

1970

Harding College Course Catalog 1970-1971

Harding College

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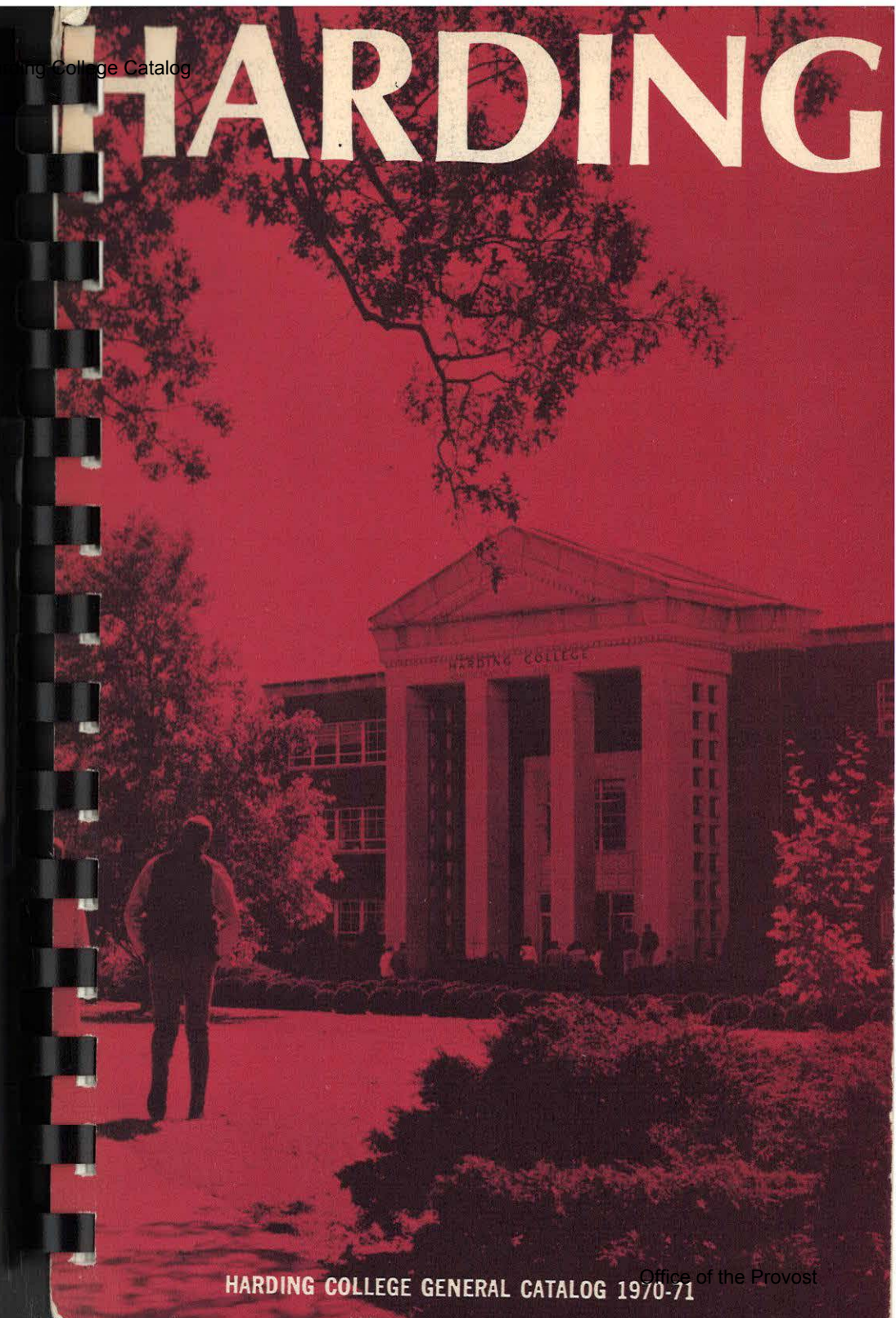
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1970-1971 Harding College Catalog

HARDING



Harding University

HARDING COLLEGE GENERAL CATALOG 1970-71

Office of the Provost

College Calendar 1970-71

FALL SEMESTER — 1970

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|---|---|
| Faculty conference | Sept. 3-4 |
| Freshman assembly | 8:00 a.m., Sept. 7 |
| Assembly for sophomores, juniors, and seniors | 9:00 a.m., Sept. 7 |
| Orientation and counseling | Sept. 7-8 |
| Registration for juniors and seniors | 1:00-5:00 p.m., Sept. 9 |
| Registration for freshmen & sophomores .. | 8:00 a.m.-4:00 p.m., Sept. 10 |
| Classes begin | 8:00 a.m., Sept. 11 |
| Transfer tests (all transfer students) | 8:00 a.m., Sept. 19 |
| Supervised teaching | Oct. 19-Dec. 18 |
| National Teachers Examinations | Nov. 14 |
| Junior English Proficiency Test | 4:30 p.m., Nov. 10 |
| Lectureship | Nov. 23-26 |
| Thanksgiving recess | Nov. 26 to 8:00 a.m., Nov. 30 |
| Sophomore tests | 8:00 a.m., Dec. 5 |
| Undergraduate Record Examination | Dec. 12, 14 |
| Christmas recess | 5:15 p.m., Dec. 18 to 8:00 a.m., Jan. 4, 1971 |
| Dead week | Jan. 13-16 |
| Final examinations | Jan. 18-23 |

SPRING SEMESTER — 1971

| | |
|--|---|
| Orientation of new students | Jan. 25 |
| Counseling new students | 8:00-10:00 a.m., Jan. 26 |
| Registration for juniors and seniors | 1:00-5:00 p.m., Jan. 26 |
| Registration for freshmen & sophomores .. | 8:00 a.m.-4:00 p.m., Jan. 27 |
| Classes begin | 8:00 a.m., Jan. 28 |
| Transfer tests (all transfer students) | 8:00 a.m., Jan. 30 |
| Final date for application for degree, spring semester | Feb. 11 |
| Supervised teaching | March 1-April 30 |
| Spring recess | 5:15 p.m., March 26 to 8:00 a.m., April 5 |
| National Teachers Examinations | April 3 |
| Undergraduate Record Examinations | April 10, 12 |
| Junior English Proficiency Test | 4:30 p.m., April 15 |
| Sophomore tests | 8:00 a.m., April 24 |
| Dead week | May 21-26 |
| Final examinations | May 27-June 2 |
| Baccalaureate service | 8:00 p.m., May 30 |
| Alumni Day | June 2 |
| Commencement exercises | 10:00 a.m., June 3 |

