

1976

# Harding College Course Catalog 1976-1977

Harding College

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**HARDING**  
UNIVERSITY

1976-1977 Harding College Catalog

# Harding College

## 1976-77 General Catalog





## COLLEGE CALENDAR 1976-77

## FALL SEMESTER — 1976

Faculty Conference	Aug. 20
Freshman assembly	8:00 a.m., Aug. 23
Assembly for sophomores, juniors and seniors not previously advised	8:00 a.m., Aug. 23
Orientation and counseling	Aug. 23-24
Registration for upperclassmen	9:00 a.m.-12:00 noon, Aug. 24
Registration for all students	8:00 a.m.-4:00 p.m., Aug. 25
Classes begin (all classes meet this day)	8:00 a.m., Aug. 26
Transfer tests (all transfer students)	8:00 a.m., Aug. 28
Lectureship	Oct. 12-15
Graduate Record Examinations	8:00 a.m., Oct. 16
Supervised teaching	Oct. 25-Dec. 17
College Level Examination Program (CLEP)	Monthly on 3rd Thurs.
Alumni Day and Homecoming	Oct. 30
Junior English Proficiency Test	4:30 p.m., Nov. 1
National Teachers Examination	8:00 a.m., Nov. 13
Sophomore tests	8:00 a.m., Nov. 20
Thanksgiving recess	5:15 p.m., Nov. 24 to 8:00 a.m., Nov. 29
Dead week	Dec. 8-10
Graduate Record Examinations	8:00 a.m., Dec. 11
Final examinations	Dec. 11-16
Christmas recess	5:15 p.m., Dec. 16 to 8:00 a.m., Jan. 10, 1977

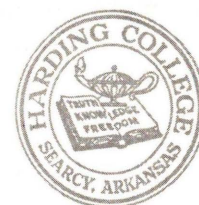
## SPRING SEMESTER — 1977

Orientation of new students	Jan. 10
Counseling of freshmen and new students	Jan. 11
Registration of upperclassmen	1:00-4:00 p.m., Jan. 11
Registration for all students	8:00 a.m.-4:00 p.m., Jan. 12
Classes begin (all classes meet this day)	8:00 a.m., Jan. 13
Transfer tests (all transfer students)	8:00 a.m., Jan. 15
Final date for application for degree on May 15	Feb. 5
National Teachers Examination	8:00 a.m., Feb. 19
Graduate Record Examinations (Aptitude only)	8:00 a.m., Feb. 26
College Level Examination Program (CLEP)	Monthly on 3rd Thurs.
Spring recess	5:15 p.m., March 11 to 8:00 a.m., March 21
Supervised teaching	March 14-May 13
Sophomore tests	8:00 a.m., March 26
Junior English Proficiency Test	4:30 p.m., April 4
Graduate Record Examinations	8:00 a.m., April 23
Dead week	May 4-7
Final examinations	May 9-14
Graduation exercises	2:30 p.m., May 15

## SUMMER TERM — 1977

Counseling students	9:00-11:00 a.m., June 6
Registration for summer term	1:00 p.m.-4:00 p.m., June 6
Classes begin, first session	7:30 a.m., June 7
Graduate Record Examinations	8:00 p.m., June 11
Junior English Proficiency Test	3:30 p.m., June 13
College Level Examination Program (CLEP)	Monthly on 3rd Thurs.
Final examinations, first session	July 7-8
Classes begin, second session	July 11
Final date for application for degree on Aug. 12	July 12
N.T.E. (except Area Exams in Languages and Music)	8:00 a.m., July 15
Junior English Proficiency Test	3:30 p.m., July 18
Final examinations, second session	Aug. 11-12
Graduation exercises	10:30 a.m., Aug. 12

## Harding College 1976-77 Catalog

Undergraduate and Graduate  
Course Listings

## An Invitation

We would be delighted to have you visit our campus, see our facilities, meet our faculty and student body, and learn as much as possible about Harding College. Campus tours may be arranged through the Admissions Office, located on the first floor of the Ganus Building adjacent to the Administration Building and open 8-12 and 1-5 Monday through Friday and 8:30-12 on Saturday. If you wish to see a specific member of the administration or faculty, an appointment should be made in advance. The map in the back of this catalog should be helpful to you.

*Clyde L. Lamm, Jr.*  
President

Harding College  
Searcy, Arkansas 72143  
Telephone: 501/268-6161

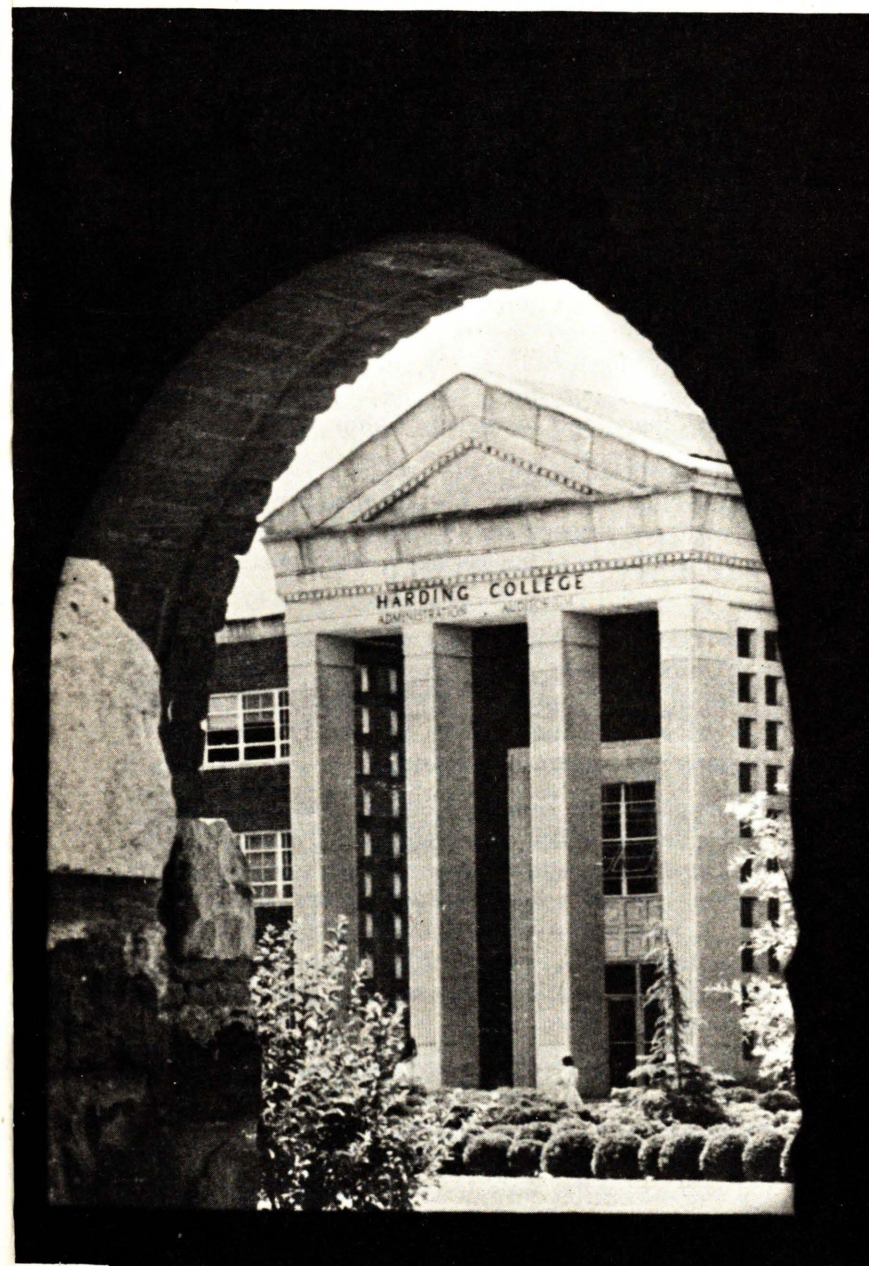


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## General Information

Purpose . . . History . . . Location . . . Accreditation . . . Campus . . .  
Buildings . . . Special Teaching Aids . . . Special Programs





## HARDING COLLEGE IS A CHRISTIAN INSTITUTION

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.

Harding exists for the sake of the student — to help him understand the environment in which he lives and to help him live harmoniously with it; to encourage his enjoyment of life and his individual contribution to the meaningfulness of it; to develop his mental ability to the fullest capacity, inspiring in him creativity and truth-seeking.

An amalgam of factors make up a college education and lead to the achievement of Harding's purposes. Chiefly, these factors are the assistance of interested instructors and counselors, the academic courses organized to meet the student's needs, and the activities that give opportunity for inspiration, recreation, cooperation with others, and leadership training.

Students will find association with the faculty a stimulating and challenging intellectual experience. Faculty members at Harding are concerned with all the needs and requirements of students and desire to help in the solution of any problem, whether academic or personal.

The curriculum is designed to give students adequate preparation for a chosen vocation or profession and to provide for all students intellectual, social and spiritual development. The entire curriculum, as well as individual courses, is revised periodically to meet the changing requirements of students.

Student activities give many opportunities for self-development. Sports, dramatics, debate, music, publications, and other activities afford growth in leadership and the exercise of particular skills and abilities. Lectures, concerts, and special seminars stimulate intellectual and cultural growth. Social clubs encourage democratic, Christian cooperation as well as leadership development. A wise choice of activities make possible a measure of growth that the student can attain in no other way.

The college is under the control of a self-perpetuating Board of Trustees who are members of the church of Christ. Harding attempts to be non-sectarian in spirit and practice, and it desires to admit students who are academically capable, who have good character, and who accept the aims and objectives of the college, irrespective of their religious faith, national origin, race, sex, or color.

**Harding began** as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their facilities and assets, adopted the new name of Harding College, and located at the campus of Arkansas Christian in Morrilton, Arkansas. Harper had been founded in 1915 in Harper, Kansas, and Arkansas Christian had been chartered in 1919.

The college was named in memory of James A. Harding, co-founder and first president of Nashville Bible School (now David Lipscomb College) in Nashville, Tennessee. Preacher, teacher, and Christian educator, James A. Harding gave to his co-workers and associates an enthusiasm for Christian education that remains a significant tradition at Harding College.

With the merger J.N. Armstrong, who had served five years as Harper's president, became president of Harding College, and A.S. Croom, president of Arkansas Christian for two years, became vice president for business affairs. In 1934 Harding was moved to its present site in Searcy, Arkansas, on the campus of a former women's institution, Galloway College.

One of Harding's first graduates, George S. Benson, returned from his mission work in China in 1936 to assume the presidency of his Alma Mater. The vigorous educator quickly directed the college out of deep indebtedness and launched it on a long journey to financial stability, national recognition, and academic accreditation. When Dr. Benson retired in 1965, his 29 years of tireless service were more than evident in a multi-million-dollar campus, regional accreditation, a strong faculty, and a continually growing students body. Dr. Benson still makes his home in Searcy and is active in many pursuits.

Harding's current president is Dr. Clifton L. Ganus, Jr., inaugurated in 1965. A former history department chairman and vice president of the college, Dr. Ganus has kept alive his predecessor's drive for excellence by leading a Decade of Development plan of campus improvement and expansion, looking to a projected enrollment of more than 2,650.

**Harding's home community**, Searcy, Arkansas, is a city of about 13,000 persons and the seat of White County. Founded in 1837, Searcy enjoyed a gradual growth as center of a chiefly agricultural area until the last 25 years, when the location of several industries in the city brought a favorable balance of economy and a more rapid growth than before. Today's Searcians are a progressive citizenry proud of their community and dedicated to its advancement.

Located in East Central Arkansas, about 50 miles northeast of Little Rock and 105 miles west of Memphis, Tennessee, Searcy is reached by U.S. Highway 67 from the north and south and by U.S. Highway 64 from the east and west. The nearest commercial passenger plane service is at Little Rock, but Searcy is served by a bus line and has a small airport.

The proximity of Little Rock and Memphis give Searcians access to the advantages of a metropolitan area without sacrificing the special charms of small-town living. Both faculty and students enjoy the cultural and entertainment offerings of the two cities. Searcy itself has recreation facilities of all types, and Greer's Ferry Lake to the north of the city is famous across the country for its fishing and other water sports.



Harding occupies about 200 acres east of the downtown area of Searcy, but the impact of the college on the town is more far-reaching than that caused by geography alone. Interaction and interdependence between the college and the community is great, with many Searcians serving Harding in a variety of ways and with the college contributing significantly to the economic, cultural, and spiritual well-being of the city.



**Accreditation** is the measure of a college's adherence to the professional standards of the nation's academic community. It means that Harding students can be certain that credits earned at Harding will have transfer value to other institutions, just as incoming transfer students may be assured that the college can be expected to honor most of the credits earned at similarly accredited institutions.

Harding is fully accredited by the North Central Association of Colleges and Secondary Schools for all work leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, and Master of Education degrees. Its undergraduate teacher education program for preparing both elementary and secondary teachers is accredited by the National Council for Accreditation of Teacher Education.

The college is also a member of the American Council on Education, the American Association for Teacher Education, the College Entrance Examination Board, and the National Commission on Accrediting (not an accrediting agency). It is also approved for the training of vocational home economics teachers. Harding's graduates are admitted to the leading graduate and professional schools. The college also has strong pre-professional programs in various fields of the medical sciences, various fields of engineering, law, social service, and other professional fields. Alumnae are admitted to membership in the American Association of University Women.

**Campus buildings** are compactly and attractively located on about 200 acres within a few blocks of downtown Searcy. Additional campus property, consisting of college farms, lies southeast of the campus. The 43 buildings with their equipment and educational facilities, valued at more than \$25 million, make the college plant one of the most efficient and well furnished in the South.

The following are the major structures:

**ADMINISTRATION-AUDITORIUM BUILDING (1952):** This three-story building with its imposing columns and pediment occupies the central location on campus and serves as the hub of much activity. It contains most administrative offices, an auditorium seating 1,250, several faculty offices, two classrooms, and certain facilities of the speech department, including the Little Theatre and drama storerooms and workshops. Like all academic and administrative buildings, it is air-conditioned. Daily chapel services are held in the auditorium.

**JOHN MABEE AMERICAN HERITAGE CENTER (1965):** Designed as a continuing education complex with auditorium, seminar rooms, cafeteria, and hotel-style rooms to accommodate 150 people, this modern structure provides ideal facilities for various seminars, workshops, and conventions held on campus. Also housed in the building is the Alumni Office. The building serves student needs; the cafeteria is one of two on the campus, seminar rooms double as classrooms, and a large trophy room is used periodically as a study area. The 150-capacity hotel area, designed for use of alumni and other guests, is currently being used as a men's residence hall.

**HAMMON STUDENT CENTER (1973):** The real center of student life is the two-story building which houses Shores Chapel, the Inn, Book Store, Bowling Lanes, Post Office, recreation room, lounge, and student publications and student association offices.

**GANUS BUILDING (1951, 1973):** Constructed originally as a Student Center for 650 students, this building was remodeled in the summer of 1973 and developed into an office and classroom building. The Admissions Office, Speech Department and Modern Foreign Language Department are housed in this building. Its facilities include four classrooms, a language laboratory, a speech laboratory, the Speech Clinic, and studios for campus radio station KHCA. It was named for C. L. Ganus, Sr., for many years chairman of the Board of Trustees, who died in 1955.

**BEAUMONT MEMORIAL LIBRARY (1950, 1971):** Constructed to accommodate 170,000 volumes, the library features open stacks and unassigned carrels, permitting students maximum ease in acquiring and using library materials. Two large reading rooms, the periodical reading room, and reading spaces in the stacks will seat about 600. A second addition to the library during the 1970-71 school year increased the stack and study space and makes possible increased service by the library staff.

**CLAUD ROGERS LEE MUSIC CENTER (1952, 1966, 1969):** Facilities for the college's choral and instrumental programs and individual practice rooms are located in this building. The Recording Studio, reputed to be one of the finest in Arkansas, is used in taping the weekly radio program by the A Cappella Chorus as well as in recording for other groups. The Harding

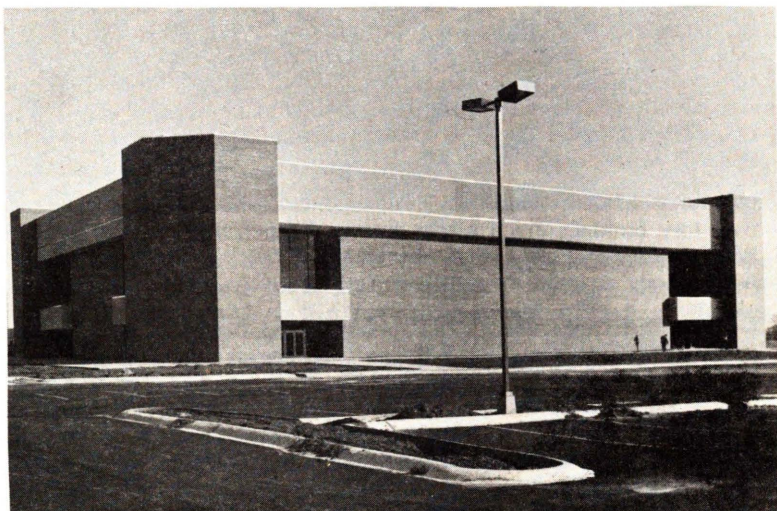


Recording Service duplicates and distributes tapes for three weekly radio programs in Arkansas and across the country.

**W. R. COE AMERICAN STUDIES BUILDING (1953):** This three-story classroom building houses the American Studies Program, the teacher education program, the Graduate Program Office, and the departments of business and economics, history and social science, education, English, and journalism.

**NEW SCIENCE BUILDING (1967):** Modern in architecture and in the equipment it houses, this sprawling single-story building includes extensive facilities for biology, chemistry, physics, and mathematics. One wing of the building is the R. T. Clark Research Center, which houses performance physiology laboratories for the research program in the life sciences.

**BIBLE BUILDING (1960, 1974):** This two-story building whose capacity was doubled by a major addition in 1974, contains Bible department offices, two large lecture rooms, a communications laboratory, and nine other classrooms. It also houses the Christian Communications Program. In its basement are several administrative offices.



**PHYSICAL EDUCATION — ATHLETIC CENTER (1976):** Completed in February, 1976, the Center has 83,125 square feet of heated and air-conditioned space containing facilities for offices, classrooms, weight room, and locker and dressing rooms for physical education classes and intercollegiate athletic teams. There is a 45' x 75' swimming pool, three handball courts, and a 40' x 60' gymnastics area. The main arena is a playing area of 148' x 212' for basketball, volleyball, badminton, tennis, and indoor track. There is portable seating for 5,200 spectators at basketball games.

**RHODES MEMORIAL FIELD HOUSE (1949):** The gymnasium has three basketball courts, a skating rink, equipment rooms, showers, classrooms, and other facilities for sports and physical education. The seating capacity for intramural basketball is 2,500.

**OLEN HENDRIX HALL (1926, 1975):** Through the years this three-story structure has been one of the most useful on campus. It originally was the administrative center and classroom building, then was used until 1967 as headquarters for the natural science division. It is one of the two buildings still standing which were part of the campus when Harding moved to Searcy in 1934. During the 1974-75 school year it was completely renovated to provide modern facilities for home economics and nursing education.

**STUDENT SERVICES BUILDING (1940, 1974):** The college acquired this former medical clinic in 1963 and converted it into classrooms, offices, and facilities for the student Health Service. Extensive remodeling during the summer of 1974 provided excellent facilities for the Counseling Center and modern laboratories and seminar rooms for psychology, sociology, and social work.

**ECHO HAVEN (1953):** This four-bedroom house is occupied each nine weeks by six women for their home economics course in home management.

**MILDRED TAYLOR STEVENS MEMORIAL ART CENTER (1969):** This complex consists of a new classroom and studio building and the former president's home, which was renovated for faculty offices and a gallery for the art department.

**ALUMNI FIELD (1963, 1971):** Alumni Field is the home of the intercollegiate football and baseball fields, an eight-lane track, and a modern dressing and equipment building. Seating exists for 4,000 persons.

**SEWELL HALL (1953):** The two-story building contains seven apartments for faculty members.

**RESIDENCE HALLS:** Nine residence halls provide homes for Harding's resident students. The following are women's residences: Pattie Cobb Hall (1919), one of the original campus residences, which houses one of the campus cafeterias and a dining room; Cathcart Hall (1951); Kendall Hall (1961); Stephens Hall (1968); and the new Women's Residence Hall (1975). Both Stephens Hall and the new Women's Residence Hall are air-conditioned.

The following are men's residences: Armstrong Hall (1949); Graduate Hall (1956); Keller Hall (1969); and Harbin Hall (1971). Both Keller and Harbin Hall are air-conditioned.

**MARRIED STUDENTS APARTMENTS (1958, 1974):** Three separate buildings built in 1958 provide low-cost housing for married students, with 52 one-bedroom and 8 two-bedroom units. Five additional buildings built in 1974 provide 64 air-conditioned apartments for married students — 16 one-bedroom apartments and 48 two-bedroom apartments.

**OTHER BUILDINGS:** The following are other campus structures: the old swimming pool, the Academy Building, the heating plant, the laundry building, the receiving center, the carpenter shop, the automotive shop, the campus maintenance facility, the storage buildings, and the Bell Tower.



**CAMP TAHKODAH:** Located about 40 miles north of Searcy in the rolling Ozark foothills near Batesville, this well-equipped camp area of 1,300 acres is owned by the college and is used by various campus groups for retreats. Except during the summer months, when its formal schedule is full, the camp is open to the general public at a modest fee.

**Special teaching aids** in many fields supplement classroom experience with practical opportunities for the student's increased understanding of concepts and his own creative development. Laboratories, studios, libraries, for example, provide invaluable training and study opportunities that can be found no other way. Typical of the teaching aids and facilities at Harding are the following:

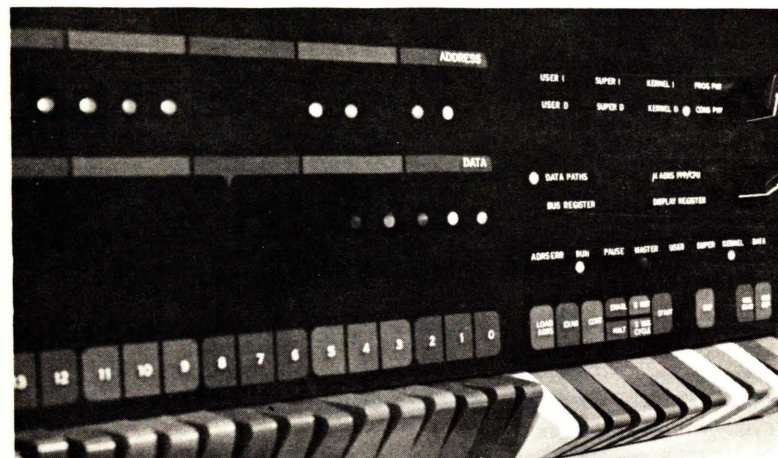
**BEAUMONT MEMORIAL LIBRARY:** Library holdings include more than 135,000 volumes, 957 current periodicals, 12 daily and weekly newspapers, and thousands of pamphlets on general, educational, and vocational topics. In 1963, the library was designated a selective depository for United States government publications, and several hundred documents are added to the collection annually. More than 7,800 reels of microfilm supplement the book collection, which is increased by approximately 6,000 volumes per year. In addition to printed material an extensive collection of recordings, consisting of more than 2,300 records in music, speech, and biology, is available for listening. Cassette players are also available and a tape collection has been initiated.

Special collections in the library include the personal library of the late G. C. Brewer and the Juvenile Collection for use by students in elementary education, both adjacent to the Reference Room Annex. On the second floor, the Harding Room houses materials related to the history of the college and tapes in the Oral History collection.

The library staff cooperates with various departments in giving class instruction in the use of the library, as well as giving individuals assistance as needed. The **Student Handbook** and **Faculty-Staff Handbook** may be consulted for detailed library policies and regulations.

**SCIENCE LABORATORIES:** The New Science Building contains modern, well-equipped laboratories for both physical and biological sciences. Four large chemistry laboratories conveniently arranged around a central stockroom provide excellent facilities for general, analytical, organic, and physical chemistry courses. Four laboratories serve the courses in general physics, optics, electricity, and nuclear physics. Five large biology laboratories give modern facilities for courses in bacteriology, physiology, botany, embryology, histology, anatomy, and ecology. Research in botany and physiology is facilitated by a greenhouse, a live animal house, and a walk-in refrigerator.

**R. T. CLARK RESEARCH CENTER:** The south wing of the New Science Building is equipped with a treadmill, bicycle ergometer, a lean-body-mass tank, a physiograph, a Haldane apparatus, a Van Slyke apparatus, spectrophotometers, a chromatographic apparatus, and other biochemical and hematological equipment for scientific evaluation of physical fitness levels. Both students and faculty participate in research studies.



**COMPUTER CENTER:** The Administration Building houses the central facilities of a DEC PDP 11/45 computer. Terminals in various buildings on campus enable these facilities to be used readily by administrative offices and by the faculty and students of departments that have need for data processing and computer services.

**HOME ECONOMICS LABORATORIES:** Foods and equipment laboratories in home economics are furnished with both gas and electric stoves of the latest models, while the clothing laboratory has electric machines and other equipment for courses in clothing and textiles. The home management house allows home economics majors to pursue home management and consumer programs under home conditions.

**ART STUDIOS:** The new Mildred Taylor Stevens Art Center has excellent facilities for painting, drawing, ceramics, sculpture, jewelry- and print-making, weaving, and commercial art and design courses. The gallery of the Art Center and areas in the American Heritage Center and the library show works by students, faculty, and guest exhibitors.

**MUSIC STUDIOS:** A superior recording studio with outstanding acoustical characteristics is used by the music department for rehearsals as well as for recording purposes. The best professional equipment is used in recording. Numerous individual and small group practice studios are sound treated and equipped with pianos for music students.

**SPEECH FACILITIES:** Students in all branches of the speech field have access to equipment which enriches the learning process. The Speech Clinic serves the entire Searcy area in treating speech and hearing problems and gives student assistants valuable clinical experience. The Speech Laboratory is used for practice by students in basic speech and public address courses.

Students operate the campus carrier current radio station, KHCA, and may participate in all aspects of radio work, from management and production to advertising and announcing.

The main auditorium, with its excellent stage facilities, is an asset to both the departments of music and speech. Lighting and sound equipment is



versatile, and make-up studios, dressing rooms, and workshops for costumes and scenery are located beneath the stage.

**PSYCHOLOGY CLINIC:** The department of psychology enjoys the benefits of a well-equipped clinic for both practical instruction and actual services. One of the features is a soundproofed room with one-way windows for observation of activities either inside or outside the room.

**BUSINESS LABORATORIES:** Modern office equipment and business machines are used by majors in accounting, business, business education, finance, management, marketing, office management, and secretarial science.

**JOURNALISM FACILITIES:** Practical experience for journalism students comes from several sources, including volunteer work on the student newspaper and yearbook staffs. Courses in photography and typography make use of the journalism darkroom and professional facilities in the College Press print shop.

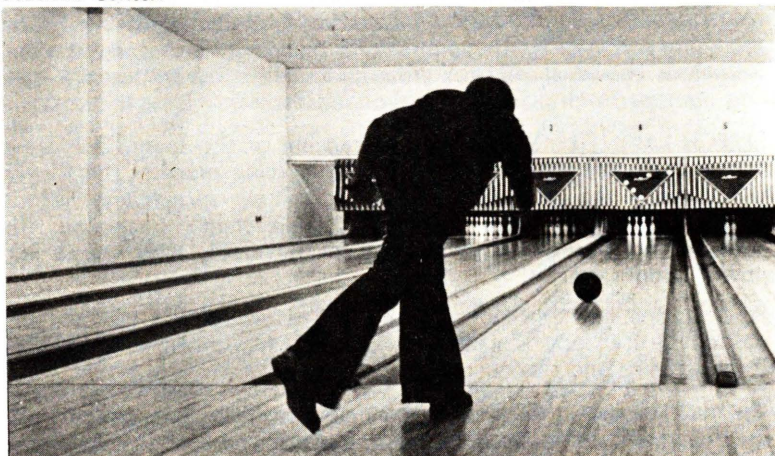
**RECREATIONAL FACILITIES:** Indoor recreation is centered in Rhodes Memorial Field House, whose facilities include three basketball courts, an indoor softball floor, a skating rink, ping pong tables, a weight room, and volleyball, shuffleboard, and badminton courts.

The new Physical Education-Athletic Center provides three handball courts, a gymnastics area, indoor track, tennis courts, and weight room.

An indoor steam-heated swimming pool makes year-round swimming possible. Bowling is available in Hammon Student Center at the Bowling Lanes, operated as an auxiliary enterprise of the college. A variety of games is also available in the Game Room of the Student Center.

Outdoor facilities include the intercollegiate football and baseball fields and the eight-lane track at Alumni Field, plus intramural areas for flag football, softball, baseball, and other sports. There are six four-wall handball courts and thirteen concrete-surfaced tennis courts, eight of which are lighted for night play.

Various other recreational facilities are found in the dormitories and in the Student Center.



**Special programs** in four areas serve to enrich the undergraduate program of the college. Although Harding recognizes itself as primarily a teaching institution, it also realizes that research and field study are invaluable educational assets for both the faculty and the student body.

**THE AMERICAN STUDIES PROGRAM** was developed to train young men and women for leadership careers in business, public life, and education. The task is undertaken through formal training, observation tours, special seminars with staff members of the college, and lectures by leaders in industry, business, education, and government.

Although all students are exposed to a broad curriculum of American studies as part of the general education requirements of the college, outstanding students in the fields of accounting, business, economics, history and political science are invited to become members of the American Studies Program. The following activities constitute the program:



**TOURS:** Two extended tours are arranged annually to a wide variety of financial and industrial organizations, governmental institutions, and places of historical significance throughout the country. Itineraries of the past few years have included visits to Chicago, New Orleans, St. Louis, Dallas, Philadelphia, and Washington, D.C.

**SEMINARS:** During each term students and faculty members of the American Studies Program meet informally at regularly scheduled periods to discuss problems of personal, national, and international importance.

**GUEST LECTURERS:** To supplement the curriculum of the college several recognized authorities are invited to the campus each school year to lecture in their specialized fields of learning or experience. During their two-day visits students are urged to attend special lectures and informal discussion periods and possibly a dinner meeting.

The program, then, attempts to combine the virtues of an academic and a practical approach to learning. It stresses the uniqueness of the American scene but not at the expense of international understanding. It affords students the opportunity to search for truth through objectivity and faith



in proven values. It stresses the need for professional competence and service to humanity.

A broad area major in American studies has been developed, which is outlined in the curricula of the department of history and social science.

Students interested in the American Studies Program should write the director for a brochure and for additional information on the criteria for admission.

**Missionary training** is the goal of MISSION/PREPARE, a program developed in harmony with the college's devotion to Christian principles and service and in response to the increasing need for qualified and well-trained workers to take the gospel of Christ to a world exploding with greater populations. A three-faceted approach to training includes a four-year undergraduate curriculum in missions, a continuing education program, and internship training on the field.

**UNDERGRADUATE MAJOR:** Courses in the mission curriculum, leading to the B.A. degree, are taught by a former missionary on the faculty and by a visiting professor of missions, a full-time missionary on leave from his work. The courses are biblically oriented, yet practical.

**INTERNSHIPS:** Field work under the supervision of faculty members or approved missionaries may be done by students for academic credit as well as for the invaluable experience of practical work. Regular summer field trips are taken under the sponsorship of the Bible department.

**Research in Life sciences** began at Harding in 1963 when the late Dr. Robert T. Clark became vice president in charge of research and brought to the campus a study in progress on physical fitness levels in children. Dr. Clark's untimely death in 1966 did not deter the program he had built, however, and the research staff under Dr. Harry Olree has continued to receive grants for work in the area of physical fitness. The most recent projects have been studies for the National Aeronautics and Space Administration concerning fitness for astronauts. Other projects have been financed by the National Institutes of Health.

The program was developed because of the increased role played by natural science in the 20th century and because of the strength the research would lend to the undergraduate program at Harding. The entire New Science Building and particularly the R. T. Clark Research Center provide excellent facilities for research by both faculty members and qualified students.

Opportunities exist for qualified undergraduate students to participate in individual and group research projects, either as subjects of a study or as assistants in the large college effort. The research staff also cooperates in various ways with other college and universities in the area.

**Cooperative Education** is finding increased implementation in American higher education. Harding College is a member of the Arkansas Consortium on Co-operative Education and has developed a co-operative education program.

## Student Life

Religious Opportunities . . . Cultural Opportunities . . . Extracurricular Activities . . . Services of the College . . . General Regulations





**The student** and his development are of paramount importance in every activity and plan of the college. The wealth of student activities comes from a variety of sources — some written into Harding's tradition by its founders, others arising from a special occasion or need, others simply happening because students get together — but all are part of the gently molding influence of a college education.

**Christian life** is stressed, reads one line of Harding's alma mater, and certainly it is a true statement. Every opportunity for spiritual growth is made available to the student. Religious activities of both curricular and extracurricular natures abound on the campus.

**CHAPEL:** The college's charter specifies that daily chapel services be held, with attendance mandatory. Services last 30 minutes and always include a devotional period and announcements of general interest. The planned programs are designed to stimulate intellectual, religious, social, or aesthetic development.

**BIBLE CLASSES:** Academic Bible courses are required of each student each semester. Freshmen meet Bible classes daily; sophomores, juniors, and seniors meet three days a week.

**TIMOTHY CLUB MEETING:** This is a traditional period of worship, study, and discussion on Monday evenings for Bible majors and other students who wish to attend.

**MISSION STUDY:** Another group of students meet to study particular aspects and techniques of foreign mission work.

**BIBLE SEMINARS:** Four two-day seminars are held yearly, with outstanding preachers speaking in chapel and to various religious groups. Special emphasis is placed on the needs of Bible majors and preaching students.

**LECTURESHIP:** The college's annual Lectureship is more than 50 years old. Hundreds of campus visitors join students in attendance during lectureship week, hearing lectures by church leaders from across the country.

Other religious activities in which the student may wish to participate are nightly dormitory vespers, lily pool devotionals, and various evangelistic campaigns during the weekend and vacation periods.

**Cultural opportunities** on the campus are numerous and originate from both student and professional sources. Two or three major dramatic productions and several smaller productions are presented each year by the speech department, an opera is presented in the spring by the music and speech departments, and music groups frequently give concerts on campus. Art students exhibit their works in senior shows throughout the year.

The college's Lyceum Series brings to the campus a variety of professional entertainment. A typical year's program might include a touring drama group, a symphony orchestra, a concert singer, an organist, and a singing group of popular appeal.

Various departments bring to the campus visiting lecturers on topics of special interest.

**Extracurricular activities** and co-curricular activities may link the student to his academic field, his special interest, or simply to his social and recreational needs, but all are part of his education. The following are student groups:

**Alpha Chi** is a nationally affiliated society encouraging and recognizing superior scholarship. Harding's chapter, the Arkansas Eta chapter, is open to the upper 10 per cent of the senior class, provided the cumulative scholarship level of each honor student is 3.50 or above on at least 104 semester hours, and to the upper 10 per cent of the junior class whose scholarship level is 3.70 or above on at least 80 semester hours. The society presents a medal at commencement to the graduating member with the highest four-year scholastic record.

**Greek letter organizations** and the designated area of specialization are as follows:

Alpha Phi Gamma (Journalism), Alpha Psi Omega (Drama), Delta Mu Delta (Business Administration), Iota Beta Sigma (Broadcasting), Kappa Pi (Art), Phi Alpha Theta (History), Pi Gamma Psi (Accounting), Pi Kappa Delta (Forensics), Sigma Delta Psi (Athletics), Sigma Tau Delta (English), and Kappa Delta Pi (Education).



**Music organizations** on campus are:

**A CAPPELLA CHORUS:** This group of about 75 is selected by audition and makes two extended tours each year. It also records the weekly "Hymns from Harding" radio program and gives concerts on campus and at other places on invitation. The Chorus rehearses daily.



**CHORALE:** Membership in this chorus of about 80 is also selected by audition. The group makes occasional short tours and rehearses three times a week. Campus concerts also are given.

**CAMPUS SINGERS:** Membership in this chorus is open to any student. The group rehearses two times a week.

**BELLES AND BEAUX:** Variety and musical entertainment is the province of this select group of about 15 chosen from the A Cappella Chorus and the Chorale. One of the chief goals is to provide entertainment for U.S. servicemen overseas. They have made seven foreign tours for the USO and the National Music Council since 1960, the last during February and March of 1976.

**ORCHESTRA:** Membership in the orchestra is selected by audition. Small ensemble groups are organized for special performances.

**BISON BAND:** Both a concert and a marching group, the Band performs at home football games and gives two annual concerts. Small groups within the Band are the Pep Band and Stage Band.

**STUDENT MUSIC EDUCATOR'S NATIONAL CONFERENCE:** The purpose of this nationally affiliated chapter is to promote music education.

**Student publications** provide both a factual record of the year's events and a forum for student expression. The weekly newspaper, **The Bison**, has won numerous awards in both national and state competition. The yearbook, the **Petit Jean**, has been honored sixteen consecutive years with the All-American rating from the Associated College Press. The Humanities Division sponsors annually a publication of creative writing by students.

**Speech and dramatics activities** on campus include the following:

**FORENSICS:** Intercollegiate debate teams participate in a number of major debate tournaments each year and have achieved an excellent record. Team members also participate in oratory, extemporaneous speaking, and public discussion.

**DRAMATICS:** Three major productions and several one-act plays are usually presented each year.

**READERS THEATRE:** The purpose of this activity is to promote effective group presentation of dramatic and non-dramatic literature.

**RADIO:** The campus carrier current AM radio station, KHCA, is operated by a staff of approximately 30 students.

**CAMPUS PLAYERS:** Membership is earned by participation in dramatic productions and/or backstage work.

**Intercollegiate Business Games** afford selected outstanding accounting, business administration, finance, and management majors the opportunity to compete against teams from major colleges and universities across the nation in the simulated operation of an industry. During the twelve years that Harding teams have participated, they have

won the Michigan State University games three times and the Emory University games four times, the last three consecutively.

**Special interest clubs** on the campus range from those concerned with academic departments to political partisanship, from service projects to athletic events. They are:

#### RELIGIOUS AND SERVICE ORGANIZATIONS:

Timothy Club: for male students planning to preach

JOY: for women students seeking greater Christian devotion and service

Dactylology Club: for students interested in learning the sign language and using it in evangelism

Big Sisters: for upperclass women selected to help new women students plan for and adjust to college life

Circle K: for men; affiliated with Kiwanis International

WSRO: for women living in college residence halls

#### DEPARTMENTAL GROUPS:

French Club: for students enrolled in French or who speak French

PEMM: for physical education majors and minors

The Guild: for art students

Behavioral Science Club: for students in psychology, sociology and social work, and other interested students

Science Club: for science students; affiliated with the Arkansas Collegiate Academy of Science

American Home Economics Association: for students in home economics

Student National Education Association: for students preparing to teach

#### ATHLETIC GROUPS:

Cheerleaders: seven elective positions and an alternate

Bisonettes: women's pom-pom cheering unit

#### POLITICAL GROUPS:

Young Republicans, Young Democrats

**Athletics** at Harding involve nearly all students. A nine-sport intercollegiate schedule draws many participants and even more ardent supporters. Participation in an outstanding intramural program totals about 90 per cent of the men and 65 per cent of the women students.

Harding is a member of the Arkansas Intercollegiate Conference and the National Association of Intercollegiate Athletics. Teams are fielded in football, baseball, basketball, track, cross-country, bowling, tennis, golf, and swimming. The Athletic Committee controls intercollegiate sports in harmony with established policies approved by the faculty, and competition is regulated by the basic educational purposes of the college.

In the conduct of intercollegiate athletics, the college administration subscribes to the Athletic Policy of the Commission of Colleges and Universities of the North Central Association of Colleges and Secondary Schools. The student athlete must be an undergraduate student regularly



enrolled in at least 12 semester hours. He must have passed 12 hours the previous semester in attendance and no less than 24 hours the previous two semesters with satisfactory cumulative average.

The intramural program includes both team and individual sports, with competition existing between social clubs and classes as well as teams assigned by the directors of the program. The major sports are flag football, softball, baseball, basketball, volleyball, tennis, and track. The excellent and varied facilities of the new Physical Education-Athletic Center, Rhodes Memorial Field House, an indoor swimming pool, gymnastics room, weight room, an eight-lane track, bowling lanes, tennis and handball courts, and a skating rink are used extensively throughout the year for recreational purposes.

**Social clubs** at Harding are part of a system that is quite unusual compared to fraternity systems of most institutions. Every Harding student who desires membership in a club is assured of receiving an invitation, and the large number of groups (17 for men and 21 for women, with one for married couples) gives each student a wide choice of club interests and sizes. Organized to provide for students a wholesome social life with opportunities to develop leadership abilities and cooperative attitudes, the clubs regularly engage in service projects, promote school spirit at athletic events, present chapel programs, and enjoy banquets, parties, and outings.

**The Student Association** is the student government organization at Harding. All students are members of the association, which is headed by an executive council consisting of four officers and two representatives from each class. A cabinet of ten students is appointed by the S.A. president to take responsibility for specific activities of the association.

The Student Association exists to provide close cooperation between the students and the administration and faculty and in furnishing a systematic plan of participation in the responsibilities of the college. Executive council members serve on standing faculty committees which are concerned with student welfare.

Active in a variety of tasks, the Student Association sponsors social events for the entire student body, assists in planning Homecoming, sponsors Saturday night movies on campus, encourages academic competition among social clubs, studies campus problems, and makes recommendations to the administration and faculty on a wide range of subjects relating to the college and specifically to the students.

**Services provided by the college** assist the student in his total development. Major services include academic advising, personal counseling, testing, placement, health, junior college relations, and alumni relations.

**ACADEMIC ADVISING** is given each student by a faculty member who is assigned to him as an advisor. Freshmen and sophomores are generally assigned to faculty members in their respective fields of interest or to one of the pre-professional advisors. At the end of the sophomore year

students are advised by the department chairmen in their respective major fields of interest.

**THE COUNSELING CENTER**, located in the Student Services Building, offers a variety of counseling services to Harding students and faculty. A staff of professionally-trained counselors is maintained to provide confidential assistance with educational, vocational, personal, marital, and social problems.

The objective of the Counseling Center is to help an individual achieve a realistic appraisal of his abilities, interests, values, and aptitudes. Increased self understanding is viewed as essential to developing the insights and skills necessary for mature, personally satisfying decision making. If tests are needed for self understanding, academic planning, or vocational selection, these are administered and interpreted at no cost.

All services are short-term, non-fee services which are independent of any medical, instructional, or disciplinary measures. Individuals requiring long-term services will be referred to appropriate sources of help.

**THE INSTITUTIONAL TESTING PROGRAM** which includes the tests required of freshmen, sophomores, transfers, seniors, and graduate students, and the English proficiency examination, is administered by the Director of Institutional Testing. Special examinations are also available to students, as well as information about a wide range of national testing programs. The testing center conducts comprehensive research projects related to test scores. These include normative and validity studies and grade predictions.

When students need test scores sent to other colleges, to graduate schools, or to other agencies, they should contact the Institutional Testing Office. The first request up to three copies is free. Single copies thereafter cost \$1; three copies ordered at the same time cost \$2.

**THE PLACEMENT OFFICE** keeps in constant touch with schools, industries, and businesses, and assists Harding graduates, graduating seniors, and graduates of any recognized senior college who have completed, or are completing, six semester hours of acceptable graduate work at Harding in finding suitable positions. The demand for Harding graduates for positions of responsibility is greater than the college can supply. All graduating seniors must register with the Placement Office, and graduates may write back to the college at any time for help in securing new jobs. There is a charge of \$2 per set of credentials for every set after the first request after a graduate has left the college.

**HEALTH SERVICES** provided within the registration costs include the following for all students:

1. First-aid and emergency care which can be administered adequately in the college Health Center.
2. Since hospitalization is not included as a part of the college's own infirmary service, a student accident and sickness insurance plan is available to all full-time students at a cost of approximately \$41 per fiscal year for a single student under a student group plan. This covers hospitalization, surgical fees, and medical care as provided in the policy and includes all intramural and intercollegiate athletic activities. Students participating in intercollegiate sports are required to take the insurance. Smallpox vaccination is a requisite to entrance.



Health service does not cover the cost of drugs, extensive examination, X-rays, dental care, or medical attention for chronic illnesses or accidents, including those incurred in voluntary activities such as intramural sports and outings, which require the services of a physician or outside hospitalization. These services may be arranged through the nurse, but the student will be expected to pay the additional cost.

A student may select his own physician in consultation with the Health Center. The college does not assume financial responsibility for medical service arranged by the student. Financial responsibility of the college for health service ends with the termination of one's student status.

**Junior College Relations** are the responsibility of the Admissions Office. A serious effort is made to promote junior-senior college articulation because of the increasing number of junior college-graduate transfers at Harding. The Director of Admissions maintains liaison between the academic administrations in junior colleges and the academic offices at Harding. Students before and after transferring may obtain counsel and assistance from this office.

**The Alumni Association** of Harding College maintains an office on the first floor of the American Heritage Center. This office serves as the center through which the various activities of the Alumni Association are coordinated. The purpose of the Association is to promote the welfare of Harding College and a mutually beneficial relationship between the alumni and their Alma Mater. Under the direction of the Executive Secretary, an up-to-date file on all alumni is maintained. Membership in the association includes alumni of Harding College, Arkansas Christian College, Harper College, Cordell Christian College, Western Bible and Literary College, Monea College, and Potter Bible School.

**Alumnnotes**, news about Harding and Alumni Association activities, is published eight times yearly as part of the monthly **Harding College Bulletin**, which is sent to all alumni in the active file. The Alumni Office assists in the orientation of new students at the beginning of each semester. The chief activities of the Association are held in the fall during the weekend of the Homecoming football game. At this time the annual business meeting is held, the 25-year class is honored, and the Black and Gold Banquet featured. Additional periods of fellowship are planned in connection with the annual fall meeting of the Arkansas Education Association, the annual Lectureship, and the spring Commencement. Alumni are encouraged to make an annual contribution to the Alumni Fund.

Active chapters of the Association have been organized in a large number of centers. New chapters are organized annually. These chapters are helpful to the College in recruiting students, advertising, and supplying financial aid. They also afford periods of fellowship for the alumni.

A Distinguished Alumnus Award is presented at the Black and Gold Banquet to an outstanding alumnus chosen by the Executive Committee of the Association from nominations made by alumni.

**General regulations** concerning student conduct exist to further the aims of Harding College in maintaining and promoting Christian standards of life. In all matters pertaining to personal conduct, students

are expected to behave as responsible citizens in a Christian community. A student's application for admission to the institution implies his acceptance of the objectives and regulations of the college, and any person who is antagonistic to the spirit of Harding and who does not intend to support its policies should not enroll. The college aims to have its discipline firm, reasonable, and sympathetic. It reserves the right to dismiss a student whenever in its judgment the general welfare of the institution seems to require such action.

Students are responsible for reading and observing all regulations in the **Student Handbook**. The following basic regulations are designed to contribute to the welfare of each student:

**BIBLE CLASSES:** The college believes that a knowledge of the Bible and an appreciation of its teachings constitute the foundation for building happy and useful lives. Therefore, each student is required each semester to enroll in a course in Bible or in an approved course in a related field.

Attendance is compulsory regardless of the grade being earned. Failure to attend regularly may result in suspension from the college. Approved absences must be turned in to the Bible Department office within one week from the date of absence. It is the student's responsibility to check the posted warning list each week. Five unexcused absences places a student on probation and a letter will be sent to his parents. Probationary status automatically forfeits the student's eligibility to represent the college in any activity. When a student accumulates six unexcused absences, he will appear before the committee on Bible class attendance.

**CHAPEL ATTENDANCE:** One of the most important periods of the day is the chapel service which draws faculty and students together in a common experience. The quiet devotional period is followed by stimulating programs. Each student is required to attend daily.

Students with ten unexcused absences will be placed on chapel probation, and the parents will be notified. A total of 14 unexcused absences in one semester will cause a student to be suspended from school for the following semester. Two tardies will count as an absence. It is the student's responsibility to check the list each week to see if his name appears with the absences recorded, and any correction must be made within one week.

**CHURCH ATTENDANCE:** Students are expected to attend church services each Sunday morning and evening.

**STUDENT MARRIAGES:** Students who marry secretly or who falsify their marital status automatically sever their relationship with the college.

**TOBACCO:** The college strongly discourages the use of tobacco. Women students are not permitted to use tobacco. Men must confine their smoking to their own rooms or the room of another student who smokes. Effective with the beginning of the 1977 fall semester, men students also will not be permitted to use tobacco.

**MORAL CONDUCT:** The college considers the following to be detrimental to the college process and such behavior may subject the student to separation from the college:

1. Falsification, forgery, and dishonesty,
2. Obstruction or disruption of regular college activities,



## Academic Information

Admission Requirements . . . Academic Regulations . . . Degrees Granted .  
 . . . Requirements for the Bachelor's Degree . . . Organization of Curriculum  
 . . . Majors Offered . . . Suggested Programs . . . Graduate Studies

3. Physical or mental abuse of other students,
4. Use of and/or possession of narcotics, depressants, stimulants, hallucinagens, solvents, and alcohol, with automatic suspension for at least one semester resulting from such behavior,
5. Gambling, including attendance at any gambling events, such as horse races,
6. Destruction, misuse, damage, or deliberate defacing of college property,
7. Unauthorized possession of keys, examinations, equipment, or supplies belonging to the college or its agent,
8. Unauthorized demonstrations and disruptive mass gatherings,
9. Unauthorized soliciting, advertising, selling, and distribution of materials,
10. Raiding of college facilities,
11. Illegal and disruptive visits to other campuses,
12. Arson,
13. Academic misconduct,
14. Residence hall misconduct,
15. Failure to respond in a reasonable amount of time to an official notice from any administrative officer of the college,
16. Any other conduct which is not consistent with the moral standards of a Christian institution, such as dancing, hazing, obscene literature and pictures, profanity, improper dress, cheating, plagiarism, etc.

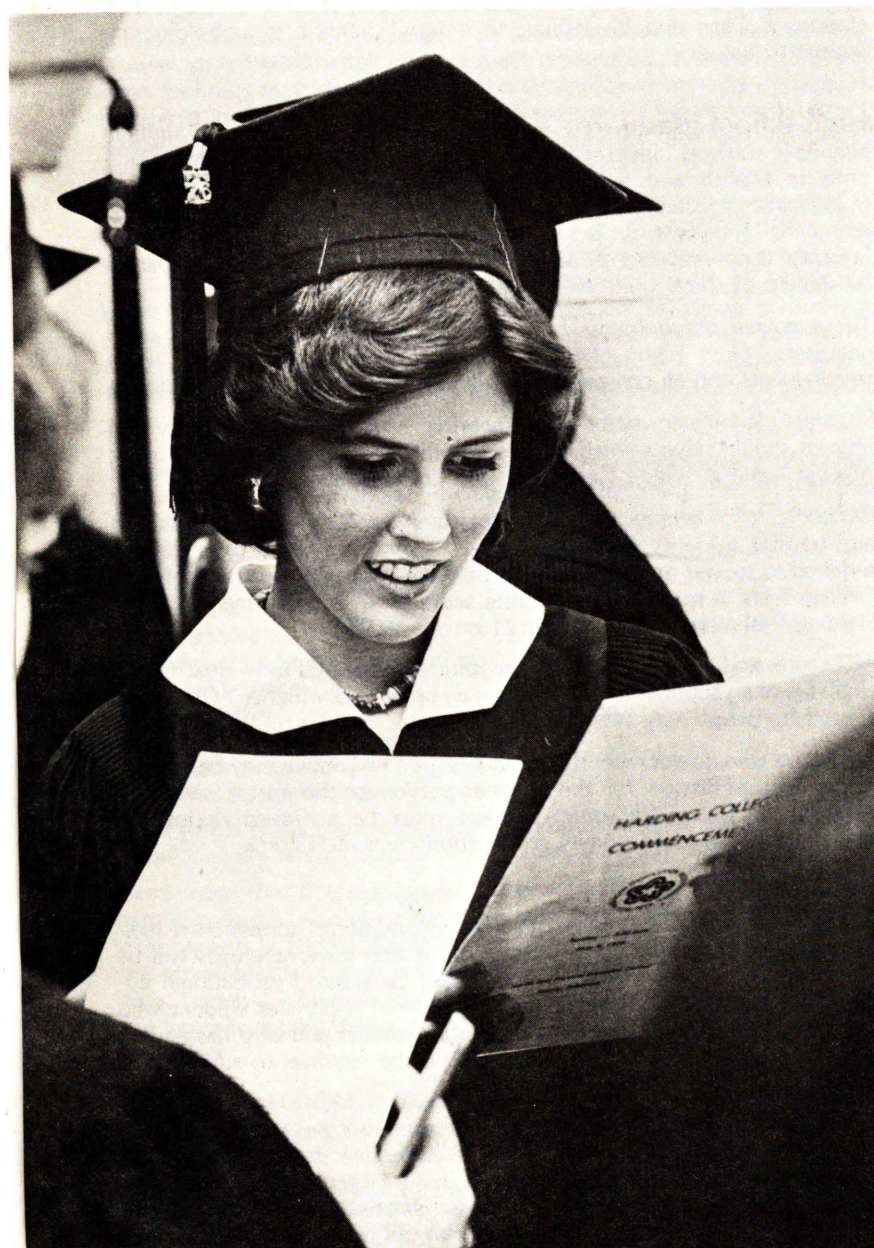
**CHEATING:** All students are expected to be honest in word and in deed. Dishonesty in assignments or examinations, or assisting others to be dishonest, is considered a serious offense.

**PLAGIARISM:** Students who fail to give credit for ideas and material taken from others for either written or oral presentation are guilty of plagiarism. Careful acknowledgement of others is an important value in the academic community.

**FINANCIAL:** A student's fees, loans, fines, bills, and traffic penalties are his responsibility and must be paid when due. Financial delinquencies will result in withholding final examinations, delay of grade reports and transcripts, and cancelation of financial aid.

**I.D. CARDS:** All students enrolled at Harding College are issued an identification card to facilitate recognition, purchasing of meal tickets, admission to campus activities, checking books out of the library, and cashing checks on campus as well as in the community.

**NON-RESIDENT STUDENTS:** Local students are expected to observe college regulations.





**Admission** to Harding College is determined on an individual basis with the following criteria considered: (1) academic preparation, (2) character, (3) educational interests, and (4) academic potential. Effort is made to admit all students who qualify and who can benefit from the unique educational program and opportunities available at Harding irrespective of their religious faith, national origin, sex, race, or color. When applying, each student should be aware of the distinct purpose of Harding College and be willing to commit himself to upholding institutional values.

**High school graduates** should have completed at least 15 units in academic subjects. Specifically, an applicant must have a minimum of 3 units in English and 9 units from other academic courses such as mathematics, science, social science, and foreign language. The remaining 3 units may be from other high school courses. Foreign language is not required for admission but it will be considered for partial fulfillment of the 9 units mentioned above.

These course requirements represent the **minimum** number of units necessary. Most high school graduates will more than meet these requirements and all prospective applicants are strongly urged to do so.

Students planning to major in engineering, mathematics, chemistry and physics should have earned at least 4 units in mathematics, including Algebra I and II, Plane Geometry, and Trigonometry.

Generally, a "C" average is required for admission. High school graduates and transfer students with fewer than 14 semester hours of credit are required to submit an official report of scores achieved on the American College Tests. A minimum composite score of 17 is recommended since Harding freshmen average about 21 on the ACT.

ACT scores and academic records are jointly considered in evaluating the eligibility of an applicant. Low grades may be offset by higher ACT scores; a good transcript may offset low ACT scores.

Applicants who do not meet the standards specified above may be granted probational admission for the summer session or the spring semester. Normally, a 1.65 grade point average must be achieved during the probationary period to qualify for re-enrollment at Harding.

**Transfer students** will be granted unconditional admission if their grade point average is 2.00 or higher. Those with lower averages will be considered on an individual basis and **may** be granted probational admission during any semester or summer session. A transfer student who has been a full-time student for at least one semester and who has earned 14 or more semester hours of credit will not be required to submit ACT scores.

Full credit will normally be given for courses transferred from accredited institutions if the courses approximately parallel those at Harding, provided the grade is "C" or higher. Students presenting transfer credit from non-accredited institutions may have their credit validated by special examination or on the basis of satisfactory work completed in residence.

Harding will accept 6 semester hours of "D" credit for a student transferring 50 or more hours of credit, or 3 semester hours of "D" credit if 25 to 49 hours are transferred, provided the student presents a cumulative average of 2.00 or higher. If the student has more hours of "D" credit than can be transferred, the Registrar will determine which hours of "D" will be accepted in transfer. If the cumulative average is below 2.00, no hours of "D" will transfer.

Students who have been attending an accredited four-year college may transfer up to 96 semester hours toward graduation. A maximum of 68 semester hours may be transferred from an approved two-year college. A transfer student may enter Harding College under the catalog in effect during his freshman year of college, subject to the time limitation specified on page 37.

**TRANSIENT CREDIT:** Students who enroll during the summer, or a regular session, at another institution must achieve a grade of "C" or higher in a course in order for it to transfer to Harding toward meeting graduation requirements. **After a student has earned 68 hours of credit, all additional credit that will be accepted in transfer toward satisfying graduation requirements must be completed at an approved four-year college or university.** It is wise for the student to check with the Dean at Harding relative to the acceptability of the credit prior to enrolling as a transient student at another institution.

**Junior college students** may satisfy Harding's general education requirements at the junior college by completing the broad-area curriculum outlined below:

Bible .....	8 semester hours
English Composition and Speech .....	6
Humanities:	
Literature .....	6
Art and/or Music Appreciation .....	3
Natural Science .....	8
Mathematics .....	3
Social Science (must include 6 hrs.	
American and/or World History) .....	12
Physical Education Activity .....	3

If the junior college graduate has not completed all of the courses listed above, he may take the remainder in residence at Harding.

Please note that this plan applies **only to graduates** of junior or community colleges. Non-graduates must meet the normal general education requirements at Harding College. Please note also that the above plan does not provide for waiver of courses required as part of a particular major. Also, students who plan to certify to teach will be required to meet **all certification requirements specified by the Arkansas Department of Education.**

**Non-high school graduates.** If a prospective student did not prepare for college in a recognized high school, he may apply for admission and attach a complete statement regarding his educational background and qualifications. He should arrange to take the ACT Test and have scores sent to Harding. His application will be considered by the Admissions Committee.



**Special students** are those who do not meet admission requirements but who desire to enroll in certain courses. Such a student may be permitted by the Dean to enroll in any course which he is qualified to study, but credit earned as a special student does not count toward a degree. Only a limited number of special students are approved.

**Two required fees** should accompany the Application for Admission — a \$15 application fee and a \$25 housing reservation fee. The application fee is non-refundable and is designed to cover the cost of application processing. The housing reservation fee is a deposit that is subsequently applied to the student's account. The \$25 housing reservation fee will be refunded if the housing reservation is canceled more than 30 days prior to the proposed enrollment date and the student's account in the Business Office is in order.

The fees may be forwarded in the form of one check or money order in the amount of \$40 made payable to Harding College. Commuting students should file only the \$15 application fee.

Harding College believes that students profit more from living on campus than from living in rented rooms or apartments off campus. Thus, single, undergraduate students are required to live on campus. Only the following exceptions may be made for off-campus housing:

1. The student must be 23 years of age, or older, or
2. A part-time student, or
3. A student who has a baccalaureate degree, or
4. A student who has requested to live with an approved family or relative in the same house, and there must also be on file in the Student Personnel Office a letter of approval from this family and a letter from the parents of the student, or
5. A veteran, 21 years of age or older, who has school approval.

However, final approval is dependent upon permission from one of the student personnel deans.

**Steps toward admission.** To gain admission, students must see that the following items are filed with the Director of Admissions:

**APPLICATION FOR ADMISSION:** An Application Packet, obtainable from the Director of Admissions, will contain an Application for Admission as well as other materials. The application form is to be completed by the applicant and returned to the Director of Admissions well in advance of the proposed enrollment date. A pre-addressed envelope will be provided with the form.

**PHOTOGRAPH:** A wallet-sized photograph is to be attached to the application page.

**FEES:** All applications should be accompanied by a \$15 application fee. Students desiring college housing should also enclose a \$25 housing reservation fee, a total of \$40.

**REFERENCE FORMS:** Three reference forms are included with the Application Packet. They are to be mailed or delivered to three persons who are qualified to evaluate the applicant.

**TRANSCRIPT(S):** Copies of academic credentials must be placed on file with Harding College. A student who plans to enter college for the first time should **ask the high school guidance counselor or principal to send directly to the Director of Admissions an official copy of his high school transcript**. A student who makes early application should request a transcript be sent at the end of three years of high school. Transfer students should have official transcripts sent by the Registrar of each institution previously attended. If the college transcript does not list high school units earned, it will also be necessary for the high school transcript to be requested.

**AMERICAN COLLEGE TEST:** Applicants who will have fewer than 14 semester hours of college credit when entering Harding will be required to take the American College Test. This test is given at testing centers across the nation during the year. All students entering college for the first time are required to take the ACT test. Students should contact their guidance counselor for information regarding test dates and arrangements for taking the test. Upon request by the student, ACT will send test scores directly to Harding College.

**HEALTH RECORD:** A health form is enclosed with the Admission Packet. It does not necessarily need to be returned with the application. However, it should be completed in advance of the proposed enrollment date and mailed to the college or hand carried to the Harding Health Center before registering for classes.

The Director of Admissions and other members of the Admissions Office staff are ready to provide necessary assistance with all phases of college plans. Interested students should feel free to write or call:

Director of Admissions  
Harding College, Box 762  
Searcy, Arkansas 72143  
(Phone: 502-268-6161, Ext. 407)

**The Advanced Studies Program** is conducted each summer for outstanding high school students who have completed the junior year in high school. Such a student who has achieved a "B" average or better in the "solid" academic courses may be approved for enrollment in college courses during the summer session. Credit earned in this program will be held in escrow until the student has completed the senior year of high school. Some students may qualify for admission to college the following fall semester. For additional information, write Dr. James F. Carr, Jr., Director of the Summer Session, Harding College, Box 1224, Searcy, Arkansas 72143.

