clothing, shelter and other consumer purchasing problems. Study of types and kinds of goods offered and types of services available. Same as H. Ec. 313. (Alternates with H. Ec. 343. Given 1950-51.) Spring.

**321. SALES MANAGEMENT****5 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. PRINCIPLES OF MARKETING****5 Hours**

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

**341. BUSINESS STATISTICS****5 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 Eco. 351. Given 1950-51.) Fall.

**342. INVESTMENTS****5 Hours**

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

**343. CORPORATION FINANCE****5 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. Spring.

**351. MONEY AND BANKING****5 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. (Alternates with Eco. 341. Given 1951-52.) Fall.

**353. INDUSTRIAL RELATIONS****5 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. 257. Given 1950-51.) Spring.

**355. BUSINESS CYCLES****5 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. (Alternates with Eco. 365. Given 1950-51.) Fall.

**361. HISTORY OF ECONOMIC THEORIES 5 Hours**

A survey of economic thought, beginning with Mediaeval economic theory as expressed by Thomas Aquinas, followed by an analysis of the doctrine of mercantilism, the classical school, and into the evolution of modern economic theories. Some of the works included are those of Carey, Malthus, Marshall, Mill, Ricardo, Say, Smith, and others. Fall.

**362. COMPARATIVE ECONOMIC SYSTEMS 5 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. Winter.

**363. WORLD AFFAIRS 5 Hours**

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

**365. RECENT ECONOMIC THEORIES 5 Hours**

Lectures, discussions, and readings on "current economics." An examination of current economic theories, economic movements, proposed legislation, and their possible influences. (Alternates with Eco. 355. Given 1951-52.) Fall.

## DEPARTMENT OF EDUCATION AND PSYCHOLOGY

*Professor Summitt, Assistant Professors Zelma Bell, Cathcart,  
Lee, Edward Sewell 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.

The courses in guidance are designed for those who wish to prepare for some phase of personnel work. These

include teachers, principals, student counselors, vocational coordinators, social workers, employment service administrators, ministers, personnel directors in business and industry. The courses constitute a sane and practical introduction to the field of guidance and given an excellent foundation for those who wish to go on for specialized graduate training.

## Education

**104. INTRODUCTION TO TEACHING 3 Hours**

Study of the principles underlying the effective school of today. Includes directed observation. Should precede other education courses and practice teaching. Fall.

**105, 106, 107. MATERIALS AND METHODS IN  
ELEMENTARY SCHOOLS 9 Hours**

The fall quarter is a practical course in the teaching of reading in the elementary schools. Comparison of methods of yesterday and today. Lesson planning, units of study, assignments and motivation, with directed observation in the training school, as an essential part of the course. The winter and spring include the newer methods of teaching social studies, arithmetic, science, and nature study in the elementary schools. Designed to acquaint prospective teachers with basic concepts of teaching. Problem assignments, oral and written reports, discussions of materials read. Copious library readings. Fall, Winter, Spring.

## ADVANCED COURSES

**251. DIRECTED TEACHING OR OBSERVATION 5 Hours**

A beginning course in directed observation of instruction and participation, on either the elementary or the junior high school level. Prerequisite: Ed. 104, and the necessary courses in methods. Any quarter.

**301. PRINCIPLES OF SECONDARY EDUCATION 5 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 SECONDARY SCHOOL  
ADMINISTRATION 3 Hours**

The problems of secondary school administration from the point of view of the classroom teacher. Winter.



**303. TECHNIQUE OF TEACHING IN SECONDARY SCHOOLS****5 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.

**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. Winter.

**317. TESTS AND MEASUREMENTS****3 Hours**

A study of the construction and use of achievement examinations with major emphasis on tests in the secondary field. Spring.

**343. ADULT EDUCATION****3 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. Especially adapted to home demonstration agents and others interested in social welfare. Same as H.Ec. 343. (Alternates with H. Ec. 313. Given 1951-52.) Spring.

**401. TEACHING COMMERCIAL SUBJECTS****3 Hours**

A course covering methods and materials for commercial subjects in secondary schools. It precedes practice teaching in commerce, and is required of those who plan to teach commercial work in high schools. Fall.

**402. TEACHING ENGLISH****3 Hours**

An examination of the aims, methods, and materials of high school English. Various problems and difficulties found in English teaching are studied. Required of those planning to teach English. Fall.

**403. TEACHING HOME ECONOMICS****3 Hours**

A study of the development of the home economics movement, curricula, the planning of courses and methods in teaching. Prerequisites: Psy. 207 or 303 (Alternates with H. Ec. 331. Given 1951-52.) Fall.

**404. TEACHING SCIENCE****3 Hours**

A practical course in the aims and methods of teaching high school sciences. Required of those planning to teach science in high schools. Fall.

**405. TEACHING THE SOCIAL SCIENCES****3 Hours**

A course in the methods and materials for the teaching of history and the social sciences in high schools. Required of those planning to teach the social sciences. Fall.

**406. TEACHING SPEECH****3 Hours**

A course designed to help those who are planning to teach speech. It deals with the techniques of teaching, including creative dramatics, formal dramatics, public speaking, story telling, voice drills, etc. Fall.

**407. TEACHING MATHEMATICS****3 Hours**

General and special methods of teaching mathematics in secondary schools. Open to experienced teachers and to juniors and seniors. Fall.

**440, 441. DIRECTED TEACHING—ELEMENTARY****9 Hours**

Recommended only for seniors specializing in the field of elementary education. Juniors admitted by special permission. Any quarter.

**450, 451. DIRECTED TEACHING—SECONDARY****9 Hours**

A course designed for seniors completing the requirements for teaching in secondary schools. Juniors may be admitted by special permission. Any quarter.

**Guidance***ADVANCED COURSES***351. PRINCIPLES OF GUIDANCE****5 Hours**

An introduction to the principles and techniques of guidance and their application. A course designed for teachers, school administrators, counselors, coordinators of guidance, ministers, and others who are interested in personnel services. Prerequisite: Psy. 201 or 303. Fall.

**352. VOCATIONAL GUIDANCE****5 Hours**

This is a continuation of 351 with emphasis upon occupational information, individual analysis and vocational guidance. Winter.

**353. TECHNIQUES OF COUNSELING****5 Hours**

An intensive study of counseling techniques, including observation of counseling interviews, tests and their interpretation and use,



case studies, and other techniques of use in schools, businesses, social work, the ministry, and in informed personnel guidance. Prerequisite: Guid. 351. Spring.

## Psychology

### 201. GENERAL PSYCHOLOGY

5 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, Winter.

### 205. FIELDS OF PSYCHOLOGY

5 Hours

A continuation of the study of general introductory psychology with special reference to such fields as physiological, psycho-physical, comparative, genetic, clinical, social, abnormal, industrial, and vocational psychology. Prerequisite: Psy. 201. Fall.