SUMMER TERM — 1971

| | |
|--|------------------------------|
| Counseling new students | 8:00 a.m.-12:00 noon, June 7 |
| Registration for summer term | 1:00-4:00 p.m., June 7 |
| Classes begin, first session | 7:30 a.m., June 8 |
| National holiday | July 4 |
| Final examinations, first session | July 9-10 |
| Classes begin, second session | 7:30 a.m., July 12 |
| Undergraduate Record Examinations | July 12-13 |
| Final date for application for degree, summer term | July 13 |
| National Teachers Examinations | July 17 |
| Junior English Proficiency Test | 3:00 p.m., July 19 |
| Final examinations, second session | Aug. 12-13 |
| Commencement exercises | 10:00 a.m., Aug. 13 |

A Descriptive Catalog of Harding College with Undergraduate and Graduate Course Listings

1970-71



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

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 Personnel Office, located on the first floor of the Administration Building and open 8-12 and 1-5 Monday through Friday and 8-12 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.

Clifton L. Games, Jr.
President

Office of the Provost

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Part I General Information

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

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.

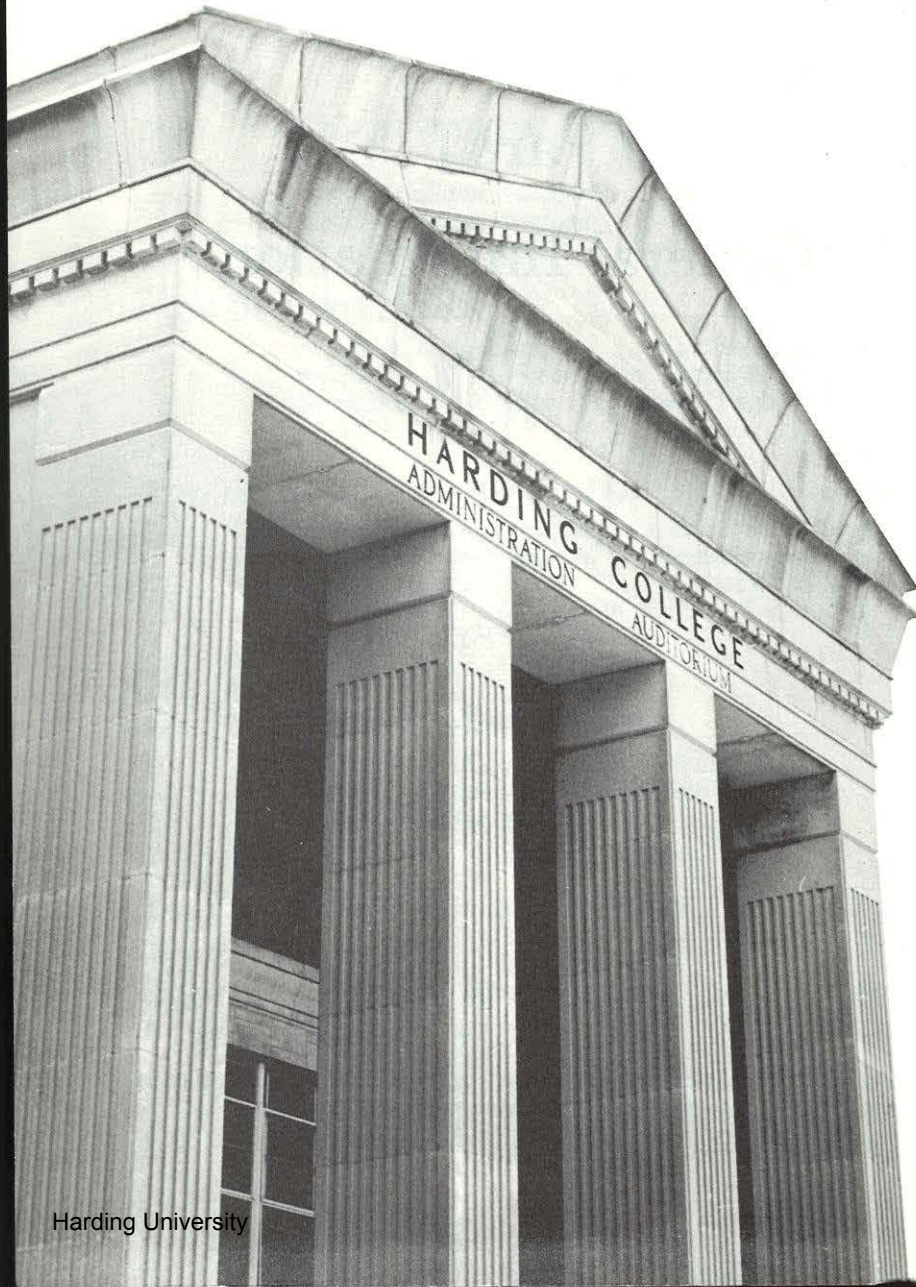
An amalgam of factors make up a college education and lead to the achievement of Harding's purposes. Chiefly, these factors are the assistance of interested instructors and counselors, the academic courses organized to meet the student's needs, and the activities that give opportunity for inspiration, 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 makes 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 high character, and who accept the aims and objectives of the college, irrespective of their religious faith.



Harding began as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their faculties and assets, adopted the new name of Harding College, and located on 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.

