

1948

Harding College Course Catalog 1948-1949

Harding College

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Bulletin - - -

HARDING COLLEGE



1948-1949

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Announcements for the Session
of
1948-1949

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Office of the Provost

CONTENTS

Calendar	4
Part I: College Administration	5
Board of Trustees	7
Administrative Organization	8
Faculty	9
Committees of the Faculty	16
Part II: General Information	17
Purpose of Harding College	19
National Education Program	24
History	26
Location	27
Climate and Scenery	27
Campus and Buildings	27
Scholarships and Student Aids	29
Information for New Students	33
Part III: Student Life at Harding	37
Student Activities	39
Regulations	42
Part IV: Academic Information	47
Admission	49
Requirements for Degrees	50
Teachers Certificates	55
Amount of Work	54
Part V: Outline of Courses	57
Enrollment Summary	150
Graduates of 1948	152
Index	155

CALENDAR

1948-1949

FALL TERM

September 20, 8:00 a.m.....Freshman Assembly and
Placement Tests
September 20, 9:00 a.m...Upper Class Assembly and Counseling
September 21, 8:00 a.m.....Upper Class Registration
September 22, 1:00 p.m.....Freshmen Counseling
September 23, 1:00 p.m.....Freshman Registration
September 24, 8:00 p.m...President's Reception for the Faculty
September 24, 8:00 a.m.....Class Work Begins
September 25, 8:00 p.m.....Faculty-Student Reception
November 21 - 25Thanksgiving Lectures
December 9, 10Fall Term Examinations

WINTER TERM

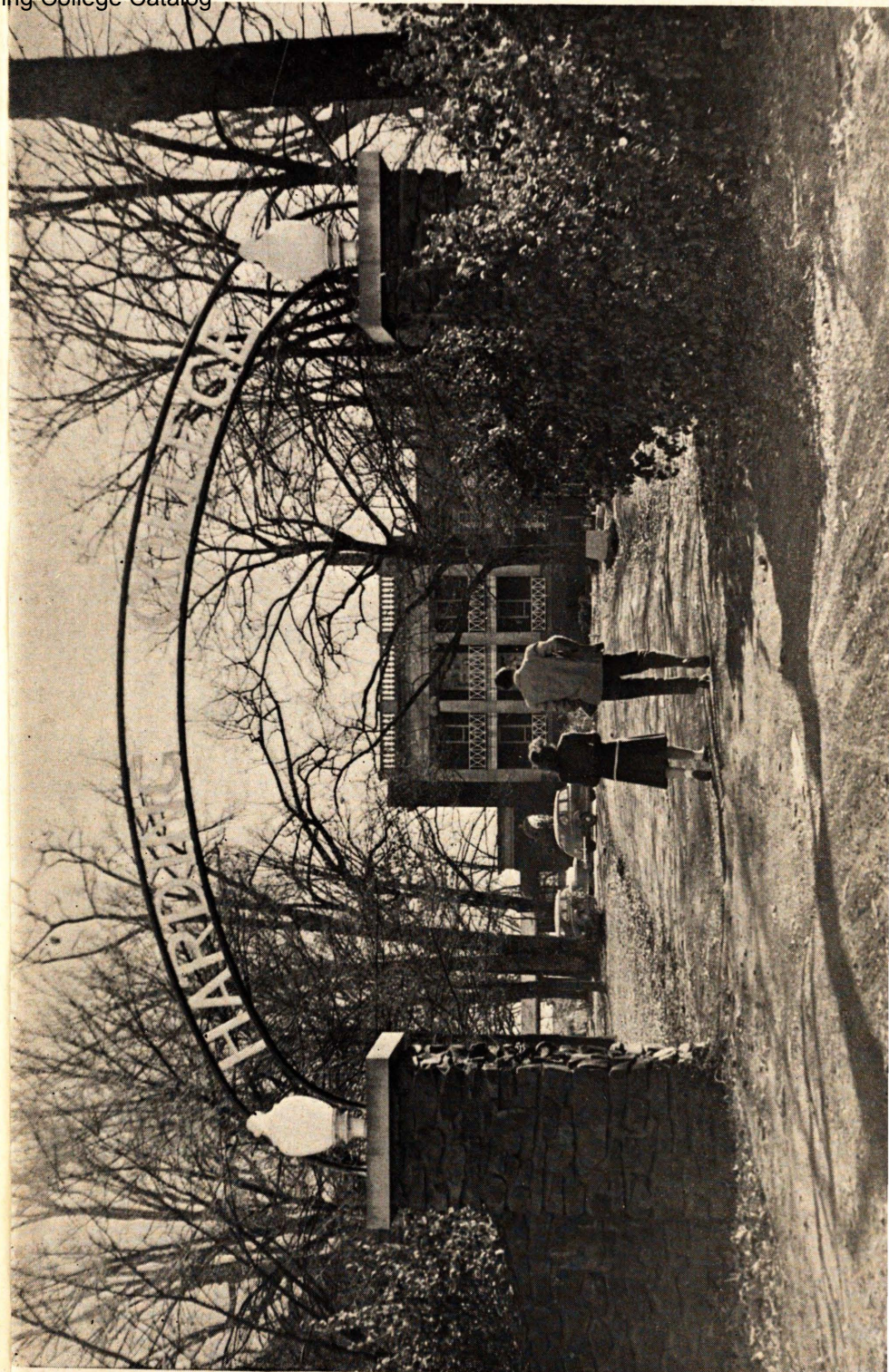
December 13, 1:00 p.m.....Counseling for Winter Term
December 14, 8:00 a.m.....Registration for Winter Term
December 15, 8:00 a.m.....Class Work Begins
December 24 - January 3Christmas Holidays
January 4, 8:00 a.m.....Class Work Resumed
March 10 - 12Winter Term Examinations

SPRING TERM

March 14, 1:00 p.m.....Counseling for Spring Term
March 15, 8:00 a.m.....Registration for Spring Term
March 16, 8:00 a.m.....Class Work Begins
May 4Annual Track and Field Day
May 28, 8:00 p.m.....President's Reception for Seniors
May 29, 8:00 p.m.....Baccalaureate Address
May 30 - June 1Spring Term Examinations
June 2, 10:00 a.m.....Commencement Exercises

SUMMER TERM

June 6, 8:00 a.m.....Opening Assembly and Counseling
June 7Registration for Summer Term
July 4Holiday
July 9Mid Term Examinations
August 12Summer Term Examinations



Part I:
ADMINISTRATIVE
ORGANIZATION

BOARD OF TRUSTEES

OFFICERS

Clifton L. Ganus.....President
 Dr. L. M. Graves.....Vice-President
 Neil B. Cope.....Secretary-Treasurer

MEMBERS OF THE BOARD

W. O. Beeman.....Fort Worth, Texas
 George S. Benson.....Searcy, Arkansas
 Neil B. Cope.....Searcy, Arkansas
 Clifton L. Ganus.....New Orleans, Louisiana
 Dr. L. M. Graves.....Memphis, Tennessee
 George W. Kieffer.....Florence, Alabama
 Thomas J. McReynolds.....Morrilton, Arkansas
 George T. O'Neal.....Hugo, Oklahoma
 L. C. Sears.....Searcy, Arkansas
 James Albert Thompson.....Searcy, Arkansas
 Dr. John Young.....Dallas, Texas

ADMINISTRATIVE ORGANIZATION

George S. Benson, LL.D.....	President
L. C. Sears, Ph.D.....	Dean
W. K. Summitt, Ph.D.....	Registrar
F. W. Mattox, Ph.D.....	Dean or Men, Director Admissions
Miss Zelma Bell, M.A.....	Dean of Women
Miss Annie Mae Alston, B.S. in L.S.....	Librarian
E. W. Massey.....	Business Manager
Neil B. Cope, M.S.J.....	Director of Public Relations
Jess L. Rhodes, M.B.A.....	Coordinator of Student Employment
Miss Esther M. Mitchell, R.N.....	Nurse
J. Kern Sears, Ph.D.....	Alumni Secretary
Jardine McKerlie Ph.D.	Director of Industrial Education
Edward G. Sewell, M.A.....	Principal of High School, Counsellor West Hall
Miss Annabel Lee, M.A.....	Director of Training School
Miss Marvolene Chambers, B.A.....	Counsellor, East Wing
Mrs. Inez Pickens, B.A.....	Counsellor, Godden Hall
Hugh Rhodes, M.A.....	Counsellor, East Hall
Miss Florence McKerlie.....	Cashier
Miss Marguerite O'Banion, B.A.....	Secretary to the President
Miss Maxine O'Banion, B.A.....	Secretary to the Dean
Elbert Turman.....	Engineer
George S. Cantrell.....	Superintendent, Buildings and Grounds
Robert Street.....	Manager, College Farms
Homer F. Howk.....	Manager, College Printing Plant
E. Pournelle.....	Manager, Radio Station WHBQ
Mrs. Pearl Dodd.....	Manager, Cafeteria
Mrs. T. J. Traylor.....	Manager, College Inn
Greg Rhodes.....	Manager, College Laundry
Mrs. John Lee Dykes.....	Manager, College Bookstore

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., Chicago University, 1931; 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., Peabody College, 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)

LUCIEN JOSEPH BAGNETTO, B.S., M.S.*Assistant Professor of Mathematics*

B.S., Harding College, 1946; M.S., Louisiana State University, 1948. (1948)

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

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.
Associate Professor of Bible

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

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)

GROVER C. BREWER, LL.D.
Lecturer in Bible and Christian Doctrine

LL.D., Harding College, 1937. (1944, 1947)

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

B.A., Harding College, 1937. (1944, 1947)

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

B.A., Harding College, 1932. (1925, 1939)

MARVOLENE CHAMBERS, B.A.
Instructor in Business

B.A., Harding College, 1943. (1945)

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)

VIDA B. DRAPER, B.A.
Instructor in the Training School

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

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)

FRANK N. ELLIS, B.A., M.A.
Assistant Professor of English

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

CONSTANCE FORD, B.A.
Assistant Librarian

B.A., Harding College, 1941. (1947)

CLIFTON L. GANUS, B.A., M.A.
Associate Professor of Social Sciences

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

CLARENCE R. HAFLINGER, B.A., B.MUS., M.MUS.
Professor of Piano and Theory, Head of the Music Department

B.A., and B.MUS., Drury College, 1938; M.MUS., University of Colorado, 1940. (1941, 1946)

GEORGE HALTERMAN, B.A.

Associate Professor of French and Spanish

B.A., Washington University, St. Louis, 1934. (1946)

DONALD L. HEALY, B.A., M.A.*Assistant Professor of Social Sciences*

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

FLORENCE FLETCHER JEWELL, B.M., M.A.*Associate Professor of Music*

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

ELLEN WHEELER KNIGHT, B.A., M.A.*Instructor of Primary in the Training School*

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

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 and Director of Training School*

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

IRIS MARTIN*Instructor in the Training School*

Life Teacher's Certificate, Central State Teachers' College, Edmund, Oklahoma, 1927. (1947)

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)

JARDINE McKERLIE B.Sc., Ph.D.*Director of Industrial Education*

Electrical Engineering, Royal Technical College, 1913-1915; Fellow of the Royal Society for the Encouragement of Art in Science and Industry, 1933. (1947)

ESTHER M. MITCHELL, R.N.*Nurse and Supervisor of Infirmary*

R.N., Wesley Nurses' Training School, Wichita, Kansas, 1939. (1947)

MRS. B. L. OLIVER, B.A.*Instructor in Piano*

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

ELVA NETTLES PHILLIPS, B.A., M.A.*Associate Professor of Art*

B.A., Eastern New Mexico College, 1942; M.A., Colorado State College of Education, 1944.

INEZ MERITA PICKENS, B.A.*Instructor in English, High School*

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

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, 1942. (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. (1932)

B. FRANK RHODES, Jr., B.A., M.A., Ph.D.*Professor of History and Social Sciences, and Head of the Department*

B.A., Harding College, 1935; M.A., George Peabody College, 1937; Ph.D. University of California, 1943. (1943)

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., 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.*Principal of the High School*

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

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)

MRS. THOMAS EDWARD WALKUP, B.S., M.S.*Assistant Professor of Home Economics*

B.S., Harding College, 1946; M.S., Louisiana State University, 1948. (1948)

EVELYN N. WOLFE, B.F.A.*Instructor in Piano*

B.F.A., Oklahoma Baptist University, 1947. (1947)

COMMITTEES OF THE FACULTY

Classification and Advanced Standing: L. C. Sears, J. E. Pryor, Summitt.

Curriculum Research and Revision: Summitt, Bales, J. W. Sears, L. C. Sears, J. E. Pryor, E. R. Stapleton.

Physical Education and Health: Berryhill, Mitchell, H. Rhodes.

Faculty Personnel: Dykes, Summitt, L. C. Sears.

Finance: J. Rhodes, Dykes, Massey.

Buildings and Grounds: Dykes, Durham, J. W. Sears.

Library: Dykes, Alston, R. L. Stapleton.

Public Relations: Cope, Ganus, Ritchie.

Regulations: Mattox, Z. Bell, L. C. Sears, Summitt.

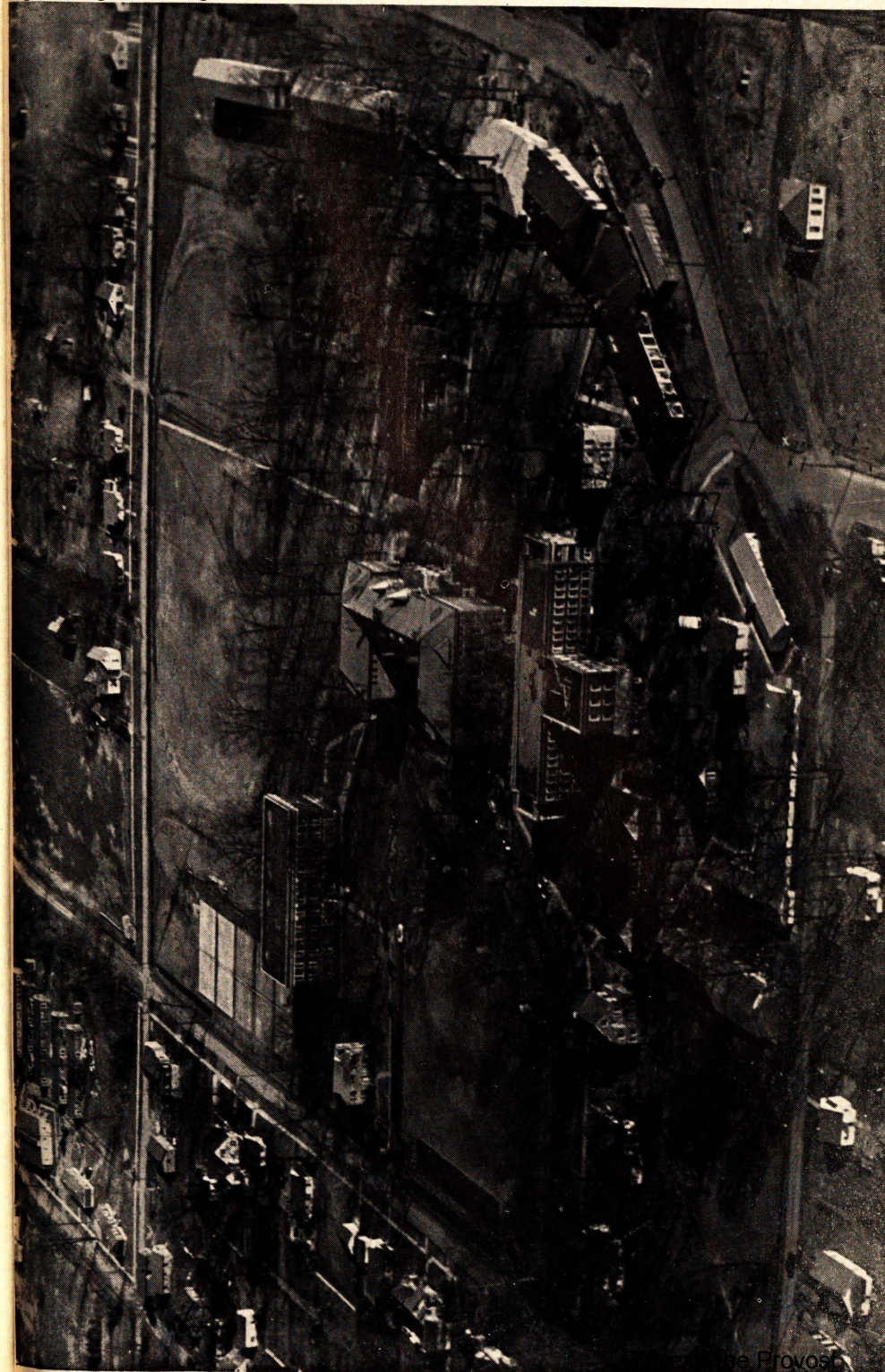
Discipline: Mattox, L. C. Sears, Ganus.

Student Personnel: Mattox, Z. Bell, Ritchie.

Student Placement: Cope, E. R. Stapleton.

Student Labor: J. Rhodes.

Scholarship: Ganus, Mattox, Summitt.



Part II:
GENERAL INFORMATION

PURPOSE OF HARDING COLLEGE

The Personality of a 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. For this reason the college offers the basic training leading to various professions—medicine, dentistry, engineering, law, pharmacy, nursing, social service and others. The college offers also the training for teaching, the ministry, business, and other vocations. It encourages thoroughness in preparation, 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.

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 has given him 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 nature 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 civilization 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. For our American way of life, our participation in a world economy, and the continued process of civilization are dependent upon men of character and integrity with sound, well-trained, discriminating minds.

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 intellect, but the kind of character whose influence, great or small, will add to the upward trend of civilization.

This means that he will come to love the ideas of truth 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 great 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 carry a course in Bible each quarter. Instructors in these courses 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.

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

By far the most important factor in one's 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 character from an instructor, become a part of one's thinking. Many colleges having different purposes may select their instructors on the basis of scholarship alone, with no consideration of character or personal attitudes and views. But in keeping with the purpose which guides our work we must select men and women who not only possess high scholarship but who also have the character and the spiritual understanding essential to that purpose. Students will, therefore, find their instructors men and women in whom they can place confidence. While each is tremendously 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 students around many difficulties, help them understand the requirements of college life, advise in financial difficulties, in religious or moral perplexities, and in personal relations with other students, bring to their attention opportunities they might overlook, and aid them in selecting those college experiences that will give them the training and the development needed for their 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, and 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 most important 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 constant 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 camera club—all offer invaluable 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.

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" 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.

NATIONAL EDUCATION PROGRAM

Harding believes it owes a debt to the American people as well as to its students—especially in these critical times.

That is why it set up a Department of National Education to carry its message directly to the people—to twenty-five million a week.

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

To re-state and re-emphasize to the American public the value of constitutional government and freedom of individual opportunity;

To provide sound, reliable information on the interpretation of present political and economic trends;

To foster understanding and cooperation between capital, labor and agriculture.

For eight 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 Benson and sent to 3,600 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 workers how their best interests are served by preserving the economic structure and business principles that have brought them 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 172 stations in 43 states from Presque Isle, Maine, to San Diego, California.

These programs are the dramatized stories of well-known Americans who have contributed greatly to their country and have proved the value of American principles through personal success and public service.

Among those whose stories have been told are: Clara Barton, Alexander Graham Bell, Luther Burbank, Andrew Carnegie, George Washington Carver, Cyrus Field, Harvey Firestone, Henry Ford, Elias Howe, Helen Keller, Joe Louis, Glenn Martin, Cyrus McCormick, Joseph Pulitzer, Jacob Riis, Julius Rosenwald, Babe Ruth, Alfred P. Sloan, Jr., Leland Stafford, Lillian Wald, John Wanamaker.

At the end of each sketch Dr. Benson gives a short talk.

4. Educational films—a series of four animated color cartoon films, professionally produced.

The first of these, "Make Mine Freedom," will be released commercially by Metro-Goldwyn Mayer to 10,000 theaters, reaching an estimated audience of 35,000,000.

In test showings of this film before 5,000 persons, 87 per cent of the ballots rated the picture as either "Good" or "Excellent."

Tentative subjects of the other films are: The Profit Motive, Wages and Prices, and American Prosperity Through Technology.

5. Lecture program—continually in operation, presenting up to five addresses a week by Harding students or 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 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," "Private or Public Enterprise in Post-War America—Which?"

The effectiveness of Harding's National Education Program is demonstrated by the way it 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.

HISTORY

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 removed to Searcy, Arkansas.

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. It is served by the Missouri Pacific Lines from Little Rock, Memphis, and St. Louis, through Kensett.

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.

The scenic beauty of the Ozarks is unsurpassed. The vivid freshness of spring, and the rich profusion of colors in the fall, browns mingling with gold and the deepest reds, against a background of perpetual green, create a fairyland of beauty.