### 207. EDUCATIONAL PSYCHOLOGY

5 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 class-room teacher. (Alternates with 303. Offered 1951-52) Spring.

## ADVANCED COURSES

### 303. CHILD AND ADOLESCENT PSYCHOLOGY

5 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. Prerequisite: Psy. 201 (Alternates with 207. Offered 1950-51.) Spring.

### 305. THE PSYCHOLOGY OF PERSONALITY

5 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 critically evaluated. Prerequisite: Psy. 201. (Alternates with 312. Offered 1950-51.) Winter.

### 306. MENTAL HYGIENE

3 Hours

An application of the principles of scientific psychology to the problems of adjustment to life. Survey of the whole field of mental life with a view of using the contributions of scientific psychology to the general business of living. A study of human behavior disorders and hypotheses concerning their etiology and treatment, with special emphasis on prevention. (Credit will not be allowed if student has taken Psy. 312 for credit.) Spring.

### 307. THE PSYCHOLOGY OF LEARNING

5 Hours

Prerequisite ten hours in psychology including Psychology 201. A study of the methods, findings, and theories of learning and conditioning, with emphasis upon the nature of the learning process and the variables affecting learning. (Offered 1951-52) Spring.

### 312. ABNORMAL PSYCHOLOGY

5 Hours

A first course in the field of abnormal psychology with emphasis upon forms of abnormal behavior, etiology, development course, interpretations, and final manifestations. Prerequisites: Psy. 201 and 205. (Alternates with 305. Offered 1951-52.) Winter.

### 321. SOCIAL PSYCHOLOGY

5 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. (Alternates with 322. Offered 1950-51.) Spring.

### 322. BASIC PSYCHOLOGICAL PROCESSES

5 Hours

An examination and evaluation of the experimental evidence regarding the principal psychological processes. Prerequisites: Psy. 201 and 205. (Alternates with 321. Offered 1951-52.) Spring.

## DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE AND HUMANITIES

*Professor L. C. Sears, Associate Professor Ruby Stapleton, Assistant Professors Cox, Ellis, Hesser, and Latham.*

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 cul-



ture, thought, and ideas. 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 quarter 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 3 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, Winter, Spring.

### 101, 102. COMMUNICATIONS 10 Hours

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. Four class periods and one double laboratory period each week. Not open to students who have had English 101-2 and Speech 101-2. Fall, Winter, Spring.

## Literature

### 210. CHILDREN'S LITERATURE 5 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 10 Hours

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. (Alternate courses. 302 given 1950-51; 301 in 1951-52.) Winter.

### 305. THE ROMANTIC PERIOD, 1798-1832 5 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. (Alternates with 311, 312. Offered 1950-51.) Fall.

### 311. TENNYSON 2½ 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 305. Offered 1951-52.) Fall.

### 312. BROWNING 2½ 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 305. Offered 1951-52.) Fall.

### 313. LATER NINETEENTH CENTURY POETRY 5 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 5 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. (Alternates with 320. Offered 1951-52.) Spring.

**320. MODERN DRAMA****5 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. (Alternates with 318. Offered 1950-51.) Spring.

**323. ADVANCED COMPOSITION****5 Hours**

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

**331, 332. SHAKESPEARE****10 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, Winter.

**333. CHAUCER****5 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****5 Hours**

An independent study and research course for seniors in English and American literature. Any quarter.

## Humanities

**103. OUR AMERICAN HERITAGE****5 Hours**

An attempt to understand ourselves and the world in which we live through a study of significant productions in recent and present day literature, music, art, and philosophy. The spirit of America as revealed in its founders, our Puritan heritage, the impact on our thinking and culture of the westward expansion, our industrial development, and the world wars are related to the basic concepts of man and his place in the world. This is closely correlated with the freshman course in United States history, which gives much of the historical background for the understanding of our cultural development. Spring.

**201, 202, 203. OUR WESTERN HERITAGE****12 Hours**

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 are the Survey of Civilization (History 201-2-3) and Jewish History and Culture (History 205-6-7), which give the historical background and the Jewish and Christian concepts essential to an understanding of later developments. Fall, Winter, Spring.

### ADVANCED COURSES

**315, 316, 317. HEBREW LITERATURE****9 Hours**

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, Winter, Spring.

## DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

*Professor Burke.*

The work of the language department is designed to serve the needs and interests of four 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 and brightening 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 a spoken and written 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.



Third, those who wish to teach languages. At present the college proposes to offer only a minor in Greek, and two years of German.

Fourth, the work in Greek is designed primarily for those who want a knowledge of Greek for Biblical study.

### German

#### 101, 102, 103. ELEMENTARY GERMAN 9 Hours

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 third quarter includes an introduction to scientific German. Fall, Winter, Spring.

#### 201, 202, 203. INTERMEDIATE GERMAN 9 Hours

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. Fall, Winter, Spring.

### Greek

#### 101, 102, 103. ELEMENTARY GREEK 15 Hours

A study of the grammar and syntax of New Testament Greek, with mastery of forms, constructions and vocabulary. The third term includes reading from the Greek text of either John or Matthew. Fall, Winter, Spring.

#### 201, 202, 203. INTERMEDIATE GREEK 15 Hours

An intensive study of Greek grammar and syntax, based on the text of New Testament. An acquaintance with the gospels and Acts of Apostles is the goal in the first term. In the second and third terms as many as possible of the shorter epistles are read. Grammars are consulted; translations are compared and appraised for closer study. Fall, Winter, Spring.

## DEPARTMENT OF HOME ECONOMICS

*Professor Thelma D. 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 5 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 5 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 5 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: H. Ec. 101, and Art 117. Winter.

#### 303. ADVANCED CLOTHING 5 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: H. Ec. 252 and Art 313. Spring.

## Foods and Nutrition

#### 102. FOOD SELECTION AND PREPARATION 5 Hours

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



## ADVANCED COURSES

**251. FOOD BUYING AND MEAL MANAGEMENT 5 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: H. Ec. 102. Fall.

**331. PRINCIPLES OF NUTRITION 5 Hours**

Concerned with the digestion and metabolism of foods and the requirements of a normal diet for different ages. Prerequisite: H. Ec. 251 and Biol. 101-2-3 or Chem. 101-2. (Alternates with H. Ec. 321 and Ed. 403. Given 1950-51.) Fall.

**332. CHILD NUTRITION AND NUTRITION IN DISEASE 5 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: H. Ec. 251 (Alternates with H. Ec. 322. Given 1950-51.) Winter.

**333. EXPERIMENTAL COOKERY 5 Hours**

A study of the problems of cookery and food utilization in the light of the physio-chemical changes occurring. Prerequisite: H. Ec. 251 and Chem. 101-2. (Alternates with 323. Given 1950-51.) Spring.