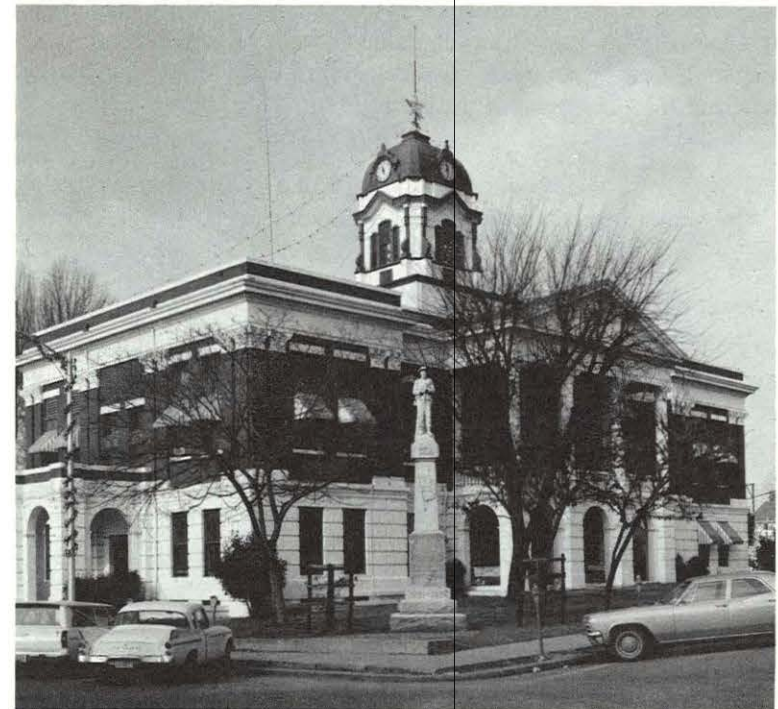
One of Harding's first graduates, George S. Benson, returned from his mission work in China in 1936 to assume the presidency of his Alma Mater. The vigorous educator quickly directed the college out of deep indebtedness and launched it on a long journey to financial stability, national recognition, and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

Harding's current president is Dr. Clifton Loyd 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 2,200.

Harding's home community Searcy, Arkansas, a city of about 8,800 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 20 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 and rail service are 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 recreational 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 more than 100 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.

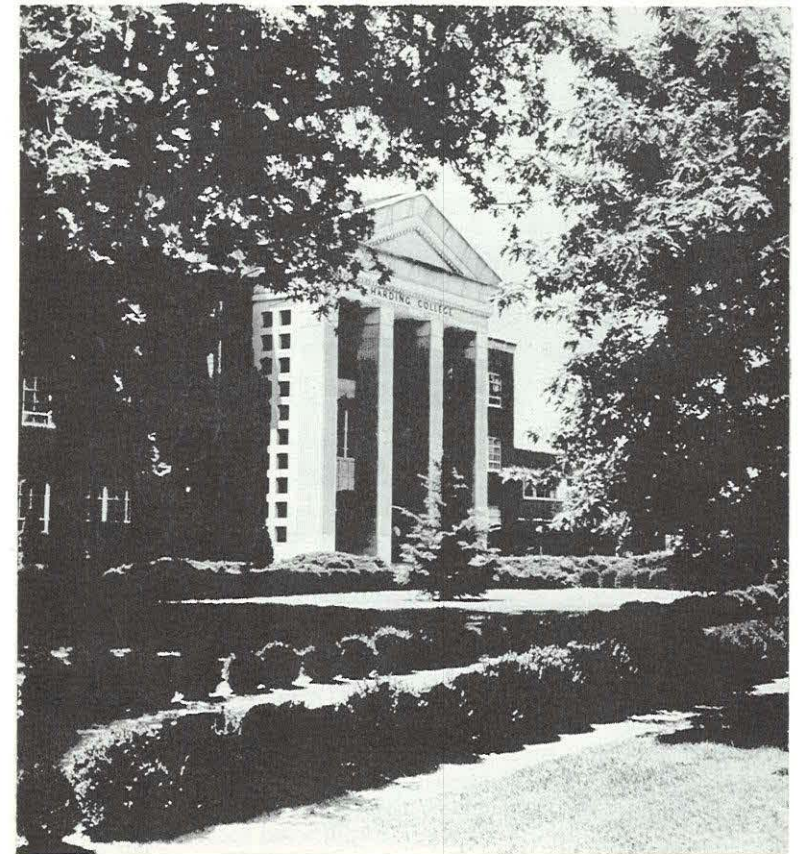
Harding is fully accredited by the North Central Association of Colleges and Secondary Schools for all work leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, and Master of Arts in Teaching degrees. Its undergraduate teacher education program for preparing 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, and the National Commission on Accrediting (not an accrediting agency). It is an affiliate member of the American Society for Engineering Education and 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 a strong pre-professional program in various fields of the medical sciences. Alumnae are admitted to membership in the American Association of University Women.

Campus buildings are compactly and attractively located on about 100 acres within a few blocks of downtown Searcy. Additional campus property, consisting of college farms, lies southeast of the campus. The 29 buildings with their equipment and educational facilities, valued at more than \$15 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, auditoriums seating 1,350 and 200, faculty offices, several classrooms, and facilities of the speech department, including the Speech Clinic and drama storerooms and workshops. Like all academic and administrative buildings, it is air-conditioned. Daily chapel services are held in the main auditorium.



JOHN MABEE AMERICAN HERITAGE CENTER (1965): Designed as a continuing education complex with auditorium, seminar rooms, cafeteria, and hotel-style rooms, this modern structure provides ideal facilities for various seminars, workshops, and conventions held on campus. Also housed in the building is the Alumni Office, and the college's alumni make use of the 150-capacity hotel area when activities bring them to campus. The building also 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.



Multi-purpose American Heritage Center overlooks campus.

GANUS STUDENT CENTER (1951): The real center of student life is the two-story building which houses the Inn, Book Store, post office, lounge, and student publications and government offices. It was named for C. L. Ganus, Sr., chairman of the Board of Trustees, who died in 1955.

BEAUMONT MEMORIAL LIBRARY (1950): Constructed to accommodate 125,000 volumes, the library features open stacks and unassigned carrels, permitting students maximum ease in acquiring and using library materials. Two large reading rooms and the periodical reading room will seat about 400. An addition has been started to permit a larger proportion of the student body to be seated at one time and to provide additional facilities.