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 twenty-nine acres with an addition of ten acres of veterans' housing. 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 \$700,000.

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.

Residence Halls

Adequate housing is provided for 250 girls, 300 boys, and for 60 married veterans. Pattie Cobb Hall and Godden Hall are residences for girls. East and West Halls and the Hutments are residences for men. Veterans' Village and Rock Row are arranged for veterans' apartments.

Science Annex

This building, constructed by the government for veterans' facilities, contains classrooms, chemistry laboratory, and offices.

The Infirmary

Also constructed by the government for veterans' facilities, the infirmary contains examining rooms, laboratory, nurses' quarters and four wards for twelve beds.

Gymnasium and Swimming Pool

The gymnasium and the swimming pool with its steam-heated, white-tiled pool, furnish recreation facilities of a varied and interesting kind.

Training School

A one-story brick building houses the training school for elementary grades. Rooms are supplied with libraries, pianos, and other standard equipment for a model training school.

Library

The library fills a three-fold function in the program of the college: enrichment of the curriculum, assistance to faculty in their problems, and guidance in recreational reading.

The library now contains approximately 22,000 volumes. In addition to the general reference works, each department is supplied with its own reference books.

The library subscribes to 132 magazines which keep readers informed of current happenings and trends. Indexes provide for the location of material in both bound and current copies.

Detailed statements of library materials relating to specific departments are found in the descriptive paragraphs that precede the listing of courses in each department.

Service Buildings

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

Laboratories

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

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 interest on the above sum pays the regular tuition on one student each year.

Elizabeth J. Couchman Memorial Fund

This fund of \$940.00, the interest 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 covering \$150 on tuition of one Searcy student each year. 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 \$1,000.00, 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. The fund is invested and only the interest is used.

Other Scholarships

There are so many deserving students who need aid, and to invest in these students is so worthwhile a work that Harding College invites others to follow these examples through gifts and legacies.

Honor Scholarships

Harding College grants regularly to the valedictorian of each North Central or class A high school a scholarship of \$180.00, half of which may be applied on tuition each of the two successive years following graduation. To the salutatorian 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.

All students who receive such scholarships are 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 \$2,000 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

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.

Employment

The school is prepared to offer a large amount of work in order to help deserving students earn varying amounts of the regular tuition. Accordingly students who must have work in order to help meet expenses at college may make application to the Coordinator of Student Employment.

The college has facilities whereby a student may work one half day and go to college one half day; or work through one term and then attend college a term, thereby covering total cost of board, room, tuition, fees, and laundry. Under this plan, however, it requires about five years including summers to complete the usual four years of college work.

Students granted working scholarships of any amount must realize that they are assuming an obligation to pay the specified amount in faithful service. The responsibility is their own to see that they render the service required. Should they fail to do so, the amount of the scholarship is due in cash.

It is strongly urged that students not apply for more work than is absolutely necessary. To work too many hours may place the student at a disadvantage scholastically or cause loss of health. Any student who works more than three hours a day must limit the number of his class hours.

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.

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 busses 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 to St. Louis, from Searcy to the Northwest.

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

Expenses

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

The boarding student can meet all regular expenses for approximately \$570.00 for the year. This includes all regular tuition, fees, room and board. The resident students can meet all expenses for \$245.00.

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 paid by the term and at the beginning of the term, unless special arrangement is made with the business manager or the president for a different plan of payment.

A student who withdraws of his own accord does not thereby place the college under obligation to refund tuitions, fees, or rent, although they may be refunded at the option

of the college. Expelled students forfeit all tuitions, fees, or rents.

In cases of protracted illness, all unused tuitions and rents will be refunded.

Regular Tuition and Fees

	Per Term	Per Year
Tuition, at \$4.00 per term hour (normal load)	\$66.67	\$200.00
Registration Fee (Covers entrance, library, medical & hospital, science, activities, etc.)	15.00	45.00

Free Music, Speech, and Art Courses

Much of the class work in music, speech, and fine arts requires no fees additional to regular tuitions. These cultural courses should be included in every student's program of work, and by a removal of all special fees we hope to make them available to all. Tuition is charged only for private instruction.

Special Tuitions and Fees

Piano, Voice, Violin, Art, Orchestral Instruments, and Speech:

	Per Term	Per 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 hr. per day.....	2.00	6.00
Piano Rental, 2 hrs. per day.....	4.00	12.00

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.....	7.50
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.

Room Rent

Rooms for girls, \$30.00 up, a term; with bath shared between two rooms, \$33.00 a term. Prices vary according to location.

Rooms for men \$30.00 a term; in hutments \$24.00.

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, or is applied on any balance still due the school.

Furnishings for Rooms

Each student should bring with him pillow, pillow cases, sheets, towels, at least enough cover for a bed in winter, and such other articles as he may desire.

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 at the beginning of each school year, or the quarter in which the student enters.
2. Medical and surgical attention for emergency and acute illnesses.

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

The service, however, which is included within the fee, is worth far more than its cost. The constant attention of a registered nurse together with hospital privileges 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 by the student alone.

The College Club Cafeteria Plan

The College Club is a co-operative organization in which both students and teachers receive their meals at cost. The cafeteria plan is used. The deposit of \$28.00 per month (four weeks) is designed to cover the cost of meals. Should the cost be less, each student will receive a refund of the balance of the deposit. Should it be more, each student will make up his part of the balance. Those desiring additional food, or special items not on the regular menu for the day, may pay the cashier for them at the time.

Students who pay the board by the quarter deposit \$84.00 at the beginning of each quarter—a total of \$252.00 for the year.



**Part II:
STUDENT LIFE AT
HARDING**

STUDENT ACTIVITIES

The Chapel

One of the most delightful 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.

Homecoming Days

Two homecoming days for alumni and ex-students are held each year, one on Thanksgiving and the other on the Wednesday of graduation week, usually the last week in May. A business and social meeting is held to which all ex-students are cordially invited.

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

intercollegiate debating. Harding debaters have won many first honors in the state and in the Mid-South tournaments including surrounding states.

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

The Campus Players

Membership in the Campus Players, 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.

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.

Chorus and Glee Clubs

The Harding chorus of men and women, the Men's Glee Club, and the Women's Glee Club are three of the outstanding 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.

Nu Zeta Chi

The Harding chapter of the Nu Zeta Chi was organized in 1946. It is an honorary journalism fraternity designed to give recognition to outstanding work done on the student newspaper. Its high standards provide an incentive for harder work on the part of the members of the Press Club.

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 under the sponsorship of the senior class, and conducts other activities related to the yearbook, the Petit Jean.

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 the best social development. The clubs for the women are the Woodson Harding Comrades, Ju-Go-Ju, Las Companeras, Mu Eta Adelpians, GATA, Tofebt, Alpha Theta, Meta 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, GAUR, Trojans, Frater Sodalis, Cavalier, Galaxy, Sigma Gamma, Adelphi Tau Amigos, 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 can participate.

The intra-mural program includes regular schedules in basketball, baseball, softball, touch football, 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 and horseshoes.

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. Love and justice are the moving principles, regulations are as few as possible, and we only ask 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 the user. 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 must use it so as to throw around others the least possible temptation. Hence, the use of tobacco on the college campus and in the buildings is strictly forbidden except in the rooms of men who use it. Harding girls do not use tobacco.

Holidays

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

Week-end Visits With Friends

Experience has taught that week ends spent away from the college are often detrimental to the student. 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 on the campus.

A Confidential Word to Parents

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

Class Absences

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

The following regulations apply to absences:

1. When a student has three unexcused absences from any class, he shall be dropped from the course by the instructor. He may be reinstated only by the recommendation of the registrar and the payment of \$2.00 fee.

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

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

Class Changes

No student is permitted to change or leave a class without the approval of the dean and the 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 F.

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. 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 will be sent to the parents at any time.

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

A is excellent or very outstanding, to be reserved for the highest 4 - 10 per cent of the class.

B is good or superior, to be given to not more than 20 - 30 per cent of the group.

C is fair or average, to be assigned to the middle 35 - 50 per cent of the group.

D is below average, the lowest passing grade, to be given to not more than 20 - 30 per cent of the group.

I is "Incomplete." It implies nothing as to the quality of the work, and may be removed by completing the work of the course. If not completed the next quarter in which the student is enrolled it automatically becomes an F.

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

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

Transcript of Credits

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

Part IV: ACADEMIC INFORMATION

ADMISSION

Graduates from accredited high schools will 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) Applicants eighteen years of age or older whose entrance units have been reduced to not less than thirteen, but less than fifteen, may enter by passing an intelligence test.

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

Prescribed Entrance Units

The following course will be required for admission by transcript:

English.....	3 units
Algebra.....	1 unit
Plane Geometry.....	1 unit
American History.....	1 unit
Laboratory Science.....	1 unit
Elective.....	8 units
Total.....	15 units

Note 1. Laboratory science may be satisfied by one unit of either physics, chemistry, biology, botany, or zoology, or by 1-2 unit each of botany and zoology, provided each course was accompanied by 160 minutes of laboratory work each week.

Note 2. The requirements of one unit each in algebra and geometry may be met with two units of correlated mathematics.

Note 3. Two years of work (two lessons a week) in music

or public speaking counts one unit. In art and drawing one unit will be allowed for five periods of ninety minutes each week for thirty-six weeks.

Students who have their fifteen units of high school work, but lack some of the above requirements, will be allowed to work out these requirements in their college course.

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.

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 do not receive credit toward a degree or toward teachers' certificates.

REQUIREMENTS FOR DEGREES

The college confers the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The requirements for each degree are given separately below.

Bachelor of Arts

The degree of Bachelor of Arts requires the completion of one hundred ninety-two term hours of college work, together with a scholarship record of two-hundred-twenty honor points. At least forty-five hours must be completed in residence, twenty of which must be in the student's senior year.

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

ACADEMIC INFORMATION

Definition of Term Hours

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

Definition of Honor Points

For each grade of "A" the student is awarded three honor points for each credit hour. Similarly a grade of "B" counts two honor points for each hour. A grade of "C" counts one point for each hour. A grade of "D" is passing, but counts no honor points. A grade of "I" allowed to remain on any course is failing and detracts from the student's record one point for each hour. A grade of "F" detracts from the student's record two points for each hour.

Plan of Work

The work of the college is divided into fourteen groups as follows:

- I. Art.
- II. Bible and Religious Education.
- III. Biological Sciences.
- IV. Business and Economics.
- V. Education, Guidance, Psychology, Philosophy.
- VI. English Language and Literature. Includes Speech and Journalism.
- VII. Home Economics.
- VIII. Industrial Education.
- IX. Languages. Includes French, German, Greek, and Spanish.
- X. Mathematics.
- XI. Music. Includes Theory, Piano, Organ, Voice, Violin.
- XII. Physical Education.
- XIII. Physical Sciences. Includes Chemistry and Physics.
- XIV. Social Sciences. Includes History, Sociology, Political Science and Geography.

Course Numbers

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

1. Courses numbered from 100 to 199 are primarily for freshmen and sophomores. They may be elected by juniors and seniors with the advice of the head of their department.
2. Courses numbered from 200 upward are open only to juniors and seniors.

Prescribed Work

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

1. Eighteen hours in English, consisting of English 101-103 and 105-107, required of all freshmen and sophomore students, except that students working for the B.S. degree in science may substitute French or German for English 105-107. Speech 101-102 are required of all who do not pass the placement test in speech.
2. Foreign languages are not required for the Bachelor of Arts Degree unless specified by a particular department for a major in that field. Departmental requirements are listed in the introduction to each department.
3. Eighteen hours must be taken in groups III, X, and XIII combined. At least nine hours of this requirement must be in laboratory courses.
4. Eighteen hours including History 101-103 and 106-107 must be taken in group XIV except that students taking the B.S. degree may take only nine hours including 106-107.
5. At least five hours must be taken in group II, but each student must carry one course in group II, with or without credit, each quarter he is in residence.
6. At least five hours must be taken in Psychology 101, and in Art 200 or in Music 106-107 or its equivalent.

Junior and Senior Requirements

At least sixty term hours within the total required for the Bachelor's degree must be taken in courses numbered 200 and above, and these must be taken in the junior and senior years only. Any 200 courses taken by permission earlier will count as a 100 course. Seniors taking freshman courses will be discounted one-fifth of the credit for each course.

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

With the advice of the professor in charge of the department in which he is specializing, the student shall choose two minor departments, in one of which he shall complete not less than thirty and in the second not less than fifteen hours.

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

No student will be graduated who is guilty of any gross offense, or who has failed to make satisfactory arrangements for his fees and tuition.

Electives

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

1. No student may be enrolled in any subject in advance of any other which he has yet to take and which is offered in the schedule.
2. During the freshman and sophomore years not more than thirty hours may be taken in any one department.
3. No freshman or sophomore may carry more than ten hours in any one group at one time without special permission.

Bachelor of Science

The degree of Bachelor of Science also requires the completion of one hundred ninety-two hours of college work, together with a scholarship record of two hundred twenty honor points. At least forty-five hours must be completed in residence here, twenty of which must be in the student's senior year, except as provided for students completing requirements in schools of dentistry and medicine. Should a student enter with advanced credit, the number of honor points required will be proportionally reduced.

During the freshman and sophomore years the student must meet the requirements in English, social sciences, Bible, Psychology 101, and music or art appreciation, which are required for the Bachelor of Arts degree, with the exception that students who do not plan to teach may be exempt from English 105-107, and History 101-103.

Those majoring in physical sciences must complete eighteen hours of German, and those majoring in biological sciences eighteen hours of German or French, or pass a proficiency reading test. Students with high school credit in German or French may deduct four and a half hours from that above requirement for each unit of high school credit.

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

A total of one hundred term hours of science must be completed in the following groupings: fifteen hours in one group and forty in two other groups combined; or forty hours in one group and fifty in two other groups combined; and ten hours in a fourth group.

Bachelor of Science in Home Economics

The curriculum for the Bachelor of Science in Home Economics is listed in the course description for the department of home economics.

Bachelor of Music, Bachelor of Arts in Music

The courses leading to the degrees of Bachelor of Music and Bachelor of Arts in Music are designed to cover four years of intensive study, not only in achieving a high degree of proficiency in the major subject, but also in attaining an

understanding of the theoretical and esthetic principles of musical art. The requirements are set forth fully in the section describing courses of the music department.

AMOUNT OF WORK

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

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

Sophomores whose grades for the term immediately preceding have averaged B may carry eighteen credit hours.

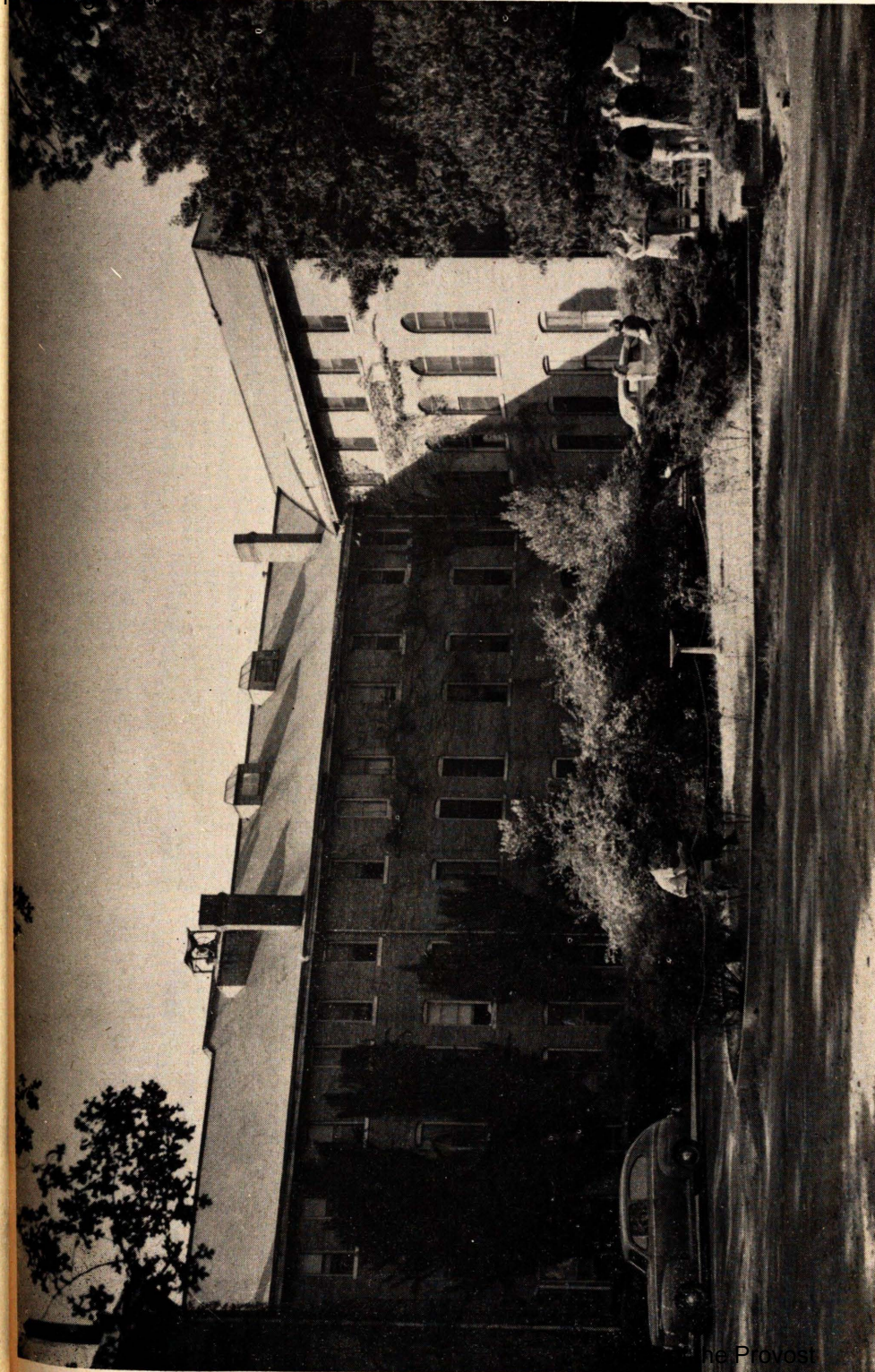
Juniors and seniors whose grades for the term immediately preceding have averaged B may carry nineteen and two-thirds credit hours.

It is never wise for students to carry the maximum load. It is far better to carry the normal and achieve a high scholastic record.

TEACHERS CERTIFICATES

Teachers Certificates in all the various fields, both high school and elementary, are issued on the basis of work completed here. These include the Six-Year High School, the Junior High, the Six-Year, the Four-year, and the Three-year Elementary certificates. Requirements for these certificates and the best plan for the selection of courses are listed in a special bulletin which may be had on request. Students, however, would do well to plan their courses with assistance of their counselors after they arrive.

Certificates in other states may also be secured by making application through the office of the registrar. A fee of \$1.00 is charged for the preparation of each application.



Part V:
OUTLINE
OF
COURSES

1. ART

The art department offers development of individual talents and aptitudes in the various fields of art. It is the purpose of each course to study and apply fundamental principles of art to problems of immediate and future concern to the student. The study of art is a valuable aid to mental discipline and to the development of taste and general character. The annual art exhibit is an important event.

Students who intend to specialize in art are advised to take music, English, home economics, or French as a minor. They must take 45 hours in art, including 218-219-220. A senior majoring in art must complete a mural or give a one-man exhibit.

101, 102 103. FREEHAND DRAWING 9 Hours

Freehand drawing in charcoal, pencil, colored chalk and watercolors, of still life objects, geometric solids and casts, to learn the principles of delineation in outline and in light and shade. Eight hours studio work per week. Fall, Winter, and Spring.

104, 105, 106. INTERPRETATION OF FORM 9 Hours

Continuation of interpretation of form rendered in full light and shade, progressing into more difficult arrangements and subjects. Study of the head and costumed figure in charcoal, pencil, lithographic pencil. Still life studies in watercolors and oils. Landscape sketching. Composition, perspective problems, memory work. Eight hours studio work per week. Fall, Winter, and Spring.

110, 111, 212. PUBLIC SCHOOL ART 9 Hours

Planned for those who intend to teach in public schools. Course 110 covers art for primary grades: elementary drawing, freehand paper cutting, study of color, clay modeling, water color, crayolas. Course 111, for teachers of intermediate grades, covers intermediate handiwork, fabric painting, gesso, wax modeling, etc. Course 212, for teachers in upper grades, including advanced handiwork, drawing and water color painting. Fall, Winter, and Spring. Lee.

113, 114, 115. COMMERCIAL DESIGN 9 Hours

Practical application of art to commercial needs including lettering and the designing and executing of advertisements. Fall, Winter, and Spring.