## Home And Family

**114. HOME NURSING 3 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, care, operation, and use of household equipment. Stress is placed on the relationship of the physical, chemical, and other scientific facts necessary to the construction and operation of appliances for greater efficiency. The course centers around equipment commonly found in the kitchen and home laundry. Winter.

**313. CONSUMER ECONOMICS****3 Hours**

Application of the principles of economics to the problems of the household, such as expenditures for food, clothing, shelter and other consumer purchasing problems. Study of types and kinds of goods offered and types of services available. Same as Economics 313. (Alternates with 343. Given 1950-51.) Spring.

**321. PERIOD FURNITURE****3 Hours**

A study of the styles of interiors and furniture from ancient to modern times in relation to their present day uses. Special problems in interior decoration. (Alternates with 331. Given 1951-52.) Fall.

**322. HOME PLANNING AND DESIGNING****5 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: H. Ec. 321 and Art 117. (Alternates with 332. Given 1951-52.) Winter.

**323. CHILD DEVELOPMENT****5 Hours**

Growth through the prenatal, infant, and preschool 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. (Alternates with 333. Given 1951-52.) 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 involved in large quantity food preparation and buying. Special emphasis on breads, pastries, and desserts. (Not given 1950-51.) 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. (Not given 1950-51.) Winter.

**337. INSTITUTIONAL MANAGEMENT (III)****5 Hours**

Study of equipment, and analysis of the elements in cost of operation with consideration of methods of control and administrative machinery involved. (Not given 1950-51.) Spring.



**343. ADULT EDUCATION****3 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 (Alternates with 313. Given 1951-52.) Spring.

**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****5 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: Comm. 101-2-3. Fall.

**252. RELIGIOUS JOURNALISM****3 Hours**

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

**253. PHOTOGRAPHY****3 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****5 Hours**

Fundamentals of gathering and writing news. Exercises in news writing and news values, with emphasis on good journalistic practice for newspapers. (Alternates with Journalism 321. Offered 1951-52.) Fall.

**302. EDITING****5 Hours**

Preparation of copy, copyreading, headline writing, desk work, and page makeup is 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 Journalism 322. Offered 1951-52.) Winter.

**303. ADVERTISING****5 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 Journalism 323. Offered 1951-52.) Spring.

**321. THE PRESS AND SOCIETY****5 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 Journalism 301. Offered 1950-51.) Fall.

**322. TYPOGRAPHY AND GRAPHIC ARTS****5 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 Journalism 302. Offered 1950-51.) Winter.

**323. SPECIAL ARTICLES AND FEATURES****5 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 Journalism 303. Offered 1950-51.) Spring.

**DEPARTMENT OF MATHEMATICS***Professors Dykes and J. E. Pryor, Assistant Professor Pitner.*

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, philoso-



phy, 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****5 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****3 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. Winter.

**108. MATHEMATICS OF BUSINESS****3 Hours**

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

**151. COLLEGE ALGEBRA****5 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: Mathematics 101 or equivalent. Fall.

**152. PLANE TRIGONOMETRY****5 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: Mathematics 101 or equivalent. Winter.

**153. ANALYTIC GEOMETRY****5 Hours**

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

**ADVANCED COURSES****251, 252, 253. CALCULUS****15 Hours**

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, preferably with at least a grade of C. Fall, Winter, Spring.

**301. COLLEGE GEOMETRY****5 Hours**

Modern plane geometry for prospective teachers of high school geometry. Prerequisite: Mathematics 153. (Alternates with 311 and 321. Offered 1950-51.) Fall.

**302. THEORY OF EQUATIONS****5 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: Mathematics 251. (Alternates with 352. Offered 1950-51.) Winter.

**311. SOLID ANALYTIC GEOMETRY****3 Hours**

Points, lines, and planes in space, spheres, cylinders and cones, quadric surfaces, transformation of coordinates. Prerequisite: Math. 153. (Alternates with 301. Offered 1951-52.) Fall.

**321. HIGHER ALGEBRA****3 Hours**

Number scales, mathematical induction, inequalities, indeterminate equations, permutations, combinations, probability, continued fractions, and theory of numbers. Prerequisite: Mathematics 153. (Alternates with 301. Offered 1951-52.) Fall.

**343. DIFFERENTIAL EQUATIONS****5 Hours**

Ordinary differential equations with applications. Prerequisite: Mathematics 253. Mathematics 253 may be taken concurrently with consent of the instructor. (Alternates with 353. Offered 1950-51.) Spring.



**352. ANALYTICAL MECHANICS****5 Hours**

Same as Physics 352. Prerequisites: Physics 201 and Mathematics 252. Mathematics 252 may be taken concurrently. (Alternates with 302. Offered 1951-52.) Winter.

**353. ADVANCED CALCULUS****5 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: Mathematics 253. Mathematics 253 may be taken concurrently with consent of the instructor. (Alternates with 343. Offered 1951-52.) Spring.

**DEPARTMENT OF MUSIC**

*Associate Professors Moore, Powell, Ritchie, and Mrs. Oliver.*

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

The work of the department includes musical theory, piano, voice, violin, and public school music. Majors are offered in piano, voice, and music education.

For entrance, students choosing piano as their major applied subject are expected to have finished the selections as outlined in the preparatory examination. Students who have not yet completed this preparatory requirement may do so here before beginning the course on the college level; but students may receive college credit in piano as their minor applied subject without previous training in that subject.

Each student is expected to take two lessons a week in his major applied subject, but may take one lesson a week in his minor. Practice rooms are provided, and absence from practice is counted as absence from classes. Students taking the Bachelor of Arts degree in applied music are expected to practice two hours a day. In addition, the student in his senior year must give a senior recital.

**Piano****Preparatory Examinations**

Prospective piano majors will be required to pass an examination before the piano committee prior to registration. Those who meet the requirements of the piano department may enroll in first year piano; those who lack this preparation will be required to take the Piano Preparatory Course which is designed to overcome this deficiency. The pre-registration examination will include such things as:

Major and minor scales, two octaves.

Sonatinas or easy sonatas by Clementi, Haydn, Mozart.

Pieces of equal grade.

**101, 102, 103. FIRST YEAR PIANO****6 Hours**

Technique: major and minor scales, parallel and contrary motion. Arpeggios in various forms. Studies from Czerny, Clementi, etc. Bach, two part inventions. Easier pieces of Schumann, Schubert, Chopin, etc. Fall, Winter, Spring.