**A Summer Developmental Program** is conducted each summer to assist high school graduates who are deficient in their background of preparation for college obtain the proficiency to do college work. A special ten-week summer program in English and mathematics for beginning freshmen is offered by Harding College. For additional information, write Dr. James F. Carr, Jr., Director of the Summer Session, Harding College, Box 1224, Searcy, Arkansas 72143.



**Tests are required** of all students and range from the ACT test for admission to the Graduate Record Examination for seniors. They are:

**ACT TEST:** Harding uses the test of the American College Testing Program as a scholastic aptitude entrance examination. It is required of all prospective freshmen. The ACT test includes tests in English usage, mathematics usage, social studies reading, and natural science reading. The entire battery may be completed in one morning. Scores on the ACT are used along with other information to determine the ability of each applicant to be successful in college work at Harding College.

The ACT is given at testing centers at high schools and colleges across the nation five times during the school year. The first test period is usually in early November and the last period in early June. Students who wish to apply for loans should take the ACT at one of the earlier test dates. Information and application blanks may be obtained from high school counselors or principals or directly from the ACT Registration Unit, P.O. Box 414, Iowa City, Iowa 52240.

**TRANSFER TESTS:** Transfer students with 40 to 89 semester hours of credit are required to take the Sequential Test of Educational Progress (STEP Test) after arrival on campus unless these tests were taken during the second semester of the sophomore year at the previous college and the scores have been sent to the Director of Institutional Testing at Harding. Students missing any part of the Transfer Tests on the scheduled date and having to have a second testing date will be charged a fee of \$2.50; those missing the second time will be charged \$5 for a third date.

**SOPHOMORE TESTS:** A series of tests is required of all sophomores during the second semester of the sophomore year. Test results are used for institutional evaluation and for counseling of students. The test is required of students the semester immediately after they have earned 40 semester hours of credit. The same fees are charged for late tests as in the case of transfer students.

**ENGLISH PROFICIENCY EXAMINATION:** A qualifying examination is given in the junior and senior years to any student who has not previously established competency in English composition. Additional assistance in English may be arranged for those who need it.

**SENIOR EXAMINATIONS:** During the senior year all candidates for degrees are given the Graduate Record Examinations as part of the requirements for the degree. Seniors in the teacher education program take the GRE Aptitude Tests and also the Commons Examination and the Teaching Area Examinations of the National Teachers Examinations. Non-certifying seniors take the GRE Aptitude Test and, in fields where available, the GRE Advanced Test. An official transcript from Educational Testing Service is required.

**Classification of students** is determined in the following manner: Regular students who have met entrance requirements but who have earned fewer than 27 semester hours of college credit at the beginning of any semester are classified as **freshmen**. Those having 27 hours of college credit at the beginning of any semester are classified as **sophomores**. Those with 60 hours are **juniors**. Those with 90 hours are **seniors**. The necessary scholarship must be maintained at each level.

Any students enrolled in 12 or more hours per semester is classified as a **full-time student**. Any student enrolled in fewer than 12 hours per semester is classified as a **part-time student**; however, a **part-time student who is enrolled in more than 8 hours per semester is subject to the Bible-course and chapel-attendance policies**. A **special student** is a student who does not meet the admissions requirements but who may be permitted by the Dean of the College to take some specific course; however, the credit earned does not count toward a degree. All resident students are expected to enroll in a minimum of 12 hours each semester unless prior approval for a lighter load is obtained from the Dean of the College.

**Academic regulations** at Harding College are as follows:

**CLASS AND CHAPEL ATTENDANCE:** Admission to college implies that the student will observe the regulations of the school in regard to class and chapel attendance. Regular attendance and participation in classroom activities are necessary for the attainment of a student's educational objective. Regular chapel attendance contributes to his moral, spiritual, and intellectual growth. If the college should find that the student does not intend to meet his responsibilities for attendance at classes and chapel, he will be asked to withdraw. The **Student Handbook** fully explains the attendance policy and each student is responsible for learning and following the regulations.

**CLASS CHANGES:** Any student changing a class will be charged a fee of \$3 unless the change is required by the institution. Class changes are not permitted after Monday of the fourth week of any semester except for unusual circumstances and only with the approval of the instructor, the academic advisor, and the Dean of the College.

**CLASS DROPS:** Any student dropping a class will be charged a fee of \$3 unless the change is required by the institution. Any class dropped without the official approval of the College will be marked "F." Courses dropped by Monday of the fourth week will not appear on the official record. Courses dropped after Monday of the fourth week will be marked "WP" or "WF" depending upon whether the student is passing or failing at the time, but classes dropped after the eleventh week because of the possibility of failure may be marked either "WF" or "F" at the discretion of the instructor. No class may be dropped after the last day of regular class meetings.

**LATE ENROLLMENT:** Students enrolling after the day set for registration are charged a late enrollment fee of \$15. The amount of course work to be carried is reduced according to time of entrance. Enrollment is not permitted after Monday of the fourth week of the fall and spring semesters and after the first week of either summer term except for limited programs. Exceptions to this regulation must be approved by the instructor, the academic advisor, and the Dean of the College.

**EXAMINATIONS:** A sufficient number of examinations, including a final, are given during a semester to provide a satisfactory basis for grades. Students are expected to take all regularly scheduled examinations. If a student misses an examination because of illness confirmed by the college nurse or family physician, participation in a college activity approved by the faculty sponsor or other cause sanctioned by the Dean of Students, a



make-up examination may be arranged at the convenience of the instructor. A teacher is under no obligation to give a make-up examination because of an unexcused absence.

A final examination may be taken out of regular schedule only in emergency situations approved by the instructor and the Dean of the College, but an examination fee of \$5 will be charged unless the emergency results from illness confirmed by the college nurse or family physician, more than three final examinations scheduled the same day, or approved official representation of the college. Final examinations are not to begin before the beginning of the scheduled final examination period.

**REPORTS AND GRADES:** Reports of semester and mid-semester grades are sent to parents or guardians. A report on unsatisfactory work may be sent at any time.

Scholarship or achievement of the student in each course is expressed as follows:

- A — Excellent or outstanding
- B — Good or superior
- C — Average
- D — Below average, the lowest passing mark
- F — Failure
- WF — Withdrawn with failing grade
- WP — Withdrawn with approval and passing grade
- S — Satisfactory but without reference to the quality of achievement
- I — Incomplete

An "I" may be given only when the student has been unable to complete a course for reasons which in the judgment of the instructor have been unavoidable. Incompletes must be removed by the end of the first nine weeks of the semester immediately following the semester or summer session in which the "I" was received. Those not completed within the specified time automatically become "F."

After a final grade has been reported to the Registrar, the only basis for changing the grade is **an error on the part of the faculty member in calculating or reporting the grade**. A grade of "I" is not considered a final grade since it must be removed according to the schedule outlined above.

**DEFINITION OF SEMESTER HOUR:** A semester hour of credit requires 15 hours of lecture, recitation, discussion, or equivalent, exclusive of the time devoted to final examinations. On an average, two hours of preparation should accompany each hour spent in lecture, etc. Two or three hours of laboratory work are equivalent to one hour of recitation.

**HONORS AND HONOR POINTS:** In order to determine the student's scholarship level, the following points are assigned for each hour of the indicated grade: A, 4; B, 3; C, 2; D, 1; F, WF and I, 0. Grades of "S" and "WP" are not used in determining scholarship levels.

A Dean's List is published each semester of those achieving high scholarship. To be eligible for the Dean's List a student must be carrying 12 hours of work or more. Freshmen must have an average scholarship level of 3.25 and sophomores, juniors, and seniors a level of 3.5, with no grade marked "incomplete" and no grade below "C" for the semester.

Students who achieve a scholastic level of 3.30 points during their entire college course are graduated **cum laude**. Those with an average of 3.60

are graduated **magna cum laude**. Those with an average of 3.85 are graduated **summa cum laude**.

**SCHOLARSHIP LEVELS:** Students are urged to keep their scholarship levels as high as possible. When it appears evident that the student is either unable or unwilling to maintain standards of satisfactory achievement in his academic work, appropriate steps will be taken by the college.

Two bases are used in the computing of scholarship levels, the semester and the cumulative. Semester scholarship levels are computed on the basis of the number of hours carried during the semester, including failing grades. Cumulative scholarship levels are computed on the basis of the number of hours only in which credit has been earned.

If a student falls below the minimum semester level for his classification in any semester, he will be placed on scholastic probation unless his cumulative level is 2.00 or higher. Classification here is based on the number of semesters a student has been enrolled as a full-time student rather than on the accumulated hours of credit. If a student falls below his appropriate level for two successive semesters, he will be placed on scholastic probation regardless of his cumulative level. The minimum semester scholarship levels for the different classifications are as follows:

First semester freshman .....	1.35
Second semester freshman .....	1.50
Sophomore .....	1.65
Junior .....	1.90
Senior .....	2.00

**In computing the semester scholarship level**, grades of "WP" will be omitted, but **grades of "WF" will be included**. Actually, there is no difference in the effect of a grade of "WF" and a grade of "F."

In compliance with the Veterans Administration's minimum standards of progress, if a student receiving V.A. assistance is placed on academic probation and does not remove this probationary status by achieving for the semester a grade point average above the minimum semester level required for his classification, he will be suspended from receiving V.A. educational benefits for one semester at the end of the semester he is on probation.

To remove academic probation a student must achieve the next semester he is enrolled in a minimum of 12 hours the minimum scholarship level specified for his classification or, when stipulated in writing, a higher level that may be set by the Academic Retention Committee.

The following policy governs the suspension of a student for academic deficiencies. At the end of any semester a student is subject to suspension if he fails half or more of the hours for which he is enrolled.

At the end of the freshman year a student is subject to suspension if:

- (a) he has a cumulative average less than 1.50, or
- (b) he has been on probation the second semester of his freshman year and he failed to achieve a 1.50 average for the second semester.

At the end of the sophomore year a student is subject to suspension if:

- (a) he has a cumulative average less than 1.75, or
- (b) he has been on scholastic probation for two semesters and failed to remove his probation at the end of the sophomore year, or



(c) it appears evident that he will be unable to meet graduation requirements at Harding College.

At the end of the junior year a student is subject to suspension if:

- (a) he has less than a 1.90 cumulative average, or
- (b) he has been on scholastic probation for two semesters or more and failed to remove this probation at the end of his junior year, or
- (c) it appears evident that he will be unable to meet graduation requirements at Harding College.

The probation policy applies to the regular school session. Probation is normally removed only at the end of a semester, but never at mid-semester. Summer school study, however, may be accepted in removing probation, provided the summer school program has been approved in advance by the Academic Retention Committee.

A student who has been suspended will normally be required to drop out for at least a full semester. He may be permitted, however, to attend the summer session, and if he achieves an adequate record on a program of summer work approved in advance by the Academic Retention Committee, he may be accepted for readmission for the fall semester.

A student who has been suspended must make application to the Academic Retention Committee for readmission, giving evidence that he will be able to do satisfactory academic work if readmitted. In general, the second suspension will be permanent.

A student on scholastic probation will be limited to not more than the normal load. When a student is on scholastic probation, he is not eligible to represent the college in any extracurricular activity, such as intercollegiate athletics, chorus, debate, band, dramatic productions, and student publications. Mid-semester grades are not used to establish eligibility. Representing the college includes a public performance or a trip in behalf of the activity but does not include regular meetings of the activity.

The college will attempt to notify both the student and his parents regarding the student's scholarship deficiency. The student, however, is at all times personally responsible for maintaining proper academic standards.

**REPEAT COURSES:** A student may repeat any course which he has previously taken; however, repeating a course voids previous credit in the course and the grade received when the course is repeated becomes the official grade for the course.

**AMOUNT OF WORK:** The normal course load is 16 hours per semester. Many first semester freshmen, however, will find it advisable to limit their load to 14 or 15 hours. Students who work for part of their expenses may be restricted in the amount of course work to be carried if, in the judgment of the Dean, the student is attempting to undertake more than he can satisfactorily do.

Sophomores whose scholarship level for the semester immediately preceding is 3.00 may carry 18 hours of credit. Juniors and seniors whose scholarship level for the semester preceding is 3.00 may carry 19 hours of credit. The Dean of the College may permit students to vary one hour from this schedule, but under no circumstances will a student be permitted to

enroll in more than 20 hours per semester. The maximum credit that can be earned during the supervised teaching semester normally is 17 hours, but the Dean may permit 18 hours when circumstances justify.

**TRANSFER CREDIT:** In order for credit to transfer back to Harding College for a student taking work elsewhere during the summer or some semester as a transient student, a grade of "C" or higher must be achieved in the course. Transfer credit will count as upper-level credit **only** if the course has a junior-senior status at the institution where taken. Credit earned at a two-year college after a student has 68 semester hours will not be accepted for transfer **except for Bible majors** who take the third-year Bible program at approved junior colleges. All work transferred from a junior college is considered lower-level credit **except for 300-level Bible courses** taken in the third year by Bible majors in approved third-year programs.

**ADVANCED PLACEMENT CREDIT:** Harding College will grant college credit for courses successfully completed in the Advanced Placement Program of the College Entrance Examination Board by an entering freshman while he was in high school. For scores of 5, 4, and 3 the semester hours of credit permitted will be that allowed for the corresponding freshman course or sequence of courses at Harding, but no grade will be assigned. Students earning advanced placement credit may take as freshman sophomore-level courses in the academic area in which the credit was earned.

**CLEP CREDIT:** A maximum of 29 semester hours may be earned on the basis of scores achieved on the College-Level Examination Program (CLEP) of Educational Testing Service, but no grade will be assigned and the CLEP examinations must be taken before the student has earned 68 hours of credit. Generally, recent high school graduates will not be concerned about CLEP examinations unless they rank at the 85th percentile or higher on national norms on such tests as ACT, SAT, or the National Merit Scholarship Qualifying Test. The CLEP examinations will normally be administered by the Director of Institutional Testing of the College. College credit in English 103 and 104 and in Mathematics 101 and 105 may be granted to a student scoring at the 50th percentile or higher on National Sophomore Norms in English and mathematics, respectively, on the General Examinations provided the student has not already earned credit in the course or is not already enrolled for the course at the time the test is administered. College credit in one course will be granted to a student scoring between the 35th and 49th percentile. Credit may also be earned on certain CLEP Subject Examinations by achieving a score at the 50th percentile or higher on national norms. Any interested student should check with the Dean of the College for additional information. CLEP credit does apply toward advancing the classification of a student.

A student who has failed a course, either in regular attendance or by examination, is not eligible to seek CLEP credit in that course. In addition to paying the fee charged by Educational Testing Service for taking any CLEP examination, the student, if he qualifies for credit, will pay an additional fee of \$10 for **each course** recorded for credit by the registrar.

Effective June 1, 1977, the following policy will be implemented for CLEP General Examinations. Students must take the CLEP General Examinations before completing 27 semester hours of college credit. A student may not earn CLEP credit in a course in which he has earned previous credit or



which he has previously attempted. Any refund for a course dropped because of CLEP credit will be processed in keeping with cataloged policies for dropping a course. The chart below outlines the basis for earning CLEP credit on the General Examinations effective June 1, 1977.

CLEP General Exam	Minimum Score	Course Credit	Hours Credit
English Composition	500	English 103	3
	525	English 104	3
Humanities			
Literature	50	*Literature of Western World	3
Fine Arts	50	*Fine Arts	2
Mathematics	500	Mathematics 101	3
	525	Mathematics 105	3
Natural Science			
Biology	50	Biology 111	4
Physical	50	*Physical Science	2
Social Science — History			
History	50	History 101	
Social Science	50	*Social Science	3
MAXIMUM TOTAL HOURS			29

\*Specific course number will not be listed on the student's academic record, but the credit will count toward satisfying general education requirements in the respective area.

**EXEMPTION TESTS:** A student who has achieved in his high school program or by independent study the proficiency expected in a general education course may in most general education courses exempt the specific course requirement by satisfactorily passing a comprehensive examination or series of tests over the course; however, no hours of credit are received. The candidate is charged a fee of \$5 per course for exemption tests.

**CREDIT BY EXAMINATION:** To encourage independent achievement any regularly enrolled student with a minimum cumulative grade point average of 3.00 may be permitted credit by comprehensive examination in courses in which he believes he has acquired by self-study or experience the understanding normally gained through course work. Beginning freshmen whose high school records and entrance examinations would seem to warrant may receive credit by examination for courses which would largely duplicate work completed in high school.

Application for such examinations must be made upon a form supplied by the Registrar's Office and must have the approval of the instructor in the course, the department chairman, and the Dean of the College.

The type of examination to be given is determined by a departmental committee. The candidate for an examination for credit is charged a fee of \$5 upon application and pays the regular tuition for the course when credit is granted. A grade of "C" or higher must be achieved to receive credit by examination. A student who has failed a course, either in regular attendance or by examination, may not reapply for credit by examination in that course.

A maximum of 32 hours of work completed by examination, correspondence, CLEP, and extension combined may be offered in fulfillment of the requirements for the Bachelor's degree.

**CORRESPONDENCE CREDIT:** A maximum of 18 semester hours of correspondence credit may be counted toward a baccalaureate degree. Not more than 12 consecutive hours of such credit may be submitted, however, until 6 hours of additional residence work has been completed. If correspondence work is permitted while a student is in residence, the hours of credit carried by correspondence will be included in determining the maximum load permitted per semester.

All correspondence courses that are to apply toward graduation must be approved in advance by the Dean of the College and must be taken from a college or university that is a member of the National University Extension Association. A minimum grade of "C" must be achieved for the credit to transfer. **A course that has been previously failed by a student will not be approved for correspondence study.**

**Degrees granted** by Harding College at its main campus in Searcy are the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, and Master of Education. Cooperative programs for the Bachelor of Science in Medical Technology exist with Baptist Hospital and St. Vincent Hospital in Little Rock and several additional hospitals approved in other cities. At the Harding Graduate School of Religion in Memphis, Tennessee, the degrees conferred are the Master of Arts and the Master of Theology.

Requirements for the Master of Education degree are listed in the section on Graduate Studies in this catalog. A more complete description of this program is contained in the Graduate Supplement which may be obtained upon request from the Director of Graduate Studies.

Requirements for the Master of Arts in Bible and Religion and the Master of Theology are contained in the Bulletin of the Graduate School of Religion which may be had upon request from the School at 1000 Cherry Road, Memphis, Tennessee 38117.

**STATUTES OF LIMITATION:** The terms of graduation outlined in the catalog under which a student enrolls at Harding may be withdrawn or superseded by later requirements if the student is not graduated within four years of the time he would normally be graduated.

At least two weeks prior to the spring commencement and at least one week prior to the summer commencement, for a senior who is a candidate for graduation at the given commencement, all grades in independent study courses, correspondence courses, credit by examination, and exemption examinations must be reported to the Registrar for graduation to proceed as planned.

**A Bachelor's degree requires** the completion of 128 semester hours of work, at least 32 of which must be in residence at Harding College. In addition, at least 24 of the last 32 hours required for graduation must be completed in residence at Harding College, except for students who are entering certain professional fields, as explained in a subsequent



paragraph. If a student lacks not more than 8 hours of the amount required for graduation and is not on academic probation, these hours may be taken at another accredited four-year institution if prior approval is obtained from the Dean of the College.

A grade of "C" or higher must be achieved in a course taken elsewhere as a transient student for credit to transfer.

Students taking work at the residence center in Memphis, Tennessee, must also complete at least 18 hours on the Searcy campus. For students pursuing certain professional programs of study that are highly academic in nature, the following provisions have been approved: At least 32 of the last 40 semester hours immediately preceding entry into the approved professional school, including at least 12 upper-level hours in the area of the major, must be completed at Harding with a minimum 2.00 average. At least 96 semester hours of liberal arts study must be completed prior to entry into the professional program, all other specific graduation requirements must be satisfied, and the first two years in the professional school must be successfully completed. If the professional program normally requires less than two years, the entire program must be satisfactorily completed.

For some programs, passing the professional certifying examination may be required. Each student planning a professional degree program should obtain a written statement of approval from the Dean of Harding College prior to beginning the professional program.

The candidate for a degree must have an average scholarship level of 2.00 in his major field. He must also have a minimum cumulative average of 2.00 in all work at Harding College presented for graduation and an average scholarship level of not less than 2.00 in all work in his major field taken at Harding College.

The candidate for a degree must also complete 45 hours in advanced-level courses. Courses at Harding College numbered 250-499 taken by second-semester sophomores and by juniors and seniors count as advanced credit. First-semester sophomores may receive advanced credit in these courses provided they are preceded by a year of freshman credit in the same subject. Transfer credit **carrying junior-senior level status at the institution where taken** counts as advanced credit, normally 300-level and 400-level courses at a senior college or university.

Transfer students must complete at Harding College at least 9 advanced level hours in their major field, except for Bible majors, who must complete at least 12 hours as outlined on page 83.

In addition to achieving a satisfactory scholastic record the candidate for any degree must be of good moral character. A student must have faculty approval to attain senior status and to become a degree candidate. During the first semester of his senior year a student must present to the Registrar a formal application for graduation. A student must also satisfy the Junior English Proficiency requirement, take the Graduate Record Examinations (for a student who completes the teacher education program, the National Teachers Examinations and the Aptitude Test of the Graduate Record Examinations are the requirement), and register with the Placement Office before he becomes a candidate for graduation. Specific requirements for

each departmental major are outlined preceding the description of courses for the department. Unless otherwise stated, the degree conferred upon the completion of the curriculum of any department is the Bachelor of Arts.

**Curriculum is organized** by division into two phases: The General Education Requirements and the Major and Minor Fields of Concentration.

**The General Education Program** is vital because the complex circumstances of our times require an understanding of basic principles in the areas which affect our lives most closely. The sciences give insight into the laws of life and of the physical world and suggest how these may be related to the advancement of human welfare. Literature, philosophy, and the creative arts reveal the ideas and concepts which have inspired man and helped to build our present culture. History and social science present the efforts of men to meet their basic social problems and point the way to better understandings. These disciplines, with a knowledge of one's own nature and relation to his Creator, should enable the student to arrive at wholesome attitudes toward the world in which he lives and his responsibilities to man and to God.

The General Education requirements are designed to give all students these basic understandings, to develop certain essential and fundamental skills which all should possess, and to furnish a broad foundation of knowledge for advanced level courses.

They are as follows:

1. Understanding Religious and Spiritual Values:  
\*Bible 101, 112; two courses from Bible 204, 211, 212, 213 ..... 8
- II. Understanding the Human and Creative Spirit:  
A. The means of communication:  
\*\*English 103 and Speech 101 (or 103) ..... 6  
B. The creative spirit:  
Art 101, Music 101, English 201, 202 ..... 10
- III. Understanding the Living World:  
A. The world of life: Biology 111 ..... 4  
B. Health and recreation:  
\*\*\*From Physical Education 112, 113, 114, 115, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 220, 221, 222, 224, 225, 355, 356 ..... 4
- IV. Understanding the Physical World:  
A. The language of mathematics:  
\*\*\*\*Mathematics 101 or a more advanced course ..... 3  
(Mathematics 108 excluded except as indicated below.)  
B. The physical world:  
\*\*\*\*\*Physical Science 101, 102 ..... 4
- V. Understanding the Social World:  
A. The historical scene:  
History 101, 111 ..... 6  
B. The economic and political scene:  
\*\*\*\*\*From Economics 201, Political Science 202 and Political Science 205 ..... 6



## VI. Understanding Human Behavior:

\*\*\*\*\*Psychology 201 ..... 3

\*Students who transfer to Harding College as juniors or seniors may satisfy the minimum graduation requirement in Bible of 8 hours by taking upper-level Bible courses. The following upper-level substitutes are approved.

For Bible 101: Bible 303, 306, or 308.

For Bible 112: Bible 312, 314, 316, 318, 411, or 418.

For Bible 204: Two hours from Bible 303, 306, or 308 not taken to substitute for Bible 101.

For Bible 211, 212, or 213: Two hours from Bible 312, 314, 316, 318, 411, or 418 not taken to substitute for Bible 112. Two hours from Bible 340, 341, 342, 343, 440, or 443 will be accepted if scheduling problems occur.

\*\*Students planning to certify to teach or to enter most professional schools of medicine, engineering, etc., and students who receive a grade of "D" in English 103 must also take English 104.

\*\*\*Please note the following health and recreation provisions:

1. **All prospective teachers must take Physical Education 203** and 3 additional hours in physical education activity courses. Elementary education majors must also take Physical Education 330.

2. Veterans who have spent a year in the armed services may be given credit for 4 hours of activity and are excused from this requirement by making application to the Registrar.

\*\*\*\* Students majoring or minoring in Office Administration or Secretarial Science may substitute Business 108 for Mathematics 101. Students majoring or minoring in Business Education may substitute Mathematics 108 for Mathematics 101. Students majoring or minoring in social work or sociology may substitute 260 and 325 for Mathematics 101. Mathematics 101 is required of all elementary education majors, but other majors may satisfy this requirement by achieving a score of 26 or higher on the ACT Mathematics Test. However, any student certifying to teach must have 3 hours of mathematics credit.

\*\*\*\*\* Physical Science 102 satisfied by Chemistry 111 or Physics 201.

\*\*\*\*\* 1. For students who transfer to Harding 6 hours of American history and 6 hours of European history or western civilization will be accepted as meeting the social science requirement for graduation.

2. **Students certifying to teach must elect Political Science 205** since 3 hours of American history and 3 hours of American government are required for certification.

3. Students certifying to teach Social Science must elect Economics 201 as well as Political Science 205.

4. For elementary education majors, Economics 315 will be accepted in lieu of Economics 201 or Political Science 202.

5. Majors in nursing, social work, and sociology may substitute Sociology 203 for one of these courses in satisfying the general education requirements.

6. **Foreign students**, by Arkansas law, must take History 101 and Political Science 205.

\*\*\*\*\* In place of Psychology 201 all students preparing to teach should take Education 203, except vocational home economics majors who will take Home Economics 322, 323.

The General Education program is normally designed for the freshman and sophomore years. The student may be excused from any specific course requirement if he can demonstrate by a proficiency test that he already possesses the knowledge to be sought in the course. Such exemption carries no semester hours of course credit.

**Proficiency in writing** should characterize an educated person. To insure a minimum level of competency in writing, credit in English 249, English Proficiency, earned during the junior or senior year is required for graduation.

The English 249 requirement will be waived, however, for a student who

- (1) Achieves a grade of "C" or higher in English 103, or equivalent, and who also achieves a minimum score of 310 on the STEP Writing Test as a sophomore or transfer student, or
- (2) Achieves a grade of "B" or higher in English 103 at **Harding College**, or
- (3) Passes a proficiency test in written English after reaching junior standing.

Any student who has not met one of the waivers before the beginning of the semester in which he anticipates that he will complete graduation requirements is strongly advised to enroll in English 249.

**Major and minor fields** of concentration should be chosen no later than the beginning of the junior year. Students choose fields of concentration which normally consist of a departmental major of 30 to 42 semester hours. The maximum number of hours in a given department that can count toward satisfying the minimum 128 hours required for graduation is 12 hours more than the minimum required for the major. This major concentration must be supported by a minor which consists of at least 18 hours from another field. In a departmental major, 18 semester hours, and in a minor, 6 hours must be in advanced level courses.

A student may elect, however, a broad area major. In a broad area major the student must complete a minimum of 48 hours in the area, 24 of which must be in advanced level courses. A minor is not required of those who elect a broad area major.

In the case of students who have made a choice of a vocation or profession for which there is no established departmental major or broad area major, a special area of concentration may be arranged by the Dean of the College and the chairmen of the departments concerned.

In addition to the General Education courses and certain prescribed courses in the major and minor fields, other courses are selected by the student with the approval of his advisor. The prescribed courses for each major and minor field are listed with the offerings.

If a student desires a Bachelor Arts degree with one major and a Bachelor of Science degree with another major, a minimum of 160 hours must be completed — 32 hours beyond the requirement for one baccalaureate degree — and the specific requirements of each major must be satisfied.

If a student desires to obtain a double major in a department which offers two or more majors having a large common core of course requirements, the student must complete from the area concerned a minimum of 18 hours beyond the number of hours required for the major with the maximum number of required hours, in addition to completing the cataloged courses specifically required for each major.



If a student desires a second Bachelor of Arts degree or a second Bachelor of Science degree, 32 hours beyond the minimum requirement for the first degree must be completed and the specific requirements of each major must be satisfied.

**Majors offered** at Harding College include:

For the Bachelor of Arts degree:	Mass Media
Art	Mathematics
Bible	Mathematics Education
Biblical Languages	Missions
Biology	Music
Business Education	Music Education
Dietary Technology	Physical Education
Education, Elementary	Piano
Education, Kindergarten	Political Science
Education, Secondary	Psychology
Education, Special	Public Relations
Educational Media	Religious Education
English	Secretarial Science
French	Social Science
General Business	Sociology
General Science	Spanish
Gerontology	Speech
History	Speech Therapy
Home Economics (General)	Viola
Journalism	Violin
Mass Communications	Voice
For the Bachelor of Science degree:	
Accounting	Dietetics
American Studies	Finance
Art	General Business
Bible	General Science
Biology	Home Economics
Chemistry	(Vocational)
	Management
	Marketing
	Mathematics
	Office Administration
	Physics
	Social Work

For the Bachelor of Science in Medical Technology degree:  
Medical Technology (In cooperation with an approved hospital)

For the Bachelor of Science in Nursing degree:  
Nursing

**Academic divisions** are organized as follows:

- I. DIVISION OF EDUCATION
  - A. Department of Education
  - B. Department of Physical Education, Health, and Recreation
- II. DIVISION OF FINE ARTS
  - A. Department of Art
  - B. Department of Music
- III. DIVISION OF HUMANITIES
  - A. Department of English Language and Literature
  - B. Department of Journalism
  - C. Department of Modern Foreign Languages
  - D. Department of Speech

IV. DIVISION OF NATURAL SCIENCE

- A. Department of Biological Science
- B. Department of Home Economics
- C. Department of Mathematics
- D. Department of Nursing Education
- E. Department of Physical Science

V. DIVISION OF RELIGION

- A. Department of Bible, Religion and Philosophy

VI. DIVISION OF SOCIAL SCIENCE

- A. Department of Business and Economics
- B. Department of History and Social Science
- C. Department of Psychology
- D. Department of Sociology and Social Services

**Suggested programs** are listed to assist students planning for various fields.

Students who have not definitely decided upon a profession or a purpose toward which to direct their education will find it advantageous to complete as rapidly as possible the prescribed work in General Education. Advisors will help to outline study programs to fit individual needs, but the following is a suggested schedule for the freshman and sophomore years.

First Year	Semester Hours	Second Year	Semester Hours
Art 101 .....	2	*Econ. 201, Pol. Sci. 202,	
Biology 111 .....	4	Pol. Sci. 205 (any two) .....	6
*English 103 .....	3	*English 201, 202 .....	6
*History 101, 111 .....	6	*Math. 101 or elective .....	3
*Math. 101 or elective .....	3	P.E. 112-225 .....	2
Music 101 .....	2	Phy. Sci. 101, 102 .....	4
P.E. 112-225 .....	2	Psychology 201 .....	3
Speech 101 .....	3	Electives .....	6
*Bible 101, 112 .....	4	*From Bible 204, 211, 212, 213 ....	4
	29		34

\*These courses should be completed as listed in the freshman or sophomore years. A student who can demonstrate proficiency in a course may choose an elective instead. Many freshmen waive Mathematics 101 by achieving a score of 26 or higher on the ACT Mathematics Test.

Further explanations: For students planning to major in specific fields or pursuing certain pre-professional courses, the above program must be changed to meet the requirements of the chosen major or profession. The following pages outline a number of pre-professional curricula. Those involving business, dietetics, mathematics, the natural sciences, nursing, psychology, and vocational home economics assume that the student has adequate high school preparation in mathematics—at least a year and a half of algebra and a year of plane geometry. A student who is deficient in this preparation will need to take Mathematics 105 before taking 151 or 152. A student who has a good background in high school mathematics should take Mathematics 171 or 201 (Mathematics 210 for those in business) in lieu of 151, 152. Changes may be made in these programs by academic advisors, but changes in the junior and senior years should be made **only** after a careful check has been made of the degree program for remaining semesters.



For specific requirements a student seeking a professional degree is advised to consult with his pre-professional advisor the most recent catalog of the professional school which he wishes to attend. The advisors for the various pre-professional programs are listed on page 184.

### ART

The following program is suggested for students interested in the teaching of art.

First Year		Second Year	
Art 101	2	Art 200, 205	6
Art 103, 104	6	Art 210, 211	6
Bible 101, 112	4	From Bible 204, 211, 212, 213	4
Biology 111	4	Education 203	3
English 103, 104	6	English 201, 202	6
History 101, 111	6	Mathematics 101	3
Speech 101	3	P.E. 112-225	2
	—	Phy. Sci. 101, 102	4
	31		—
			34

The program for the third and fourth years will be outlined by the chairman of the department.

The following program is suggested for students interested in interior design.

First Year		Second Year	
Art 103, 104	6	Art 200, 205	6
Art 117	3	Art 210	3
Bible 101, 112	4	Art 249, 250	6
Biology 111	4	From Bible 204, 211, 212, 213	4
English 103	3	English 201, 202	6
History 101, 111	6	P.E. 112-225	2
Mathematics 101	3	Phy. Sci. 101, 102	4
Speech 101	3	Psychology 201	3
	—		—
	32		34

The program for the third and fourth years will be outlined by the chairman of the department.

For students certifying to teach art, Art 211 and Education 420 and 461 must be included in the program.

### BIBLE

The following program is suggested for all Bible majors in the freshman year.

Art 101	2	*Eng. 104 is required if the grade in Eng. 103 is below "C"; otherwise, Journ. 310 may be elected later in lieu of English 104.
Bible 101, 112	4	
*English 103-104	6	
**Greek 101-102	8	**Students with low scores on the ACT English Usage Test are advised to defer Greek 101-102 to the sophomore year and to take both Hist. 101 and 111 and Math. 101 in the freshman year. Majors in Missions may elect a modern foreign language in place of Greek.
History 101 or 111	3	
Music 101	2	
P.E. 112-225	2	
Speech 101	3	
	—	
	30	

The following programs are outlined for the last three years.

#### A. For the Bachelor of Science degree in Bible:

Second Year		Third Year	
Biology 111	4	Bible 318	2
Mathematics 101	3	Bible 342	2
Phy. Sci. 101, 102	4	Bible 441 or 442	2
English 201, 202	6	Textual electives	5
History 101 or 111	3	Hist.-Doct. electives	3
Bible 220	4	Preaching electives	5
Textual elective	3	Church Life electives	6
Pol. Sci. 202, 205;	3	Journalism 310	2
Economics 201	3	Pol. Sci. 202, 205;	3
Psychology 201	3	Economics 201	2
	—	P.E. 112-225	2
	33		—
			32

#### Fourth Year

Bible 302	3
Hist.-Doct. electives	5
Preaching electives	7
Church Life electives	6
Textual electives	3
History 430	3
Speech 341	3
Non-Bible electives	3
	—
	33

#### B. For the Bachelor of Arts degree in Bible:

Second Year		Third Year	
Biology 111	4	Textual electives	7
Mathematics 101	3	Preaching electives	2
Phy. Sci. 101, 102	4	Pol. Sci. 202, 205;	3
English 201, 202	6	Economics 201	3
History 101 or 111	3	P.E. 112-225	2
Bible 220, 320	7	Minor and electives*	19
Pol. Sci. 202, 205	3		—
Economics 201	3		33
Psychology 201	3		—
	—		—
	33		—

#### Fourth Year

Textual electives	3
Church Life electives	6
Hist.-Doct. electives	6
Speech 341	3
Minor and electives*	14
	—
	32

\*A maximum of 12 hours may be elected in Bible courses if the minimum 128 hours for graduation are completed.



## C. For the Bachelor of Arts degree in Missions:

Second Year		Third Year	
Bible 220	4	Bible 320	3
Missions elective	3	Textual electives	8
Biology 111	4	Church Life electives	6
Mathematics 101	3	Missions electives	6
Phy. Sci. 101, 102	4	P.E. 112-225	2
English 201, 202	6	Philosophy elective	3
History 101 or 111	3	Pol. Sci. 202, 205;	
Pol. Sci. 202, 205;		Economics 201	3
Economics 201	3	Speech 341	3
Psychology 201	3		—
	—		34
	33		

## Fourth Year

Anthropology 320	3
Textual electives	7
Hist.-Doct. electives	9
Missions electives	6
Non-Bible electives	6
	—
	31

## BUSINESS

ACCOUNTING (B.S.): For those majoring in accounting the following program is outlined.

*First Year	F.	Sp.	Second Year	F.	Sp.
Acct. 205-206	3	3	Acct. 301-302	3	3
Eng. 103, Speech 101	3	3	Bus. 255	3	3
Hist. 101, 111	3	3	Econ. 201, 202	3	3
**Math. 210, Biol. 111	4	4	Eng. 201, 202	3	3
P.E. 112-225	1	1	Phy. Sci. 101, 102	2	2
Bible 101, 112	2	2	P.E. 112-225	1	1
	—	—	Pol. Sci. 202 or 205	3	3
	15	16	From Bible 204, 211,		
			212, 213	2	2
				—	—
				17	17

Third Year	F.	Sp.	***Fourth Year	F.	Sp.
Acct. 305, Mkt. 330	3	3	Acct. 401-402	3	3
Acct. 306-307	3	3	Acct. 405	3	3
Art 101, Music 101	2	2	Acct. 410-411	3	3
Bus. 315, 316	3	3	Bus. 350, Mgt. 430	3	3
P.E. 112-225	1	1	Fin. 343, Bus. 260	3	3
Psy. 201, Mgt. 368	3	3	Mgt. 354	3	3
Bible, Bus. 435	2	2	Bible	2	2
	—	—		—	—
	17	16		17	17

\*Bus. 105 or equivalent ability is a prerequisite to Bus. 350 and should be taken as a freshman if needed.

\*\*Students not adequately prepared to take Math. 210 in the fall should take Math. 105 or 151 in the fall.

\*\*\*Acct. 402, 405, and 411 are highly recommended but not required.

BUSINESS EDUCATION (B.A.): Students preparing to teach business should follow one of the two programs outlined below.

A. For certification to teach general business and secretarial subjects (Plan I):

First Year	F.	Sp.	Second Year	F.	Sp.
*Bus. 106-107	2	2	Acct. 205-206	3	3
Bus. 117	2	2	Bus. 102, 252	3	3
Eng. 103-104	3	3	**Bus. 218	2	2
Hist. 101, 111	3	3	Eng. 201, 202	3	3
Math. 108	3	3	Art 101, Music 101	2	2
Biol. 111, Speech 101	4	3	P.E. 112-225	1	1
Bible 101, 112	2	2	Educ. 203	3	3
	—	—	From Bible 204, 211,		
	16	16	212, 213	2	2
				—	—
				16	16

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Bus. 317, 350	3	3	Bus. 260	3	3
Bus. 315, Econ. 320	3	3	Bus. 422, 251	2	3
Econ. 201-202	3	3	Bus. 451	6	6
Educ. 307, 336	3	3	Educ. 320, Phy. Sci. 102	2	2
P.E. 112-225	1	1	Educ. 417, P.E. 203	3	3
Phy. Sci. 101, Bus. 421	2	2	Educ. 450, Pol. Sci. 205	1	3
Bible, Bus. 435	2	2	Bible	2	2
	—	—		—	—
	17	17		14	16

\*Business 106 may be omitted if previous training satisfies.

\*\*Prerequisite to Business 251 unless previous training satisfies.

B. For certification to teach general business, bookkeeping, and economics (Plan II):

First Year	F.	Sp.	Second Year	F.	Sp.
*Bus. 105-106	2	2	Acct. 205-206	3	3
Bus. 117	2	2	Econ. 201-202	3	3
Eng. 103-104	3	3	Eng. 201, 202	3	3
Hist. 101, 111	3	3	P.E. 112-225	1	1
Math. 108	3	3	Phy. Sci. 101, Educ. 203	2	3
Biol. 111, Speech 101	4	3	Art 101, Music 101	2	2
Bible 101, 112	2	2	From Bible 204, 211,		
	—	—	212, 213	2	2
	16	16		—	—
				16	16

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Bus. 315, 316	3	3	Bus. 260	3	3
Bus. 350, Econ. 320	3	3	Bus. 422, 421	1	2
Bus. elective (u-l)	3	3	Bus. 451	6	6
Educ. 307, 336	3	3	P.E. 203, Educ. 320	3	2
P.E. 112-225	1	1	Educ. 417	3	3
Pol. Sci. 205,			P.E. 112-225, Educ. 450	1	1
Phy. Sci. 102	3	2	Elective (3 hrs. Bus.)	6	6
Bible, Bus. 435	2	2	Bible	2	2
	—	—		—	—
	17	17		16	14

\*Bus. 105 may be omitted if previous training satisfies.



**ECONOMICS (B.S.):** The following program is outlined for economics majors. The first and second years are the same as for general business majors.

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Bus. 315, 316	3	3		Bus. 260, *Econ. 311 or 420	3	3	
Econ. 310, *Econ. 311 or 420	3	3		Bus. 350	3		
*Econ. 340 or Mgt. 354		3		*Econ. 340 or Mgt. 354		3	
Mgt. 368, Mkt. 330	3	3		Fin. 322, Mgt. 430	3	3	
Pol. Sci. 202 or 205	3			Fin. 343, Mgt. 333	3	3	
Electives, Acct. 360	3	3		Electives, P.E. 112-225	2	1	
Bible, Bus. 435	2	2		Bible	2	2	
	17	17			16	15	

\*Alternating courses.

**FINANCE (B.S.):** The following program is outlined for finance majors. The first and second years are the same as for general business majors.

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Bus. 315, 316	3	3		Acct. 306, Mgt. 430	3	3	
Fin. 343, Acct. 360	3	3		Bus. 350, Mkt. 330	3	3	
*Fin. 355 or 323	3			Fin. 322, Mgt. 354	3	3	
*Fin. 352 or 345		3		*Fin. 323 or 355		3	
Mgt. 368, Bus. 260	3	3		*Fin. 345 or 352		3	
Pol. Sci. 202 or 205	3			P.E. 112-225		1	
Electives		2		Electives		3	
Bible, Bus. 435	2	2		Bible, Bus. 435	2	2	
	17	16			17	15	

\*Alternating courses

**GENERAL BUSINESS (B.S.):** The following program is outlined for general business majors.

First Year*		F.	Sp.	Second Year		F.	Sp.
Eng. 103, Speech 101	3	3		Acct. 205-206	3	3	
Hist. 101, 111	3	3		Econ. 201, 202	3	3	
**Math. 210, Biol. 111	4	4		Eng. 201, 202	3	3	
Music 101, Art 101	2	2		Phy. Sci. 101, 102	2	2	
P.E. 112-225	1	1		P.E. 112-225		1	
Bible 101, 112	2	2		Psy. 201, Bus. 255	3	3	
	15	15		From Bible 204, 211, 212, 213	2	2	
					16	17	

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Bus. 315, 316	3	3		Acct. 306, Mgt. 430	3	3	
Bus. 260		3		Fin. 322		3	
Mgt. 368		3		Fin. 343, Bus. 350		3	
Mkt. 330, Acct. 360	3	3		Mgt. 354		3	
Pol. Sci. 202 or 205	3			P.E. 112-225		1	
***Electives	5	3		***Electives		3	6
Bible, Bus. 435	2	2		Bible	2	2	
	16	17			15	17	

\*Bus. 105 or equivalent ability is a prerequisite to Bus. 350 and should be taken as a freshman if needed.

\*\*Students not adequately prepared to take Math. 210 in the fall should take Math. 105 or 151 in the fall.

\*\*\*12 hours must be elected from the Department of Business and Economics.

**MANAGEMENT (B.S.):** The following program is outlined for management majors. The first and second years are the same as for general business majors.

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Acct. 360		3		Bus. 260, 350	3	3	
Bus. 315, 316	3	3		Fin. 343, Mgt. 425	3	3	
Mgt. 332, 333	3	3		Mgt. 354, 430	3	3	
Mgt. 368, Mkt. 330	3	3		P.E. 112-225	1		
Pol. Sci. 202 or 205	3			*Electives	3	5	
*Electives	3	3		Bible	2	2	
Bible, Bus. 435	2	2			15	16	
	17	17					

\*9 hours must be taken from the Department of Business and Economics.

**MARKETING (B.S.):** The following program is outlined for marketing majors. The first and second years are the same as for general business majors.

Third Year		F.	Sp.	Fourth Year		F.	Sp.
Acct. 360		3		Bus. 260, 350	3	3	
Bus. 315, 316	3	3		Fin. 343		3	
Mgt. 368, Mkt. 330	3	3		Mgt. 354, 430	3	3	
*Mkt. 335 or 336	3			*Mkt. 335 or 336		3	
*Mkt. 337 or 400		3		*Mkt. 337 or 400		3	
Pol. Sci. 202 or 205	3			P.E. 112-225		1	
**Electives	3	2		**Electives	3	3	
Bible, Bus. 435	2	2		Bible	2	2	
	17	16			17	15	

\*Alternating courses.

\*\*6 hours must be from the Department of Business and Economics.

**OFFICE ADMINISTRATION (B.S.):** The following program is outlined for office administration majors.

First Year		F.	Sp.	Second Year		F.	Sp.
Art 101, Music 101	2	2		Acct. 205-206	3	3	
Bus. 106, 107	2	2		Bus. 102		3	
Bus. 117, 108	2	3		*Bus. 252 or Elective		3	
Eng. 103, 104	3	3		Eng. 201, 202	3	3	
Hist. 101, 111	3	3		Phy. Sci. 101, 102	2	2	
P.E. 112-225	1	1		Pol. Sci. 202 or 205		3	
Bible 112, 101	2	2		Speech 101		3	
	15	16		From Bible 204, 211, 212, 213	2	2	
					16	16	



Third Year	F.	Sp.	Fourth Year	F.	Sp.
*Acct. 360 or elective	3		Bus. 260, upper-level		
Bus. 218, 350	2	3	Bus. Elec.	3	3
Bus. 315	3		Bus. 317, 251	3	3
Econ. 201, 202	3	3	Mgt. 368, Econ. 320	3	3
P.E. 112-225	1		P.E. 112-225		1
Psy. 201, Biol. 111	3	4	**Electives	6	4
**Elective	3		Bible	2	2
Bible, Bus. 435	2	2			
	16	16		17	16

\*Elect either Bus. 252 or Acct. 360 one semester, take a 3-hour elective the other semester.

\*\*10 hours of general electives must be upper-level.

SECRETARIAL SCIENCE: Students interested in clerical, secretarial or office supervisory positions may elect one of the one-year or two-year programs outlined below, or a degree program planned by the counselor.

#### One-Year Terminal Program

A. For students with no prior training in secretarial science:

Fall	Semester Hours	Spring	Semester Hours
Business 101	3	Business 102	3
Business 105	2	Business 106	2
Business 117	2	Business 108	3
Business 218	2	Economics 201	3
English 103	3	History 101	3
Bible 112	2	Bible 101	2
	14		16

B. For those with prior training in shorthand and typewriting:

Fall	Semester Hours	Spring	Semester Hours
*Business 102	3	*Business 107	2
Business 106 or 107	2	Business 108	3
Business 117	2	Business 251	3
Business 218	2	Business 252	3
English 103	3	History 101	3
Bible 112	2	Bible 101	2
	14		16

\*If a student already has the background to take Bus. 252 in the spring he may take an elective in the place of Business 102 in the fall. If Bus. 107 is taken in the fall semester, the student may take an elective in its place in the spring semester.

C. For those with no prior training who prefer a general business course:

Fall	Semester Hours	Spring	Semester Hours
Business 105	2	Business 106	2
Economics 201	3	Business 218	2
Business 117	2	Business 108	3
English 103	3	English 104	3
History 101	3	Elective	3
Bible 112	2	Bible 101	2
	15		15

#### Two-Year Terminal Program

A. For those with no prior training in secretarial science:

First Year	F.	Sp.	Second Year	F.	Sp.
Bus. 101, 102	3	3	Acct. 205, Bus. 251	3	3
Bus. 105, 106	2	2	Bus. 107, 252	2	3
Bus. 108, 117	3	2	Bus. 315, 218	3	2
Eng. 103, 104	3	3	Bus. 350, Econ. 320	3	3
Hist. 101 or 111, P.E. 112-225	3	1	Econ. 201, Elective	3	2
Electives		3	P.E. 112-225		1
Bible 112, 101	2	2	Bible 204, 211, 212, or 213	2	2
	16	16		16	16

B. For those with prior training in secretarial science:

First Year	F.	Sp.	Second Year	F.	Sp.
Bus. 106, 102	2	3	Acct. 205, Bus. 251	3	3
Bus. 218, 107	2	2	Bus. 315, 252	3	3
Math. 101, Bus. 117	3	2	Bus. 350, Econ. 320	3	3
Eng. 103, 104	3	3	Econ. 201, Art or Music 101	3	2
Hist. 101 or 111, Elective	3	3	Electives	2	3
P.E. 112-225	1	1	Bible 204, 211, 212, or 213	2	2
Bible 112, 101	2	2			
	16	16		16	16

#### EDUCATION

ELEMENTARY EDUCATION: For those majoring in elementary education the following is the suggested program.

First Year	F.	Sp.	Second Year	F.	Sp.
Art 101 or Music 101		2	Art 101 or Music 101		2
English 103-104	3	3	Educ. 203, Art 211	3	3
History 101, 111	3	3	English 201, 202	3	3
Math. 101, Biol. 111	3	4	Geog. 212, Music 116	3	3
P.E. 112-225	1	1	P.E. 112-225		1
Speech 101	3		P.E. 203		3
Bible 112, 101	2	2	Phy. Sci. 101, 102	2	2
	15	15	Bible 204, 211, 212, 213	2	2
				16	16

#### Third Year

F.	Sp.	Fourth Year
Biol. 308, Math. 225	3	3
Econ. 315, P.E. 330	3	3
Educ. 307, 336	3	3
Educ. 320, Speech 315	2	3
Educ. 404, Eng. 350	3	3
Bible	2	2
	16	17

The directed teaching block consists of the following courses:  
Educ. 401, 402, 403, 417, 441, taken either fall or spring. During other semester: 2 hours in Bible, Educ. 302, Pol. Sci. 205, and 10 hours elective.



**SECONDARY EDUCATION:** Students planning to teach at the secondary level are strongly urged to major in a subject-matter field and to take the professional education requirements for certification; however, the following program is arranged for those who may choose to major in secondary education.

First Year	F.	Sp.	Second Year	F.	Sp.
Art 101, Music 101 .....	2	2	Econ. 201 or Pol. Sci. 202 .....	3	—
English 103-104 .....	3	3	Educ. 203, P.E. 203 .....	3	3
History 101, 111 .....	3	3	Eng. 201, 202 .....	3	3
Math. 101, Biol. 111 .....	3	4	Phy. Sci. 101, 102 .....	2	2
Speech 101 .....	3	—	Pol. Sci. 205 .....	—	3
Bible .....	2	3	Electives: Teaching fields .....	3	3
	—	—	Bible 204, 211, 212, or 213 .....	2	2
	16	15		—	—
				16	16

**Third Year**

Educ. 307, 336 .....	6
*Elective from Educ. 302, 325, 380, 382, 385, 400, 402, 405, 406, 407, 408, 409, 413, 419-430, 431, 432, 433, 434, 435 .....	3
P.E. 112-225 .....	2

**Electives:**

Two teaching fields .....	18
Bible .....	4

33

\*The above program is for education majors only. Those majoring in subject matter fields, except home economics, need only 24 hours including Educ. 203, 307, 320, 336, 417, and one course from 419-430, 450, 451. For home economics, see the vocational home economics schedule following.

**Fourth Year**

The directed teaching block consists of the following courses: Education 320, 417, one course from 419-430\*\*, 450, 451, or 461. This block may be taken either in the fall or the spring semester. During the other semester the student must complete 2 hours in Bible and 15 hours in elective courses.

\*\*Several of these courses are offered only in the spring semester, and students doing supervised teaching during the fall semester may need to alter their schedules accordingly.

**Third Year**

	F.	Sp.
Biol. 308, Educ. 406 or 407 .....	3	3
Econ. 315, Psy. 382 or 400 .....	3	3
Educ. 302, 320 .....	3	2
Educ. 336, 404 .....	3	3
Speech 250, Math. 225 .....	3	3
Bible .....	2	3
	—	—
	17	17

**Fourth Year**

The directed teaching block consists of the following courses: Education 401, 402, 403, 405, 471. This block will be taken during the fall semester. During the spring semester the student must schedule Educ. 407 or 406, Eng. 350, P.E. 330, Pol. Sci. 205, Psy. 382 or 400, and 2 hours of Bible.

**SPECIAL EDUCATION — SPECIFIC LEARNING DISABILITIES:** Students majoring in special education with a specific learning disabilities emphasis will follow the program outlined above **except** Education 409 will replace 405, Education 408 will replace 406, and Education 475 will replace 471. However, some adjustment will need to be made in the schedule of the senior year since Education 409 is offered in the spring. Students desiring certification in both areas of special education must complete all six courses.

**HOME ECONOMICS**

**GENERAL HOME ECONOMICS (B.A.):** The following program prepares the student for homemaking, demonstration, and sales work in foods and home equipment.

First Year	F.	Sp.	Second Year	F.	Sp.
Art 117, Math. 101 .....	3	3	Art 101, Music 101 .....	2	2
Eng. 103, Speech 101 .....	3	3	Biol. 111, Psy. 201 .....	4	3
Hist. 101, 111 .....	3	3	Econ. 201, Pol. Sci. 202, Pol. Sci. 205 (any two) .....	3	3
Home Ec. 102, 101 .....	3	3	Eng. 201, 202 .....	3	3
P.E. 112-225 .....	1	1	Home Ec. 203, 201 .....	3	3
Bible 112, 101 .....	2	2	From Bible 204, 211, 212, 213 .....	2	2
	—	—		—	—
	15	15		17	16

**Third Year**

	F.	Sp.
Home Ec. 214 .....	2	—
Home Ec. 331 or 433 .....	—	3
Home Ec. 322 or 323 .....	3	—
Home Ec. (electives) .....	3	—
P.E. 112-225 .....	1	1
Phy. Sci. 101, 102 .....	2	2
Electives .....	5	6
Bible .....	2	2
	—	—
	16	16

**Fourth Year**

	F.	Sp.
Home Ec. 391, 402 .....	3	3
Home Ec. 405 .....	—	3
Electives .....	12	8
Bible .....	2	2
	—	—
	17	16

**INSTITUTIONAL MANAGEMENT AND DIETETICS (B.S.):** The following program prepares the student for positions in institutional management, dietetics, and related fields. This four-year plan will meet the requirements

**SPECIAL EDUCATION—MENTAL RETARDATION:** For those majoring in special education with a mental retardation emphasis, the following is the suggested program:

First Year	F.	Sp.	Second Year	F.	Sp.
Art 101 or Music 101 .....	2	—	Music 101 or Art 101 .....	2	—
Biology 111 .....	4	—	Art 211, Educ. 203 .....	3	3
English 103-104 .....	3	3	English 201, 202 .....	3	3
History 101, 111 .....	3	3	Geog. 212, Music 116 .....	3	3
Math. 101 .....	3	—	P.E. 112-225 .....	1	—
P.E. 112-225 .....	1	1	P.E. 203 .....	—	3
Speech 101 .....	3	—	Phy. Sci. 101, 102 .....	2	2
Bible 101, 112 .....	2	2	Bible 204, 211, 212, 213 .....	2	2
	—	—		—	—
	15	15		16	16



of the American Dietetics Association (Emphasis I, Concentration A) for food service management and therapeutic and administrative dietetics.\*

First Year	F.	Sp.	Second Year	F.	Sp.
Art 101 .....		2	Chem. 111, 115 .....	4	4
Eng. 103, Math. 105 .....	3	3	Econ. 201, Psy. 201 .....	3	3
Hist. 101, 111 .....	3	3	Eng. 201, 202 .....	3	3
Home Ec. 102, 214 .....	3	2	Home Ec. 201 .....		3
Music 101 .....		2	P.E. 112-225 .....	1	1
P.E. 112-225 .....	1	1	Pol. Sci. 202 or 205 .....	3	
Speech 101 .....	3		From Bible 204, 211, 212, 213 .....	2	2
Bible 112, 101 .....	2	2			
	15	15		16	16

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Acct. 205, Elective .....	3	3	Biol. 271, 275 .....	4	4
Chem. 271, 324 .....	4	3	Home Ec. 391, 402 .....	3	3
Educ. 307 or H. Ec. 433 .....	3		Home Ec. 431 or 332 .....		3
Home Ec. 331 .....	3		Home Ec. 433 or Ed. 307 .....	3	
Home Ec. 332 or 431 .....		3	Home Ec. 435 or 436 .....		3
Home Ec. 435 or 436 .....		3	Mgt. 368 .....	3	
Phy. Sci. 101 .....		2	Electives .....	2	2
Soc. 301, Bible .....	3	2	Bible .....	2	2
	16	16		17	17

\*Those who may wish to prepare specifically for business administration in dietetics or for research and experimental foods should consult the chairman of the department for any necessary variations from the program outlined here.

VOCATIONAL HOME ECONOMICS (B.S.): The following program is arranged for those preparing to teach vocational home economics or to become extension home economists:

First Year	F.	Sp.	Second Year	F.	Sp.
Art 117, Hist. 101 .....	3	3	Chem. 111, 115 .....	4	4
Eng. 103-104 .....	3	3	Hist. 111, Pol. Sci. 205 .....	3	3
Home Ec. 101, 102 .....	3	3	English 201, 202 .....	3	3
Math. 105, Speech 101 .....	3	3	Home Ec. 203, 201 .....	3	3
Music 101 .....		2	P.E. 112-225 .....	1	1
P.E. 112-225 .....	1		From Bible 204, 211, 212, 213 .....	2	2
Bible 112, 101 .....	2	2			
	15	16		16	16

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Biol. 271, 275 .....	4	4	Educ. 320, 417, 451 .....		11
Educ. 336 .....		3	Educ. 336 .....	3	
Home Ec. 202 or 303 .....	3		Educ. 424 .....	3	
Home Ec. 322, 323 .....	3	3	Home Ec. 391 or 331 .....	3	
Home Ec. 331 or 391 .....	3		Home Ec. 402 or Elec. ....	3	
Home Ec. elec. or 402 .....		3	Home Ec. 406 .....	3	
P.E. 203, Soc. 301 .....	3	3	Home Ec. 405, 412 .....		5
Bible .....	2		Bible .....	2	
	18	16		17	16

Deviations from General Education requirements for majors in vocational home economics: Biol. 271, 275 are taken instead of 111; Home Ec. 322, 323 replace Educ. 203; Chem. 111, 115 replace Phy. Sci. 102; and Soc. 301 is substituted for Pol. Sci. 202 or Econ. 201. Art 101 and Phy. Sci. 101 are waived.

Non-teaching majors for the Bachelor of Science degree in vocational home economics may omit the courses in education, P.E. 203 and choose electives instead but must include Art 101, Home Ec. 214, Phy. Sci. 101, Psy. 201, Pol. Sci. 202 or Econ. 201, and one additional hour in P.E. 112-225.

## MUSIC EDUCATION

Those planning to teach music should follow for the first two years the curriculum below. The program for the junior and senior years will be outlined by the chairman of the department. Music 116 or 403 and Education 426 and 461 must be included.

First Year	Semester Hours	Second Year	Semester Hours
Biology 111 .....	4	Art 101 .....	2
English 103-104 .....	6	English 201, 202 .....	6
History 101, 111 .....	6	Math. 101, Speech 101 .....	6
Music 111-112 .....	6	Music 251-252 .....	6
Music 113-114 .....	2	Music 253-254 .....	2
Piano 101, 102 .....	2	Phy. Sci. 101, 102 .....	4
Voice 101, 102 .....	2	Piano 201, 202 .....	2
Bible 112, 101 .....	4	Voice 201, 202 .....	2
		From Bible 204, 211, 212, 213 .....	4
	32		—
			34

Piano, viola, violin, and voice majors should consult with the chairman of the department.

## NURSING

The following program is outlined for the major in nursing. This program assumes that the student has adequate academic preparation from high school and is prepared to do better than average work on a normal load during the first two years of general education and pre-professional courses. A student who does not have this preparation will need to attend one or more summer sessions before the junior year so that a lighter load may be carried during the first and/or second years. Since the mean ACT composite summary score achieved by Harding freshmen is approximately 21, a student can get some idea as to the adequacy of his preparation for college work by checking his composite ACT score.

First Year***	F.	Sp.	Second Year	F.	Sp.
*Chem. 111-115 .....	4	4	Eng. 201, 202 .....	3	3
Eng. 103, Speech 101 .....	3	3	Biol. 275, 276 .....	4	4
Hist. 101, 111 .....	3	3	Home Ec. 331, Biol. 271 .....	3	4
**Math. 105, Psy. 201 .....	3	3	P.E. 112-225 .....	1	1
P.E. 112-225 .....	1	1	Psy. 240, Soc. 203 .....	3	3
Bible 112, 101 .....	2	2	Bible 204, 211, 212, 213 .....	2	2
	16	16		16	17



Third Year****		F. Sp.	Fourth Year****		F. Sp.
Art 101 or Music 101	2		Nursing 401, 421	6	6
Nursing 201, 301	3	5	Nursing 402, 424	6	7
Nursing 202, 302	7	5	Nursing 405, 432	2	2
Nursing 203, 303	2	3	Nursing 411, 431	2	2
Soc. 301, Mgt. 368	3	3	Bible	2	
Bible		2		—	—
	—	—		18	17
	17	18			

Summer after Third Year		Summer after Fourth Year	
Nursing 311	6	Nursing 451	6

\*If the entering freshman has not satisfactorily completed two years of high school algebra and has not achieved scores of 16 or higher on the ACT English and mathematics tests, Chem. 111-115 will need to be postponed until the summer following the first year and Phy. Sci. 101 taken in the fall and Biol. 111 in the spring of the first year.

\*\*Students who have a strong background in high school mathematics, including two years of Algebra, should elect Math. 151, 171, or 201 in lieu of 105.