117. ELEMENTARY DESIGN 3 Hours

A course especially for home economics students designed to study the application of art principles in every day life. Color, proportion and balance are stressed. Fall.

118. APPLIED DESIGN 3 Hours

Prerequisite 117. A continuation of 117 in flat pattern designing and color. Executing designs for rugs, linoleum, wall paper and textiles. Winter.

120. MECHANICAL DRAWING I 3 Hours

A course in freehand drawing in charcoal and pencil of still life, geometric objects and outdoor sketching. Fall.

121. MECHANICAL DRAWING II 3 Hours

Shades and shadows, perspective, elementary design, and working drawings. Winter.

122. MECHANICAL DRAWING III 3 Hours

Continuation of 121. Original designing, working drawings, and rendered executions, in various mediums, of problems adapted to the engineering field. Spring.

200. HISTORY AND APPRECIATION 5 Hours

A survey in the history and appreciation of art, sculpture, and architecture from prehistoric times to the present, with analysis, interpretations, evaluations of the periods, styles, and great personalities. Spring.

201, 202, 203. ADVANCED PAINTING 9 Hours

Portrait study in charcoal, lithographic crayons, colored chalk and in oils. Still life and landscape painting in oils and watercolors. Study of other mediums if desired. Composition, color theory and design as applied to decorative painting. Eight hours studio work per week. Fall, Winter, and Spring.

205, 206, 207. PORTRAIT AND MURAL PAINTING 9 Hours

Portrait in color, decorative design in original creations for wall hangings other than easel pictures. Theory of design and composition continued. Mural painting. Eight hours studio work per week. Fall, Winter, and Spring.

210. ADVANCED COSTUME DESIGN 3 Hours

Prerequisite, Art 117, Art 118. Art principles applied to dress designing. Sketching original designs; application of color to individual problems in distinctive dress. Spring.

218. HISTORY OF ART 3 Hours

Painting in ancient, classic and medieval times; and the Italian. Practice in interpreting selected examples. Fall.

219. HISTORY OF ART 3 Hours

French, Spanish, Dutch, British, and American painting. Winter.

220. HISTORY OF SCULPTURE AND ARCHITECTURE 3 Hours

A survey of the great periods of sculpture and architecture. Spring.

2. BIBLE AND RELIGIOUS EDUCATION

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 the above courses together with those in homiletics and Christian teaching are offered.

Students desiring to major in Bible and Religious Education must complete not less than fifty nor more than sixty hours in the department, including 212, 213, 214, 241, 242, 246, 254, 261, and five hours of additional 200 work, together with fifteen hours of Greek. They must also select a second major in which they must complete from forty to fifty hours. It is recommended that English, Social Sciences, Biological Science, Journalism, Public School Music or Speech be the second major. It is desirable to include enough education to meet minimum teaching requirements. Related courses recommended for majors in the department include Religious Journalism 212, Speech, Debating, and Psychology 101, 102, 103, and 205.

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

I. BIBLICAL LITERATURE

101, 102, 103. NEW TESTAMENT SURVEY 5 Hours

A survey of New Testament literature with special attention in the fall to Matthew, in the winter to Acts, and in the spring to Hebrews. Lectures and interpretation. Fall, Winter, Spring. J. Sears, Ganus, Ritchie, F. Rhodes.

101S, 102S, 103S. NEW TESTAMENT SURVEY 15 Hours

Same as above, except it is open to Bible majors only. More outside work, and credit of 5 hours a term will be given. Fall, Winter, Spring. Mattox.

104. THE PENTATEUCH 1 2-3 Hours

A study of the inspired account of the beginning of things, of the Patriarchs, and of the Law. The five books of Moses are studied as closely as time permits. The book of Deuteronomy is emphasized especially as a devotional study. Fall. Bell.

104S. THE PENTATEUCH 5 Hours

Same as above open only to Bible majors. More work will be given and 5 hours credit. Fall. Mattox.

105. THE HEBREW NATION 1 2-3 Hours

A study of Israel's history from the beginning under Joshua to the Babylonian captivity. The prophets of this period are studied in their proper historical setting. Winter. Bell.

105S. THE HEBREW NATION 5 Hours

Same as above, except open only to Bible majors. More work will be given and 5 hours credit. Winter. Mattox.

106. RESTORATION AND INTER-BIBLICAL HISTORY 1 2-3 Hours

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

106S. RESTORATION AND INTER-BIBLICAL HISTORY 5 Hours

Same as above, except open only to Bible majors. More work will be given and 5 hours credit. Spring. Mattox.

201. JOHN 1 2-3 Hours

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

202, ROMANS 1 2-3 Hours

A careful study of the epistle by analytical outline and doctrinal content. A close following of the development of the theme of the book. A thorough grasp of the argument and teaching is sought. Winter. Mattox.

203. FIRST AND SECOND CORINTHIANS 1 2-3 Hours

A consideration of the founding and historical connections of the Church at Corinth. A topical outline and interpretation of Paul's Corinthian epistles. Fundamental principles and practical lessons of the books are emphasized. Spring. Bales.

205. THE TEACHING OF CHRIST 1 2-3 Hours

This course emphasizes the teaching of Christ, as contained in the four Gospels, on fundamental themes such as Christ's teaching concerning God, the Holy Spirit, Himself, Man, Sin, and the Kingdom of Heaven. Fall. Bales.

206. SHORTER EPISTLES OF PAUL 1 2-3 Hours

First Thessalonians, Second Thessalonians, Galatians, the four "Prison Epistles" (Ephesians, Phillipians, 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. Bales.

207. GENERAL EPISTLES 1 2-3 Hours

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

215, 216, 217. 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. Fall, Winter, Spring. Bell.

221. 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. Burke.

II. RELIGIOUS HISTORY**102. ACTS 1 2-3 Hours**

Growth of the church during the first half century. Same as Bible 102. Winter. J. Sears, Ganus, Ritchie, Mattox, F. Rhodes.

104, 105, 106. OLD TESTAMENT HISTORY 1 2-3 Hours

Same as Bible 104, 105, 106. above. Fall, Winter, Spring. Bell.

210. NEW TESTAMENT EVANGELISM 5 Hours

A thorough study of the book of Acts into which will be correlated the Epistles written by Paul at places mentioned in Acts. This will include an outline study of fourteen epistles in addition to a comprehensive study of the book of Acts. Winter.

212. RISE OF CHRISTIANITY 3 Hours

The growth of Christianity from the first century to the beginning of the great reform movements of the fourteenth century. Reading in the early church Fathers, and the influence of the barbarian invasions and pagan thought. Fall. Mattox.

213. THE REFORMATION PERIOD 3 Hours

Development of Christianity through the great reform movements of Wycliff, Luther, Calvin, and other religious leaders before the eighteenth century. Winter. Mattox.

214. CHRISTIANITY IN THE MODERN WORLD 3 Hours

A study of Christianity from the beginning of the eighteenth century to the present. Includes the Wesleyan revival and the restoration movements of the nineteenth century. Spring. Mattox.

224. NEW TESTAMENT WORLD 3 Hours

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

backgrounds will contribute to an understanding of the New Testament. Winter. Bales. (Alternates with 220. Offered 1948-49.)

253. THE RESTORATION MOVEMENT 5 Hours

A study of the claims made by the leaders of the Restoration Movement; their objectives; the early history of the movement. Winter.

III. RELIGIOUS TEACHING

107. PREPARATION OF SERMONS 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. Open to freshmen. Spring. Mattox.

108, 109, 110. PREPARATION OF SERMONS 9 Hours

An intensive study of fundamental doctrines. Same as Christian Education 108, 109, 110. Not open to freshmen. Fall, Winter, Spring. Bales.

220. COMPARATIVE RELIGION 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. Winter. Bales. (Alternates with 224. Given 1949-50.)

231, 232, 233. CHURCHES AND CREEDS 9 Hours

A study of the historic creeds: The Apostle's Creed, Athanasian Creed, and the Nicene Creed. Origin of modern denominations and a study of the distinctive doctrines of each. Fall, Winter, Spring. Bales.

240. THE TEXT AND THE CANON 3 Hours

A study of the origin and authenticity of the books of the New Testament. Winter.

241, 242. 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. Winter, Spring. Bales.

IV. CHRISTIAN EDUCATION

107. PREPARATION OF SERMONS 3 Hours

Same as Religious Teaching 107. Open to freshmen. Spring. Mattox.

108, 109, 110. THE PREPARATION OF SERMONS 9 Hours

An intensive study of the construction and use of sermon outlines. Same as Religious Teaching 108, 109, 110. Outlines are constructed in class and some original outlines are required of each student. This class is not open to freshmen. Fall, Winter, Spring. Bales.

246. 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. Ritchie.

252. 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. Fall. Bales.

254. PERSONAL EVANGELISM 1 Hour

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. Designed to meet the needs of all students, and required of Bible majors, the course will serve as preparatory workshop for those who wish to participate in campaigns conducted in various parts of the United States during summer months. Spring, Ritchie.

255. MISSIONARY TECHNIQUE

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. Spring.

257. MATERIALS AND METHODS IN CHRISTIAN EDUCATION

2 Hours

A study of the child and his religious needs during the early years, with special emphasis on the materials and methods the Christian teacher may use in working with child groups. Fall. Dykes.

3. BIOLOGICAL SCIENCES

The department of biological science meets the needs of students preparing for advanced work in biology, medicine, dentistry, nursing, and laboratory or medical technology. It also affords courses for those desiring to obtain some knowledge of biology as a part of their general cultural education.

Laboratories are well equipped to give instruction in the courses offered. The library contains standard reference works and periodicals of particular interest and help to the student in biology.

BACHELOR OF ARTS DEGREE

Students majoring in Biological Science for the Bachelor of Arts Degree must complete all the general requirements for the degree as listed in the preceding section of the catalog, and in addition a minimum of forty hours in biological sciences including 101-103, 201, 202, 209, and Physical Science 100-101, or Chemistry 101 and Physics 103.

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES

Students who major in the department for the Bachelor of Science Degree must complete the following courses:

1. Biology 101, 102, 201, 202, and 214 or 215.
2. Chemistry 101, 102, 201, 202. (Chemistry 104 and 203 are recommended).
3. Physics 103, 104, 105.
4. Foreign Language: see requirements under B.S. degree.
5. Mathematics 104, 105. (Mathematics 200, 201, and 202 are recommended).

For the degree of Bachelor of Science the following is the best arrangement of courses and any change from this schedule must be approved by the head of the department. Those planning to teach must include among electives, English 105-107 and History 101-103. They must also choose the education sequences in the junior and senior years.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Biol. 101.....4	Biol. 1024	Biol. 103.....4
Chem. 101.....5	Chem. 102.....5	Chem. 104.....5
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
German 101	German 102	German 103
or French 101....3	or French 102....3	or French 103....3
P. E. 100.....1	P. E. 101.....1	P. E. 102.....1
16	16	16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Biol. 201.....5	Biol. 202.....5	Biol. 209.....5
Chem. 201.....5	Chem. 201.....5	*Art 200.....5
*Eng. 105.....3	*Eng. 106.....3	*Eng. 107.....3
German 104	German 105	German 105
or French 104....3	or French 105....3	or French 106....3
16	16	16

THIRD YEAR

Fall Term	Winter Term	Spring Term
Biol. 206 or 211.....5	Biol. 214 or 215.....5	Biol. 208 or 203.....5
*Geog. 100.....3	*Educ. 210.....3	*Educ. 200.....5
Math. 105.....5	Hist. 106.....3	Hist. 107.....3
Psy. 101.....5	Math. 104.....5	Math. 106.....5
*Educ. 227.....3	*Psy. 102	Elective3
Elective.....5	or 205.....5	
18 18	16 16	16 18

FOURTH YEAR

Fall Term	Winter Term	Spring Term
Biol. 211 or 206.....5	Biol. 215 or 214.....5	Biol. 203 or 208.....5
*Hist. 101.....3	*Hist. 102.....3	*Hist. 103.....3
Phys. 103.....5	Phys. 104.....5	Psy. 105.....5
*Educ. 227.....3	*Educ. 205	*Educ. 251.....5
*Educ. 250.....5	or 251.....2½	*P. E. 130.....3
Elective8	*P.E. 120.....3	Elective5
16 18	Elective3	
	16 16½	18 16

*Those planning to teach should take the courses marked with the asterisks. Those not planning to teach may elect other courses. Not more than 7½ hours of directed teaching should be taken.

Music 105, 106, 107 may be substituted for Art 200.

LABORATORY TECHNICIAN COURSE, NURSING AND PUBLIC HEALTH

Those preparing to be laboratory technicians or to enter schools of nursing for advanced training or for public health service should follow the curriculum as here outlined. Students may be admitted to schools of nursing without any college work, but either one or two years of the course here outlined will make them capable of better positions. For entrance to schools of medical technology and public health service at least two years of college work are required.

The third year of work is scheduled for those who want a more thorough preparation, and who wish to receive the Bachelor of Science degree as well as a Certificate in Medical Technology, in Public Health, or in Nursing. At the conclusion

of their work in the approved school of medical technology, of nursing, or public health, the degree of Bachelor of Science is granted here. Those who complete the work in medical technology, nursing, or public health, whether they have taken the two or three year course, are eligible for registration by the National Registry of Medical Technologists, or of Graduate Nurses.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Biol. 101.....4	Biol. 102.....4	Biol. 103.....4
Chem. 101.....5	Chem. 102.....5	Chem. 104.....5
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Sp. 101.....2	Hist. 106.....3	Hist. 107.....3
P.E. 100.....1	P.E. 101.....0	P.E. 102.....0
15	15	15

SECOND YEAR

Fall Term	Winter Term	Spring Term
Biol. 201.....5	Biol. 202.....5	Biol. 209.....5
Chem. 201.....5	Chem. 202.....5	Chem. 203.....5
*Phys. 103.....5	Phys. 104.....5	Phys. 105.....5
15	15	15

THIRD YEAR

(For those who want the Bachelor of Science degree when they complete their work in technology or nursing.)

Fall Term*	Winter Term	Spring Term
**Biol. 206 or 211.....5	Biol. 214 or 215.....5	Ger. 103 or Fr. 103.....3
Chem. 210 or 105.....5	Chem. 211 or 106.....5	Hist. 103.....3
Ger. 101 or Fr. 101.....3	Ger. 102 or Fr. 102.....3	Elective10
Hist. 101.....3	Hist. 102.....3	16
Psy. 101.....5	Elective5	5
16 16	16 16	

*If the student has never had trigonometry, it is urgent that he take Math. 105 during the preceding summer quarter, or by correspondence.

**Biol. 211 is a requirement, but since it is alternated with Biol. 206 it may have to be taken in the summer or in the third year. In case of necessity another course in biology may be substituted.

PRE-DENTAL COURSE

Students preparing for dentistry should follow the curriculum below, but should consult the head of the department or the dean for any variations necessary in meeting requirements for any particular school. This curriculum, however, meets all requirements of the American Dental Association.

The course is so arranged that those who wish may enter the dental school at the end of two years. But those who take the third year of work receive the Bachelor of Science degree from Harding College at the same time they receive their degree of Doctor of Dental Surgery from the school of dentistry. This additional year also gives them a more thorough preparation for their dental training.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Biol. 101.....4	Biol. 102.....4	Biol. 103.....4
Chem. 101.....5	Chem. 102.....5	Chem. 104.....5
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Ger. 101	Ger. 102	Ger. 103
or Fr. 101.....3	or Fr. 102.....3	or Fr. 103.....3
P. E. 100.....1	P. E. 101.....1	P. E. 101.....1
<hr/> 16	<hr/> 16	<hr/> 16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Biol. 201.....5	Biol. 202.....5	Biol. 209.....5
Chem. 201.....5	Chem. 202.....5	Chem. 203.....5
*Phys. 103.....5	Phys. 104.....5	Phys. 105.....5
<hr/> 15	<hr/> 15	<hr/> 15

THIRD YEAR

Fall Term	Winter Term	Spring Term
Biol. 206	Biol. 214	Math. 106.....5
or 211.....5	or 215.....5	Hist. 107.....3
Chem. 210	Chem. 211	Elective8
or 105.....5	or 106.....5	<hr/> 16
Psy. 101.....5	Math. 104.....5	
Elective6	Hist. 106.....3	
<hr/> 16	Elective3	
16	<hr/> 16	

*Those who have had no trigonometry should take a course in the summer quarter or by correspondence preceding the physics.

PRE-MEDICAL COURSE

Pre-medical students should follow the schedule of courses below. It is so arranged that those who desire may enter medical school at the close of the second year, but students taking the three-year course will receive their Bachelor of Science degree from Harding College at the same time they receive their Doctor of Medicine from the School of Medicine. Since the three-year course also gives them a more thorough preparation for their medical work, it is especially recommended.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Biol. 101.....4	Biol. 102.....4	Biol. 103.....4
Chem. 101.....5	Chem. 102.....5	Chem. 104.....5
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Ger. 101	Ger. 102	Ger. 103
or Fr. 101.....3	or Fr. 102.....3	or Fr. 103.....3
P. E. 100.....1	P. E. 101.....1	P. E. 102.....1
<hr/> 16	<hr/> 16	<hr/> 16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Biol. 2015	Biol. 202.....5	Biol. 209.....5
Chem. 201.....5	Chem. 202.....5	Chem. 106.....5
Ger. 104	Ger. 105	Ger. 106
or Fr. 104.....3	or Fr. 104.....3	or Fr. 106.....3
*Phys. 103.....5	Phys. 104.....5	Phys. 105.....5
<hr/> 18	<hr/> 18	<hr/> 18

*If a student has had no trigonometry in high school he should take Math. 105 in the summer quarter or by correspondence before enrolling for physics.

THIRD YEAR

(For those who receive the Bachelor of Science degree when they receive their Doctor of Medicine.)

Fall Term	Winter Term	Spring Term	
Biol. 206	Biol. 214	Chem. 207.....	5
or 211.....5	or 215.....5	Hist. 107.....3	3
Chem 210	Chem. 211	Math. 106.....5	5
or 105.....5	or 106.....5	Elective8	3
Psy. 101.....5	Hist. 106.....3		
Elective6	Math. 104.....5		16 16
	Elective3		3
			16 16

101, 102, 103. GENERAL BIOLOGY 12 Hours

This course is required of all students majoring in biology and of all pre-medical and pre-dental students. Emphasis 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 four hours of laboratory per week. Fall, Winter, Spring. Sears.

101 (a), 102 (a) 103 (a). GENERAL BIOLOGY 9 Hours

General Biology for those who wish to meet only the minimum requirements for degrees and teachers' certificates. Not accepted for majors in science. Three lectures and two hours laboratory per week. Fall, Winter, Spring. Sears.

201, 202. 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, 102, 103. Three lectures, four hours laboratory per week. Fall, Winter. Sears.

203. 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, 102, 103. Three lectures, four hours laboratory per week. Spring. (Offered in 1948-49). Sears.

206. 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, 102, 103, but open to majors in home economics and physical education with junior standing. Three lectures and four hours laboratory per week. (Alternates with 211, Offered 1948-49). Fall. Sears.

208. 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, 102, and 103 and junior or senior standing. Three lectures and four hours laboratory per week. (Offered 1949-50). Spring. Sears.

108 or 208. NATURE STUDY 3 Hours

A course designed for teachers in elementary fields. Either this or Geog. 100 is required of all elementary teachers. Two lectures, two hours laboratory per week. (Offered 1949-50). Spring. Sears.

209. 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 201. Three lectures, four hours laboratory per week. Spring. Sears.

210. ANIMAL MICROLOGY 3 Hours

A course designed to teach the students to prepare microscope slides and to interpret histological preparation. Emphasis is placed upon a few simple and established techniques rather

than a variety of different procedures. Prerequisites: Biology 101-103. (Offered 1948-49 and alternate years).

211. GENERAL BACTERIOLOGY 5 Hours

An introductory course in bacteriology dealing with the morphology and physiology of the most important groups of bacteria. Prerequisites: Biology 101-103, but open to home economics majors with junior standing. Three lectures, four hours of laboratory per week. (Alternates with 206. Offered 1941-50). Fall. Sears.

214. 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. (Alternates with 215. Offered 1949-50). Winter. Sears.

215. HEREDITY 5 Hours

Designed for majors in the field of biology. Emphasis is on the fundamental principles of heredity in their application to animals, plants, and mankind. Prerequisites: Biology 101, 102, 103 and Math. 104 (Alternates with 214. Offered 1948-49.) Winter. Sears.

227. TEACHING OF SCIENCE 3 Hours

A practical course in materials and methods for teaching the sciences in junior and senior high schools. Attention is given to the curricula, to specific aims, to methods of vitalizing and clarifying subject-matter, and to testing results. Required of all who plan to teach science in high schools. (Offered 1948-49). Fall.