**201, 202, 203. SECOND YEAR PIANO****6 Hours**

Technique: major and minor scales in thirds, sixths, tenths, and octaves, parallel and contrary motion. Arpeggios on major, minor triads, and dominant and diminished seventh chords. Studies: Czerny, Cramer, Hanon, Clementi. Bach: two and three part inventions. Beethoven sonatas. Pieces such as Schumann's Fantasy Pieces, Novelties; Chopin's Etudes, and easier works of Brahms, Debussy, Liszt. Fall, Winter, Spring.

**ADVANCED COURSES****301, 302, 303. THIRD YEAR PIANO****6 Hours**

Technique: scales and arpeggios. Studies: Clementi, Czerny. Beethoven sonatas. More difficult pieces of Chopin, Brahms, Liszt, Debussy, Ravel, MacDowell, etc. Fall, Winter, Spring.

**401, 402, 403. FOURTH YEAR PIANO****6 Hours**

Chopin: Etudes. Bach: Transcriptions of Busoni, Tausig, Liszt. Sonatas: Beethoven, Schumann, Brahms or Chopin. More difficult pieces of the classical and modern composers. Fall, Winter, Spring.



**Voice****101, 102, 103. FIRST YEAR CLASS  
INSTRUCTION IN VOICE 3 Hours**

Designed for students interested in singing and voice development. Fall, Winter, Spring.

**105, 106, 107. FIRST YEAR VOICE (PRIVATE) 6 Hours**

Production of tone by correct breathing and proper tone placement. Vocalizes consisting of vowel practice and exact articulation of consonants. Singing major and minor scales, arpeggios, and easy songs in English. Fall, Winter, Spring.

**201, 202, 203. SECOND YEAR CLASS  
INSTRUCTION IN VOICE 3 Hours**

A continuation of Voice 101-2-3 with consideration given to the more advanced aspects of technique and repertoire. Fall, Winter, Spring.

**205, 206, 207. SECOND YEAR VOICE (PRIVATE) 6 Hours**

Continued drill in breathing and tone placing; more difficult exercises in vocal technique requiring greater velocity in scales and arpeggios. More difficult songs from the classics with perhaps an easier operatic aria or selections from an oratorio. Fall, Winter, Spring.

**ADVANCED COURSES****305, 306, 307. THIRD YEAR VOICE (PRIVATE) 6 Hours**

Continued development in technical power; study of difficult and complicated melodic and rhythmic figures. Attention given to interpretation and the study of songs from the Italian, French, and German schools. Fall, Winter, Spring.

**405, 406, 407. FOURTH YEAR VOICE (PRIVATE) 6 Hours**

Acquaintance with a wide range of song literature with special attention given to more difficult arias and art songs of the various schools. Fall, Winter, Spring.

**Musical Theory and History****101. FUNDAMENTALS OF MUSIC 3 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 quarter if there is sufficient demand. Meets five days a week. Fall, Winter, Spring.

**105, 106, 107. MUSIC APPRECIATION 3 Hours**

For non-music majors. This course is designed to acquaint the student with the greatest works in musical literature. Elements of music with emphasis on the form and structure of the works chosen. The aim is to enable the student to understand and enjoy more fully the work of all periods and styles. (Open only to those who have not had music or art appreciation and who do not plan to enroll in Humanities 103, 201-2-3.) Fall, Winter, Spring.

**111, 112, 113. SIGHT SINGING, EAR TRAINING,  
AND DICTATION 9 Hours**

This course is to develop ability to write from dictation easy intervals and scales, then with rhythm, and later melodies in primary triads. It also includes practice in sight singing and oral dictation. Fall, Winter, Spring.

**116, 117. GRADE SCHOOL MUSIC METHODS 6 Hours**

Designed for non-music majors who are preparing to teach in the grades. Winter, Spring.

**221, 222, 223. ELEMENTARY HARMONY 9 Hours**

A study of diatonic harmony leads the student from an introduction to the elements of harmony through a study of triads, sevenths and ninth chords, their inversions and relations, to modulation. Prerequisite: Music 111-2-3. Fall, Winter, Spring.

**ADVANCED COURSES****251, 252. INSTRUMENTATION 6 Hours**

Instruction in brass, wind, and percussion instruments. Prerequisite: Music 111-2-3. Fall, Winter.

**311, 312, 313. ENSEMBLE 3 Hours**

Training in chorus, glee clubs, quartets, sextette, and instrumental ensemble. Instrumental ensemble is required of all students majoring in piano. Chorus or glee club is required of all students majoring in voice or public school music. Fall, Winter, Spring.

**321, 322, 323. ADVANCED HARMONY 9 Hours**

Chromatic harmony deals with chromatic chords used as embellishments and substitutes for diatonic harmony; with chromatic



chords used as a means of effecting modulation; and with the use of this material in the study of form and analysis. Prerequisite: Music 221-2-3. Fall, Winter, Spring.

**325, 326, 327. KEYBOARD HARMONY 6 Hours**

Gives keyboard application of all problems involved in elementary harmony with further exercises in modulation, chorale playing from figured bases, and harmonization of melodies. Prerequisites: Music 221-2-3 and a facility in piano. Fall, Winter, Spring.

**333. CONDUCTING 3 Hours**

This includes baton technique, rehearsal methods, interpretation, repertoire, arranging and selecting music for performance by concert band, and chorus. Spring.

**335, 336, 337. FORM AND ANALYSIS 6 Hours**

The study of musical forms as represented by longer works of great composers. Various designs and patterns in which music is written are studied in detail that the student may be able to understand the construction of music both in his repertory and in selections he hears. Fall, Winter, Spring.

**346. MUSIC EDUCATION 3 Hours**

A course in music methods in elementary schools for those majoring in music education. Winter.

**347. MUSIC EDUCATION 3 Hours**

Methods in public school music for high school. Spring.

**351, 352, 353. HISTORY OF MUSIC 9 Hours**

A general survey of the great movements in the art of music from the Greek period to the present, with an introduction to primitive and ancient music. Fall, Winter, Spring.

## DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

*Professor Berryhill, Associate Professor H. H. Rhodes, Miss Grady.*

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 101-2-3 are required of all students for graduation except those exempt upon written recommendation of a physician. These three courses are to be taken during the freshman year unless a schedule conflict makes it impossible.

**101, 102, 103. RECREATIONAL ACTIVITIES 3 Hours**

The purpose of these courses is to acquaint the student with wholesome activities which may be continued throughout life for their recreational, social, and health values. Fall, Winter, Spring.

**111, 112, 113, (113A, 113B). INTRODUCTORY, INTERMEDIATE, ADVANCED SWIMMING 3 - 5 Hours**

Progressive instruction and practice from the elements of swimming to the finer techniques of the various strokes. Those who wish to qualify for the Red Cross Life Saving certificate should enroll in 113A and receive 2 hours credit. Those who wish to qualify for the Red Cross Instructors certificate should enroll in 113B and receive 3 hours credit. Fall, Winter, Spring.