BIBLE BUILDING (1960): This two-story building contains Bible department offices, two large lecture rooms, four other classrooms, and a large speech laboratory with excellent facilities. In its basement are some administrative offices and the studios for campus radio station KHCA.

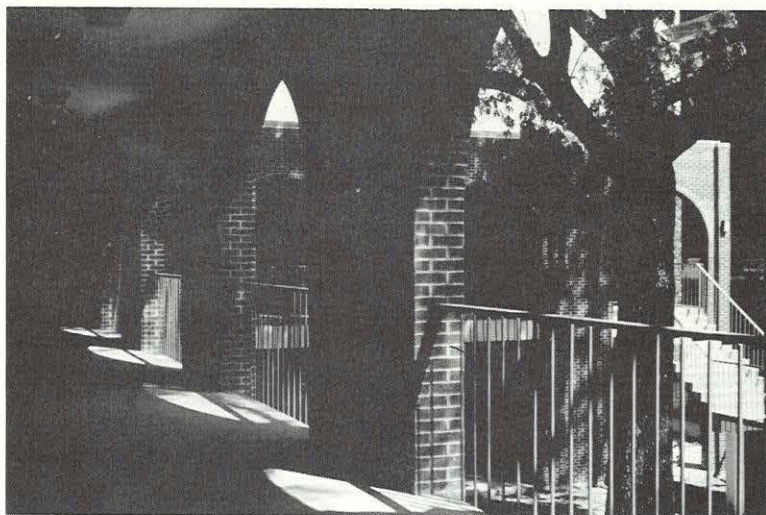
W. R. COE AMERICAN STUDIES BUILDING (1953): This three-story classroom building houses the American Studies Program, the teacher education program, the Placement Office, and the departments of business and economics, history and social science, education, English, and journalism.

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.

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.

Science building houses R. T. Clark Research Wing.





Modern, well equipped Art Center is newest campus building.

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.

OLD SCIENCE HALL (1926): Through the years this three-story structure has been one of the most useful on campus. It originally was the administrative center, then was used until 1967 as headquarters for the natural science division. Today it houses the home economics department and is scheduled for renovation inside to make it more useful in its new capacity. It is one of the two buildings still standing which were part of the campus when Harding moved to Searcy in 1934.

CLINIC BUILDING (1940): The college acquired this former medical clinic in 1963 and converted it into classrooms, offices, and facilities for the student Health Service. The department of psychology and sociology has offices and specially equipped classrooms there.

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

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 intercollegiate basketball is 2,500.

ALUMNI FIELD (1963): 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 3,500 persons.

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

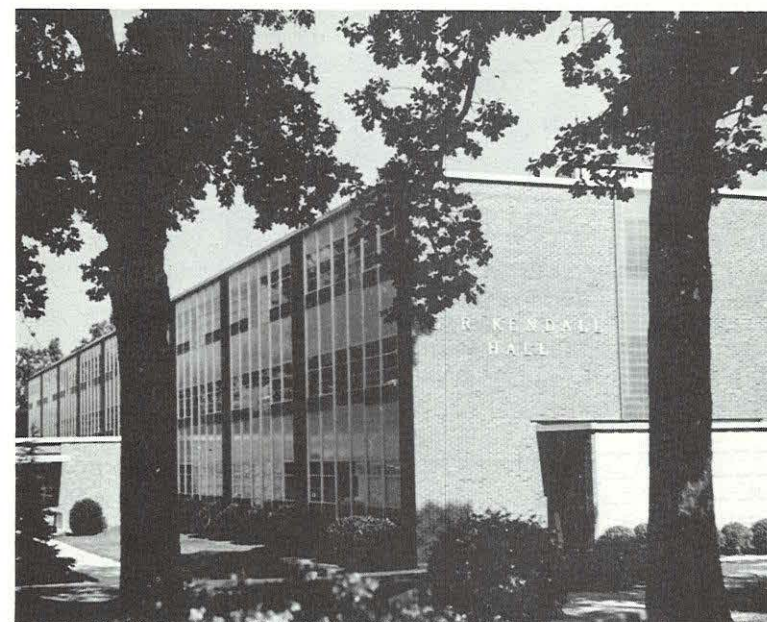
OTHER BUILDINGS: The following are other campus structures: the swimming pool, the Academy Building, the heating plant, the laundry building, and the Bell Tower.

CAMP TAHKODAH: Located about 40 miles north of Searcy in the rolling Ozark foothills, this well-equipped camp area 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.

RESIDENCE HALLS: Eight dormitories provide homes for Harding's resident students. The following are women's dormitories: Pattie Cobb Hall (1919), one of the original campus buildings, which houses one of the campus cafeterias and a faculty lounge; Cathcart Hall (1951); Kendall Hall (1961); and the New Dorm (1968), the only air-conditioned women's hall.

The following are men's dormitories: West Hall (1947); Armstrong Hall (1949); Graduate Hall (1956); and the New Dorm (1967), the only air-conditioned hall for men.

MARRIED STUDENTS APARTMENTS (1958): Three separate buildings provide low-cost housing for married students, with 52 one-bedroom and 8 two-bedroom units.



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, and 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 98,000 volumes, 720 current periodicals, nine daily newspapers, and hundreds of pamphlets. More than 3,800 reels of microfilm supplement the book collection, which is increased by approximately 5,000 per year. In addition to printed material an excellent collection of recordings, consisting of more than 1,800 records in music, speech, and biology, is cataloged and available for student listening. A collection of music scores also has been initiated.