4. BUSINESS ADMINISTRATION AND ECONOMICS

The work of this department meets the needs of three classes of students: those who desire a business training that will qualify them for secretarial, accounting, or administrative positions in the business world; those who plan to teach business courses in high schools or commercial colleges; and those who wish a general knowledge of business procedure as a phase of their college work. Those majoring in the department for the bachelor's degree must elect 108, 109, 110, 200a, as well as Economics 101 and Mathematics 111. All typing and shorthand courses may be counted toward a degree but only six hours may be counted toward the forty-five required for a major in Business Administration. Those planning to teach commercial subjects in high school must elect 228.

SECRETARIAL COURSE

For the one-year secretarial course the following is a suggested plan of selection. Those who take a two-year course, however, should leave 108, 109, 110 for the second year.

Fall Term	Winter Term	Spring Term
B. A. 102.....4	B. A. 103.....4	B. A. 104.....4
B. A. 105.....3	B. A. 106.....3	B. A. 107.....3
B. A. 108.....3	B. A. 109.....3	B. A. 110.....3
Eng. 101.....3	Eng. 102.....3	Eng. 110.....3
B. A. 111.....3	Hist. 106.....3	Hist. 107.....3
P. E. 100.....0	P. E. 101.....0	P. E. 102.....0
	16	16

COURSE FOR TEACHERS

For those planning to teach and working toward the Bachelor of Arts in Business Administration, the following is the suggested plan of selection. A second teaching field should be selected as a minor.

FIRST YEAR

Fall Term	Winter Term	Spring Term
B. A. 102.....4	B. A. 103.....4	B. A. 104.....4
B. A. 105.....3	B. A. 106.....3	B. A. 107.....3
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Geog. 100.....3	Hist. 106.....3	Hist. 107.....3
Sp. 101.....2	Sp. 102.....2	P. E. 130.....3
P. E. 100.....1	P. E. 101.....1	
<u>16</u>	<u>16</u>	<u>16</u>

SECOND YEAR

Fall Term	Winter Term	Spring Term
Biol. 101 (a).....3	Biol. 102 (a).....3	Biol. 103 (a).....3
B. A. 108.....3	B. A. 109.....3	B. A. 110.....3
Eng. 105.....3	Eng. 106.....3	Eng. 107.....3
Hist. 101.....3	Hist. 102.....3	Hist. 103.....3
Math. 111.....3	Ph. Sc. 100.....3	Ph. Sc. 101.....3
<u>15</u>	<u>15</u>	<u>15</u>

THIRD YEAR

Fall Term	Winter Term	Spring Term
B. A. 200 a.....4	B. A. 211.....5	B. A. 216.....5
Ed. 201.....5	Psy. 102	Ed. 200.....5
Psy. 101.....5	or 205.....5	*Art 200.....5
Elective3	Elective6	
<u>17</u>	<u>16</u>	<u>15</u>
	16	

FOURTH YEAR

Fall Term	Winter Term	Spring Term
Ed. 288.....3	Ed. 210.....3	Ed. 250 or 251..5
**Ed. 250.....5	Ed. 250 or 251.5	Elective11
Elective9	B. A. 211.....5	
<u>17</u>	P. E. 120.....3	<u>16</u>
16	Elective10	16
		<u>16</u>

*Music 105, 106, 107 may be substituted for Art 200.

** Educ. 250-251, Directed teaching, may be taken fall and winter, or winter and spring.

I. BUSINESS EDUCATION AND SECRETARIAL SCIENCE**102, 103, 104. STENOGRAPHY 12 Hours**

Courses 102 and 103 cover the fundamental principles of Gregg shorthand. Speed and accuracy are stressed through much diction and transcription. Course 104 meets five days a week for class instruction and three days per week for laboratory work in actual office practice and secretarial training. A speed of 120 words per minute is required for credit for the third term. Fall, Winter, Spring. Stapleton.

105, 106, 107. TYPEWRITING 9 Hours

Accuracy and speed are stressed. Requires a thorough technique in the typing of letters, telegrams, manuscripts and theses, copying rough drafts, table of contents, bibliographies, outlines, programs, tabulations, legal work, and various other business forms. Students are required to master a speed of thirty words a minute for the first term; forty for the second term; and fifty words per minute for the third term. Fall, Winter, Spring. Chambers.

111. 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 typewriting is prerequisite. Fall. Chambers.

116. BUSINESS COMMUNICATION 3 Hours

A course covering practical English usage, including grammar and punctuation, as applied to business correspondence. Spring. Stapleton.

216. OFFICE MANAGEMENT 5 Hours

A practical course for secretaries and prospective business executives, dealing with methods and techniques of office management. Throughout the course emphasis is given to the place, duties, and function of the office manager. Prerequisite: sophomore standing. Spring. Stapleton.

228. TEACHING COMMERCIAL SUBJECTS 3 Hours

A thorough and practical course in methods of presenting commercial subjects in high schools, with special emphasis on the teaching of shorthand, typewriting, bookkeeping. Required of students who expect to teach in the field of business education. Fall. Stapleton.

250. DIRECTED TEACHING IN COMMERCIAL SUBJECTS 5 Hours

May be directed teaching in shorthand, typewriting, or bookkeeping. Required for the commercial certificate. Prerequisite or corequisite: Bus. Ad. 228 and junior standing. Fall, Winter, Spring. Time arranged by appointment.

II. ACCOUNTING AND ADMINISTRATION**108, 109, 110. PRINCIPLES OF ACCOUNTING 9 Hours**

Accounting theory and practice in relation to single proprietorship, partnership, and corporations. In addition to study of practical records attention is given to making and interpreting statements from the managerial standpoint. The student is made familiar with business forms and vouchers by the use of practice sets using business papers. During the third quarter study is made of records for manufacturers, cost, and departmental accounting. Prerequisite: sophomore standing. Fall, Winter, Spring. Rhodes.

112. GENERAL BUSINESS 3 Hours

An introduction to the principles of business management. Fall. Stapleton.

113. BUSINESS ORGANIZATIONS 5 Hours

A comparative study of types of business organizations, including proprietorships, partnerships, unincorporated associations, the corporation holding companies, the business trust, cooperatives, trade associations, and charters. Alternates with 211. (Offered 1949-50). Winter. Chambers.

114. BUSINESS ORGANIZATIONS 5 Hours

A continuation of 113, 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. (Alternates with 212. Offered 1949-50). Spring. Chambers.

115. COMMERCIAL GEOGRAPHY 3 Hours
For description see Geography 115. Winter. Pryor.**200 a. INTERMEDIATE ACCOUNTING 4 Hours**

Designed to train the student to analyze problems and apply the accounting principles involved. A series of graded problems is used to illustrate the form and content of a balance sheet, statement of profit and loss, cash and accounts receivable, notes and acceptances receivable, inventories, consignment, installment sales, tangible fixed assets, investments, statement of application of funds and other selected topics. Prerequisite: 110. Fall. Rhodes.

200 b. INTERMEDIATE ACCOUNTING 2 Hours

A continuation of the preceding course, running the first six weeks of the winter quarter. Rhodes.

201. 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. Attention is given to the bookkeeping procedure necessary to accomplish correct results, also in acquiring familiarity with forms commonly utilized in cost accounting. Prerequisite: B. A. 110. (Alternates with 203. Offered 1949-50.) Fall. Rhodes.

202. 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. (Alternates with 208. Offered 1949-50). Spring. Rhodes.

203. INVESTMENTS 5 Hours

Principles governing the proper investment of personal and institutional funds. Prerequisites: Business Administration 108 and Economics 201 or taken concurrently. (Alternates with 201. Offered 1948-49). Fall. Rhodes.

204. 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 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: B. A. 110 (Alternates with 213. Offered 1948-49). Winter. Rhodes.

205 a. ADVANCED ACCOUNTING 2 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: Acctg. 200. (Alternates with 201. Offered 1948-49.) Last six weeks of the Winter quarter. Rhodes.

205 b. ADVANCED ACCOUNTING 4 Hours

A continuation of 205 a. Spring. Rhodes.

206. 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. Winter.

208. 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 202. Offered 1948-49). Spring. Rhodes.

210. 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. (Alternates with 207. Offered 1948-49). Spring. Rhodes.

211, 212. BUSINESS LAW 10 Hours

General principles of the law of contracts, agency, negotiable instruments, partnerships, corporations, personal and real property, and fiduciary relationships. Much time is devoted to the study of factual cases and the opinions pronounced by the courts in deciding them. Winter, Spring. Stapleton.

III. ECONOMICS AND DISTRIBUTIVE EDUCATION

101. PRINCIPLES OF ECONOMICS 5 Hours

The basic principles of economics are emphasized and applied as far as possible to the specific problems. Fall. Stapleton.

207. 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 101. (Alternates with 210. Offered 1948-50). Spring. Rhodes.

213. SALESMANSHIP

5 Hours

Designed to cover selling practice in most phases of the business cycle. A number of the topics to be covered are the 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 salesmen, advertising. (Alternates with 204. Offered 1949-50). Winter. Rhodes.

214. 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, and the relations of government and business will be some of the topics discussed. (Alternates with 215. Offered 1949-50). Winter. Stapleton.

215. LABOR ECONOMICS

5 Hours

Introduction to the problems of labor and capital, labor organizations, and labor legislation. (Alternates with Eco. 214. Offered 1948-49). Winter. Stapleton.

220. AMERICAN ECONOMIC HISTORY

5 Hours

Attention is given to colonial agriculture, industry, and trade. After 1789, the main lines of study are banking, transportation, tariff, the development of the natural resources, the rise of manufacturers, and the expansion of corporate methods in industry and trade, with special attention given to the history of American labor. (Alternates with B. A. 212. Offered in 1949-50). Spring. Stapleton.

IV. RELATED COURSES

The following courses closely related to the business field are recommended for those specializing in the different phases of business administration.

Art 113, 114, 115. Commercial Design. 9 Hours
Speech.

Journalism 203. Advertising. 5 Hours

Journalism 225. News Photography. 3 Hours

Math. 111. Mathematics of Investment and Insurance.
3 Hours

5. EDUCATION AND PSYCHOLOGY

Courses in the department of education and psychology are designed to meet the needs of those preparing for the teaching profession.

ELEMENTARY SPECIALIZATION

For students planning to specialize in elementary teaching the requirements for the four-year and six-year certificates have been given in a special booklet available from the office of the Dean. In addition to these requirements, however, the candidate must complete one or more of the following fields of specialization:

1. English (including Speech and Journalism).

Twenty hours selected from the following:

English 210 or 211, American Literature; 215, The Romantic Period; 214, Later 19th Century; 207, 208, Tennyson and Browning.

Speech 101, 102, Principles (unless previously taken); 201, 202, Oral Interpretation; Play Production.

Journalism, 201, Introduction to Journalism.

2. Social Science (History, Political Science, Sociology).

Twenty hours selected from the following:

Geography 115.....	3 Hours
History 205, 206.....	10 Hours
History 210, 202.....	10 Hours
History 207.....	3 Hours
Pol. Sc. 201.....	3 Hours
Sociology 101, 102.....	6 Hours

3. Science (Biology, Chemistry, Home Economics, Mathematics).
Twenty hours selected from the following:
Biology: 203 Entomology; 206 Human Anatomy-Physiology; 211 Bacteriology; 214, 215 Heredity and Eugenics.
Home Ec: 101 or 111 Clothing; 121 Textiles; 204 Child Development.
4. Art
Twenty-four hours selected from the following:
101, 102 Drawing; 103 Painting and Sketching; 105 Still Life Painting; 117, 118, 205 Design; 218, 219, 220 History of Art.
5. Music.
Twenty-four hours selected from the following:
121, 122, 123, Elementary Theory; 111, 112, 113 Sight-singing, Ear Training; 244, Music Education; 204, 205, 206 History and Appreciation; Applied Piano or Voice.

I. EDUCATION

104. INTRODUCTION TO TEACHING 3 Hours
A practical course in methods of teaching in primary and elementary grades, together with observation of classroom work. Designed to precede courses in practice teaching, and to give the student a definite working knowledge of procedure and technique. Fall. Summitt.
105. MATERIALS AND METHODS IN THE ELEMENTARY SCHOOLS 3 Hours
An integrated course covering lesson planning, units of study, assignments and motivation, with directed observation in the training school as an essential part of the course. Fall. Cathcart.
- 106, 107. MATERIALS AND METHODS IN THE ELEMENTARY SCHOOLS 6 Hours
A study of the newer methods of teaching social studies,

arithmetic, science and nature study in the elementary schools. The student will become acquainted with the philosophy and practices of the integrated program. Several integrated units will be produced and studied. Winter, Spring. Cathcart.

140. DIRECTED TEACHING IN ELEMENTARY GRADES 5 Hours
A beginning course integrated with the theory courses and requiring at least sophomore standing.
150. DIRECTED TEACHING IN SECONDARY SCHOOLS 5 Hours
A beginning course in directed teaching in the junior high school field. Closely related to the theory courses and requires sophomore standing.
200. TECHNIQUE OF TEACHING IN SECONDARY SCHOOLS 5 Hours
The study of problems peculiar to junior and senior high schools. Attention is given to organization, aims, and functions, programs of study, and extra-curricular activities. Spring. Summitt.
201. PRINCIPLES OF SECONDARY EDUCATION 5 Hours
A study of the fundamental principles underlying secondary education. Special attention given to the adolescent period. Includes the program of studies, methods of organization and administration, and the relationship of secondary education to both elementary and higher education. Fall. Summitt.
202. THE TEACHER AND SECONDARY SCHOOL ADMINISTRATION 3 Hours
The problems of secondary school administration from the point of view of the classroom teacher. Winter. Summitt.
204. TESTS AND MEASURES 3 Hours
A study of the construction and use of achievement examinations with major emphasis on tests in the secondary field. Spring. Summitt.

210. 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. Summitt.

212. HISTORY AND PHILOSOPHY OF EDUCATION 5 Hours

A consideration of the outstanding men and movements in educational history that have contributed to modern educational institutions and aims. Spring. Bales.

224. 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. Same as English 224. Fall. Mrs. Stapleton.

225. TEACHING HOME ECONOMICS 3 Hours

A study of the development of the home economics movement, curricula, the planning of courses and methods in teaching. Spring. Mrs. Bell.

226. 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. Same as History 226. Fall. Rhodes.

227. TEACHING OF SCIENCES 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. Winter.

228. 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. Stapleton.

229. METHODS OF TEACHING SPEECH 2 Hours
See speech 229. Fall.**230. THE TEACHING OF MATHEMATICS 3 Hours**

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

240, 241. ADVANCED DIRECTED TEACHING—ELEMENTARY 9 Hours

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

250, 251. ADVANCED 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.

II. GUIDANCE

The courses in this sequence are designed for those who wish to prepare for personnel work in its many phases. 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 give an excellent foundation for those who wish to go on for specialized graduate training.

215. PRINCIPLES OF GUIDANCE 5 Hours

An introduction to the principles and techniques of guidance and to its various fields. A course designed for teachers, school administrators, and counselors, coordinators of guidance, ministers, and others who are interested in personnel services. Prerequisite: Psy. 101 or 205. Fall. Z. Bell.

216. VOCATIONAL GUIDANCE

5 Hours

This is a continuation of 215 with emphasis upon occupational information, individual analysis and vocational guidance. Winter. Z. Bell.

217. TECHNIQUES OF COUNSELING

5 Hours

An intensive study of counseling techniques, including observation of counseling interviewers, 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. Spring. Z. Bell.

III. PHILOSOPHY**101. 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, and the light of the teaching of Jesus the Christ. Spring. Bales.

IV. PSYCHOLOGY**101. GENERAL PSYCHOLOGY**

5 Hours

This practical course deals not only with the various theories of psychologists, but also with an application of the established principles of psychology to various aspects and problems of life. Fall. Bales.

102. 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. Winter. Bales.

103. CHILD PSYCHOLOGY

3 Hours

A study of the development of the normal child with practical application to the problems of the class-room teacher. Includes a study of motor development, emotional development, development of meanings, imagination, verbal learning, social development, etc. Spring. Summitt.

205. ADOLESCENT PSYCHOLOGY

5 Hours

Problems characteristic of the age involving physical, social, emotional, and intellectual development are studied with a view to helping the teacher maintain proper treatment of the learner during this important period of growth. Winter. Summitt.

6. ENGLISH, SPEECH, AND JOURNALISM**I. ENGLISH**

The purpose of the English department is to assist the student in developing habits of logical thinking and clear, effective expression, and lead him to an appreciation of great writers. Literature is treated not merely as artistic expression, but as a progressive development of human culture, thought, and 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.

Students specializing in this department must complete fifty-four hours, including 101-103, which are required of all freshmen; 105-107; Shakespeare (201 or 202), Chaucer 203, and American Literature (210 or 211). Ten hours in speech may be counted toward the English major, which should include Speech 201. Students are also urged to acquire a read-

ing knowledge of French or German during their course.

Those who expect to teach English in high school must include Ed. 224, and at least five hours in speech.

100. IMPROVEMENT OF ENGLISH AND READING no cr.

Designed to help students who fail courses because they do not read well or do not understand the fundamentals of English. Freshmen whose placement test scores are low, and those who fall below passing in 101, 102, 103, will be required to carry 100. No credit. Fall, Winter, Spring. Stapleton.

101, 102, 103. FRESHMAN COMPOSITION 9 Hours

A study of the principles of composition with written work throughout the course. Special emphasis is given to the sentence, the paragraph, the mechanics of writing, and vocabulary building. Exposition is treated in the first term. Coordinates with Speech 101-103. Fall, Winter, Spring. Miss Latham, Mrs. Stapleton.

105, 106, 107. SURVEY OF ENGLISH LITERATURE 9 Hours

A comprehensive survey of the growth and development of English literature from the earliest times to the present. Masterpieces of both prose and poetry are studied. Fall, Winter, Spring. Miss Latham.

120. JUVENILE 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. Cathcart.

201, 202. 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 collateral readings from contemporary dramatics are required. Prerequisites: 101-103, 105-107. Fall, Winter. Sears.

203. 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. Prerequisites: 101-103, 105-107. Spring. Sears.

207. 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 215. Offered 1947-48). Fall. Sears.

208. 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 215. Offered 1949-50). Fall, Sears.

210, 211. 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. (210 is offered 1949-50, 211 in 1948-49). Winter. Mrs. Stapleton.

214. LATER NINETEENTH CENTURY POETRY 5 Hours

The course deals with the poets of the later nineteenth century, exclusive of Tennyson and Browning. (Alternates with 218. Offered 1948-49.) Spring Mrs. Stapleton.

215. 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 207, 208. Offered 1948-49). Mrs. Stapleton.

218. 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 229. Offered 1949-50). Spring. Mrs. Stapleton.

220. 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 218. Offered 1948-49). Spring. Mrs. Stapleton.

221. POETRY WRITING 2 Hours

Study and practice in technique of verification and poetry writing. Attention is given to different genres, rhythm, imagery, figures, and tropes. Some attention is given to interpretation and appreciation of poetry. Spring.

222. ADVANCED COMPOSITION 5 Hours

The first half of this course is devoted to magazine article and feature writing, the second half to short story writing, with emphasis on technique and style. Spring. Cope.

224. THE TEACHING OF ENGLISH 3 Hours

An examination of the aims, methods and materials in the teaching of high school English. Same as Education 224. Fall. Mrs. Stapleton.

II. SPEECH

The work of the department of speech is adapted to three classes of students: those who wish to cultivate proficiency in everyday speech, those who wish to develop ease and power as public speakers and readers, and those who desire technical and practical training as teachers of public speaking, dramatic art, or English.

Those planning to specialize in speech for the bachelor's degree must complete forty term hours in the department, including 101, 102, 103, 120; 201, 202, 203; or 222, 223, 224; or 205, 208, and 217, together with a minor in English, including English 201 or 202 and 220. All Speech majors must appear in an evening recital in the winter or spring term of the senior year.

Special students who desire to specialize in speech alone, will be granted a Diploma in Speech. Such students must complete at least forty hours in the department including the required courses listed above, together with thirty hours in English, including 201 or 202 and 220. Since the diploma is a certificate of proficiency, however, the amount of work must necessarily vary with the individual. The diploma student must appear in an evening recital.

Equipment for this department includes library materials; the Campus Players' workshop; an excellent stage with lighting and sound machinery; complete sound-recording and transcription equipment for use in the study of pronunciation and voice quality and radio programs; and complete 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 extensively in 102 in correcting bad vowel sounds, poor articulation and faulty accentuation. Courses 101 and 102 are required of all students unless exempt by placement tests. Fall, Winter.

103. PRINCIPLES OF SPEECH 2 Hours

Studies in the technique and practice of the short speech: the announcements, introductions, speeches of welcome; the responses, after dinner speeches, etc. The speech choir technique is used extensively, as in 102, as a corrective for bad vowels; poor articulation and faulty accentuation. Spring.