**201. HEALTH AND SAFETY 3 Hours**

A study of the problems of health and safety with application to the individual, community, and state. Procedures for health and safety instruction in the public schools. Required of all teachers. Fall.

**202. FIRST AID 3 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. Winter.

**203. PERSONAL HYGIENE 3 Hours**

A study in the application of the findings of science and medicine to daily living. Required of all teachers. Spring.

**205. KINESIOLOGY 3 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 5 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. Winter.

**221. RECREATIONAL LEADERSHIP 5 Hours**

A study of opportunities in the field, qualifications of leaders, problems in the various areas, and materials and methods for various types of recreational programs. Not open to freshmen. Fall.

*ADVANCED COURSES*

**253. METHODS IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS 5 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. Spring.

**303. METHODS IN PHYSICAL EDUCATION FOR SECONDARY SCHOOLS 5 Hours**

Similar to Physical Education 253 except on the secondary school level. Required of all high school teachers. Spring.

**305. COACHING AND OFFICIATING FOOTBALL 2 Hours**

A study of the principles of the game; requirements for each position; individual and team coaching and techniques; systems of offense and defense; conditioning; and care of common injuries. Fall.

**306. COACHING AND OFFICIATING BASKETBALL 2 Hours**

Same procedure as in Physical Education 305. Winter.

**307. COACHING AND OFFICIATING BASEBALL 2 Hours**

Same procedure as in Physical Education 305. Spring.

**308. COACHING AND OFFICIATING TRACK AND FIELD 2 Hours**

A study of the techniques and qualifications for the various events; the psychology of individual and group coaching; and organization for track and field days. Special attention is given to conditioning and care of common injuries. Spring.

**311. COACHING OF MINOR SPORTS 2 Hours**

Techniques in the organization and coaching of such sports as volleyball, badminton, paddle tennis, softball, horseshoes, wrestling, archery, etc. Fall.

**313. FUNDAMENTALS OF SCOUTING 3 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. Fall.

**323. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION 5 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: P. E. 206. Spring.

**326. METHODS OF DIRECTING INTRAMURAL ATHLETICS 3 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. Winter.

**332. EVALUATION AND APPRAISAL OF PHYSICAL EDUCATION 3 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: P. E. 206. Winter.

**336. CORRECTIVE PHYSICAL EDUCATION: APPLIED 5 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: P. E. 205. Winter.



## DEPARTMENT OF PHYSICAL SCIENCES

*Professor J. E. Pryor, Associate Professor J. K. Sears.*

The physical sciences are a study of the material universe, matter, energy, and the laws governing the changes in each. Since modern civilization has been so greatly influenced by the application of the developments in these sciences, some knowledge of the facts, principles, and philosophy of the physical sciences is essential to an understanding of twentieth century society.

The objectives of this department are to give cultural training in the physical sciences, to prepare high school science teachers, to give basic science training to pre-professional students, and to train students who are majoring in chemistry. The work in this department is designed to give the student an understanding of fundamental principles.

Each laboratory course in chemistry and physics requires a deposit of \$5 against which breakage and non-returnable materials are charged. This deposit must be renewed if it is exhausted. The unused portion of the deposit is refunded after the student has properly checked in the equipment issued him.

### General Education

#### 101, 102. PHYSICAL SCIENCE SURVEY 6 Hours

A cultural course designed as an introduction to the various physical sciences and their place and importance in our present civilization. The objective of this course is to help the student appreciate the logical methods of the scientists, the great contributions science has made to society, and the marvels of the universe. Visual aids and laboratory demonstrations will be used. Required of all teachers unless replaced by other courses in the physical sciences or mathematics. Either course may be taken first. Does not count toward a major or a minor in chemistry or physics. Winter, Spring.

### Chemistry

#### 101, 102. GENERAL INORGANIC CHEMISTRY 10 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 most important compounds. Four class periods and three hours of laboratory per week. Fall, Winter.

#### 113. QUALITATIVE ANALYSIS 5 Hours

The fundamentals of inorganic qualitative analysis. The laboratory work will involve the separation and identification of the more common cations and anions. Prerequisite: Chemistry 102. Two class periods and nine hours of laboratory per week. Spring.

#### 201, 202. QUANTITATIVE ANALYSIS 10 Hours

The fundamental techniques of gravimetric and volumetric analysis. The theoretical aspects of quantitative analysis and chemical calculations will be emphasized along with techniques and precision of determination. Prerequisites: Chemistry 113 and Mathematics 151. Mathematics 151 may be taken concurrently. Two class periods and nine hours of laboratory per week. (202 offered on demand.) Fall, Winter.

### ADVANCED COURSES

#### 251, 252. ORGANIC CHEMISTRY 10 Hours

A study of the methods of preparation and the properties of the more important organic compounds. Theory of reaction and proof of structure are studied. Prerequisite: Chemistry 102. Three class periods and six hours of laboratory per week. Fall, Winter.

#### 351, 352, 353. PHYSICAL CHEMISTRY 15 Hours

A study of the principles of physical chemistry. States of matter, properties of solutions, thermodynamics, equilibria, phase diagrams, chemical kinetics, electrical conductance, electromotive force, and introduction to modern advances. Prerequisites: Chemistry 201, Physics 201-2-3, Mathematics 252. Mathematics 251-2 may be taken concurrently with consent of the instructor. Three class periods and six hours of laboratory per week. Fall, Winter, Spring.

*From 5 to 12 hours of the following courses will be offered each spring as the need demands.*

#### 303. ADVANCED INORGANIC CHEMISTRY 3 Hours

A systematic study of the elements based upon the periodic table and special topics in inorganic chemistry. Prerequisites: Chemistry 113 and consent of instructor. Three class periods per week. Spring.

#### 313. INORGANIC PREPARATIONS 1-3 Hours

A study of chemical principles through the preparation of inorganic compounds. The compounds prepared will vary from simple binary products to those involving coordinate complexes. Purity of product, percentage yield, and technique will be stressed. Corequisite: Chemistry 303 or consent of instructor. Three to nine hours of laboratory per week. Spring.



**323. BIOLOGICAL CHEMISTRY****5 Hours**

A study of the carbohydrates, fats, proteins, vitamins, hormones, and their role in digestion, metabolism, and nutrition. A course especially designed for students planning to study medicine, nursing, or laboratory technology. Prerequisite: Chemistry 251. Five class periods per week. Spring.

**333. ADVANCED ORGANIC CHEMISTRY****3 Hours**

A further study of the theory of organic chemistry and of the more important named reactions, with adaptation to the particular needs of each student. Prerequisite: Chemistry 252. Three class periods per week. Spring.