\*\*\*Soc. 203, 301 satisfy the 6 hours of elective general education social science and Biol. 271, 275 satisfy Biol. 111. Phy. Sci. 101 and either Art 101 or Music 101 are waived.

\*\*\*\*Enrollment in the fall semester of the third year requires formal admission to the nursing program. This requires a 2.30 cumulative average on 64 hours of general education and pre-professional work with a minimum grade of "C" in each of the biology, chemistry, nutrition, psychology, and sociology courses listed in the program for the first two years. Eligibility for taking the spring semester of the third year, and subsequent semesters of the program, depends upon the student's achieving a minimum grade of "C" in each nursing course the semester preceding.

## PHYSICS

The following program is recommended for the first two years of a physics major. It is further recommended that a physics major also complete a double major in mathematics. The program for the junior and senior years will be planned by the student's academic advisor.

First Year		F. Sp.	Second Year		F. Sp.
Art 101, Music 101	2	2	English 201, 202	3	3
Chemistry 111-112	4	4	History 101, 111	3	3
English 103	3		Math. 251-252	4	4
*Math 171, 201	5	5	P.E. 112-225	1	1
Speech 101		3	Physics 211-212	4	4
Bible 112, 101	2	2	From Bible 204, 211,		
	—	—	212, 213	2	2
	16	16		—	—
				17	17

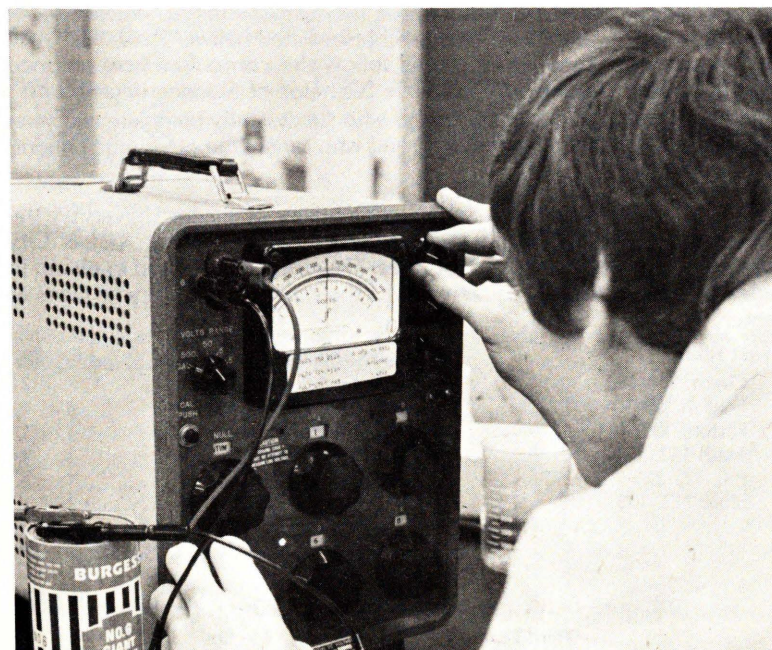
\*Students with adequate mathematics background should take Math. 201 in the fall and Math. 251 in the spring.

## PRE-AGRICULTURE (William F. Rushton, M.A. — Advisor)

Students planning agriculture as a vocation or profession may take one year or in certain instances two years of pre-agricultural training at Harding. The following is the suggested arrangement of courses. Each student should check the curriculum of the college of agriculture he plans to enter to determine the specific electives he should choose.

First Year	Semester Hours	Second Year	Semester Hours
Biology 111, 152	8	Biology 271, 313	7
Chem. 111, 115	8	Chem. 271	4
English 103-104	6	English 201, 202	6
History 101, 111	6	Speech 101	3
Bible 112, 101	4	*Elective	9
	—	From Bible 204, 211, 212, 213	4
	32		—
			33

\*Soc. 203 is recommended for transfer to the University of Arkansas.



## PRE-ARCHITECTURE (Maurice L. Lawson, M.S. — Advisor)

Students planning a career in architecture, architectural engineering, or regional and city planning should expect to spend five years to complete a degree. Most schools of architecture require that the last four years of the program be completed in residence. There are some four-year related programs in such fields as construction technology and interior design, but these programs do not lead to certification as a licensed architect.

For students who need or prefer two years at Harding, the following program is recommended. The advisor will prepare a one-year program



according to the background of the student and the requirements of the school of architecture.

First Year	Semester Hours	Second Year	Semester Hours
Art 103, 104 .....	6	Art 221-222 .....	4
Chem. 111-112 .....	8	History 101, 111 .....	6
English 103-104 .....	6	Math. 251-252 .....	8
Math. 171-201 .....	10	Physics 211-212 .....	8
Bible 112-101 .....	4	Speech 101 .....	3
	—	From Bible 204, 211, 212, 213 .....	4
	34		—
			33

### PRE-DENTISTRY (Jack Wood Sears, Ph.D. — Advisor)

Three years of college work is required for entrance to most schools of dentistry; however, preference is given to those who hold the Bachelor's degree. The pre-dental student should maintain at least a 3.30 cumulative average. Students who wish to obtain a degree before entering dental school should select as their major biological science, chemistry, or general science, and include those courses listed below. Those who wish to transfer after three years should follow the curriculum here outlined. Upon request Harding will confer a Bachelor of Science degree with a major in general science on students who successfully complete two years in an approved school of dentistry, and who satisfy the other requirements for graduation.

Students transferring to the School of Dentistry of Baylor University, the University of Tennessee, or the University of Missouri at Kansas City should complete the following courses. The student is advised to obtain in advance the admission requirements of the school of dentistry he plans to enter.

First Year	F.	Sp.	Second Year	F.	Sp.
Chem. 111-112 .....	4	4	Art 101 or Music 101 .....		2
English 103-104 .....	3	3	Biology 111, 152 .....	4	4
History 101, 111 .....	3	3	Econ. 201, Speech 101 .....	3	3
*Math 151, 152 .....	4	3	English 201, 202 .....	3	3
P.E. 112-225 .....	1	1	P.E. 112-225 .....	1	1
Bible 112, 101 .....	2	2	Psychology 201 .....	3	
	—	—	Phy. Sci. 101 .....		2
	17	16	From Bible, 204, 211, 212, 213 .....	2	2
				—	—
				16	17

Third Year	F.	Sp.
Biology 251 .....	4	
Chem. 301-302 .....	4	4
Music 101 or Art 101 .....	2	
Physics 201-202 .....	4	4
Pol. Sci. 202 or 205 .....		3
Elective .....		3
Bible .....	2	2
	—	—
	16	16

\*Students inadequately prepared for Math. 151 must take 105 instead. Students with a strong mathematics background should take 171 or 201. Calculus is strongly recommended.

### PRE-ENGINEERING (Maurice L. Lawson, M.S. — Advisor)

The standard pre-engineering course is two years followed by transfer to the engineering school. The 3-2 plan, however, permits the student to obtain a broader foundation for engineering by spending three years in liberal arts study and two years in the engineering school to receive his Bachelor's in engineering. Harding College has 3-2 plans arranged with the Colleges of Engineering of the University of Arkansas, Georgia Institute of Technology, the University of Missouri, and the Louisiana Polytechnic Institute. Upon the successful completion of an approved 3-2 plan a student may receive from Harding College a Bachelor of Science degree with a major in general science in addition to the engineering degree from his chosen college of engineering. Stanford University has a 4-2 plan by which outstanding students may complete four years in a liberal arts college, then transfer to Stanford and receive the Master of Science in engineering in two years. Those wishing to follow the 3-2 or 4-2 plan should outline their programs with the help of the pre-engineering advisor.

The following is the suggested two-year program for students who plan to transfer to the engineering school at the end of two years.

First Year	F.	Sp.	Second Year	F.	Sp.
Chem. 111-112 .....	4	4	Art 221-222 .....	2	2
English 103-104 .....	3	3	*Econ. 201-202 .....	3	3
History 101 .....	3		Math. 251-252 .....	4	4
Math. 171-201 .....	5	5	P.E. 112-225 .....	1	1
Speech 101 .....		3	Physics 211-212 .....	4	4
Bible 112, 101 .....	2	2	From Bible 204, 211, 212, 213 .....	2	2
	—	—		—	—
	17	17		16	16

For chemical engineering majors who wish to take the third year at Harding, the following program is suggested.

Third Year	F.	Sp.
Chem. 301-302 .....	4	4
Chem. 411-412 .....	4	4
Physics 301 or 421 .....		3 or 3
Electives .....	4-7	3-6
Bible .....	2	2
	—	—
	17	16

\*Chemical engineering majors should substitute Chem. 261 for Econ. 202.

### PRE-LAW (Raymond Lee Muncy, Ph.D. — Advisor)

A liberal arts education is considered the best pre-legal preparation. Students are advised to elect a concentration in social science and to take as much work as possible in English composition and speech. Those who expect to enter law school after the completion of the junior year and plan ultimately to receive the Bachelor of Arts degree from Harding should consult the chairman of the Department of Social Science concerning their program of study. Upon request Harding will confer a Bachelor of Arts degree with a major in social science on students who follow a three-year program approved by the advisor and the Dean of the College, who successfully complete two years of work in an approved school of law, and who meet the other requirements for graduation.



**PRE-MEDICAL TECHNOLOGY** (Carroll W. Smith, Ph.D. — Advisor)

The minimum entrance requirement to approved schools of medical technology is three years of college work. Upon request Harding will confer the Bachelor of Science in Medical Technology degree on students who complete the three-year program outlined below, who successfully complete the program of work in an approved school of medical technology, and who meet the other requirements for graduation.

First Year	F.	Sp.	Second Year	F.	Sp.
Chem. 111-112	4	4	Art 101, Music 101	2	2
English 103-104	3	3	Biology 111, 152	4	4
History 101, 111	3	3	Chem. 261, Psy. 201	4	3
Math. 151 or 152	3		English 201, 202	3	3
P.E. 112-225		1	P.E. 112-225	1	1
Speech 101		3	From Bible 204, 211,		
Bible 112, 101	2	2	212, 213	2	2
	15	16		16	15

Third Year	F.	Sp.
Biology 271		4
*Biology elective	4	
*Chem. 271	4	
Econ. 201	3	
P.E. 112-225		1
Phy. Sci. 101		2
**Elective	4	4
Pol. Sci. 202 or 205		3
Bible	2	3
	17	17

\*Students planning to go to the University of Arkansas School of Medical Technology should take Chem. 301-302 instead of Chem. 271 and a biology elective; hence, should take Biol. 271 in the fall.

\*\*Physics 201-202 are strongly recommended. If Physics 201-202 are not elected, Biol. 405, 420 are recommended.

**PRE-MEDICINE** (Don England, Ph.D.; Bryce Roberson, Ph.D. — Advisors)

Most schools of medicine require for admission a minimum of three years of college work with a grade average well above 3.00 and relatively high scores on the Medical College Aptitude Test; however, preference is usually given to those holding the Bachelor's degree. Students who wish to complete the Bachelor of Science degree before transferring to medical school should choose biological science, general science, or chemistry as their major field of concentration. Upon request Harding will confer the Bachelor of Science degree with a major in general science on students who complete two years in an approved school of medicine, and who meet the other requirements for graduation.

With only slight modification, the following courses will meet the requirements of any school of medicine in the United States. Students should consult the premedical advisor for specific requirements of the various medical schools.

First Year	F.	Sp.	Second Year	F.	Sp.
Biol. 111, 152	4	4	Biol. 251, 263	4	4
Chem. 111-112	4	4	Eng. 201, 202	3	3
Eng. 103-104	3	3	**Physics 201-202	4	4
*Math. 171-201	5	5	P.E. 112-225	1	1
Bible 112, 101	2	2	Art 101, Hist. 111	2	3
	18	18	From Bible 204, 211,		
			212, 213	2	2
				16	17

Third Year***	F.	Sp.	Fourth Year	F.	Sp.
Biol. 405, 420	3	4	****German 101-102	3	3
Chem. 301-302	4	4	Science elective	4	4
Phy. Sci. 101, Chem. 324	2	3	Science elec., Biol. 412	4	2
Hist. 101, Econ. 201	3	3	Pol. Sci. 202 or 205		3
P.E. 112-225, Music 101	1	2	Psy. 201, Elective	3	3
Speech 101	3		P.E. 112-225	1	
Bible	2	2	Bible	2	2
	18	18		17	17

\*Students inadequately prepared for Math 171-201 must first take 151, 152, or in case of very inadequate preparation, even 105. Math 215 is highly recommended.

\*\*Chemistry majors will take Physics 211-212 in their junior year and will take Chem. 261 and Math. 251 as sophomores. Chem. 411 is highly recommended for general science and biology majors.

\*\*\*The Medical College Aptitude Test (MCAT) should be taken in the spring semester of the junior year. The schedule outlined for the first three years will accommodate the heavy science emphasis on the MCAT. Application to medical school should be completed by the following September.

\*\*\*\*French 101-102 may be elected rather than German 101-102.

**PRE-OPTOMETRY** (Dean B. Priest, Ph.D. — Advisor)

Schools of optometry require two years of pre-professional work for admission. The basic courses required by practically all schools include the following.

First Year	F.	Sp.	Second Year	F.	Sp.
Biology 111, 152	4	4	Chem. 111-112	4	4
English 103-104	3	3	English 201, 202	3	3
History 101, 111	3	3	Physics 201-202	4	4
*Math 151, 152	4	3	Psy. 201, Biol. 271	3	4
P.E. 112-225	1	1	Bible 204, 211, 212, 213	2	2
Bible 112, 101	2	2		16	17
	17	16			

\*Students inadequately prepared for Math. 151 must take 105 instead.

Since the requirements vary widely among different schools of optometry, the student is advised to obtain in advance the admission requirements of the school of optometry he plans to attend.



**PRE-PHARMACY** (William D. Williams, Ph.D. — Advisor)

Students planning a pharmacy career may complete the two-year prepharmacy requirements at Harding. Since requirements vary slightly among schools of pharmacy, the student should consult the catalog of the pharmacy school he plans to attend. Because of the heavy science load in this curriculum, many students add an additional summer or spend three years at Harding before entering pharmacy school.

First Year	F.	Sp.	Second Year	F.	Sp.
Biology 111, 152	4	4	Acct. 205	3	
Chem. 111-112	4	4	Chem. 301-302	4	4
English 103-104	3	3	Econ. 201		3
*Math 151, 152	4	3	History 101, 111	3	3
Bible 112, 101	2	2	Physics 201-202	4	4
	—	—	Bible 204, 211, 212, 213	2	2
	17	16	Elective		2
				—	—
				16	18

\*Students inadequately prepared for Math. 151 must take 105 first.

**PRE-PHYSICAL THERAPY** (Maurice L. Lawson, M.S. — Advisor)

This program is essentially the same as the premedical program except that another semester of psychology and a year of sociology should be included. Each student should check the specific requirements of the physical therapy school he plans to attend.

**PRE-VETERINARY SCIENCE** (George W. Woodruff, Ed.D. — Advisor)

This program is essentially the same as that outlined for pre-medicine. Each student should check the specific requirements of the school of veterinary science he plans to attend. It is recommended that a student obtain the baccalaureate degree if he intends to apply to a school of veterinary science.

**SPEECH THERAPY** (Richard W. Walker, Ph.D. — Advisor)

The following program is designed to meet Arkansas certification requirements in speech therapy and to prepare one graduate study in speech therapy. **For certification to teach speech**, a student must take additional speech and education courses, including 6 hours of supervised teaching.

First Year	F.	Sp.	Second Year	F.	Sp.
Art 101 or Music 101		2	Biology 251, 275	4	4
Biol. 111, Math. 105*	4	3	English 201, 202	3	3
English 103-104	3	3	Art 101 or Music 101		2
History 101, 111	3	3	P.E. 203, Psy. 201	3	3
P.E. 112-225	1	1	Phy. Sci. 101		2
Speech 101, 211	3	2	Pol. Sci. 202 or Econ. 201		3
Bible 112, 101	2	2	Speech 250		3
	—	—	From Bible 204, 211, 212, 213	2	2
	16	16		—	—
				17	17

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Education 307, 336	3	3	Phy. Sci. 102		2
P.E. 112-225	1	1	Pol. Sci. 205		3
Psy. 325, Elec. Psy.	3	3	Speech 401, 400	3	3
Speech 300, 300	1	1	Speech 402, 406	3	3
Speech 255	3		Speech 407		3
Speech 405	3		Speech 420		6
Elective Educ.		6	Elective Psy.		3
Bible	2	2	Bible		2
	—	—		—	—
	16	16		16	15

\*If the student has the background to take Math. 151, 171 or 201, he should elect the more advanced course so that he will be better prepared for Psy. 325.

**TEACHING**

Students preparing to teach have three choices in regard to preparation: (1) they may major in education as outlined previously and take enough subject matter to certify in two teaching fields; or (2) they may major in their chosen subject matter teaching fields and take the specified courses in education and psychology to meet certification requirements; or (3) follow either plan just outlined with a year of graduate work leading to the Master of Education degree. This graduate year is a combination of subject matter and professional work to fit the need of each teacher.

Those planning to teach elementary education, special education or home economics must complete a major in the chosen teaching field.

**Graduate studies** at Harding College's Searcy campus lead to the Master of Education degree. The program is designed to give new and in-service teachers more adequate preparation for their professions. With the growing mass and complexity of information necessary for effective teaching and with the development of better techniques and materials, it has become increasingly more difficult for students to attain in a four-year undergraduate course the competencies needed in the teaching



profession. Even experienced teachers frequently require further work to keep abreast of current developments and to enrich their preparation.

The graduate program at Harding meets the needs of both new and experienced teachers who recognize the personal and professional benefits to be gained from additional training in academic, cultural, and professional fields. Each student's program is designed to meet his individual needs.

The work of the graduate program is concentrated primarily in the field of teacher training. Fundamentally, it is aimed at meeting the needs of the teacher in terms of knowledge and practices, certification requirement, salary-schedule increments, and other advantages normally expected from a year of advanced study and a Master's degree. The program can be undertaken during the regular academic year or during summer sessions.

Administration of graduate study is the responsibility of the Director of Graduate Studies who serves as chairman of the Graduate Council, which is appointed by the president of the college.

Admission to the Graduate Program is based primarily on the applicant's undergraduate record. Unconditional admission to the Graduate Program may be granted to applicants who hold the baccalaureate degree from an institution that is regionally accredited provided the applicant has a cumulative average of at least 2.50. An applicant who does not meet the requirements for the highest type of teaching certificate based on a four-year-training program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with graduate work. Provisional admission may be granted to graduates of institutions that are not regionally accredited or to applicants with a grade average below 2.50. In case an applicant is granted provisional admission, he must achieve a 3.00 average of better on the first 12 semester hours of graduate work to remain in the graduate program. Included in the first 12 hours must be at least 6 hours from the subject-matter area. Admission to graduate study does not imply admission to candidacy for the Master of Education degree.

A minimum score of 550 on the TOEFL (Test on English as a Foreign Language) is required for admission of students whose native language is not English **unless** the applicant holds a degree from an American college or university.

Undergraduate students in the college may register for graduate courses during their final semester's work, provided they lack not more than 8 semester hours of credit for graduation and they make formal application for admission to graduate study.

Full-time students may carry an absolute maximum of 16 hours during any semester and are not to exceed 6 hours during either summer term. Full-time teachers are limited to not more than 6 hours per semester. The minimum full-time load for graduate study is 10 hours per semester.

All work for the Master of Education degree should be completed within a period of five calendar years, but half credit may be given by the Graduate Council for graduate courses taken more than five years but less than eight years prior to graduation.



Students may register for graduate credit in approved 300 or 400 courses, indicated by a "G" after the course number. A minimum of 15 semester hours of the 32 required for the degree must be in courses numbered 500 or above. Eligibility to enroll in courses numbered 500 or above in any given field is restricted to those who have completed a minimum of 12 hours of undergraduate credit in that field.

The Master of Education degree requires a minimum of 32 semester hours of credit in courses approved for graduate study with a minimum 3.00 average. A minimum of 26 hours of graduate study must be completed on the Harding campus. A written comprehensive examination covering the student's major and professional areas is required of all candidates for the Master of Education degree. An official transcript from Educational Testing Service of scores achieved on the National Teachers Examination must be on file in the Graduate Office.

Graduate curricula are available in the following major fields:

- A. Elementary Education
  - a. Elementary Instruction
  - b. Elementary School Administration\*

\*Harding College has received approval from the North Central Association and the Arkansas Department of Education to offer graduate work leading to an Elementary Principal's Certificate. The program began with the 1976 spring semester. Each calendar year, all courses required for the certificate will be offered. Also, the program may be completed in any three consecutive summer sessions.



## Financial Information

Expenses . . . Financial Aid . . . Scholarships . . . Work . . . Loans . . .  
 Government Grants . . . Application for Aid

- B. Secondary Education
  - a. Biblical Literature and Religion
  - b. English and Humanities
  - c. Home Economics
  - d. Natural Sciences and Mathematics
  - e. Physical Education
  - f. Social Sciences
  - g. Speech and Speech Therapy
- C. Special Education

The elementary curriculum consists of the following 32-hour program:

- I. Professional Courses (21 hours)
  - A. Education 532, 545, 552
  - B. Four courses\* selected from Education 410G, 411G, 431G, 432G, 433G, 434G, 435G, 502, 520, 521, 522, 524, 527, 529, 530, 533, 533, 537, 538, 539, 543, 554, 558, 562, 563
- II. Academic Area (9 hours)
- III. Biblical Literature and Religion (2 hours)
- IV. A minimum of 15 hours must be selected from courses numbered 500 or above

\*Students seeking the elementary principal's certificate must schedule 554, 562, 563.

The secondary curriculum consists of the following 32-hour program:

- I. Professional Courses (12 hours)
  - A. Education 532, 545, 552
  - B. One course selected from Education 325G, 380G, 382G, 385G, 400G, 402G, 431G, 432G, 433G, 434G, 435G, 520, 536, 537, 538, 539, 543, 550, 554, 558, 562
- II. Fields of Academic Concentration (18 hours from not more than two areas)
- III. Biblical Literature and Religion (2 hours)
- IV. A minimum of 15 hours must be selected from courses numbered 500 and above

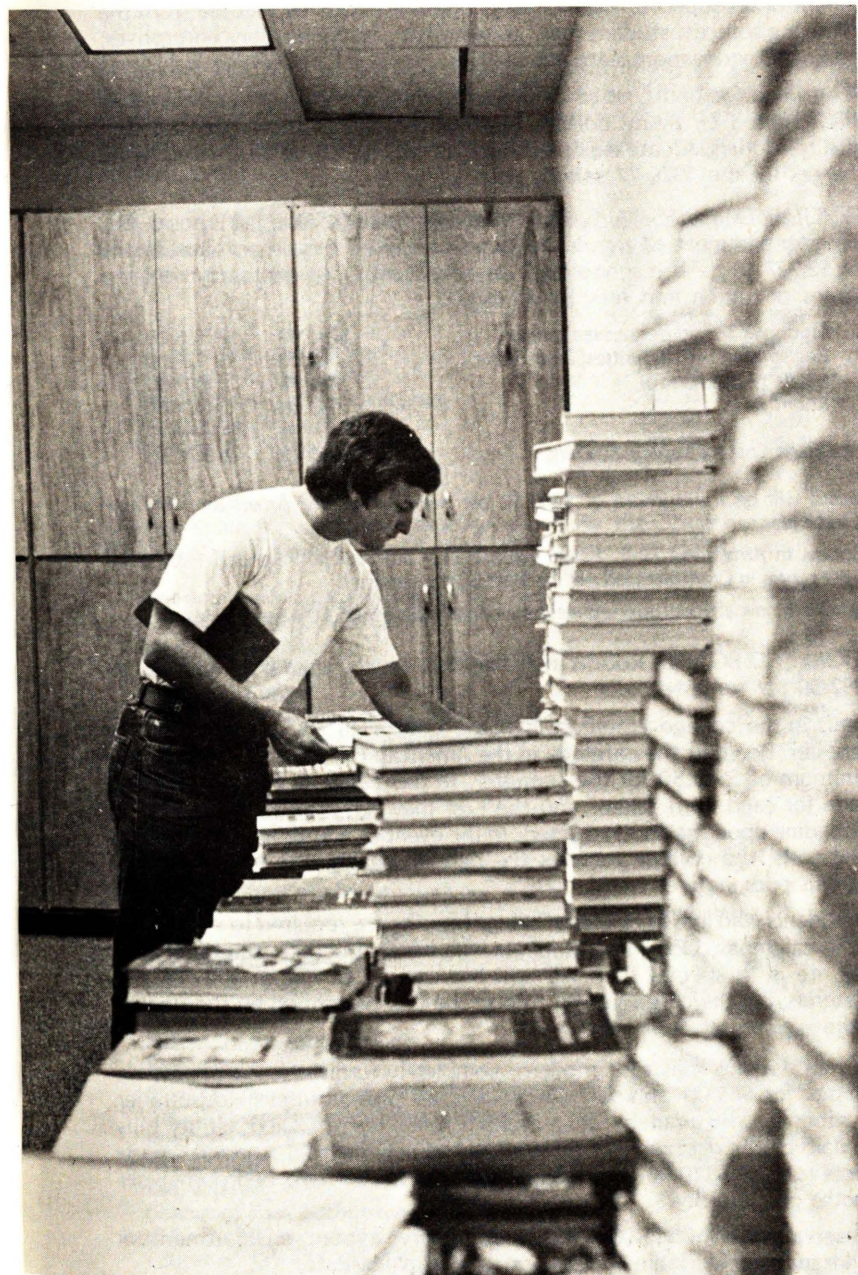
The special education curriculum consists of the following 32-hour\*\* program:

- I. Professional Courses (24 hours)
  - A. Education 502\*\*\*, 545, 552
  - B. Psychology 400G and Art 415G or Psychology 382G
  - C. Education 407G and 405G, 406G or 408G, 409G
- II. Academic Area (6 hours of 500-level courses)
- III. Biblical Literature and Religion (2 hours)
- IV. A minimum of 15 hours must be selected from courses numbered 500 or above.

\*\*If not already completed in the undergraduate program, Speech 250 and Educ. 471 or 475 must be completed as undergraduate make-up courses.

\*\*\*If Educ. 302 was included in the undergraduate program, the Director of Graduate Studies will substitute another 500-level course for Educ. 502.

Those interested in the Master of Education program at Harding College should write Dr. Wyatt Jones, Director of Graduate Studies, Harding College, Searcy, Arkansas 72143, for a Graduate Catalog and application for admission forms.





**What will college cost?** This is a most pressing question in the mind of a high school senior and his parents. Then, when the costs are known, another question: How can we afford it? This section will present educational costs in a realistic manner, together with practical methods of meeting these expenses. Harding College, a private institution without benefit of tax support, must meet its operating costs by income from the following sources: student fees, government grants, auxiliary enterprises, gifts, and endowment earnings.

The tuition fee and cost of attending Harding is moderate compared to that assessed by many colleges and universities of the same size and quality. Undergraduate expense estimates may be based on the following charges for the 1976-77 school year.

**GENERAL EXPENSES:** A typical boarding student taking 16 hours per semester can meet all regular expenses of tuition, fees, room, and board for \$2,777.50 for the school year. A non-boarding student can meet expenses of tuition and fees for \$1,693.00.

Tuition at \$49.00 per semester hour	\$784.00	\$1,568.00
Registration Fee (activities, health, etc.)	62.50	125.00
*Meals (Pattie Cobb)	348.75	697.50
**Room Rent	193.50	387.00
<b>Total Basic Cost for Typical Student</b>	<b>\$1,388.75</b>	<b>\$2,777.50</b>

\*Board will be a minimum of \$380.50 per semester in the American Heritage Cafeteria.

\*\*Rooms in Armstrong Hall, Pattie Cobb Hall, Cathcart Hall, Kendall Hall, and suite rooms in Graduate Hall will be \$193.50 per semester.

\*\*Rooms in new air-conditioned residence halls will be \$225.00 per semester.

**ROOM AND BOARD:** Rooms in the residence halls range from \$193.50 to \$292.50 per semester.

Meals in the college cafeteria in Pattie Cobb Hall are \$348.75 for the semester. Board in the cafeteria in the American Heritage Center will be a minimum of \$380.50 for the semester. In this cafeteria a charge will be made for each item taken, and the cost may run higher than \$380.50, depending upon the food selected. In the event of any drastic increase in food costs, the college reserves the right to change the price of meals without prior notice.

All students who live in Harding College housing are required to eat in one of the cafeterias. Dormitory students who have a doctor's statement that they are on a special diet will still be required to eat in one of the cafeterias, but the cafeteria will furnish the diet prescribed by the doctor at the regular cafeteria price.

Married students may rent modern, completely furnished apartments on campus for \$65.00 and \$72.50 per month, plus utilities. House trailer locations are also available for a monthly rental fee of \$20.00. Utility bills are paid by the occupant of the trailer. The new married students apartments rent for \$110.00 (one bedroom) and \$130.00 (two bedrooms) per month, plus utilities.

A reservation fee of \$25.00 is required to reserve a room, an apartment, or trailer space (refundable 30 days prior to occupancy date).

**GRADUATE SCHOOL EXPENSES:** For a summary of the tuition and fees for graduate students working toward the degree of Master of Education, see the Graduate Catalog. The same facilities for room and board are available for graduate students as for undergraduates at the same rate. Expenses for graduate students in Bible and religion can be found in the Bulletin of the Graduate School of Religion, 1000 Cherry Road, Memphis, Tenn. 38117.

**REGULAR TUITION AND FEES:** Regular tuition is \$49.00 per semester hour. The registration fee is \$62.50 per semester. This fee covers such things as matriculation, library, infirmary, yearbook (one-half the price per semester), student newspaper, yearbook portrait, lyceum series, and athletic events.

**SPECIAL TUITION AND FEES:** Private instruction in piano, voice, band instruments, orchestral instruments, and speech require, in addition to the semester hour charge, a special fee as follows.

	<b>Semester</b>	<b>Year</b>
Two private lessons per week	\$100.00	\$200.00
One private lesson per week	60.00	120.00
Class instruction in voice and piano	30.00	60.00
Piano rental, one hour per day	12.50	25.00
Piano rental, two hours per day	17.50	35.00

The fee scale for clinical services provided by the Speech and Hearing Clinic are as follows:

One hour session, once a week	\$ 5.00
45 minute session, twice a week	8.50
Speech evaluation	7.50
Language evaluation	10.00
Hearing evaluation	10.00
A combination charge for A, B, and C above	20.00
A combination charge for any two services	12.50

#### OTHER SPECIAL FEES:

ACT Test fee	\$ 6.00
Advanced Placement Credit (per course)	10.00
Air-Conditioner in room (student's own A-C)	15.00
	(20.00 for summer)
Art 212, 235, 255, 335, 345, 355,	
365, 400, 401 fees	15.00 each
Art 340, 360 fees	20.00 each
Art 475 fee	Above-listed fee applies
Automobile registration fee	5.00
Biol. 449	10.00
Breakage deposits in chemistry and physics	
each course (returnable, less breakage)	20.00
Bus. 105, 106, 107, 218 fees	2.50 each
Bus. 117 fee	12.50
Bus. 260 fee	25.00
Change of class, each change	3.00
CLEP credit (per course)	10.00
Education 320, 431, 433, 435, 520 fees	10.00 each



Education 441, 451, 461, 471, 475, 481 fees	25.00 each
Fee for deferred payment of account	5.00
Graduation fee (required of all graduates whether attending graduation exercise or not)	40.00
Key deposit	5.00
Late registration fee (after day set for regular enrollment)	15.00
Make-up final examination — each	5.00
Make-up Freshman and Sophomore Tests:	
First make-up	2.50
Second make-up	5.00
Management 430	10.00
Mathematics 215, 261, 515 fees	25.00 each
Music 211, 212 (instrument rental)	10.00 each
National Teachers Examination Test fee	10.00
Permit for credit by examination (per course — plus regular tuition if credit earned)	5.00
Permit for exemption tests (per course)	5.00
Permit for validation tests (per course)	5.00
Physical Education 113, 114, 120, 220, 224, 356 fees	2.00 each
Physical Education 124, 355 fees	6.00 each
Physical Education 130 fee	20.00
Physical Education 225 fee	10.00
Physical Education 402 fee	3.00
Placement Office Credentials (after first copy)	2.00
Speech 420 fee	25.00
CLEP test fee (varies with number of tests taken)	20.00, 30.00, or 40.00
Trailer Connection fee	15.00
Transcript of Academic Record	1.00
Rush order of transcript	2.00 extra
Transcript of National Test Scores (after first copy)	1.00
Tuition for auditing class	24.50 per sem. hr.

**PART-TIME STUDENTS:** Students who wish to enroll for a specific course or for a number of courses up to and including 10 hours per semester may enroll as part-time students and pay \$55.00 per semester hour rather than the regular tuition of \$49.00 plus the \$62.50 registration fee.

A student registering as part-time will not be entitled to any of the benefits as listed under the Registration Fee such as lyceum ticket, yearbook, college paper, athletic ticket, or health services.

**DEFERRED PAYMENTS:** A charge of \$5.00 each semester is made for those students who wish to pay their bills by installment.

A payment of \$400.00 each semester must be made by all boarding students and \$250.00 by all non-boarding students at time of registration. The balance of the account may be sent home for payment or may be paid in three monthly installments as follows:

First Semester: September 20	Second Semester: February 5
October 20	March 5
November 20	April 5

**Books and supplies must be paid for at the time of purchase.**

**EXPENSES FOR VETERANS:** Those veterans who have served more than 180 days in the armed forces since 1955 are eligible for education allowance under the Veterans' Readjustment Benefits Acts of 1966. A veteran must be certified for eligibility by his local VA office, and must contact the appropriate representative in the Student Personnel Office at the college.

**Disabled:** Those entering under Public Law 16 for disabled veterans should apply to their state Veterans Administration headquarters for counseling and approval, and then contact the college Student Personnel Office and Business Office.

**REFUNDS:** Since the operating costs of a college must be based upon an estimated enrollment, all students are granted admission with the understanding that they are to remain at least one semester.

After a student registers, there will be no refund of the registration fee.

When a student officially withdraws, refund of tuition (hours charged only) will be governed by the following policy calculated from the cataloged date for enrollment:

Within one week	90 per cent refund of tuition
Within 2 weeks	80 per cent refund of tuition
Within third week	60 per cent refund of tuition
Within fourth week	40 per cent refund of tuition
Within fifth week	20 per cent refund of tuition
After 5 weeks	No refund of tuition

Students leaving the apartments by permission of the administration will be refunded rent for the unused time except that the use for any part of a month will be counted as a full month.

Students leaving the dormitory by permission of the administration will be refunded rent for the unused time except that any part of a four week period started, will be counted as full period.

Cost of meals will be refunded for the unused portion of the semester when removal from the dining hall has full sanction of the President and the Vice President for Finance, and the meal tickets are returned to the Business Office. But refunds of part of a week will be based on cost of individual meals. No refund can be made for meals missed while the student is enrolled. No refund is made of registration or special fees. If the withdrawal results from the student's misconduct, the institution is under no obligation to make any refunds.

**BREAKAGE REFUND:** Students withdrawing prior to the close of a semester or at the end of the first semester will make application for breakage refund at the Business Office. If the application is not completed within thirty days after withdrawal, the deposit will be forfeited. Accounts must be cleared for a cash refund.

**GENERAL POLICIES:** No diploma, certificate, transcript, semester grade report, or letter of recommendation will be granted to students who have failed to take care of any indebtedness to the college. Transcripts to other schools cannot be released until all accounts are paid in full. (Exception is made for government loans if they are not past due).



At the discretion of the administration of the college, students may be suspended for non-payment of their indebtedness. Students who have not cleared all financial obligation to the college will not receive grades or credits.

All compensation due students employed by the college, except work performed under the college Work-Study Program, will be applied on charges for tuition, fees, room, or board, if such students are indebted to the college for any or all of these items.

**REQUIRED FEES:** There are two fees which should be sent with the Application for Admission — a \$15.00 application fee and a \$25.00 housing reservation fee. The application fee is non-refundable and is designed to cover the cost of application processing. The housing reservation fee is a deposit and is applied to the student's account. The housing reservation fee will be refunded if the housing reservation is canceled more than thirty (30) days prior to the proposed enrollment date.

The fees may be forwarded in the form of one check or money order in the amount of \$40.00 made payable to Harding College. Commuting students should file only the \$15.00 application fee.

**ROOM FURNISHINGS:** The dormitories are steam heated, so two blankets should be sufficient cover. The beds are all twin size. Students will need four or six sheets, two or three pillow cases, a pillow, a bed spread, and an adequate supply of towels and face cloths. Students may bring table lamps, small radios, and small record players. Women may wish to bring an iron and ironing board. Miscellaneous articles can be purchased locally.

**CLOTHING NEEDS:** Searcy's climate is quite mild, but there will be warm days, cold days, and rainy days. All students will need to bring about the usual college clothes, perhaps about the same number and kind worn to high school or college elsewhere.

For the women, we would suggest blouses, sweaters, skirts, dresses, loafers, heels and hose, and a conservative evening dress for special occasions. A raincoat, rain boots, and umbrella will be needed.

**THE SUMMER SESSION:** The summer session at Harding is an integral part of the total program of the institution. By means of the summer session a student can either accelerate or broaden his educational program. Summer students have the advantage at Harding of air-conditioned classrooms, residence halls, library, student center, and cafeteria.

The summer session is divided into two 5-week terms of 5 days per week. A student may carry a maximum of 13 hours for the summer but not more than 7 hours any one term. Expenses based on 6 hours each term are as follows:

**For 1977 SUMMER SESSION**

Tuition (\$49.00 per semester hour)	\$294.00	\$588.00
Registration fee	15.00	30.00
Rooms (double occupancy)	66.25	132.50
(single occupancy)	86.25	172.50
Board	119.00	238.00
<b>TOTAL (for double occupancy)</b>	<b>\$494.25</b>	<b>\$988.50</b>

Reservations and requests for information for the summer session should be directed to the Director of Admissions. See the summer school bulletin for the financial policy for the summer session.

**Financial aid** is available to the Harding student from at least four sources. One or a combination of these may be the answer to any student's problem in financing his college education. No student who has the ability and desire to attend should be deprived of a Christian education at Harding because of financial hindrances. To qualify for a Basic Educational Opportunity Grant, full Veterans' Benefits, and certain other financial assistance, a student must be enrolled for at least 12 hours each semester. Before enrolling for fewer than 12 hours, a student receiving financial assistance should check with the Director of Student Financial Aid to find out the effect it will have on his plans for financial assistance.



**Scholarships** of various types are available to students.

**ACADEMIC:** A student with a good academic background can earn as much as \$1,400 in scholarships for four years at Harding. An entering freshman who achieves a composite score of 29 or above on the ACT examination or who is a semifinalist in the National Merit Testing Program is eligible for a \$1,400 scholarship, provided the four-year high school transcript shows average or higher grades in solid subjects. An ACT composite score of 25 to 28 qualifies a student for a \$1,000 scholarship. Both the \$1,400 and \$1,000 grants are prorated over four years of eight semester of college work. They also may be applied to summer school work on a prorated basis.

Valedictorians and salutatorians of their high schools qualify for the \$1,000 scholarship if their ACT composite score is below 25.

Valedictorians and salutatorians who score 25 or higher on the ACT qualify for a \$1,400 scholarship. A letter from the high school principal or counselor confirming valedictorian or salutatorian status must be sent to the Admissions Office.

A student must be enrolled as a full-time student each semester that he receives an academic scholarship stipend.

A student should request that a copy of his ACT or National Merit Test report card be sent to the Director of Admissions. The official test report card is required. A photostatic copy of the raw scores is not acceptable.



Transfer students may qualify for an academic scholarship of \$125 to \$175 per semester provided their grade point average in the college from which they transfer is 3.20 or higher. The \$175 scholarship per semester requires a grade point average of 3.85.

To retain academic scholarships, recipients must maintain a 2.75 grade point level their freshman year and a 3.00 level their remaining three years. CLEP credit will count toward determining the classification.

**DEPARTMENTAL:** A few scholarships are given in speech and debate, vocal and instrumental music, home economics, and art. Interested students should write the appropriate department chairman for information.

**ATHLETIC:** Grants-in-aid are available only in football and basketball, according to rules of the Arkansas Intercollegiate Conference. The maximum grant-in-aid covers room, board, tuition, and fees. Interested students should write the head coach of each sport for information.

**Work** on campus is a source of aid to Harding students, some of whom work up to 15 hours a week and earn more than \$450 per semester. Many, of course, work fewer hours per week and earn less accordingly.

There are two work programs: The College Work-Study Program, which is funded by the federal government, and the regular Harding program. To qualify for either program, students must present evidence on proper application forms showing need for the aid. Harding also participates in the summer community work-study programs.

Applications for work are available from the Director of Admissions or the Director of Financial Aids at Harding College.

**Loans** available to students include ones provided by friends of the college (see listing in the index) and by government programs.

**NATIONAL DIRECT STUDENT LOAN:** Students enrolled for at least half time college work and who can show a financial need may be able to borrow up to \$1,250 per year through the National Direct Loan Program. Most of the loans awarded, however, average less than \$1,250 so that the loan fund may be spread to help as many students as possible.

Repayment begins nine months after the student leaves school and continues no more than ten years at an interest rate of 3 per cent per year. Fifteen per cent annually may be forgiven to teachers of handicapped children or to teachers in schools with a high concentration of students from low-income families. For military service performed after July 1, 1972, cancellation will be at the rate of 12.5 per cent of the total amount of such loans (plus interest) for each year of consecutive military service in an area of hostilities that qualifies for special pay (not to exceed 50 per cent of the total loan).

**HARDING COLLEGE LOAN PROGRAM:** This is a college loan program through which short term loans are made available to students. The funds borrowed are to be repaid during the summer before enrollment in the fall.

**HARDING COLLEGE FEDERALLY INSURED LOAN PROGRAM:** Harding is an approved lender for the Federally Insured Student Loan Program. Students who cannot obtain guaranteed student loans through their home banks or other lenders can be assisted through this program.

**GOVERNMENT GUARANTEED STUDENT LOAN:** Families of middle incomes may not qualify students for work, loans, or grants, yet circumstances may still make it hard on the family income. The Government Guaranteed Student Loan helps to alleviate such difficulties by making loan insurance available to any college student who needs to borrow. The loan is not borrowed from the federal government but through a student's hometown bank or some other private lending agency. Interest rate on these loans is 7 per cent and is paid by the government while the student is in school if the student is eligible for federal interest benefits. Repayment need not begin until a student graduates or ceases taking at least a half-time load of study.

**Government grants** are available to a limited number of students with exceptional financial needs or disabilities.

**SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT:** Grants of from \$200 to \$1,500 per year, which must be matched by Harding with an equal amount of aid in some other form, are available to students with unusual needs. The grant can be no more than half the student's total assistance.

The amount of aid from this source is determined by the student's need. To determine the need, Harding uses the ACT Family Financial Statement to be completed by parents and returned to the American College Testing Program. The forms may be obtained from the Director of Admissions or the Director of Financial Aids at Harding College.

**BASIC EDUCATIONAL OPPORTUNITY GRANT PROGRAM:** All undergraduate students are eligible to apply for a basic grant. Amounts of the grants through this program are estimated to range from \$50.00 to \$1,000.00 for the 1976-77 school year, with six hours being the minimum load to receive a grant. Applications can be obtained in the Financial Aid Office or from high school counselor.

**VOCATIONAL REHABILITATION:** Students who are permanently disabled may receive, at no cost to themselves, vocational counseling and financial assistance toward the cost of their college training provided the vocational objective of the disabled person is approved by a rehabilitation counselor. The student should apply directly to the vocational rehabilitation counseling service of the Department of Education in his own state and should at the same time notify the Vice President for Finance of the College so he may give any assistance necessary.

**NURSING STUDENT LOAN AND SCHOLARSHIP PROGRAM:** These programs provide aid for students who need financial assistance to pursue a course of study leading to a degree in nursing.

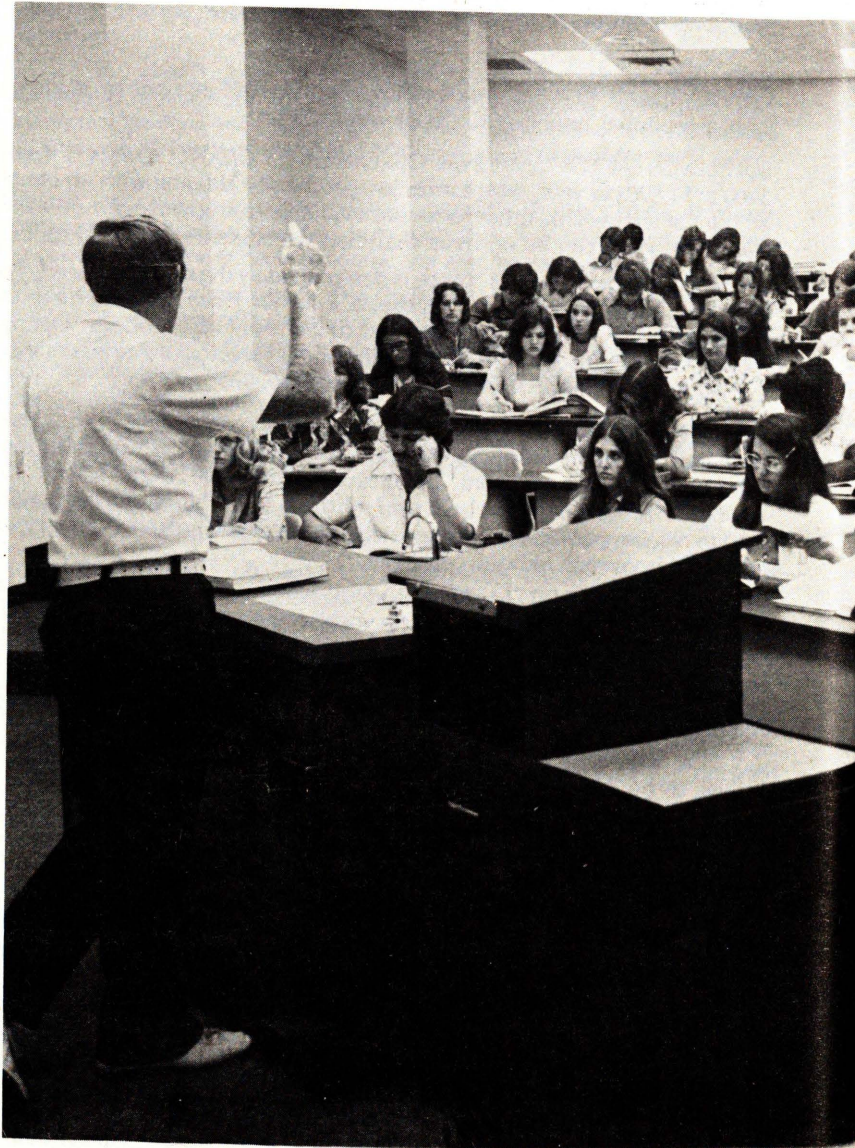
**Application for aid** should be made as follows:

1. Apply for admission. Application forms are available from the Director of Admissions.
2. Request application forms for aid and then submit them. Feel free to correspond with the Director of Financial Aid or the Director of Admissions. Make sure the college understands your circumstances and needs.
3. Complete an ACT Family Financial Statement form.
4. Mail completed forms.



# Courses of Instruction

Art . . . Bible, Religion, and Philosophy . . . Biological Science . . .  
 Business and Economics . . . Co-operative Education . . . Education . . .  
 English Language and Literature . . . General Science . . . History and  
 Social Science . . . Home Economics . . . Journalism . . . Mathematics . . .  
 Modern Foreign Languages . . . Music . . . Nursing Education . . . Physical  
 Education, Health, and Recreation . . . Physical Science . . . Psychology  
 . . . Sociology and Social Services . . . Speech



**Courses of instruction** are listed on the following pages. All courses will be offered as cataloged if enrollments justify. Courses offered "on demand" or "on sufficient demand" are so indicated. When a course is designated as offered on alternate years, in general the course with which it alternates and the year the course is to be offered are stated.

Year courses which must be taken in sequence, the first being a prerequisite to the second, are designated by joining the course numbers for the two successive semesters by a hyphen, such as Chemistry 111-112. Year courses which need not be taken in sequence are designated by separating the course numbers by a comma, such as Business 315, 316.

Courses numbered 100-199 are for freshmen; 200-299 for sophomores; 300-399 for juniors; and 400-499 for seniors. Courses numbered 250-299 taken by second-semester sophomores, juniors and seniors count as advanced credit. First-semester sophomores may receive advanced credit in these courses provided they are preceded by a year of freshman credit in the same subject.

Courses number 250 or above are not open to freshmen. Courses numbered 300-399 are primarily for juniors and seniors; but in a few situations sophomores may enroll in these courses with the consent of the instructor and the department chairman. Courses numbered 400-499 are open only to juniors and seniors; courses numbered 450-499 are open only to seniors. Courses whose numbers are followed by "G" may be taken for graduate credit by students who are qualified to take graduate courses. Courses numbered 500 and above are open only to graduate students. Although students who are within eight hours of the baccalaureate degree may enroll for 500 courses, **credit in 500 courses cannot be applied toward meeting the baccalaureate degree requirements.**

An "x" following a course number indicates a new course; the "x" is removed after the third year.

The semester hours credit which a course carries is shown in parentheses following the title of the course.

## EXAMPLES:

**Speech 400G. ADVANCED SPEECH CORRECTION.** (3) Offered on sufficient demand.

This course may be taken for 3 hours credit either semester if the demand is sufficient. It may also be taken for graduate credit.

**English 371. SHAKESPEARE.** (3) Spring.

This course carries 3 hours credit and is offered in the spring semester.

**Bible 418G. DANIEL AND REVELATION.** (2 or 3) Spring.

This course may be taken for either 2 or 3 hours credit, is offered in the spring semester, and may be taken for graduate credit.

**English 301, 302. AMERICAN LITERATURE.** (3, 3) Fall, Spring.

Either course may be taken for 3 hours credit as scheduled. English 301 is not a prerequisite to English 302.

**Music 251-525. THEORY II.** (3, 3) Fall, Spring.

Each course carries 3 hours credit and must be taken in sequence.



## DEPARTMENT OF ART

## PROFESSOR:

Elizabeth Mason, M.A.  
Chairman

## ASSOCIATE PROFESSOR:

Don D. Robinson, A.M.

## ASSISTANT PROFESSORS:

Faye Brewer Doran, Ph.D.

Paul Martin Pitt, M.A.

## INSTRUCTORS:

Arnold C. Anderson, M.Ed.

#Lowell Ray Carr, M.F.A.

Stanely B. Green, B.S.E.

#Appointment effective August 23, 1976.

The Department of Art is designed to enrich the artistic understanding of all students, to develop greater proficiency in the arts, to supply the art training required by other departments, and to prepare teachers of art. Many courses requiring no special ability are open to all students and are recommended as electives.

Major (Bachelor of Arts): 33 hours of art at least 18 of which must be upper level, including courses 103\*, 105\*, 200\*, at least 6 hours from 430-433, and 450. A minor is required.

Major (Bachelor of Science): 50 hours of art, at least 24 of which must be upper level, including 103\*, 105\*, 200\*, 205\*, 210\*, at least 3 hours in painting, at least 6 hours from 430-433, and 450. A minor is not required. This degree, plus a year of foreign language, preferably French, and including at least 9 hours from Art 430-433, is recommended for students planning to attend graduate school.

Minor: 18 hours of art including 6 hours of upper-level credit.

Those planning to teach art must complete 24 hours of art, including Art 211 and 3 hours of art history, and 24 hours of approved courses in education, including Education 420. Education 461, rather than 451, must be completed. It is strongly recommended that any student planning to teach art take 9 hours of art history.

The department reserves the right for each teacher of an art class to retain one example of each student's work each semester.

**101. ART APPRECIATION.** (2) Fall, Spring.

A survey of the beauty and worth of artistic creations. The means and ideas promoting man's visual expression.

**103. DRAWING AND COMPOSITION.** (3) Fall, Spring.

Beginning drawing designed for the student who has had limited drawing experience. Consists of image formation, rendering techniques, and compositional theory and problems.

**104. FREEHAND DRAWING AND COMPOSITION.** (3) Fall, Spring.

Drawing in various media. Studio work in drawing and composition problems. Six studio hours per week. It is advised for students with some art background.

\*May be waived, especially for transfer students, at the discretion of the chairman of the department.

**105. ANATOMY.** (3) Spring.

Learning the structure and function of the human figure through a complete study of bones and muscles. Strongly recommended for students with a strong background in art, and students who plan to attend graduate school.

**117. DESIGN FOR THE HOUSE.** (3) Fall, Spring.

Elements of art and especially colors used in design for all purposes. Application of color and design to choosing or designing a wardrobe, architectural styles, home plans and furnishings. Required of all home economics majors.

**200. TWO-DIMENSIONAL DESIGN.** (3) Fall.

Explores, through discussion and application, the basic design principles and sources of design inspiration fundamental to all visual arts. Prerequisite: 103 or consent of instructor.

**201-202. INTRODUCTION TO PAINTING.** (3, 3) Fall, Spring.

Creative experience in oil. Six studio hours per week. Prerequisites: 103, 104 or consent of instructor.

**205. THREE-DIMENSIONAL DESIGN.** (3) Spring.

Creative design with emphasis on volume and space relationships. Construction in a variety of materials. Prerequisite: 200 or consent of instructor.

**210. COLOR THEORY.** (3) Spring.

A concentrated study of the theory and application of color, both fundamental and advanced. Prerequisite: 200 or consent of instructor.

**211. ART IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

An introduction to art, the problems of art education, and the methods of teaching art in the elementary school. Required of all elementary education majors. Prerequisites: 101 and Education 203.

**212. CRAFTS.** (3) Spring.

An introduction to a variety of crafts. Highly recommended for all teachers, camp counselors, and any students who plan to work with children. Fee for materials: \$15.

**221. BEGINNING TECHNICAL DRAWING.** (2) Fall.

Basic problems of mechanical drawing designed for both students needing specific professional drawing and general students. Use of instruments, lettering, geometrical problems, and various projections.

**222. TECHNICAL DRAWING.** (2) Spring.

Advanced work in technical drawing beginning with sectional views and advancing through auxiliary views, revolutions, etc. Prerequisite: 221 or two years of high school drafting with consent of instructor.

**235-255. CERAMICS.** (3, 3) Fall, Spring.

Materials and techniques involved in working with clay. Class projects with clay in slab, coil and wheel methods, glazing and firing. Fee for materials: \$15 each.

**249-250. ADVERTISING ART.** (3, 3) Fall, Spring.

Beginning problems and exercises in lettering, advertising, layout, design, and techniques.

**251-252. ADVANCED ADVERTISING ART.** (3, 3) Fall, Spring.

Advanced problems in the commercial field. Prerequisite: 249-250 or equivalent in experience.

**300. WATERCOLOR.** (3) Spring.

Painting in all water-soluble media. Prerequisite for art majors: 103, 104, and 200, or equivalent accepted by instructor.

**301-302. ADVANCED PAINTING.** (3, 3) Fall, Spring.

Painting courses for advanced students seeking to develop individual expression in creative painting and technical mastery of various media. Prerequisites: 201-202.



**312x. WEAVING.** (3) Fall.

An introduction to basic handweaving techniques, using a variety of looms; experiments in weaving with various textile fibers; analyzing and originating patterns with emphasis upon design in color and texture.

**335x-355x. ADVANCED CERAMICS.** (3, 3) Fall, Spring.

Individual work on the potter's wheel, designing in clay, and glaze calculations. Prerequisite: 255. Fee for materials: \$15 each.

**340. METAL WORK AND JEWELRY.** (3) Fall.

Basic designing, shaping and soldering of metals. Lapidary work in cutting and polishing stones, and experience in metal enameling. Prerequisite: 200 or consent of instructor. Fee for materials: \$20.

**345. RELIEF AND INTAGLIO PRINTING.** (3) Fall. Alternates with 400; offered 1976-77.

Explores the principles and techniques involved in fine arts printing by the relief (block) and intaglio methods. Prerequisite: 200 or consent of instructor. Fee for materials: \$15.

**360. ADVANCED JEWELRY.** (3) Spring.

Jewelry design and execution, mainly in lost-wax casting but offers some experience in other types of casting. Prerequisite: 340 or consent of instructor. Fee for materials: \$20.

**365. SERIGRAPHY AND LITHOGRAPHY PRINTING.** (3) Spring. Alternates with 401; offered 1976-77.

Creative individual and group projects in fine arts printing by the serigraphy (silk screen) and lithography methods. Prerequisite: 200 or consent of instructor. Fee for materials: \$15.

**400. SCULPTURE IN PLASTER AND CLAY.** (3) Fall. Alternates with 345; offered 1977-78.

Fundamental sculpturing problems in plaster and clay, emphasis upon clay modeling and plaster casting. Prerequisite: 205 or consent of instructor. Fee: \$10.

**401. SCULPTURE IN WOOD AND METAL.** (3) Spring. Alternates with 365; offered 1977-78.

Fundamental sculpturing problems in wood and metal. Welding and fabrication is metal emphasis. Prerequisite: 205 or consent of instructor. Fee for materials: \$15.

**415Gx. ART AND THE EXCEPTIONAL STUDENT.** (3) Fall.

The role of art in the education of the exceptional student, includes designing and implementing an art curriculum appropriate to special needs. Minimum of one hour per week in actual teaching situations. May be taken two semesters for credit. Prerequisites: Art 211 and Education 302.

**420. TEACHING ART.** (3) Spring.

Techniques and methods of teaching art in the secondary school. Required of all art education majors. Same as Education 420.

**430G. AMERICAN ART HISTORY.** (3) Spring. Alternates with 433; offered 1976-77.

A study of art in the United States from early cultures to the present.

**431G. ANCIENT THROUGH MEDIEVAL ART HISTORY.** (3) Fall. Alternates with 432; offered 1976-77.

Western art from prehistoric times to the Renaissance.

**432G. ART HISTORY FROM 15TH TO 19TH CENTURY.** (3) Fall. Alternates with 431; offered 1977-78.

Western art from the 15th to the 19th century.

**433G. MODERN ART HISTORY.** (3) Spring. Alternates with 430; offered 1977-78.

Western art from the 19th century to the present day.

**450. SENIOR SEMINAR.** (1) Fall, Spring.

The production of a one-person exhibit or mural.

**475. INDEPENDENT STUDY.** (3) Offered on demand.

Provides opportunity for the well-qualified student to do supervised individual work in the field of his special interest. Concentration is permitted in the following areas: color theory, graphics, sculpture, ceramics, painting, etc. Prerequisite: Consent of department chairman and instructor.

**575. INDEPENDENT STUDY.** (3) Offered on demand.

Qualified graduate students may take three times in different areas upon written recommendation of department chairman. Prerequisite: 12 hours of art and approval of department chairman and instructor.





## DEPARTMENT OF BIBLE, RELIGION, and PHILOSOPHY

### PROFESSORS:

Conard Hays, B.D.

Assistant to the Chairman

James D. Bales, Ph.D.

Neale T. Pryor, Th.D.

### ASSOCIATE PROFESSORS:

Jerry L. Jones, Th.D.

Chairman

James R. Allen, M.R.E., Hh.D.

Robert Helsten, M.A.

Allan L. Isom, Ed.D.

### ASSISTANT PROFESSORS:

Evertt L. Huffard, M.A.

Jack McKinney, M.A.

Avon Malone, M.A.

L. V. Pfeifer, M.Div., M.Th.

Paul Pollard, M.Th.

Ed Sanders, M.A.

### INSTRUCTORS:

#Eddie Cloer, M.A.

Tom Eddins, M.Th.

Joe Dale Jones, M.A.

Will Ed Warren, M.A.

### VISITING PROFESSOR:

#Earl Edwards, B.A.

Assisting from other departments:

### PROFESSOR:

Jack Wood Sears, Ph.D.

### ASSISTANT PROFESSORS:

Duane McCampbell, M.A.

##Van Tate, Ph.D.

##V. Ponder Wright, M.S.

#Appointment effective August 23, 1976.

##Effective for 1976-77.

The aims of the Department of Bible, Religion, and Philosophy are: (1) To teach all students the Bible as the inspired word of God, (2) To develop in all students a philosophy of life based upon Jesus Christ as the supreme revelation of God to man, (3) To provide students multiple opportunities for meaningful experience in the development of Christian character while on the campus and beyond, (4) To prepare interested students for special Christian service in evangelism, edification, and worship, (5) To challenge and to prepare men toward a preaching ministry, and (6) To satisfy the needs of those who desire a better knowledge of Greek and Hebrew for a better understanding and use of the Bible.

These aims suggest five major areas into which the curriculum is organized. Strong emphasis is given to teaching the text of the English

Bible for all students through courses in the Textual division. The Church Life division includes courses designed to prepare students for service in leadership, worship, and the educational ministry of the church. Courses intended to aid in the challenge and preparation of men for a preaching ministry are included in the Preaching division. The Historical-Doctrinal division includes courses relating to the development of Christendom in general as a world movement with a recognition of the historical factors which influence the development of various doctrines. The division of Missions is to prepare interested students for service in world evangelism. MISSION/PREPARE is to provide a planned program for immediate expression of evangelical Christian commitment.

The curriculum structure is intended to give all students an opportunity to choose from a variety of courses to help prepare them to meet the challenge of their time. Recognition is given to the stated purposes of Harding College and to the importance of preparing men and women to carry out in life the charge to proclaim Christ to all the nations as stewards of the grace of God. The structure provides for this basic thrust while allowing the Bible major the flexibility of electives in each area of his preparation that he may be ready to accept a challenge immediately upon graduation or later upon completion of a graduate education.

Although a major in Bible and religion and a major in missions have been designed for women, the department recommends that women who seek one of these majors also complete a second major, such as elementary education, home economics or secretarial science. Since this preparation will require more than eight semesters, women are encouraged to major in another department and to include in their program of study as many courses as possible from the Textual division, Historical-Doctrinal division, and Church Life or Missions divisions, selecting those courses that will best prepare them for effective service in the church.

Students who transfer from another college with fewer than 87 hours, and who major in Bible, are required to take at least 18 hours in Bible at Harding. Six of these must be in the Textual division and the remaining 6 hours distributed according to the recommendation of the chairman of the department.