104, 105. FUNDAMENTALS OF ORAL INTERPRETATION**4 Hours**

An introductory and fundamental course in the oral interpretation of the printed page, including pronunciation, enunciation, tone, phrasing, rhythm and bodily expression as means of interpretation. Prerequisites: 101, 102. Fall, Winter.

106. 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. Open to those who have had 104 and 105. Spring.

112, 113 114. PUBLIC SPEAKING**9 Hours**

The laboratory method is used: speeches by the students, round table discussions, and lectures by the instructors. 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 an audience. Prerequisites: 101, 102. (Alternates with 210, 211, 212. Offered in 1948-49). Fall, Winter, Spring.

120. a. b. c. INTRODUCTORY DRAMATICS**6 Hours**

An interpretation of one-act and full evening plays, with special emphasis on character presentation, balance in grouping, setting and atmosphere. Students are required to appear in varied roles in regular productions under the direction of the instructor; some of the productions being given privately before the group, others being given in the workshop annual tournament while still others are used for the major productions. Fall, Winter, Spring.

124, 125. FUNDAMENTALS OF MAKE-UP**4 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. Required of all speech majors and of all special students before certificates or diploma will be granted. Fall, Winter.

125, 126. DEBATING**4 Hours**

Enrollment will be limited in order to give more intensive training. A text is used as the basis of the course, but work will consist largely of actual debate. Fall, Winter. Rhodes.

201, 202, 203. ORAL INTERPRETATION OF POETRY**9 Hours**

An advanced course in the interpretation of different forms of poetry, the analysis of plays and character roles, together with their actual presentation in single impersonations or in group production. (Alternates with 216, 217, 218. Given 1948-49). Fall, Winter, Spring.

204. a. b. c. ADVANCED DRAMATICS**6 Hours**

A course open to junior and senior students who have had 120 and, by permission, to other juniors and seniors who have unusual ability. Fall, Winter, Spring.

205. a. b. c. PLAY PRODUCTION**1 - 5 Hours**

An advanced course in the actual coaching and production of one-act and full evening plays. Some of these productions are given privately before the dramatic club; others are given publicly at intervals or are reserved for the workshop tournament. It is designed to give the student a thorough preparation for organization and directing dramatic activities in high schools or communities. Fall, Winter, Spring.

206, 207. ADVANCED ARGUMENTATION**4 Hours**

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

208. 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.

209. MAKE-UP**2 Hours**

Special attention to character make-up. Advised for all

speech majors. This course may be substituted by permission for the required course 124 by students who have learned by practical experience fundamentals of make-up. Spring.

210. RADIO SURVEY 3 Hours

A theory and laboratory course in radio including voice adaption, radio announcing, a study of types of programs and the technique of program construction, continuity, and script writing. Radio equipment includes a Presto recording machine, a public address system, and broadcasting studio. (Alternates with 112. Offered in 1949-50). Fall.

211, 212. 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 113, 114. Offered 1949-50). Winter, Spring.

216, 217, 218. 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 201, 202, 203. Offered 1949-50). Fall, Winter, Spring.

222, 223, 224. 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.

229. METHODS OF TEACHING SPEECH 2 Hours

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

III. JOURNALISM

The work of the department of journalism is adapted to the needs of three classes of students: those who plan to make journalism their life work, those who need a practical knowledge of journalism in connection with another chosen profession, and those who desire advanced work in creative writing.

Journalism either as a major or minor field may be combined with English, the social sciences, business administration, or speech. Those specializing in journalism as a profession are urged to take as much work in English, social sciences, and economics as possible for background. Those preparing for advertising and publicity work should combine it with business administration, psychology, and commercial art. Those planning to teach should complete enough social science, English, or business to make two teaching fields, and must elect the necessary courses in education.

Forty hours of journalism are required for a major; thirty hours for a minor. Sophomores may register for 101, but other courses are open to juniors and seniors only. Journalism 101 or 201 is prerequisite for all other courses except 203, 212, and 222. Courses 201 and 222 may be counted as English credit.

As special equipment for the department, besides the library, the college has a complete printing and photographic plant, in which students may gain practical experience in the mechanics of printing and photography. The department also supervises the college weekly, and its publishing body, the Press Club.

101, or 201. INTRODUCTION TO JOURNALISM 5 Hours

An examination of the broad field of journalism, and an inquiry into opportunities in the various branches of the profession. Exercises in reading newspapers and understanding the problems of the press, both metropolitan and rural. Open to sophomores. Required of majors and minors for all further study in journalism. Fall. Cope.

201. REPORTING NEWS 5 Hours

Fundamentals in gathering and writing news. Exercises in news values and in writing news for each department of the newspaper. Winter. Cope.

203. ADVERTISING**-5 Hours**

A survey of advertising methods and media; problems in selling and the psychology of advertising. Special attention is given to newspapers and magazine techniques and practices; but the course may be adapted to the needs of the students. Spring. Cope.

205. HISTORY OF JOURNALISM**5 Hours**

The development of newspapers is traced from colonial times to the present. The newspaper is studied in relation to the American economic, social, and political development. Special attention is given to the great figures in American journalism through outside readings and term papers. Fall. Cope.

206. EDITING**5 Hours**

Preparation of good copy, copyreading, headline writing, desk work, make-up, news values, reader interest, promotion and editorial problems are studied. Special consideration is given to editorial practices of small town dailies and weeklies. Winter. Cope.

210. EXTRACURRICULAR JOURNALISM**2 - 5 Hours**

Credit may be given for staff work on school publications under certain limitations. Confer with head of the department.

212. RELIGIOUS JOURNALISM**3 Hours**

A course of special interest to those preparing for the ministry or other church work. An examination and study of magazines and other publicity media used by local churches and by individuals. The writing of religious articles for publication and preparation of copy for the press are considered. Various problems of religious journalism are discussed and special lecturers are invited to deal with special topics. Winter. Cope.

222. SPECIAL ARTICLES; FEATURE AND SHORT STORY WRITING**5 Hours**

Study, analysis and criticism of the various kinds of magazines and newspaper feature articles. The course will

emphasize style and technique. Short story writing will be studied during the last half of the course. Students are expected to write for publication, and markets are considered. Same as English 222. Spring. Cope.

225. PHOTOGRAPHY**3 Hours**

The fundamentals of photography, developing and printing, enlarging, use of press photographic equipment, and standard techniques are studied both by lecture and laboratory work. A definite program of work is set up for the student to follow and complete under conditions similar to actual press work. Laboratory equipment and press cameras are available. Fall. Cope.

7. HOME ECONOMICS

The department of home economics provides fundamental background information and a basis for many vocational phases of home economics. Students desiring home economics for the sake of their homes, or those planning for interior design, institutional management or buying, or for industrial fields or social service may complete their entire course here.

There are several plans, or sequences, from which students may select.

I. BACHELOR OF ARTS DEGREE WITH MAJOR IN HOME ECONOMICS

This plan is for students interested in Home Economics as a general cultural course with 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 or professional opportunities in textiles, retail selling, fashion analyzing, dress making, costume designing, nursery school work, and journalism.

Majors for this degree must complete, in addition to the general requirements outlined for the Bachelor of Arts, the following departmental requirements: Twenty hours in foods and nutrition, fifteen hours in clothing and textiles, fifteen hours in the home and family, and Art 117, 118. The following is the suggested plan of selection:

FIRST YEAR

Fall Term	Winter Term	Spring Term
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
H. E. 101.....5	H. E. 102.....5	H. E. 121.....5
Art 117.....3	Art 118.....3	Psy. 103.....3
Geog. 100.....3	Hist. 106.....3	Hist. 107.....3
Speech2	Speech2	Elective2
P. E.0	P. E. 101.....0	P. E. 102.....0
16	16	16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Eng. 105.....3	Eng. 106.....3	Eng. 107.....3
*Biol. 101 a.....3	Biol. 102 a.....3	Biol. 103 a.....3
Hist. 101.....3	Hist. 102.....3	Hist. 103.....3
H. E. 112.....5	H. E. 111.....5	Art 210.....3
**Elective2	Elective2	Elective5
16	16	17

THIRD YEAR

Fall Term	Winter Term	Spring Term
H. E. 212 or.....5	H. E. 222, 213	H. E. 202, 201
211, 221.....6	or Elective.....5	5 or Elective.....5
Psy. 101.....5	5 Ph. Sc. 100.....3	P. E. 130.....3
Math. 110.....3	or Chem. 102	5 Ph. Sc. 101.....3
or Chem. 101	5 Elective8	6 or Chem. 104a
Elective3	16 16	Elective5
16 16		16 16

FOURTH YEAR

Fall Term	Winter Term	Spring Term
H. E. 211, 221.....6	0 H. E. 213, 222	H. E. 201, 202
or 212.....5	5 or Elective.....5	5 or Elective.....5
Elective10	10 P. E. 120.....3	Elective8
16 15	Elective8	P. E. 130.....3
	16	16

*Chemistry may be substituted for biology, following the plan of the Bachelor of Science if desired, but total of 18 hours is required in sciences.

**Electives should be arranged to give a minor of 30 hours in another department such as English, social sciences, art, or another choice, while a total of 45 hours is required in home economics.

II. BACHELOR OF SCIENCE IN HOME ECONOMICS

(For those planning to teach Home Economics).

This plan meets the needs of students who are interested in home making and family life education and plan to use their training in the teaching field. 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. The courses included contribute to the preparation of persons who are to engage in teaching, and meet requirements for high school certification, except for vocational homemaking programs.

Since the certification of teachers for high schools offering vocational homemaking programs is confined to one or two institutions in each state, students who are interested in teaching in such schools, or in preparing as county home demonstration agents may complete the requirements for the Bachelor of Science in home economics here and transfer to a graduate school of home economics for one year, receiving their certificate for teaching at the same time they receive the Master's degree. Or they may transfer at the end of the second or third year and receive their certificates at the same time they receive their bachelor's degree.

Students not planning to teach may substitute elective courses for Education 200, 201, 204, 225, and 251. For the Bachelor of Science in home economics the following is the best plan of selection:

FIRST YEAR

Fall Term	Winter Term	Spring Term
Art 117.....3	Art 118.....3	Psy. 103.....3
Chem. 101.....5	Chem. 102.....5	Chem. 104 a.....3
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
H. E. 101.....5	H. E. 102.....5	H. E. 121.....5
P. E. 100.....0	P. E. 101.....0	P. E. 102.....0
16	16	16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Eng. 105 or For. Lang.....3	Eng. 106 or For. Lang.....3	Eng. 107 or For. Lang.....3
H. E. 112.....5	Hist. 106.....3	Hist. 107.....3
Geog. 100.....3	H. E. 111.....5	Art 210.....3
Speech 101.....2	P. E. 120.....3	Art or Mus. 200...3
Elective3	Speech 102.....2	Educ. 204.....3
16	16	17

THIRD YEAR

Fall Term	Winter Term	Spring Term
Biol. 206 or 211.....5 5	H. E. 223, 220.. 6 or Elective...5	Educ. 200.....5
Hist. 101.....3	Hist. 102.....3 3	Educ. 225.....3
H. E. 212 5	H. E. 222	Hist. 103.....3
or 211, 221... 6	or 213.....5 5	H. E. 202, 201
Psy. 101.....5 5	Elective3 3	or Elective5
18 16	16 17	16

FOURTH YEAR

Fall Term	Winter Term	Spring Term
Biol. 211 or 206.....5 5	H. E. 220, 223..6 or Elective... 5	*Educ. 250, 251 or Elective.....5
H. E. 211, 221..6	H. E. 213	H. E. 201, 202
or 212..... 5	or 222.....5 5	or Elective.....5
Educ. 201.....5 5	*Educ. 250-251 5 5	H. E. 204.....5
Hist. 101..... 3		P. E. 130.....3
16 18	16 15	18

*Ed. 250, 251 Directed Teaching may be taken any quarter but not more than nine hours may be counted toward a degree.

III. BACHELOR OF SCIENCE IN INSTITUTIONAL MANAGEMENT

The course leading to the Bachelor of Science in Institutional Management is designed for those who wish to prepare for positions as dietitians or food directors. It does not lead

to teaching, but those who plan to teach may, if they desire, elect any of the courses in institutional management.

After the completion of this course the potential food director would be eligible to apply for a graduate training 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.

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

FIRST YEAR

Fall Term	Winter Term	Spring Term
Chem. 101.....5	Chem. 102.....5	Chem. 104 a.....3
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
H. Ec. 101.....5	H. Ec. 102.....5	H. Ec. 114.....5
Speech 101.....2	Hist. 106.....3	Hist. 107.....3
P. E. 100.....1	P. E. 101.....0	Speech 103.....2
16	16	16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Eng. 105.....3	Eng. 106.....3	Eng. 107.....3
H. Ec. 112.....5	H. Ec. 111.....5	Hist. 103.....3
Hist. 101.....3	Hist. 102.....3	Elective7
Elective5	P. E. 120.....3	P. E. 130.....3
16	Speech 102.....2	16
	16	

THIRD YEAR

Fall Term	Winter Term	Spring Term
Psy. 101.....5	Psy. 205.....5	H. Ec. 202 or 237.....5
Biol. 206 or 221.....5	H. Ec. 222 or 236.....5	H. Ec. 204.....5
H. Ec. 212 or 235.....5	H. Ec. 220 or 223.....3	Elective6
Elective1	H. Ec. 213 or Elective.....5	16
16		18

FOURTH YEAR

Fall Term	Winter Term	Spring Term
Biol. 211	H. Ec. 236	H. Ec. 237
or 206.....5	or 222.....5	or 202.....5
H. Ec. 235	H. Ec. 223	*Art 200.....5
or 212.....5	or 220.....3	Elective6
Elective1	H. Ec. 213	
	or Elective.....5	
16	Elective3	16
	16	

*Music 105, 106, 107 may be substituted for Art 200.

I. CLOTHING AND TEXTILES**101. CLOTHING** 5 Hours

Prerequisite, or corequisite, Art 117. 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. Fall. Mrs. Bell.

111. CLOTHING 5 Hours

Prerequisite, 101. The selection and use of designs and finishes suitable for tailored wool and linen and silk afternoon and evening problems. The alterations of patterns, fitting problems, pressing, and budgeting. Winter. Mrs. Bell.

121. 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. Mrs. Bell.

201. ADVANCED CLOTHING 5 Hours

Prerequisite, 111 and Art 210. The selection and construc-

tion of clothing suitable for infants and small children. The development of original, simple designs through draping, flat pattern work. (Offered 1948-49). Spring. Mrs. Bell.

211. HISTORY OF COSTUME DESIGN 3 Hours

Prerequisite, Art 117. A study of development of costume through past generations to the present time. The design principles and their application to color and figure types with special emphasis on individual figure and color analysis. The development of original dress designs for various occasions. (Alternates with 212. Offered 1949-50). Fall. Mrs. Bell.

II. 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. Mrs. Bell.

112. FOOD BUYING AND MEAL MANAGEMENT 5 Hours

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

202. EXPERIMENTAL COOKERY 5 Hours

Prerequisites: 112 and organic chemistry. A study of the problems of cookery and food utilization in the light of the physio-chemical changes occurring. (Alternates with 201. Offered 1949-50). Spring. Mrs. Bell.

212. PRINCIPLES OF NUTRITION 5 Hours

Prerequisites: 112 and organic chemistry. Parallel or prerequisite, Psychology. Concerned with the digestion and metabolism of foods and the requirements of a normal diet for different ages. (Alternates with 211 and 221. Offered 1948-49). Fall. Mrs. Bell.

222. CHILD NUTRITION AND NUTRITION IN DISEASE 5 Hours

Prerequisite: 212. Normal nutrition and health with emphasis on causes and prevention of malnutrition in children. Adaptions of the normal diet to provide adequate nutrition in disease with emphasis on disease caused by diet deficiencies. (Alternates with 213. Offered 1948-49). Winter. Mrs. Bell.

III. HOME AND FAMILY

114. HOME NURSING 5 Hours

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

204. 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. Spring. Mrs. Bell.

213. HOME PLANNING AND DESIGNING 5 Hours

Prerequisite, Art 117. A study of the home from the standpoint of utility, beauty, and economy, including housing standards, plants, elevations, and some landscaping. A brief survey of styles of domestic architecture and furnishings and their application to present day planning and furnishing. (Alternates with 222. Given 1949-50). Winter. Mrs. Bell.

220. FAMILY RELATIONSHIP 3 Hours

A study of family problems from the legal, economic, psychological, and psychiatric aspect, as a basis for family counseling for the social worker, ministers, teachers, and administrators. Required of home economics students. (Alternates with 223. Offered 1949-50). Winter. Mrs. Bell.

221. 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 212. Offered 1949-50). Winter. Mrs. Bell.

223. ECONOMICS OF THE HOUSEHOLD AND HOUSEHOLD EQUIPMENT 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. Prerequisite: Economics, 3 hours. (Alternates with 220. Offered 1948-49). Winter. Mrs. Bell.

224. MANAGEMENT IN FAMILY LIVING 3 Hours

Cottage residence in home management house. This course is designed to give each girl an opportunity to apply knowledge gained in previous courses of food preparation, house-keeping, household finance, hospitality, and various group relationships in a home atmosphere. Prerequisite: 102 and 112. Spring.

IV. INSTITUTIONAL MANAGEMENT AND EDUCATION

225. TEACHING HOME ECONOMICS 3 Hours

A study of the development of the home economics movement, curricula, the planning of courses, and practice teaching. (Alternates with 231. Offered 1949-50). Spring. Mrs. Bell.

231. 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. (Alternates with 225. Offered 1948-49). Spring. Mrs. Bell.

235. 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. Fall.

236. INSTITUTIONAL MANAGEMENT II. 5 Hours
Institution buying and food marketing. A continuation of large quantity food preparation. Emphasis on meats, vegetables, salads and beverages. Winter.

237. 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. Spring.

8. INDUSTRIAL EDUCATION

The department of Industrial Education is a new division and will be expanded as circumstances and demand permit. Some knowledge of the various industrial arts is a desirable phase of a liberal education, which seeks to develop not only the power to think, but the ability to work and to create. Through the industrial arts the student learns various avenues of self-expression as well as acquiring vocational skills which prepare him for making an effective contribution to the world in which he lives.

The department offers at present only aeronautics, but as courses can be developed and integrated with the general purpose of the college the basic training will be given in metal and woodwork, photography, printing and the graphic arts, and agricultural skills.

I. AERONAUTICS

The courses in aeronautics at the present meet the following needs:

1. Instruction at a minimum cost to those who wish a private license for flying their own aircraft either for business or for pleasure.
2. Further instruction necessary for those who wish

the commercial pilot's or instructor's license.

3. Ground instruction that will enable the student to pass the examination for the respective licenses.

101. 10-Hour DUAL COURSE 1 Hour

A ten-hour course in dual flying, qualifying the student to solo. Open to all students, except that no one under the age of sixteen can be soloed. The course can be started at any time. Cost of instruction \$8.50 per class hour; Total cost \$85.00. Fall, Winter, Spring, Summer.

102. PRIMARY FLIGHT TRAINING 2 - 3 Hours

A minimum of 35 hours and a maximum of 40 hours flying time in this course lead to the private pilot's license. The 10 hours dual, if taken in course 101, constitutes a part of this requirement, but students may complete the full requirement in this course alone without carrying 101. Instruction \$8.50 per hour. Total not to exceed \$300. Fall, Winter, Spring, Summer.

103. PRIVATE LICENSE CONTINUATION COURSE

Prerequisite 102. This course is planned for those private pilots who wish to improve their skills and proficiency in flight. Solo flights, with occasional check rides by the instructor, make for safety and efficiency. Instruction \$8.00 per hour. Total not to exceed \$300.

104. PRIMARY GROUND SCHOOL COURSE 4 Hours

This course should be taken concurrently with 102. It includes introductory work in civil air regulations, navigations, meteorology, and airplane servicing. Fall, Winter, Spring, Summer.

110. SECONDARY FLIGHT TRAINING 2 Hours

Advanced flight maneuvers to develop flight proficiency. Training will be given on aircraft of 165 or more horsepower. Prerequisites: 102 and 104 or equivalent. Instruction \$15.00 per flight hour for 35 hours. Total not to exceed \$500.00. Fall, Winter, Spring, Summer.

111. CROSS COUNTRY FLIGHT TRAINING 4 Hours

Practice air navigation, dead reckoning, flight planning, weather and safety, airway traffic control, and night flying are included in the course. Approximately 55 hours of flight time in a 65 horsepower aircraft at \$9.00 per flight hour. Total not to exceed \$500.00. Fall, Winter, Spring, Summer.