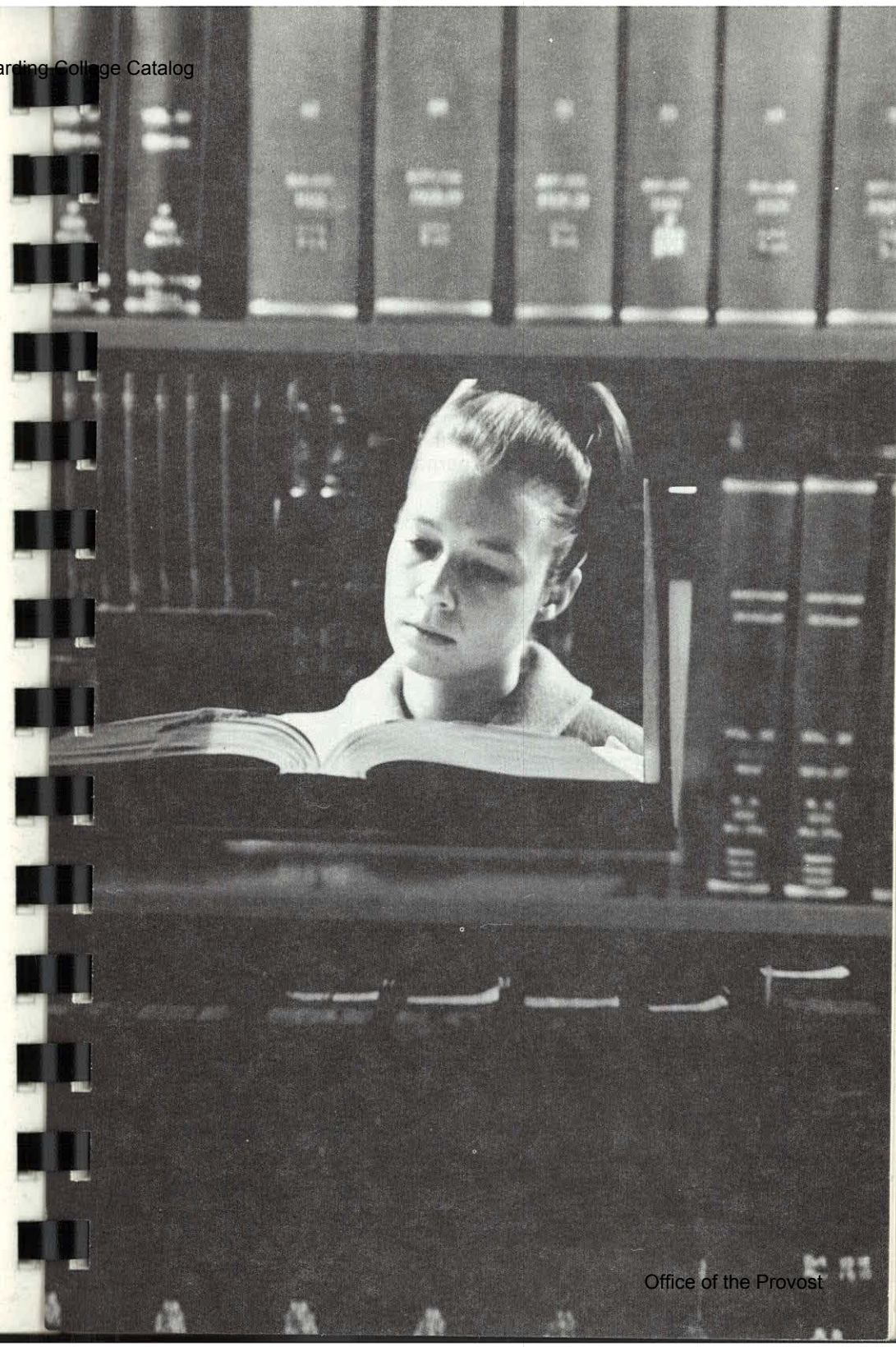
Adjacent to the graduate reading room are housed the Brewer Collection, the excellent library of the late G. C. Brewer, and the juvenile collection for use by students in elementary education. The library in 1963 was designated a selective depository for United States government publications.

The library staff, in cooperation with various departments, offers an unusually complete program of training in the facilities and use of the library. This instruction is offered through appropriate classes to freshmen, while continuous individual instruction is given as the need arises.

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, 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.



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 Art Center has excellent facilities for painting, drawing, ceramics, sculpture, jewelry- and print-making, and commercial art and design courses. The gallery and other 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 of every interest.

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.

Radio students operate the campus current-carrier 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 and sociology 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 administration, 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, gymnastic equipment, a weight training room, and volleyball, shuffleboard, handball, and badminton courts.

An indoor steam-heated swimming pool makes year-round swimming possible. Bowling is available at the College Bowl, an auxiliary enterprise of the college.

Outdoor facilities include the intercollegiate football and baseball fields and the eight-lane track at Alumni Field, plus an intramural area 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 three 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, political science, psychology, sociology, and education 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, Cincinnati, New Orleans, St. Louis, Tulsa, and Dallas.

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 missions 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.

CONTINUING EDUCATION: The annual World Evangelism Seminar is a four-week intensive training session for practicing missionaries, church leaders, and those unable to participate in the undergraduate program.

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 the 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 win grants for work in the area of physical fitness. The most recent project has been a study 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 colleges and universities in the area.



Part II

Student Life

Religious Opportunities . . . Cultural Opportunities . . . Extra-
curricular 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, or aesthetic development.

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

MONDAY NIGHT MEETING: This is a traditional period of worship, study, and discussion for all students who wish to attend.

ACT: The initial letters of this group stand for "All Christians Together." Participants meet periodically to encourage Christian service, with particular attention given to the mission of the church.

MISSION STUDY: Another group of students meets 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 Thanksgiving Lecture-ship is more than 45 years old. Hundreds of campus visitors join students in attendance during the Thanksgiving week, hearing lectures by church leaders from across the country.

CHRISTIAN WORKERS' WORKSHOP: Students attending summer school are invited to classes and lectures in this annual four-day workshop in August.

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

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.

A lecture series sponsored by the Student Association brings noted persons to the campus, and various programs and departments often hear 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 honor society 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), Iota Beta Sigma (Broadcasting), Kappa Pi (Art), Phi Alpha Theta (History), Pi Gamma Psi (Accounting), Pi Kappa Delta (Forensics), Sigma Delta Psi (Athletics).