Students who transfer from another college with at least 87 hours, and who major in Bible, are required to take at least 12 hours in Bible at Harding. Six of this must be in the Textual division and the remaining 6 hours distributed according to the recommendation of the chairman of the department.

Upon joint approval of the Chairman of the Bible Department and the Dean of the College, a maximum of 15 semester hours of credit earned at a school of preaching may be validated by examination. A grade of "C" must be achieved on the examination or examinations administered for each course. The candidate is charged a fee of \$5 per course for the validation examination.

A Graduate School of Bible and Religion, located at 1000 Cherry Road at Park Avenue, Memphis, Tennessee 38117, confers the following degrees: Master of Arts, Master of Arts in Religion, and Master of Theology. Information about the program may be obtained upon request from the Graduate School.

A Christian Communications Program, located on the campus in Searcy,



Arkansas, is a vocational program designed to train in the field of preaching and missions men who are over 21 years of age and who do not desire to pursue a liberal arts degree or to continue academic study in a graduate program. A diploma is conferred upon successful completion of the two-year program. A diploma is conferred upon successful completion of the two-year program. Information concerning this program may be obtained upon request from the Department of Bible, Harding College, Searcy, Arkansas 72143.

The department also offers a major and a minor in Biblical languages and a minor in Greek.

#### **ADMISSION TO MISSION/PREPARE PROGRAM**

MISSION/PREPARE is a four-year program providing up to four years of training including an undergraduate major in missions, a continuing education program, and MISSION/PREPARE internships. Any regularly enrolled student may participate in these activities.

There are special requirements, however, for admission to and retention in the MISSION/PREPARE Internship Program. The criteria include emotional stability, ability to communicate effectively through speaking and writing, personal, social, moral and ethical fitness, general intellectual ability, and physical fitness. To be admitted to the MISSION/PREPARE Internship program a student must:

- (1) Satisfy all admission requirements to the college.
- (2) File a declaration of intent to enter the program and a biographical information blank in the office of the Department of Bible.
- (3) File a formal application for admission to the program in the office of the Department of Bible. This application should be filed during the second semester of the student's freshman year or before the ninth week of any semester following. Transfer students may make formal application for admission to the MISSION/PREPARE program if they have completed 27 or more semester hours of work and if they have fewer than 90 semester hours of work. Other transfer students may be considered for admission by consent of the chairman of the Department of Bible.
- (4) Satisfactorily complete the taking of psychological tests as required by the Department of Bible and Counseling Office.
- (5) Be free of physical or mental defects inimical to effective mission work. Records will be made available from the Student Health Service and other services such as the Speech Clinic.
- (6) Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation, conferences with college personnel acquainted with the student, and special interviews with the student may be used to make evaluations in these areas.
- (7) Not be on academic probation at the time of making application.

To continue in the MISSION/PREPARE Internship Program a student must:

- (1) Maintain a minimum cumulative grade point average of 2.5 at the completion of 27 semester hours or 2.20 at the completion of 60 or more semester hours of work.
- (2) Have earned test scores on the freshman and sophomore tests which would indicate ability to complete successfully the prescribed course of work.

(3) Have demonstrated proficiency in English by successful completion of English 103-104 with at least a grade of "C" in each course.

(4) Non-missions majors must have favorable recommendation of the chairman of his major academic area and/or recommendation of at least two faculty members with whom he has had courses.

Students who are admitted to the MISSION/PREPARE Internship Program will spend a minimum of two months each summer doing internship training at faculty-approved places. Academic credit will be given in approved field work. Students will also be guided in raising all expenses involved for travel and living while doing internship work. The student is responsible for this expense. Scholarships for the regular school term may be granted upon the basis of need and available funds. Students admitted to the MISSION/PREPARE Internship Program may make application for scholarships to the Department of Bible. The student is required to make a written report to the appropriate faculty advisor upon completion of an internship abroad. Scholarships for academic credit in approved field work will be granted only upon successful completion of this requirement.

Special projects of the MISSION/PREPARE program also include a Missions Research Center and coordination of field survey trips and evangelistic campaigns.

#### **BACHELOR OF ARTS DEGREE**

Major in Bible and Religion: Minimum of 35 hours (maximum of 47 hours), including 18 hours of upper-level work; at least 4 lower-level hours and 10 upper-level hours must be from the Textual division; 9 hours from the Preaching division, including 220, 320; 6 hours from the Church Life division; and 6 hours from the Historical-Doctrinal division. In addition, Greek 101-102 and Speech 341 must be taken, and Greek should be taken before the senior year. A minor is required.

Major in Bible and Religion (for women only): Minimum of 34 hours of Bible credit (maximum of 46 hours), including 18 hours of upper-level work; 16 hours from the Textual division with at least 4 lower-level hours and 6 upper-level hours; 12 hours from the Church Life division; 6 hours from the Historical-Doctrinal division. The following courses are to be taken in lieu of the preaching requirements for male majors: Nine hours from Speech 350, Home Economics 101, 102, 322, 323, and Education 203. In addition, one year of Greek or a modern foreign language is required. This should be taken before the senior year. A minor or second major is required and a second major is strongly recommended.

Major in Biblical Languages: 34 hours of Greek and Hebrew that includes a minimum of 8 hours of Hebrew, 2 hours of Greek 451, and 16 additional upper-level hours in one or both languages. A minor is required.

Major in Missions: 64 hours, including 15 hours from the Missions division; at least 4 lower-level hours and 15 upper-level hours from the textual division; 6 hours from the Church Life division; 6 hours from the Preaching division, including 320; 9 hours from the Historical-Doctrinal division; 3 hours of Philosophy; Sociology 320 or an approved substitute; and Speech 341. In addition, one year of a modern foreign language or Greek, or a reading proficiency demonstrated by examination, is required. A minor is not required.



Major in Missions (for women only): 64 hours, including 15 hours from the Missions division; at least 4 lower-level hours and 15 upper-level hours from the Textual division; 9 hours from the Church Life division; 9 hours from the Historical-Doctrinal division. These additional courses from other departments are to be taken in lieu of the preaching division requirements for male students: Six hours from Speech 350, Home Economics 101, 102, 322, 323, Education 203; 3 hours of philosophy; and Sociology 320 or an approved substitute. In addition, one year of a modern foreign language or Greek, or a reading proficiency demonstrated by examination, is required. A minor is not required. It is strongly recommended, however, that a second major must be completed.

Major in Religious Education: 73 hours in Bible, education, and psychology, including Bible 101, 112, 220, 302, 310, 320, 321, 330, 331, 332, 333, 334, 341, 342, eight elective hours in the Textual division, and three elective hours in the Historical-Doctrinal division; Education 307, 320, 336, and three hours from 203, 417, 433, and 435; and Psychology 201, 380, 382, 385. In addition, one year of Greek is required. A minor is not required.

Minor in Bible and Religion: 18 hours, 6 of which must be upper-level, with a minimum of 10 hours in the textual division and 2 hours from each of two other divisions.

Minor in Biblical Languages: 22 hours of Greek and Hebrew, including Greek 101-102, Hebrew 201-202, and 6 hours of upper-level credit.

Minor in Greek: 18 hours of Greek, including 6 hours of upper-level credit.

### BACHELOR OF SCIENCE DEGREE

Major in Bible and Religion: 68 hours, including 19 hours from the Textual division with 4 lower-level and 15 upper level, including 302 and 310; 16 hours from the Preaching division, including 220 and 12 upper-level hours; 12 upper-level hours from the Historical-Doctrinal division, including 342 and 441 or 442; 12 upper-level hours from the Church Life division; English 104 or Journalism 310; History 430 or an approved history substitute; and Speech 341. In addition, Greek 101-102 is required and should be taken before the junior year. For approved students, Greek textual courses may be substituted for upper-level requirements in the textual division. A minor is not required.

### TEXTUAL DIVISION

#### OLD TESTAMENT

##### 101. THE OLD TESTAMENT. (2) Spring.

A brief historical study of the Old Testament; selected books and passages are given special attention in order to learn the message of the Old Testament for its day and for today.

##### 204. REDEPTIVE HISTORY OF ISRAEL. (2) Fall, Spring.

The contribution of Jewish history from the conquest to the cross, noting the literature of the prophets as it relates to the history of Israel and to the scheme of redemption.

##### 302. INTRODUCTION TO THE OLD TESTAMENT. (3) Fall.

A study of the historical background of the Old Testament; canon and text; the history of interpretation; introduction to the major divisions and the individual books of the Old Testament. Designed for Bible majors; others may enroll.

##### 303G. JEWISH HISTORY: PENTATEUCH. (2 or 3) Fall.

History of the Jewish people from the beginning to the founding of the nation and their contribution to later civilizations.

##### 306. THE HEBREW PROPHETS. (2 or 3) Fall, Spring.

The prophetic writings of the Jewish people, with their social, religious and historical settings and the importance of their message to that period and to present times.

##### 308. HEBREW POETRY AND WISDOM LITERATURE. (2 or 3) Spring.

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

##### 502. INTRODUCTION TO THE OLD TESTAMENT. (3) Fall.

Taught concurrently with Bible 302. Not open to a student who has earned credit in 302.

### NEW TESTAMENT

##### 112. THE NEW TESTAMENT. (2) Fall.

A historical study of the beginnings of Christianity from the birth of the Christ to the close of the first century. Selected passages from the gospels, Acts and the epistles are studied to present Christ, His mission, His message and His church as revealed in the New Testament.

##### 211. THE FOUR GOSPELS. (2) Fall, Spring.

The origin, characteristics and relationships of the four gospels; content and message of the four gospels.

##### 212. PRINCIPLES OF CHRISTIAN LIVING. (2) Fall, Spring.

A study of Christian moral values based upon key ethical passages of the Bible; the Christian view of courtship, marriage and the home.

##### 213. ACTS OF APOSTLES. (2) Fall, Spring.

Historical backgrounds, introduction, the founding and expansion of the early church, government, worship, work, and destiny of the church as presented in the text of Acts and related scriptures.

##### 310. INTRODUCTION TO THE NEW TESTAMENT. (3) Spring.

A study of the historical and cultural background of the New Testament; text and canon; introduction to the books of the New Testament. Designed for Bible majors; others may enroll.

##### 312. ROMANS. (2 or 3) Fall, Spring.

Introduction to the book and exegesis of the text.

##### 314G. SELECTED LETTERS TO CHURCHES. (2 or 3) Fall, Spring.

First and Second Thessalonians, Philippians, Colossians, Galatians, Ephesians; historical setting; introduction to each book with its individual features; common relations in setting, thought, and life; content; exposition of selected passages.

##### 316. GENERAL EPISTLES. (2 or 3) Spring.

Epistles of James, Peter, John, and Jude, and Pauls' epistles to individuals; historical setting and introduction to each book with its individual features; common relations in setting, thought and life; content; exposition of selected passages.

##### 318G. HEBREWS. (2 or 3) Spring.

Introduction to the book and exegesis of the text.

##### 411. I AND II CORINTHIANS. (2 or 3) Fall.

Historical backgrounds; introduction; the founding and expansion of the early church; problems and their solutions in the Corinthian church; study of the text of First and Second Corinthians.

##### 418G. DANIEL AND REVELATION. (2 or 3) Spring.

Historical setting; introduction, including apocalyptic pattern and message, content and exposition of selected passages.



**510. INTRODUCTION TO THE NEW TESTAMENT.** (3) Spring.

Taught concurrently with Bible 310. Not open to a student who has earned credit in 310.

**511. I AND II CORINTHIANS.** (2 or 3) Spring.

Taught concurrently with Bible 411. Not open to a student who has earned credit in 411.

**516. GENERAL EPISTLES.** (2 or 3) Spring.

Taught concurrently with Bible 316. Not open to a student who has earned credit in 316.

**PREACHING DIVISION****220. INTRODUCTION TO THE WORK OF THE PREACHER.** (4) Fall, Spring.

An introduction to the special work of the preacher in relationship to both God and man. Proper attitudes toward the scriptures and their application to the needs of people; the preacher's relationship to the elders, and other special groups in the congregation. An introduction to Biblical research, including use of library and preparation of a research paper. Open only to those preparing to preach.

**320. PREACHING METHODS.** (3) Fall.

Materials, methods of preparation and sermon construction according to the types of sermons. Special attention to practical application by class presentation and evaluation. Prerequisite: 220 or consent of department chairman.

**321. INTRODUCTION TO CHRISTIAN COUNSELING.** (3) Spring.

Introduction to the effective use of Christian counseling in church life. A study of the basic types of counseling techniques and theories.

**420G. EXPOSITION OF JOHN.** (2) Fall, Spring.

The course is designed to aid the student preacher develop self-study skills in the preparation of expository and textual sermons. Prerequisites: Greek 101-102 or consent of department chairman.

**421G. EXPOSITION OF ROMANS.** (2) Spring.

The course is designed to aid the student preacher develop self-study skills in the preparation of expository and textual sermons. Prerequisites: Greek 101-102 or consent of department chairman.

**425. ADVANCED PREACHING.** (2) Fall, Spring.

Designed to strengthen preaching techniques. Various types of sermons will be presented by students. Additional study of contemporary preaching and audience response will be studied. Persuasive preaching is stressed. Prerequisites: 220 and 320.

**CHURCH LIFE DIVISION****330. THE EDUCATIONAL WORK OF THE LOCAL CHURCH.** (3) Fall. Alternate years; offered 1977-78.

Carrying out the mission of the church through the educational work of the church, aims, principles of leadership, enlistment of workers, curriculum, V.B.S., visitation, promotion ideas, teacher's meetings, etc. Designed for Bible majors; others may enroll.

**331. THE CHURCH AND THE CHILDREN.** (2 or 3) Fall. Alternate years; offered 1976-77.

A course designed to train parents and Bible school teachers toward proper Christian nurture of children.

**332. THE CHURCH AND THE YOUNG PEOPLE.** (2 or 3) Fall. Alternate years; offered 1977-78.

The young people and their religious needs, including courtship and marriage, with special emphasis on the methods and materials available to church school teachers.

**333. THE WORK OF ADULTS IN THE CHURCH.** (2 or 3) Fall. Alternate years; offered 1976-77.

The needs of adults in the church, marriage and the home, the women's work, the training of men and women for service, methods available in teaching adults.

**334. PERSONAL EVANGELISM.** (2 or 3) Fall, Spring.

Motives and methods of personal evangelism. The appreciation of Jesus and the early Christians as personal evangelists.

**335. THE WORSHIP OF THE CHURCH.** (2 or 3) Spring.

Objectives and problems of private and congregational worship. The relationship of worship to life. Improving leadership in worship. Definition of the church and its work in evangelism and benevolence.

**336. HISTORY AND ANALYSIS OF RELIGIOUS MUSIC.** (2 or 3) Fall. Alternate years. offered 1977-78.

Hebrew and Christian music, hymn writers and hymns, and an evaluation of hymns adaptable to the worship of the church.

**HISTORICAL-DOCTRINAL DIVISION.****340. SURVEY OF CHURCH HISTORY.** (2 or 3) Fall.

A survey of the history of the church from the close of the apostolic age to the present.

**341. HISTORY OF THE RESTORATION MOVEMENT.** (2 or 3) Spring.

A study of the restoration movement and of the men and events which shaped this movement in American history.

**342. THE NEW TESTAMENT CHURCH.** (2 or 3) Spring.

The nature, objectives, government, and work of the church in the first century.

**343. PRINCIPLES OF BIBLICAL INTERPRETATION.** (2 or 3) Spring. Alternate years; offered 1977-78.

How to study the Bible using principles of interpretation derived from the scriptures, the nature of language and the process of thought, a brief survey of interpretation.

**344G. BIBLICAL WORLD AND ARCHAEOLOGY.** (2 or 3) Spring. Alternate years; offered 1977-78.

A historical and religious survey of world conditions in Biblical times with special attention to the social and religious conditions in Palestine.

**345. LIVING WORLD RELIGIONS.** (2 or 3) Fall. Alternate years; offered 1976-77.

The history and basic teachings of Zoroastrianism, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, Judaism and Islam.

**349. THE CHRISTIAN IN THE 20TH CENTURY.** (2 or 3) Fall, Spring.

A study of the current trends in modern Protestant and Catholic thought; the question of authority in religion; the origin, growth, beliefs, and characteristics of the modern cult movements; a brief study of modern social, ethical, and philosophical trends.

**440G. SYSTEMATIC CHRISTIAN DOCTRINE.** (2 or 3) Spring.

A textual approach to the Bible doctrine of revelation, God, Christ, the Holy Spirit, man, the church and eschatology.



- 441. HISTORY OF CHRISTIAN THOUGHT TO 1517.** (2 or 3) Fall. Offered on sufficient demand.

The development of Christian thought from the sub-apostolic age to 1517. Special attention to outstanding leaders and major doctrines. Designed for Bible majors; others may enroll.

- 442. HISTORY OF CHRISTIAN THOUGHT AFTER 1517.** (2 or 3) Spring. Offered on sufficient demand.

A continuation of 441 from 1517 to the present. Designed for Bible majors; others may enroll.

- 443G. EVIDENCE OF CHRISTIANITY.** (2 or 3) Spring.

Special emphasis on the credentials of Christ as constituting the heart of Christian evidence.

- 541. HISTORY OF CHRISTIAN THOUGHT TO 1517.** (2 or 3) Fall. Offered on sufficient demand.

Taught concurrently with Bible 441. Not open to a student who has earned credit in 441.

- 542. HISTORY OF CHRISTIAN THOUGHT AFTER 1517.** (2 or 3) Spring. Offered on sufficient demand.

Taught concurrently with Bible 442. Not open to a student who has earned credit in 442.

#### MISSIONS DIVISION

- 250. INTRODUCTION TO WORLD MISSIONS.** (2 or 3) Fall.

Survey of world missions. General introduction to missionary methods and principles.

- 351. MISSIONARY MESSAGE OF THE BIBLE.** (2 or 3) Spring. Alternate years; offered 1976-77.

An examination of the basic Biblical concepts which provide a foundation for missions. The development of a philosophy of Christian missions.

- 352. PREACHING AND MISSIONS.** (2) Fall. Alternate years; offered 1977-78.

A study of the unique problems of preaching on mission fields. Relationships of the missionary as a preacher to his home church and to those of the mission field.

- 353. HISTORY OF MISSIONS.** (2 or 3) Spring. Alternate years; offered 1976-77.

A survey of mission work from the second century to the present with special study of the work accomplished by the churches of Christ.

- 354. MISSIONARY PREPARATION.** (2 or 3) Spring. Alternate years; offered 1977-78.

Motives for mission work. Examination of the field or relationship necessitating personal adjustment by the missionary. Relationship between the missionary and the church.

- 356. SEMINAR.** (1 to 4). Offered on demand.

A prospectus must be submitted to the department chairman for approval.

- 357. FIELD WORK.** (1-3) Offered on demand.

Field work will be done under the supervision of the faculty or one approved by the faculty in a mission field at home or abroad. A proposal must be submitted to the department chairman for approval.

- 358. COMMUNICATIONS AND MISSIONS.** (2) Fall. Alternate years; offered 1976-77.

A study of the theory of communication, of problems of cross-cultural communications and of special relationships necessary for effective communications. Survey types of communications effective on the mission field.

#### GRADUATE DIVISION

- 503. INDEPENDENT STUDY.** (3) Offered on demand.

Individual study in Bible for qualified graduate students pursuing the M.Ed. degree with a major emphasis in Biblical literature and religion.

#### BIBLICAL LANGUAGES

##### Greek

- 101-102. ELEMENTARY GREEK.** (4, 4) Fall, Spring.

Grammar and syntax of the Greek of the New Testament with emphasis on learning the basic inflections and vocabulary. Five class periods per week.

- 251. THE GOSPEL OF JOHN.** (3) Fall.

Reading the Greek text, further study of grammar, attention to vocabulary, exegesis of selected passages. Prerequisites: 101-102.

- 254. FIRST CORINTHIANS.** (3) Spring.

Translation of the Greek text, more intensive study of grammar, attention to the linguistic style of the author, exegesis of selected passages. Prerequisites: 102 and 251 or consent of department chairman.

- 301. ROMANS.** (3) Fall. Alternates with 305; offered 1977-78

Translation of the Greek text, more extensive study of grammar — moods, tenses, particles, style, exegesis of selected passages. Prerequisite: 251 and 254 or consent of department chairman.

- 302. ACTS OF APOSTLES.** (3) Spring. Alternates with 307; offered 1976-77.

Reading selected passages from the Greek text, study of grammatical structure and style, exegesis of selected passages. Prerequisites: 251, 254 and 301 or consent of department chairman.

- 303. I AND II TIMOTHY AND TITUS.** (2) Fall.

Reading and exegesis of the Greek text with emphasis on grammar and syntax. Prerequisites: 251 and 254 or consent of department chairman.

- 304. JAMES, I AND II PETER, AND JUDE.** (2) Spring.

Translation of the Greek text, analytical and comparative study of grammatical construction and style, exegesis of selected passages. Prerequisites: 251 and 254 or consent of department chairman.

- 305. ADVANCED GREEK GRAMMAR.** (3) Spring. Alternates with 301; offered 1976-77.

Intensive, systematic and analytical study of the grammar of the Greek New Testament in conjunction with the reading of selected New Testament texts. Prerequisites: 251 and 254 or consent of the department chairman.

- 307x. HEBREWS.** (3) Spring. Alternates with 302; offered 1977-78.

Reading of the Greek text with concordial, contextual, lexical, grammatical, and historical study of selected words, terms, and phrases particularly characteristic of the Hebrew letter. Prerequisites: 251 and 254 or consent of the department chairman.

- 451. INDEPENDENT STUDY.** (1-4) Offered on demand.

Directed study or research with primary emphasis on meeting the needs of the individual student. Readings in Greek and Roman history and the development of Hellenistic culture. Prerequisite: 301, 302 or consent of the department chairman.

##### Hebrew

- 201-202. ELEMENTARY HEBREW.** (4, 4) Fall, Spring.

Elementary and essential principles of the Hebrew language and grammar, attention to vocabulary with special emphasis on the verb, exercises in reading and writing. Five class periods per week.

- 255x. INTERMEDIATE HEBREW READINGS.** (3) Offered on sufficient demand.

Readings in the Hebrew Bible, with special attention to vocabulary building. An introduction to textual criticism. Prerequisite: 202.



**PHILOSOPHY****251. INTRODUCTION TO PHILOSOPHY.** (3) Fall.

A general survey of philosophical problems, methods of approach, modes of thought acquainting the student with various types of philosophy through a brief survey of representative philosophies.

**252. PHILOSOPHY OF RELIGION.** (3) Spring. Alternate years; offered 1976-77.

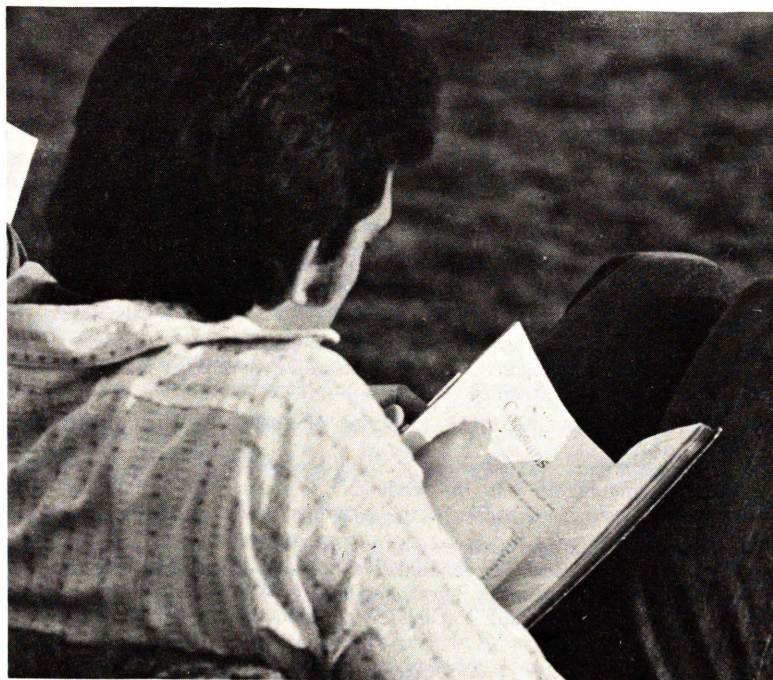
A philosophical approach to the study of religion with an emphasis on methods and problems. Special attention is given to the Christian religion in the light of philosophic thought.

**253. ETHICS.** (3) Spring. Alternate years; offered 1977-78.

A study of principles and methods used in evaluating human conduct. An emphasis on the origin and development of the major views of the good life. Application of Christian ethics to modern problems.

**443. EVIDENCES OF CHRISTIANITY.** (2 or 3) Fall.

Same as Bible 443.

**Approved Related Courses for Juniors and Seniors**

Textual upper-level Greek courses, philosophy courses, and Speech 350 are approved related courses to meet the institutional requirement in Bible for juniors and seniors.

Business 435 is an approved related course for all juniors and seniors who are majoring in any area of the Department of Business and Economics.

Sociology 301 is an approved related course for Vocational Home Economics, Nursing, and Social Science majors who are juniors or seniors.

**DEPARTMENT OF BIOLOGICAL SCIENCE****PROFESSOR:**

Jack Wood Sears, Ph.D.

Chairman

**ASSOCIATE PROFESSORS:**

Ward Bryce Roberson, Ph.D.

William F. Rushton, M.A.

George W. Woodruff, Ed.D.

**ASSISTANT PROFESSORS:**

Ronald H. Doran, M.A.

#Michael V. Plummer, Ph.D.

#Appointment effective January 5, 1976.

The Department of Biological Science is designed to meet the following objectives: to provide a basic knowledge of biological science as a necessary part of general education; to train teachers of biology; to equip students for graduate study; and to prepare students to pursue medicine, dentistry, nursing, medical technology and similar professions.

CLEP credit in Biology 111 is not accepted as a prerequisite for any more-advanced biology course, except Biology 275, nor as part of the major or minor in biological science or general science.

Biology majors may elect either the Bachelor of Arts or the Bachelor of Science program. For the general science major see page 122.

Major (Bachelor of Arts): 30 hours of biological science including 111\*, 152, 252, and 14 additional hours of upper-level work. In addition, Chemistry 111-112, or 115 with a minimum grade of C, must be completed. A minor is required.

Major (Bachelor of Science): a minimum of 30 hours in biological science including 111\*, 152, 252, and 14 additional hours of upper-level work; Chemistry 301-302 or 271, 324; Physics 201-202 or 211-212; Mathematics 201; and additional work in the four fields to total 67 hours in science and mathematics. In addition, one year of German or French or a reading proficiency in one of the languages, demonstrated by examination, is required. A minor is not required.

Minor: 18 hours of biological science including 111\*, 152, 252, and 3 additional hours of upper-level work. Students certifying to teach high school biology must complete 24 hours of biological science or complete 6 hours of physical science in addition to the minor in biological science.

\*CLEP credit is not accepted for Biology 111 toward a major or a minor in biological science or general science.

**111. BIOLOGICAL SCIENCE.** (4) Fall, Spring.

An audio-tutorial course in the principles of biology designed for the non-major and the major. Emphasis is placed on a few major concepts rather than on a survey of the entire field. Areas covered in depth are (1) the nature of scientific investigation; (2) cellular biology; (3) developmental genetics; (4) ecological principles and evolution. Two lectures, one discussion-quiz session and two-hour laboratory session each week. Satisfies the general education requirement for all students.



**114x. BIRD STUDY.** (2) Summer. Offered on sufficient demand.

An introduction to the study of birds with emphasis upon basic biology and identification of local forms. Does not count toward a major in biology. Three hours of lecture-laboratory per day for two weeks. Enrollment limited to 12.

**152. GENERAL ZOOLOGY.** (4) Fall, Spring.

An intensive study of the animal kingdom with emphasis on the taxonomy, morphology, and life histories of typical representatives of the animal phyla. Three lectures and one three-hour laboratory each week. Prerequisite: 111.

**250. MAN AND HIS ENVIRONMENT.** (3) Fall, Spring.

A survey course designed to give the student a biological knowledge of the structure and function of ecosystems and man's influence on the environment. Three lectures and/or discussion groups per week. Prerequisite: 111.

**251. VERTEBRATE ZOOLOGY.** (4) Fall.

An intensive study of the vertebrates with emphasis on the structure, taxonomy, and life histories of the vertebrates. The anatomy of the cat is thoroughly studied in the laboratory. Three lectures and one three-hour laboratory each week. Prerequisite: 111.

**252. THE PLANT KINGDOM.** (4) Fall, Spring.

An intensive study of the plant kingdom with emphasis on the taxonomy, morphology, and life histories of the major plant groups. Three lectures and three hours of laboratory per week. Prerequisite: 111.

**263. VERTEBRATE EMBRYOLOGY.** (4) Spring.

The fundamental facts and processes of development from germ-cell formation to the completed, free-living organism. Three lectures and three hours laboratory per week. Prerequisite: 111.

**271. BACTERIOLOGY.** (4) Fall, Spring.

The history of bacteriology, physiology and morphology of bacteria, techniques of isolating and identifying bacteria, uses of the knowledge of bacteria in human affairs. Three lectures and three hours laboratory per week. Prerequisite: Chemistry 112 or 115.

**275. HUMAN ANATOMY AND PHYSIOLOGY.** (4) Fall, Spring.

The structure and function of the human body and its various parts. Designed for majors in home economics, physical education, psychology, nursing, and secondary education with emphasis in the sciences. Not recommended for majors in biology. Three lectures and three hours of laboratory per week. Prerequisite: 111 or Chemistry 112 or 115.

**276x. HUMAN PHYSIOLOGY.** (4) Spring.

An in-depth study in physiology as it applies to the human organism. Special emphasis will be given in the areas of cell membrane transport and potential, the heart and circulation, body fluids and the kidneys with emphasis on electrolytes and pH, respiratory systems, gastrointestinal physiology and metabolism, and endocrinology and human reproduction. Extensive use of the physiograph will be made in the laboratory. Required of all nursing majors. Open to other majors if room in class permits. Prerequisites: 275, Chem. 112 or 115.

**308. SCIENCE IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

A course designed especially for elementary school teachers to introduce them to basic concepts of science and to demonstrations that will illustrate fundamental principles of science. Although the emphasis is primarily on biological science, attention is given to physical science, especially in the area of the earth sciences. Three hours of lecture, laboratory and field study per week.

**311. INVERTEBRATE BIOLOGY AND PARASITOLOGY.** (3) Spring. Alternates with 313; offered 1977-78.

The classification, morphology, life history and physiology of typical invertebrates except the insects. Attention is given to the parasites of man. Two hours lecture and three hours laboratory per week. Designed to complement 111, 152, and 251. Prerequisite: 152.

**313. ENTOMOLOGY.** (3) Spring. Alternates with 311; offered 1976-77.

The structure, classification, life history, physiology and economic importance of insects with special reference to those of this region. Two hours lecture and three hours laboratory per week. Prerequisite: 152.

**314. ORNITHOLOGY.** (3) Spring.

The morphology, taxonomy, ecology, and distribution of birds and their influence on man. The birds of Arkansas will be emphasized in the laboratory. Two lectures and one three-hour laboratory per week. Prerequisite: 111.

**343G. FIELD BIOLOGY AND ECOLOGY.** (4) Fall.

The principal plant and animal groups of this region; their classification and relationship to physical and biological environments. Three lectures and three hours of laboratory or field work per week. Prerequisite: 111, 152, 252.

**352Gx. PLANT TAXONOMY.** (4) Spring.

A study of the history and basic principles of plant taxonomy. Laboratory work will stress the structural characteristics of vascular plant families and the use of field manuals in identifying components of the local flora. Three lectures and three hours of laboratory or field work per week. Prerequisite: 252.

**405G. GENETICS.** (3) Fall.

Facts and principles of heredity as applied to living organisms. Molecular genetics, microbial genetics, inheritance, variation and selection will be emphasized. Three lecture-demonstrations per week. Prerequisite: 111.

**410G. BIOLOGICAL TECHNIQUES.** (2) Fall, Spring.

A practical laboratory course designed to acquaint the student with the various instruments and techniques used in teaching and research in biology. Topics will be selected from microscopy, electrophoresis, physiography, chromatography, collecting and preserving plants and animals, preparation of slides and scientific illustration. Registration restricted to biology majors or minors and to general science majors with an emphasis in biology. Prerequisite: Written consent of the instructor.

**412. INTRODUCTION TO VERTEBRATE HISTOLOGY.** (2) Spring.

A study of the relationships between structure and function at the tissue and cellular level including some study of ultrastructure. Laboratory recognition of organs, organ parts and tissues of selected vertebrates will be stressed. One lecture and two hours of laboratory. Prerequisite: 251 or consent of department chairman.

**415G. MAMMALOLOGY.** (3) Fall. Offered on sufficient demand.

The morphology, taxonomy, ecology, and distribution of mammals and their influence on man. The mammals of Arkansas will be emphasized in the laboratory. Two lectures and one three-hour laboratory each week. Prerequisite: 251.

**416Gx. HERPETOLOGY.** (3) Fall. Offered on sufficient demand.

The morphology, systematics, ecology, behavior, and distribution of amphibians and reptiles. Two lectures and three hours of laboratory or field work per week. Prerequisite: 251.

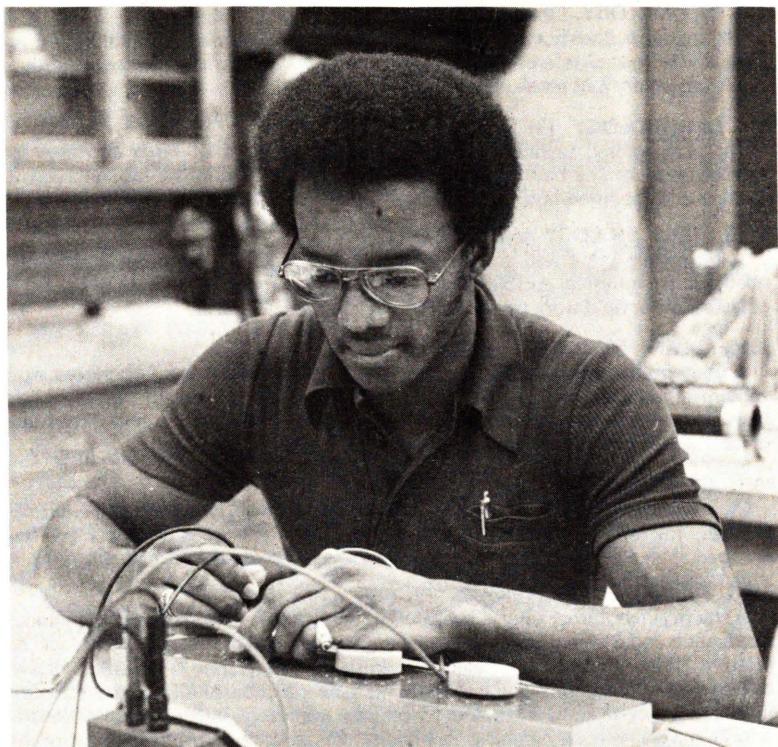
**420G. CELLULAR PHYSIOLOGY.** (3) Spring.

An intensive study in physiology primarily at the cellular level with topics being selected from the following areas: the functional organization of the cell, the cellular environment; cellular membranes, transport, irritability, and contractility; and cellular energy and matter conversions. Three lectures. Must be taken concurrently with 421 unless credit is being earned in Chemistry 325. Prerequisites: 111 and Chemistry 301.

**421G. CELLULAR PHYSIOLOGY LABORATORY.** (1) Spring.

A laboratory course designed to study physiology and biochemistry at the cellular level. Must be taken concurrently with 420 unless credit has been or is being earned in Chemistry 325. Same as Chemistry 325.





**430. RESEARCH.** (1-4) Fall, Spring. Offered on demand.

A research participation course designed for the capable advanced undergraduate student who is majoring in biology or in general science with an emphasis in biology. The research will be under the supervision of a competent staff member. The student should enroll in this course for two successive semesters. A research paper will be required. Prerequisites: Junior standing with a grade point average of 3.50 or higher in the major field; written consent of the department chairman and of the staff member who will supervise the research.

**449G. WORKSHOP IN ENVIRONMENTAL STUDIES.** (3) Summer.

Workshop for elementary teachers and for secondary teachers of science and social studies designed to stimulate an awareness of the environmental interdependency of man and his ecological community and to evaluate these concepts in light of the present energy crisis. Laboratory fee \$10.00.

**470. READINGS IN BIOLOGY.** (1-3) Offered on demand.

An independent study or tutorial course for biology majors to fill any deficiencies in their backgrounds. Registration restricted to biology majors and to general science majors with an emphasis in biology. Prerequisite: Written consent of the chairman of the department.

**508. SCIENCE FOR ELEMENTARY SCHOOL TEACHERS.** (3) Offered on sufficient demand.

A practical course designed to meet the need of the individual teacher in the elementary school. Emphasis will be placed on principles and basic facts and understandings in the biological, physical, and earth sciences that are particularly relevant to the elementary teacher. Readings, laboratory exercises, and discussions will provide in-depth study experiences.

**510. BIOLOGY FOR SECONDARY SCHOOL TEACHERS.** (3) Offered on sufficient demand.

A practical course designed to fit the individual needs of those teaching biology in the secondary schools. Emphasis will be given to those biological facts and principles that are necessary. Help will be given in the preparation of laboratory and field experiences for the students. Two lecture-discussions and one three-hour laboratory period each week. Prerequisite: 12 hours of biology and graduate standing.

**530. RESEARCH.** (1-4) Offered on demand.

A research course for graduate students who have an adequate background in biology. A research paper will be required. Prerequisites: Graduate standing; written consent of the department chairman and of the staff member who will supervise the research.

**570. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study in biology for qualified graduate students. Prerequisite: 12 hours of biology and written approval of the chairman of the department.

## DEPARTMENT OF BUSINESS AND ECONOMICS

**ASSOCIATE PROFESSORS:**

Billy Ray Cox, M.B.A., LL.D., C.P.A.  
Obert Henderson, D.B.A.  
Erma H. Tucker, M.S.

**ASSISTANT PROFESSORS:**

David B. Burks, Ph.D., C.P.A.

**Chairman**

Gary Bartholomew, M.B.A., C.P.A.  
Donald P. Diffine, Ph.D.  
#Kenneth Johnson, M.B.A., C.P.A.  
Robert J. Kelly, Ed.D.  
Mike E. O'Neal, J.D., C.P.A.  
Charles R. Walker, M.S.

**INSTRUCTORS:**

#LaVon Carter, M.B.A.  
#Mark Van Rheenen, M.B.A., C.P.A.  
Barbara Karaffa Statom, M.A.  
#Steven D. White, M.B.A.

#Appointment effective August 23, 1976.

The primary purpose of the Department of Business and Economics is to prepare students in a Christian environment for professional careers in business and economics. Morality in business is stressed. Business 435 is required of all majors in the department during the junior or senior year and is an approved substitute for a Bible course the semester it is taken.



The following majors are offered, with specific objectives for each major listed:

### BACHELOR OF ARTS DEGREE

**Business Education** — Preparation for certification to teach all high school business courses. All Arkansas requirements fulfilled.

**Secretarial Science** — Preparation for general, clerical, and secretarial office positions.

**General Business** — Minimum basic preparation for a variety of business related positions.

### BACHELOR OF SCIENCE DEGREE

With the exception of the major in Office Administration, all Bachelor of Science degrees in the department require a uniform business core of 48 hours. The purpose of the core requirements is to provide students an understanding of a general recognized common body of knowledge in business and economics. The core requirements are:

Courses	Hours Credit	Courses	Hours Credit
Accounting 205-206 .....	6	Finance 343 .....	3
Business 255 .....	3	Management 354 .....	3
Business 260 .....	3	Management 368 .....	3
Business 315, 316 .....	6	Management 430 .....	3
Business 350 .....	3	Marketing 330 .....	3
Business 435 .....	2	Mathematics 210 .....	4
Economics 201-202 .....	6		

**Accounting** — Preparation for uniform Certified Public Accountant examination; professional public accounting positions; private and governmental accounting positions.

**Economics** — Preparation as professional economists in industry or in government; preparation for either law or business school. Graduate or professional school recommended.

**Finance** — Preparation for positions in commercial, savings, and investment banking; financial management of business. Graduate school recommended.

**General Business** — Preparation for a variety of business-related positions without functional specialization.

**Management** — Preparation for supervisory positions in institutional, commercial, and industrial organizations; personnel positions. Graduate school recommended.

**Marketing** — Preparation for positions in personal selling, retailing, sales management, and marketing research.

**Office Administration** — Preparation for administrative assistant, executive secretarial, and supervisory positions.

The Department also offers both one-year and two-year terminal programs in secretarial science.

### BACHELOR OF ARTS DEGREE

#### Business Education

Major (Plan I, with shorthand): 55 hours, including Accounting 205-206; Business 102, 107, 117, 251, 252, 260, 315, 317, 350, 421, 422, 435, 451; Economics 201-202, 320; and Mathematics 108. A minor is not required.

Major (Plan II, without shorthand): 54 hours, including Accounting 205-206; Business 106, 117, 260, 315, 316, 350, 421, 422 (1 hour), 435, 451; Economics 201-202, 320; Mathematics 108 or 151; and 9 hours elected from the department, 3 of which must be upper-level. Economics 320 will be waived for students who complete the requirements for a bachelor of Science degree in Business Administration. A minor is not required.

Minor (Plan I to qualify for certification as a second teaching field): 25 hours, including Accounting 205-206; Business 107, 117, 252, 315, 350, and 251 or 317; and Economics 201.

Minor (Plan II, to qualify for certification as a second teaching field): 25 hours, including Accounting 205-206; Business 106, 117, 315, 350; Economics 201-202; and 3 hours of upper-level work elected from the Department of Business and Economics.

Under either plan, business education majors must also complete Education 203, 307, 320, 336, 417, and 450. In addition, majors under Plan I will include Business 421, 422 (2 hours), and 451 for a minimum of 25 hours of prescribed work in education; and majors under Plan II will include Business 421, 422 (1 hour), and 451 for a minimum of 24 hours of prescribed work in education.

#### General Business

Major: 48 hours, including Accounting 205-206; Business 255, 260, 315, 316, 350, 435; Economics 201-202; Finance 343; Management 354, 368, 430; Marketing 330; and Mathematics 210. A minor is required.

Minor: Accounting 205; Business 350; Economics 201, 320; Management 368; and 3 hours of elective in the department.

#### Secretarial Science

Major: 41 hours, including Accounting 205; Business 102, 106, 107, 108 (or Mathematics 101), 117, 251, 252, 260, 315, 317, 350, 435; Economics 320; and 3 hours elected in the department. A minor is required.

Minor (For those who wish an emphasis on secretarial subjects): 18 hours, including Business 102, 106-107, 251, 350; and 5 hours elected in the department.

Minor (For those who wish an emphasis on general business and clerical subjects): 18 hours, including Accounting 205; Business 106, 117, 218, and 9 additional hours elected in the department, including 6 upper-level hours.

### BACHELOR OF SCIENCE DEGREE

#### Accounting

Major: 72 hours, including **Business Core**; Accounting 301, 302, 305, 306, 401, 410, and 6 additional hours in accounting. A minor is not required.

Minor: 18 hours in accounting. The following additional courses are recommended: Business 255, 315, 316; Economics 201-202; Management 368; and Mathematics 210.



**Economics**

Major: 69 hours, including **Business Core**; Accounting 360; Economics 310, 311, 420; Finance 322; Management 333; and 3 upper-level elective hours in the department or in mathematics. A minor is not required.

Minor: Accounting 205; Economics 201-202, 310 or 311, 340 or 420, and 3 hours of electives in the department.

**Finance**

Major: 69 hours, including **Business Core**; Accounting 306, 360; and Finance 322, 323, 345, 352, 355. A minor is not required.

**General Business**

Major: 69 hours, including **Business Core**; Accounting 306, 360; Finance 322; and 12 hours elected in the department. A minor is not required.

**Management**

Major: 69 hours, including **Business Core**; Accounting 360; Management 332, 333, 425; and 9 hours elected in the department. A minor is not required.

**Marketing**

Major: 69 hours, including **Business Core**; Accounting 360, Marketing 335, 336, 337, 400; and 6 hours elected in the department. A minor is not required.

**Office Administration**

Major: 54 hours, including Accounting 205-206; Business 102, 107, 108 (or Mathematics 101), 117, 251, 260, 315, 317, 320, 350, 435; Business 252 or Accounting 360; Economics 201-202; Management 368; and 6 hours elected in the department.

**ACCOUNTING****205-206. FUNDAMENTALS OF ACCOUNTING.** (3, 3) Fall, Spring.

Elementary accounting theory, practice and simple analysis; applications to single proprietorships, partnerships and corporations. Prerequisite or co-requisite: Mathematics 151 or equivalent.

**301-302. INTERMEDIATE ACCOUNTING.** (3, 3) Fall, Spring.

Analysis and understanding of accounting theory and practice; the preparation and interpretation of operating statements and reports of partnerships and corporations, including such items as capital stock transactions, surplus, inventories and reserves. Prerequisite: 206.

**305. COST ACCOUNTING.** (3) Fall.

Elements of production under the job cost, process cost and standard cost systems; inventorying materials; payrolls and taxes; budgets; wage plans and other related topics. Prerequisite: 206.

**306-307. FEDERAL TAXATION.** (3, 3) Fall, Spring.

Broad coverage of the federal tax structure; preparation of declarations and returns for individuals, partnerships and corporations; gross and net income; capital gains and losses; allowable deductions; estates and trusts. Prerequisite: 206.

**360. MANAGERIAL ACCOUNTING.** (3) Spring.

Emphasizes the role of accounting information in managerial decision making for planning and control. Stress is on cost and analysis rather than cost record keeping. Analysis of financial statements, responsibility accounting, performance

evaluation, cost budgeting, cost control, and long-range planning. Course designed for non-accounting majors. Does not count toward accounting major. Prerequisite: 206.

**401-402. ADVANCED ACCOUNTING.** (3, 3) Fall, Spring.

Intensive analysis of accounting theory and practice. Coverage of the more complex problems of partnership accounting, joint ventures, installment and consignment sales, consolidated balance sheets and statements, and governmental accounting. Prerequisite: 302.

**405. C.P.A. PROBLEMS.** (3) Spring.

C.P.A. examination problems in accounting theory, practices, cost, auditing, taxes and business law. Prerequisite: 401.

**410-411. PRINCIPLES OF AUDITING.** (3, 3) Fall, Spring.

Audit theory and procedure; internal control; detailed audit; examination of financial statements; working papers and reports; auditor's opinion; professional standards and ethics; practice audit cases. Prerequisite: 302.

**BUSINESS****101. BEGINNING SHORTHAND.** (3) Fall, Spring.

Principles of Gregg Shorthand. Presentation of theory with extensive practice in reading and writing. Introduction to transcription. Extra dictation practice in multi-channel dictation laboratory. Class meets five times a week. Prerequisite or corequisite: 105 or equivalent.

**102. INTERMEDIATE SHORTHAND.** (3) Fall, Spring.

A review of fundamental principles, with assignments which stress speed, accuracy, fluency, and vocabulary. Intensive transcription practice. Extra dictation practice in multi-channel dictation laboratory as needed. Class meets four times a week. Prerequisite: 101 or equivalent ability.

**105. BEGINNING TYPEWRITING.** (2) Fall.

Introduction to keyboard and basic operating techniques on manual and electric typewriters. Practice in personal and routine office problems. Meets five times a week. Fee: \$2.50.

**106. INTERMEDIATE TYPEWRITING.** (2) Fall, Spring.

Continuation of speed and accuracy drills; practice in office problems with emphasis on office standards of achievement. Meets three times a week. Prerequisite: 105 or equivalent ability. Fee: \$2.50.

**107. ADVANCED TYPEWRITING.** (2) Fall, Spring.

Occupational competence and production skills developed with special attention to accuracy and speed in production. Meets three times a week. Prerequisite: 106 or equivalent ability. Fee: \$2.50.

**108. MATHEMATICS FOR BUSINESS.** (3) Spring.

Review of basic arithmetical calculations, decimals, ratios, percentages; simple and compound interest, discounts, depreciations, graphs, partial payments and other common business procedures. May be substituted for Mathematics 101 in the general education requirements by majors and minors in Office Administration and Secretarial Science. Business Education majors must enroll in Mathematics 108 or take some other course in mathematics.

**117. BUSINESS MACHINES.** (2) Fall, Spring.

Instruction and practice in the use of modern calculating machines; proficiency developed on 10-key and full keyboard adding-listing machines; extensive practice and application of business problems on electronic display and printing calculators, and rotary calculators; class meets four hours a week; extra laboratory practice provided as needed. Fee: \$12.50.

**218. CLERICAL SKILLS.** (1 or 2) Fall, Spring.

Two areas of study: (1) Filing and records management, and (2) operation and skill development on office secretarial machines — electric typewriters, Executive IBM, duplicating machines, and transcribing machines. A student who already has



competency in filing may take machines for 1 hour of credit; a student who already has competency in the designated machines may take filing for 1 hour of credit. Instructor's consent is required before enrolling for 1 hour of credit. Prerequisite: 105 or equivalent; consent of instructor if enrolling for 1 hour of credit. Fee: \$2.50.

**251. SECRETARIAL PROCEDURES.** (3) Spring.

An intensive study of the duties required of secretaries, with special emphasis on personal appearance, attitudes and personality traits, as well as the technical requirements. Prerequisites: 102, 105, and 218 or equivalent skills.

**252. ADVANCED DICTATION AND TRANSCRIPTION.** (3) Fall, Spring.

Extensive dictation practice to develop speed to 100-140 words per minute. Practice in technical dictation; procedures for notetaking of speeches. Extra dictation practice in multi-channel dictation laboratory as needed. Emphasis on improvement of transcription techniques and speed. Meets four times a week. Prerequisite: 102 or equivalent ability; and 107 which may be taken concurrently.

**255. INTRODUCTORY STATISTICS.** (3) Fall, Spring.

A mathematical development of the basic techniques of statistics. Problems of collection and analysis of data, averages, sampling, frequency distribution, index numbers and related topics. Prerequisite: Mathematics 151 or 210.

**260. FUNDAMENTALS OF DATA PROCESSING.** (3) Fall, Spring.

Basic fundamentals of electronic data processing in a business environment from a management viewpoint. Laboratory devoted to in-depth programming and problem solving. Fee: \$25.

**315, 316. BUSINESS LAW.** (3, 3) Fall, Spring.

History of legal development; organization of courts and administrative agencies; legal principles involved in the law of agency; bailments, bankruptcy, carriers, contracts, corporations, creditors' rights, mortgages and liens, insurance, negotiable instruments, partnerships, real property, sales, suretyship, torts and trusts.

**317. OFFICE MANAGEMENT.** (3) Fall.

The administrative problems of an office; relation of office functions to modern business procedures and management, workflow, office layout and standards, employment problems, equipment and supplies.

**350. BUSINESS COMMUNICATIONS.** (3) Fall, Spring.

The composition of effective business letters and reports. Emphasis on characteristics of good business writing and development of basic letter plans applicable to principal business functions. Preparation of personal resume and application letter. Extensive practice in letter writing. Prerequisite: 105 or equivalent and English 103.

**421. TEACHING BASIC BUSINESS.** (2) Spring.

The objectives and place of business education in the curriculum, the application of methods for the basic business understanding and attitudes in general business subjects and accounting. Designed for all business education majors. Same as Education 421.

**422. TEACHING BUSINESS SKILLS.** (1 or 2) Fall.

A continuation of Business 421. The application of methods for teaching the methods and techniques for the development of the skill subjects — typewriting, business machines, and shorthand. Students certifying in Comprehensive Business (Plan I) will take for 2 hours credit; others will take for 1 hour credit and will not take methods of teaching shorthand. Same as Education 422.

**435x. CHRISTIAN BUSINESS ETHICS.** (2) Fall, Spring.

A study of the ethical teachings of the Bible as applied to the field of business, including a study of Biblical passages related to business conduct, corporate ethics, individual ethics, and mutual responsibilities of employers and employees. This course is open only to junior and senior business majors, is required of such majors for graduation, and is an approved substitute for Bible the semester it is taken.

**450. INDEPENDENT RESEARCH.** (1-3) Offered on demand.

For majors with high scholastic ability and clearly defined professional goals. Emphasis placed on research techniques and procedures assignments. Prerequisite: Consent of the major advisor and department chairman.

**451. SUPERVISED TEACHING.** (6) Fall, Spring.

Same as Education 451.

## ECONOMICS

**201. PRINCIPLES OF MACROECONOMICS.** (3) Fall, Spring.

The overall-workings of the economy and its major subdivisions; the free enterprise system, monetary and fiscal policy.

**202. PRINCIPLES OF MICROECONOMICS.** (3) Fall, Spring.

Individual consumers; business; monopoly and agricultural pricing; pricing in product and resource markets. Prerequisite: 201 or consent of instructor.

**310x. INTERMEDIATE MACROECONOMICS.** (3) Fall. Alternate years; offered 1977-78.

An in-depth study of general equilibrium. The overall-workings of the economy studied in terms of the investment market, goods market, and money market. Stabilization policies are analyzed. Special attention is given to fiscal and monetary policy. Prerequisite: 201-202.

**311x. INTERMEDIATE MICROECONOMICS.** (3) Spring. Alternate years; offered 1977-78.

The nature of economics systems is studied with reference to efficiency, equity, and growth. Prices and free-enterprise markets are analyzed in terms of efficiency and equity. Consumer choice and production theory are studied in-depth. Prerequisite: 201-202.

**315. ECONOMIC EDUCATION FOR ELEMENTARY TEACHERS.** (3) Fall, Spring.

Basic economic concepts. The importance of economic education as a means of improving decision making in the market place and at the polls. Emphasis will be placed on how economic knowledge can be incorporated into the elementary school curriculum. Required for certification of all elementary teachers.

**320. PERSONAL FINANCE.** (3) Spring.

Managing personal finances; topics include inflation, tax problems, insurance, annuities, credit, home ownership, bank accounts, investments, old age and survivors disability insurance and other social security programs.

**340x. THE AMERICAN ECONOMIC SYSTEM.** (3) Spring. Alternate years; offered 1976-77.

A study of the historical development of the American economic system. This course examines the fundamental concepts underlying the American economic system and includes a brief analysis of other systems with particular emphasis during the period of industrial revolution to the present. Prerequisite: 201-202.

**420x. COMPARATIVE ECONOMICS.** (3) Fall. Alternate years; offered 1976-77.

Application of micro and macroeconomic analysis to comparative economics systems and selective aspects of economic growth. Prerequisite: 201-202.

**440Gx. FREE MARKET ECONOMICS.** (3) Summer. Offered on sufficient demand.

Instruction intended to assist teachers in dramatizing, simplifying, and enriching the economic understanding of our youth regarding private enterprise and economic individualism.



**FINANCE****322. MONEY AND BANKING.** (3) Fall, Spring.

Current banking institutions and practices, relationship between Federal Reserve System and commercial banks, monetary theory and banking principles. Prerequisites: Accounting 206 and Economics 201-202.

**323x. REAL ESTATE APPRAISAL, FINANCING, AND MANAGEMENT.** (3) Fall.

Alternate years; offered 1976-77.

The various approaches to valuation — market, cost, and income; also the appraisal process, the capitalization of income, gross-rent multipliers, replacement-cost method, and the market comparison method. Sources of mortgage funds, credit analysis, insuring loans, types of leases, and the care and upkeep of property. Prerequisites: Accounting 206; Economics 201-202.

**343. MANAGERIAL FINANCE.** (3) Fall, Spring.

Forms of business organization including the promotion, organization, capitalization, expansion, reorganization and fiscal operations; management and financing of modern corporate forms of business enterprise. Prerequisites: Accounting 206 and Economics 201-202.

**345. FINANCIAL POLICY AND ADMINISTRATION.** (3) Spring. Alternate years; offered 1976-77.

The application of principles developed in managerial finance to strategic decision problems; case method and simulation used extensively. Prerequisite: 343.

**352x. SECURITIES ANALYSIS.** (3) Spring. Alternate years; offered 1977-78.

An analytical approach to the problem of selected investment, risk determination, delimiting of risks, areas and fields of investment. Prerequisites: Accounting 206; Economics 201-202.

**355x. COMMERCIAL BANK MANAGEMENT.** (3) Fall. Alternate years; offered 1976-77.

Practices, policies, and problems of commercial bank management and operation; loan and investment administration; regulation and supervision; earnings, expense, and dividend policies; the economics and social importance of the commercial banking system as the center of the American financial system. Prerequisite: 322.

**MANAGEMENT****332x. PERSONNEL ADMINISTRATION.** (3) Fall.

Study of selection, placement, training, wage administration, performance evaluation, and discharge of employees.

**333x. ECONOMICS OF LABOR RELATIONS.** (3) Spring.

Legal and social framework for labor-management relations, union and management viewpoints; organizational relationships, the collective bargaining process, contract negotiation and administration. Prerequisite: Economics 201.

**354. OPERATIONS MANAGEMENT.** (3) Fall, Spring.

Study of production function in business, systems theory, product and capacity decision systems, and operating decisions systems. Prerequisites: Business 255; Economics 201-202; Mathematics 210.

**368. HUMAN RELATIONS.** (3) Fall, Spring.

Techniques and policies needed to handle human relations problems in business, government, and education. Fundamentals of organizational behavior, motivation, leadership, formal and informal organizations, social environment, and communication and group processes. Prerequisite: Psychology 201.

**425. ORGANIZATIONAL BEHAVIOR.** (3) Spring.

Intensive study of human relations factors. Use of case study approach. Prerequisite: 368.

**430. ADMINISTRATIVE POLICY SIMULATION.** (3) Spring.

Use of a management game to integrate and utilize decision-making concepts and techniques studied in earlier courses. Students act as top managers of a company in competition with their rivals in computer-simulated industry. Emphasis on formulation of business objectives, forecasting, planning, and analytical decision-making. Prerequisite: Senior standing or consent of department chairman. Fee: \$10.00

**MARKETING****330. PRINCIPLES OF MARKETING.** (3) Fall, Spring.

The solution of a variety of problems and cases involving the selection of channels of distribution, product policies of manufacturers and middlemen, price and general marketing procedures.

**335x. SALES STRATEGY.** (3) Fall. Alternate years; offered 1977-78.

Fundamentals of personal selling; sales manager's role in administering the selling function. Outside speakers, films, and student sales presentations will be used.

**336x. INDUSTRIAL MARKETING.** (3) Fall. Alternate years; offered 1976-77.

This course will focus on special problems of marketing industrial products, examine marketing institutions, and wholesaling. Topics will include: management of marketing channels, pricing of industrial products, physical distribution, and customer service.

**337x. RETAIL MARKETING.** (3) Spring. Alternate years; offered 1977-78.

This course will examine the general retail environment, and identify key retailing opportunities available by using proper procedures in product planning, store location, and store layout. Topics will include: sales stimulation policies, merchandise management, physical distribution, handling and buying.

**400x. MARKETING RESEARCH.** (3) Spring. Alternate years; offered 1976-77.

Research methodology and the application of current research techniques in solving marketing problems. Case studies will be used. Prerequisites: 330; Business 255.

**CO-OPERATIVE EDUCATION****DIRECTOR:**

Winfred O. Wright, Dr. de l'Universite

Students desiring to obtain practical experience while helping finance their education should investigate Harding's co-operative education program. Students who meet the academic and personal qualifications for this program will be expected to complete at least two work assignments during the sophomore, junior, and senior years. Participation in this program will normally require five years for the completion of the degree unless the student attends two summer sessions. Harding College is a member of the Arkansas Consortium for Co-operative Education.

**267x. CO-OPERATIVE EDUCATION PROJECT.** (2-3) Offered on demand.

Academic credit granted for a special project conducted in connection with a cooperative education work experience under the supervision of a faculty member assigned by the chairman of the department of the student's major field. The project will include written and/or oral reports and an assessment of the educational value of the work experience. A maximum of 6 hours of credit may be earned through two or more work experiences. If a given department decides that the work experience and concurrent study project merit credit in the major field, the department chairman may request the Dean of the College, prior to the completion of the work project and reporting of grades to the Registrar, to approve departmental credit, for example, Mathematics 267 or Sociology 267. Prerequisite: Sophomore standing and joint approval of the department chairman and Director of Co-operative Education.



## DEPARTMENT OF EDUCATION

### PROFESSORS:

Edward G. Sewell, Ph.D.

Chairman

James F. Carr, Jr. Ed.D.

Wyatt Jones, Ed.D.

### ASSOCIATE PROFESSORS:

Jerome M. Barnes, Ed.D.

Bobby L. Coker, Ed.D.

### ASSISTANT PROFESSORS:

#Edith Clark Barnes, M.Ed.

Lois L. Brown, M.A.

Betty Work Watson, M.A.

Murrey W. Wilson, M.A.

### INSTRUCTOR:

Louis Butterfield, Ed.S.

Assisting from other Departments:

Representatives from various departments teach the courses in methods involving the high school subjects.

The Department of Education has the primary responsibility for the preparation of students for successful careers in the teaching profession. To this end an undergraduate program leading to the Bachelor of Arts or Bachelor of Science degree and a graduate program leading to the degree of Master of Education have been developed. The undergraduate teacher education program is accredited by the National Council for Accreditation of Teacher Education.

A rather complete curriculum of advanced work in the various subject-matter fields and professional areas is available. Students with suitable personal qualities holding the bachelor's degree are eligible for admission to graduate study. Admission, however, is provisional for those who do not hold a six-year teacher's certificate or its equivalent based on a degree. Graduating seniors within eight semester hours of graduation are eligible to register for graduate work provided they observe the regulations concerning admission to the graduate program. For additional information concerning graduate work see the section on Graduate Studies.

The undergraduate program is structured to meet the needs of two groups of clients; namely, students who need pre-service preparation for teaching and experienced teachers who need additional preparation for self-improvement. Course work for the former group will be scheduled in the fall semester and largely repeated in the spring semester. Course work for inservice teachers will appear on evening schedules during the regular school year and on summer session schedules.

### OBJECTIVES OF THE TEACHER EDUCATION PROGRAM

The objectives of the Department of Education at Harding College are:

1. To assist students to gain an understanding of human behavior.
2. To contribute to the objectives of the general education of the individual student.
3. To develop in students a proper understanding and appreciation of the contribution of the schools to our civilization and life.