112. COMMERCIAL REFRESHER COURSE 2 Hours

This is a course in advanced flight maneuvers and acrobatics to increase proficiency. An aircraft of 165 horsepower or more will be used for a period not to exceed 35 flight hours at \$15.00 per hour; total not to exceed \$500.00. This course with 102, 104, 110, and 111 qualifies the student for the CAA approved School Graduation Certificate and for the examination for the commercial pilot's license. Fall, Winter, Spring, Summer.

113. ADVANCED GROUND SCHOOL COURSE 3 Hours

This course to be taken concurrently with 110, 111, 112. It includes advanced courses in meteorology, aerial navigation, and general service of aircraft.

120. INSTRUCTOR'S REFRESHER COURSE 3 Hours

For those who have the qualifications for a commercial license. It is to develop proficiency in advance flight maneuvers and enable student to pass the CAA examination for a flight instructor's rating. Training will be given in an aircraft of 165 or more horsepower at \$15.00 per hour for 35 hours of flight time; total not to exceed \$500.00. Fall, Winter, Spring, Summer.

125. MULTI-ENGINE AND INSTRUMENT FLIGHT TRAINING 1 Hour

This course offers instrument and radio flying on a multi-engine 400 or more horsepower aircraft equipped with instruments, two-way radio, constant speed propellers, blind-flying instruments, retractable landing gear, etc. As a refresher course this training will qualify the student to pass the examination for instrument rating and for multi-engine rating, both of which are required by employees of large aviation

companies. The course requires approximately fifteen hours at \$35.00 per flight hour. Total not to exceed \$500.00. Fall, Winter, Spring, Summer.

9. MATHEMATICS

The importance of mathematics as an instrument in the applied sciences cannot be over emphasized. Students planning for engineering in all of its phases, for architecture, or for chemical or physical research need thorough training in mathematics. But outside of these scientific fields mathematics is also important in accounting and business administration, in educational administration and statistics, and as a part of a liberal education.

The work of the department is, therefore, adapted to the needs of those who plan to enter the various engineering, technical, and professional fields, for those who plan to teach mathematics in junior and senior high schools, and those who want a knowledge of mathematics as a part of a general education.

For students inadequately prepared for Ph. Sc. 100 because of a deficiency in mathematics, a special non-credit survey course will be given in which the most vital mathematical processes will be reviewed.

Students specializing in mathematics must complete a minimum of 45 hours in the department. At least 25 hours must be in courses not open to freshmen and sophomores. Courses 104, 105, 106, 200, 201, and 202 are required.

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

ARCHITECTURE

Students planning to enter schools of architecture should consult the dean or head of the mathematics or physical science departments to be sure they are meeting the requirements of the particular school they have chosen. The following course, however, will meet the requirements of nearly all schools of architecture. Variations necessary can be easily worked out with the advice of the dean or head of the department.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Chem. 101.....5	Chem. 102.....5	Chem. 104.....5
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Fr. 101, 104 or Ger. 101, 104.....3	Fr. 102, 105 or Ger. 102, 105.....3	Fr. 103, 106, or Ger. 103, 106.....5
*Math. 105.....5	Math. 104.....5	Math. 106.....5
P. E. 100.....0	P. E. 101.....0	P. E. 102.....0
<hr/> 16	<hr/> 16	<hr/> 16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Art 120.....3	Art 121.....3	Art 122.....3
Eng. 105.....3	Eng. 106.....3	Eng. 107.....3
Math. 200.....5	Math. 201.....5	Math. 106.....5
Psy. 103.....5	Psy. 104.....5	Phys. 105.....5
P. E.0	P. E.0	P. E.0
<hr/> 16	<hr/> 16	<hr/> 16

**Those who have had only one year of high school algebra and are inadequately prepared for 104 and 105 should enroll in Math. 101 or second year algebra in high school before taking 104 and 105. This may be done the preceding summer quarter.*

100. SOLID GEOMETRY 3 Hours

This course is open to students who do not offer solid geometry for entrance credit. (Alternates with 110. Offered 1949-50). Winter. Dykes or assistant.

101. ALGEBRA 5 Hours

(Equivalent to two entrance units in algebra.) Designed for: first, students presenting less than one and a half entrance units in algebra; second, students presenting one and one-half entrance units in algebra but whose foundation is such that they will be unable to do creditable work in Mathematics 102. (No college credit is allowed students of the second type). Fall. Dykes or assistant.

104. COLLEGE ALGEBRA 5 Hours

Rapid review of elementary algebra; function concept;

graphs, ratio, proportion, and variation; progressions; mathematical induction and the binomial theorem; complex numbers, theory of equations; logarithms; determinants; partial fractions; infinite series. Prerequisite: two entrance units of algebra. Winter. Dykes.

105. PLANE TRIGONOMETRY 5 Hours

Development and use of trigonometric functions; functional relations; sums and differences of angles; multiple angles; identities; inverse functions; logarithms; solution of triangles. Prerequisite: Mathematics 101 or equivalent. (Credit not allowed if trigonometry is offered to satisfy the maximum entrance credits). Fall. Dykes.

106. ANALYTIC GEOMETRY 5 Hours

Properties of the straight line, the circle, etc.; transformation of axes; polar coordinates; conic sections. Prerequisite: Mathematics 105. Spring. Dykes.

110. SOCIALIZED MATHEMATICS 3 Hours

Required of teachers working toward elementary certificates. The course consists in the practical application of mathematics to various life situations, and demonstrates techniques in motivation and teaching of mathematics in elementary grades. Dykes or assistant.

111. MATHEMATICS OF INVESTMENT AND INSURANCE 3 Hours

The theory of compound interest; annuities; sinking funds; interest rates; theory of probability; mortality tables; some work in the elements of statistics. Recommended for students with major work in business administration. Fall. Dykes or assistant.

200, 201, 202. DIFFERENTIAL AND INTEGRAL CALCULUS 15 Hours

A study of the fundamental principles of the calculus. Differentiation and integration of functions; maxims and minims; curve tracing; the integral as the limit of a sum; problems in volumes, areas, rates, velocities, etc.; centroids;

series; partial differentiation; multiple integrals. Prerequisite: Mathematics 104, 105, 106. Fall, Winter, Spring. Dykes.

203, 204. DIFFERENTIAL EQUATIONS 10 Hours

A study of the solution and application of ordinary differential equations. Prerequisite: Mathematics 200, 201, and 201. (Offered on demand). Spring. Dykes.

206, 207. THEORY OF EQUATIONS 10 Hours

Complex numbers; the solution of quadratic, cube, and quadratic equations; theorems concerning roots of equations; geometric interpretation of algebraic results; determinants; and symmetric functions. Prerequisites: Mathematics 200, 201, and 202. (Offered on demand). Fall, Winter. Dykes.

210. COLLEGE GEOMETRY 5 Hours

Modern plane geometry for prospective teachers of high school geometry. Prerequisite: Calculus, or the approval of the department. Spring. Dykes.

211. ADVANCED CALCULUS 5 Hours

A purely mathematical treatment of some of the important topics of the calculus, especially topics essential in the treatment of physical phenomena. This course is of particular interest to physics and engineering students. Partial differentiation, maxima and minima, intermediate forms, elliptic integrals, line integrals, transformation of multiple integrals and systematic integration are topics to be considered. Prerequisite: Mathematics 201. Fall. Pryor.

212. ANALYTICAL MECHANICS 5 Hours

Same as Physics 212. Prerequisites: Math. 201 and Physics 103. Winter. Pryor.

230. THE TEACHING OF MATHEMATICS 5 Hours

Modern trends in teaching mathematics in secondary schools; general and specific methods; current problems. Prerequisite or corequisite: Mathematics 200, 201, and 202. Open to juniors and seniors. Fall.

10. LANGUAGES

The work of the Language Department is designed to serve the needs and interests of three classes of students:

First, those who desire a knowledge of a foreign language only for culture and mental discipline. A language is a living foundation of the thought, feeling, and experience of 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 in the biological and physical sciences. French is urged for majors in art and architecture; French or German for voice; Spanish or French for history. Business, engineering, and Bible students with a good knowledge of Spanish may find additional and special opportunities in the Southwest and in Central and South America.

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

Students presenting one year of credit (1 unit) in Spanish, French, or German from a secondary school should begin with the course in that language numbered 102, or, if a good student 103. Students presenting two units of entrance credit may begin with 104. Courses below 200 are taken in numerical order. Courses above 200 are taken as offered or arranged.

I. FRENCH

101, 102, 103. ELEMENTARY FRENCH 9 Hours

Thorough drill in French grammar and exercises in conversation, composition and reading. Fall, Winter, Spring. Halterman.

104, 105, 106. INTERMEDIATE FRENCH 9 Hours

Grammar review, composition, and conversation with readings from modern French writers. Fall, Winter, Spring. Halterman.

II. 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. Burke.

104, 105, 106. 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. Burke.

III. GREEK

The work of this department is designed primarily for those who wish to gain a knowledge of Greek for the purpose of Biblical study.

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. Burke.

104, 105, 106. 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. Burke.

IV. SPANISH

101, 102, 103. ELEMENTARY SPANISH 9 Hours

A study of grammar, the reading of moderately difficult selections, chiefly from modern writers, and constant systematic drill in conversation and composition. Fall, Winter, Spring. Halterman.

104, 105, 106. INTERMEDIATE SPANISH 9 Hours

Grammar review, composition, and conversation, with readings from representative Spanish authors. Fall, Winter, Spring. Halterman.

202. CONVERSATION AND COMPOSITION 2 Hours

A study of the best prose writers of the nineteenth century, such as Alarcon, Becquer, Valdes, Mesonero, Romanos, Pereda, and Valera. Reports and discussions. (Alternates with 212. Offered 1948-49). Winter. Halterman.

201. CONVERSATION AND COMPOSITION 2 Hours

A thorough review of grammar with exercises in composition, both oral and written. Winter.

205. MODERN SPANISH DRAMA 5 Hours

A study of the development of the drama in Spanish since the Golden Age. (Alternates with 211. Offered 1948-49). Fall. Halterman.

206. SURVEY OF SPANISH LITERATURE 5 Hours

The course is based upon Northup's Introduction to Spanish Literature with collateral reading of representative selections. Lectures and reports. (Alternates with 210. Offered 1948-49). Spring. Halterman.

210. SPANISH-AMERICAN LITERATURE 5 Hours

A rapid survey of Spanish American Literature since colonial times based on Coester's Literary History of Spanish America and Weisinger's Spanish-American Readings. Outside readings. (Alternates with 206. Offered 1949-50). Spring. Halterman.

211. SPANISH DRAMA OF THE GOLDEN AGE 5 Hours

Readings from the drama of the Siglo de Oro. Lectures and reports. (Alternates with 205. Offered 1949-50). Fall. Halterman.

212. PROSE AND POETRY OF THE GOLDEN AGE 5 Hours

A study of the most important writers of non-dramatic prose and poetry of the period of the Siglo de Oro. Collateral readings, lectures, and reports. (Alternates with 201. Offered 1949-50). Winter. Halterman.

11. MUSIC

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 chello, and public school music.

For entrance students choosing piano or violin as their major applied subject are expected to have finished, and to be able to play with fair accuracy, the equivalent of the selections in the third grade of the Preparatory Course listed below. 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 their minor applied subject without previous training in that subject.

All students are expected to take two lessons a week in their major applied subjects, but may take one lesson a week in their minor. Practice rooms are provided, and absence from practice is counted as absence from classes. Students taking the Bachelor of Music course are expected to practice two hours a day.

**BACHELOR OF MUSIC DEGREE WITH A MAJOR IN
PIANO, VIOLIN OR VOICE**

The course leading to the degree of Bachelor of Music is

designed to cover four years of intensive study, not only in achieving a high degree of proficiency in the major subject, but also in attaining an understanding of the theoretical and aesthetic principles of musical art. Students desiring to teach music in high schools must elect the necessary courses in education to meet certification requirements or chose the curriculum leading to the B. A. degree with music education major.

The foreign language should be French, German, or Spanish. For a major in voice two languages are recommended.

In the second quarter of the junior and senior years the candidate must prepare for public performance, a program of classic and modern composition.

The following is the suggested arrangement of courses:

FIRST YEAR

Fall Term	Winter Term	Spring Term
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Mus. 105.....2	Hist. 1063	Hist. 107.....3
Mus. 111.....2	Mus. 106.....2	Mus. 107.....2
Mus. 121.....3	Mus. 112.....2	Mus. 113.....2
Mj. Ap. Mus.....3	Mus. 122.....3	Mus. 123.....3
P. E. 100.....0	Mj. Ap. Mus.....3	Mj. Ap. Mus.....3
Elective3	P. E. 101.....0	P. E. 102.....0
16	16	16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Eng. 105.....3	Eng. 106.....3	Eng. 107.....3
Mus. 116.....3	Mus. 117.....2	Mus. 223.....3
Mus. 221.....3	Mus. 222.....3	Mj. Ap. Mus.....3
Mj. Ap. Mus.....3	Mj. Ap. Mus.....3	Mus. 140 c.....0
Mus. 140 a.....0	Mus. 140 b.....0	For. Lang.....3
For. Lang.....3	For. Lang.....3	Elective2
Mus. 125	Mus. 126	Mus. 127
or Elective.....2	or Elective.....2	or Elective.....2
16	16	16

THIRD YEAR

Fall Term	Winter Term	Spring Term
Mj. Ap. Mus.....3 3	Mj. Ap. Mus.....3 3	Mj. Ap. Mus.....3 3
Mi. Ap. Mus.....2 2	Mi. Ap. Mus.....2 2	Mi. Ap. Mus.....2 2
Mus. 251.....3	Mus. 205.....3	Mus. 253.....3
or 204.....3	or 252.....3	or 206.....3
Mus. 224.....2	Mus. 225.....2	Mus. 226.....2
or 214.....2	or 215.....2	or 216.....2
Mus. 200 a.....0 0	Mus. 200 b.....0 0	Mus. 200 c.....0 0
Mus. 125	Mus. 126	Mus. 127
or Elective.....2 2	or Elective.....2 2	or Elective.....2 2
Speech 101.....2 2	Speech 102.....2 2	Elective4 4
Elective2 2	Elective2 2	
16 16	16 16	16 16

FOURTH YEAR

Fall Term	Winter Term	Spring Term
Mj. Ap. Mus.....3 3	Mj. Ap. Mus.....3 3	Mj. Ap. Mus.....3 3
Mi. Ap. Mus.....2 2	Mi. Ap. Mus.....2 2	Mi. Ap. Mus.....2 2
Mus. 204.....3	Mus. 205.....3	Mus. 206.....3
or 251.....2	or 252.....2	or 253.....2
Mus. 214	Mus. 215	Mus. 216
or 224.....2 2	or 225.....2 2	or 226.....2 2
Elective7 8	Mus. 201 b.....0 0	Mus. 201 c.....0 0
	Psy. 205.....5 5	Elective4 5
17 17	Elective2 3	Psy. 103.....3 3
	17 17	17 17

**BACHELOR OF ARTS DEGREE IN
PUBLIC SCHOOL MUSIC OR APPLIED MUSIC**

This sequence of courses is designed for those who are preparing to teach music in the public schools, or who wish to major in music for its cultural advantages. For those who do not care to teach, the courses in education may be omitted and others elected.

Of the applied music two full years must be in piano, one in voice, and one in orchestra instruments including trumpet and clarinet.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Biol. 101 a.....3	Biol. 102 a.....3	Biol. 103 a.....3
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Mus. 105.....2	Mus. 106.....2	Mus. 107.....2
Mus. 111.....2	Mus. 112.....2	Mus. 113.....2
*Ap. Mus.....2	Ap. Mus.....2	Ap. Mus.....2
Geog. 100.....3	Hist. 106.....3	Hist. 107.....3
P. E. 100.....0	P. E. 101.....0	P. E. 102.....0
15	15	15

SECOND YEAR

Fall Term	Winter Term	Spring Term
Hist. 101.....3	Hist. 102.....3	Hist. 103.....3
Ap. Mus.....2	Ap. Mus.....2	Ap. Mus.....2
Math. 111.....3	Ph. Sc. 100.....3	Phy. Sc. 101.....3
Speech 101.....2	Speech 102.....2	Mus. 123.....3
Mus. 121.....3	Mus. 122.....3	Elective5
Elective3	Elective3	16
16	16	

THIRD YEAR

Fall Term	Winter Term	Spring Term
Ed. 2015	Mus. 205.....3	*Ed. 200.....5
Ap. Mus.....2	Mus. 222.....2	Ap. Mus.....2
Mus. 204.....3	Psy. 205	Mus. 206.....3
Mus. 221.....2	or 102.....5	Mus. 223.....2
P. E. 205	Ap. Mus.....2	P. E. 130.....3
or 135.....3	P. E. 120.....3	Ensemble1
Ensemble1	Ensemble1	16
16	16	

FOURTH YEAR

Fall Term	Winter Term	Spring Term
*Ed. 250.....5	Ed. 210.....3	Ap. Mus.....2
Ap. Mus.....2	*Ed. 250, 251.....2½	*Ed. 250, 251.....5
Psy. 101.....5	Ap. Mus.....2	Elective9
Elective4	Mus. 218.....3	16
16	Elective6	
	16½	

* Education 250 and, or 251 can be carried any quarter, but maximum credit for the degree is nine hours.

DESCRIPTIONS OF APPLIED COURSES

Unlike courses where students pursue the same general plan, instruction in music involves special adaptation to the needs of each individual pupil. The primary aim is to lay a thorough technical foundation, at the same time seeking to establish right habits of musical thinking, in order that between the technical means and the aesthetic results no line may be drawn.

In piano the correct hand form, proper action, nerve and muscle control are established. In voice the best methods of breathing and tone placement are employed. Coupled with these two aims there is a careful study of the works of the great masters which are used through all stages of advancement in order that the emotional and the intellectual facilities may be developed in company with the technical.

I. PIANO

PREPARATORY

For convenience this work is divided into three grades. This does not necessarily mean three years, as the student is advanced as rapidly as his ability and application to work make possible.

Grade I

Special attention is paid to hand position, properties of touch, notation, and rhythm.

Beginner's exercises and studies by Koehler, Loeschhorn, Meyers, or others.

Easy pieces.

Grade II

Major and Minor Scales, one octave, hands separate.

Biehl, *Op. 114*, and Loeschhorn, *Op. 65, Books 2 and 3*.
Kunz—Canons.

Sonatinas by Clementi, Kuhlau, and Loeschhorn.

Pieces of equal grade.

Grade III

Major and Minor Scales, two octaves, slow tempo.

Koehler, *Op. 242*.

Meyers—*Second Etude Album*.

Heller, *Op. 47*.

Sonatina or easy sonatas by Clementi, Haydn, and Mozart.
Pieces of equal grade.

More advanced work is supplied in this grade when necessary.

COLLEGIATE COURSE

101, 102, 103. FIRST YEAR PIANO

6 Hours

Technique: major and minor scales four sixteenths at M. M. 80; 2, 3, and 4 octaves, parallel and contrary motion; chords; major and minor triads. Arpeggios in various forms on major and minor triads.

Studies from Czerny, Berens, Clementi, etc.

Compositions: Bach, some two and three part inventions; 2, No. 1; *Op. 14, No. 3*, or *Sonata D Major*. Mendelssohn, *Songs Without Words*; easier pieces of Schumann, Schubert, Chopin's *Nocture Op. 9, No. 2, F Minor Op. 55, No. 1*, etc.

104, 105, 106. SECOND YEAR PIANO

6 Hours

Technique: Major and minor scales in thirds, sixths, tenths, and octaves, parallel and contrary motions M. M. 88. Chords: majors, minors, diminished triads; dominant and diminished sevenths. Arpeggios on major, minor, or triads, and dominant and diminished seventh chords.

Studies: Czerny, *Op. 740*; Cramer; Hanon; Philipp; Clementi.

Bach: *Well Tempered Clavichord*; *English Suites*.

Sonatas: Beethoven, *Op. 2, No. 3*; *Op. 10, No. 2*; *Op. 13, 22*; 28; 76; 26.

Pieces: Chopin, *Etudes*, *Waltzes*, *Nocturnes*, *Preludes*; Schumann; *Fantasy Pieces*, *Novelties*, *Arabesque*; easier works of Brahms, Debussy, Liszt.

201, 202, 203. THIRD YEAR PIANO

6 Hours

Technique: Scales and arpeggios to M. M. 108; Brahms,

51 Exercises.

Studies: Clementi, Czerny.

Sonatas: Beethoven, **Op. 31, 27, 10, 81**; etc.Pieces: More difficult pieces as Chopin **Ballads, Etudes, and Nocturnes**; Brahms, **Rapsodies, Ballade, Intermezzo**; compositions by Liszt, Debussy, Ravel, Scriabine.**204, 205, 206. FOURTH YEAR PIANO****6 Hours**Chopin: **Etudes.**

Bach: Organ transcriptions of Busoni, Tausig, Liszt.