Music organizations on campus are:

A CAPPELLA CHORUS: This group of about 75 is selected by audition and makes two extended tours each year, singing at churches and schools. 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 125 is open to any student. The group makes occasional short tours and rehearses three times a week. Campus concerts also are given.

RECORDING CHORUS: This volunteer chorus records hymns in foreign languages for use on the mission field.

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

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 EDUCATORS' 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 ten years in a row with the All-American rating from the Associated College Press. The Humanities Division sponsors annually a publication of creative writing by students.

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 CLUBS:

- Timothy Club: for male students planning to preach
- Les Bonnes du Christe: 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

DEPARTMENTAL GROUPS:

- Campus Players: for students working in dramatic productions
- 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 and sociology 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:

- Varsity Club: for intercollegiate lettermen
- Cheerleaders: eight elective positions and an alternate
- Bisonettes: women's pom-pom cheering unit
- Bison Boosters: volunteer unit decorating for home football games and supplying favors for players.

HOBBY GROUPS:

- Camera Club, Archery Club

POLITICAL GROUPS:

- Young Americans for Freedom, Young Republicans, Young Democrats, Veritas Forum, OCAPA (Organization for Conservative Academic and Political Action)



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 60 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 purpose of the college.

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 Rhodes Memorial Field House, an indoor swimming pool, 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 (19 for men and 19 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, 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, plans 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 student.

Dormitory Councils for men and women resident students consist of elected representatives from the residence halls. They work closely with the Dean of Students, the Dean of Men, and the dormitory directors in studying and resolving housing problems.

Services provided by the college assist the student in his total development. Major services include counseling, testing, placement, and health.

Academic counseling 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 counselors. At the end of the sophomore year students are counseled by the department chairmen in their respective major fields of interest.

Personal Counseling is provided by the Counseling Office located in the Clinic Building. Here a student can find qualified counselors to help him with any type of personal problem. Both short-term or long-term counseling are available in a warm, empathic, and confidential atmosphere. Participation in group counseling also is possible. If tests are needed for self-understanding, academic planning, or vocational selection, these are administered and interpreted at no cost to the student.

The center is in charge of the institutional testing program, which includes the tests required of freshmen, sophomores, transfers, seniors, and graduate students, and the English proficiency examination. Special examinations are also available at the center, 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 Counseling Office. The first request up to three copies is free. Single copies thereafter cost \$1, and three copies ordered at the same time cost \$2.

Selected services of the Counseling Office are available to individuals or groups who are not connected with Harding College on a minimum-charge basis. These services include individual counseling, psychological evaluation, and group therapy. The Director of Counseling should be contacted about specific services and charges.

Junior college relations are the responsibility of the Office of Junior College Relations, established to promote junior-senior college articulation because of the increasing number of junior college-graduate transfers at Harding. The Director of Junior College Relations 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.

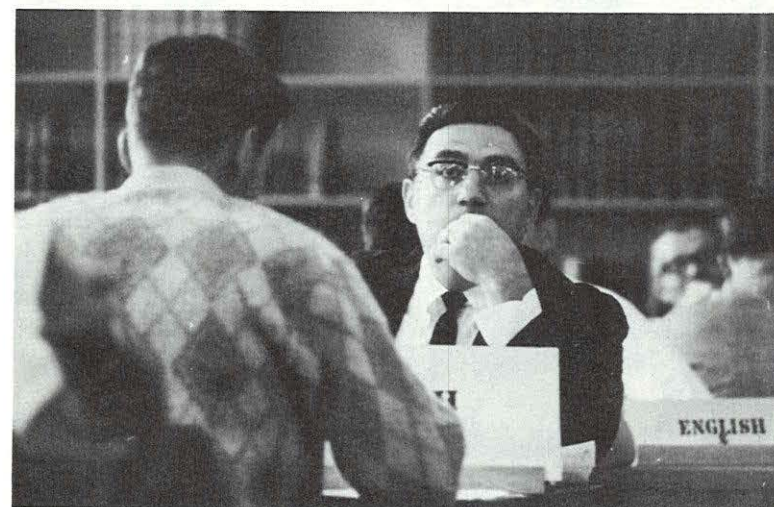
The Placement Office keeps in constant touch with schools, industries, and businesses, and assists Harding graduates, graduating seniors, and graduates of any recognized senior college who have completed, or are completing, six semester hours of acceptable graduate work at Harding in finding suitable 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.

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. In the fall two periods of fellowship are planned — one in connection with the annual meeting of the Arkansas Education Association and the other on the campus during the lectureship. The chief activities of the Association are held during spring commencement week at which time the annual business meeting is held. 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 spring Commencement to an outstanding alumnus chosen by the Executive Committee of the Association from nominations made by alumni.



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 \$30 per fiscal year 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 examinations, 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.



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.

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.

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

NON-RESIDENT STUDENTS: Local students are expected to observe college regulations while on campus and when participating in college activities.

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

TOBACCO: The college discourages the use of tobacco. Women students are not permitted to smoke. Men must confine their smoking to their own rooms or the room of another student who smokes.

VISITING: Permission to spend weekends away from the college requires that the written consent of parents or guardians be sent directly to the dormitory director. Students are not permitted to remain off campus overnight with friends in town except by special permission.

MORAL CONDUCT: Drinking, gambling, dancing, hazing, obscene literature and pictures, and profanity are not consistent with the moral standards of a Christian institution. Students are expected to recognize this fact and govern themselves accordingly.



Part III

Academic Information

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

Admission requirements at Harding College are based on the institution's desire to admit students who are qualified to contribute to the college's environment and who can benefit from the opportunities offered. An applicant's eligibility is decided in terms of academic preparation, character, educational interests, and ability to do college work.

Freshmen seeking admission are judged on a number of criteria, including the high school record, scores on tests administered by the American College Testing Program, and recommendations from the high school.

An applicant is expected to have completed satisfactorily at least 15 acceptable units in a recognized high school. The high school program should include at least 3 units in English and 9 units from foreign languages, mathematics, science, and social science. An applicant planning to major in engineering or science should present at least 3 units in mathematics, including Algebra I, Algebra II, and Plane Geometry.