4. To identify and encourage students with professional promise to enter the teaching profession.
5. To develop in such students the competencies and qualities essential in successful teachers.
6. To provide adequate preparation in both professional and subject-matter courses which the teacher must have to meet fully the responsibilities of his profession.
7. To develop in students the professional attitudes which will enable them to give the finest quality of service and leadership in their profession and in the community.
8. To prepare students for advanced training in education and related fields.

### SCOPE AND LIMITATIONS OF THE PROGRAM

One of the major functions of Harding College is the preparation of elementary and secondary public school teachers. This function is served at both the undergraduate and graduate levels. On the undergraduate level elementary teachers are prepared to teach in kindergarten, in grades one through eight, and in special education, and secondary teachers are prepared to teach in the fields of art, biology, business, chemistry, English, French, general science, home economics, journalism, mathematics, music, physical education and health, physics, social science, Spanish and speech. The graduate program is designed primarily to develop superior elementary and secondary teachers in a limited number of areas. The graduate program is not designed to train for administrative, personnel or specialized services except in the areas of speech correction and elementary administration.

### BASIC BELIEFS OF THE PROGRAM

The education of teachers is an institution-wide function and is the responsibility of the entire faculty. The Department of Education has the primary responsibility for planning and administering the teacher education program. The education of teachers embraces three areas: general education, professional education, and subject field education.

The basic beliefs can be summarized as follows:

1. The teacher should be a superior person.
2. Prospective teachers should develop a real commitment to their chosen profession and to the program of work required in preparing for it.
3. The teacher should be an educated person in both the liberal arts and in the fields of specialization.
4. The teacher should be a professionally educated person.
5. The teacher should enter his professional career as a qualified competent practitioner and as a responsible member of his community.

The following assumptions are made:

1. The minimum amount of training required must be a bachelor's degree.
2. Graduates of the teacher training program must be prepared to teach in public schools of Arkansas and other states of the United States. Elementary teachers must receive training in broad subject areas and



specialized content areas as well as in professional courses. Secondary teachers must be trained as specialists in their teaching fields.

3. Graduates from the institution will participate in the total school program and will assume leadership in their school's co-curricular activities and community responsibilities to a degree compatible with their training and ability.
4. Graduates of the institution must be adequately prepared to continue their training at the graduate level in the larger and stronger universities.
5. Selective admission procedures must insure the recruitment of prospective teacher trainees at a steadily increasing level of achievement.
6. Teacher training requires a balance of general, professional, and subject field education.

### ORGANIZATION FOR TEACHER EDUCATION

Responsibility for the administration of the total teacher education program is assigned to the Chairman of the Department of Education. The Teacher Education Committee is an institution-wide interdepartmental committee responsible for formulating policies and coordinating all aspects of the teacher education program. The Committee on Admission and Retention to Teacher Education recommends criteria in this area and applies the criteria adopted by the faculty.

### GENERAL EDUCATION REQUIREMENTS

The following general education requirements must be satisfied by course credit to satisfy state department certification requirements. These requirements cannot be satisfied by exemption tests.

1. English (may include Speech 101 or 103, but excludes Humanities, Journalism and other Speech) — 12 semester hours.
2. Biological Science, Physical Science, and Mathematics (**one course in each**) — 9
3. Social Studies (including a minimum of one course in U.S. History and one course in U.S. Government) — 12
4. Physical Education (including P.E. 203 and 3 semester hours of recreation activities) — 6

### ADMISSION TO THE TEACHER EDUCATION PROGRAM

All students who wish to prepare for a career in teaching must apply for and be formally admitted to the teacher education program. The faculty believes that those who enter the teaching profession should compare favorably in ability with those entering other professions. The criteria for admission to and retention in the teacher education program include: emotional stability; ability to communicate effectively through speaking and writing; personal, social, moral, and ethical fitness; general intellectual ability; physical fitness; and pre-teaching laboratory experience.

To be admitted to the teacher education program, a student must:

1. Satisfy all requirements for admission to the college.
2. File a formal application for admission to the program in the office of the Department of Education. This application should be filed during the second semester of the student's sophomore year. Transfer students who plan to teach should make formal application for admission to the Teacher Education Program if they have completed 45

or more semester hours of work. Admission to the Teacher Education Program is a prerequisite for admission to all required professional education courses except Education 203.

3. Have satisfactorily completed Education 203 or an acceptable equivalent substitute.
4. Have a minimum cumulative grade point average of 2.20 at the time of application.
5. Have earned test scores on the freshman and sophomore tests which would indicate ability to complete successfully the teacher education program.
6. Have demonstrated proficiency in English by the successful completion of English 103-104\*, with at least a grade of "C" in each course.
7. Be free of physical or mental defects inimical to effective teaching.
8. Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation, conference with college personnel acquainted with the student, and special interviews with the student may be used to make evaluations in these areas.
9. Have favorable recommendation of the chairman of his major academic area and/or the recommendation of at least two faculty members with whom he has had courses.
10. Not be on academic probation at time of making application.

Formal admission to the teacher education program is a prerequisite for enrollment in all junior-senior level education courses required for certification, except Education 302. Students are requested to make application to the program not later than the end of the second semester of their sophomore year, provided Education 203 and English 103, 104 have been satisfactorily completed. Every possible effort will be made to counsel the student wisely and adequately; but the student has the responsibility of planning his program so that all requirements are met.

\*For students certifying to teach English, English 323 is accepted in lieu of English 104.

### ADMISSION TO THE SUPERVISED TEACHING SEMESTER

Initial admission to the teacher education program does not guarantee retention in it. At least one semester in advance of the semester during which supervised teaching is to be done, request for admission to supervised teaching should be made by filling out the required application form and filing it with the Chairman of the Department of Education.

No student can be admitted to the supervised teaching semester who has not completed the general education requirements or has not programmed them to the satisfaction of the Committee on Admission and Retention to Teacher Education.

Applicants for the supervised teaching semester in elementary education must have completed Education 203, 307, 336, 404, and 15 semester hours selected from the following content and specialization courses: Art 211; Biology 308; Economics 315; English 350; Geography 212; Mathematics 225; Music 116; Physical Education 330; and Speech 315 prior to the supervised teaching semester. Education 320 must be completed prior to or during the supervised teaching semester.



Applicants for the supervised teaching semester in secondary education, except for vocational home economics majors, must have completed Education 203, 307, 336, and one course from Education 419-430, unless this course in special methods and curriculum is scheduled as a part of the supervised teaching semester. They must also have completed, or be able to complete during the supervised teaching semester, the minimum Arkansas certification requirements in the subject-matter area in which supervised teaching is to be done. Students in vocational home economics must have completed Education 307, 336, 424, and Home Economics 322 or 323.

Either Education 307 or Education 336 must be taken in residence at Harding College, and it is strongly recommended that both be taken in residence. Neither course may be taken by correspondence.

To be eligible for admission to the supervised teaching semester the student must:

1. Have been admitted to the Teacher Education Program.
2. File formal application to the supervised teaching semester. This must be filed prior to the semester in which supervised teaching is to be done.
3. Have approval of the chairman of his academic teaching area.
4. Have approval of his professional advisor.
5. Have on file in the office of the Department of Education a program of studies which has the approval of both his academic and professional advisors.
6. Have completed satisfactorily all catalogued prerequisites for the supervised teaching semester.
7. Have completed, or be able to complete during that semester, the minimum Arkansas requirements in approved subject-matter courses for the area in which he is to do supervised teaching. Home economics majors must have a minimum of 32 hours of the home economics requirements completed.
8. Have a minimum cumulative grade point average of 2.25.
9. Have a minimum grade point average of 2.40 in his major teaching area for the secondary program. OR: Have a minimum grade point average of 2.40 in the professional and content and specialization courses required for admission to the supervised teaching semester for the elementary program.
10. Not be on academic probation.

### SUPERVISED TEACHING SEMESTER

During the supervised teaching semester, elementary education majors will be enrolled in Education 401, 402, 403, 417, and 441; secondary education majors, except for vocational home economics majors, will be enrolled in Education 320, 417, 450 and 451. Students majoring in vocational home economics will be enrolled in Education 302, 417, 451 and Home Economics 405, 412. Special methods for secondary teachers, Education 419-430, must be taken prior to or concurrent with the supervised teaching semester. Courses required in the supervised teaching semester must be taken in residence at Harding College unless approved otherwise by the Teacher Education Committee.

### CURRICULA

Major in Educational Media: 42 hours, including Education 320, 431, 432, 433, 434, 435; 9 hours from Art 103, 104, 200, 221-222, 249-250, 345-365; 9 hours from Journalism 251, 252, 303, 304, 305, 322; and 6 hours from Speech 141, 251, 280, 281, 282. A minor is required.

Minor in Educational Media: 24 hours, including Education 320, 431, 432 or 433, 434, 435; Art 103 or 249; Journalism 304 or 305; and Speech 141 (2 hours).

Major in Elementary Education: 32 hours, including Education 203, 302, 307, 320, 336, 401, 402, 403, 404, 417, 441. The following content and specialization courses must be completed: Art 211; Biology 308; Economics 315; English 350; Geography 212; Mathematics 101, 225; Music 116; Physical Education 203, 330; and Speech 315. A minor is required and appropriate content and specialization courses listed above may be counted in the minor. For certification as a kindergarten teacher, Education 410, 411, and 481 must also be completed.

Major in Secondary Education: 30 hours, including Education 203, 307, 320, 336, 417, one course from 419-430, 450, 451, and at least 6 additional hours of education elected from Education 302, 325, 380, 382, 385, 400, 402, 405, 406, 407, 408, 409, 413, another course from 419-430, 431, 432, 433, 434, 435. In addition, 6 hours of physical education, including Physical Education 203 and three hours of physical education activity courses, must be completed.

It is strongly recommended that secondary teachers major in a subject-matter area rather than in education. Secondary teachers, however, must include in their programs Education 203, 307, 320, 336, 417, one course from 419-430, 450, 451 (or 461); and 6 hours of physical education including Physical Education 203 and three hours of physical education activity. All students planning to teach on the secondary level must major in a subject matter area or meet minimum Arkansas certification requirements in at least two subject-matter areas.

Major in Special Education (Mental Retardation emphasis): 44 hours in Education 203, 302, 320, 336, 401, 402, 403, 404, 405, 406, 407, and 471; Psychology 400, Psychology 382 or Art 415; and Speech 250. In addition, the following content and specialization courses must be completed: Art 211; Biology 308; Economics 315; English 350; Geography 212; Mathematics 101, 225; Music 116; and Physical Education 203, 330.

Major in Special Education (Specific Learning Disabilities emphasis): 44 hours in Education 203, 302, 320, 336, 401, 402, 403, 404, 407, 408, 409, and 475; Psychology 400; Psychology 382 or Art 415; Speech 250. In addition, the following content and specialization courses must be completed: Art 211; Biology 308; Economics 315; English 350; Geography 212; Mathematics 101, 225; Music 116; and Physical Education 203, 330.

A student may certify to teach in both special education areas by completing both sets of special education requirements. This means completing Education 405, 406, 407, 408, 409, 471, and 475 in addition to the requirements common to both majors.

History 101 and Political Science 205, or equivalent, are required of all students certifying to teach. Education 302 or 407 is required of all teachers who certify in the state of Missouri.



**Required of All Teachers:****203. PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT.** (3) Fall, Spring.

The physical, mental, emotional, social, and psychological development of the human individual. Special attention is given to the application of the principles of psychology to an understanding of human growth and development during the childhood and adolescent periods. Six hours of observation are required.

**307. EDUCATIONAL PSYCHOLOGY.** (3) Fall, Spring.

The basic processes and principles of human behavior, the development and growth of man's equipment for learning, the learning process, learning and forgetting, motivation, principles of learning, with special efforts to make application of the principles of psychology to the problems of the classroom teacher. Requires a minimum of 12 hours of laboratory work. Either 307 or 336, preferably both, must be completed in residence at Harding. Cannot be taken by correspondence. Prerequisite: Formal admission to the teacher education program.

**320. AUDIO-VISUAL AIDS.** (2) Fall, Spring.

Technical problems related to audio-visual equipment, the value and importance of these aids to learning and their use in actual teaching situations. Laboratory periods to be arranged. Prerequisite: Formal admission to the teacher education program. Fee: \$10.

**336. HISTORY AND PHILOSOPHY OF EDUCATION.** (3) Fall, Spring.

A study of the history and some of the major philosophies of education in the United States. Requires a minimum of 6 hours of laboratory work. Either 307 or 336, preferably both, must be taken in residence at Harding. Cannot be taken by correspondence. Prerequisite: Formal admission to the teacher education program.

**417. TESTS AND MEASUREMENTS.** (3) Fall, Spring.

Deals with problems of evaluation; how to improve the grading systems in the school; construction and evaluation of tests; uses and interpretation of test results. Prerequisites: Same as for Education 441 or 451. Should be taken during the supervised teaching semester; exceptions must be approved in advance by the Chairman of the Education Department.

**Additional Courses Required of All Elementary Teachers:****302. INTRODUCTION TO SPECIAL EDUCATION.** (3) Fall, Spring.

Introduction to different special education areas with consideration given to psychology and education of problems of autism, mental retardation, orally handicapped, blind, gifted, and emotionally handicapped. Developed for the classroom teacher. Prerequisite: Formal admission to the teacher education program or the speech therapy program.

**401. METHODS IN ELEMENTARY MATHEMATICS.** (2) Fall, Spring.

Requires at least 6 hours of laboratory work which includes collection and organization of material for supervised teaching. Student will have some out-of-pocket expense in developing collections. Prerequisites: Same as for Education 441. This course should be taken during the supervised teaching semester.

**402. METHODS IN ELEMENTARY SCIENCE.** (2) Fall, Spring.

Requires at least 6 hours of laboratory work which includes the collection and organization of materials for supervised teaching. Student will have some out-of-pocket expense in developing collections. Prerequisites: Same as for Education 441. This course should be taken during the supervised teaching semester.

**403. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.** (2) Fall, Spring.

A course designed to acquaint teachers with research, methods, and materials for teaching the area of language arts — spelling, handwriting, listening, speaking, and creative writing. Requires at least 6 hours of laboratory work. Prerequisites: Same as for Education 441. This course should be taken during the supervised teaching semester.

**404Gx. SURVEY OF TEACHING READING.** (3) Fall, Spring.

A course designed to provide teachers with an understanding of the foundations, research, methods, and materials for reading instruction at the elementary level. Prerequisites: Formal admission to the teacher education program and at least junior standing.

**441. SUPERVISED TEACHING.** (6-8) Fall, Spring.

A minimum of eight weeks of teaching in a regular situation under the supervision of a qualified supervising teacher required. Prerequisites: Education 203, 302, 307, 320, 336, 404; a minimum of 15 hours from Art 211, Biology 308, Economics 315, English 350, Geography 212, Mathematics 225, Music 116, Physical Education 330, Speech 315; and formal admission to the supervised teaching semester. Transfer students with advanced standing in Education 307 or 336 may be requested to do additional laboratory work in the course taken in residence here. Application to the supervised teaching semester must be filed with the Chairman of the Department of Education the semester prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 17 hours, but the Dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Teacher Education Committee. Fee \$25.

**Additional Courses Required of All Kindergarten Teachers:****410G. KINDERGARTEN CURRICULUM.** (3) Fall.

Study of techniques of teaching the content of the kindergarten curriculum. Minimum of 6 hours of laboratory work. Prerequisites: 203, or equivalent, and 307.

**411G. KINDERGARTEN METHODS AND MATERIALS.** (3) Spring.

Objectives, materials and methods of teaching in the kindergarten. Minimum of 6 hours of laboratory work. Prerequisites: 203, or equivalent, and 307.

**481. KINDERGARTEN PRACTICUM.** (3-6) Fall, Spring.

Practical application of theories and methods in working with pre-school children. Students who have completed, or will complete, 441 in grades 1-3 need take this for only 3 hours. Other students certifying for kindergarten will usually take for 6 hours as part of the "block semester." Prerequisites: 203, 307, 320, 336, 404, and 410 or 411; a minimum of 15 hours from Art 211, Biology 308, Economics 315, English 350, Geography 212, Mathematics 225, Music 116, Physical Education 330, Speech 315; and senior standing. Transfer students with advanced standing in Education 307 or 336 may be requested to do additional laboratory work in the course taken in residence here. Application to the supervised teaching semester must be filed with the Chairman of the Department of Education the semester prior to the semester in which the supervised teaching is to be done. The maximum credit which can normally be earned during the supervised teaching semester is normally 17 hours, but the Dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Teacher Education Committee. Fee: \$25.

**Additional Courses Required of All Secondary Teachers:****419-430. SPECIAL METHODS OF TEACHING HIGH SCHOOL SUBJECTS.**

The courses listed below deal with the curriculum and methods of teaching the various high school subjects. At least one of these special methods courses is either a prerequisite or a corequisite to the supervised teaching semester. Prerequisite: Formal admission to the teacher education program.

**419. METHODS OF MODERN FOREIGN LANGUAGE TEACHING.** (3) Fall.

Instruction in modern methods of language teaching, and training in their uses. Required of all students certifying to teach a foreign language on the secondary level.

**420. TEACHING ART.** (3) Spring.

Same as Art 420.



**421. TEACHING BASIC BUSINESS.** (2) Fall.

Same as Business 421.

**422. TEACHING BUSINESS SKILLS.** (1-2) Spring.

Same as Business 422.

**423. TEACHING ENGLISH.** (3) Spring.**424. TEACHING HOME ECONOMICS.** (3) Fall.

Same as Home Economics 424.

**425. TEACHING MATHEMATICS.** (3) Spring.**426. SECONDARY MUSIC METHODS.** (3) Spring.

Same as Music 426.

**427. METHODS AND MATERIALS IN PHYSICAL EDUCATION FOR SECONDARY SCHOOLS.** (3) Spring.

Same as Physical Education 427.

**428. TEACHING SCIENCE.** (3) Fall.**429. TEACHING SOCIAL SCIENCE.** (3) Fall.**430. TEACHING SPEECH.** (3) Fall.

Same as Speech 430.

**450. STUDENT TEACHING SEMINAR.** (1) Fall, Spring.

Preparation for student teaching through study of practical problems, observations, and visiting speakers; discussion of common problems during student teaching; and evaluation of remedial work on weaknesses discovered during student teaching. Prerequisite: Enrollment in 451 or 461.

**451. SUPERVISED TEACHING.** (6-8) Fall, Spring.

A minimum of eight weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher is required. Prerequisite: Education 203, 307, 336, one course from 419-430, and formal admission to the supervised teaching semester. Education 419-430 may be taken concurrently. Transfer students with advanced standing credit in Education 307 or 336 may be required to do additional laboratory work in the course taken in residence here. Application to the supervised teaching semester must be filed with the Department of Education the semester prior to the semester in which supervised teaching is to be done. The maximum credit which can be earned during the supervised teaching semester is normally 17 hours, but the Dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Teacher Education Committee. The final grade in this course will not be submitted to the Registrar's Office until all certification requirements, in two fields where applicable, have been satisfactorily completed. Fee \$25.

**Supervised Teaching to Certify for Grades K-12:****461. SUPERVISED TEACHING.** Fall, Spring.

All students certifying in Art or Music must take Education 461. Physical education majors who wish to certify for grades K-12 must take 461 and also include Physical Education 129 and 330 in their program. Prerequisites for admission are the same as for Education 451 except for additional courses that will be designated by the chairman of the Department of Education. Read the course description for Education 451. Fee \$25.

**Additional Courses Required of All Special Education Teachers:****407G. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.** (3) Spring.

A study of those children to be considered exceptional, in reference to their educational and psychological needs, with discussion of all phases and concepts of exceptionality. Prerequisite: 203 or Psy. 240.

**A. Mentally Retarded Emphasis:****405G. METHODS OF TEACHING THE MENTALLY RETARDED.** (3) Fall.

Instruction in modern methods of teaching the mentally retarded, includes discussion of the necessary curriculum, underlying philosophy, and general goals of teaching the mentally retarded. Prerequisite: 302 or consent of department chairman.

**406G. NATURE AND NEEDS OF THE MENTALLY RETARDED.** (3) Spring.

Study of the nature and needs of the mentally retarded with emphasis on physical, motor, mental, language, emotional and social development and discussion of the necessary curriculum to meet their special needs. Prerequisite: 302 or consent of department chairman.

**471. SUPERVISED TEACHING MENTALLY RETARDED.** (6-8) Fall.

A minimum of eight weeks of teaching mentally retarded under supervision of a qualified supervising teacher. Prerequisites: a minimum of 15 hours from Educ. 405, 406, 407; Psy 382 (or Art 415), 400; and Speech 250; a minimum of 15 hours from Art 211, Biology 308, Economics 315, English 350, Geography 212, Mathematics 225, Music 116, and Physical Education 330; and formal admission to the supervised teaching semester. Application to the supervised teaching semester must be filed with the Chairman of the Department of Education the semester prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 17 hours, but the Dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Teacher Education Committee. Fee: \$25.

**B. Specific Learning Disabilities Emphasis:****408Gx. NATURE AND NEEDS OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES.** (3) Fall.

Problems encountered by the child with learning disabilities and his specific needs in terms of educational, social, and psychological development.

**409Gx. EDUCATIONAL PROCEDURES FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES.** (3) Spring.

Disorders of auditory and written language, reading, arithmetic; and non-verbal disorders of learning with emphasis placed on the educational and psychological needs of the learning disabled students.

**475x. SUPERVISED TEACHING CHILDREN WITH SPECIFIC LEARNING DISABILITIES.** (6-8) Spring.

A minimum of eight weeks of teaching under supervision of a qualified supervising teacher. Prerequisites: a minimum of 15 hours from Education 407, 408, 409; Psychology 382 (or Art 415), 400; and Speech 250; a minimum of 15 hours from Art 211, Biology 308, Economics 315, English 350, Geography 212, Mathematics 255, Music 116, and Physical Education 330; and formal admission to the supervised teaching semester. Application to the supervised teaching semester must be filed with the Chairman of the Education Department the semester prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 17 hours, but the Dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Teacher Education Committee. Fee: \$25.

**Electives:****325G. STATISTICS.** (3) Fall.

Same as Psychology 325. Prerequisite: Math.105 or 151.

**380G. PSYCHOLOGY OF PERSONALITY.** (3) Fall.

Same as Psychology 380.

**382G. BEHAVIORAL DISORDERS.** (3) Spring.

Same as Psychology 382.



**385G. COUNSELING.** (3) Fall.

Same as Psychology 385. Prerequisites: Psy. 380, 382.

**400G. PSYCHOLOGICAL TESTING.** (3) Fall.

Same as Psychology 400. Prerequisite: Psy. 201, 325 or consent of instructor.

**402Gx. TECHNIQUES OF COUNSELING.** (3) Spring.

Same as Psychology 402. Prerequisite: Psy. 385.

**413. SCHOOL SUPERVISION.** (3) Offered in conjunction with 554.

Study of the philosophy, principles, and techniques of supervision. Prerequisites: Consent of the department chairman.

**431G. EDUCATIONAL MEDIA.** (3) Offered on sufficient demand.

The development of techniques in the use of multi-media in instruction; the production of transparencies; a study of recent developments in educational media; a study of research in the use of programmed instruction; and a review of basic audio-visual materials and machines. Fee: \$10.

**432G. INDEPENDENT STUDY — MEDIA ADMINISTRATION AND RESEARCH.** (3) Offered on demand.

Research in administration and production of media programs. Management of an integrated program, including production, selection, utilization, and administration of communications media.

**433G. INDEPENDENT STUDY — PRODUCTION OF MEDIA.** (3) Offered on demand.

The use of educational media in meeting instructional objectives. The development of slides, filmstrips, films, and multi-media programs. The application of educational psychology to media programming. Fee: \$10.

**434G. INDEPENDENT STUDY — MEDIA FIELD EXPERIENCES.** (3) Offered on demand.

Guided experiences in actual radio and television programming, script writing, and media techniques. Performed in cooperation with a commercial and/or educational television station.

**435Gx. INDEPENDENT STUDY — GRAPHICS FOR EDUCATIONAL MEDIA.** (3) Offered on demand.

The production of media for use in video presentations; the use of heat press in dry mounting and laminating; the use of photoflat and chartex; special techniques in the development of graphic displays for classroom instruction and in video presentation. Fee: \$10.

**Graduate Education Courses:****502. INTRODUCTION TO SPECIAL EDUCATION.** (3) Fall, Spring.

Introduction to different special education areas with consideration given to autism, mental retardation, orally handicapped, blind, gifted, and emotionally handicapped. Developed for the classroom teacher. Not open to those who have credit in 302.

**520. EDUCATIONAL MEDIA.** (3) Offered on sufficient demand.

Offered for graduate students in conjunction with 431. Credit may not be earned in both 431 and 520. Fee: \$10.00.

**521. MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL.** (3) Fall.

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching mathematics and science. One-half semester will be devoted to each area.

**522. SOCIAL STUDIES AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.** (3) Spring.

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching elementary social studies and language arts. One-half semester will be devoted to each area.

**524. EVALUATION IN THE ELEMENTARY SCHOOL.** (3) Summer.

The objectives of evaluation. Types of evaluation instruments. Selection, interpretation and use of evaluation instruments used in the elementary school.

**527. IMPROVEMENT OF INSTRUCTION IN ELEMENTARY SCHOOLS.** (3) Spring.

The problems and difficulties confronting the elementary school teacher. Current research and readings in educational literature are investigated as a basis for the improvement of instruction in classroom situations.

**529x. TEACHING THE BIBLE IN THE PUBLIC SCHOOLS.** (3) Summer. Offered 1974.

A study of the legal questions, methods of incorporating Bible study in the curriculum of the public schools, problems, methods of teaching, and other aspects of encouraging the teaching of the Bible in the public schools.

**530. TEACHING READING IN THE PRIMARY GRADES.** (3) Summer. Offered on sufficient demand.

Study of techniques and research appropriate to teaching reading in lower grades of elementary school; emphasis on inter-relationship of language arts; readiness; individual differences; word recognition skills; oral reading; evaluation of reading materials and reading progress; new trends in teaching reading.

**531x. SELECTED TOPICS IN ELEMENTARY SCIENCE METHODS.** (3) Summer. Offered on sufficient demand.

Emphasizes the experimental approach to science teaching in the elementary grades.

**532. DEVELOPMENT AND ADMINISTRATION OF THE CURRICULUM.** (3) Fall.

Curriculum construction and organization, oriented in terms of actual difficulties faced in curriculum revision. Affords special study of curriculum problems confronting the students in the course. Appraises curriculum demands of modern society as they pertain to principles, issues and concepts. Considers desirable form and content of the school program and techniques of enrichment.

**533x. READING SEMINAR.** (3) Offered on sufficient demand.**536. IMPROVEMENT OF INSTRUCTION IN THE SECONDARY SCHOOL.** (3) Spring.

Designed to give practical assistance to the high school teacher; a critical study of current practices and trends in high school teaching.

**537. INDIVIDUALIZATION OF INSTRUCTION.** (3) Summer. Offered on sufficient demand.

A critical evaluation of the procedures utilized in caring for individual differences in the regular classroom.

**538. PSYCHOLOGY OF LEARNING.** (3) Spring.

A study of selected research in human learning and the fundamental principles of the learning process. Survey of the major theories of learning developed by contemporary psychologists.

**543. PHILOSOPHY OF EDUCATION.** (3) Summer. Offered on sufficient demand.

Nature, techniques and aims of education in the light of representative educational philosophies. Attention to their influence upon present day educational thought and practice. Consideration given to the understanding of concepts and terms peculiar to the field.

**545. EDUCATIONAL SOCIOLOGY.** (3) Spring.

The study of educational theories, principles and practices in the light of current sociological concepts, with special reference to educational problems arising from our rapidly changing social, economic and political conditions. Educational needs and adaptation of training institutions in terms of educational change; ways in which selective culture factors and trends affect the process of organization of education.

**550x. INDEPENDENT STUDY IN EDUCATION.** (3) Offered on demand.

Individual study of selected topic(s) in education. Prerequisite: 552, candidacy for M.Ed. degree, and consent of Director of Graduate Studies.



## DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

### 552. RESEARCH METHODS. (3) Fall.

Essential techniques involved in research work, selecting and defining problems, treatment and interpretation of data and research reporting. Types of research, criteria for selecting and planning a problem, preparing bibliographies, securing data for various types of research, the organization, preparation and interpretation of materials.

### 554. SUPERVISION OF INSTRUCTION. (3) Offered on sufficient demand.

Contribution of supervision to teaching through leadership in curriculum development, guidance, student activities, school services and other phases of the school as a social enterprise. Special techniques of improvement of teaching and learning through utilization of the processes of democratic participation, guidance, research, social forces and trends.

### 558. THESIS AND RESEARCH. (3-6) Offered on demand.

The amount of credit earned in this course will depend upon the comprehensiveness and quality of the research undertaken. Methods and techniques of research are treated and applied to the selection of a problem or topic, and the organization and interpretation of materials appropriate thereto.

### 562x. PUBLIC SCHOOL ADMINISTRATION. (3) Summer, 1976; Fall, 1977.

A foundation course in the general administrative problems of the public school.

### 563x. ELEMENTARY SCHOOL ADMINISTRATION. (3) Fall, 1976; Summer, 1977.

Examination and study of problems of organization and administration of the elementary school in relation to current theories and practices particularly as they relate to classroom teaching.



#### ASSOCIATE PROFESSOR:

Josephine Cleveland, D.A.

#### ASSISTANT PROFESSORS:

Gary D. Elliott, Ph.D.

Chairman

Alice K. Jewell, M.A.

#Larry Long, Ph.D.

Duane McCampbell, M.A.

Dennis M. Organ, Ph.D.

Charles Pittman, M.A.

Lawrence Eugene Underwood, M.Ed.

Edward White, M.A.

#### INSTRUCTOR:

Betty Thornton Ulrey, M.Ed.

#### ASSOCIATE INSTRUCTORS:

Rodger Lee Brewer, B.A.

\*Joe E. McReynolds, B.A.

Assisting from other departments:

#### PROFESSOR:

Neil B. Cope, Ph.D.

#### ASSISTANT PROFESSOR:

Betty Work Watson, M.A.

#Appointment effective August 23, 1976

\*On leave of absence 1975-76

The purpose of the Department of English is to assist the student in developing habits of logical thinking and effective expression and to lead him to an appreciation of the creative mind. Literature is treated not merely as artistic expression but also as a progressive development of human culture, thought, and ideals. By relating to his own age the finest thinking and the highest achievement of the past, the student can lay a foundation for understanding his present culture and for grasping the means by which the minds of men have broadened with the passing of each age.

Major: 33 hours, including 103, 201, 202, 300; 6 hours of American literature chosen from among 301, 302, 408, 411; 9 hours of English literature, choosing one course from each of the following groups; 370 or 371; 380 or 400; 402, 404, 418; 6 hours of electives. Majors certifying to teach must take 251, 252. These two courses may be substituted for 201, 202 only by persons certifying to teach English. Also those persons certifying to teach must take 322 and 323, but may delete 300. In addition, two years of a modern foreign language are required of majors not certifying to teach, and one year of a modern foreign language is required of majors certifying to teach.



Minor (required of minors certifying to teach English): 24 hours, including 103, 251, 252, 322, 323; 6 hours in American literature; 3 hours of elective advanced work in English.

Minor (if not certifying to teach English): 18 hours, including 103, 201, 202, and 6 hours of advanced work.

All students preparing to teach in elementary and secondary schools must satisfactorily complete 103-104 or the equivalent. For students certifying to teach English, 323 is accepted in lieu of 104. A grade of at least "C" in each course is required for admission to the Teacher Education Program.

For high school teachers of English, a foreign language minor or second teaching field is very useful. Also, since high school teachers of English are often expected to coach debate and to supervise the student newspaper, Speech 151, 265 and Journalism 201, 251, 252 are also desirable electives. Speech 255 is also a very desirable elective for prospective English teachers.

**103. INTRODUCTION TO COMPOSITION, RHETORIC, AND RESEARCH.** (3) Fall, Spring.

This course stresses principles of effective writing. Also, the student is given specific instruction in using the library, in research methods, and in writing the research paper.

**104. INTRODUCTION TO LITERATURE AND COMPOSITION.** (3) Fall, Spring.

Introducing the student to literature with special attention being given to poetry, drama, and short fiction, this course also gives the student the opportunity to develop further his writing skills.

**201, 202. LITERATURE OF THE WESTERN WORLD.** (3, 3) Fall, Spring.

Emphasizing writers whose ideas are representative of concepts, movements, or creative expressions which have had significant impact upon western culture, this course examines important views regarding the nature of man and of his place in the world. The course is closely related to Art 101 and Music 101.

**249. ENGLISH PROFICIENCY.** (3) Spring, Summer.

Intensive practice in writing is the main component of this course. Passing this course will satisfy the institutional English proficiency requirement. Students who have major deficiencies in English grammar and composition are encouraged to take this course. Open only to juniors and seniors. Does not count toward the major or minor in English.

**251x, 252x. BRITISH LITERATURE SURVEY.** (3, 3) Fall, Spring.

This course examines the developments and significance of British literature, with its historical, social, and philosophical backgrounds from the beginning to present times. Designed for English majors. For those persons certifying to teach English, 251 and 252 are required and may be taken in lieu of 201 and 202 in satisfying general education requirements.

**300x. HISTORY OF THE ENGLISH LANGUAGE.** (3) Fall. Offered on sufficient demand.

Strongly recommended for students planning to attend graduate school, this course traces the development of English language from Anglo-Saxon to modern English.

**301, 302. AMERICAN LITERATURE.** (3, 3) Fall, Spring.

This course examines the developments and significance of American literature, with its historical, social, and philosophical backgrounds from the beginning to present times.

**322. SYSTEMS OF ENGLISH GRAMMAR.** (3) Spring.

Stressing the basic principles of English grammar, this course is designed particularly for students who plan to teach English. The course reviews functional linguistics, comparative grammars, and syntax.

**323. ADVANCED COMPOSITION — CREATIVE WRITING.** (3) Fall.

A study of professional writing techniques, with emphasis on the demands of various literature media. Students are expected to write for publication, and this may include fiction and verse. Applicable aspects of style, rhetoric, and effectiveness are reviewed.

**350. CHILDREN'S LITERATURE.** (3) Fall, Spring.

This course provides a study of the types and sources of children's literature, involves the extensive reading necessary to acquaint a prospective teacher with the wealth of material available in the field, and demonstrates procedures in the teaching of literature to children. It does not count toward the major. Only students majoring in elementary education may count it toward the minor. Prerequisite: Education 203.

**370. OLD AND MIDDLE ENGLISH LITERATURE.** (3) Fall.

With emphasis on Chaucer, this course is designed to give the interested student the opportunity to study this period of British literature in depth.

**371. SHAKESPEARE.** (3) Spring.

Shakespeare's development as a dramatic artist and as an interpreter of humanity is outlined in this course. It gives attention to the resourcefulness of his language and to the penetration of his thought.

**380. RENAISSANCE AND SEVENTEENTH CENTURY BRITISH LITERATURE.** (3)

Spring. Alternates with 400G; offered 1976-77.

Excluding Shakespeare, this course gives attention to major British writers of the period, including sonneteers, dramatists, Spenser, Donne, and Milton.

**400G. RESTORATION AND NEO-CLASSIC LITERATURE.** (3) Spring. Alternates with 380; offered 1977-78.

With major attention given to Dryden, Pope, and Swift, this course provides an opportunity for an in-depth study of the period.

**402G. BRITISH ROMANTIC POETRY.** (3) Fall, Alternates with 404G; offered 1977-78.

This course examines in depth the poetry of Wordsworth, Coleridge, Keats, Shelley, and Byron, with appropriate attention to the scholarship devoted to the period.

**403x. STUDY IN LITERATURE.** (3) Offered in conjunction with 503.

Specialized study of the literature of a particular author or field, usually on a workshop basis. Prerequisite: Consent of department chairman.

**404G. VICTORIAN POETRY.** (3) Fall. Alternates with 402G.; offered 1976-77.

This course gives major emphasis to Tennyson and Browning but notes also lesser poets of the Victorian period.

**407G. MODERN DRAMA.** (3) Spring. Alternates with 410G; offered 1976-77.

The major dramatists of England, Europe, and America from Ibsen to the present are the subjects of this course which examines changes in dramatic technique, social and philosophical backgrounds.

**408Gx. AMERICAN SHORT STORY.** (3) Spring.

Focusing upon a particular genre, this course provides the student an opportunity to increase his ability to read carefully and to explicate profitably.

**410Gx. MODERN LITERATURE.** (3) Spring. Alternates with 407G; offered 1977-78.

This course deals with British and American literature of the twentieth century, exclusive of drama.

**411G. AMERICAN NOVEL.** (3) Fall.

This course examines the development of the American novel from its early instances to the present time. This course may vary from year to year according to novels assigned.



**418G. BRITISH NOVEL.** (3) Spring.

This course examines the development of the British novel from its early instances to the present time. This course may vary from year to year according to novels assigned.

**450. INDEPENDENT STUDY.** (1-3) Offered on demand.

When in the judgment of the chairman of the English Department and of the appropriate member of the English faculty a senior student majoring in English can advantageously embark upon an independent study project, the content of this course may be adapted to his specific needs.

**503. GRADUATE STUDY IN LITERATURE.** (3) Offered on demand.

This course offers specialized study of the literature of a particular author or field. The subject matter may vary from semester to semester. Qualified graduate students may take this course **three** times in different areas. Prerequisite: Consent of department chairman and instructor.

**530. INDEPENDENT STUDY.** (1-3) Offered on demand.

When in the judgment of the chairman of the English Department and of the appropriate member of the English faculty a graduate student majoring in English can advantageously embark upon an independent study project, the content of this course may be adapted to his specific needs.

## GENERAL SCIENCE

The Departments of Biological Science, Mathematics and Physical Science cooperate in offering an interdepartmental major. This program in general science is designed for those who need training in several branches of science in order to teach science in high school and for those who for any other reason desire a broad understanding and appreciation of the sciences. Both the Bachelor of Arts and the Bachelor of Science degrees are offered in general science. Since they will need to take 24 hours of approved courses in education, those planning to certify to teach in the minimum time should elect the Bachelor of Arts program, should omit from the general education program Mathematics 101 and Physical Science 102, and should take Education 203 instead of Psychology 201. CLEP credit in Biology 111 is not accepted for a major or minor in general science.

Major (Bachelor of Arts): 57 hours in the biological and physical sciences and mathematics, including Biology 111\*, 152, 252; Chemistry 111 and 112 or 115; Mathematics 152; Physical Science 101; Physics 201-202 or 211-212; and a total of 24 hours of upper-level work in two of the following fields — biology, chemistry, mathematics, physics — with a minimum of 6 hours in each of the two selected. A minor is not required.

Major (Bachelor of Science): 67 hours in the biological and physical sciences and mathematics, including Biology 111\*, 152, 252; Chemistry 111 and 112 or 115; Mathematics 201; Physical Science 101; Physics 201-202 or 211-212; and a total of 24 hours of upper-level work in two of the following fields — biology, chemistry, mathematics, physics — with a minimum of 6 hours in each of the two selected. In addition, one year of German or French, or a reading proficiency in one of these languages demonstrated by examination, is required. Mathematics 215 is highly recommended. A minor is not required.

\*CLEP credit is not accepted for Biology 111 toward a major in general science.

Minor: 39 hours in the biological and physical sciences and mathematics, including Biology 111\*, 152, 252; Chemistry 111 and 112 or 115; Mathematics 152 or 201; Physical Science 101; Physics 201-202 or 211-212; and 6 hours of upper-level work in the area.

For a description of course offerings, consult the Department of Biological Science, the Department of Physical Science, and the Department of Mathematics.

\*CLEP credit is not accepted for Biology 111 toward a minor in general science.

## DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

**PROFESSOR:**

Clifton L. Ganus, Jr., Ph.D.

**ASSOCIATE PROFESSORS:**

Raymond Muncy, Ph.D.

Chairman

Virgil H. Lawyer, M.A.

Joe T. Segraves, Ph.D.

**ASSISTANT PROFESSORS:**

\*Thomas M. Howard, M.A.

Fred R. Jewell, Ed.D.

Thomas R. Statom, M.A.T.

V. Ponder Wright, M.S.

**INSTRUCTOR:**

Earl W. Cobill, M.A.

\*On leave of absence 1975-76.

The work of the department is designed to give students basic information concerning the social forces and institutions which affect civilizations and the fundamental principles underlying enlightened citizenship and international relations; to prepare teachers for elementary and secondary schools; to furnish the knowledge and academic discipline needed for graduate study in history, political science, or social science; to provide the pre-professional background for the fields of law, government service, or some related professional field.

Students preparing to teach social science in secondary schools must complete 9 hours of American history, 6 hours of European history, 3 hours of American national government, 3 hours of economics, and 3 hours of geography or sociology. In addition to certifying in the broad area of social science, a student should keep in mind that 9 hours in a specific field of social science are required for certification in that field. For example, 9 hours of geography are required to certify in geography or 9 hours of European history are required to certify in European history.



**BACHELOR OF ARTS DEGREE****HISTORY**

Major: 30 hours in history and social science, of which 18 hours must be advanced-level hours, and including History 101, 111, 430; two courses elected from History 301, 302, 340, and 403; Political Science 202 or 420; Social Science 450; and 10 additional hours in history. In addition, one year of a modern foreign language is required.

Minor: Political Science 202 or 420 and 15 hours in history, of which 6 hours must be advanced-level hours, and including History 101, 111, and one course elected from History 301, 302, 340, and 403.

**POLITICAL SCIENCE**

Major: Social Science 450 and 28 hours in political science including 202 or 420, 205, 251, 300, and 305. In addition, one year of a modern foreign language is required.

Minor: 18 hours in political science including 202, 205, 251, and 305.

**SOCIAL SCIENCE**

Major: 53 hours in social science including Economics 201-202; Geography 212; History 101, 111, 430; two courses elected from History 301, 302, 340, and 403; Political Science 202 or 420, 205, 251; Social Science 450; Sociology 203; 6 additional advanced hours in American history; 3 additional advanced hours in non-American history; and 6 additional hours elected from economics, geography, political science, and sociology. A minor is not required.

Minor: 18 hours of history, political science, geography, economics, and/or social science, including 6 hours of upper-level credit.

Minor (for students preparing to teach social science in secondary schools): 24 hours of social science including 6 hours of advanced credit. This must include 9 hours in American history, 6 hours in non-American history, 3 hours in American national government, 3 hours of economics, and 3 hours of geography or sociology. For this minor Economics 201 and Political Science 205 should be elected in satisfying general education requirements. An upper-level American history course and an upper-level European history course will normally be taken for the upper-level credit.

**BACHELOR OF SCIENCE DEGREE****AMERICAN STUDIES**

Major: 62 hours in American Studies, including Economics 201-202; Geography 212; History 101, 111; two courses elected from History 301, 302, 340, and 403; Political Science 202, 205, 251; Social Science 450; Sociology 203; 6 hours in American literature from English 301, 302, 408, 411; 6 additional hours in American political scene from Political Science 354, 422, 435; 3 additional hours in American culture from Sociology 305, 355, 405; 3 additional hours in American economic scene from Finance 322 or Management 354; 6 additional hours in American history from History 301, 302, 340, 366, 403, 420, 441; Journalism 401 or an elective approved by the chairman of the department. In addition, one year of a modern foreign language is required.

Minor: 30 hours in American Studies, including History 101, 111; two courses elected from History 301, 302, 340, and 403; Political Science 202, 205; Sociology 203; and 9 additional hours selected from three of the five fields listed under the major.

**GEOGRAPHY**

**212. FUNDAMENTALS OF GEOGRAPHY.** (3) Fall, Spring.

Physical geography including climates, soil, river systems, and mountain ranges. The aspects of geography affecting racial division and human population.

**300. WORLD GEOGRAPHY.** (3) Spring.

A survey of the major geocultural areas of the world, focusing on both the physical traits (land forms, climate, natural resources, etc.) and the land-man relationships in the area (land uses, population distribution, etc.) Prerequisite: 212.

**301x. GEOGRAPHY OF THE UNITED STATES.** (3) Fall. Alternate years; offered 1977-78.

Prerequisite: 212.

**HISTORY**

**101. AMERICAN HISTORY.** (3) Fall, Spring.

Survey of American history with attention to geographical factors, social forces, and political and industrial development. Required of all freshmen.

**111. WESTERN CIVILIZATION.** (3) Fall, Spring.

Development of Western civilization from about 1500 to the present. Emphasis is placed on major political, economic, and social movements. Required of all freshmen.

**251x. HISTORY OF THE CIVIL WAR IN AMERICA.** (3) Spring.

Military, social, and economic aspects of the American Civil War, 1860-65. Prerequisite: 101 or consent of department chairman.

**301. EARLY NATIONAL AMERICA 1787-1850.** (3) Fall.

Prerequisite: 101 or consent of department chairman.

**302. EMERGENCE OF MODERN AMERICA 1850-1900.** (3) Spring.

Prerequisite: 101 or consent of department chairman.

**310. HISTORY AND CULTURE OF THE FAR EAST.** (3) Fall.

A study of China and Japan, including indigenous origins, the impact of the West through the 19th century, and problems of development through the last 50 years.

**340. COLONIAL AMERICA 1608-1787.** (3) Spring.

Prerequisite: 101 or consent of department chairman.

**366. HISTORY OF THE FRONTIER.** (3) Spring.

Settlement of the West, the laws and policies related to its development, and the effects of the frontier on national life. Prerequisite: 101 or consent of the department chairman.

**401. HISTORY OF ENGLAND.** (3) Spring.

Political, religious, literary, and economic activities of the English people from 1066 to present. Recommended for pre-law students. Prerequisite: 111 or consent of department chairman.

**403. TWENTIETH CENTURY AMERICA 1900 TO PRESENT.** (3) Fall.

An historiographical and interpretative treatment. Prerequisite: 101 or consent of department chairman. Recommended for those who plan to do graduate study in history.

**408G. EUROPEAN HISTORY 1648-1815.** (3) Fall. Alternates with 441G; offered 1976-77.

Prerequisite: 111 or consent of department chairman.

**410G. EMERGING NATIONS.** (3) Fall.

Same as Political Science 410.



**420G. DIPLOMATIC HISTORY OF THE UNITED STATES.** (3) Fall.

A survey of the diplomacy and foreign policy of the United States from the American Revolution to the present.

**430G. ANCIENT AND MEDIEVAL HISTORY.** (3) Spring.

An historical survey from antiquity to 1300. Required of all history and social science majors.

**431G. RENAISSANCE AND REFORMATION HISTORY.** (3) Fall.

Europe during the period of Renaissance and Reformation, 1300-1648.

**441G. HISTORY OF THE SOUTH.** (3) Fall. Alternates with 408G; offered 1977-78.

A study of the social, political, and economic development of both the old and the new South. Special attention will be given to those forces that made the South unique. Prerequisite: 101 or consent of department chairman.

**446G. EUROPEAN HISTORY 1815-1914.** (3) Fall.

Prerequisite: 111 or consent of department chairman.

**447G. MODERN EUROPEAN HISTORY 1914 TO PRESENT.** (3) Spring.

Prerequisite: 111 or consent of department chairman.

**503. TWENTIETH CENTURY AMERICA.** (3) Fall.

An historiographical and interpretative treatment. Suggested for those who plan to do graduate work in history. Prerequisite: 12 hours of history and consent of department chairman. Not open to those who have credit in 403.

**POLITICAL SCIENCE****202. INTERNATIONAL RELATIONS.** (3) Fall, Spring.

A study of the interaction of nations, surveying territorial states, nationalism, international organizations, international law, war, and the nuclear revolutions, and focusing on why nations and men act as they do.

**205. AMERICAN NATIONAL GOVERNMENT.** (3) Fall, Spring.

A study of the institutional processes and participants of the United States' political system.

**251. AMERICAN STATE AND LOCAL GOVERNMENT.** (3) Spring.

A study of the nature, functions, and issues of government in the states and localities of the United States.

**300. COMPARATIVE POLITICAL SYSTEMS.** (3) Fall.

An analysis of the political processes and institutions of major democratic and non-democratic political systems utilizing contemporary methods in the field of comparative politics.

**305x. SCOPE AND METHODS OF POLITICAL SCIENCE.** (3) Spring.

An examination of the research, literature, and scholarly methods in Political Science with emphasis on the contemporary state of the discipline as a study of political phenomena.

**324. PRINCIPLES OF PUBLIC ADMINISTRATION.** (3) Fall. Alternate years; offered 1976-77.

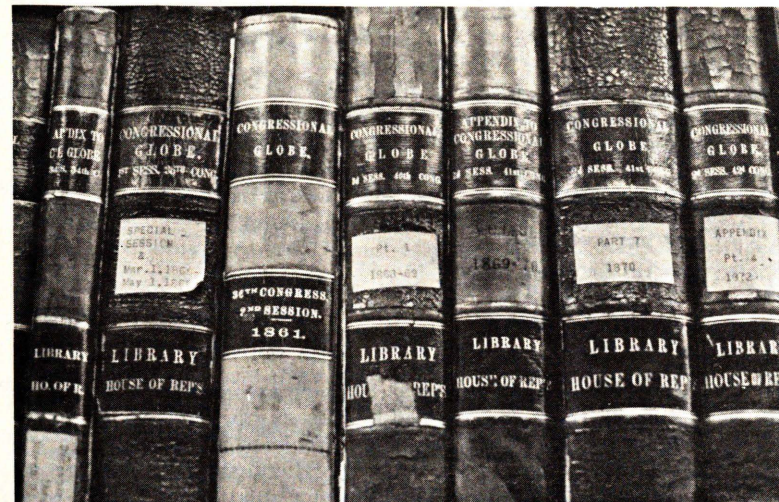
The administrative processes of national, state, and local governments.

**351. INTERNATIONAL ORGANIZATION.** (3) Spring. Alternate years; offered 1976-77.

Methods devised by states for dealing with their common problems. Special attention to significant problems faced by the United Nations and their importance in current international relations. Structure, purpose, and conditions affecting U.N. efficiency. Subordinate and related bodies.

**354. POLITICAL PARTIES IN THE UNITED STATES.** (3) Fall. Alternate years; offered 1976-77.

An analysis of the role of political parties in the electoral decision-making processes of the United States political system.

**410G. EMERGING NATIONS.** (3) Fall.

An examination of the political processes in the developing nations of Africa. Geography, history, and economy of the various nations are considered.

**420G. DIPLOMATIC HISTORY OF THE UNITED STATES.** (3) Fall.

Same as History 420G.

**422G. AMERICAN POLITICAL THOUGHT.** (3) Fall. Alternate years; offered 1977-78.

An analysis of the evolution of American political thinking throughout the development of the American political system.

**423G. CONTEMPORARY POLITICAL IDEOLOGIES.** (3) Spring. Alternate years; offered 1976-77.

An examination of the major ideologies of the modern world and their principal variations.

**435G. CONSTITUTIONAL LAW.** (3) Spring. Alternate years; offered 1977-78.

A study of the constitutional background and some of the most important Supreme Court decisions which have marked the direction of American government.

**450G. PROBLEMS IN POLITICAL SCIENCE.** (1-3) Offered on demand.

Open to outstanding political science majors who wish to concentrate, through research and special supervised reading, upon a particular problem, with a special emphasis on an introduction to graduate work in the field of political science. Prerequisite: Consent of the department chairman.

**SOCIAL SCIENCE****250. OUR WESTERN CULTURE.** (3-6) Summer only.

An integrated course in the art, music, and history of Western Europe offered in the summer International Studies Program.

**450G. SENIOR SEMINAR IN THE SOCIAL SCIENCES.** (2) Spring.

Synthesizes the various disciplines in the social science field. Includes course content and bibliography, historiography, scientific research, and critical analysis. Prerequisite: Senior or graduate standing with a major in the social science area.

**503. DIRECTED READING IN THE SOCIAL SCIENCES.** (1-3) Offered on demand.

Individual study and research on selected topics of interest to broaden and strengthen the student's background in the social sciences. Prerequisite: Consent of the department chairman.



## DEPARTMENT OF HOME ECONOMICS

### PROFESSOR:

Mildred L. Bell, Ph.D.  
Chairman

### ASSOCIATE PROFESSOR:

Eva Thompson, Ph.D.

### ASSISTANT PROFESSORS:

Sharen Deacon Crockett, M.S.

Elaine C. Thompson, M.A.

Elizabeth K. Wilson, M.A.

The Department of Home Economics offers courses designed to prepare young women to meet their responsibilities as homemakers and consumers; to prepare for teaching home economics in vocational home economics programs; and to give background courses as foundation for specialized training for dietetics, food service management, and other related careers. Young women not majoring in the department are encouraged to choose basic courses in home economics as electives.

Harding College is approved by the State Department of Education and the Federal Office of Education for the training of teachers in vocational home economics. The college is also approved for the training of extension home economists.

**Echo Haven** is the Home Economics Department's modern home where college women may gain valuable experience in many phases of managing a home. Those who live there organize themselves into working units and carry out their plans under supervision of a resident teacher. All home economics majors live in the home sometime during their junior or senior years. The house accommodates six girls, and the residence period is nine weeks. Any junior or senior girl may live in the house if she enrolls in Home Economics 402 as an elective.

The nursery school laboratory is excellently arranged and well equipped. It provides for 18 children, and includes a play room, music-art-dining room, kitchen, a rest-sleep room, children's rest room, a lounge isolation room, a teacher's office, conference room, observation booths, and playground.

Major (Bachelor of Arts): 32 hours in home economics, including 101, 102, 201, 203, 214, 322 or 323, 331 or 433, 391, 402, 405 and 3 additional advanced hours. In addition, Art 117 is required and Sociology 301 is strongly recommended.

Major (Bachelor of Arts for Dietary Technology): A broad area major including Accounting 205-206, 360; Business 108, 317; Economics 201; Home Economics 102, 201, 214, 322 or 323, 331, 332, 337, 391, 402, 433, 435, 436; Management 368; and Psychology 307. A minor is not required.

Major (Bachelor of Science for Vocational Teachers): 40 hours in home economics, including 101, 102, 201, 202 or 303, 203, 322, 323, 331, 391, 402, 405, 406, and 412. Other required courses are Art 117; Sociology 301; Chemistry 111-115; Biology 271\*, 275\*; Education 307, 320, 336, 417, 424, and 451; and Physical Education 203. This program includes 9 hours in human development and family; 9 in consumer education and home

management; 6 in housing, furnishings, and equipment; 9 in food, family meals, and nutrition; and 9 in textiles and clothing. Non-teaching majors must complete Art 101, Home Economics 214, Physical Science 101, Psychology 201, Political Science 202 or Economics 201, and one more hour in physical education activity, but may omit the education courses and Physical Education 203. One home experience with a minimum grade of "C" planned by the student with the guidance of subject-matter teachers and carried out during the first three years the student is enrolled shall be required for graduation with the Bachelor of Science in Vocational Home Economics. A minor is not required.

For a student desiring to certify also in another secondary field, Home Economics 412 is waived.

For a student desiring dual certification in home economics and elementary education, it is recommended that the student complete the Bachelor of Arts degree in elementary education after completing the Bachelor of Science degree in home economics. Art 211, Biology 308, Economics 315, English 350, Geography 212, Mathematics 225, Music 116, Physical Education 330, and Education 302, 401, 402, 403, 404, and 441 are required.

Major (Bachelor of Science for Dietitians and Food Service Managers — American Dietetics Association, Emphasis 1, Concentration A): 32 hours in home economics, including 102, 201, 214, 331, 332, 391, 402, 431, 433, 435 and 436. Other required courses are Chemistry 111-115, 271, 324; Biology 271\*, 275\*; Accounting 205; Management 368; Education 307; and Economics 201. A minor is not required.

Minor: 18 hours in home economics, including 101, 102, 201, and 9 hours of additional work including 6 advanced level hours.

\*Any substitutes for Biology 271 or 275, made for a transfer student, must be approved by the Chairman of the Department of Home Economics.

### 101. FAMILY CLOTHING PROBLEMS. (3) Fall, Spring.

The selection of clothing to meet the needs of various members of the family. Practical experience in cutting, pressing and construction of selected garments, using a variety of fabrics, interpretation of commercial patterns and sewing machine maintenance. The choice of ready-made clothing and recognition of good fashion designs. Selection of children's clothing. Two hours lecture and three hours laboratory per week.

### 102. FOOD PREPARATION. (3) Fall, Spring.

Principles underlying the selection and preparation of foods. Study of market standards for products, grades, labeling, and the consumer's responsibility in the economic system. Laboratory experiences in application of scientific principles to cooking food. Two hours lecture and three hours laboratory per week.

### 201. MEAL MANAGEMENT. (3) Spring.

Meal planning for the family, stressing nutrition, organization of work, food costs, marketing, meal preparation, and table service for all occasions. Two hours lecture and three hours laboratory per week. Prerequisite: 102.

### 202. CLOTHING TAILORING. (3) Fall.

The more difficult problems involved in the selection and construction of the family wardrobe. Making a tailored suit or coat and renovating child and adult clothing. Two hours lecture and three hours laboratory per week. Prerequisite: 101 or equivalent.



**203. TEXTILES.** (3) Fall.

Problems in consumer textiles; selection, maintenance, and serviceability of fabrics for clothing and home furnishings; characteristics of fibers, fabrics, and finishes; laboratory study of selected fabrics. Two hours lecture and three hours laboratory per week.

**214. FAMILY HEALTH.** (2) Spring.

Promotion of health and prevention of illness for the family. Care of the sick and convalescent, first aid and safety in the home. Two hours lecture per week.

**303. ADVANCED CLOTHING ORIGINAL PATTERN DESIGNING.** (3) Fall.

The development of original simple designs through draping on the dress form and by flat pattern designing. A study of special fitting problems. Two hours lecture and three hours laboratory per week. Prerequisites: 101 and 202 or consent of instructor, and Art 117.

**322, 323. CHILD DEVELOPMENT.** (3, 3) Fall, Spring.

Normal development of the child from infancy through adolescence and his guidance and care in the home. Emphasis on recognizing childhood problems and remedial measures in overcoming them, how the child learns and how to teach children. Two hours lecture and three hours laboratory per week in the Nursery School.

**331. NUTRITION.** (3) Fall.

Principles of normal nutrition and metabolism, food values, and requirements for maintenance and growth. Two hours lecture and three hours laboratory per week. Prerequisite: 102.

**332. DIET THERAPY.** (3) Spring. Alternates with 431; offered 1976-77.

Modifications of the normal diet for therapeutic purposes. Prerequisite: 331.

**337. FOOD PRESERVATION AND SCHOOL LUNCH PROGRAM.** (2) Fall. Alternates with 433; offered 1977-78.

A survey of special methods of food preservation. Emphasis on all methods of food preservation used in the home. The organization and administration of school lunch programs. Laboratory for food preservation, observation and participation in school lunch room.

**391. CONSUMER EDUCATION AND HOME MANAGEMENT.** (3) Fall.

Consumer economics, financial records, budgetmaking for the individual and the family, managerial aspects of homemaking, and work simplification for household activities. Prerequisite: 102. 201 recommended.

**402. HOME MANAGEMENT RESIDENCE.** (3) Fall, Spring.

Nine weeks of residence in the home management house. Management applied to group living. Practical experience in planning, buying, preparing and serving meals. Physical care of the home. Social aspects of group living. Supervised by resident director. Prerequisites: 102, 201, 391 and consent of the department chairman for majors; junior and senior standing and consent of department chairman for non-majors.

**405G. HOME EQUIPMENT.** (3) Spring.

Planning equipment and its arrangement for the kitchen and laundry. Storage problems. Major emphasis on selection, arrangement, operation, cost, and care. Simple repair of home equipment.

**406G. HOUSING AND HOME FURNISHINGS.** (3) Fall.

A study of housing and selection of furnishings for the home, including arrangements, period styles, and decorative details. Laboratory experiences are to include art in its application to the home, refinishing and reupholstering furniture, making of slip covers and draperies, and landscaping. Techniques suitable for homemakers, extension workers, and homemaking teachers. Students furnish own materials. Two hours lecture and three hours laboratory per week. Prerequisite: Art 117.

**412G. TEACHING ADULT HOMEMAKING CLASSES.** (2) Spring.

Organization and development of homemaking programs, teaching methods and materials useful for teaching adult classes based on the program of federal agencies for the improvement of home and home living.

**424. TEACHING HOME ECONOMICS.** (3) Fall. Same as Education 424.

The basic philosophy of vocational home economics and its place in the total educational program of the school and community, collection and organization of teaching materials, evaluation, teaching aids, equipment, and management of the department.

**431G. ADVANCED NUTRITION.** (3) Spring. Alternates with 332, offered 1977-78.

Aims to extend the student's knowledge of the science of nutrition and metabolism and the recent advances in the field of nutrition. Three lectures per week. Prerequisites: 331 and Chemistry 324.

**433G. EXPERIMENTAL PROBLEMS IN FOODS.** (3) Fall. Alternates with 337; offered 1976-77.

The experimental approach to applying scientific principles of food preparation to major food problems such as the effects of heat, oxidation, time of cooking and manipulation on quality of food; new commercial products are studied. Two hours lecture and three hours laboratory per week.

**435G. QUANTITY COOKERY.** (3) Spring. Alternates with 436; offered 1977-78.

Organization and management; menu planning and standard methods of food preparation in quantity. Observation and practice in the college cafeteria. Prerequisite: 201.

**436G. FOOD SERVICE ORGANIZATION.** (3) Spring. Alternates with 435; offered 1976-77.

Selection, layout, and maintenance of the physical plant, equipment, furnishings and linens for a food service department, organization and management of personnel. Observation and practice in quantity food services and field trips. Prerequisite: 201.

**451. SUPERVISED TEACHING.** (6) Spring. Same as Education 451.

Directed participation in teaching. Residence at teaching center for nine weeks. Planning for and managing classes, keeping records, making reports. Use of various evaluation procedures, experience in community participation. Prerequisites: 322 or 323; Education 307, 336, 424; and consent of the department chairman.

## DEPARTMENT OF JOURNALISM

**PROFESSOR:**

Neil B. Cope, Ph.D.  
Chairman

Assisting from other departments:

**ASSISTANT PROFESSOR:**

Dennis M. Organ, Ph.D.

The Department of Journalism offers basic studies for students planning to find a vocation in journalism, advertising, public relations, mass media, or related areas. It also offers courses for those who need the practical techniques of journalism for use in other vocations.