Sonatas: Beethoven, Schumann, Brahms or Chopin.

Pieces such as Schumann, **Etudes Symphoniques**; Liszt, **La Campanella, Rigoletto, Hungarian and Spanish Rapsodies, Mefisto Waltz**, etc.; Albeniz, **Triana**; Ravel, **Pavane, Jeux d'au, Le Gebit**; Scriabine; **Ninth Sonata; Op. 68**; Debussy, **Reflects dans l'eau, La Cathedrale Engloutie, L'Isle Joyeuse**; etc. Concertos; Bach, **D Minor**; Brahms, **D Minor**; Liszt, **E Flat Major, A Major**; Tschaikowsky, **B Flat minor**, etc.**II. VIOLIN**

Private instruction, Wednesday and Friday afternoons, by appointments.

PREPARATORY

Preparatory material on which students may be examined before entering the freshman year;

Kayser, **Etudes, Op. Bk. II**Gruenberg, **Progressive Studies, Vol. I**, or other similar **Etudes.**

Scales and Arpeggios in the lower three positions.

Dancla, **Air Varies, Seitz, Concertos** and similar works.**COLLEGIATE****101, 102, 103. FIRST YEAR VIOLIN****6 Hours**

Fundamental technical exercises of Sevcik.

Two octave scales and arpeggios.

Mazas, Op. 36, Bk. I.**Dont, Op. 37.****Alard, Op. 21.****Sitt, Op. 20.**First part of Kreutzer **Etudes.**

Concertos of Acolay, Haydn.

Sonatas and Sonatinos of Handel, Schubert.

Standard works of medium difficulty.

104, 105, 106. SECOND YEAR VIOLIN**6 Hours****Tartini, Art of the Bor; Sevcik, Op. 8-9.****Mazas, Part II.****Schradieck, Op. 37, Vol 3.****Concertos** of Rode, Vinaldi, Nardini, Vietti, Leclair.De Beriot, **Bach, A Minor.**

Pieces by De Beriot, Alard, Leonard, Vieuxtemps, Wieniawski; and other standard works.

201, 202, 203. THIRD YEAR VIOLIN**6 Hours****Sevcik, Op. I, Parts 3 and 4.**

Flash scale system.

Sonata from classical and romantic periods.

Etudes of Rode, Rovelli, Fiorilli, Wieniawski.**Etude Caprices.****Concertos.**Spohr, **Bach, E major** and standard repertory.

Chamber music study.

204, 205, 206. FOURTH YEAR VIOLIN**6 Hours**Kneisel and Gavinies, **Etudes.****Dont, Op. 35.****Paganini, Caprices.****Saret, L'Ecole Moderne, Wieniawski.****Bach Sonatas.****Concertos** of Brauch, Wieniawski, Lato, Saint-Saens, Mendelssohn, and others

Sonatas and concertos by modern composers.

Chamber music study.

A public recital is required for the senior year.

III. VIOLINCELLO

101, 102, 103. FIRST YEAR 6 Hours

Major and minor scales in three octaves. Study of bowing and thumb position exercises in Grutzmacher's **Daily Exercise, Vol. I and II**, from Dotzner's **113 Exercises**. Selected solo pieces of suitable grade.

104, 105, 106. SECOND YEAR 6 Hours

Four octave scales; Giese's **Scales and Technical Exercises**. Exercises of Joseph Werk and A. Franchomme. Easier sonatas, concertos, and scales.

201, 202, 203. THIRD YEAR 6 Hours

Four octave scales. Julius Klanzel, **Studies**; Duport, **Studies**; Bach, **Sonatas, Concertos** of Goltermann, Romberg, Linder, and others. Difficult solo pieces.

204, 205, 206. FOURTH YEAR 6 Hours

Exercises of Battanshow, Popper Grutzmacher; **Concertos** of Saint-Saens, Haydn, Lalo, Volkman and others. **Sonatas** of Beethoven, Brahms, Grieg, Boelmann.

IV. VOICE

100a, 100b, 100c. CLASS INSTRUCTION IN VOICE 1 Hour

Designed for students interested in problems of singing and voice development. Fall, Winter, Spring. Fee. \$5.00.

101, 102, 103. FIRST YEAR VOICE 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 secular and sacred songs in English.

104, 105, 106. SECOND YEAR VOICE 6 Hours

Continued drill in breathing and tone placing; more difficult exercises in vocal technique requiring greater velocity

in scales and arpeggios. More difficult secular and sacred songs from classics with perhaps an easier operatic aria or selection from an oratorio.

201, 202, 203. THIRD YEAR VOICE 6 Hours

Continued development in technical power; study of difficult and complicated melodic and rhythmic figures. Attention given to interpretation and the study of such composers as Hayden, Handel, Gounod, Brahms, Franz, Schubert, Schumann, Saint-Saens, MacDowell, Chadwick; etc.

204, 205, 206. FOURTH YEAR VOICE 6 Hours

Acquaintance with a wide range of song literature from modern and classic composers. Ensemble singing study of operas and oratorios, and French, German, and Italian Songs. Also the compositions of Kramer, La Forge, Hageman, etc.

V. THEORY AND COMPOSITION

101, 102, 103. SIGHT SINGING 6 Hours

Beginning course in sight singing. Designed for ministerial students and non-music majors. Fall, Winter, Spring. Ritchie.

111, 112, 113. SIGHT SINGING, EAR TRAINING AND DICTION 6 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. Ritchie.

114. GRADE SCHOOL MUSIC METHODS 3 Hours

Designed for non-music majors who are preparing to teach in the grades. Fall. Miss Lee.

115. MUSIC EDUCATION 3 Hours

A more advanced course in music methods in elementary schools for those majoring in public school music or for those who have had 114 and special musical experience. Winter. Miss Lee.

116, 117. ADVANCED SIGHT SINGING, EAR TRAINING AND DICTION 4 Hours

A continuation of 111-113 with more difficult selections. Prerequisite: 111-113 or the equivalent. Fall, Winter.

121, 122, 123. 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. Fall, Winter, Spring. Haflinger.

125, 126, 127. 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: Elementary harmony and a facility in piano. Required of music majors. Fall, Winter, Spring. Haflinger.

140 a, b, c, 105a, b, c, 200a, b, c, 201a, b, c, ENSEMBLE 4 Hours

Training in chorus, glee clubs, quartets, orchestra, band, and ensemble. Instrumental ensemble is required of all students majoring in piano, violin or other orchestral instruments. Chamber music is required of all students majoring in stringed instruments, and chorus or glee club is required of all students majoring in voice or public school music. Ensemble 140, 150, covers the freshman and sophomore years respectively and are one hour each; 200 and 201 cover the junior and senior years and are one hour. Four hours credit will be allowed to music majors, one hour each year, and three hours will be allowed to non-music majors. Fall, Winter, Spring. Ritchie, Jewell.

214, 215, 216. ORCHESTRATION AND INSTRUMENTATION 6 Hours

A study of the instruments of the orchestra and how to arrange music for them. (Alternates with 224, 225, 226. Offered 1949-50). Fall, Winter, Spring. Haflinger.

218. CONDUCTING 3 Hours

This includes baton technique, rehearsal methods, inter-

pretation, repertoire, arranging and selecting music for performance by orchestras, band, and chorus. Winter. Ritchie.

220. HYMNOLOGY 2 Hours

Designed for those interested in church music. Prerequisite: Music 101, 102, and 103 or equivalent. Fall. Ritchie.

221, 222, 223. 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. Fall, Winter, Spring. Haflinger.

224, 225, 226. FORM AND ANALYSIS 6 Hours

The study of musical form 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 music he hears. (Alternates with 214, 215, 216. Offered 1948-49). Fall, Winter, Spring. Haflinger.

227, 228, 229. COMPOSITION 6 Hours

A study of melodic composition for Piano and Voice, and for combinations of instruments and voice. Fall, Winter, Spring. By appointment. Haflinger.

230, 231, 232. ADVANCED KEYBOARD HARMONY 6 Hours

A continuation of the keyboard application of all problems involved in advanced harmony, and the development of extempore playing. Fall, Winter, Spring. Haflinger.

224. MUSIC EDUCATION 3 Hours

Methods in public school music for high school. Spring. Ritchie.

251, 252, 253. COUNTERPOINT 9 Hours

Counterpoint in two, three, and four parts, combined species, and fugue. Prerequisite: Harmony 223. (Alternates

with 204, 205, 206. Offered 1949-50). Fall, Winter, Spring. Haflinger.

VI. HISTORY AND CRITICISM OF MUSIC

Students may elect this division as a minor field with the approval of the department head. A certain number of courses in literature and history of art will be required to meet minimum requirements. All courses in this division will be supplemented by constant listening to recorded music.

105, 106, 107. INTRODUCTION TO MUSICAL LITERATURE 6 Hours

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. This course might be described as one in music appreciation, for the whole aim is to enable the student to understand and enjoy more fully the works of all periods and styles. May be elected by liberal arts students. Required for a minor in music. (Offered 1949-50 and alternate years). Fall, Winter, Spring. Haflinger.

204, 205, 206. 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. Text: **History of Music**, by Finney, supplemented by outside reading. (Offered 1948-49). Fall, Winter, Spring. Haflinger.

208. THE SYMPHONY 2 Hours

A survey of the historical background of the orchestra and a critical study of the symphony. This course will include some work in score reading. (Offered 1948-49 and alternate years). Fall. Haflinger.

209. EIGHTEENTH CENTURY MUSIC 2 Hours

A comprehensive study of the background, general history, and the fine arts of the classical school of composers in whom the musical literature of this century culminates. (Offered 1948-49 and alternate years). Winter. Haflinger.

210. THE ROMANTIC MOVEMENT 2 Hours

This course is designed to embrace the background and the objectives of the 19th century and their effect on music and other arts. Special emphasis on the works from the Viennese school to the advent of impressionism. (Offered 1948-49 and alternate years). Spring. Haflinger.

212. THE PIANOFORTE AND ITS LITERATURE 2 Hours

A survey of the development of the pianoforte and the best that has been written for the instrument from early virginalists to present day. Required of students majoring in pianoforte. Spring. Haflinger.

12. PHYSICAL EDUCATION

The courses in the department of physical education are designed to meet the needs of three groups of students: First, those needing recreation for its health and social values; second those planning to teach physical education or coach; third, those planning to engage in recreational supervisory work such as Y.M.C.A., summer camps, Boy Scout programs, etc. Physical Education 100, 101, and 102 are required of all freshmen. Exemption from these courses is granted only upon written recommendation of a physician.

Students who desire to major in physical education must complete at least 40 term hours. At least 25 term hours must be in courses of 200 rank and above. Not more than 45 term hours can be counted toward a degree. An additional major of not less than 40 term hours must be taken in a second teaching field. The second major cannot be in education.

The following courses are required for a major in physical education: 100, 101, 102, 120, 125, 135, or 205, 200, 210, 215, 220, 225, 230 and Biology 206. Other courses are elective. Home Economics 114 and 204 may serve as electives.

100, 101, 102. LEISURE TIME RECREATIONAL ACTIVITIES 3 Hours

The purpose of these courses is to acquaint the student with various activities which may be continued throughout life for their recreational and health values. Golf, archery,

tennis, badminton, deck tennis, scooter hockey, handball, softball, shuffleboard, table tennis, horseshoes, basketball, darts and volleyball are among the activities engaged in. Fall, Winter, Spring. Berryhill, Rhodes.

105. THE COACHING OF BASKETBALL 2 Hours

A study of ten principles of the game; requirements for each position; individual and team coaching techniques; systems of offense and defense; drills and game plays; care of common injuries; organization and promotion of tournaments. Winter. Berryhill.

110. THE COACHING OF TRACK AND FIELD 2 Hours

A study of techniques in sprinting, hurdling, distance running, jumping, vaulting, javelin and weights. Special attention is given to conditioning procedures and the organization of track and field days. Spring. Rhodes.

112, 113, 114. INTRODUCTORY, INTERMEDIATE, ADVANCED SWIMMING 3 Hours

These courses are so arranged that a student unable to swim should be an advanced swimmer when he has completed all three. Instruction and practice progress from the elements of swimming to the finer techniques of the various strokes used in swimming and low-board diving. Fall, Winter, Spring. Rhodes.

115 SWIMMING AND WATER SAFETY 2 Hours

Instruction in the Standard Red Cross Course in Swimming, Life Saving and Water Safety. Students are given an opportunity to qualify for the Senior Life Saving certificate. Spring. Rhodes.

120. HEALTH AND SAFETY 3 Hours

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

125. THE PREVENTION AND EMERGENCY CARE OF INJURIES 2 Hours

Instruction in the Standard Red Cross course in First Aid. Students are given an opportunity to qualify for the Standard Red Cross First Aid certificate. Winter. Rhodes.

130. PERSONAL HYGIENE 3 Hours

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

135. A PROGRAM OF PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS 3 Hours

A study in the selection of games, methods of instruction and organization for play for a physical education program on the elementary school level. Based upon the Suggested Course of Study for Elementary Schools in Arkansas. Required of all elementary school teachers. Spring. Miss Lee.

200. THE HISTORY OF PHYSICAL EDUCATION 3 Hours

This course is designed to acquaint the student with the rise of Physical Education in the various countries along with the aims and interpretations of the leaders, the relationship of these aims to the social, political and economic influences of the times, and their contribution to modern Physical Education. Particular attention is given to a study of the influences that have shaped the course of Physical Education in the United States. Fall. Rhodes.

201, 202, 203. FUNDAMENTALS OF SCOUTING 6 Hours

A study of the history of Scouting, organization of the troop and problems in promoting the varied activities that characterize the progressive troop. All students are required to work with local scoutmasters in order to gain practical experience in dealing with scouting problems. Fall, Winter, Spring. Berryhill.

205. A PROGRAM OF PHYSICAL EDUCATION FOR HIGH SCHOOLS 3 Hours

Similar to Physical Education 135 except on the High

School grade level. Required of all high school teachers. (Alternates with 225. Offered 1949-50). Fall. Berryhill.

208. INDIVIDUAL ACTIVITIES IN PHYSICAL EDUCATION 3 Hours

Instruction and practice in tumbling techniques and bar work. Fall. Rhodes.

210. THE CONSTRUCTION OF PHYSICAL EDUCATION AND PLAYGROUND EQUIPMENT 2 Hours

A course in the planning and construction of various types of physical education and playground equipment. Hurdles, jumping standards, horseshoe pits, croquet mallets, table tennis bats, softball bases, field and playground markers and bows and arrows are among the items usually constructed. Spring. Berryhill.

215. SUPERVISION OF PHYSICAL EDUCATION 2 Hours

A survey of the opportunities and programs of the supervisor in the city, county and state school systems; the relation of the supervisor to the superintendent and to the teacher; rating teachers; methods of assisting teachers. (Alternates with 220. Offered 1949-50). Spring. Rhodes.

220. CAMP LEADERSHIP METHODS 2 Hours

Instruction and practice incamping 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. (Alternates with 215. Offered 1948-49). Spring. Rhodes.

225. METHODS OF DIRECTING INTRAMURAL ACTIVITIES 3 Hours

Topics for study: individual, dual and group competition; activities in the gymnasium, school year, and play and athletic fields; studies of seasonal activities; promoting leadership; methods of point distribution; types of awards and honors. (Alternates with 205. Offered 1948-49). Fall. Berryhill.

230. ORIENTATION IN THE PRINCIPLES OF PHYSICAL EDUCATION 3 Hours

A study of men, movements, curriculum and administra-

tion in the field of Physical Education. The course is designed to show the relationship of Physical Education to other phases of education—an interpretation of its objectives and psychology. Winter. Berryhill.

13. PHYSICAL SCIENCES

The department of physical sciences offers courses leading to a major in chemistry and a minor in physics. The courses are designed also to meet the needs of pre-engineering, pre-medical, pre-agricultural, home economics students and others.

The sequence and content of courses leading to a major are planned to acquaint the student with the fundamental concepts of the four branches of chemistry: inorganic, organic, analytical and physical. Mastery of principles is sought and their acquisition is expedited by appropriate laboratory experiments and problem assignments.

Students planning to major in chemistry must complete a minimum of 50 hours in chemistry in the following courses: 101, 102, 104, 105, 106, 201, 202, 207, 213, and 214. Further minimum special requirements include Physics 103, 104, and 105; 25 hours of mathematics, including 200 and 201; 12 hours of biological sciences—courses 101, 102, and 103; and through German 106, or pass the proficiency reading test. A student planning to do graduate work or enter industry is urged to take Chemistry 203, 204, and 215, Math 202, and Physics 204.

The following schedules give the proposed arrangement of courses for the B.S. degree in chemistry. The student should follow one of these options without change unless the change is approved by the head of the department. They are so arranged as to meet the minimum requirements and allow a maximum of electives. These electives are to be worked out with the head of the department and should include courses in literature, the humanities, and other cultural fields. Although courses in Bible are not included in the schedule, it is understood that the student will enroll in an appropriate Bible class each quarter. The student who desires a maximum amount of physics in his Electives should take Option 2. If a maximum amount of biology, he should take Option 3.

BACHELOR OF SCIENCE IN CHEMISTRY**FIRST YEAR**

Fall Term	Winter Term	Spring Term
Chem. 101.....5	Chem. 102.....5	Chem. 104.....5
Math. 105.....5	Math. 104.....5	Math. 106.....5
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Geog. 100	Hist. 106.....3	Hist. 107.....3
or Hist. 101.....3	P. E. 101.....0	P. E. 102.....0
P. E. 100.....0		
	16	16
16		

SECOND YEAR**Option 1**

Fall Term	Winter Term	Spring Term
Chem. 105.....5	Chem. 106.....5	Chem. 207.....5
Physics 103.....5	Physics 104.....5	Physics 105.....5
Psy. 101.....5	Music 106 or	Music 107.....2
Music 105 or	Elective2	or Art 200.....5
Elective2	Elective4	Elective2
17	16	17 17

Option 2

Fall Term	Winter Term	Spring Term
Chem. 105.....5	Chem. 106.....5	Chem. 207.....5
Math. 200.....5	Math. 201.....5	Physics 105.....5
Physics 103.....5	Physics 104.....5	Art 200.....5
Music 105 or	Music 106 or	Music 107.....2
Elective2	Elective2	Elective2
17	17	17 17

Option 3

Fall Term	Winter Term	Spring Term
Chem. 105.....5	Chem. 106.....5	Chem. 207.....5
Math. 200.....5	Math. 201.....5	Biol. 103.....4
Biol. 101.....4	Biol. 102.....4	Art 200.....5
Music 105 or	Music 105 or	Music 107.....2
Elective2	Elective2	Elective2
16	16	16 16

THIRD YEAR**Option 1**

Fall Term	Winter Term	Spring Term
Chem. 201.....5	Chem. 202.....5	Biol. 103.....4
Biol. 101.....4	Biol. 102.....4	Ger. 103.....3
Ger. 101.....3	Ger. 102.....3	Elective10
Math. 200.....5	Math. 201.....5	
17	17	17

Option 2

Fall Term	Winter Term	Spring Term
Chem. 201.....5	Chem. 202.....5	Biol. 103.....4
Biol. 101.....4	Biol. 102.....4	Ger. 103.....3
Ger. 101.....3	Ger. 102.....3	Elective10
Psy. 101.....5	Elective5	
17	17	17

Option 3

Fall Term	Winter Term	Spring Term
Chem. 201.....5	Chem. 202.....5	Physics 105.....5
Physics 103.....5	Physics 104.....5	Ger. 103.....3
Ger. 101.....3	Ger. 102.....3	Elective10
Psy. 101.....5	Elective3	
18	16	18

FOURTH YEAR

Fall Term	Winter Term	Spring Term
Chem. 213.....5	Chem. 214.....5	Ger. 106.....3
Ger. 104.....3	Ger. 105.....3	Elective15
Elective10	Elective10	
18	18	18

PRE-ENGINEERING COURSE

A student who plans to enter an engineering school after two years should obtain a catalog of the particular school he plans to enter and advise with the head of the physical science or mathematics department to be sure he meets as nearly as

possible the requirements of this school. The following suggested course, however, meets the requirements of most engineering schools for either chemical, civil, electrical, or mechanical engineering.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Art 120.....3	Art 121.....3	Art 122.....3
Chem. 101.....5	Chem. 102.....5	Chem. 104.....5
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
*Math. 105.....5	Math. 104.....5	Math. 106.....5
P. E. 100.....0	P. E. 101.....0	P. E. 102.....0
16	16	16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Chem. 105.....5	Chem. 106.....5	Math. 202.....5
Math. 200.....5	Math. 201.....5	Phys. 105.....5
Phys. 103.....5	Phys. 104.....5	Hist. 107.....3
Sp. 101.....2	Hist. 106.....3	Sp. 103.....2
P. E.0	P. E.0	Elective3
17	18	18

**Students who have had only one year of high school algebra and are inadequately prepared for 104 and 105 must take Math. 101 or second year algebra in high school before taking 104 and 105. This may be done the preceding summer quarter, or by correspondence.*

PRE-PHARMACY COURSE

For entrance to a recognized School of Pharmacy as a sophomore at least fifty quarter hours must be completed from the following requirements:

Chemistry 101, 102, 104	12 Hours
English 101, 102, 103	9 Hours
Mathematics 104, (or 101), 105	10 Hours
Biology 101, 102	8 Hours
Physics 103, 104, 105	12 Hours
History 101, 102, 103, 106, 107	9 Hours

It is obviously impossible to carry all this work during a single nine-month period. It is suggested that as much of it as possible be completed during a summer quarter, and that the head of the department be consulted about the best arrangement of courses for both the summer and the winter quarters. It is also necessary that the student determine the school of pharmacy which he intends to enter in order that the course may be adapted to any particular requirements of the school.