**343. ORGANIC SYNTHESSES****1-3 Hours**

A laboratory course to accompany Chemistry 333. An introduction to the more important reactions in the synthesis of organic compounds, with special attention to purity, yield, and technique. Corequisite: Chemistry 333. Three to nine hours of laboratory per week. Spring.

**Physics****201, 202, 203. GENERAL PHYSICS****15 Hours**

A study of the fundamental principles of physics covering mechanics, heat, sound, light, magnetism, and electricity. The understanding of basic concepts and solving of problems is stressed. Prerequisite: Mathematics 152. Three class periods and four hours laboratory per week. Fall, Winter, Spring.

**ADVANCED COURSES****352. ANALYTICAL MECHANICS****5 Hours**

A study of statics and dynamics of point masses and bodies with an introduction to vector analysis. The use of mathematics in interpreting natural phenomena is stressed. Prerequisites: Physics 201 and Mathematics 252. Mathematics 252 may be taken concurrently. Five class periods per week. (Offered 1951-52.) Same as Mathematics 352. Winter.

*The following courses will be offered as the need demands.*

**351. ELECTRICITY AND MAGNETISM****5 Hours**

An intermediate study of the fundamentals of electrostatic, magnetostatic, and electromagnetic phenomena with applications to

**COURSES**

atomic structure and chemical concepts. Prerequisites: Physics 203 and Mathematics 252. Mathematics 252 may be taken concurrently. Five class periods per week.

**353. MODERN PHYSICS****5 Hours**

A study of some of the important twentieth century advances in the field of physics. Alternating currents, radiation, the electron, electronics, theory of relativity, X-rays, spectroscopy, the quantum theory, and nuclear physics. Prerequisites: Physics 201-2-3 and Mathematics 252. Mathematics 252 may be taken concurrently. Five class periods per week.

**DEPARTMENT OF  
SOCIAL SCIENCES**

*Professor Ganus, Associate Professor L. E. Pryor,  
Assistant Professors Healy and Perry Mason.*

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.

**History****102, 103. SURVEY OF AMERICA****6 Hours**

A survey of colonial and national movements designed to acquaint the student with the nature and problems of our country today. Required of freshmen. Winter, Spring.

**152, 153. LATIN AMERICA****6 Hours**

Designed to acquaint the student with the historical background and present condition of our hemispheric neighbors. A survey of the colonial and national periods. (Offered 1951-52. Alternates with 366-7.) Winter, Spring.



**201, 202, 203. SURVEY OF CIVILIZATION****9 Hours**

An attempt to interpret our present civilization through a survey of its foundations in the past and the causal relation to the present. Required of all teachers. Fall, Winter, Spring.

**205, 206, 207. JEWISH HISTORY AND CULTURE****5 Hours**

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, Winter, Spring.

**ADVANCED COURSES****301, 302. UNITED STATES HISTORY****10 Hours**

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: Hist. 102-3, or the consent of the department head. Fall, Winter.

**303. THE RENAISSANCE****3 Hours**

Portrays the transformation from medieval to modern society. The course takes up the beginning of the awakening in Italy and its spread to the other countries. Prerequisite: Hist. 201-2. (Alternates with 307. Offered 1951-52.) Spring.

**307. REVOLUTIONARY EUROPE****5 Hours**

A study of the revolutionary and national movements on the Continent down to 1870. The French Revolution and Napoleonic Wars are emphasized. Prerequisite: Hist. 203. (Alternates with 303. Offered 1950-51.) Spring.

**311. RISE OF CHRISTIANITY****3 Hours**

The growth of Christianity from the first century to the beginning of the reform movements of the fourteenth century. Readings from early church Fathers. A consideration of the influence of the barbarian invasions and pagan thought. Fall.

**312. THE REFORMATION****3 Hours**

A study of the reformation movements accompanying and growing out of the cultural Renaissance. An attempt is made to understand the political complications and to evaluate the influence of Luther, Calvin, and other great reformers on the political, social, intellectual, and spiritual development of the period. Winter.

**313. CHRISTIANITY IN THE MODERN WORLD****3 Hours**

The development of Christianity from the beginning of the Nineteenth Century to the present, with special emphasis on movements in the United States. Spring.

**343. EUROPEAN DIPLOMATIC HISTORY****5 Hours**

A study of European diplomacy, 1870 to the present, with emphasis on the permanent underlying factors. Prerequisite: Hist. 203. (Alternates with 347. Offered 1951-52.) Spring.

**347. EUROPE SINCE 1914****5 Hours**

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: Hist. 203. (Alternates with 343. Offered 1950-51.) Spring.

**351, 352. ENGLISH HISTORY****10 Hours**

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: Hist. 202. Fall, Winter.

**363. WORLD AFFAIRS****5 Hours**

A detailed and critical analysis of foreign government and ideologies; international relations; the United Nations; the present "cold war." Same as Eco. 363. Spring.

**366, 367. HISTORY OF THE FRONTIER****6 Hours**

A study of the settlement of the West, the laws and policies relating to its development, and the effects of the frontier on national life. Prerequisite: Hist. 102-3. (Alternates with 152-3. Offered 1950-51.) Winter, Spring.

**375. HISTORY OF THE SOUTH****5 Hours**

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: Hist. 102-3. (Not offered 1950-51.) Fall.

**Geography****111. CONSERVATION OF NATURAL RESOURCES****3 Hours**

Covers the conservation of the soil, forests, wild life, minerals, water, power, and other natural resources. Required of all high school teachers. Fall.



**212. FUNDAMENTALS OF GEOGRAPHY****3 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. Winter.

**217. INDUSTRIAL GEOGRAPHY****3 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. Spring.

**Political Science****221, 222. AMERICAN GOVERNMENT****6 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 free enterprise system that has helped to make America a great nation. 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 in Russia and communism under Lenin and Stalin. Spring.

**ADVANCED COURSES****326, 327. COMPARATIVE GOVERNMENT****10 Hours**

A thorough comparative description and analysis of the structure and function of the major governments of the world. Course 326 deals with the British government and the other democratic governments of Europe; Course 327 covers the twentieth century European dictatorships and the governments of the Far East. Prerequisite: at least 3 hours of political science. Winter, Spring.

**Sociology****201, 202. INTRODUCTION TO SOCIOLOGY****6 Hours**

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. Winter, Spring.

**ADVANCED COURSES****304. MARRIAGE AND THE HOME****3 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. Winter.

**321. SOCIAL PSYCHOLOGY****5 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. 322. Offered 1950-51). Spring.

**DEPARTMENT OF SPEECH**

*Professor Ulrey, Assistant Professor Skillman.*

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; 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 program and class use.

**101, 102. PRINCIPLES OF SPEECH****4 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. The speech choir technique is used in 102 in correcting bad vowel sounds, poor articulation and faulty accentuation. Not open to students with credit in Communications 101-102. Fall, Winter.