Major in Journalism: 27 hours in journalism of which 18 hours must be advanced courses, and including 201, 301, 302, 401 and 450.



Minor in Journalism: 18 hours in journalism, including 6 hours of advanced work. Students certifying to teach journalism in high school must complete a minimum of 24 hours in journalism.

Major in Mass Media: 64 hours, including Journalism 201, 392, 401; Sociology 203; Speech 141, 210, 251, 255, 275, 280, 281, 410; 6 hours elected from Education 431, 434, and Speech 441, 442; and 27 hours elected from the following courses with at least 6 hours elected from each of three of the areas: Education 431, 432, 433, 434 and/or Speech 441, 442 (in addition to prescribed courses above); Journalism 251, 252, 301, 302, 303, 323; Management 354, 368, 425; a modern foreign language; Political Science 324, 354, 422, 423, 435; Sociology 305, 350, 355, 405, 408; and Speech 204, 211, 265, 306, 405, 406. A minor is not required.

Major in Public Relations: 66 hours, including Business 315, 350; Economics 201; Journalism 303, 392, 401; Management 333, 368; Marketing 330; Political Science 324, 435; Psychology 201, 408; Sociology 203, 305; Speech 275; and 18 additional hours elected from Business 255, 316; Cooperative Education 267; Economics 202; Journalism 201, 302, 304; Management 354, 425; Marketing 335, 336, 337, 400; Political Science 300, 305, 351; Psychology 380, 382, 435; Sociology 355, 381, 405, 410; Speech 251, 280. Business 255 and Cooperative Education 267 are strongly recommended. No minor is required.

**201. INTRODUCTION TO JOURNALISM.** (3) Fall.

An examination of the broad field of journalism, its backgrounds and influences. Exercises in reading newspapers and in evaluating mass communications media. Inquiry is made into vocational opportunities. Prerequisite: English 103.

**251. STUDENT PUBLICATIONS ACTIVITY — NEWSPAPER.** (1) Fall, Spring.

Participation in staff duties or other assignments for student newspaper. Open to majors and non-majors, but no more than two hours credit may be obtained in 251 and/or 252. Prerequisite: Consent of faculty adviser.

**252. STUDENT PUBLICATIONS ACTIVITY — YEARBOOK.** (1) Fall, Spring.

Same as for 251 except work is on yearbook. Prerequisite: Consent of faculty adviser.

**301. REPORTING.** (3) Fall. Alternates with 401; offered 1977-78.

Fundamentals of gathering and writing news. Exercises in news writing and news values, with emphasis on good journalistic practice for newspapers.

**302. EDITING.** (3) Spring. Alternates with 392; offered 1977-78.

Preparation of copy, copyreading, headline writing, desk work, and page makeup. Attention is given to news values, reader interest, promotion techniques, and editorial problems. Special consideration is given to editorial practices of small town dailies and weeklies.

**303. ADVERTISING.** (3) Spring. Alternates with 305; offered 1976-77.

Advertising methods and media; problems in selling, and the psychology of advertising. Special attention to newspaper and magazine techniques, to mechanics and layout, and to direct mail methods.

**304. PHOTOGRAPHY.** (2) Fall.

The fundamentals of photography, developing and printing, enlarging, use of photographic equipment and standard techniques are studied by lecture and laboratory work.

**305. PUBLICATIONS PHOTOGRAPHY.** (3) Spring.

Attention is given to the special problems of news coverage by camera, magazine illustration, and communication through the printed photograph. Picture quality, production techniques, and picture editing are emphasized. Prerequisite: 304 or equivalent.

**310. RELIGIOUS JOURNALISM.** (2) Spring. Alternate years; offered 1976-77.

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

**322. TYPOGRAPHY AND GRAPHIC ARTS.** (3) Fall. Alternates with 304; offered 1976-77.

Principles of graphic presentation and printing mechanics. Types and type families, legibility, spacing, harmony, contrast and use of color as they affect the functional design of printed matter.

**323. ADVANCED COMPOSITION — CREATIVE WRITING.** (3) Fall.

Same as English 323.

**392. PUBLIC RELATIONS PRINCIPLES.** (3) Spring. Alternates with 302; offered 1976-77.

An examination of the basic principles and philosophies underlying public relationships, followed by a study of current policies, methods, and media employed by industrial, business, educational, and social organizations in their information programs.

**401. THE PRESS AND SOCIETY.** (3) Fall. Alternates with 301; offered 1976-77.

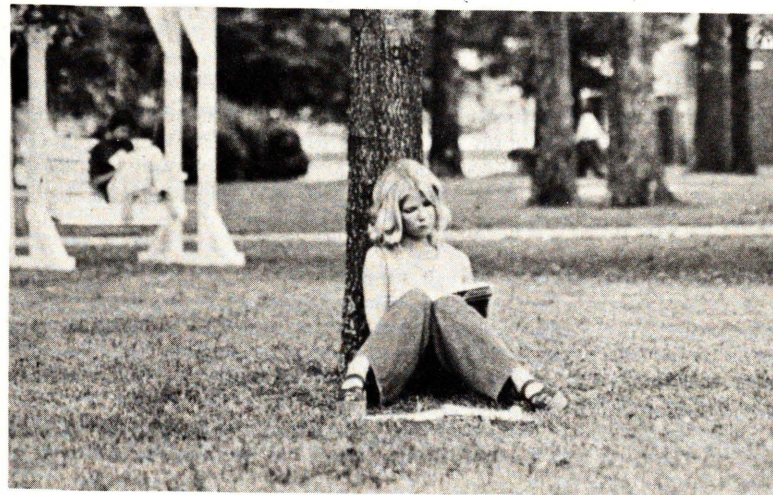
Background of the American press; examination of problems of editorial freedom, ethics of the press, propaganda, public opinion, and the place of the newspaper in a democratic society.

**410G. SCHOOL PUBLICATIONS.** (2) Summer.

Scope and purpose of student publications as standard extracurricular adjuncts in the educational program, particularly at the high school level, are examined. Function and organization of the staff, management and editing problems, production techniques, and relationships to school and community are explored. Designed particularly for teachers who supervise school newspapers and yearbooks.

**450. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study or research on selected topic of interest to the senior major in journalism.





## DEPARTMENT OF MATHEMATICS

### PROFESSOR:

Dean B. Priest, Ph.D.  
Chairman

### ASSOCIATE PROFESSOR:

Bill W. Oldham, Ed.D.

### ASSISTANT PROFESSORS:

Troy Blue, M.A.  
Harmon C. Brown, Ph.D.  
Alva Gene Dugger, M.S.  
Stephen W. Smith, Ph.D.

### INSTRUCTOR:

John Nunnally, M.S.

The objectives of the Department of Mathematics are to give cultural training in mathematics, to prepare teachers of secondary school mathematics, to give the basic training in mathematics need by pre-professional students or students of science, and to lay a broad foundation for students majoring in mathematics.

Major in Mathematics (Bachelor of Arts): 33 hours of mathematics, including 215, 251-252 and five courses numbered 300 or above. Physics 201-202 or 211-212 are also required.

Major in Mathematics (Bachelor of Science): 33 hours of mathematics, including 215, 251-252 and five courses numbered 300 or above; 27 hours in two other sciences; and 6 hours in a fourth science. Physics 211-212 must be included. A minor is not required.

Major in Mathematics Education (for middle school certification): 25 hours of mathematics, including 101, 171 (or 151, 152), 201 or 210, 215, 225, and 6 hours of upper-level work; and 29 hours of Education, including 203, 302, 307, 320, 336, 401, 403, 404, 417, and 441. The following content and specialization courses must be completed: Art 211, Biology 308, Economics 315, English 350, Geography 212, Music 116, and Physical Education 203 and 330. A minor is not required.

Minor: 18 hours of mathematics, including 6 upper-level hours.

Students certifying to teach mathematics at the secondary level must include 306 and are strongly encouraged to take 313 and 323. For certification, 21 hours of mathematics are required as a minimum, including 3 hours of algebra above 105, 3 hours of calculus, 306, and 6 additional hours of 300-level or higher mathematics courses.

### 101. BASIC MATHEMATICS. (3) Fall, Spring.

A study of numbers, number systems, number operations, and number bases; sets and set operations; variables; and an introduction to algebraic operations. Required of all elementary education majors who do not have an equivalent background in mathematics. Does not count toward a major or minor in mathematics.

### 105. INTERMEDIATE ALGEBRA. (3) Fall, Spring.

Designed for those students who present fewer than one and one-half entrance units in algebra or have inadequate preparation. Does not count toward major or minor in mathematics.

### 108. MATHEMATICS FOR BUSINESS. (3) Fall.

Same as Business 108. Does not count toward a major or minor in mathematics or general science.

### 151. COLLEGE ALGEBRA. (4) Fall, Spring.

Rapid review of elementary algebra, quadratic equations, functions and graphs, inequalities, logarithms, ratio and proportion, variation, progressions, mathematical induction, binomial theorem, introduction to the theory of equations, determinants and complex numbers. Prerequisite: 105, or its equivalent, or consent of instructor.

### 152. PLANE TRIGONOMETRY. (3) Fall, Spring.

Trigonometric functions, functional relations, logarithms, solution of right and oblique triangles with application, identities, inverse functions and equations. Prerequisites: 105, or its equivalent, and one year of plane geometry or consent of instructor.

### 171. COLLEGE ALGEBRA AND TRIGONOMETRY. (5) Fall.

Integrated course in college algebra and trigonometry. Recommended course for chemistry majors, pre-engineers, mathematics majors, and physics majors with a good background in mathematics. A student may not receive credit for 171 and 151 and/or 152. Prerequisites: One and one-half years of algebra, plane geometry, and trigonometry. Students with a clearly superior background should elect 201. Students who have a weak background in the prerequisites should elect 151 and 152.

### 201. ANALYTICS AND CALCULUS I. (5) Fall, Spring.

Essentials of analytic geometry with an introduction to differential and integral calculus. Prerequisite: 171, or 151 and 152, or the equivalent. Students who do not make a grade of "C" or higher on the prerequisites are advised not to take this course.

### 210x. QUANTITATIVE BUSINESS ANALYSIS. (4) Fall, Spring.

An introduction to differential and integral calculus for the non-science major. A rapid review of algebra is provided. Applications are taken primarily from business and economics. Does not count toward a major in mathematics. Prerequisite: Score of 26 or higher on the ACT mathematics test or consent of the chairman of the department.

### 215. INTRODUCTION TO COMPUTING. (3) Fall, Spring.

Flow charting, computer organization and design, BASIC, BASIC-PLUS, and selected computer applications. Two class periods and 3 hours of laboratory per week. Prerequisite: 151 or consent of instructor. Fee \$25.

### 225. MATHEMATICS IN THE ELEMENTARY SCHOOL. (3) Fall, Spring.

A continuation of the topics introduced in 101, experimental and informal geometry, introduction to probability, linear equations and inequalities. Required of elementary education majors. Prerequisite: 101 or consent of instructor. Does not count toward a major or minor in mathematics except for elementary education majors.

### 251. ANALYTICS AND CALCULUS II. (4) Fall, Spring.

A continuation of 201. Prerequisite: 201.

### 252. ANALYTICS AND CALCULUS III. (4) Fall, Spring.

A continuation of 251. Prerequisite: 251.

### 261x. INTERMEDIATE COMPUTING. (3) Spring.

FORTAN and Advanced BASIC-PLUS programming will be used to introduce data structures and operations' research. Data structures will include search and sort techniques, stacks, queues, sequential and linked allocations, tree structures, and dynamic storage allocation. Operations research will include mathematical modeling, linear programming, dynamics programming, queuing theory, and simulation. Prerequisite: 215 or Bus. 260, 201 or 210, or consent of instructor. Fee \$25.



**306G. FOUNDATIONS OF GEOMETRY.** (3) Spring.

An examination of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisite: 201.

**313G. LINEAR ALGEBRA.** (3) Spring.

Linear equations, matrices and vector spaces, linear transformations, determinants, rational and Jordan forms, inner product spaces and bilinear forms. Prerequisite: 252 or consent of department chairman.

**320G. PROBABILITY.** (3) Fall. Alternate years; offered 1977-78.

Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. Prerequisite: 252.

**323G. MODERN ALGEBRA I.** (3) Fall. Alternate years; offered 1976-77.

Brief development of the complex number system beginning with the natural numbers. A study of abstract algebraic systems including groups, rings, fields and integral domains. Prerequisite: 201 and junior standing.

**331G. INTERMEDIATE ANALYSIS I.** (3) Fall. Alternate years; offered 1977-78.

Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series and uniform covergences. Prerequisite: 252.

**351G. DIFFERENTIAL EQUATIONS.** (3) Fall.

Ordinary differential equations with applications. Prerequisite: 252. Physics 211-212 highly recommended.

**420G. PROBABILITY AND STATISTICS.** (3) Offered on sufficient demand.

Estimation, decision theory and testing hypotheses, relationships in a set of random variables, linear models, and design. Prerequisite: 320.

**421G. ANALYTICAL MECHANICS.** (3) Spring. Alternate years; offered 1976-77.

Same as Physics 421G.

**423G. MODERN ALGEBRA II.** (3) Offered on sufficient demand.

Theory of groups, modules, ideals and lattices. Prerequisite: 323 or consent of instructor.

**431Gx. INTERMEDIATE ANALYSIS II.** (3) Offered on sufficient demand.

Continuation of 331. Introduction to topology. Prerequisite: 331 or consent of instructor.

**432G. ADVANCED CALCULUS.** (3) Offered on sufficient demand.

Partial differentiation, applications to geometry of space, maxima and minima, Lagrange's multipliers, indeterminate forms, elliptic integrals, line integrals, Green's theorem and transformation of multiple integrals. Prerequisite: 331 or 252 and consent of instructor.

**450G. DIRECTED READING.** (3) Offered on demand.

Individual reading in advanced mathematics. Prerequisite: Consent of the instructor and chairman of the department. May be taken two times for credit.

**523x. WORKSHOP IN TEACHING AIDS FOR MATHEMATICS [K-12].** (3) Summer only. Offered on sufficient demand.

A course to acquaint mathematics teachers with the wide range of teaching aids available for grades K-12. Teaching aids considered include manipulations, activities, games, and visuals.

**525. MATHEMATICS FOR THE ELEMENTARY TEACHER.** (3) Offered in conjunction with 225.

A study of the structure of the real number system to include number bases, modular arithmetic, number operations, sets and set operations, sentences, relations, variables, and an introduction to the language of contemporary algebra.

## DEPARTMENT OF MODERN FOREIGN LANGUAGES

## ASSOCIATE PROFESSORS:

Winfred O. Wright, Dr. de l'Universite  
Chairman

Dorothy S. Wright, Dr. de l'Universite

## ASSISTANT PROFESSOR:

Ava Conley, M.A.

## ASSOCIATE INSTRUCTOR:

Lynda B. Hayes, B.A.

Assisting from other Departments:

## ASSOCIATE PROFESSOR:

Robert L. Helsten, M.A.

The department seeks to satisfy the needs of those students who desire a modern foreign language for its cultural values, those who require a modern foreign language for greater proficiency in their chosen field, and especially those who desire greater proficiency in a foreign language as a major or minor field of study. Students who have taken one or more years of French or Spanish in high school will be assigned to their first course in college French or Spanish, respectively, after a conference with the chairman of the department to determine the proper level of placement.

**Modern Foreign Language Validation Credit:** Upon written request of the student to the Chairman of the Department of Modern Foreign Languages, credit for the elementary course of each modern language may be obtained when the student has completed **both semesters** of the intermediate course of the same language with grades of "A" or "B."

Major in French: 30 hours in French, including 18 hours of upper-level credit.

Minor in French: 18 hours in French, including 6 hours of upper-level credit.

Major in Spanish: 30 hours in Spanish, including 18 hours of upper-level credit

Minor in Spanish: 18 hours in Spanish, including 6 hours of upper-level credit.

Students who certify to teach French or Spanish **must** complete Education 419 even though the foreign language is a minor field. Also, students who certify to teach French or Spanish must complete 21 hours of the given language, with the advise of the department chairman, to meet minimum certification requirements.

## FRENCH

**101-102. ELEMENTARY FRENCH.** (4, 4) Fall, Spring.

Fundamentals of grammar, oral comprehension and reading of graded material. Five class periods per week.



**201-202. INTERMEDIATE FRENCH.** (3, 3) Fall, Spring.

Increased reading, conversation, and composition combined with a review of grammar. Prerequisite: 102 or two years of high school French.

**251. FRENCH CONVERSATION.** (1) Fall, Spring.

Guided conversational experience in small groups on topics of common interest to students of French. May be repeated for four hours of credit. Prerequisite: 102 or equivalent.

**301-302. INTRODUCTION TO FRENCH LITERATURE.** (3, 3) Fall, Spring. Alternates with 303-304; offered 1976-77.

A survey of major authors and their works from the Middle Ages to the present. Prerequisite: 202 or equivalent.

**303G. ADVANCED COMPOSITION.** (3) Fall. Alternates with 301; offered 1977-78.

Techniques of writing in French. Imitation of selected French texts illustrating various styles. Exercises in creative writing. Prerequisite: 202 or equivalent.

**304G. ADVANCED FRENCH.** (3) Spring. Alternates with 302; offered 1977-78.

A practical application of advanced grammar in group discussions, reports and translations. Literary analysis of passages from representative works. Prerequisite: 202 or equivalent.

**305. CONTEMPORARY FRENCH CIVILIZATION.** (3) Offered in the summer on sufficient demand.

A study of the mores, customs, government and important personalities of present day France. Prerequisite: 202 or equivalent.

**402G. FRENCH CLASSICISM.** (3) Spring. Alternates with 404; offered 1976-77.

A study of Corneille, Racine, Moliere, Pascal, La Fontaine, and others. Prerequisite: Any 300 course.

**403G. LITERATURE OF THE 18TH CENTURY.** (3) Alternates with 401; offered 1977-78.

A study of the 18th Century writers with emphasis on the works of the philosophers. Prerequisite: Any 300 course.

**404G. LITERATURE OF THE 19TH CENTURY.** (3) Spring. Alternates with 402; offered 1977-78.

A study of representative writers of the 19th Century and the important literary movements. Prerequisite: Any 300 course.

**405G. LITERATURE OF THE 20TH CENTURY.** (3) Fall. Alternates with 403; offered 1976-77.

A study of outstanding writers of the 20th Century and of current literary trends in France. Prerequisite: Any 300 course.

**450x. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study for qualified seniors majoring in French. Prerequisite: Consent of the instructor and department chairman.

**505. CONTEMPORARY FRENCH CIVILIZATION.** (3) Offered in the summer on sufficient demand.

Graduate course offered in conjunction with 305.

**550x. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study for qualified graduate students. Prerequisite: Consent of the instructor and department chairman.

**GERMAN****101-102. ELEMENTARY GERMAN.** (3, 3) Fall, Spring.

Study of grammar and syntax reduced to a practical minimum with the reading of graded texts, chief emphasis on reading ability, elementary conversation. The spring semester includes an introduction to scientific German.

**201-202. INTERMEDIATE GERMAN.** (3, 3) Fall, Spring. Offered on sufficient demand.

Increased conversation, reading, and composition, with a review of grammar. Prerequisite: 102 or two years of high school German.

**SPANISH****101-102. ELEMENTARY SPANISH.** (4, 4) Fall, Spring.

Fundamentals of grammar, oral comprehension, and reading of graded material. Five class periods per week.

**201-202. INTERMEDIATE SPANISH.** (3,3) Fall, Spring.

Increased reading, conversation, and composition combined with a review of grammar. Prerequisite: 102 or two years of high school Spanish.

**251x. SPANISH CONVERSATION.** (1) Offered on sufficient demand.

Guided conversational experience in small groups on topics of common interest to students of Spanish. May be repeated for four hours of credit. Prerequisite: 102 or equivalent.

**301-302. INTRODUCTION TO SPANISH LITERATURE.** (3, 3) Fall, Spring. Alternates with 303-304; offered 1976-77.

A survey of major authors and their works. Prerequisite: 202 or equivalent.

**303x. ADVANCED COMPOSITION AND GRAMMAR REVIEW.** (3) Fall. Alternates with 301; offered 1977-78.

Grammatical analysis, translation to Spanish and free composition to develop fluency and correctness in written Spanish. Prerequisite: 202 or equivalent.

**304x. ADVANCED SPANISH.** (3) Spring. Alternates with 302; offered 1977-78.

A practical application of Spanish with advanced conversation, literary analysis, and phonetic review. Prerequisite: 202 or equivalent.

**315x. LATIN AMERICAN CIVILIZATION.** (3) Fall. Alternates with 401; offered 1976-77.

A cultural survey of the Latin American nations with emphasis on the contemporary period. (Lectures and classroom discussion will be in English. Readings, written exercises, and testing will be in Spanish for Spanish majors and minors, in English for all other students.) Prerequisite: For Spanish majors and minors, 202 or equivalent. No prerequisites for students majoring in other areas.

**325x. REGIONAL LANGUAGE AND CULTURE.** (3) Offered in the summer, upon sufficient demand, in a Spanish-speaking country.

A survey history of the Spanish language with particular emphasis on the linguistic variations of the chosen region. An in-depth cultural study of the given country with special attention to the contemporary period. May be repeated for credit in a different region. Prerequisite: 202 or equivalent.

**401x. THE SPANISH GOLDEN AGE.** (3) Fall. Alternates with 305; offered 1977-78.

Cervantes and the Golden Age dramatists. Prerequisite: Any 300 course.

**405x. LITERATURE OF THE 20TH CENTURY.** (3) Spring. Alternates with 406; offered 1977-78.

The essay and the novel, with historical emphasis on the Generation of 1898 and critical emphasis on the prose of the 20th century. Prerequisite: Any 300 course.

**406x. 19TH AND 20TH CENTURY SPANISH DRAMA.** (3) Spring. Alternates with 405; offered 1976-77.

A study of Moratin, Zorilla, Lorca, Casona, Sastre, and others. Prerequisite: any 300 course.

**450x. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study for qualified seniors majoring in Spanish. Prerequisite: Consent of the instructor and the department chairman.



## DEPARTMENT OF MUSIC

## PROFESSORS:

Erle T. Moore, Ed.D.

Chairman

Kenneth Davis, Jr., D.Mus.

## ASSOCIATE PROFESSORS:

William W. Hollaway, Ph.D.

George Edward Baggett, D.M.E.

## ASSISTANT PROFESSORS:

Travis Allen Cox, M.M., M.L.S.

Clifton L. Ganus III, D.M.A.

Ann R. Sewell, M.A.

## INSTRUCTORS:

Mary Ann Malone, M.A.

Mona S. Moore, B.A.

## ASSOCIATE INSTRUCTOR:

Jeffrey T. Hopper, B.A.

The Department of Music is organized to prepare students to teach music, to train qualified students for a career of musical performance, and to provide for all students the cultural enrichment afforded through the study of music. The areas of concentration are music, music education, piano, viola, violin, and voice.

Piano Proficiency Barrier: All music majors must pass the departmental piano proficiency barrier prior to graduation.

Transfer Placement Examinations: All music majors transferring to Harding College must take the departmental theory placement examination prior to registration in the department.

The music major who begins study at Harding will be reviewed after three semesters by the entire music faculty to determine whether he may continue as a music major. The transfer music major will be reviewed at the discretion of the music faculty no later than the end of his second semester at Harding.

Major in Music: 44 hours in music, including 111-112, 113-114, 131-137, 205, 251-252, 253-254, 255-256, 331 or 332, 335, 431-432, and 10 hours of applied music to be determined by the chairman of the department. A minor is required.

Major in Music Education with emphasis on Vocal-Choral: 50 hours in music, including 111-112, 113-114, 205, 251-252, 253-254, 255-256, 331, 335, 336, 403, 426, 431-432, and at least 6 hours of voice and 4 hours of piano. Participation in an instrumental or choral ensemble for six semesters is required. In addition, Education 203, 307, 320, 336, 417, 450, and 461 are required. A minor is not required.

Major in Music Education with emphasis on Instrumental: 50 hours in music, including 111-112, 113-114, 211-212, 251-252, 253-254, 255-256, 332, 335, 403, 426, 431-432, 461-462, 4 hours of piano, and at least 6 hours of private instrument. Participation in an instrumental or choral ensemble for six semesters is required. In addition, Education 203, 307, 320, 336, 417, 450, and 461 are required. A minor is not required.

Major in Piano: 51 hours in music, including 111-112, 113-114, 205, 251-252, 253-254, 255-256, 335, 431-432, 2 hours of Piano 331, 4 hours of private or class voice, and 16 hours of private piano. A solo piano recital satisfactory to the music faculty must be given during the senior year. A minor is required.

Major in Violin or Viola: 54 hours in music, including 111-112, 113-114, 251-252, 253-254, 255-256, 332, 335, 336, 431-432, 2 hours of 136; at least 2 hours of piano plus passing the piano proficiency barrier test; 16 hours in major instrument; and 4 hours of private or class instruction in string instrument other than the major. A major instrument half recital during the junior year and a full recital during the senior year must be given. A minor is required.

Major in Voice: 53 hours in music, including 111-112, 113-114, 251-252, 253-254, 255-256, 331, 335, 431-432, 8 hours of piano and 16 hours of private voice. In addition, at least one semester each of French and German is required. A voice recital satisfactory to the music faculty must be given during the senior year. A minor is required.

Minor in Music: 18 hours in music, including 6 hours of upper-level work selected with approval of department chairman.

**101. MUSIC APPRECIATION.** (2) Fall, Spring.

A study of representative works of the world's great composers, with attention given to the correlative developments in other art areas.

**111-112. THEORY I.** (3, 3) Fall, Spring.

Part writing, harmonization and harmonic analysis based upon the diatonic harmonies of major and minor keys. Prerequisite: 117 or consent of the instructor. Co-requisite: 113-114.

**113-114. EAR TRAINING.** (1, 1) Fall, Spring.

Ear training, music reading, keyboard harmony and dictation based upon the diatonic harmonies of major and minor keys. Prerequisite: 117 or consent of the instructor. Co-requisite: 111-112.

**116. MUSIC IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

Techniques and materials for music instruction in grades one through eight.

**117. FUNDAMENTALS OF MUSIC AND SONG LEADING.** (2) Fall.

Elementary music theory, including notation, scale construction, rhythmic organization, practice in music reading and song leading. Does not count toward the major.

**131-138. PARTICIPATION IN MUSIC ORGANIZATION.**

Participation in one of the several music organizations. Open to majors and non-majors, but no more than two hours credit may be obtained by such participation whether by participating in two organizations during a given semester or one organization for two semesters. Prerequisite: Consent of the director of the organization involved.

**131. CHORALE.** (1) Fall, Spring.**132. A CAPPELLA CHORUS.** (1) Fall, Spring.**133. BAND.** (1) Fall, Spring.**134. BELLES AND BEAUX.** (1) Fall, Spring.**135. CHAMBER SINGERS.** (1) Fall, Spring.**136. STRING ENSEMBLE.** (1) Fall, Spring.**137. CAMPUS SINGERS.** (1) Fall, Spring.**138. ORCHESTRA.** (1) Fall, Spring.



**205. ITALIAN, FRENCH, AND GERMAN DICTION.** (3) Spring.

The study of songs of the Italian, French, and German repertoire for the purpose of acquiring a familiarity with the pronunciation and a working knowledge of syntax and grammar. Six weeks will be devoted to each language.

**211-212. INSTRUMENTAL INSTRUCTION.** (2, 2) Fall, Spring.

Class instruction in the playing of band/orchestral instruments including two woodwinds and two brasses. Instrument rental: \$5 each semester.

**251-252. THEORY II.** (3, 3) Fall, Spring.

Part writing, harmonization, analysis, modulation, involving chromatic alteration. Prerequisite: 112, Co-requisite: 253-254.

**253-254. ADVANCED EAR TRAINING.** (1, 1) Fall, Spring.

Music reading, dictation, analysis involving chromatic harmonies. Prerequisite: 113. Co-requisite: 251-252.

**255-256. MUSIC LITERATURE.** (1,1) Fall, Spring.

Study and acquaintance with a wide range of musical literature of all principal periods. One class meeting and one supervised laboratory per week. Required of all music majors. Non-music majors accepted only with permission of the instructor.

**331. CHORAL CONDUCTING.** (3) Fall.

Choral conducting techniques, rehearsal procedures, musical interpretation, repertoire, program building and voice classification. Emphasis on the problems of high school choruses. Prerequisite: 251-252 or 111-112 and consent of instructor.

**332. INSTRUMENTAL CONDUCTING.** (2) Offered on sufficient demand.

Preparation for the conducting of the high school band. Includes baton technique and rehearsal procedures.

**335. FORM ANALYSIS.** (2) Fall.

The structural principles of music, the elements of form and the forms used are studied through analysis and listening.

**336. ORCHESTRATION-CHORAL ARRANGING.** (2) Spring.

Scoring and arranging for orchestral ensembles; arranging for two, three, four, and five part choral groups. Prerequisite: Music 251.

**403. ELEMENTARY MUSIC METHODS.** (3) Fall, Spring.

Techniques and materials for music instruction in grades one through eight. Registration restricted to music majors.

**426. SECONDARY MUSIC METHODS.** (3) Fall.

Organization and objectives of music education programs, methods of instruction and the directing of choral organization in high school. Registration restricted to music majors. Same as Education 426.

**431G-432G. HISTORY OF MUSIC.** (3, 3) Fall, Spring.

The development of Western music from its beginnings in the Greek and Jewish cultures to its manifestations in the present century.

**450G. INDEPENDENT STUDY.** (1-3) Offered on demand.

Independent study on selected topics in music for music majors who are planning to do graduate study. Prerequisite: Consent of instructor and department chairman.

**461-462. INSTRUMENTATION.** (1, 1) Fall, Spring. Offered on sufficient demand.

Scoring and arranging for instrumental ensembles with emphasis on the concert band.

**502. SPECIAL PROBLEMS IN MUSIC EDUCATION.** (3) Offered on sufficient demand.

Problems of musical interest to the qualified student which lie outside the normal curriculum and which are deemed particularly applicable to his individual aims. Qualified graduate students may take three times in different areas upon written recommendation of department chairman. Prerequisite: Consent of department chairman and instructor.

**505. SEMINAR: ADVANCED CHORAL METHODS AND MATERIALS.** (3) Offered on sufficient demand.

Examination of beliefs and practices of some of the country's leading choral conductors. Analysis and conducting of some of the larger choral works. Extensive compilation of choral materials of all types. Prerequisite: Consent of department chairman and instructor.

**APPLIED MUSIC****Private Instruction**

Private instruction is offered in piano, viola, violin, voice, brass, woodwind, and percussion instruments. In each, the student's level of ability is determined and an individual program of study is followed, seeking to help each student to attain the maximum musical development within his capability.

In private study, one 30-minute lesson per week plus one hour of practice per day counts for one semester hour of credit. The normal number of lessons per week in any one subject is two. Make-up lessons will be given for lessons which are missed by the teacher or by the student if the student's absence is due to a reason which would excuse him from a class absence.

In addition to the regular lessons and practice periods, all applied music students will be required to attend performance-discussion periods to be held each two weeks at an hour mutually convenient to the teacher and his students.

Course names shall be assigned according to the type of private instruction being taken (Piano, Viola, Violin, Voice, etc.). Course numbers will be assigned according to the number of semesters during which credit has been earned in any one subject according to the following schedule:

First semester .....	101	Fifth semester .....	301
Second semester .....	102	Sixth semester .....	302
Third semester .....	201	Seventh semester .....	401
Fourth semester .....	202	Eighth semester .....	402

**Class Instruction****PIANO 331x. PIANO ACCOMPANYING CLASS.** (1) Fall, Spring. Offered on sufficient demand.

Study of the demands and problems of ensemble playing and accompanying. Emphasis on study of scores, and supervised laboratory experiences. May be taken two times for credit. Prerequisite: Consent of the instructor.

**VOICE 105. VOCAL METHODS.** (2) Fall.

Study of basic approaches to the processes of voice production including respiration, phonation, resonance, and articulation from the psychological, physiological, and acoustical standpoints. Practice in analyzing vocal problems and in seeking their solution.

**VOICE 106. VOICE CLASS.** (2) Spring.

Application of basic vocal methods to basic vocal literature. Prerequisite: Music 117 or passing an examination on music fundamentals.



## DEPARTMENT OF NURSING EDUCATION

### ASSISTANT PROFESSORS:

A. Michele Warren, R.N., M.S.N.

Chairman

#Mary Jane Hostetler, R.N., M.S.

Elissa Lane, R.N., M.S.

##Nancy Leslie, R.N., M.S.N.

##Dana Lester, R.N., M.S.N.

##Cathie Smith, R.N., M.S.N.

Louise Truex, R.N., M.S.

### ASSOCIATE INSTRUCTORS:

Janice Bingham, B.S., R.N.

Anna L. Chambliss, B.S.N., R.N.

##Priscilla Hardin, B.S.N., R.N.

##Rebecca Matthews, B.S., R.N.

Pat Rice, B.A., R.N.

#Appointment effective January 5, 1976.

##Appointment effective August 23, 1976.

The Department of Nursing Education is a professional program functioning within the general framework and policies of Harding College and reflecting the purposes of the College in its educational courses and program. The program consists of two academic years of general education and pre-professional courses followed by two academic years and two six-week summer terms of upper-level nursing courses which are taken at Harding College. Upon completion of the program, students are awarded the Bachelor of Science in Nursing degree and are eligible to take the State Board Test Pool Examination for licensure as registered nurses. Graduates of the nursing program are prepared for professional nursing in general nursing practices, administration of the care of patients on a nursing unit (after additional experiences), beginning positions in community health nursing, and graduate study in nursing.

The nursing program was approved by the Arkansas State Board of Nursing to admit students to the nursing courses in the 1975 fall semester, and 53 students enrolled in the first class to take the upper-level nursing courses.

A minimum cumulative average of 2.30 in the 64 hours of prerequisite general education and pre-professional courses with a minimum grade of "C" in each required course in biology, chemistry, nutrition, psychology, and sociology is a minimum requirement for admission to the professional program in nursing. A minimum grade of "C" is required in each nursing course in order for the student nurse to progress to the next sequence of courses. In addition, the applicant must present medical certification of good health, current immunization, and satisfactory chest X-rays within three months of admission to upper-level courses.

A registered nurse who has satisfactorily completed an approved ADN or diploma program and who meets the entrance requirements of Harding College may be admitted to the nursing program with appropriate ad-

vanced standing in nursing based on the applicant's record and performance on equivalency examinations.

Required general education and pre-professional courses include: Art 101 or Music 101; Biology 271, 275, 276; Chemistry 111, 115; English 103, 201, 202; History 101, 111; Home Economics 331; Management 368; Mathematics 105 or 151; 4 hours in Physical Education 112-225; Psychology 201, 240; Sociology 203, 301; Speech 101.

Major (Bachelor of Science): 69 hours in nursing, including 201, 202, 203, 301, 302, 303, 311, 401, 402, 405, 410, 421, 424, 432, and 451. Students planning to go to a mission field may elect 305. A minor is not required.

### ADDITIONAL EXPENSES FOR NURSING MAJORS

In addition to the regular tuition and fees, nursing majors have the following expenses:

Year	Semester	Item	Amount*
Junior	Fall	Uniforms and caps	\$55.00-65.00
		White shoes	\$15.00-20.00
		Name pin	\$ .50
		Bandage scissors	variable
		Watch with second hand (may be inexpensive)	variable
Junior	Spring	Curriculum materials**	\$13.00-15.00
		Stethoscope	variable
Junior	Summer	Curriculum materials**	\$13.00
		Curriculum materials**	\$ 5.00
Senior	Fall	Curriculum materials**	\$ 9.00
		Curriculum materials**	\$16.00
Senior	Spring	School pin	\$17.00

\*Costs listed below are approximate and are subject to change.

\*\*This is in addition to regular textbooks.

Students are required to take achievement tests as part of the nursing courses. Cost of these tests varies and rarely exceeds \$50.00 during the entire program.

Students are responsible for their own transportation to all health facilities where learning experiences are provided. In the senior year, each student must have access to a car and must have an Arkansas driver's license.

Each student must also have malpractice insurance.

### 201x. FUNDAMENTALS OF NURSING I: NURSING AND HEALTH. (3) Fall.

A course planned to guide the nursing student in acquiring knowledge and understanding of the philosophy, ethics, history, and development of professional nursing in the U.S. as well as selected foreign countries. Nursing 201 serves as an introduction to the basic concepts of professional nursing with emphasis placed on interpersonal relationships and the use of principles from the psychological and sociological sciences. Learning experiences are planned to provide the student opportunities to practice non-manual skills of the nursing process in a variety of settings such as homes, hospitals, out-patient clinics and other community areas of particular interest to the student. Two lecture hours and 2 clinical laboratory hours per week. Prerequisite: Admission to the Nursing Program.



**202x. FUNDAMENTALS OF NURSING II: NURSING AND ILLNESS.** (7) Fall.

An introduction to the concepts of illness and factors which influence man on the health-illness continuum. In the utilization of the nursing process emphasis is placed on the use of scientific principles from the medical, biological, physical and social sciences as they relate to the planning, implementing, and evaluation of basic nursing care. Learning experiences are planned to provide the student opportunities to practice technical skills in the laboratory and to plan and execute a plan of care which meets the needs of patients in varied patient care centers in the community. Offered concurrently with 201 and 203 and concepts from those courses will be integrated into the content and clinical experiences of 202. Four hours of lecture and 10 clinical laboratory hours per week. Prerequisite: Admission to the Nursing Program.

**203x. APPLIED PHYSIOLOGY AND PATHOPHYSIOLOGY I.** (2) Fall.

A lecture series which focuses on normal physiological functions and how these functions are modified by disease processes. Clinical nursing application of the content of this course will come in the following courses: Nursing Fundamentals, Medical-Surgical Nursing, Mental Health Nursing, Parent-Child Nursing, and Community Health Nursing. Guest Physicians, Clinical Nurse Specialists, Nurse Practitioners, as well as Harding nursing faculty, will utilize a common approach in their lectures on normal physiology and a variety of pathological or disease conditions. Two lecture hours per week. Prerequisite: Admission to the Nursing Program.

**301x. NURSING INTERVENTION IN THE CARE OF THE ADULT I.** (5) Spring.

The approach in this course is a holistic one based on the interrelatedness of the physiology of the body systems with man's hierarchy of needs as a framework. Emphasis is on the utilization of principles and skills necessary to identify and meet the nursing needs of adults with long-term medical and/or surgical conditions. Nursing assignments allow for sustained relationships with patients and their families in order to provide opportunities for developing depth of understanding of problems associated with long-term illness. Students will have the opportunity to take a world-wide view of the common health problems and appropriate nursing intervention. Concurrent with Nursing 302 and 303. Three lecture hours and 6 clinical laboratory hours per week. Prerequisites: 201, 202, 203.

**302x. NURSING INTERVENTION IN THE CARE OF THE ADULT II.** (5) Spring.

Study of acute, self-limiting situations which individuals may experience in the health-illness continuum. Focus is on crises which precipitate overt deviations from health and on the rational basis underlying medical and nursing intervention. Concurrent with Nursing 301 and 303. Three lecture hours and 6 clinical hours per week. Prerequisites: 201, 202, 203.

**303x. APPLIED PHYSIOLOGY AND PATHOPHYSIOLOGY II.** (2) Spring.

Continuation of 203. Two hours of lecture per week. Prerequisites: 201, 202, 203.

**305x. MEDICAL MISSIONS.** (2) Spring.

Course is designed to prepare individuals for delivery of quality health care in developing countries and/or in selected areas of the states. Prerequisites: Junior or senior standing; major in nursing or consent of chairman of the Nursing Department.

**311x. MENTAL HEALTH NURSING.** (6) Summer.

The major focus of the course is upon obtaining knowledge and skills the professional nurse needs to assist individuals and groups, including families, who are having difficulty coping with their life experiences and/or adapting to their environment. Emphasis is also placed on prevention of mental health problems. Nursing process concepts, principles of communication, and therapeutic use of self are strands throughout the course. Maslow's humanistic theory of psychology is the frame of reference used for nursing assessment and planned interventions with individuals. The student will be introduced to group process and dynamics, milieu management, crisis intervention and community mental health, both from the theoretical and clinical practice aspect. Opportunity is provided for study of mental health nursing needs in countries outside the U.S.A. Prerequisites: 301, 302, 303.

**401x. ADVANCED MEDICAL-SURGICAL NURSING.** (6) Fall, Spring.

A study of nursing care of patients with complex medical and/or surgical disorders. Planning and directing nursing care and patient management are emphasized. Concepts of team nursing are introduced. Participation in team nursing is included in the clinical practice. Concurrent with Nursing 402 and 405 and concepts from the three courses will be integrated in theory and clinical. Three hours of lecture and 9 hours of clinical laboratory per week. Prerequisites: 311 if elected in the fall semester; 421, 424, 431, and 432 if elected in the spring semester.

**402x. PARENT-CHILD NURSING: NURSING CARE OF CHILDREN.** (6) Fall, Spring.

A study of the child as an individual and as a member of a family unit. Emphasis is placed upon normal growth and development and includes recognition of the effects of pathology on the child from infancy through adolescence. Consideration will be given to the effects of cultural, ethnical, and social structures upon the nursing needs of children and their families. Concurrent with Nursing 401 and 405 and common concepts from all three courses will be integrated in theory and clinical. Three hours of class and 9 hours of clinical laboratory per week. Prerequisites: 311 if elected in the fall semester; 421, 424, 431 and 432 if elected in the spring semester.

**405x. MANAGEMENT IN NURSING.** (2) Fall, Spring.

This course will provide the student with beginning competencies in respect to the concepts and principles of management and the skills essential in the management of the nursing care of patients. The two-hour per week lecture-discussion course will provide a theoretical core and guided clinical experience for the application and evaluation of these concepts, principles, and skills will be provided in Nursing 401. Prerequisites: 311 if elected in the fall semester; 421, 424, 431, and 432 if elected in the spring semester.

**411x. PHYSICAL ASSESSMENT SKILLS.** (2) Fall, Spring.

Skills and techniques of interviewing and physical examination. Two hours of lecture. Prerequisite: 311.

**421x. PARENT-CHILD NURSING: MATERNITY NURSING.** (6) Fall, Spring.

A study of nursing care of mothers and infants. A developmental and family-centered approach with emphasis on the normal aspects of the reproductive cycle. Physiological, psychological, and socio-cultural concepts basic to maternal and infant health are considered. Guided practice includes nursing care during various periods in the maternity cycle; prenatal, intrapartal, and postpartal and also the newborn infant. Concurrent with Nursing 424 with which some aspects of the maternity nursing clinical laboratory will be integrated. Three hours of theory and 9 hours of clinical laboratory per week. Prerequisites: 311 if elected in the fall semester; 401, 402, and 405 if elected in the spring semester.

**424x. FAMILY AND COMMUNITY HEALTH NURSING.** (7) Fall, Spring.

The course focuses on the role, responsibilities and activities of the nurse in the community, and on the interrelationships between public health nursing and other health and welfare services. The student has opportunities to work with individuals and families where the focus is on health protection and health promotion. The individual and his health needs are viewed in terms of his relationship with his complex social environment, whether in the United States or some other country. Three hours of lecture and 12 hours of clinical laboratory per week. Concurrent with Nursing 421 and 432 and interrelationships between the three courses will be stressed. Prerequisites: 311 if elected in the fall semester; 401, 402, and 405 if elected in the spring semester.

**431x. CURRENT TRENDS IN HEALTH CARE.** (2) Fall, Spring.

Senior seminar course designed to study the trends, problems and issues in present-day health care, including nursing. Contemporary social forces are studied in relation to their influence on the development of nursing. Emphasis is on the responsibilities and privileges of the professional nurse in an increasingly complex system of health and medical care. Opportunities provided for interested students also to study nursing trends and issues in selected foreign countries. Two hours of



seminar per week. Prerequisites: 311 if elected in the fall semester; 401, 402, and 405 if elected in the spring semester.

**432x. PREVENTIVE MEDICINE AND EPIDEMIOLOGIC APPROACH TO HEALTH AND DISEASE.** (2) Fall, Spring.

A general study of community resources and concepts derived from the field of Public Health Administration, environmental health, biostatistics, and epidemiology. Emphasis is placed on current major health problems. Interested students may also elect to focus on public health problems in selected foreign countries. Two hours lecture per week. Prerequisites: 311 if elected in the fall semester; 401, 402, 405 if elected in the spring semester.

**451x. INDEPENDENT STUDY: CLINICAL.** (6) Summer.

A program of independent study in a selected area of nursing practice under the direction of a faculty sponsor. Five hours seminar and/or individual sponsor-student discussion and 30 hours clinical laboratory per week. Prerequisite: Completion of prescribed courses in the Nursing Program.

## DEPARTMENT OF PHYSICAL EDUCATION, HEALTH, AND RECREATION

**PROFESSOR:**

Harry D. Olree, Ed.D.  
Chairman

**ASSOCIATE PROFESSORS:**

Ted M. Altman, Ed.D.  
Cecil M. Beck, M.A.  
Bob J. Corbin, M.Ed.  
Hugh M. Groover, M.Ed.  
Theodore R. Lloyd, M.A.  
Clifford John Prock, M.T.

**ASSISTANT PROFESSORS:**

Karyl V. Bailey, Ph.D.  
Barbara G. Barnes, M.A.T.  
Jess Bucy, M.A.  
Kathryn R. Campbell, M.A.T.  
Wilton Y. Martin, M.A.T.  
Jerry Mote, M.A.T.  
Arnold E. Pylkas, M.A.

**INSTRUCTOR:**

Richard A. Johnson, M.Ed.

The Department of Physical Education, Health, and Recreation is designed to meet the recreational needs of students, the needs of those planning to teach physical education or to coach, and the needs of those interested in the supervision of activities associated with youth group work such as summer camps and scout programs.

The institutional requirement of 4 hours in physical education activity can be met by a combination of any of the following: 112, 113, 114, 115, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 220, 221, 222, 224, 225, and, for physical education majors and minors, 355, 356.

Veterans who have spent at least one year in the military service may receive credit for the total 4 hours of physical education required by the college.

Every student who certifies to teach at the elementary or secondary level must complete 6 hours of physical education, including 203 and 3 hours of activity classes. Elementary education majors must also complete 330.

Major: 34 hours in physical education, 18 of which must be upper-level hours, including 203, 206, 301; four hours from 304\*, 306\*, 307\*, 308\*\*, and 310\*\*; 320, 355, 356, 402, 404, 405, and 427. Biology 275 is required in addition to the 34 hours in physical education. Any major who desires to certify to teach at the elementary as well as the secondary level must include Physical Education 129 and 330 and take Education 461 rather than 451.

Minor: 18 hours in physical education, 6 of which must be upper-level hours, including 203, 206, and either 355 or 356. Students certifying to teach physical education in high school must complete a minimum of 21 hours of physical education properly selected.

All majors and minors in physical education, health, and recreation must pass a series of sports skills tests as a prerequisite to Physical Education 355 and 356. Skills tests must be passed in two team sports selected from football, volleyball, basketball, softball, track and field, and baseball (women may substitute either field hockey or speedball for football). A proficiency test must also be passed in swimming and three other dual and individual sports selected from golf, gymnastics, bowling, archery, badminton, handball, and tennis.

**112. BEGINNING AND INTERMEDIATE SWIMMING.** (1) Fall, Spring.

Teaches the individual how to adjust himself to the water, to breathe properly, to change direction and position in the water, and to swim by use of a basic swimming stroke. Emphasizes development of leg and arm strokes, sculling, treading water, and simple rescue methods of assisting drowning persons. Not open to a student capable of passing an intermediate swimming test.

**113. ADVANCED SWIMMING.** (1) Fall, Spring.

Instruction and practice in advanced swimming techniques with emphasis on building strength, endurance, and skills necessary to qualify for admission to the senior lifesaving course. Prerequisite: 112 or the ability to pass an intermediate swimming test. Fee \$2.00.

**114x. LIFESAVING CERTIFICATION.** (1) Fall, Spring.

Upon successful completion of this course the student will be awarded the American Red Cross Senior Lifesaving Certificate. Prerequisite: 113 or consent of the instructor. Fee: \$2.

**115x. WATER SAFETY INSTRUCTOR'S COURSE.** (1) Spring.

This course consists of lectures on methods and organization, and practice in teaching the American Red Cross swimming and water safety courses. Open to card-carrying Red Cross Water Safety Instructors whose appointments have lapsed and persons holding current senior lifesaving certificates. American Red Cross WSI Cards will be issued to those satisfactorily completing the course.

**119. CONDITIONING ACTIVITIES.** (1) Fall, Spring.

Participation in exercises in order to improve body mechanics, posture, and physical fitness. Required of those students assigned to the course by the physical education department.

**120. ARCHERY AND BADMINTON.** (1) Fall, Spring.

Instruction and practice in the basic skills of archery and badminton. Fee \$2.00.



**121. VOLLEYBALL AND TABLE TENNIS.** (1) Fall, Spring.

Instruction and practice in the basic skills of volleyball and table tennis.

**122. TENNIS AND SHUFFLEBOARD.** (1) Fall, Spring.

Instruction and practice in the basic skills of tennis and shuffleboard.

**123. MAT AND TRAMPOLINE TUMBLING.** (1) Fall.

Instruction and practice in the basic skills of mat and trampoline tumbling.

**124. GOLF AND BOWLING.** (1) Fall, Spring.

Instruction and practice in the basic skills of golf and bowling. Fee \$6.00.

**125. SPEEDBALL AND BASKETBALL.** (1) Fall, Spring. (For women only.)

Instruction and practice in the basic skills of speedball and basketball.

**126. ADAPTED ACTIVITIES.** (1) Fall, Spring.

Instruction and practice in adapted activities for those students who are excused by the school physician from the regular activity program. May be taken four semesters for credit.

**127. GYMNASTICS.** (1) Fall, Spring.

Instruction and practice in the basic skills of gymnastics.

**128. HANDBALL AND WEIGHT TRAINING.** (1) Fall, Spring. (For men only.)

Instruction and practice in the basic skills of handball and weight training.

**129. FUNDAMENTALS OF MOVEMENT AND RHYTHM.** (1) Fall.

Principles and practices of body movement and response to rhythm. Required of those students certifying to teach physical education in the elementary school.

**130. OUTDOOR ACTIVITIES.** (1) Spring. (For men only.)

The course will provide students with an opportunity for developing knowledge of and an appreciation for the out-of-doors and basic skills necessary for living in the out-of-doors. Instruction will be provided in elementary woodlore and basic ecology. In addition, training will be given and time will be spent in the following out-of-doors experiences: survival training and camping, basic wilderness and mountain climbing techniques, canoeing, and rafting. Fee \$20.00.

**131x. HUNTING AND GUN SAFETY.** (1) Fall.

Instruction in gun care and safety as well as in techniques used in big game, waterfowl, and upland game hunting. Student must furnish his own equipment.

**132x. BAIT CASTING, FISHING, AND BOATING SAFETY.** (1) Spring.

Instruction in the proper use of bait casting equipment, fishing techniques for various species, current boating laws, and regulations designed for the safe operation of water craft.

**202. FIRST AID.** (2) Fall, Spring.

Standard Red Cross First Aid course.

**203. HEALTH EDUCATION.** (3) Fall, Spring.

Consideration of personal, school and community health problems. Required of all prospective teachers. Prerequisite: Sophomore standing.

**206. SURVEY OF PHYSICAL EDUCATION [K-12].** (3) Fall.

A study of the historical development of physical education, its underlying principles and its place in the educational program.

**220x. ADVANCED ARCHERY.** (1) Fall.

Instruction and practice in the advanced skills and techniques of archery. Prerequisite: 120 or the ability to pass an intermediate archery test. Fee \$2.

**221x. ADVANCED VOLLEYBALL.** (1) Fall, Spring.

Instruction and practice in the advanced skills and techniques of volleyball. Prerequisite: 121 or the ability to pass an intermediate volleyball test.

**222x. ADVANCED TENNIS.** (1) Fall, Spring.

Instruction and practice in the advanced skills and techniques of tennis. Prerequisite: 122 or the ability to pass an intermediate tennis test.

**224x. ADVANCED GOLF.** (1) Fall.

Instruction and practice in the advanced skills and techniques of golf. Prerequisite: 124 or the ability to pass an intermediate golf test. Fee \$2.

**225x. ADVANCED BOWLING.** (1) Fall, Spring.

Instruction and practice in the advanced skills and techniques of bowling. Prerequisite: 124 or the ability to pass an intermediate bowling test. Fee \$10.

**301G. KINESIOLOGY AND BIOMECHANICS.** (3) Fall.

A study of major muscle groups and their relationship to various body movements. Consideration is also given to various activities which contribute to the functional development of major muscle groups. Prerequisite: Biology 275 or consent of the instructor.

**304. COACHING FOOTBALL.** (2) Fall.

Coaching and officiating football.

**306. COACHING BASKETBALL.** (2) Spring.

Coaching and officiating basketball.

**307. COACHING BASEBALL AND TRACK.** (2) Spring.

Coaching and officiating baseball and track.

**308. COACHING SOFTBALL AND VOLLEYBALL.** (2) Fall.

A study of the theory and techniques of coaching and officiating softball and volleyball for women.

**310. COACHING BASKETBALL AND TRACK.** (2) Spring.

A study of the theory and techniques of coaching and officiating basketball and track for women.

**315. CAMP LEADERSHIP.** (2) Spring.

Study of and participation in camp organization, camp promotion, campfire programs, nature observation, camp athletics, hiking and outdoor cooking.

**320. ORGANIZATION AND SUPERVISION OF RECREATION PROGRAMS.** (3) Fall.

History of the recreation movement, methods of organizing and supervising various types of institutional and community recreation programs, and survey of vocational opportunities in the field.

**330G. METHODS AND MATERIALS IN PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.** (3) Spring.

A study of methods as they apply to the total program and to the organization, instruction and selection of activities at the class level. Required of prospective elementary teachers.

**355. THEORY & TECHNIQUES OF TEACHING SPORT SKILLS I.** (3) Fall.

Theory and techniques of teaching golf, gymnastics, bowling, and swimming, and through development of skills in these activities. For majors and minors only. Fee: \$6.00. Prerequisite: Must have passed a proficiency skills test in two team sports and four dual and individual sports.

**356. THEORY & TECHNIQUES OF TEACHING SPORT SKILLS II.** (3) Spring.

Theory and techniques of teaching archery, badminton, handball, and tennis, and through development of skills in these activities. For majors and minors only. Fee: \$2.00. Prerequisite: Must have passed a proficiency skills test in two team sports and four dual and individual sports.

**402G. PREVENTION AND TREATMENT OF ATHLETIC INJURIES.** (3) Fall.

A study of the prevention of athletic injuries and the different forms of therapy in the treatment of injuries common to athletics and physical education. Fee \$3.00.

**403G. SEMINAR IN COMMUNITY HEALTH PROBLEMS.** (3) Offered on sufficient demand.

An attempt to define health problems within the community. Students engage in the analysis and possible solution of these problems.





**404G. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION.** (3) Fall.

Acquaints students with the various testing devices in physical education and gives practice in the use of these devices.

**405G. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION [K-12].** (3) Fall.

A study of the principles of organization and administration of physical education and athletic programs. Consideration will be given to personnel, schedules, equipment and facilities, records, budget and finance, legal aspects, publicity and public relations, athletic associations, eligibility regulations, contracts and officials.

**406G. MOTOR LEARNING AND PERFORMANCE.** (3) Offered on sufficient demand.

Psychological and physiological factors related to the development of motor skill; emphasis on the teacher's role in facilitating learning. Includes review and analysis of appropriate research. Prerequisite: 301 or consent of instructor.

**407G. PHYSIOLOGY OF EXERCISE.** (3) Spring.

Fundamental concepts of human physiology and their application to programs of physical education and sports. Prerequisite: Biology 275 or consent of the instructor.

**427. METHODS AND MATERIALS IN PHYSICAL EDUCATION FOR SECONDARY SCHOOLS.** (3) Spring.

A study of methods as they apply to the total program and to the organization, instruction and selection of activities at the class level. Same as Education 427.

**450. SEMINAR IN PHYSICAL EDUCATION.** (2) Offered on sufficient demand.

Open only to majors in physical education in their senior year.

**501. DIRECTED READING IN PHYSICAL EDUCATION.** (3) Offered on demand.

Independent study of selected topics to fill any deficiencies or to strengthen the student's background in physical education. Prerequisite: Consent of department chairman.

**502. DIRECTED READING IN HEALTH EDUCATION AND RECREATION.** (3) Offered on demand.

Independent study of selected topics to fill any deficiencies or to strengthen the student's background in health education and recreation. Prerequisite: Consent of department chairman.

**503. RESEARCH METHODS IN PHYSICAL EDUCATION, HEALTH EDUCATION, AND RECREATION.** (3) Offered on sufficient demand.

The application of research methods and techniques to problems in physical education, health education, and recreation. Prerequisite: Consent of department chairman.

**504. RESEARCH.** (1-6) Offered on demand.

Supervised research in health, physical education or recreation. A research paper will be required. The study must be approved by the chairman of the department and the staff member who will supervise the research. Prerequisite: 503 and consent of department chairman.

## DEPARTMENT OF PHYSICAL SCIENCE

**PROFESSORS:**

William D. Williams, Ph.D.

Chairman

Don England, Ph.D.

Joseph E. Pryor, Ph.D.

**ASSOCIATE PROFESSORS:**

Maurice L. Lawson, M.S.

James E. Mackey, Ph.D.

Carroll W. Smith, Ph.D.

Edmond W. Wilson, Jr., Ph.D.

**ASSISTANT PROFESSOR:**

Clifford E. Sharp, M.S.T.

The Department of Physical Science is organized with the following objectives in view: to increase the general culture of all students; to prepare high school science teachers; to provide the basic training for pre-professional students of medicine, engineering and other professional fields; and to prepare chemistry and physics majors for graduate study or industrial work. The Bachelor of Science degree is awarded to chemistry and physics majors. For the general science degree programs see page 122.

### Chemistry

Major: 35 hours of chemistry, including 111-112, 261, 301-302, 310, 411-412, and 6 additional upper-level hours. The following supporting courses or equivalents must be completed: Physics 211-212, Mathematics 251, and additional science and/or mathematics to total 67 hours in this area. Participation in a departmental seminar, Chemistry 310, with a passing grade is required of all junior and senior majors. In addition, German 101-102 is required. Chemistry 312, Mathematics 252, 351, and Physics 301 are recommended. A minor is not required.

Minor: 18 hours of chemistry, including 6 advanced hours.



**Physics**

Major: 34 hours of physics, including 211-212, 301, 310, 411-412, 421, and at least 2 hours of intermediate and/or advanced laboratory. The remaining hours may be selected from any of the following courses: Physics 305, 311, 321, 441, 444, or 450; Mathematics 313, 323, or 432; and Chemistry 411-412. The following supporting courses or equivalents must be completed: Chemistry 111-112, Mathematics 215, 252, and 351; and additional science and/or mathematics to total 67 hours in this area. Credit in German 101-102, French 101-102, or the equivalent proficiency is required. A double major in physics and mathematics is highly recommended. A minor is not required.

Cooperative Major: A major in physics is also offered in cooperation with the University of Arkansas. The student will normally enroll at the University of Arkansas for his senior year. A 3-2 program is offered in cooperation with Georgia Institute of Technology.

Minor: 18 hours in physics including 6 hours of upper-level credit.

**CHEMISTRY****111-112. GENERAL CHEMISTRY.** (4, 4) Fall, Spring.

The fundamental principles and facts of inorganic chemistry including the basic laws and theories, atomic structure, the periodic table, bonding, nomenclature, solutions, reactions, and elementary calculations. 112 includes a systematic survey of the more common elements and qualitative analysis. A simple four-function hand calculator is required. Three class periods and three hours laboratory per week. Prerequisites: Two years of high school algebra or Math. 105 and, for freshmen, minimum scores of 16 on both the English and the mathematics sections of the ACT test.

**115. GENERAL CHEMISTRY.** (4) Spring.

Continuation of 111 designed for students majoring in home economics, agriculture, nursing, physical education, and biology. A basic introduction to the nomenclature, classification, preparation, uses, and characteristic reactions of aliphatic and aromatic compounds of carbon with special emphasis being placed on applying chemistry to biological systems. Does not count toward a major in chemistry. Three class periods and three hours laboratory per week. Credit in both 112 and 115 will not be granted. Prerequisite: 111 or equivalent.

**261. ANALYTICAL CHEMISTRY I.** (4) Fall.

The basic theories and techniques of qualitative and quantitative chemical separations and analyses emphasizing chemical equilibrium, gravimetric and volumetric analysis. Two class periods and six hours laboratory per week. Prerequisite: 112 or 115 with a minimum grade of "C."

**262. ANALYTICAL CHEMISTRY II.** (4) Spring. Alternate years; offered 1977-78.

Continuation of 261 emphasizing instrumental analysis. Two class periods and six hours laboratory per week. Prerequisite: 261.

**271x. ORGANIC CHEMISTRY PRINCIPLES.** (4) Summer only.

A one-semester study of organic chemistry. This course is designed for students of biology, home economics, nursing, education, and preprofessional curricula requiring only four hours of organic chemistry. Three class periods and three hours of laboratory per week. Prerequisite: 112 or 115. Credit is voided by earning credit in 301 and/or 302.

**301-302. ORGANIC CHEMISTRY.** (4, 4) Fall, Spring.

An integrated approach to structure and mechanism in organic chemistry, including nomenclature, classification, synthesis, properties, and uses of the compounds of carbon. Three class periods and three hours laboratory per week. Prerequisite: 112 or 115.

**310. CHEMICAL COMMUNICATIONS.** (1) Fall and Spring.

The sources of information in the field of chemistry, the use of chemical literature, and departmental seminar. Required of all junior and senior majors, but credit is earned only in the spring semester of the senior year. Prerequisite: 12 hours of chemistry.

**312. ADVANCED INORGANIC CHEMISTRY.** (3) Spring. Alternate years; offered 1976-77.

Advanced topics in inorganic chemistry including atomic structure, periodic system, chemical bonding, coordination chemistry and radio-activity. Three class periods per week. Prerequisite: 112, Physics 202 or equivalent.