CHEMISTRY

101, 102. GENERAL 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. Fall, Winter. (Four lectures, three hours laboratory per week). Pryor, Sears.

104. QUALITATIVE ANALYSIS 5 Hours

A course in the separation and identification of the more common metallic and non metallic ions. The lectures deal with the chemistry of the analytical reactions, special emphasis being given to the applications of mass action, solubility product, etc. Prerequisite: chemistry 102. (Two lectures, nine hours laboratory per week). Spring. Sears.

104 a. QUALITATIVE ANALYSIS 3 Hours

A brief course in Chemistry 104. Not open to students desiring a major or minor in Chemistry.

105, 106. QUANTITATIVE ANALYSIS 10 Hours

A study of the most important methods of elementary gravimetric and volumetric analysis, chemical calculations, etc. Prerequisite: Chemistry 104. (Two lectures, nine hours laboratory per week). Fall, Winter. Sears.

201, 202. ORGANIC CHEMISTRY 10 Hours

A study of the methods of preparation and properties of the more important organic compounds. Theory of reactions

and proof of structure are studied. Prerequisite: Chemistry 102. (Three lectures, six hours laboratory per week). Fall, Winter. Sears.

203. 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. Spring. Sears.

204. ORGANIC SYNTHESIS 1 - 3 Hours

A laboratory course to accompany 203. An introduction to the more important reactions in the synthesis of organic compounds, with special attention to purity, yield, and techniques. Spring. Sears.

207. ADVANCED INORGANIC CHEMISTRY 5 Hours

A systematic study of the elements based upon the periodic table a thorough study of the laws of chemical equilibria with their applications to inorganic analysis. Laboratory consists of the preparation of a number of different types of inorganic compounds. Prerequisite: Chemistry 104. (Three lectures, six hours laboratory per week). Spring. Pryor.

210. BIOLOGICAL CHEMISTRY 5 Hours

A course especially designed for students planning to be doctors, nurses or laboratory technicians. A study of the carbohydrates, fats, proteins, vitamins and hormones, and their role in metabolism and nutrition. Prerequisite: Chemistry 201. Spring. Sears.

213, 214, 215. PHYSICAL CHEMISTRY 15 Hours

A study of the principles of theoretical chemistry. States of matter, properties of solution, thermodynamics, homogeneous equilibria, chemical kinetics, electrical conductance, electromotive force, introduction to modern advances. Prerequisites: Math. 201, Chem. 105, Physics 105. (Three lectures, six hours laboratory per week). Fall, Winter, Spring. Pryor.

PHYSICS

100, 101. PHYSICAL SCIENCE SURVEY 6 Hours

An introduction to the various physical sciences and their place and importance in our present civilization. Visual and laboratory demonstrations of scientific data and processes. Required of all teachers unless replaced by other courses in physical sciences or mathematics. Does not count toward a major or minor in chemistry or physics. Winter, Spring. Sears.

103, 104, 105. GENERAL PHYSICS 15 Hours

A course dealing with the development of formulae and their application in the solving of problems. An attempt is made to give the student a certain facility in translating physical conceptions into mathematical symbols and mathematical formulae into physical ideas. Fall, mechanics and heat. Winter, sound and light. Spring, magnetism and electricity. Prerequisite: Trigonometry and sophomore standing. (Three lectures, four hours laboratory per week). Pryor.

204. ELECTRICITY AND MAGNETISM 5 Hours

A study of the theory and application of electromagnetism. Electrostatics, magnetostatics, electric currents motors, generators, transformers, conduction, electromagnetic waves. Prerequisites: Math. 201 and Physics 105. (Alternates with 213. Offered 1948-49). Winter. Pryor.

212. ANALYTICAL MECHANICS 5 Hours

A study of statistics and dynamics of particles of bodies. Derivation of formulae will be presented with a view to emphasizing the beauty and power of mathematics applied to natural phenomena. Solution of problems will be stressed. Prerequisite: Math. 201 and Physics 103. (Alternates with 202, 203. Offered 1949-50). Winter. Pryor.

213. MODERN PHYSICS 5 Hours

A study of recent advances in the field of physics. Atomic nature of matter and electricity, wave and corpuscular theories of radiant energy, spectroscopy, radioactivity, nuclear activity, relativity. Prerequisites: Math. 201 and Physics 103-105, and consent of the instructor. (Alternates with 204. Offered 1949-50). Spring. Pryor.

14. SOCIAL SCIENCES

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: (1) to give the understanding of the social institutions of our world that an educated person should have; (2) to prepare teachers in these subjects for high school and elementary work; and (3) 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

The library is well supplied for the department. It contains the principle standard works dealing with American, English, and European history, including the Cambridge series on Modern Europe, governmental publications, valuable source material in American history, and current periodicals.

Students wishing to specialize in the social sciences must complete at least forty-five hours in the department. These should include History 101-103, 106-107, 201 or 202, and 205-206. Majors in the general field of "social science" should take the above plus six hours from Political Science 201, 202, or 203, and at least six hours from two of the following: sociology, economics, and geography. Majors in history should take the above history courses plus fifteen hours of elected history. Students planning to teach the social sciences in high school must elect Education 226 and twelve hours from three of the following departments: Economics, Political Science, or Geography. It is recommended that those who major in the department acquire a reading knowledge of Spanish or French.

PRE-LAW COURSE

Students planning to enter schools of law must complete from two to four years of pre-law work. No set course is prescribed, but students must maintain a grade average of "C" or better. It is recommended that the student include as much work as possible in social sciences, economics, English, debating, psychology, Bible, business administration, and government. Those taking the four-year course should major in social sciences or English.

SOCIAL SERVICE CURRICULUM

The demand for trained men and women in the many fields of social service is becoming constantly greater. Many of these positions require no graduate training, but the better positions require the completion of a graduate course in social service following the bachelor's degree.

While the great variety of social service allows a broad field of selection in undergraduate courses, the following curriculum includes those courses which are especially desirable. Outside the department of social sciences majors especially recommended are in home economics, English and journalism, physical education, and business.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Biol. 101.....3 or 4	Biol. 1023 or 4	Biol. 103.....3 or 4
Eng. 101.....3	Eng. 102.....3	Eng. 103.....3
Geog. 100.....3	Hist. 106.....3	Hist. 107.....3
Sp. 101.....2	Sp. 102.....2	Sp. 103.....2
Elective3	Elective3	Elective3
P. E. 100.....1	P. E. 101.....1	P. E. 102.....1
16	16	16

SECOND YEAR

Fall Term	Winter Term	Spring Term
Eng. 105.....3	Eng. 106.....3	Eng. 107.....3
Hist. 101.....3	Hist. 102.....3	Hist. 103.....3
H. Ec. 101.....5	H. Ec. 102.....5	Psy. 103.....3
Psy. 101.....5	Psy. 102.....5	Elective7
Elective5	Elective5	16
16 16	16 16	

THIRD YEAR

Fall Term	Winter Term	Spring Term
Eco. 101.....5	Eng. 210 or 211 5	Ed. 231.....3
Hist. 205.....5	Hist. 206.....5	Soc. 102.....3
Journ. 201.....5	H. Ec. 220.....3	Elective10
Pol. Sc. 201.....3	Psy. 205.....5	16
18	Soc. 101.....3	3
	Elective3	3
	16 16	

FOURTH YEAR

Fall Term	Winter Term	Spring Term
Biol. 206.....5	Biol. 214	H. Ec. 204.....5
B. Ad. 206.....5	or 215.....5	Elective11 16
Elective6	H. Ec. 220.....3	
	Eng. 210 or 211 5	16 16
16	Eco. 214	
	or 215.....5 5	
	Elective3 6	
	16 16	

I. HISTORY

101, 102, 103. 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. Pryor.

106, 107. SURVEY, UNITED STATES HISTORY 6 Hours.

A survey course dealing with colonial and national movements. Required of freshmen. Winter, Spring. Ganus.

108, 109. LATIN AMERICA 6 Hours.

A survey of all Latin America. (Alternates with 209, 210. Offered 1949-50). Winter, Spring. Rhodes.

201, 202. ENGLISH HISTORY 10 Hours.

This course deals with the fundamentals of the political, religious, literary, and economic activities of the English people and the development of English institutions to the present time. Prerequisite: 101-103. Fall, Winter. Rhodes.

204. 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. (Alternates with 214. Offered 1948-49). Spring. Rhodes.

205, 206. UNITED STATES HISTORY 10 Hours

An intensive study of the political, social, and economic development of the United States. The first course covers the period from the founding of the colonies down through the Civil War, with emphasis on the national period; the second from the close of the Civil War to the present. Prerequisite: 107. Fall, Winter. Rhodes.

207. EUROPE SINCE 1914 5 Hours

This course deals specifically with the epoch-making events that began with World War I and the development of Europe between wars. (Alternates with 208. Offered 1948-49). Prerequisite: 101-103. Spring. Rhodes.

208. EUROPEAN DIPLOMATIC HISTORY 5 Hours

A study of European diplomacy, 1870 to the present, with emphasis on the permanent underlying factors. Prerequisite: 101-103. (Alternates with 207. Offered 1949-50). Spring. Rhodes.

209, 210. HISTORY OF THE FRONTIER 6 Hours

A study of the laws and policies relating to the development of the West, and of the effects of the expanding frontier on national life. Prerequisite: 107. (Alternates with 108, 109. Offered 1948-49). Winter, Spring. Rhodes.

212. THE SOUTH SINCE 1865 5 Hours

Includes a consideration of the condition of the South at the close of the Civil War, the development of the "New South," the factors back of the present condition of the region, and an analysis of continuing trends. Fall. Ganus.

214. RENAISSANCE AND REFORMATION 5 Hours

Deals with the transformation from medieval to modern society. The course takes up the beginning of the awakening in Italy, its spread to the other countries, and the religious Reformation in the various countries. Prerequisite: 101, 102. (Alternates with 204. Offered 1949-50). Spring. Rhodes.

226. TEACHING THE SOCIAL SCIENCES 3 Hours

A course in the methods and materials of teaching history and the social sciences in high schools. Required of all who plan to teach the social sciences. Same as Education 226. Fall. Rhodes.

II. GEOGRAPHY**100. CONSERVATION OF NATURAL RESOURCES 3 Hours**

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

101. 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. Spring. Pryor.

115. INDUSTRIAL GEOGRAPHY 3 Hours

This course deals with the natural resources of the country and their relations to commerce and business. It covers the business development of the outstanding nations. Winter. Pryor.

III. SOCIOLOGY AND POLITICAL SCIENCE**101, 102. 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. Pryor.

103. AMERICAN GOVERNMENT 5 Hours

The basic structure and functions of American government; civil and political rights; the party system; foreign

relations and national defense; current problems. Emphasis is placed upon the free enterprise system that has helped to make America a great nation. Fall. Mason.

105. EUROPEAN GOVERNMENTS 3 Hours

A study of modern British government, the totalitarian regimes that existed in Italy and Germany and the one that exists in Spain. A comparative study is made of the democratic system and the totalitarian system. Winter. Mason.

106. EUROPEAN GOVERNMENTS 3 Hours

The totalitarian regime in Russia—the Bolshevik revolution; Communism under Lenin; Communism under Stalin. Spring. Mason.

201, 202, 203. COMPARATIVE GOVERNMENT 9 Hours

A thorough comparative analysis and description of the structure and function of the major governments of the world. 201 deals with the British government and the other democratic governments of Europe; 202 covers the twentieth century European dictatorships; 203 has to do with governments of the Far East. Either term may be taken separately. Prerequisite: 101, 105, or 106. Fall, Winter, Spring. Mason.

ENROLLMENT SUMMARY

1946-1947

College Enrollment

Summer 1946

	Men	Women	Total
Freshmen	75	46	121
Sophomores	16	17	33
Juniors	30	13	43
Seniors	17	20	37
Special Students	12	7	19
Total	150	103	253

Winter Session 1946-1947

Freshmen	259	158	417
Sophomores	70	53	123
Juniors	39	46	85
Seniors	38	36	74
Special Students	35	15	50
Total	441	308	749

Training School Enrollment

Summer 1946

High School	15	19	34
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Winter Session 1946-1947

High School	38	46	84
Elementary School	45	49	94
Total	83	95	178

Total, all divisions, Winter 524 403 927

Total, all divisions, Summer and Winter 689 525 1214

ENROLLMENT SUMMARY

STATES AND COUNTIES REPRESENTED IN WINTER SESSION:

	College	High School		College	High School
AFRICA	4	1	Michigan	9	
Alabama	16		Mississippi	23	2
Arizona	1		Missouri	34	2
Arkansas	323	46	New Hampshire..	1	
AUSTRALIA	2		New Jersey		1
California	6		New Mexico	1	1
CANADA	16	3	New York	5	
CHINA	1		North Carolina...	3	
Colorado	8	3	Ohio	12	
Florida	11		Oklahoma	50	8
Georgia	7		Oregon	1	
Idaho	1		Pennsylvania	9	
Illinois	11		Tennessee	44	6
Iowa	5		Texas	71	7
Kansas	14		Utah	1	
Kentucky	18	1	Virginia	1	
Louisiana	17	3	Washington	2	
Massachusetts	3		Washington, D. C.	3	
			West Virginia	3	

	College	High School	Total
Total States.....	33	11	34
Total Foreign Countries	4	2	4

GRADUATES - 1948

Vernon O. Alexander	B.A. History	Ark.
Billie Elizabeth Baird	B.A. Business Administration	Ark.
Dorothy Anne Baker	B.A. English	Tenn.
John D. Baldwin	B.A. Business Administration	Okla.
Billy W. Barron	B.A. Business Administration	Fla.
Ruth Benson	B.A. Speech	Ark.
Charles Brooks	B.A. Business Administration	Texas
Morgan Lee Buffington	B.A. Social Science	Ala.
Graydon L. Burge	B.A. Business Administration	Ark.
Kay Cavin	B.S. Chemistry	Ark.
Lena Mae Chesshir	B.A. Social Science	Ark.
Margaret Lee Clampitt	B.S. Chemistry	D.C.
Elma Cluck	B.A. Home Economics	Ark.
William J. Cochran	B.A. Business Administration	Ark.
Claudia Joshephine Connell	B.A. English	Ark.
Edward Bruce Cooley	B.A. English	La.
Evelyn I. Coultas	B.A. Home Economics	Ind.
William Brodie Crouch	B.A. English	Tenn.
LaVonne Mae Darden	B.A. Biology	Colo.
Velma Lois Davis	B.A. English	Ark.
Guthrie Davis Dean	B.A. Bible, Speech	La.
Loretta Mae Smith DeHoff	B.S. Home Economics	N. Y.
Dixie Lee Dillard	B.A. English	Ark.
Jack D. Dillard	B.A. Biology	Ark.
Artist Edwards	B.A. Biology	Ark.
Charles William Edwards	B.A. Business Administration	Ark.
James Arvin Edwards	B.A. Social Science	Ark.
Thelma Ellenberg	B.A. Social Science	Ark.
William Neal Fryer	B.A. Bible, English	Ohio
Melvin Wendell Ganus	B.A. Business Administration	Texas
Mildred C. Gibson	B.A. English	Ark.
Opal Fae Gordon	B.A. Speech, Business Ad.	Okla.
Edwina Redditt Gould	B.A. English	Ark.
Dee Green	B.A. Business Administration	Ark.
Reagan Yarbrough	B.A. Business Administration	Ark.

GRADUATES

Lynda Nell Hefton	B.A. Public School Music	Texas
Edna B. Hodge	B.A. English	Okla.
Leon Huddleston	B.A. Math., Chemistry	Ark.
Grace Johnson	B.S. Home Economics	Ind.
Dale Jorgenson	B.M. Voice	Calif.
Edith Kiihnl	B.A. Business Administration	Miss.
Vera Mae Kiihnl	B.A. English	Miss.
Carl E. Kitzmiller	B.A. Bible, English	Tenn.
Nathan B. Lamb	B.A. Journalism, English, History	Texas
Estel M. McCluggage	B.A. Business Administration	Kans.
Madge M. McCluggage	B.A. Public School Music	Kans.
Charlene Magness	B.A. English	Okla.
Opal Manion	B.A. Business Administration	Ark.
Bobby Joe Martin	B.A. Business Administration	Texas
William M. Miller	B.A. Business Administration	Texas
Joseph H. Mitchen	B.S. Chemistry, Mathematics	Ark.
Forest Dean Moyer	B.A. Bible, Speech, English	Ga.
William V. L. Nations	B.A. English	Mo.
Dorothy Glenda Munger	B.A. Home Economics	Ark.
Mary Jo O'Neal	B.A. English	Okla.
Mildred Walker Patterson	B.A. Bible, Education	Oregon
Valrie Price	B.A. Social Science	Ark.
Jack Pruett	B.A. Business Administration	Ark.
Winnifred Louise Roberts	B.A. Business Administration	Tenn.
Catherine Root	B.A. Social Science	Ala.
Charles William Shaffer	B.A. Business Administration	Texas
Russell E. Showalter	B.A. Social Science	Ark.
Frances Smethers	B.A. Biology	Okla.
Katie Springer	B.A. Social Science	Ark.
Betty Lou Spruell	B.A. English	Mo.
John Summitt	B.S. Chemistry	Mo.
Vivian S. Price	B.A. Social Science	Ark.
Joanna Thurston	B.A. English	Okla.
Alpha Lee Turman	B.S. Home Economics	Ark.
James Addison Turner	B.A. Social Science	Ala.
Jessie VanHooser	B.A. Math., Business Ad.	Okla.

INDEX

155

INDEX

Academic Information.....	47	English.....	91
Accounting.....	80	Enrollment Summary.....	150
Administrative Organization ..	8	Faculty.....	9
Admission.....	49	Food and Nutrition	107
Aeronautics	110	French	117
Amount of Work.....	54	General Information.....	17
Art.....	59	Geography	148
Bachelor of Arts Degree.....	50	German	118
Bachelor of Music Degree.....	54	Graduates	152
Bachelor of Science Degree.....	53	Greek	118
Bible and Religious Edu	61	Guidance.....	89
Biblical Literature.....	62	History	147
Biological Sciences	68	History of the College.....	26
Buildings.....	27	Honor Society.....	41
Busines Ad. and Economics..	76	Home and Family	108
Business Education.....	79	Homecoming Days.....	39
Calendar	4	Home Economics	101
Campus and Buildings.....	27	Home Economics Club.....	40
Chapel.....	39	Industrial Education.....	110
Chemistry	141	Information, New Students..	33
Christian Education.....	67	Institutional Management.....	109
Climate and Scenery.....	27	Journalism.....	99
College Administration	5	Languages	117
College Club Cafeteria.....	36	Library	29
College Organization.....	21	Location.....	27
Committees.....	16	Loan Funds.....	29
Contents, Table of.....	3	Mathematics	113
Course Numbers.....	55	Medical and Hospital Service	35
Courses, Outline of.....	57	Music	120
Debating	39	Music, History and Criticism	132
Degrees, Requirements for....	50	Music Organizations.....	40
Dramatics.....	40		
Economics.....	83		
Education and Psychology....	85		

National Education Program	24	Spanish	119
Philosophy	90	Special Students	50
Physical Education	133	Speech	94
Physical Sciences	137	Sports	42
Physics	143	Student Activities	39
Piano	124	Student Aids	29
Political Science	141	Student Life	37
Psychology	90	Student Publications	41
Purpose	19		
		Teachers Certificates	55
Regulations	43	Thanksgiving Lectures	39
Religious History	65	Theory and Composition	129
Religious Meetings	39	Training School	24
Religious Teaching	66	Transcript of Credit	46
Room Reservations	35	Trustees, Board of	7
		Tuition and Expenses	33
Scholarships	29		
Social Clubs	42	Voice	128
Sociology	149	Violin	126
Social Sciences	144	Violincello	128