A person who has not regularly prepared for college in a recognized high school may apply for admission by making a complete statement regarding educational background and qualifications. An applicant may be admitted if he gives evidence of maturity and indicates ability to do satisfactory college work by achieving satisfactory scores on a battery of tests administered by the Director of Testing.

Transfer students seeking admission must file all forms and deposits required of applicants to the freshman class (see Admission Procedures, page 35). In addition, a student must have the registrar of each institution attended send an official transcript and a statement of status at the time of withdrawal. Failure to report attendance at other institutions cancels a student's enrollment. A student who has earned fewer than 24 semester hours of college credit must also submit ACT test scores.

The college reserves the right to evaluate a student's transcript and to accept only such courses as meet the requirements established for graduation. Full credits will normally be given for courses transferred from accredited institutions if the courses approximately parallel those at Harding and if the grade is "C" or higher. Those presenting transfer credits from non-accredited institutions may have their work evaluated by special examination or on the basis of satisfactory work completed in residence.

Harding College will accept six semester hours of "D" credit for students transferring 50 or more hours of credit, or three semester hours of "D" credit if 25-49 hours are transferred, provided the student has a cumulative average of not less than 2.00. 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. This

policy applies to credit transferred after June 1, 1968. "D's" will not transfer if the cumulative average is below 2.00, the minimum average required for unconditional admission. A student whose cumulative average is below 2.00 may be given conditional admission by the Admissions Committee.

A maximum of 68 semester hours will be accepted toward graduation from a two-year college. Credit earned at a two-year college after a student has 68 semester hours will not be accepted for transfer. No more than three years of college work or 96 semester hours will be accepted toward graduation by transfer of credit. A maximum of two semester hours in music ensemble will apply toward graduation.

Special students are ones who do not meet admission requirements but who desire to enroll in certain courses. Such a student may be permitted to pursue any course for which he has met the requirements, but credit earned as a special student does not count toward a degree. Only a limited number of special students may enroll.

To enter Harding College a student should make application to the Director of Admissions. Here is a step-by-step program to gain admission:

- 1) Write the Admissions Office for admission forms. When they are received, fill them in promptly and return them to the Admissions Office along with a billfold-size portrait of yourself.
- 2) Take the ACT test as early as possible in the senior year of high school and request the American College Testing Program to send an official ACT report card of your scores to the Director of Admissions at Harding College.
- 3) Request the high school principal to send to the Registrar an official transcript of high school grades and standard test scores. This is the applicant's responsibility.
- 4) (For transfer students only) Request the registrar of each college attended to send the Registrar at Harding College an official transcript of your college record. If fewer than 24 semester hours credit have been earned, request the American College Testing Program to send an official ACT report card of your test scores.
- 5) Present evidence on forms furnished by the college that you are physically able to participate in a normal college program. This includes a physical examination by a registered physician. Health forms will be mailed to incoming students approximately 30 days before the date of registration.
- 6) Accompany the application with a \$15 room deposit. Married students desiring an apartment should also send a \$15 deposit. The deposits are not refundable, although married students may have theirs refunded if an apartment is not available at the time requested by them.

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

A.C.T. 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 scholarships or 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 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 all those who have not previously established competence 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 Undergraduate Record Examinations as part of the requirements for the degree. Seniors in the teacher education program take the URE Aptitude Tests and also the Common Examinations and the Teaching Area Examinations of the National Teachers Examinations. Non-certifying seniors take the URE Aptitude, Area, and major Field Tests.

Classification of students is determined in the following manner: Regular students carrying 12 or more hours per semester who have met entrance requirements 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. Non-degree students who do not meet entrance requirements but who wish to enroll in certain courses for personal development may, upon approval of the Dean of the College, be admitted as special students.

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.

CLASS CHANGES: Any student changing a class will be charged a fee of \$2 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, counselor, and the department chairman involved.

CLASS DROPS: Any student dropping a class will be charged a fee of \$2 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 or the possibility of achieving a low passing grade may be marked either "WF" or "F" at the discretion of the instructor.

LATE ENROLLMENT: Students enrolling after the day set for registration are charged a late enrollment fee of \$5. 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 counselor, 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 regular sched-

uled 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 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 \$3 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.

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 the following semester. Those not completed within the specified time automatically become "F."

DEFINITION OF SEMESTER HOUR: A semester hour of credit requires one hour of recitation or lecture per week for 18 weeks. 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, 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 who have 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. 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 levels, grades of "WP" will be omitted, but grades of "WF" will be included.

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 spring semester of his freshman year and he failed to achieve a 1.50 average for the spring 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 Scholarship 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 Scholarship Committee, he may be accepted for readmission for the fall semester.

A student who has been suspended must make application to the Scholarship 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 permitted to represent the college in any extracurricular activity, such as intercollegiate athletics, chorus trips, debating, dramatic productions, and student publications. Mid-semester grades are not used to establish eligibility.

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 are restricted in the amount of course work to be carried. Those working 18 to 21 hours a week may enroll for only 16 hours; those working 22 to 28 hours must limit their load to 14 hours. For purposes of registration, however, the Dean of the College may permit students to vary one hour from this schedule.

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. Under no circumstances will a student be permitted to enroll in more than 20 hours per semester.

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 freshmen sophomore-level courses in the academic area in which the credit was earned.

A maximum of 30 semester hours may be earned on the basis of satisfactory 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. Two semesters of college credit will be granted to students scoring at the 50th percentile or higher on National Freshman Norms in subjects in either the General Examinations or the Subject Examinations, one semester of college credit will be granted to students scoring between the 35th and 49th percentile, and exemption from general education courses to students scoring between the 25th and 34th percentile. In addition to paying the fee charged by Educational Testing Service for taking the examination, the student, if he qualifies for credit or exemption, will pay an additional fee of \$5 for each course recorded for credit or exemption by the Registrar.

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 the exemption tests.