**103. INTRODUCTION TO 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.



**107. SPEECH-MAKING: THE SERMON****1 2-3 Hours**

An introductory course applying the principles of speech to the preparation and delivery of the sermon. Attention is given to the character and attitudes of the speaker, selection of subject and materials, arrangement for clarity and interest, and the delivery. Spring.

**121, 122, 123. INTRODUCTORY ACTING****6 Hours**

A beginning course designed to enable the student to appear with ease on the stage. Special emphasis on pantomime and the characterization of roles from plays. Fall, Winter, Spring.

**124. FUNDAMENTALS OF MAKE-UP****2 Hours**

This is a laboratory course designed to prepare the student to do satisfactory work in simple personal make-up for the stage. Students are required to observe and gain actual experience in the make-up of casts for workshop and Campus Players productions. Fall.

**125, 126. DEBATING****4 Hours**

This is an introductory course in argumentation and debating covering phrasing of propositions, definition of terms, research and organization of argument and evidence, and actual experience in debate tournaments. Fall, Winter.

**ADVANCED COURSES****251, 252, 253. THE PUBLIC ADDRESS****9 Hours**

An advanced course in the preparation and delivery of the public address, with special attention to the sermon. Emphasis is given to the purpose of the address, the preparation of the speaker, selection of subjects, effective use of illustrative materials, adaptation to the audience, and other problems facing the public speaker. Fall, Winter, Spring.

**255, 256. FUNDAMENTALS OF ORAL INTERPRETATION****4 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. Prerequisites: 101-2 or Comm. 101-2. Fall, Winter.

**257. 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. Prerequisites: 255-6. Spring.

**261, 262, 263. ADVANCED PUBLIC SPEAKING****9 Hours**

The laboratory method is used: speeches by the students, round table discussions, and lectures by the instructor. The aim of the course is to lay the foundation for a direct, forceful manner of speaking and to help the student to think and speak freely and well before audience, and other problems facing the public speaker. Fall, Winter, Spring.

**301, 302, 303. ORAL INTERPRETATION OF POETRY****9 Hours**

An advanced course in the interpretation of different forms of poetry, and the analysis of plays and character roles with their actual presentation in single impersonations. (Alternates with 341-2-3. Given in 1951-52.) Fall, Winter, Spring.

**305, 306, 307. ADVANCED ACTING****1-6 Hours**

An interpretation of one-act and full evening plays. Open only by permission to those who have unusual ability. Fall, Winter, Spring.

**321, 322, 323. PLAY PRODUCTION****1-6 Hours**

An advanced course in the actual direction and production of one-act plays. Some of these productions are given privately before the dramatic club; others are given publicly. It is designed to give the student a thorough preparation for organizing and directing dramatic activities in high schools or communities. Fall, Winter, 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. (Alternates with 261. Offered in 1951-52.) Fall.

**332, 333. RADIO SPEECH AND PROGRAM BUILDING****6 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. (Alternates with 262-3. Offered 1951-52.) Winter, Spring.

**335, 336. ADVANCED ARGUMENTATION****4 Hours**

An advanced course in which the principles of argumentation are applied to speech and debate. Fall, Winter.



**337. PHONETICS****3 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. Spring.

**341, 342, 343. ADVANCED ORAL INTERPRETATION****9 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. (Alternates with 301-2-3. Offered 1950-51.) Fall, Winter, Spring.

**345, 346, 347. SPEECH REPERTOIRE****6 Hours**

Private work in speech arranged to meet the individual needs of the student in voice drill, interpretation, and preparation for public speaking. Fall, Winter, Spring.

**ENROLLMENT SUMMARY****1949-1950****College Enrollment**

Winter Session 1949-1950	Men	Women	Total
Freshmen .....	187	123	310
Sophomores .....	103	74	177
Juniors .....	86	42	128
Seniors .....	81	49	130
Specials .....	6	10	16
Saturday Students .....	10	27	37
Post Graduates .....	1	0	1
Total .....	474	325	799

**Summer 1950**

Freshmen .....	23	18	41
Sophomores .....	38	16	54
Juniors .....	51	27	78
Seniors .....	61	40	101
Specials .....	3	4	7
Post Graduates .....	7	2	9
Unclassified .....		3	3
Total .....	183	110	293

**Training School Enrollment****Winter Session 1949-1950**

High School .....	28	37	65
Elementary School .....	59	38	97
Total .....	87	75	162

**Summer 1950**

High School .....	10	22	32
Total, all divisions, Winter ...	561	400	961
Total, all divisions, Summer and Winter .....	754	532	1286



## HARDING COLLEGE

STATES AND COUNTRIES REPRESENTED IN  
WINTER SESSION

College	High School	College	High School
Alaska .....	1	Missouri .....	40
Alabama .....	20	Nebraska .....	3
Arizona .....	3	New Jersey .....	3
Arkansas .....	388	New Mexico ....	6
California .....	28	New York .....	3
Colorado .....	9	North Dakota ..	1
Dist. of Col. ....	1	Ohio .....	16
Florida .....	7	Oklahoma .....	51
Georgia .....	7	Oregon .....	2
Idaho .....	1	Pennsylvania ..	4
Illinois .....	13	Tennessee .....	35
Indiana .....	4	Texas .....	42
Iowa .....	3	Utah .....	1
Kansas .....	13	Virginia .....	3
Kentucky .....	10	Washington ....	5
Louisiana .....	22	West Virginia ..	7
Maine .....	1	Wisconsin .....	1
Maryland .....	1	Wyoming .....	1
Massachusetts..	3	Canada .....	10
Michigan .....	15	China .....	3
Mississippi .....	12	India .....	1

	College	High School	Total
Total States .....	38	16	39
Total Foreign Countries..	3	0	3