**324. BIOCHEMISTRY I.** (3) Spring.

The basic concepts of the chemistry and metabolism of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones are considered with special consideration being given to biochemical energetics and molecular biochemistry. Three class periods per week. Prerequisite: 271 or 301.

**325x. BIOCHEMISTRY LABORATORY.** (1) Spring.

A laboratory designed to study physiology and biochemistry at the cellular level. Same as Biology 421. Prerequisite: Enrollment or credit in 324.

**326x. BIOCHEMISTRY II.** (3) Fall.

Continuation of 324 with added emphasis given to enzymology, protein and nucleic acid metabolism, and photosynthesis. Additional special topics in the field of biochemistry may be considered. Three class periods per week. Prerequisite: 302 or 324.

**405G. RESEARCH TECHNIQUES.** (1 or 2) Fall, Spring.

An introduction to research methodology and techniques. Inorganic, organic, analytical, radioisotope, physical or biochemical research projects may be chosen according to student goals and staff interests. A minimum of three hours of laboratory per week for each hour of credit. May be repeated but not more than 2 hours may count toward the 35 required for a major. Prerequisite: Junior standing and consent of faculty member who will advise.

**411G-412G. PHYSICAL CHEMISTRY.** (4, 4) Fall, Spring.

Fundamental principles of physical chemistry including states of matter, properties of solutions, thermodynamics, equilibria and phase diagrams, chemical kinetics, conductance and electromotive force. Three class periods and three hours laboratory per week. Prerequisites: 261 or consent of the instructor, Physics 211-212 and Mathematics 251. Mathematics 251 may be taken concurrently.

**PHYSICAL SCIENCE****101. EARTH SCIENCE.** (2) Fall, Spring.

An introduction to the philosophy and methodology of science. Some basic concepts of astronomy, geology, meteorology, and conservation of natural resources.

**102. PHYSICAL SCIENCE.** (2) Fall, Spring.

Some basic concepts of chemistry and physics.

**212. FUNDAMENTALS OF GEOGRAPHY.** (3) Fall, Spring.

Same as Geography 212.

**PHYSICS****201-202. GENERAL PHYSICS.** (4, 4) Fall, Spring.

Beginning physics course primarily for pre-professional programs. This may not be applied to a major or minor in physics without approval of the department chairman. Material normally covered will be mechanics, thermodynamics, acoustics, optics, and electricity. Three hours lecture and three hours laboratory per week. Prerequisite: Mathematics 152 or equivalent. Credit in both 201-202 and 211-212 will not be granted.



**211-212. COLLEGE PHYSICS.** (4, 4) Fall, Spring.

Beginning physics course for physical science and mathematics majors and pre-engineers. This course is designed to provide a fundamental background for further studies in physics. Material normally covered will be mechanics, thermodynamics, acoustics, optics, and electricity. Three hours lecture and three hours laboratory per week. Prerequisite: Concurrent enrollment or credit in Mathematics 251 and a grade of "C" in Mathematics 201. Credit in both 201-202 and 211-212 will not be granted.

**301. MODERN PHYSICS.** (3) Fall.

Some of the important twentieth century advances in the field of physics selected from electromagnetic radiation, atomic structure, X-rays, spectroscopy, theory of relativity, the quantum theory, and nuclear physics. Three class periods per week. Prerequisites: 201-202 or 211-212 and Mathematics 251.

**305. ELECTRONICS.** (2) Fall, Spring.

A course designed to provide a working knowledge of basic electronic devices and circuits involving either vacuum tubes or transistors. The design, construction, and testing of some of these circuits will be treated in the laboratory. Students taking this course must have satisfactorily completed 201-202, 211-212, or the equivalent. One hour lecture and at least three hours laboratory per week. Prerequisite: Consent of the instructor.

**310x. PHYSICAL SCIENCE SEMINAR.** (1) Fall and Spring.

Interdepartmental physics and chemistry seminar in which each senior major will prepare and deliver at least one seminar. Required of all junior and senior majors, but credit is earned only in the spring semester of the senior year.

**311. OPTICS.** (3) Spring. Offered on sufficient demand.

A study of geometrical and physical optics, including a rigorous treatment of basic principles and the theory of certain optical instruments. Three class periods per week. Prerequisites: 201-202 or 211-212 and Mathematics 252. The latter may be taken concurrently.

**321. THERMODYNAMICS AND STATISTICAL MECHANICS.** (3) Fall. Alternate years; offered 1976-77.

A study of the thermal properties of matter including the first, second, and third laws of thermodynamics and their applications with an introduction to statistical mechanics. Three hours lecture per week. Prerequisite: 211-212 and Mathematics 252 or consent of the instructor.

**380. INTERMEDIATE LABORATORY.** (1-2) Offered on demand.

Experiments related to intermediate courses in physics with emphasis on modern physics and optics. Normally the laboratory is taken concurrently with the respective intermediate course. Three hours laboratory per week for each hour of credit. Prerequisite: 211-212 and enrollment or credit in some course beyond general physics, or consent of the instructor.

**411G-412G. ELECTROMAGNETIC THEORY.** (3, 3) Fall, Spring. Alternate years; offered 1977-78.

The properties of electric and magnetic fields, electrostatics, and Maxwell's equations. Both semesters must be taken. Three hours lecture per week. Pre- or co-requisite: Mathematics 351.

**415G. ADVANCED LABORATORY.** (1) Offered on demand.

Selected experimental problems of an advanced undergraduate level from various areas of physics. Not less than three laboratory hours per week. May be taken two times for credit. Prerequisite: Advanced standing in physics and approval of instructor.

**421G. ANALYTICAL MECHANICS.** (3) Spring. Alternate years; offered 1976-77.

Kinematics of point masses and bodies with an introduction to vector analysis, stressing the use of mathematics in interpreting natural phenomena. Three class periods per week. Prerequisite: 211-212 and Mathematics 351.

**441Gx. MATHEMATICAL PHYSICS.** (3) Offered on sufficient demand.

A survey of various mathematical techniques employed in the study of physics. Topics covered will vary according to the background of the students. Normally included are Fourier series, complex analysis, calculus of variations, and integral transforms. It is strongly recommended that students enrolling for this course also enroll in Mathematics 423. Prerequisite: Mathematics 351.

**444G. SELECTED TOPICS.** (3) Offered on sufficient demand.

Study of certain advanced physics topics. Class meetings will be arranged by the instructor. Prerequisite: Consent of the instructor.

**450G. INDEPENDENT STUDY.** (1-3) Offered on demand.

Directed readings and/or research for qualified senior physics majors. Prerequisite: Consent of the appropriate member of physics faculty.

## DEPARTMENT OF PSYCHOLOGY

**ASSOCIATE PROFESSOR:**

Walter L. Porter, Ph.D.

**ASSISTANT PROFESSORS:**

Jack D. Thomas, Ph.D.

Chairman

Lewis L. Moore, M.A.T.

**INSTRUCTOR:**

Robert McKelvain, M.A.

The Department of Psychology has been designed to achieve the following objectives:

1. To promote an understanding of mental dynamics and behavioral principles underlying human interactions.
2. To contribute to an understanding of the behavioral and psychological implications of the political, social, biological, spiritual, and historical aspects of life.
3. To acquaint the student with the science and profession of psychology.
4. To prepare the student for advanced study leading to a professional career in psychology and/or counseling.

Major in Academic Psychology: 36 hours in psychology, including 201, 315, 325, 375, 380, 382, 385, 400, 425, 438, and 5 hours elected from 240, 307, 381, 402, 407, 408, 450. Mathematics 105, or a more advanced course, is also required.

Major in Applied Psychology: 36 hours in psychology, including 201, 240, 325, 380, 381, 382, 385, 400, 402, 408, and 6 hours elected from 307, 315, 407, 425, 438, 450. Mathematics 105, or a more advanced course, is also required.

Major in Psychology (for those certifying to teach psychology as a teaching field): 36 hours in approved psychology courses, 18 of which must be upper-level hours, including 201, 240, 307, 315, 380, 382, 438. In addition, certification in a second teaching field, including supervised teaching, is required.

Minor in Psychology: 18 hours in psychology, including 201 and 6 hours of upper-level work.

Minor in Psychology (for Bible majors): 201, 380, 381, 382, 385, and 402.



**201. GENERAL PSYCHOLOGY.** (3) Fall, Spring.

The fundamentals of human adjustment with special reference to such topics as scope and methods of psychology, growth and development, individual differences and their measurement, the dynamics of behavior, frustration and conflict, personality, learning, remembering and forgetting, thinking and problem solving, and applied psychology. Not open to first-semester freshmen.

**240. CHILD AND ADOLESCENT PSYCHOLOGY.** (3) Fall.

Individual development through adolescence with emphasis on physical and motor, mental and language, emotional and social development. Prerequisite: 201.

**307. EDUCATIONAL PSYCHOLOGY.** (3) Fall, Spring.

Same as Education 307. Prerequisite: 201 or Educ. 203.

**315. PHYSIOLOGICAL PSYCHOLOGY.** (3) Fall.

A study of the basic biological processes contributing to human behavior; including a detailed review of the nervous system with an emphasis on sensory processes. Prerequisite: 201 or consent of instructor.

**325G. STATISTICS.** (3) Fall.

An introduction to the scientific method as applied to psychology through a study of research techniques and mathematical analysis. Emphasis upon developing skill with descriptive statistics. Prerequisite: 201 and Mathematics 105 or consent of instructor.

**375. EXPERIMENTAL PSYCHOLOGY.** (4) Spring.

Design and analysis of psychological research in such areas as learning, problem solving, concept formation, perception, and thinking. Group and individual experimentation. Required of majors in academic psychology. Three class periods and three hours laboratory per week. Prerequisite: 325.

**380G. PSYCHOLOGY OF PERSONALITY.** (3) Fall.

An introduction to theories of personality, with emphasis upon dynamics of personality development. Prerequisite: 201.

**381Gx. CULTURE AND PERSONALITY.** (3) Spring.

Same as Anthropology 381. Prerequisite: 380 and/or Soc. 203.

**382G. BEHAVIORAL DISORDERS.** (3) Spring.

A study of basic concepts of psychopathology with emphasis on the development of behavior deviations and descriptions of various types of behavioral disorders. Prerequisite: 380 for majors; consent of instructor for non-majors.

**385G. COUNSELING.** (3) Fall.

A course designed to give students a thorough knowledge of the theories and philosophies underlying current practices in the field of counseling. Special attention is given to helping each student develop his own theory and techniques. Prerequisites: Junior standing, 380, and 382.

**400G. PSYCHOLOGICAL TESTING.** (3) Fall.

History and development of mental measurements; theory of test construction; and techniques for test evaluation. Emphasis upon developing familiarity with various tests of intelligence, personality, interest, and special aptitudes. Prerequisites: 201, 325 or consent of instructor.

**402Gx. TECHNIQUES OF COUNSELING.** (3) Spring.

Methods of gathering, analyzing, and interpreting case data in counseling. The analysis of dynamics of counselor-counselee relationship. Interviewing techniques. Use of test results in counseling. Prerequisite: 385.

**407G. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.** (3) Spring.

Same as Education 407. Prerequisite: 240 or Educ. 203.

**408G. SOCIAL PSYCHOLOGY.** (3) Spring.

Psychology of the individual in the group situation; the social environment as a source of psychological stimulation. Consideration of such topics as crowd and mob behavior, leadership, personality, prejudice. Prerequisite: 201. Soc. 203 is recommended.

**425G. HISTORY AND SYSTEMS.** (3) Spring.

A study of the historical and philosophical development of psychology; emphasis upon contributions of important leaders and schools of psychology, and consideration of current problems in psychology. Prerequisite: 18 hours of psychology or consent of instructor.

**438G. PSYCHOLOGY OF LEARNING.** (3) Fall.

A study of the psychological principles involved in learning, including memory and motivation, and their applications to the understanding of human development and personality. Prerequisite: 201 or consent of instructor.

**450. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study or research for qualified senior majors in psychology. Prerequisite: Consent of department chairman and instructor.

**550. INDEPENDENT STUDY.** (1-3) Offered on demand.

Independent study or research in psychology for qualified graduate students. Prerequisites: 12 hours of psychology and approval of department chairman.

## DEPARTMENT OF SOCIOLOGY AND SOCIAL SERVICES

**PROFESSOR:**

Billy D. Verkler, Ph.D.  
Chairman

**ASSISTANT PROFESSORS:**

William L. Culp, M.S.W.  
Bernadine Egly, M.S.S.W.  
Van Tate, Ph.D.

The Department of Sociology and Social Services seeks to achieve the following objectives:

1. Develop in students an understanding of the social and cultural aspects of human behavior.
2. Acquaint students with the nature of society through application of the scientific method.
3. Provide basic background for students who seek careers in sociology and various social services.
4. Prepare students adequately for graduate and professional study in sociology and social work.
5. Provide students with other majors a fundamental knowledge of human relations so that they can function more efficiently in various facets of modern society.
6. Assist students interested in mission work to understand cultures other than their own.

**BACHELOR OF ARTS DEGREE**

Minor in Anthropology: 18 hours of anthropology, including 250 and 6 hours of upper-level work.

Major in Gerontology: 59 hours, including Sociology 203, 260, 325, 330, 345, 408, 450; Social Work 265, 399; Psychology 201, 380, 382, 385, 405; Home Economics 102, 391; Physical Education 203, and additional hours elected from Sociology 250, 305, 405, 440; Psychology 315; Physical Education 301, 320; Home Economics 201, 214; Biology 275; Art 212; and Cooperative Education 267. A minor is not required.



Major in Sociology: 32 hours in approved courses, including 203, 260, 325, 330, 408, 440, 445, 450; and Anthropology 250. Six hours of a foreign language are highly recommended. A minor is required.

Minor in Sociology: 18 hours, including 203 and 6 hours of upper-level work.

### BACHELOR OF SCIENCE DEGREE

Major in Social Work: 60 hours of anthropology, psychology, social work, and sociology, including Anthropology 250; Psychology 201, 380, 382, 385, 402; Social Work 265, 275, 330, 399, 400, 450 (for 9 hours), 451; Sociology 203, 260, 325, 405, 408. A minor is not required. A select group of senior social work majors may participate in an undergraduate-graduate linkage program between Harding College and the University of Arkansas Graduate School of Social Work in Little Rock.

### ANTHROPOLOGY

#### 250. ANTHROPOLOGY. (3) Fall.

A study of the origin, nature, and diffusion of culture. Beginnings of human society and the comparison of some contemporary cultures.

#### 311x. AFRICAN SOCIETY. (3) Spring.

A cultural survey of African nations with emphasis on the contemporary period. Emphasis will be given to sociological factors affecting the African and implications for cross-cultural understanding.

#### 315x. LATIN AMERICAN CIVILIZATION. (3) Fall. Alternate years; offered 1976-77. Same as Spanish 315.

#### 320. ETHNOLOGY. (3) Fall. Offered on sufficient demand.

Study of a variety of world cultures with emphasis placed upon kinship, political and economic systems, religion, value systems, and social change.

#### 381x. CULTURE AND PERSONALITY. (3) Spring.

The impact of culture on the development of individual personality, survey of the contemporary schools of thought, research methods, and applications. Prerequisite: Soc. 203 and/or Psy. 380.

#### 401x. APPLIED ANTHROPOLOGY. (3) Spring.

Practical application of the understanding of man. How to identify and communicate with other people within and across culture. Important for anyone who will be communicating with others, especially in foreign cultures and subcultures within American culture.

#### 440. HISTORY OF SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. (3) Spring.

Same as Sociology 440G. Prerequisites: 15 hours of sociology and/or anthropology, including Soc. 203 and Anthro. 250; and, for juniors, permission of the instructor.

### SOCIAL WORK

#### 265. INTRODUCTION TO SOCIAL WELFARE. (3) Fall.

Survey of the history of social welfare. Examination of governmental and economic factors in social welfare as well as introduction to structure and functioning of social work as a profession.

#### 275x. INTRODUCTION TO SOCIAL WORK. (3) Spring.

Introduction to social work practice, values and professional orientation. Study of skills required of professional social workers in various kinds of agencies. Field observation of social work agencies. Prerequisites: 265, Psy. 201, and Soc. 203.

#### 330. RESEARCH METHODS. (3) Spring.

Same as Sociology 330. Prerequisites: Sociology 203 and 325.

#### 399. PROFESSIONAL METHODS IN SOCIAL WORK. (3) Fall.

An examination of the methods, procedures, and problems of professional social work practices. Prerequisite: 265.

#### 400x. GROUP PROCESSES. (3) Spring.

Organization of groups and development of leadership; group modification of individual conduct, group work and research.

#### 450. FIELD PLACEMENT. (3-9) Offered on demand.

Individual study or research on selected topics in social work. Will include supervised field work. Prerequisite: 399. Open only to senior majors in social work.

#### 451x. SOCIAL WORK SEMINAR. (3) Offered on demand.

Review of latest developments in social work; analysis of problems encountered in field placement; development of self-awareness and techniques of interviewing. Co-requisite: 450.

### SOCIOLOGY

#### 203. GENERAL SOCIOLOGY. (3) Fall, Spring.

Introduction to the general principles of sociology giving a broad perspective of the nature of society and its problems in terms of social institutions, forces and changes.

#### 260. MEASUREMENTS FOR BEHAVIORAL SCIENCES. (3) Fall.

An introduction to measurements currently used in behavioral sciences, with emphasis upon theory and rationale as well as techniques. Areas covered include a review of algebra, data scales, frequency distributions, graphic representations, percentiles, measures of central tendency, and variability. Satisfies general education mathematics requirement **only** if Sociology 325 is satisfactorily completed. Three class periods and two hours laboratory per week. Prerequisite: 203.

#### 301. COURTSHIP AND MARRIAGE ADJUSTMENT. (3) Fall, Spring.

Historical family variations, courtship patterns, mate selection, marriage and divorce laws. Designed to give the student a thorough background for his own standards.

#### 305. THE AMERICAN COMMUNITY. (3) Fall.

A study of the organization and structure of the American community. Emphasis is given to the various elements of community living and the function of the community. Prerequisite: 203.

#### 325. STATISTICS. (3) Spring.

Introduction to statistical techniques as they apply to the field of sociology. Considers application of statistical methods to data from sociological tests and experiments. Interpretation and theory stressed. Required of majors in sociology and social work. Three class periods and two hours laboratory per week. Prerequisite: 260.

#### 330. RESEARCH METHODS. (3) Spring.

Introduction to the major steps of scientific inquiry into social relations. Emphasis will be placed on survey design and analysis. Prerequisite: 203 and 325.

#### 342. CRIME AND DELINQUENCY. (3) Spring.

A study of crime and juvenile delinquency emphasizing causes, law enforcement, and treatment. Prerequisite: 203.

#### 345x. INTRODUCTION TO GERONTOLOGY. (3) Fall. Alternate years; offered 1976-77.

Role of the aged in American society; impact of social change and special problems of the elderly.

#### 355. COLLECTIVE BEHAVIOR. (3) Offered on sufficient demand.

The factors which influence public opinion, how public opinion affects policy-making and execution, the problem of measurement and the media, techniques, and content of propaganda.

#### 400Gx. GROUP PROCESSES. (3) Spring.

Same as Social Work 400.



**405G. CONTEMPORARY SOCIAL PROBLEMS.** (3) Fall.

Our present social system, the organization into communities, states and races. The fundamental problems which affect these social organizations. Prerequisite: 203.

**408G. SOCIAL PSYCHOLOGY.** (3) Spring.

Same as Psychology 408C. Prerequisite: Psychology 201. Sociology 203 is recommended.

**410G. MINORITY GROUPS.** (3) Fall. Alternate years. offered 1976-77.

The identity, goals, and organizations of minority groups; race relations as a social problem. Prerequisite: 203.

**440G. HISTORY OF SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY.** (3) Spring.

Major theoretical contributions to sociology, social psychology, and anthropology. A study of the historical development and theoretical interrelationships of the three fields. Prerequisite: 15 hours of sociology, including 203 and 250; and, for juniors, permission of the instructor.

**445G. SEMINAR IN CONTEMPORARY SOCIOLOGICAL THEORY.** (3) Fall.

Analysis of current sociological theories and concepts, including trends and major figures in the field. Prerequisite: 15 hours of sociology.

**450. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study or research for senior majors in sociology. Prerequisite: 203 and consent of the instructor and chairman of the department.

**550x. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study or research in sociology for qualified graduate students. Prerequisite: 12 hours of sociology and approval of the department chairman.

**DEPARTMENT OF SPEECH****PROFESSORS:**

Evan Ulrey, Ph.D.

Chairman

John H. Ryan, Ph.D.

Richard W. Walker, Ph.D.

**ASSISTANT PROFESSORS:**

J. Harvey Dykes, M.A.

Larry T. Meneffee, M.A.

**INSTRUCTORS:**

Billy G. Brant, M.A.

#Linda Davis, M.D.C.

Morris Ray Ellis, M.A.

\*Patrick Garner, M.A.

Rebecca Oldroyd Weaver, M.C.D.

\*On leave of absence 1975-76.

#Appointment effective August 23, 1976.

The Department of Speech has the following objectives: to establish an academic basis for understanding the role of communication in society, to improve the communicative skills and attitudes of all students, to develop specialized abilities in public speaking, dramatics, oral reading, mass communications, and speech therapy, and to prepare teachers of speech.

Major in Speech: 33 hours of speech including 204, 210, 211, 250, 251, 255, 265, 275, 405, and 410. Speech majors must earn credit in at least four semesters of co-curricular activity courses numbered 131, 141, 151, 161,

270, and 300. Credit must be earned in at least two areas. Students should enroll in only one laboratory course per semester except by permission from the department chairman.

Recommended major for secondary school teachers: 33 hours of speech including 204, 206, 210, 211, 250, 251, 255, 265, 275, 310, 405, 410, and four semesters of co-curricular activity courses in at least two areas. Education 430 is also required.

Minor in Speech: 18 hours including 210, 211, 204 or 255, 250 or 405, 265, 265 and 275. Those certifying to teach speech in high school must complete a minimum of 24 hours of speech, properly selected.

Minor in Speech (for Bible majors): 18 hours, including 210, 211, 255 or 350, 265, 275 and 341.

Major in Mass Communications: 64 hours, including Art 249-250; Bus. 315; Journ. 303, 392; Mgt. 368; Psy. 325; Soc. 203 and one course from 355, 375 or 405; Speech 141 (2 hours), 211, 251, 255, 265 or 275, 280, 281, 282, 310 or 311, 410, 441 or 442; and 6 additional hours elected from the above-designated fields or from a modern foreign language. Mathematics 105, or a more advanced course, must also be completed prior to enrollment in Psychology 325. This is the undergraduate major recommended for those who plan graduate study in mass communications. A minor is not required.

Major in Speech Therapy: 62 hours of speech, biology, education, and psychology, including Speech 211, 250, 255 or 210, 300 (2 hours), 400, 401, 402, 405, 406, 407, 420; Biology 251, 275; Education 307, 336, and at least 6 additional hours elected from 203, 302, 380, 385, 400, 407, 408, 417, 430; and Psychology 201, 325, and 6 additional hours elected from 240, 380, 382, 385, 400, 402, 407, 438 (not included as Education courses where dual listing occurs). In addition, Mathematics 105, or a more advanced course, must also be completed prior to enrollment in Psychology 325. Also, all general education courses required for teacher certification must be met by **course credit**, including History 101, Physical Education 203 and 3 hours of activity courses, and Political Science 205. If a student desires to certify as a speech teacher as well as a speech therapist, he must take additional education and speech courses and be admitted to the teacher education program. No minor is required.

**GRADUATE PROGRAM IN SPEECH THERAPY**

Admission: The student must qualify for admission to the graduate program — see pages 63-66. In general, a minimum of 12 undergraduate hours in speech will be required. The 12 hours should include Speech 250 or equivalent and an introductory course in phonetics. Students without satisfactory undergraduate preparation must complete a prescribed number of hours which will not count for graduate credit. The specific program of the student will be worked out in counseling with his major field advisor who will be appointed by the Speech Department Chairman.

Goals of the program: to prepare students to do a high quality of work in speech therapy in the public school or a speech clinic. Students completing the program will exceed the minimum requirements for Arkansas certification in Speech Therapy.

Course requirements for the Master of Education degree: 18 approved graduate hours in speech; 12 hours in education, including 536, 545, 552,



and 3 hours of elective from 400, 419, 532, 537, 538, 543, and 554; and 2 hours in Bible. A candidate for the M.Ed. degree must be qualified to hold the six-year Arkansas certificate or its equivalent from another state.

**101. BASIC SPEECH COMMUNICATION.** (3) Fall, Spring.

Instruction and practice in the theory and skills of oral communication such as the organization and delivery of short speeches, reading aloud in public, group discussions, critical listening, and evaluation. Does not count toward a major or minor in speech.

**103x. BASIC SPEECH COMMUNICATION — HONORS.** (3) Fall.

A study of classical and contemporary theories of public communication in the theory and practice of prominent speakers. Prepared speeches, writing of critical essays, discussion. Does not count toward a major or minor in speech.

**121. INTRODUCTION TO ACTING.** (2) Fall. Alternates with 310; offered 1976-77.

Lecture-laboratory in acting methods and techniques. Practical application in the drama workshop.

**131. DRAMA LABORATORY.** (1) Fall, Spring.

Credit may be earned for participation in major productions (three-act plays) on the Harding stage. The course may be taken two times for credit. Prerequisite: Consent of the director.

**141. BROADCASTING LABORATORY.** (1) Fall, Spring.

Credit may be earned for announcing or staff work on the college radio station. Basic equipment and techniques will be mastered through workshop sessions and regular staff activity. The course may be taken two times for credit. Prerequisite: Consent of the faculty director.

**151. BEGINNING INTERCOLLEGIATE DEBATING.** (1) Fall, Spring.

Credit may be earned for satisfactory participation in intercollegiate debate competition. The course may be taken two times for credit. Prerequisite: Consent of the debate instructor.

**161. ORAL INTERPRETATION LABORATORY.** (1) Fall, Spring.

Credit may be earned for adaptation and production of dramatic and non-dramatic literature for public presentation in a readers theatre or lecture recital. The course may be taken two times for credit. Prerequisite: 255 and consent of the director.

**204. INTRODUCTION TO EDUCATIONAL THEATRE.** (2) Fall. Alternates with 206; offered 1977-78.

Orientation to the theory and practice of theatre arts; including a survey of plays. Study in the problems of play selection and direction, acting, personnel and financial organization, and general production management.

**206. INTRODUCTION TO THE TECHNICAL THEATRE.** (2) Fall. Alternates with 204; offered 1976-77.

Basic theory and practice in six major areas of technical production, including the use of tools and stage equipment in the construction of scenery, properties, lighting, costumes, make-up, and sound.

**210. PUBLIC SPEAKING.** (2) Fall, Spring.

Preparation, delivery, and critical evaluation of prepared speeches. Prerequisite: 101 or consent of instructor.

**211. VOICE AND ARTICULATION.** (2) Fall, Spring.

A drill course for improving the use of the normal speaking voice, articulation and pronunciation. Exercises, practice projects, and use of recording equipment required. Speech majors should take concurrently with 210. Prerequisite: 101 or consent of instructor.

**250. SPEECH CORRECTION.** (3) Fall.

A survey of common speech defects, training teachers to correct minor defects and to recognize those that should be referred to experts. Prerequisite: 211 or consent of instructor.



**251x. BROADCASTING.** (3) Fall. Alternates with 281; offered 1976-77.

An introduction to the history, development, structure, and impact of broadcasting in the United States. Intended for all prospective majors and non-majors interested in attaining an educated layman's knowledge.

**255. ORAL INTERPRETATION OF LITERATURE.** (3) Fall.

Analysis and oral presentation of the various literary genres, including the essay, prose fiction, poetry, and drama.

**265. ARGUMENTATION AND PERSUASION.** (3) Fall.

Theory and practice of argumentation and persuasion, including research, the brief, cognitive and affective aspects of persuasion; argument, evidence, and motivation.

**270. ADVANCED INTERCOLLEGIATE DEBATING.** (1) Fall, Spring.

Credit may be earned for satisfactory participation in intercollegiate debate competition. The course may be taken two times for credit. Prerequisite: One year of satisfactory participation in intercollegiate debate.

**275. SMALL GROUP COMMUNICATION.** (3) Spring.

Theories and methods of interpersonal communication and group problem solving.

**280. INTRODUCTION TO MASS COMMUNICATIONS THEORY.** (3) Spring.

Alternates with 282; offered 1976-77. Investigation and analysis of the functions of mass communications systems in total station operation will be evaluated. Emphasis will be placed on the use of programming and some alternatives to present practice. Prerequisite: 251.

**281. RADIO AND TELEVISION PROGRAMMING.** (3) Fall. Alternates with 251; offered 1977-78.

Analysis of the programming function of radio and television broadcasting. Programming philosophies of commercial and public agencies will be investigated in light of governmental and industry standards. The relationship of programming to total station operation will be evaluated. Emphasis will be placed on the uses of programming and some alternatives to present practice. Prerequisite: 251.



**282x. RADIO AND TELEVISION PRODUCTION.** (3) Spring. Alternates with 280; offered 1977-78.

The creation of radio and television programs, focusing on writing, directing, acting, effective use of equipment, and applying critical standards of the industry and the public to the creative process. Prerequisite: 251.

**300. CLINICAL PRACTICE.** (1) Fall, Spring.

Laboratory in speech correction. The course may be taken two times for credit. Prerequisite: 250.

**306. CONTEMPORARY DRAMA.** (3) Spring. Alternates with 308; offered 1976-77.

Plays for the modern stage. Reading and analysis of plays, including study of possible production approaches to each. Prerequisites: 204 and 206 or consent of the instructor.

**308. THEATRE HISTORY.** (3) Spring. Alternates with 306; offered 1977-78.

General study of the rise and development of the western theatre: Classical period to Ibsen. Reading representative plays coordinated with study and development in the physical theatre, with staging and with the roles of actor and director. Prerequisite: 204 or consent of the instructor.

**310. PLAY DIRECTING.** (3) Fall. Alternates with 121; offered 1977-78.

Lecture-workshop in selecting, analyzing, staging, and producing plays. Includes student directing of short plays. Prerequisite: 204 and 206 or consent of instructor.

**311. SCENE DESIGN AND STAGE LIGHTING.** (3) Spring. Alternates with 312; offered 1976-77.

A study of form and style in scenic design. Requires the execution of perspective sketches, elevation drawings and renderings or models or settings designed for varying styles and periods. Prerequisite: 206 or consent of the instructor.

**312. COSTUME AND MAKE-UP.** (3) Spring. Alternates with 311; offered 1977-78.

A historical survey of costuming, along with practical projects in design and construction. Principles and application of stage make-up. Three class periods and one hour laboratory per week. Prerequisite: 206.

**315G. SPEECH IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

A study of teacher and student communicative roles with particular attention to speech activities such as dramatics, oral reading, speech improvement, and phonetics.

**341. CHRISTIAN COMMUNICATION.** (3) Fall, Spring.

Classical and modern principles of communication as they relate to the Christian imperative to communicate.

**350. ORAL INTERPRETATION OF THE BIBLE.** (3) Spring.

Theory and practice of reading the Bible aloud. Selections from the Old and New Testament are used as a basis for theory and criticism. Prerequisite: 255 or consent of instructor.

**352G. INTERPRETERS THEATRE.** (3) Spring.

A study of the theory and techniques of group presentation of dramatic and non-dramatic literature. Adaptation of material, casting, rehearsing, directing, and production of interpreters theatre scripts. Emphasis on analysis and criticism of the literature and on program building. Prerequisite: 255.

**400G. ADVANCED SPEECH CORRECTION.** (3) Spring. Offered in speech therapy block.

Identification and correction of more involved types of speech abnormalities: aphasia, cleft palate and cerebral palsied speech, and stuttering. Prerequisite: 250 or equivalent.

**401G. VOICE SCIENCE.** (3) Fall. Offered on sufficient demand.

A study of the anatomy, physiology, and acoustics of voice production.

**402G. AUDIOLOGY.** (3) Fall. Alternates with 460G; offered 1977-78.

A study of the process of hearing, of tests for impaired function of the ear, and of rehabilitation of the aurally handicapped. Supervised practice in testing hearing. Prerequisite: 250.

**405G. PHONETICS.** (3) Fall.

General phonetic principles and practice. Regional dialects of America (general American, southern, and eastern); also standard British or stage speech. Prerequisite: 211 or consent of instructor.

**406G. PSYCHOLOGY OF LANGUAGE DEVELOPMENT.** (3) Spring. Offered in speech therapy block.

A study of normal and delayed language development; the foundation and functions of language in individual and group social behavior; communicative systems and facility; research data and major theories as a basis for successful therapy. Prerequisite: 250.

**407Gx. LANGUAGE DISORDERS.** (3) Spring. Offered in speech therapy block.

Identification and remediation of language problems: developmental, aphasia, delayed language, environmental deprivation, mental retardation, and brain injury. Prerequisite: 250.

**410G. RHETORICAL AND COMMUNICATION THEORY.** (3) Spring.

Introduction to ancient and modern theories of discourse and communication. Development of critical theory and practice.

**420. SUPERVISED CLINICAL PRACTICE.** (6) Spring.

A minimum of eight weeks of full-time clinical experience in an approved speech therapy clinic. Prerequisites: 250, 300 (2 hours), 400, 401, and 402. Fee: \$25.

**430. TEACHING SPEECH.** (3) Fall.

Methods of instructing in speech at high school level: speech fundamentals, public speaking, discussion, debate, interpretation, radio and drama. Same as Education 430.

**441Gx, 442Gx. INTERNSHIP IN RADIO AND TELEVISION.** (3, 3) Offered on demand.

Supervised work in a commercial or educational station. Designed to give the student an opportunity for observation and practice of fundamentals in a professional setting. Satisfactory academic performance in assigned subject areas for investigation is included. May be taken concurrently. Prerequisite: 251, 280.

**450Gx. ADVANCED INDIVIDUAL STUDY.** (3) Offered on demand.

Seminar in drama, oral interpretation, broadcasting, speech therapy, rhetoric and public address, phonetics, or speech education. Prerequisite: Consent of department chairman.

**460G. ADVANCED AUDIOLOGY.** (3) Fall. Alternates with 402G; offered 1976-77.

A study of the more elaborate types of tests and diagnostic procedures of defective hearing. Supervised practice in advanced testing is provided. Prerequisite: 402.

**461G. ANATOMY AND PHYSIOLOGY OF THE SPEECH MECHANISMS.** (3) Summer.

The structure of the organs of hearing and speech and how these organs function.

**500. ORGANIC SPEECH DISORDERS.** (3) Summer.

A study of speech disorders which are the result of organic maldevelopment or damage and the rehabilitation of the person with the organic speech disorder.

**501. SEMINAR IN SPEECH PATHOLOGY.** (3) Summer.

Directed individual study in defective speech and its rehabilitation. Prerequisite: Consent of the instructor.

**503. CLINICAL PRACTICE.** (1 to 3) Summer.

Laboratory experience in the diagnosis of speech difficulties, including administering of tests, taking case histories, and writing reports. Prerequisite: 250 and consent of the instructor.

**505. STUTTERING.** (3) Summer.

A study of the psychology, idiology, and therapy of the disorder of stuttering. Thorough investigation of research on the subject.



# **DIRECTORY OF PERSONNEL** **APPENDIX** **INDEX**

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1977-78 (inside back cover) . . . Correspondence Directory . . . Endowment  
and Scholarship Funds



# **BOARD OF TRUSTEES**

RICHARD E. BURT, D.D.S., Richardson, Texas  
Chairman

ROY H. SAWYER, JR., Sardis, Mississippi  
Vice Chairman

RICHARD H. GIBSON, Longview, Texas  
Secretary

JIM BILL McINTEER, Nashville, Tennessee  
Treasurer

FLANOY ALEXANDER, Delight, Arkansas

D. F. ANGUISH, Dresden, Ohio

JOHN D. BALDWIN, Holyoke, Colorado

GEORGE S. BENSON, LL.D., Searcy, Arkansas

DAVID PAUL BURTON, Newport, Arkansas

HAROLD N. COGBURN, M.D., Forrest City, Arkansas

JAMES H. CONE, Little Rock, Arkansas

JAMES B. ELLERS, Memphis, Tennessee

HOUSTON T. EZELL, Nashville, Tennessee

RICHARD D. FULLER, Memphis, Tennessee

CLIFTON L. GANUS, JR., Ph.D., Ex-Officio, Searcy, Arkansas

JACK J. GOODE, Memphis, Tennessee

LOUIS E. GREEN, Newark, Delaware

DALLAS H. HARRIS, Boise, Idaho

OLEN HENDRIX, Prescott, Arkansas

HILLARD E. JOHNMEYER, Vichy, Missouri

LEMAN JOHNSON, Wenatchee, Washington

HOUSTON T. KARNES, Ph.D., Baton Rouge, Louisiana

MRS. QUINTIN LITTLE, Ardmore, Oklahoma

MILTON PEEBLES, Saratoga, Arkansas

DAN E. RUSSELL, M.D., Shreveport, Louisiana

DONALD LEWIS SHORES, Cave Springs, Arkansas

MRS. ROBERT S. WARNOCK, Magnolia, Arkansas





### OFFICERS OF ADMINISTRATION

1975-1976

CLIFTON L. GANUS, JR., Ph. D., President of the College  
 BILL R. COX, M.B.A., LL.D., C.P.A., Vice President and Director of the American Studies Program  
 LOTT R. TUCKER, JR., B.A., Vice President for Finance and Business Manager  
 C. FLOYD DANIEL, B.S., Vice President for Development  
 JOSEPH E. PRYOR, Ph.D., Vice President for Academic Affairs and Dean of the College  
 JAMES F. CARR, JR., Ed.D., Assistant to the President and Director of the Summer Session  
 TED M. ALTMAN, Ed.D., Dean of Students  
 VIRGIL M. BECKETT, B.A., Registrar  
 EDDIE R. CAMPBELL, M.A.T., Dean of Men  
 MARIBETH DOWNING, M.Ed., Dean of Women  
 FRED J. ALEXANDER, M.Ed., Director of Admissions  
 HARRY D. OLREE, Ed.D., Director of Research  
 WINNIE E. BELL, M.A.L.S., Librarian  
 WYATT JONES, Ed.D., Director of Graduate Studies  
 HAROLD HAZELIP, Ph.D., Dean of the Graduate School of Religion  
 PERRY S. MASON, M.A., LL.D., Superintendent of the Academy  
 HAROLD BOWIE, Ed.D., Vice President for Memphis Academy and Superintendent of Memphis Academy

### FACULTY — 1975-1976

FRED J. ALEXANDER, M.Ed., Director Admissions and Director of Junior College Relations. 1968, 1969\*.  
 JAMES R. ALLEN, M.R.E., Hh.D. (Harding Graduate School of Religion, Oklahoma Christian College)  
 Associate Professor of Bible. 1959, 1971.  
 TED M. ALTMAN, Ed.D. (North Texas State University)  
 Dean of Students and Associate Professor of Physical Education. 1963, 1972.  
 ARNOLD C. ANDERSON, M.Ed. (Harding College)  
 Instructor in Art. 1975.  
 GEORGE EDWARD BAGGETT, D.M.E. (University of Oklahoma)  
 Associate Professor of Music. 1949, 1974.  
 KARYL V. BAILEY, Ph.D. (Texas A&M University)  
 Assistant Professor of Physical Education. 1967, 1969.  
 JAMES D. BALES, Ph.D. (University of California)  
 Professor of Christian Doctrine. 1944, 1947.  
 BARBARA G. BARNES, M.A.T. (Harding College)  
 Assistant Professor of Physical Education. 1966, 1972.  
 JEROME M. BARNES, Ed.D. (North Texas State University)  
 Associate Professor of Education and Director of Educational Media Center. 1962, 1971.  
 GARY BARTHOLOMEW, M.B.A., C.P.A. (University of Denver)  
 Assistant Professor of Accounting. 1971, 1973.  
 CECIL M. BECK, M.A. (North Texas State University)  
 Associate Professor of Physical Education. 1953, 1971.  
 VIRGIL M. BECKETT, B.A. (Harding College)  
 Registrar. 1958, 1960.  
 MILDRED L. BELL, Ph.D. (University of Minnesota)  
 Professor of Home Economics and Chairman of the Department. 1952, 1959.  
 WINNIE E. BELL, M.A.L.S. (George Peabody College)  
 Librarian. 1959, 1975.  
 JANICE BINGHAM, B.A., R.N. (David Lipscomb College)  
 Associate Instructor in Nursing. 1975.  
 TROY BLUE, M.A. (George Peabody College)  
 Assistant Professor of Mathematics. 1967.  
 RODGER LEE BREWER, B.A. (Harding College)  
 Associate Instructor of English. 1973.  
 BILLY G. BRANT, M.A. (University of Kansas)  
 Instructor in Speech. 1974.  
 HARMON C. BROWN, Ph.D. (University of Missouri at Rolla)  
 Assistant Professor of Mathematics. 1974.  
 LOIS L. BROWN, M.A. (San Diego State College)  
 Assistant Professor of Special Education. 1973.  
 JESS BUCY, M.A. (Arkansas State University)  
 Assistant Professor of Physical Education. 1969.

\*First date indicates year of employment; second date, year appointed to present rank or position.



- DAVID B. BURKS, Ph.D. (Florida State University)  
Assistant Professor of Business and Chairman of the Department of Business and Economics. 1967, 1974.
- LOUIS F. BUTTERFIELD, Ed.S. (Indiana University)  
Media Specialist and Instructor in Education. 1971, 1975.
- EDDIE R. CAMPBELL, M.A.T. (Harding College)  
Dean of Men. 1965, 1969.
- KATHRYN R. CAMPBELL, M.A.T. (Harding College)  
Assistant Professor of Physical Education. 1970, 1971.
- JAMES F. CARR, JR., Ed.D. (Indiana University)  
Assistant to the President, Director of the Summer Session, and Professor of Education. 1970, 1973.
- ANNA L. CHAMBLISS, B.S.N., R.N. (University of Alabama School of Nursing)  
Associate Instructor in Nursing. 1975.
- JOSEPHINE CLEVELAND, D.A. (University of Mississippi)  
Associate Professor of English. 1966, 1975.
- EARL W. COBILL, M.A. (University of Mississippi)  
Instructor in Political Science. 1973.
- BOBBY L. COKER, Ed.D. (University of Arkansas)  
Associate Professor of Education and Director of Institutional Testing. 1968, 1973.
- AVA CONLEY, M.A. (Vanderbilt University)  
Assistant Professor of Spanish. 1973.
- NEIL B. COPE, Ph.D. (University of Missouri)  
Professor of Journalism and Chairman of the Department. 1936, 1947.
- BOB J. CORBIN, M.Ed. (University of Oklahoma)  
Associate Professor of Physical Education and Research Associate. 1964, 1973.
- BILLY RAY COX, M.B.A., LL.D., C.P.A. (Southern Methodist University, Oklahoma Christian College)  
Vice President, Associate Professor of Business Administration, and Director of the American Studies Program. 1964, 1970.
- TRAVIS ALLEN COX, M.M., M.L.S. (Southern Methodist University, George Peabody College)  
Assistant Professor of Violin and Cataloging Librarian. 1975.
- SHAREN DEACON CROCKETT, M.S. (Ohio State University)  
Assistant Professor of Home Economics and Director of the Nursery School. 1968, 1972.
- \*\*WILLIAM L. CULP, M.S.W. (University of Arkansas at Little Rock)  
Assistant Professor of Sociology. 1967, 1972.
- C. FLOYD DANIEL, B.S. (Auburn University)  
Vice President for Development. 1965, 1974.
- KENNETH DAVIS, JR., D. Mus. (Indiana University)  
Professor of Music. 1953, 1970.
- DONALD P. DIFFINE, Ph.D. (University of Mississippi)  
Assistant Professor of Economics. 1971.
- FAYE M. DORAN, Ph.D. (Pennsylvania State University)  
Assistant Professor of Art. 1973.

\*\*On leave of absence 1976 spring semester.

- RONALD H. DORAN, M.A. (University of South Carolina)  
Assistant Professor of Biological Science. 1968, 1973.
- MARIBETH DOWNING, M.Ed. (Northeast Louisiana University)  
Dean of Women. 1974.
- ALVA GENE DUGGER, M.S. (University of Missouri at Rolla)  
Director of Computing and Assistant Professor of Mathematics. 1969, 1975.
- ELIZABETH P. DYKES, M.L.S. (Texas Woman's University)  
Reference Librarian. 1967.
- J. HARVEY DYKES, M.A. (Wayne State University)  
Assistant Professor of Speech. 1967.
- THOMAS EDDINS, M.Th. (Harding Graduate School of Religion)  
Instructor in Bible. 1975.
- BERNADINE EGLY, M.S.S.W. (University of Missouri)  
Assistant Professor of Social Work. 1970, 1973.
- DAVID T. ELLIOTT, M.A.T. (Harding College)  
Instructor in Physical Education. 1969, 1974.
- GARY D. ELLIOTT, Ph.D. (Kansas State University)  
Assistant Professor of English and Chairman of the Department. 1967, 1973.
- MORRIS RAY ELLIS, M.A. (Stephen F. Austin State University)  
Instructor in Speech. 1971.
- JAMES DONALD ENGLAND, Ph.D. (University of Mississippi)  
Professor of Chemistry. 1960, 1971.
- CLIFTON L. GANUS, JR., Ph.D. (Tulane University)  
President of the College and Professor of History. 1946, 1965.
- CLIFTON L. GANUS III, D.M.A. (University of Colorado)  
Assistant Professor of Music. 1968, 1970.
- \*\*PATRICK GARNER, M.A. (Illinois State University)  
Instructor in Speech. 1972.
- STANLEY B. GREEN, B.S.E. (University of Houston)  
Instructor in Art and Director of Publicity and Public Relations. 1966, 1971.
- HUGH M. GROOVER, M.Ed. (University of Arkansas)  
Associate Professor of Physical Education and Athletic Director. 1957, 1971.
- FRANKLIN D. HAYES, M.L.S. (George Peabody College)  
Periodicals Librarian. 1975.
- LYNDA B. HAYES, B.A. (Harding College)  
Associate Instructor in French. 1974.
- EARL CONARD HAYS, B.D. (Southern Methodist University)  
Professor of Bible and Church History and Assistant to the Chairman of the Department of Bible, Religion and Philosophy. 1953, 1972.
- \*\*\*JAMES A. HEDRICK, Ed.D., C.P.A. (North Texas State University)  
Professor of Accounting. 1952, 1965.
- ROBERT L. HELSTEN, M.A. (Harding Graduate School of Religion)  
Associate Professor of Bible. 1958, 1972.

\*\*On leave of absence 1975-76.

\*\*\*Deceased December 6, 1975.



- OBERT HENDERSON, D.B.A. (University of Oregon)  
Associate Professor of Business. 1974.
- WILLIAM W. HOLLAWAY, Ph.D. (North Texas State University)  
Associate Professor of Music. 1966, 1972.
- JEFFREY T. HOPPER, B.A. (Harding College)  
Associate Instructor in Music. 1974.
- MARY JANE HOSTETLER, R.N., M.S.N.E. (University of Central Arkansas)  
Assistant Professor of Nursing. 1976\*\*\*
- \*\*THOMAS M. HOWARD, M.A. (Northern Illinois University)  
Instructor in History and Political Science. 1972.
- EVERTT L. HUFFARD, M.A. (Eastern New Mexico University)  
Assistant Professor of Bible and Missions. 1970, 1975.
- ALLAN L. ISOM, Ed.D. (New Orleans Baptist Theological Seminary)  
Associate Professor of Bible. 1963, 1972.
- ALICE K. JEWELL, M.A. (Indiana University)  
Assistant Professor of English. 1968, 1972.
- FRED R. JEWELL, Ed.D. (Ball State University)  
Assistant Professor of History. 1968, 1970.
- RICHARD A. JOHNSON, M.Ed. (Harding College)  
Instructor in Physical Education. 1969, 1975.
- JERRY L. JONES, Th.D. (New Orleans Baptist Theological Seminary)  
Associate Professor of Bible and Chairman of the Department of Bible, Religion, and Philosophy. 1966, 1974.
- JOE DALE JONES, M.A. (Harding Graduate School of Religion)  
Instructor in Bible. 1975.
- WYATT JONES, Ed.D. (University of Alabama)  
Director of Graduate Studies and Professor of Education. 1975.
- ROBERT J. KELLY, Ed.D. (University of Mississippi)  
Assistant Professor of Business Education. 1969, 1972.
- ELISSA LANE, R.N., M.N.Sc. (University of Arkansas School of Nursing)  
Assistant Professor of Nursing. 1975.
- MAURICE L. LAWSON, M.S. (University of Oklahoma)  
Associate Professor of Physics. 1954, 1965.
- VIRGIL H. LAWYER, M.A. (North Texas State University)  
Associate Professor of History and Social Science. 1961, 1973.
- THEODORE R. LLOYD, M.S. (University of Mississippi)  
Associate Professor of Physical Education. 1964, 1973.
- DUANE McCAMPBELL, M.A. (University of Southern California)  
Assistant Professor of English. 1969, 1972.
- DURWARD McGAHA, M.S.E. (Arkansas State University)  
Assistant Director of Admissions. 1973.
- W. ROBERT McKELVAIN, M.A. (Texas A&M University)  
Instructor in Psychology. 1975.
- JOHN T. McKINNEY, M.A. (Abilene Christian College)  
Assistant Professor of Greek. 1974.
- \*\*JOE E. McREYNOLDS, B.A. (Harding College)  
Associate Instructor in English. 1972.

\*\*On leave of absence 1975-76.

\*\*\*Appointment effective January 5, 1976.

- JAMES E. MACKEY, Ph.D. (University of Mississippi)  
Associate Professor of Physics. 1968, 1973.
- AVON MALONE, M.A. (Abilene Christian College)  
Assistant Professor of Bible. 1974.
- MARY ANN MALONE, M.A. (Hardin-Simmons University)  
Instructor in Music. 1974.
- WILTON Y. MARTIN, M.A.T. (Harding College)  
Assistant Professor of Physical Education. 1972, 1973.
- ELIZABETH B. MASON, M.A. (George Peabody College)  
Professor of Art and Chairman of the Department. 1946, 1950.
- LARRY T. MENEFFEE, M.A. (Southern Illinois University)  
Assistant Professor of Speech. 1968, 1974.
- ERLE T. MOORE, Ed.D. (Columbia University)  
Professor of Music and Chairman of the Department. 1949.
- LEWIS T. MOORE, M.A.T. (Harding College)  
Assistant Professor of Psychology and Sociology. 1970, 1973.
- MONA MOORE, B.A. (Central State University—Oklahoma)  
Instructor in Music. 1957.
- JERRY D. MOTE, M.A.T. (Harding College)  
Assistant Professor of Physical Education. 1967, 1970.
- RAYMOND LEE MUNCY, Ph.D. (University of Mississippi)  
Associate Professor of History and Chairman of the Department of History and Social Science. 1964, 1971.
- JOHN W. NUNNALLY, M.S. (Florida State University)  
Assistant Director of Computing and Instructor in Mathematics. 1975.
- BILL W. OLDHAM, Ed.D. (University of Northern Colorado)  
Associate Professor of Mathematics. 1961, 1972.
- HARRY D. OLREE, Ed.D. (George Peabody College)  
Professor of Physical Education, Chairman of the Department of Health, Physical Education, and Recreation, and Director of Research. 1957, 1966.
- MIKE O'NEAL, J.S.D., C.P.A. (Stanford University)  
Assistant Professor of Business. 1974.
- DENNIS M. ORGAN, Ph.D. (Texas Tech University)  
Assistant Professor of English. 1967, 1972.
- L. V. PFEIFER, M.Div., M.Th. (Golden Gate Baptist Theological Seminary)  
Assistant Professor of Bible. 1973.
- PAUL PITT, M.A. (Tulsa University)  
Assistant Professor of Art. 1971, 1974.
- CHARLES PITTMAN, M.A. (Memphis State University)  
Assistant Professor of English. 1962.
- MICHAEL V. PLUMMER, Ph.D. (University of Kansas)  
Assistant Professor of Biology. 1970, 1976\*\*\*
- PAUL POLLARD, M.Th. (Harding Graduate School of Religion)  
Assistant Professor of Bible. 1974.
- WALTER L. PORTER, Ph.D. (George Peabody College)  
Associate Professor of Psychology. 1971, 1973.

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DEAN B. PRIEST, Ph.D. (University of Mississippi)  
Professor of Mathematics and Chairman of the Department. 1962, 1974.

C. JOHN PROCK, M.T. (Southwestern State College—Oklahoma)  
Associate Professor of Physical Education. 1960, 1971.

JOSEPH E. PRYOR, Ph.D. (Louisiana State University)  
Vice President for Academic Affairs, Dean of the College, and Professor of Physical Science. 1944, 1973.

NEALE T. PRYOR, Th.D. (New Orleans Baptist Theological Seminary)  
Professor of Bible. 1962, 1975.

ARNOLD E. PYLKAS, M.A. (Wayne State University)  
Assistant Professor of Physical Education. 1972.

PATRICIA RICE, B.S., R.N. (David Lipscomb College)  
Associate Instructor in Nursing. 1975.

WARD BRYCE ROBERSON, Ph.D. (Utah State University)  
Associate Professor of Biological Science. 1964, 1972.

DON D. ROBINSON, A.M. (Colorado State University)  
Associate Professor of Art. 1962, 1972.

WILLIAM F. RUSHTON, M.A. (University of Arkansas)  
Associate Professor of Biological Science. 1960, 1974.

JOHN H. RYAN, Ph.D. (University of Missouri)  
Professor of Speech. 1961, 1975.

MARJORIE H. RYAN, M.A.T. (Harding College)  
Assistant Professor of Physical Education. 1961, 1966.

ED SANDERS, M.A. (Harding Graduate School of Religion)  
Assistant Professor of Bible and Director of Christian Communication Program. 1973, 1974.

JACK WOOD SEARS, Ph.D. (University of Texas)  
Professor of Biological Science and Chairman of the Department. 1945.

JOE T. SEGRAVES, Ph.D. (University of Kentucky)  
Associate Professor of History. 1963, 1972.

ANN R. SEWELL, M.M. (Hardin-Simmons University)  
Assistant Professor of Music. 1961, 1964.

EDWARD G. SEWELL, Ph.D. (University of Texas)  
Professor of Education, Chairman of the Department, and Director of Teacher Education. 1947, 1965.

CLIFFORD E. SHARP, M.S.T. (Antioch College)  
Assistant Professor of Physical Science. 1969, 1972.

CARROLL W. SMITH, Ph.D. (University of Oklahoma)  
Associate Professor of Chemistry and Research Associate. 1968, 1973.

STEPHEN W. SMITH, Ph.D. (Florida State University)  
Associate Professor of Mathematics. 1971, 1974.

SUZANNE SPURRIER, M.A. (University of West Virginia)  
Circulation Librarian. 1975.

BARBARA KARAFFA STATOM, M.Ed. (Bowling Green State University)  
Instructor in Business Education. 1973.

THOMAS R. STATOM, M.A.T. (Harding College)  
Assistant Professor of History. 1967, 1972.

FRANCIS VAN TATE, Ph.D. (University of Nairobi)  
Assistant Professor of Sociology. 1973, 1976\*\*\*.

\*\*\*Appointment effective January 5, 1976.

JACK D. THOMAS, Ph.D. (Texas A&M University)  
Assistant Professor of Psychology, Chairman of the Department, and Director of Counseling. 1974.

ELAINE C. THOMPSON, M.A. (Texas Woman's University)  
Assistant Professor of Home Economics. 1954.

EVA THOMPSON, Ph.D. (Texas Woman's University)  
Associate Professor of Home Economics. 1970.

ERMAL H. TUCKER, M.S. (Kansas State Teachers College)  
Associate Professor of Business Education. 1957, 1971.

LOTT R. TUCKER, JR., B.A. (Harding College)  
Vice President for Finance and Business Manager. 1951, 1970.

LOUISE TRUEX, R.N., M.S.N. (Wayne State University)  
Assistant Professor of Nursing. 1975.

BETTY THORNTON ULREY, M.Ed. (Harding College)  
Instructor in English. 1967.

EVAN ULREY, Ph.D. (Louisiana State University)  
Professor of Speech and Chairman of the Department. 1950.

LAWRENCE EUGENE UNDERWOOD, M.Ed. (Auburn University)  
Assistant Professor of English. 1970, 1972.

BILLY D. VERKLER, Ph.D. (Mississippi State University)  
Professor of Sociology and Chairman of the Department of Sociology and Social Services. 1957, 1974.

CHARLES R. WALKER, M.S. (University of Illinois)  
Assistant Professor of Business. 1965, 1973.

RICHARD W. WALKER, Ph.D. (Louisiana State University)  
Professor of Speech. 1953, 1968.

WILLIAM T. WALLACE, M.A. (George Peabody College)  
Assistant Registrar. 1964, 1969.

A. MICHELE WARREN, M.S.N. (Wayne State University)  
Assistant Professor of Nursing and Chairman of the Department of Nursing Education. 1973.

WILL ED WARREN, M.A. (Harding Graduate School of Religion)  
Instructor in Bible. 1974, 1975.

PHIL WATKINS, M.A.T. (Harding College)  
Instructor in Physical Education. 1974, 1975.

BETTY WORK WATSON, M.A. (Michigan State University)  
Assistant Professor of Elementary Education. 1968, 1970.

REBECCA OLDROYD WEAVER, M.D.C. (University of Mississippi)  
Instructor in Speech. 1975.

EDWARD WHITE, M.A. (Marshall University)  
Assistant Professor of English. 1969.

WILLIAM D. WILLIAMS, Ph.D. (University of Kentucky)  
Professor of Chemistry and Chairman of the Department of Physical Science. 1954, 1963.

EDMOND W. WILSON, JR., Ph.D. (University of Alabama)  
Associate Professor of Chemistry. 1970, 1974.

ELIZABETH K. WILSON, M.A. (University of Alabama)  
Assistant Professor of Home Economics. 1971, 1974.



- MURREY W. WILSON, M.A. (University of Arkansas)  
Assistant Professor of Education and Director of Student Teaching.  
1957.
- GEORGE W. WOODRUFF, Ed.D. (Oklahoma State University)  
Associate Professor of Biology. 1966, 1972.
- FRANK WORGAN (Corby, England)  
Visiting Professor of Bible and Missions. 1975.
- DOROTHY S. WRIGHT, Dr. de l'Universite (University of Toulouse)  
Associate Professor of French. 1968, 1974.
- V. PONDER WRIGHT, M.S. (East Texas State University)  
Assistant Professor of History. 1973.
- WINFRED O. WRIGHT, Dr. de l'Universite (University of Toulouse)  
Associate Professor of French and Chairman of the Department of  
Modern Foreign Languages. 1966, 1971.

### EMERITI

- GEORGE STUART BENSON, M.A., LL.D.  
President Emeritus and Emeritus Professor of Bible.
- WILLIAM LESLIE BURKE, M. A.  
Emeritus Professor of Biblical Languages.
- LLOYD CLINE SEARS, Ph.D.  
Dean Emeritus and Emeritus Professor of English.

### GRADUATE SCHOOL OF RELIGION

Memphis, Tennessee 38117

- ANNIE MAY ALSTON, A.M. (University of Chicago)  
Librarian. 1944, 1956.
- WILLIAM FLATT, Ed.D. (Memphis State University)  
Registrar and Associate Professor of Counseling. 1965, 1973.
- HAROLD HAZELIP, Ph.D. (University of Iowa)  
Dean of the Graduate School of Religion and Professor of Christian  
Doctrine. 1967, 1975.
- JACK P. LEWIS, Ph.D., Ph.D. (Harvard University, Hebrew Union College)  
Professor of Bible. 1954.
- MAC LYNN, S.T.D. (San Francisco Theological Seminary)  
Associate Professor of Ministry. 1973, 1975.
- DON L. MEREDITH, M.S.L.S. (University of North Carolina)  
Associate Librarian. 1968, 1973.
- CARROLL DUANE OSBURN, D.Div., Ph.D. (Vanderbilt University,  
University of St. Andrews)  
Assistant Professor of Bible. 1973.
- JOHN A. SCOTT, Ph.D. (University of Pennsylvania)  
Associate Professor of Old Testament and Counseling. 1959, 1966.

- PHILIP SLATE, M.A. (Harding Graduate School of Religion)  
Assistant Professor of Preaching and Missions. 1971.
- THOMAS B. WARREN, Ph.D. (Vanderbilt University)  
Professor of Philosophy of Religion and Apologetics. 1971.
- EARL WEST, Ph.D. (Indiana University)  
Professor of Church History. 1955, 1968.
- VELMA R. WEST, M.A. (Pepperdine University)  
Assistant Professor Emeritus of Greek. 1952, 1973.
- W. B. WEST, JR. (University of Southern California)  
Professor of New Testament. 1951, 1972.

### ACADEMY AND ELEMENTARY SCHOOL

- CLAUDETTE ALEXANDER, M.A.T. (Harding College)  
Sixth Grade, Elementary School. 1971.
- BETTY A. ALSTON, M.A. (Memphis State University)  
Second Grade, Elementary School. 1969.
- ARNOLD C. ANDERSON, B.A. (Harding College)  
Instructor in Art. 1974.
- BILLY RAY BARDEN, M.A.T. (Harding College)  
Instructor in Science and Coach. 1967.
- SANDRA BAUGH, B.A. (Harding College)  
Sixth Grade, Elementary School. 1975.
- HAZEL BLUE, B.A. (Harding College)  
First Grade, Elementary School. 1967.
- JAMES R. BROWN, M.S. (University of Arkansas)  
Instructor in Mathematics. 1970.
- RUTH BROWNING, M.A.T. (Harding College)  
Librarian and Instructor in History. 1959, 1974.
- LAJUANA CASE, B.A. (Harding College)  
Instructor in Art. 1975.
- JIMMIE PORTER CLARK, M.S. (University of Arkansas)  
Instructor in Mathematics. 1974.
- GLENAVE CURTIS, B.S. (Harding College)  
Instructor in Home Economics. 1971.
- BILL DILES, M.A.T. (Harding College)  
Principal and Instructor in Bible and Business. 1963, 1967.
- ANTHONY FELKER, B.A. (Harding College)  
Instructor in Social Studies and Physical Education. 1973.
- DALE G. GOULD, M.A.T. (Harding College)  
Registrar and Instructor in Social Science. 1970, 1975.
- MILDRED GROOVER, B.A. (Harding College)  
Instructor in Business. 1962, 1967.
- MARYBELLE HELSTEN, B.A. (Harding College)  
Fifth Grade, Elementary School. 1958.
- DAVID HENDERSON, B.S. (Harding College)  
Instructor in Science. 1975.