## GRADUATES

## GRADUATES - 1950

Robert Adams	B.A.	Bible, History	Canada
George Edward Baggett	B.A.	Public School Music	Tennessee
Robert H. Barnes	B.A.	Social Science	Tennessee
Jeannette Norris Baggett	B.A.	Bus. Ad.	Louisiana
Betty Lou Beaman	B.A.	Home Economics	Arkansas
Cecil Murl Beck	B.A.	Physical Education	Pennsylvania
Mildred Bell	B.S.	Home Economics	Texas
Fannie Lois Benson	B.A.	Art	Arkansas
M. T. Bishop	B.A.	Bible, History	Arkansas
Dale Carldon Bland	B.A.	History	Arkansas
Ruth Barbara Bornschlegel	B.A.	Art	Colorado
Edgar Doyle Bradley	B.A.	Social Science	Arkansas
James Billy Brumley	B.A.	Mathematics, Phys. Ed.	Mississippi
Bryant, Joseph H.	B.A.	Social Science	Florida
Campbell, Coy Vergil	B.A.	Bible, Phys. Ed.	Arkansas
Ermal Eugene Catterton	B.A.	Mathematics	Arkansas
Jack Chaffin	B.A.	Bus. Ad.	Arkansas
Margaret Elizabeth Chaffin	B.A.	English	Arkansas
Willis Warner Cheatham	B.A.	Bible, English	Arkansas
Gena Dell Chesshir	B.A.	English	Arkansas
Roberta Jean Cohea	B.A.	Art	Oklahoma
Daniel Dayton Collins	B.A.	Mathematics	Florida
Carrie Smith Collinsworth	B.A.	Social Science	Arkansas
Bobby Darrell Connell	B.A.	Bus. Ad.	Arkansas
Byron Dean Corn	B.A.	Bus. Ad.	Kansas
William Howard Cox	B.A.	History	Arkansas
Francis Burl Curtis	B.A.	Bible, English	Arkansas
Donald Wayne Dacus	B.A.	Bus. Ad.	Arkansas
Frem Das Dharni	B.A.	Bus. Ad.	India
Charles Edwin Draper	B.A.	Mathematics	Arkansas
Hollis D. Elliott	B.A.	Bus. Ad.	Arkansas
James Albert Fraser	B.A.	Bus. Ad.	Arkansas
Thomas Carter Geer	B.S.	Mathematics	Tennessee
Faith Etoile Gibson	B.A.	History	Arkansas
Lonnie W. Gray	B.A.	Social Science	Arkansas
Hugh M. Groover	B.A.	History, Phys. Ed.	Ohio
T. Garner Gross	B.A.	History	Mississippi
Clara Jean Haddock	B.S.	Home Economics	Missouri
John Paul Hadley	B.S.	Chemistry	Arkansas
James O. Halbrook	B.A.	Bus. Ad.	Arkansas
Verda G. Haile	B.A.	Social Science	Arkansas
Isalah Riley Hall	B.A.	Bus. Ad.	Missouri



## HARDING COLLEGE

Lucille Joy Hancock	B.A.	English	Kansas
Ruby Mary Hanes	B.A.	Home Economics	Oklahoma
Robert Lee Hare	B.A.	Speech	Texas
Roger Wayne Hawley	B.A.	Bible, English	Michigan
Obert Henderson	B.A.	Bus. Ad.	Arizona
Lyda Jackson Henry	B.A.	Social Science	Arkansas
Francis C. Herring	B.A.	Bible, History	California
Thurman D. Hester	B.A.	History	California
Marion L. Hickingbottom	B.A.	History	Arkansas
Mary Kay Hollingsworth	B.A.	Music Education	Oklahoma
Horne, Mildred	B.A.	Bus. Ad.	Texas
Homer Ray Horsman	B.S.	Chemistry	Arkansas
Wesley Howk	B.A.	Art	Arkansas
Tommie Jean Hulett	B.A.	English	Arkansas
B. Wayne Johnson	B.A.	Physical Education	Missouri
Walter A. Johnston	B.A.	English	Canada
Marion Loyd Keiffer	B.S.	Chemistry	Alabama
Laveta Ladd	B.A.	Social Science	Arkansas
James C. Lankford	B.A.	Bus. Ad.	Arkansas
Miriam C. Larsen	B.A.	Journalism	Illinois
Thomas D. Lavender, Jr.	B.A.	Art	Tennessee
Velburn Josh Lively	B.A.	Bus. Ad.	Arkansas
Marilyn J. McCluggage	B.A.	Home Economics	Kansas
Robert C. McCourt	B.A.	Bus. Ad.	Arkansas
Betty Nell McRae	B.A.	Bus. Ad.	Arkansas
Pearle C. Mahan	B.A.	English	Arizona
James P. Miller	B.A.	Bus. Ad.	Texas
Minta Bond Millar	B.A.	French	Arkansas
Tommy M. Mohundro	B.A.	History	Arkansas
Charles Elihu Morris	B.A.	History	Tennessee
William Alfred Morris	B.A.	History	Tennessee
Alvin F. Moudy	B.S.	Biology	Texas
Max D. Mowrer	B.A.	Music	Kansas
Ted D. Nadeau	B.A.	English	California
Ethel Jane Neal	B.A.	Public School Music	Kentucky
Elsie Delores Norton	B.A.	English	Florida
Willie O. O'Banion, Jr.	B.A.	Bus. Ad.	California
Jack Beauford Oholendt	B.A.	Bus. Ad.	Iowa
James Glen Olree	B.S.	Mathematics	Missouri
Lester R. Perrin	B.A.	History	Arkansas
Helen Vangelina Poplin	B.A.	English	California
Robert Houston Prather	B.A.	Social Science	Ohio
Robert B. Prince	B.S.	Biology	Ohio
Hershel Lloyd Price	B.A.	Social Science	Arkansas
Edward Clyde Ransom	B.S.	Chemistry, Bible	Ohio
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## GRADUATES

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Clarence L. Richmond, Jr.	B.S.	Mathematics	Tennessee
Kathryn Cullum Ritchie	B.A.	Mathematics	Arkansas
Norma Lou Sanderson	B.A.	English	Oklahoma
Mary Sue Saunders	B.S.	Home Economics	Louisiana
Glen L. Shaver	B.A.	Bible, Social Science	Arkansas
William H. Simpson	B.A.	Bible, Phys. Ed.	Arkansas
Murlene Linda Skinner	B.S.	Biology	Oregon
Billy E. Smith	B.A.	Social Science	California
Richard E. Smith	B.A.	Speech	Massachusetts
Edwin Powell Stubblefield	B.A.	Bus. Ad.	Tennessee
William R. Sturm	B.A.	Mathematics	Arkansas
Mary Jo Summitt	B.A.	English	Missouri
Keith Trevor Thompson	B.A.	Speech	Canada
Monte Ray Ussery	B.A.	Speech, Phys. Ed.	California
Frank J. Uttley	B.A.	Bus. Ad.	Arkansas
Omar K. Vandament	B.A.	Social Science	Arkansas
Richard W. Walker	B.A.	Speech, Bible	Tennessee
Martha Rose Walston	B.A.	Bus. Ad.	Arkansas
Bernard Kenneth Waters	B.S.	Mathematics	Arkansas
Henry J. Waters	B.A.	Social Science	Florida
Mary Ellen Waters	B.A.	History	Florida
Hansel V. Webb	B.A.	Social Science	Arkansas
Mary Catherine Williams	B.A.	Bus. Ad.	Tennessee
Ruth Elizabeth Williams	B.S.	Home Economics	Arkansas
William D. Williams	B.S.	Chemistry	Kentucky
Carl Brooks Wilson	B.A.	Bus. Ad.	Arkansas
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## HARDING COLLEGE

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