FLORENCE F. HENRY, M.A. (George Peabody College)  
Music, Elementary School. 1957.

\*\*AUBREY EDWARD HIGGINBOTHAM, JR., M.S.E. (University of Central Arkansas)  
Guidance Counselor. 1960, 1969.

CINDY LOU HOLMES, B.A. (Harding College)  
Instructor in French and English. 1973.

JENNIFER HURD, B.A. (Harding College)  
First Grade, Elementary School. 1975.

EDWIN LAND, M.S.E. (Arkansas State University)  
Guidance Counselor. 1974.

LOIS L. LAWSON, M.A.T. (Harding College)  
Third Grade, Elementary School. 1955.

ELSIE K. LYNN, M.S.E. (University of Central Arkansas)  
Instructor in English. 1966.

PERRY S. MASON, M.A., LL.D. (George Peabody College, Magic Valley Christian College)  
Superintendent, 1946.

ANN B. NORWOOD, B.A. (Harding College)  
Instructor in Physical Education. 1973.

HAROLD NORWOOD, M.A. (University of Arkansas)  
Instructor in Mathematics and Coach. 1973.

LARRY M. RICHMOND, B.A. (Harding College)  
Instructor in Physical Education and Coach. 1974.

MATTIE SUE SEARS, M.A.T. (Harding College)  
Fourth Grade, Elementary School. 1962.

DORTA SHIRLEY, B.A. (Harding College)  
Instructor in English. 1974.

CATHY VERNON, B.A. (Harding College)  
Instructor in Business. 1975.

KATHRYN WATTS, B.S. (Columbia University)  
Instructor in Piano. 1964.

PATTI WILLIAMS, B.A. (Harding College)  
Instructor in Speech and English. 1974.

RAY A. WRIGHT, M.M.E. (North Texas State University)  
Instructor in Bible, English, and Music and Director of Chorus. 1968.

\*\*On leave of absence 1975-76.

## STANDING FACULTY COMMITTEES 1975-76

ACADEMIC AFFAIRS COMMITTEE: Joseph E. Pryor, Chairman, Deborah Ann Baten, Virgil M. Beckett, James F. Carr, Jr., Billy Ray Cox, Gary D. Elliott, Clifton L. Ganus, Jerry L. Jones, Wyatt Jones, Erle T. Moore, Raymond Lee Muncy, Harry D. Olree, Edward G. Sewell, A. Michele Warren, Ben Wiles, William D. Williams.

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ADMISSIONS COMMITTEE: Fred J. Alexander, Chairman, Ted M. Altman, Virgil M. Beckett, Bobby L. Coker, Robert L. Helsten, Joseph E. Pryor, Jack D. Thomas.

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**BUFORD D. TUCKER,** Executive Secretary, Alumni Association

**DAVID C. CROUCH, B.S.,** Director of Alumni Relations  
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**WILLIAM T. WALLACE, M.A.,** Assistant Registrar  
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**MARY GROVES,** Secretary

**JERRY L. JONES, Th.D.,** Religion  
**LINDA C. PERRY, B.A.,** Secretary

**RAYMOND LEE MUNCY, Ph.D.,** Social Science  
**RACHEL ROBERSON, B.A.,** Secretary

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**CAROL PETTY, B.A.,** Secretary

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**BILL W. OLDHAM, Ed.D.,** Associate Professor of Mathematics  
**HARRY D. OLREE, Ed.D.,** Professor of Physical Education  
**JOSEPH E. PRYOR, Ph.D.,** Dean of the College  
**JACK WOOD SEARS, Ph.D.,** Professor of Biological Science  
**EDWARD G. SEWELL, Ph.D.,** Professor of Education



## RESEARCH PROGRAM

HARRY D. OLREE, Ed.D., Director of Research  
 JEAN KELLY, Secretary  
 BOB J. CORBIN, M.Ed., Research Associate  
 CARROLL W. SMITH, Ph.D., Research Associate

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 JEANNE SIVERD, B.A., Secretary  
 ELIZABETH P. DYKES, M.A.L.S., Reference Librarian  
 TRAVIS ALLEN COX, M.M., M.L.S., Cataloging Librarian  
 FRANKLIN D. HAYES, M.L.S., Periodicals Librarian  
 SUZANNE SPURRIER, M.A., Circulation Librarian  
 RHEBA BERRYHILL, B.A., Library Assistant  
 ANN SMITH, Library Assistant  
 PAULA VINES, B.S., Library Assistant  
 NANCY O'NEAL, B.S., Library Assistant  
 LANNELL MORGAN, B.S., Library Assistant

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 Dentistry — JACK WOOD SEARS, Ph.D.  
 Engineering — MAURICE L. LAWSON, M.S.  
 Law — RAYMOND LEE MUNCY, Ph.D.  
 Medicine — DON ENGLAND, Ph.D., and BRYCE ROBERSON, Ph.D.  
 Medical Technology — CARROLL W. SMITH, Ph.D.  
 Nursing — A. MICHELE WARREN, M.S.N.  
 Optometry — DEAN B. PRIEST, Ph.D.  
 Pharmacy — WILLIAM D. WILLIAMS, Ph.D.  
 Physical Therapy — MAURICE L. LAWSON, M.S.  
 Social Work — BERNADINE EGLY, M.S.S.W.  
 Veterinary Medicine — GEORGE W. WOODRUFF, Ed.D.

## STUDENT PERSONNEL

TED M. ALTMAN, Ed.D., Dean of Students and Foreign Student Advisor  
 MARTHA HODGES, Secretary and V.A. Representative  
 DIANA MORRIS, Personnel Secretary  
 CHARLENE PROCK, Chapel Secretary  
 JO CHOATE, Director of Housing  
 EDDIE R. CAMPBELL, M.A.T., Dean of Men and Selective Service Advisor  
 JOYCE S. JOHNSON, Secretary and Receptionist  
 MARIBETH DOWNING, M.Ed., Dean of Women  
 BRENDA McDANIEL JOHNS, B.A., Secretary

JACK D. THOMAS, Ph.D., Director of Counseling  
 LEWIS L. MOORE, M.A.T., Counselor  
 W. ROBERT McKELVAIN, M.A., Counselor  
 BILLY D. VERKLER, Ph.D., Counselor  
 BERNADINE EGLY, M.S.S.W., Counselor  
 CINDY RICHMOND, B.A., Counseling Secretary  
 ELGIA PATTERSON, Psychology/Sociology Secretary

DAVID C. CROUCH, B.S., Director of Placement  
 LINDA HUBBARD, Secretary  
 IDELL M. ABLES, L.P.N., Director, Cathcart Hall  
 THELMA BUCHANAN, Director, Kendall Hall  
 RUBY JANES, B.S., Director, Stephens Hall  
 MARY OLGA MARTIN, Director, Pattie Cobb Hall  
 SARAH ROBISON, Director, New Women's Residence Hall  
 EDDIE R. CAMPBELL, M.A.T., Director, Harbin Hall  
 BOB HUBBARD, Director, Keller Hall  
 JERRY PALMER, Director, Heritage Hall  
 LOUIS F. BUTTERFIELD, Ed.S., Director, Armstrong Hall  
 LARRY DAUGHETY, Director, Graduate Hall  
 HARRY D. OLREE, Ed.D., Director of Health  
 MATTIE JEAN COX, L.V.N., L.P.N., College Nurse and Director of Student Health Center  
 MILDRED SMITH, R.N., Nurse  
 JANICE QUALLS, Health Center Receptionist

## ATHLETICS

HUGH GROOVER, M.Ed., Athletic Director  
 MARCELLA BAILEY and BETTY GREEN, Secretaries  
 BARBARA G. BARNES, M.A.T., Director of Women's Intramurals  
 CECIL M. BECK, M.A., Director of Men's Intramurals  
 JESS BUCY, M.A., Basketball Coach  
 WILTON Y. MARTIN, M.A.T., Assistant Basketball Coach  
 ED BURT, Bowling Coach  
 DAVID T. ELLIOTT, M.A.T., Tennis Coach  
 RICHARD A. JOHNSON, M.Ed., Baseball Coach  
 THEODORE R. LLOYD, M.S., Cross Country and Track Coach  
 CLIFFORD E. SHARP, M.S.T., Assistant Track Coach  
 C. JOHN PROCK, M.T., Football Coach  
 RICHARD A. JOHNSON, M.Ed., JERRY D. MOTE, M.A.T., and CLIFFORD E. SHARP, M.S.T., Assistant Football Coaches  
 ARNOLD E. PYLKAS, M.A., Swimming Coach  
 PHIL WATKINS, M.A.T., Golf Coach

## ADMISSIONS

FRED J. ALEXANDER, M.Ed., Director of Admissions and Director of Junior College Relations  
 DURWARD MCGAHA, M.S.E., Assistant Director of Admissions



BRETT H. FOXX, B.A., Admissions Counselor  
 KENNETH QUALLS, B.A., Admissions Counselor  
 STEPHEN TUCKER, B.S., Admissions Counselor  
 CINDY ATKINSON, B.A., PAULA LANGFORD, LULA STRICKLIN, B.A.,  
 and ROSEMARY WILSON, Secretaries

## BUSINESS

LOTT R. TUCKER, JR., B.A., Vice President for Finance and Business  
 Manager  
 LATINA DYKES, B.S., Secretary  
 PATRICIA YOUNG, B.A., Cashier  
 LEE BOST, B.A., JEAN CURRY, ANNETTE DALTON, CLARA DOBBINS,  
 DEBBIE GALEAZZI, THERESE McCLURG, SUE McGAHA, and PAT  
 McGHEE, Accounts Receivable  
 RUTH BURT, Accounts Payable  
 JO ANN RIDINGS, Secretary  
 BYRON A. ROWAN, B.S., Comptroller  
 TRAVIS P. BLUE, B.S., Loan Collection Officer  
 VICKIE BEARDEN, SUE CAROL BUCY, HELEN KEARBEY, VANESSA  
 PEMBERTON, and LIBBY POLK, Bookkeepers  
 BRENDA K. HUGHES, Secretary  
 RUSSELL SHOWALTER, M.A., Student Financial Aid Director and Student  
 Work Supervisor  
 KATHY BULLARD and JANE MUSICK, Secretaries  
 MARIAN NUNNALLY, Bookkeeper, Memphis Branch

## BUILDINGS AND GROUNDS

W. T. PEARSON, Construction Superintendent  
 JOHNNIE BALLARD, Maintenance Foreman  
 RONNIE BURKETT, Assistant Maintenance Supervisor  
 CHESTER WILLIAMS, Construction Foreman  
 HERMAN SPURLOCK, B.A., Chief Engineer  
 W. C. EVATT, JR., Electrician Foreman  
 HERMAN L. BROWN, DAVID GARDNER, ALFRED PRINCE, and JERRY  
 SPENCE, Electricians  
 LARRY DONNELL, L. G. OAKES, and DAVID WHITE, Boiler Operators  
 EARL LOMAX, DELBERT BOSTIC, WALTER HIX, D. W. RIDINGS,  
 OSCAR RIDINGS, and WILLIAM SPURLOCK, Plumbers  
 LYLE POINDEXTER, Shop Foreman  
 BERNIE L. VINES, Work Supervisor  
 LARRY A. DAUGHETY, Campus Maintenance Foreman  
 W. G. HOLLEMAN, Supervisor of Maintenance and Cleaning of  
 Buildings  
 HUBERT PULLEY, Landscape Supervisor  
 IRIS JONES, Secretary  
 MERLE ELLIOTT, Shipping and Receiving Clerk

BILLY W. BARNES, Chief Security Officer  
 DAVE BROWN, ED COWARD, THOMAS FERRELL, DEWAYNE JAMES,  
 RICHARD NISWANDER, JOHN SIMPSON, HERMAN SMITH, and JEFF  
 WILLIAMS, Security Officers  
 GEORGIA H. DUBOIS and CORINNE HART, PBX Operators

## AUXILIARY ENTERPRISES

JOHN LEE DYKES, M.S., Manager, Student Center and Book Store  
 WILLIAM BRIDGES, B.S., Assistant Manager, Searcy Book Store  
 GERTRUDE DYKES, Assistant Manager, Searcy Book Store  
 OSCAR MOORE, Manager, Memphis Book Store  
 \*\*\*ROBERT E. STREET, Manager, College Farms  
 WILLIAM F. CURRY, SR., Manager, Heritage Center Cafeteria  
 DADIE WARREN, Manager, Pattie Cobb Cafeteria  
 GUY PETWAY, Manager, American Heritage Center  
 DALE HARDMAN, B.A., and GUILFORD RICE, Transportation Officers  
 HERMAN WEST, Manager, College Press  
 DONALD J. SMITH, College Pilot  
 HAZEL LOMAX, Manager, College Inn  
 CLARENCE W. McDANIEL, JR., Manager, College Laundry and Cleaners  
 TOMMIE BROWN, Manager, Post Office  
 ED HIGGINBOTHAM, M.S.E., Manager, Camp Tahkodah  
 ED BURT, Manager, College Bowl

\*\*\*Deceased January 10, 1976

**Endowments and scholarships** and other forms of financial aid have been established by friends of the college in order to assure the permanence of the vital service which Harding is giving.

Endowment Funds are those for which donors have stipulated that the principal of the fund is to remain inviolate in perpetuity and is to be invested for the purpose of producing income. The income may be expended only for the purpose specified by the donor.

Scholarship Funds are established for the specific purpose of providing scholarships for students.

Loan Funds are established to provide loans for students.

### ENDOWMENT FUNDS:

**AMERICAN FOUNDERS ENDOWMENT:** Because of their interest in Christian Education, the men who founded the American Founders Insurance Company presented to Harding College for an endowment fund 910 shares of stock.

**FORD FOUNDATION ENDOWMENT:** Harding College was included in the extremely liberal gift of the Ford Foundation in 1956.

**THE HARRY R. KENDALL FUND:** Mr. Harry R. Kendall left a bequest in the form of stock in 1958. The income from this stock is split evenly between the School of American Studies and faculty salaries. None of the stock can be sold for a minimum of twenty years. The income from this trust is accounted for and handled through a separate fund established for this purpose.



**SCHOLARSHIP FUNDS:**

**THE AMERICAN FOUNDERS SCHOLARSHIP FUND** of \$100 is available to a worthy student on the basis of scholarship and need. This has been established by the American Founders Insurance Company of Austin, Texas.

**T. H. BARTON SCHOLARSHIP FUND** was established by Colonel T. H. Barton of El Dorado.

**THE DOYLE H. BEAN MEMORIAL SCHOLARSHIP FUND** was established in honor of a Harding alumnus who died an untimely death in an airplane crash. The scholarship (ranging up to one-half the cost of tuition, fees, books, room, and board) shall be granted to the applicants who have the most urgent need for financial assistance. Each recipient is encouraged, although not required, to return the scholarship money which he receives so that others may benefit from the fund.

**Z. BENSKY SCHOLARSHIP FUND** was provided through the generosity of Mr. Z. Bensky of Little Rock. The income from this fund is to provide scholarship aid for a student in dramatics.

**THE MARTHA ELIZABETH CAROLYN BERNARD EDUCATIONAL SCHOLARSHIP FUND** was established by George S. Yue and other Chinese alumni who were friends of Miss Bernard.

**BOOTH BROTHERS MEMORIAL SCHOLARSHIP FUND**, established by the Booth family of Searcy as a memorial scholarship fund, allows the income to be awarded annually to a Searcy student.

**G. C. BREWER MEMORIAL SCHOLARSHIP FUND** was established by friends and relatives of the late minister to aid worthy students.

**W. J. CARR SCHOLARSHIP FUND** was founded by W. J. Carr of Junction City.

**JAMES T. CONE MEMORIAL SCHOLARSHIP FUND** was established by the family and friends of James T. Cone who was Vice Chairman of the Board of Trustees at the time of his death in 1968.

**ELIZABETH J. COUCHMAN MEMORIAL FUND** was established by Mrs. Elizabeth J. Couchman of Winchester, Kentucky. The fund income is applied on a student scholarship annually.

**THE W. P. EUBANKS MEMORIAL SCHOLARSHIP-LOAN FUND** was established by Mr. E. R. Shannon of Clinton, in memory of Mr. and Mrs. W. P. Eubanks. From this fund, both loans and scholarships are available to students who indicate by their conduct, attitude, and performance that they have potential to benefit the work of the church. Loans bear an interest rate of 4 per cent and are to be repaid in equal monthly installments over a three-year period, beginning one year after the date the borrower ceases to attend Harding College.

**THE CHARLES KENNETH HAMMON MEMORIAL SCHOLARSHIP FUND** was established by Mrs. Charles Kenneth Hammon of Gainesville, Florida, in memory of her husband. From this fund, four scholarships of \$450 each are awarded to outstanding students from the areas of political science, business, journalism, and American studies. The recipients are to be chosen based on their scholastic attainments, positive attitudes, and potential for good works, and are to receive a personal interview before being named recipients.

**DR. L. K. HARDING MEMORIAL SCHOLARSHIP FUND** was created by Mrs. L. K. Harding in memory of her husband, Dr. L. K. Harding, the eldest son of James A. Harding for whom the college is named.

**GOSPEL BROADCAST SCHOLARSHIP** provided by the Gospel Teachers Publications of Dallas, Texas, is a full-tuition scholarship for a deserving student in the field of religious education.

**MRS. PAULINE LAW SCHOLARSHIP FUND**, established by the will of Mrs. Pauline Law of Granite, Oklahoma, permits the interest from the fund to be used for scholarships for ministerial students selected by the college.

**JESSE H. JONES AND MARY GIBBS JONES SCHOLARSHIPS**, established through the generosity of Jesse H. Jones and Mary Gibbs Jones of Houston, Texas, provide a fund of \$2,000 annually to finance scholarships for young men and women of outstanding ability in the American Studies Program. Individual scholarships vary from \$230 to \$500 annually.

**THE RALEIGH MARTIN MEMORIAL SCHOLARSHIP FUND** is made possible through the generosity of Dr. and Mrs. Maurice Hood of Austin, Texas. The scholarships are to be granted on the basis of need and scholarship with preference given to those students who plan to enter the mission field after graduation. Each recipient is requested, although not required, to return without interest the scholarship money which they received within a six-year period after their graduation so that others might benefit.

**ORPHAN SCHOLARSHIP FUND** was established by friends of Harding College to assist students from certain orphan homes.

**NEAL PEEBLES SCHOLARSHIP FUND**, established by the will of Neal Peebles of Searcy, permits the interest of the fund to be used for scholarships for deserving students selected by the College.

**SAM W. PEEBLES MEMORIAL SCHOLARSHIP FUND** was started by friends of Lt. Sam W. Peebles, Jr., a graduate of 1938, who was killed in service on November 22, 1944.

**THE DUANE E. PRIEST MEMORIAL FUND** was established by friends in memory of Duane E. Priest to be used as a scholarship for pre-medical students.

**READERS DIGEST FOUNDATION SCHOLARSHIP FUND** is an endowment fund whose interest provides scholarship aid to a deserving student.

**THE WILLA MAE RICHTER MEMORIAL SCHOLARSHIP FUND** was established by Mr. and Mrs. W. Thomas Barr in memory of Mrs. Barr's mother to provide financial assistance to worthy students.

**GEORGE M. ROBERTS MEMORIAL SCHOLARSHIP FUND** provides financial assistance to a senior boy or girl who has financial need and who is a good student and a good citizen of Harding.

**RALPH STIRMAN SCHOLARSHIP** was established by friends and relatives of Ralph Stirman, a member of the class of '42.

**THE GRACE WELLS SCHOLARSHIP FOUNDATION:** Miss Grace G. Wells, of Berkeley, Calif., a former student at Galloway College, has created a foundation for the purpose of helping worthy women to attend Harding College. Miss Wells will choose the women to receive scholarships of \$600 from those recommended by the President and the Dean of Students of Harding College. Application should be made early each year through the Dean of Students.

**LANNY G. WILDMAN MEMORIAL FUND** was established by the Sherman R. Wildman family of Moro, Illinois, in memory of their son, Lanny, who was killed June 12, 1966, in an automobile collision. The scholarship fund provides assistance to a Bible major.

**THE WYNNE SCHOLARSHIP FUND** provides, from funds received annually, scholarship aid on the basis of need to students who live within a 25-mile radius of Wynne up to a maximum grant of one-half the cost of tuition, fees, room and board per student per semester.

**LOAN FUNDS:**

**SAMUEL ANDREW ARRINGTON LOAN FUND** was established by Gervis J. Arrington of Stephens in memory of his grandfather.

**DR. GEORGE S. BENSON STUDENT LOAN FUND** was established by the faculty of Harding College in honor of Dr. Benson's election as Arkansan of 1953. It provides for short term loans to undergraduate students.



**CHUCK DEAN MEMORIAL LOAN FUND** was established by the family of Mr. Dean to provide financial assistance to worthy students.

**EARHART LOAN FUND** is used for loans to deserving students.

**MR. AND MRS. JIM G. FERGUSON STUDENT LOAN FUND** is available to worthy students who have done satisfactory work in Harding College for at least one semester and show a satisfactory scholarship record. The maximum loan is \$150 per semester. The amount loaned to any one student shall not exceed \$400.

**MRS. MILDRED J. FERRELL LOAN FUND** was established by the family and friends of Mrs. Ferrell to provide assistance to worthy students.

**THE W. C. FRANCE STUDENT LOAN FUND** was established by Mrs. W. C. France to help needy students attend Harding College. This loan is to be repaid beginning at the time the baccalaureate degree is completed or the student ceases to be a student. A small amount of interest will be charged until the loan is paid.

**C. L. GANUS LOAN FUND**, established by the late C. L. Ganus, Sr., of New Orleans, Louisiana, is a loan fund for deserving students who could not otherwise attend college. As these loans are repaid, other students make use of the fund.

**HARDING COLLEGE LOAN FUND NUMBER 10** is provided anonymously by a friend of the college to help worthy students.

**IRA B. HENTHORN STUDENT LOAN FUND** was established by a gift of stock to the college to help worthy students.

**MR. AND MRS. LEMAN JOHNSON STUDENT LOAN FUND**, given by Mr. and Mrs. Leman Johnson of Wenatchee, Washington, is used to assist Bible majors.

**G. R. KENDALL STUDENT LOAN FUND** was established in honor of the late G. R. Kendall of Chicago, Illinois.

**H. R. KENDALL LOAN FUND** was provided by H. R. Kendall of Chicago, Illinois, to assist students majoring in Bible and religion.

**HOWARD NOLAN LEMMONS MEMORIAL LOAN FUND** was established in 1969 in memory of Howard Lemmons.

**MRS. CECILE B. LEWIS MEMORIAL LOAN FUND** is a revolving loan fund to provide short-term loans to deserving students.

**W. P. AND BULAH LUSE OPPORTUNITY TRUST NUMBER 1** was established by Mr. and Mrs. W. P. Luse of Dallas, Texas. Funds provided by this trust are loaned to pre-engineering students only.

**MONTGOMERY-SUMMITT MEMORIAL FUND** was established by members of the Education Department and other friends of Dr. Clyde R. Montgomery and Dr. W. K. Summitt, prominent educators of the College.

**KATE McMULLUM MORRIS MEMORIAL LOAN FUND** was established by friends and relatives of Mrs. Morris to assist worthy students.

**THE DELLA NICHOLAS LOAN FUND** is available for ministerial students at the undergraduate level. This was made available by the will of the late Della Nicholas of Huntington, West Virginia.

**HAROLD D. PORTER STUDENT LOAN FUND** provides aid to a worthy student reared in a Christian orphan home.

**THE CHARLES KENNETH AND MARIE SCHELL HAMMON LOAN FUND** was established by Mrs. Charles Kenneth Hammon to enable mature, responsible students to borrow funds for school expenses and to repay the loan after graduation. Juniors and seniors who have demonstrated by their lives, attitudes, and conduct that they have the desire and potential to promote the work of the church may apply for a loan. Interest, at a rate sufficient to protect the principal from inflation, is charged on a loan. Repayment of both principal and interest, in monthly installments, shall begin approximately one year after the recipient ceases to attend

Harding, and repayment is to be made within seven years or less, depending on the amount of the loan.

**MR. AND MRS. JESSE P. SEWELL LOAN FUND** is available to ministerial students who have attended Harding College at least one semester and whose work and character are satisfactory. Recipients are to be chosen by the Chairman of the Bible Department, the Dean, and the Vice President for Finance of the College.

**CARL AND CECIL SHORES MEMORIAL STUDENT LOAN FUND** was established by the family and friends of Carl and Cecil Shores who were residents of Cave Springs. The loan fund was established to help needy students obtain a Christian education.

**THE WILLIAM WAYNE SMITH AND MARJORIE DWAYNE SMITH HARDEN MEMORIAL LOAN FUND FOR NURSING** is to provide loans for deserving students in the nursing program. Special consideration will be given to students planning a career in research.

**STERLING STORES, INC., STUDENT LOAN FUND** is available to deserving students who have attended Harding College at least one semester, who are doing satisfactory work, and who are of good character.

**VAN STEWART MEMORIAL LOAN FUND** was established by students from Harding College who worked with Van during the summer of 1973.

**STUDENT LOAN FUND** is provided to help worthy students of Harding College.

**W. K. SUMMITT MEMORIAL FUND** was established by friends of Dr. W. K. Summitt who had given thirty years of service to Harding College at the time of his death in 1965.

**ILA TULLOSS MEMORIAL LOAN FUND** was established by the many friends of Mrs. Tulloss who enjoyed working with the college students.

**THE CURTIS WALKER MEMORIAL LOAN FUND** has been established in honor of the late Curtis Walker, who was plant manager of the Searcy Sperry-Remington Industrial Corporation at the time of his death. Funds were contributed by employees at Sperry-Remington. Walker was a tireless civic worker who participated in leadership capacities in three Harding campaigns in the Searcy community.

#### AWARDS:

**THE GANUS AWARDS** of \$100 each are given to the boy and the girl making the highest scholastic averages at Harding College during the academic year. These awards are given through the generosity of the late Mr. C. L. Ganus, Sr., of New Orleans, Louisiana.

**THE UTLEY AWARD**, established by Mr. Morton Utley of Indianapolis, Indiana, is an annual award of half tuition for one semester at Harding College to the freshman, sophomore, or junior man and woman showing the greatest development during the academic year. A faculty committee will determine the recipient.

**THE WALL STREET JOURNAL MEDAL** and a one-year subscription to the publication each spring are awarded to the business administration major who has the best academic records and has been using the **Wall Street Journal**. This award is made through the Department of Business Administration.

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



## HONORS AND DEGREES

May 11, 1975

## SUMMA CUM LAUDE

Nelda Lou Batten	B.A.	Elementary Education	Arkansas
David Ray Campbell	B.A.	Social Science	Arkansas
Keith Elwin Gant	B.S.	Physics	Arkansas
Linda Mebane Garner	B.A.	English	Arkansas
Donna Rae Helvering	B.S.	Vocational Home Economics	Arkansas
Rohn T. Kennington	B.S.	General Science	California
Jerry Wayne Lewis	B.S.	Mathematics	Tennessee
Valerie Markley	B.A.	Psychology	Kansas
Barbara Ann Neller	B.S.	Vocational Home Economics	Alabama
Sherrie Jeanne Noyes	B.S.	Office Administration	Montana
F. Douglas Shields	B.S.	Mathematics	Mississippi

## MAGNA CUM LAUDE

Janice Sue Baur	B.A.	Missions	Arizona
Donald C. Bendinelli	B.A.	Bible	Arkansas
Steven Denham Brown	B.A.	Bible	Georgia
Robert G. Bush	B.A.	Special Education	Arkansas
Margie K. Crutchfield	B.A.	Elementary Education	Michigan
Ted J. Fish	B.S.	Chemistry	Missouri
William E. Fowler	B.S.	Accounting	Michigan
Brenda Lynn Garrett	B.S.	Biology	Rhodesia
David Allen Goff	B.S.	Chemistry	Iowa
Betty Jean Green	B.S.	Biology	Delaware
Campbell A. Henderson	B.S.	Management	Arkansas
Annette C. Herrington	B.A.	Accounting	Arkansas
Byron Winter Howell	B.A.	Mathematics	Pennsylvania
Henrietta Sue Hull	B.A.	Elementary Education	Arkansas
Carol B. Hutchison	B.A.	Home Economics	Tennessee
Donald E. Jackson	B.A.	Bible	Alabama
Curtis Duane Linge	B.A.	Bible	Washington
Brandt H. McCorkle	B.S.	Biology	Texas
Barbara Kay McKinney	B.S.	Accounting	Alabama
Jocita Beth Nix	B.A.	English	Texas
David Scott Patrick	B.S.	General Science	Mississippi
Carol Palmer Petty	B.S.	Vocational Home Economics	Colorado
Carl Swartz	B.A.	Elementary Education	Rhodesia
Philip W. Thompson	B.S.	Bible	Virginia
Mary C. Vernon	B.A.	Business Education	Tennessee
Robert Dale Younger	B.A.	Psychology	Illinois

## CUM LAUDE

Bruce E. Augsburg	B.S.	Accounting	Illinois
Star Ralen Black	B.A.	English	Arkansas
Leslie C. Bonner	B.A.	French	Texas
Darrell W. Bruning	B.A.	Bible	Arkansas
Bruce J. Butterfield	B.A.	Bible	Wisconsin
Nancy Lee Chaffin	B.A.	Elementary Education	Tennessee
Terry Joe Christlieb	B.A.	Bible	Nebraska
Marcia Ann Cohorn	B.A.	Social Work	Arkansas
Bonnie M. Davis	B.S.M.T.	Medical Technology	Mississippi
David Thomas Duncan	B.A.	Biology	Tennessee
Barbara P. Elkins	B.A.	English	Tennessee
Susan Kay Ellis	B.A.	General Science	Arkansas
Vickie Renee Ellis	B.A.	Elementary Education	Missouri

Philip Dale Eubanks  
 Darrell Dean Fears  
 Aleta Sue Fonville  
 Michael Ray Fowler  
 Kenneth W. Gibson  
 Alan Wade Harris  
 Elizabeth W. Higgs  
 Blair C. Hill  
 Robert E. Hubbard  
 Melba J. Johnston  
 Sandra J. King  
 Dianne G. Kirk  
 Phillip D. Krumrei  
 Patrick McClafferty  
 Randall McCord  
 Myra Bell McGee  
 Mark M. McInteer  
 Thomas L. McLure, Jr.  
 Barbara S. Main  
 Kathy D. Malone  
 Kenneth P. Mitchell  
 Ann S. Moore  
 Terry L. Moore  
 Marcus K. Muncy  
 Richard M. Murrell  
 Linda Sue Narry  
 Shirley J. Niemi  
 Karen Ann Olree  
 Nancy L. O'Neal  
 Judith K. Perkins  
 Jean Alexander Pigg  
 Maureen E. Rahrle  
 Robert J. Reynolds  
 Sarah K. Saxton  
 Bonnie E. Stanton  
 Susan C. Stevens  
 David R. Sullins  
 Dorris L. Taylor  
 Dianna L. Teel  
 R. Stephen Tucker  
 Jeanette M. Waldron  
 Molly J. Weddle  
 Alan F. Whitten  
 Karen E. Widel  
 Harvey E. Wilson  
 Margaret A. Wilson  
 Elma R. Woods

## BACHELOR OF SCIENCE

Fredrick E. Adkins  
 Johnny W. Baines  
 John P. Barber  
 Delbert R. Barnett  
 Gail A. Bishop  
 Belinda J. Bledsoe  
 David J. Boswell  
 Mary Janis Brewer  
 William G. Brewer

B.S. Accounting Arkansas  
 B.A. Political Science Arkansas  
 B.A. Business Education Texas  
 B.A. Art California  
 B.S. Mathematics Minnesota  
 B.S. General Science Alabama  
 B.A. Psychology Kentucky  
 B.S. Chemistry Ohio  
 B.A. Bible Illinois  
 B.A. English Illinois  
 B.S. Accounting Arkansas  
 B.A. Business Education Tennessee  
 B.A. Missions Holland  
 B.A. Social Science California  
 B.S., B.A. Finance, Accounting Arkansas  
 B.S. Vocational Home Economics Arkansas  
 B.S. Accounting Tennessee  
 B.A. Bible Arkansas  
 B.A. Physical Education Pennsylvania  
 B.A. Elementary Education Arkansas  
 B.S. General Science Alabama  
 B.A. Home Economics Colorado  
 B.S. Management Tennessee  
 B.S. General Science Arkansas  
 B.A. Psychology Arkansas  
 B.A. Business Education Texas  
 B.A. Business Education Arkansas  
 B.A. Social Work Tennessee  
 B.S. Vocational Home Economics Ohio  
 B.A. Psychology Louisiana  
 B.A. Bible Mississippi  
 B.A. History New York  
 B.S. Biology Tennessee  
 B.A. Elementary Education Alabama  
 B.A. Biology Tennessee  
 B.A. English Arkansas  
 B.A. Accounting Tennessee  
 B.A. Elementary Education Arkansas  
 B.A. Elementary Education Arkansas  
 B.S. General Science Arkansas  
 B.S. Vocational Home Economics Illinois  
 B.A. Social Work Arkansas  
 B.A. Bible Alabama  
 B.S. Dietetics Missouri  
 B.A. Bible Missouri  
 B.A. Elementary Education Texas  
 B.A. Music Texas

Management Arkansas  
 General Science Arkansas  
 Business Administration Florida  
 Business Administration Nebraska  
 Office Administration Virginia  
 Vocational Home Economics Texas  
 Biology Texas  
 Art Arkansas  
 Bible Arkansas



Janet L. Brofft	Dietetics	Ohio
Steven M. Burton	Business Administration	Arkansas
Gary L. Chaffin	Accounting	Arkansas
Joe R. Coffman	Business Administration	Texas
Matthew W. Comotto	Business Administration	New York
Marilyn K. Davis	Art	Tennessee
Susan A. Deacon	Vocational Home Economics	Ohio
Susan M. Duncan	Vocational Home Economics	Tennessee
Kenneth D. Dunn	Biology	Missouri
Dennis K. Eason	Business Administration	Alabama
Robert M. Ford	Accounting	Michigan
Nancie Garner	Management	Arkansas
Anna Laura Gentry	Dietetics	Arkansas
Kenneth N. Gilbert	General Science	Arkansas
Jolene H. Gray	Business Administration	North Carolina
Sandra J. Gray	Biology	Washington
Brian R. Harris	Accounting	Idaho
Phillip W. Hart	General Science	Arkansas
Carla F. Herren	Dietetics	Tennessee
Ann M. Hopwood	Vocational Home Economics	Arkansas
Richard L. Huffman	Mathematics	Tennessee
Teresa J. Hurt	Art	Tennessee
Douglas W. Jones	Bible	Ohio
Thomas E. Jones	Mathematics	Missouri
James L. LaRue	Art	Oklahoma
Dena G. Leasure	Art	Arkansas
Judy L. Leath	Vocational Home Economics	Arkansas
Samuel T. Ledgerwood	Management	Missouri
Michael P. Linz	Mathematics	Arkansas
Joe L. McDaniel, Jr.	Bible	Texas
Pamela C. McDaniel	Accounting	Arkansas
Cyrus B. McKinney	Accounting	Missouri
Thomas R. Martin	Art	Missouri
Ronald K. May	Biology	Tennessee
Pamela A. Milton	Accounting	Arkansas
Donald R. Mitchell	Accounting	Arkansas
Mark C. Moskwa	Accounting	New York
Rodney C. Myers	Bible	Georgia
Jane A. Nagle	Vocational Home Economics	Alabama
Larry L. Olsen	General Science	Nebraska
Richard D. Pavatte	Business Administration	Tennessee
Raymond S. Peters	Accounting	Arkansas
Joy B. Reese	Vocational Home Economics	Texas
Paul D. Richey	Accounting	Missouri
Patricia D. Ripski	Vocational Home Economics	Tennessee
Michael L. Sanderson	Business Administration	California
David Lee Smith	Accounting	Missouri
Nancy D. Sowell	Vocational Home Economics	Arkansas
Barry C. Sterling	Management	New York
James K. Stewart	Business Administration	Arkansas
Sharon R. Thompson	Vocational Home Economics	Arkansas
Larry J. Tittle	Bible	Texas
Stephen C. Tullis	Biology	Arkansas
Steven E. Utter	Accounting	Oklahoma
Phillip C. Watson	Accounting	Texas
William J. Whatley	Business Administration	Alabama
Katrina J. Wilkinson	Dietetics	Iowa
Kenneth C. Willoughby	Accounting	Tennessee
Joyce A. Wolverton	Office Administration	Missouri

**BACHELOR OF ARTS**

Linda L. Abele	Home Economics	Michigan
Lester Allen, Jr.	Biology	Michigan
Deborah K. Almand	Music	Arkansas
Rita S. Anderson	Social Science	Arkansas
Donna J. Arnold	Music Education	Indiana
Linda M. Arnold	Social Work	Delaware
Debra D. Bachman	Secretarial Science	Oklahoma
Wallace G. Bagley	Bible	California
Pattie L. Bailey	Special Education	Arkansas
Vernon D. Baker	Bible	Arkansas
Carol A. Bamford	English	Texas
Donna L. Bates	Home Economics	Tennessee
Gary B. Beck	Biology	Arkansas
Richard L. Bellis	Physical Education	Indiana
Sonya M. Bixler	Speech	Colorado
Timothy R. Bixler	Speech	Arkansas
Dave L. Bland	Bible	Colorado
William R. Bonner	French	California
Thomas G. Booth	Social Work	Ohio
Pamela R. Boudra	Elementary Education	Arkansas
James M. Bowers	Bible	Arkansas
Rodger D. Bradford	Sociology	Arkansas
Susan R. Bradley	English	Tennessee
Sharon R. Brazell	Speech	Arkansas
Marcella V. Brooks	Music Education	Florida
David G. Bruner	Bible	Wisconsin
Charlotte Buckley	Special Education	Tennessee
Gloria S. Burch	Home Economics	Alabama
Walter E. Burns	Social Science	Tennessee
Kenneth W. Burton	Bible	West Virginia
Steven M. Burton	Accounting	Arkansas
Kathy S. Byers	Music Education	Arkansas
Joel A. Byrd	Psychology	Arkansas
Donna R. Caldwell	Special Education	Alabama
Thomas H. Caldwell	Psychology	Alabama
Amanda K. Caraway	General Business	Texas
Lajuana S. Case	Art	Texas
Deborah C. Cates	Secretarial Science	Iowa
Paul A. Cathey	Bible	Colorado
Pamela A. Cheney	Psychology	California
Edward J. Cheshier	Social Science	Washington
Bobby G. Chisholm	Bible	Mississippi
Richard A. Clark	Speech	Louisiana
Catherine A. Clifford	Special Education	Arkansas
Daniel D. Collins, Jr.	Physical Education	Florida
Matthew W. Comotto	Accounting	New York
Jana J. Cooke	Home Economics	Illinois
Jan L. Craft	Elementary Education	Tennessee
Byron S. Crawford	Physical Education	Arkansas
Hurley E. Crews, Jr.	General Business	Alabama
Claudia K. Curtis	Elementary Education	Georgia
Jeffrey W. Custer	Bible	Florida
Vicky E. Daughety	Elementary Education	Arkansas
Billy L. Davis	Social Science	Arkansas
Charlene Dietrich	Secondary Education	Ohio
Gary B. Dodd	Bible	Ohio
Frederick P. Dopps	Bible	Tennessee



Thada D. Dopps  
Meroli A. Dunagan  
Stanley R. Dunavant  
Lonnie W. Epperson  
Jane M. Ezell  
Rose M. Fears  
Harold G. Flagler  
Cheri K. Flynn  
Linda D. Foshee  
Jerry D. Gallman  
Hu Yan Teo Gant  
Van M. Gilbert  
Linda A. Gilooly  
Jeanne E. Glasgow  
Gilbert D. Gough  
Michael S. Greene  
Terry A. Greenway  
Randall L. Griffin  
Tamara J. Groves  
Charles R. Grubbs  
Brenda J. Guntharp  
Mary L. Hare  
Angela V. Haun  
David R. Hawley  
John S. Heid  
Robert A. Hemingway  
David I. Henderson  
Glen W. Henton  
Robert J. Hibbard  
William R. Hickman  
Gary W. Hill  
Ronald E. Hobelman  
W. Randall Hogan  
Rodger J. Holtin  
Milton N. Hopkins  
Grace Hostetler  
Roy D. Howard  
S. Elaine Huffard  
Debra S. Hupp  
Jennifer L. Hurd  
Guy E. Hydrick  
Ronald L. Ice  
Sheryl S. Johns  
Cathy A. Jones  
Judy A. Keel  
Kathryn S. Kendall  
David A. Knutson  
Harry J. Leasure  
Roger D. Lee  
Janis K. Lester  
Olivia Y. Lewis  
Michael C. Lincoln  
David R. Long  
Rita G. Luye  
Kent E. McDaniel  
Ann M. McDonald  
John W. McGee  
Melinda T. McInter  
Mary K. McKinney

Physical Education  
Biology  
Physical Education  
Mathematics  
Elementary Education  
Elementary Education  
Social Science  
Missions  
Elementary Education  
Bible  
Psychology  
Bible  
Physical Education  
Home Economics  
Bible  
Physical Education  
Psychology  
Mathematics  
Social Work  
Bible  
Speech Therapy  
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Business Education  
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Biology  
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Secondary Education  
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Elementary Education

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Louisiana  
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Indiana  
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Arkansas  
**Austria**  
Arkansas  
Nebraska  
Ohio  
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Tennessee  
Indiana  
**Canada**  
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West Virginia  
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Indiana  
New Jersey  
Alabama  
Mississippi  
Missouri  
Arkansas  
Arkansas  
Missouri  
Tennessee  
Arkansas

James E. McLeod  
Tawana D. McLure  
Susan D. McNew  
William D. Mangum  
Novie L. Mann  
Dee A. Martin  
Paula E. Martin  
Sheila Martin  
Mary Etta Masters  
Harry R. Mead  
Michael R. Meadows  
Mary L. Merritt  
Rebecca L. Mitchell  
Gary D. Moffitt  
Donald H. Morris  
Marion E. Moxley  
Tina K. Muncy  
Margaret C. Murray  
Diane Myles  
Jean J. Nagle  
Burlyn D. Nash  
Lois A. Nelson  
Vicky E. O'Rourke  
Pamela L. Parnell  
Patrick A. Patchell  
Virginia E. Peddle  
Dorothy J. Peters  
Diane K. Petty  
Betty M. Peyton  
Lenora C. Phillips  
Stephan K. Poyet  
Judith L. Priddy  
Ramona G. Prock  
Mark S. Pugh  
Vernon O. Ray  
Lawrence H. Rendell  
Paul D. Richey  
Jeannie C. Rinks  
Marcia A. Robinson  
Harry E. Roe  
Barbara J. Roll  
Dianne Sammons  
Michael L. Sanderson  
Mackye G. Sandlin  
Catherine Schofield  
William H. Seiler  
Cereta J. Semanek  
Daryl T. Shaner  
Steve S. Sherman  
Sharon N. Sibley  
Juanita K. Stalley  
Randy A. Steger  
Hollis K. Stewart  
Sandra N. Stewart  
Gail V. Stillwagon  
Carilyn L. Sullins  
Elizabeth E. Thompson  
Kathy J. Timmerman  
George D. Tipps

English  
Elementary Education  
Elementary Education  
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Elementary Education  
Home Economics  
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Elementary Education  
Speech Therapy  
Social Work  
Elementary Education

Alabama  
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Mississippi  
Arkansas  
Arkansas  
Arkansas  
Tennessee  
Alabama  
Missouri  
Tennessee  
Wisconsin  
Alabama  
Arkansas  
South Carolina  
Oklahoma  
Arkansas  
Mississippi  
Alabama  
Ohio  
West Virginia  
Arkansas  
Virginia  
Illinois  
Michigan  
Missouri  
Tennessee  
Pennsylvania  
Texas  
Missouri  
Arkansas  
Colorado  
Kentucky  
Ohio  
Pennsylvania  
Arkansas  
California  
Arizona  
Arkansas  
California  
Kentucky  
Arkansas  
Arkansas  
North Carolina  
Tennessee  
Oklahoma  
Tennessee  
Texas



Katherine M. Turner  
Linda A. Vess  
Thomas R. Wadsworth  
Billy W. Walker  
R. Archie Walker  
Vivian Walker  
Steve A. Watts  
Craig M. Webb  
Janet J. West  
Steven D. White  
Roger L. Wiechert  
Connie A. Willke  
Paula K. Wilson  
Helen Wimberly  
Teresa L. Wishum  
Teresa L. Wolf  
Sharon L. Wylie  
James A. Yarbrough  
James D. Yingling

English  
Elementary Education  
Bible  
Sociology  
Psychology  
Physical Education  
Psychology  
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Elementary Education  
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Social Science  
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Elementary Education  
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Social Science

Arkansas  
Arkansas  
Illinois  
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New Mexico  
Florida  
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Illinois  
Missouri  
North Carolina  
Iowa  
Ohio  
Arkansas  
Arkansas  
Georgia  
Texas  
Missouri  
Arkansas  
Arkansas

**MASTER OF ARTS IN TEACHING**

Timothy J. Akpakpan  
Verna Dee Bost  
Jeanette Burton  
Phillip L. Eichman  
Donna J. Fletcher  
Steve C. Sikes

**Nigeria**  
Texas  
Arkansas  
Ohio  
Tennessee  
Oklahoma

August 15, 1975

**SUMMA CUM LAUDE**

Brenda G. Dyer

B.A. Elementary Education Tennessee

**MAGNA CUM LAUDE**

Maureen B. Adkins  
Nancy C. Bell  
Alita Sowders Gable  
Carol M. Roberts  
Karen F. Williams

B.A. Music Arkansas  
B.A. Special Education Tennessee  
B.A. Special Education Texas  
B.A. Mathematics Education Arizona  
B.A. History South Carolina

**CUM LAUDE**

Michael L. Daniel  
Franklin M. Gable  
Jennifer J. Lester  
Perry D. Taylor

B.A. Special Education Kentucky  
B.S. Accounting Alabama  
B.S. Art Indiana  
B.A. Bible Alabama

**BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY**

Paul G. Bolding

B.S.M.T. Medical Technology Arkansas

**BACHELOR OF SCIENCE**

Allen A. Adams  
John M. Bailey  
Jeffrey D. Blake  
Richard W. Clay

Business Administration Florida  
Mathematics California  
Management Michigan  
Accounting Ohio

Roger L. Collins  
Patricia A. Duke  
Rita Jo Dunavant  
Mark T. Fitzgerald  
Terry D. Greenwood  
Rita D. Hill  
David P. Jordan  
Randy A. Krape  
Linda M. McBurney  
Carol J. McKinney  
Lucian D. Noble  
Minnie J. Porter  
Carl E. Power  
Ira Y. Rice III  
I. Benton Robinson  
V. Tonette Russell  
Linda R. Williams

**BACHELOR OF ARTS**

Mike S. Adams  
Jenny J. Anderson  
Dennis D. Andrew  
Wanda L. Bagwill  
Mauri B. Ballard  
Glenn W. Barron  
Wendell P. Beall  
Glenda G. Beavert  
Susan K. Blair  
Kelly F. Brooks  
Ellen G. Carothers  
Eddie R. Casetty  
Daniel D. Dalton  
Brenda L. Dimitt  
Juanita J. Enloe  
Isong T. Etukudo  
Lela M. Foxx  
Karen E. Frederick  
Hazel M. Hall  
Harold E. Hargrove  
Michael C. Henderson  
Avis J. Hickey  
Ronald C. Highfield  
Charles M. Lovelace  
Evelyn J. Martin  
Richard P. Mason  
Mary L. Milstead  
Tommy C. Mitchell  
Marta C. Montgomery  
Brenda G. Myers  
Paula R. Myers  
Victor J. Nakhleh  
Pam M. Pate  
Alec G. Petway  
Kenneth R. Qualls  
Joe D. Roper  
Sylvia L. Rose  
Lora K. Schneider  
Karen S. Shaw  
Roger D. Shuffield

Accounting  
Vocational Home Economics  
General Science  
Art  
Management  
General Science  
Art  
Business Administration  
Vocational Home Economics  
Dietetics  
Accounting  
Office Administration  
Business Administration  
Biology  
Accounting  
Vocational Home Economics  
Dietetics

Nebraska  
Arizona  
Arkansas  
South Dakota  
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Michigan  
Missouri  
Missouri  
Indiana  
Tennessee  
Mississippi  
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California  
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Florida  
Arkansas

Elementary Education Missouri  
Secretarial Science Alabama  
Bible & Psychology Arizona  
Elementary Education Missouri  
Social Work Missouri  
Physical Education Florida  
Biology Tennessee  
Social Work Arkansas  
Social Work Florida  
Psychology Michigan  
Elementary Education North Carolina  
Bible Mississippi  
General Science Arkansas  
Elementary Education Arkansas  
Elementary Education Missouri  
History **Nigeria**  
Psychology Mississippi  
Elementary Education Florida  
Biology Missouri  
Physical Education Arkansas  
Social Science Missouri  
English Arkansas  
Bible Alabama  
Social Work Tennessee  
French **Belgium**  
Psychology Missouri  
Elementary Education Alabama  
Bible Arkansas  
Sociology Arkansas  
Elementary Education Louisiana  
Biology Ohio  
Social Science **Israel**  
Elementary Education Georgia  
Biology Arkansas  
Secondary Education Arkansas  
Music Oklahoma  
Music Texas  
Biology Texas  
Elementary Education Arkansas  
Arkansas



Benny L. Sims  
Beverly L. Staggs  
Gayle C. Stephens  
Mark C. Swartz  
Timothy L. Vick  
Linda J. Walker

Social Science  
Accounting  
Elementary Education  
Bible  
Physical Education  
Elementary Education

Arkansas  
Arkansas  
Indiana  
**Rhodesia**  
Georgia  
California

**MASTER OF EDUCATION**

Arnold C. Anderson  
Larry G. Beck  
John R. Duke  
Phillip L. Eichman  
Mary A. Flippin  
Tom Ed Gooden  
Sharon L. Hensley  
Richard A. Johnson, Jr.  
Robert D. Knight  
Charles S. McKee  
Ruby M. Stearns  
Veda G. Stevens  
Judith L. Street  
Phil Watkins

Arkansas  
Arkansas  
Florida  
Ohio  
Arkansas  
Arkansas  
Arkansas  
Arkansas  
Tennessee  
Arkansas  
Arkansas  
Arkansas  
Arkansas  
Arkansas

**ENROLLMENT SUMMARY**

1974-75

**COLLEGE ENROLLMENT**

REGULAR SESSION 1974-75	Male	Female	Total
Freshman	370	418	788
Sophomore	291	309	600
Junior	308	302	610
Senior	293	266	559
Graduate	31	30	61
Special and Post Graduate	17	14	31
	<hr/> 1,310	<hr/> 1,339	<hr/> 2,649

**SUMMER 1975**

Freshman	58	71	129
Sophomore	46	50	96
Junior	100	109	209
Senior	53	61	114
Graduate	34	61	95
Special and Post Graduate	19	18	37
	<hr/> 310	<hr/> 370	<hr/> 680

**TOTAL COLLEGE**

Regular and Summer	1,620	1,709	3,329
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**HIGH SCHOOL AND ELEMENTARY SCHOOL ENROLLMENT****REGULAR SESSION 1974-75**

High School (Grades 7-12)	129	135	264
Elementary (Grades 1-6)	67	67	134
	<hr/> 196	<hr/> 202	<hr/> 398

**SUMMER 1975**

High School	23	20	43
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**TOTAL ELEMENTARY AND HIGH SCHOOL**

Regular and Summer	219	222	441
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**TOTAL ENROLLMENT**

Total, All Divisions, Regular	1,506	1,541	3,047
Total, All Divisions, Regular and Summer	1,839	1,931	3,770

**STATES AND COUNTRIES REPRESENTED  
IN COLLEGE DURING REGULAR SESSION**

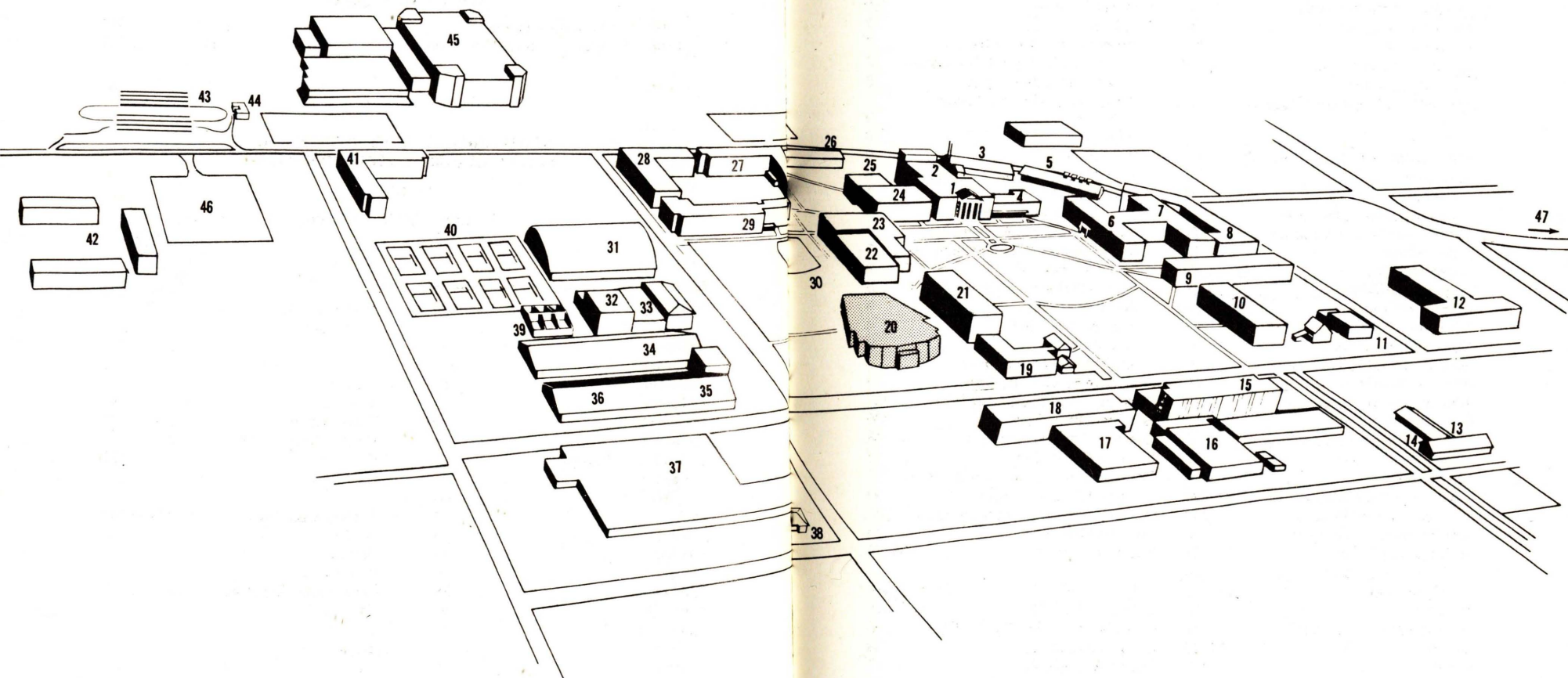
1974-75

**WITHOUT DUPLICATION**

States	Number		Number
Alabama	124	South Dakota	4
Alaska	1	Tennessee	213
Arizona	21	Texas	265
Arkansas	711	Utah	1
California	86	Vermont	4
Colorado	30	Virginia	30
Connecticut	3	Washington	24
Delaware	4	West Virginia	17
District of Columbia	1	Wisconsin	13
Florida	87	Wyoming	1
Georgia	40		
Idaho	1	<b>Foreign Countries</b>	<b>Number</b>
Illinois	93	Austria	2
Indiana	53	Belgium	1
Iowa	19	Brazil	2
Kansas	25	Cameroons, Republic of	2
Kentucky	30	Canada	6
Louisiana	92	Ecuador	1
Maine	1	Hong Kong	1
Maryland	8	India	1
Massachusetts	3	Israel	1
Michigan	73	Italy	3
Minnesota	4	Japan	4
Mississippi	65	Macao	1
Missouri	199	Netherlands	3
Montana	6	New Guinea	3
Nebraska	8	Nigeria	3
Nevada	1	Panama	1
New Jersey	6	Puerto Rico	2
New Mexico	13	Rhodesia	15
New York	16	Singapore	2
North Carolina	9	Tasmania	1
Ohio	79	West Pakistan	1
Oklahoma	69	Zambia	1
Oregon	3		
Pennsylvania	24		
South Carolina	12	<b>TOTAL</b>	<b>2,649</b>



## Harding College Campus



### Key to the Map

1. Administration Building
2. Main Auditorium
3. Swimming Pool
4. Ganus Building
5. Harding Laundry
6. Patti Cobb Hall for Women
7. Cathcart Hall for Women
8. Stephens Hall for Women
9. Kendall Hall for Women
10. American Studies Building
11. Sewell Hall

12. New Women's Dormitory
13. Student Services Building
14. Health Center
15. American Heritage Center
16. Peyton Auditorium
17. Bowling Lanes
18. Hammon Student Center
19. Stevens Art Center
20. Benson Aud. (Proposed)
21. Hendrix Nursing and Home Economics Center
22. Educational Media Center

23. Beaumont Memorial Library
- 24-25. Ezell Bible Center
26. West Storage Building
27. Keller Hall for Men
28. Armstrong Hall for Men
29. Graduate Hall for Men
30. Intramural Field
31. Rhodes Memorial Field House
32. Recording Studio
33. Claude Rogers Lee Music Center
34. Harding Academy
35. Elementary School

36. Harding College Press
37. New Science Building
38. Echo Haven
39. Handball Courts
40. Tennis Courts
41. Harbin Hall for Men
42. Married Students Apartments
43. Alumni Field
44. Field House
45. Athletic-Physical Ed. Center
46. Trailer Park
47. New Marrieds' Apartments



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4 5 6 7 8 9 10	8 9 10 11 12 13 14	7 8 9 10 11 12 13	4 5 6 7 8 9 10
11 12 13 14 15 16 17	15 16 17 18 19 20 21	14 15 16 17 18 19 20	11 12 13 14 15 16 17
18 19 20 21 22 23 24	22 23 24 25 26 27 28	21 22 23 24 25 26 27	18 19 20 21 22 23 24
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JANUARY	FEBRUARY	MARCH	APRIL
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14 15 16 17 18 19 20	11 12 13 14 15 16 17	16 17 18 19 20 21 22	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	23 24 25 26 27 28 29	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30	30 31	27 28 29 30 31
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10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
24 25 26 27 28 29 30	29 30 31	26 27 28 29 30	24 25 26 27 28 29 30
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## TENTATIVE COLLEGE CALENDAR 1977-78

## FALL SEMESTER — 1977

Faculty Conference	Aug. 19
Freshman assembly	8:00 a.m., Aug. 22
Assembly for sophomores, juniors and seniors	
not previously advised	8:00 a.m., Aug. 22
Orientation and counseling	Aug. 22-23
Registration for upperclassmen	9:00 a.m.-12:00 noon, Aug. 23
Registration for all students	8:00 a.m.-4:00 p.m., Aug. 24
Classes begin (all classes meet this day)	8:00 a.m., Aug. 25
Transfer tests (all transfer students)	8:00 a.m., Aug. 27
Lectureship	To be arranged
Alumni Day and Homecoming	To be arranged
Graduate Record Examinations	8:00 a.m., Oct. 15
Supervised teaching	Oct. 24-Dec. 16
College Level Examination Program (CLEP)	Monthly on 3rd Thurs.
Junior English Proficiency Test	4:30 p.m., Oct. 31
National Teachers Examination	8:00 a.m., Nov. 12
Sophomore Tests	8:00 a.m., Nov. 19
Thanksgiving recess	5:15 p.m., Nov. 23 to 8:00 a.m., Nov. 28
Dead week	Dec. 7-9
Graduate Record Examinations	8:00 a.m., Dec. 10
Final examinations	Dec. 10-15
Christmas recess	5:15 p.m., Dec. 15 to 8:00 a.m., Jan. 9, 1978

## SPRING SEMESTER — 1978

Orientation of new students	Jan. 9
Counseling of freshmen and new students	Jan. 10
Registration of upperclassmen	1:00-4:00 p.m., Jan. 10
Registration for all students	8:00 a.m.-4:00 p.m., Jan. 11
Classes begin (all classes meet this day)	8:00 a.m., Jan. 12
Transfer tests (all transfer students)	8:00 a.m., Jan. 14
Final date for application for degree on May 15	Feb. 4
National Teachers Examination	8:00 a.m., Feb. 18
Graduate Record Examinations (Aptitude Only)	8:00 a.m., Feb. 25
College Level Examination Program (CLEP)	Monthly on 3rd Thurs.
Spring recess	5:15 p.m., March 10 to 8:00 a.m., March 20
Supervised teaching	March 13-May 12
Sophomore tests	8:00 a.m., March 25
Junior English Proficiency Test	4:30 a.m., April 3
Graduate Record Examinations	8:00 a.m., April 22
Dead week	May 3-6
Final examinations	May 8-13
Graduation exercises	2:30 p.m., May 14

## SUMMER TERM — 1978

Counseling students	9:00-11:00 a.m., June 5
Registration for summer term	1:00-4:00 p.m., June 5
Classes begin, first session	7:30 a.m., June 6
Graduate Record Examinations	8:00 a.m., June 10
Junior English Proficiency Test	3:30 p.m., June 12
College Level Examination Program (CLEP)	Monthly on 3rd Thurs.
Final examinations, first session	July 6-7
Classes begin, second session	July 10
Final date for application for degree on Aug. 11	July 11
N.T.E. (except Area Exams in Languages and Music)	8:00 a.m., July 16
Junior English Proficiency Test	3:30 p.m., July 17
Final examinations, second session	Aug. 10-11
Graduation exercises	10:30 a.m., Aug. 11



## Educating for Eternity



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**Harding College**

Searcy, Arkansas