CREDIT BY EXAMINATION: To encourage independent achievement any regularly enrolled student with an average grade level 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, 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 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, and Master of Arts in Teaching. Cooperative programs for the Bachelor of Science in Medical Technology exist with Baptist Hospital and St. Vincent Hospital in Little Rock. At the Harding Graduate School of Religion in Memphis, Tennessee, are conferred the Master of Arts in Bible and Religion and the Master of Theology.

Requirements for the Master of Arts in Teaching are listed in the section on Graduate Studies in this catalog.

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.

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

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 the next 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 institution if prior approval is obtained from the Dean of the College. 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, as in medical technology, the entire program must be completed, including passing the Registry, Board, League or whatever professional certifying examination is required.

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 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 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 89.

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 Undergraduate Record Examination (for a student who completes the teacher education program the National Teacher Examinations and the Aptitude Test of the Undergraduate 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.

NOTE

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:

- I. Understanding Religious and Spiritual Values:
*Bible 101, 102; two courses from Bible 201, 202, 251, 252 8
- II. Understanding the Human and Creative Spirit:
A. The means of communication:
**English 103 and Speech 101 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, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 151, 152 4
- IV. Understanding the Physical World:
A. The language of mathematics:
****Mathematics 101 or a more advanced course 3
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
- V. 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 252 or 303.

For Bible 102: Bible 251, 312, 314, 316, 318, 411, or 418.

For Bible 201: Bible 410 is preferred, but two hours from Bible 251, 312, 314, 316, 318, 411, or 418 not taken as a substitute for Bible 102 is acceptable. Two hours from Bible 322, 324, or 326 will be accepted if scheduling problems occur with the preceding courses.

For Bible 202: Two hours from Bible 251, 312, 314, 316, 318, 411, or 418 not taken to substitute for Bible 102 or 201. Two hours from Bible 322, 324, 326, 335, 340, 348, or 357 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, except those in vocational home economics, must take Physical Education 203 and 3 additional hours in physical education activity courses. Vocational home economics majors substitute Home Economics 214, 331 for 4 hours of the requirement. 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 any area of the Department of Business and Economics should substitute Business 108 or Mathematics 151 for Mathematics 101. Students majoring or minoring in any area of the Department of Psychology and Sociology may substitute Psychology 260 and 325 for Mathematics 101. Mathematics 101 is required of all elementary education majors, but other majors may satisfy this requirement by a sufficiently high score on the ACT Mathematics Test.

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

*****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.

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

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 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 113, 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 or 113 at Harding College, or
- (3) Passes a proficiency test in written English after reaching junior standing.

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 with the assistance of the counselor and the approval of the Dean 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 counselor. The prescribed courses for each major and minor field are listed with the offerings.

Majors offered at Harding College include:

For the Bachelor of Arts degree:

| | |
|--------------------------|----------------------|
| Accounting | Journalism |
| Art | Mathematics |
| Bible | Missions |
| Biblical Languages | Music |
| Biology | Music Education |
| Business Education | Physical Education |
| Education, Elementary | Piano |
| Education, Secondary | Political Science |
| English | Psychology |
| French | Psychology-Sociology |
| General Business | Secretarial Science |
| General Science | Social Science |
| History | Sociology |
| Home Economics | Speech |
| (Dietary Technology) | Voice |
| Home Economics (General) | |

For the Bachelor of Science degree:

| | |
|-------------------------|--------------------------------|
| American Studies | Home Economics (Vocational) |
| Bible | Home Economics (Institutional) |
| Biology | Management and Dietetics) |
| Business Administration | Mathematics |
| Chemistry | Office Administration |
| General Science | Physics |

Academic divisions are organized as follows:

- I. DIVISION OF EDUCATION
 - A. Department of Education
 - B. Department of Physical Education and Health
- 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 Physical Science
- V. DIVISION OF RELIGION
 - A. Department of Bible, Religion and Philosophy
 - B. Department of Biblical Languages
- VI. DIVISION OF SOCIAL SCIENCE
 - A. Department of Business and Economics
 - B. Department of History and Social Science
 - C. Department of Psychology and Sociology

96
63
33

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. Counselors 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. 112-128 | 2 |
| Music 101 | 2 | Phy. Sci. 101, 102 | 4 |
| P. E. 112-128 | 2 | Psychology 201 | 3 |
| Speech 101 | 3 | Electives | 6 |
| *Bible 101, 102 | 4 | *From Bible 201, 202, 251, 252 | 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 on basis of ACT scores.

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 the natural sciences 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 in lieu of 151, 152. Changes should not be made in these programs without the approval of the counselor.

For specific requirements a student seeking a professional degree is advised to consult with his pre-professional counselor the most recent catalog of the professional school which he wishes to attend. The counselors for the various pre-professional courses are listed on page 175.

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 | 5 |
| Bible 101, 102 | 4 | From Bible 202, 202, 251, 252 .. | 4 |
| Biology 111 | 4 | English 201, 202 | 6 |
| English 103, 104 | 6 | Mathematics 101 | 3 |
| History 101, 111 | 6 | P. E. 112-128 | 2 |
| Speech 101 | 3 | Phy. Sci. 101, 102 | 4 |
| | — | Psychology 203 | 3 |
| | 31 | | 33 |

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 | 2 |
| Bible 101, 102 | 4 | Art 249, 250 | 6 |
| Biology 111 | 4 | From Bible 201, 202, 251, 251 .. | 4 |
| English 103 | 3 | English 201, 202 | 6 |
| History 101, 111 | 6 | P. E. 112-128 | 2 |
| Mathematics 101 | 3 | Phy. Sci. 101, 102 | 4 |
| Speech 101 | 3 | Psychology 201 | 3 |
| | — | | — |
| | 32 | | 33 |

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

BIBLE

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

| | |
|--------------------------|----|
| Art 101 | 2 |
| Bible 101, 102 | 4 |
| *English 103-104 | 6 |
| **Greek 101-102 | 8 |
| History 101 or 111 | 3 |
| Music 101 | 2 |
| P. E. 112-128 | 2 |
| Speech 101 | 3 |
| | — |
| | 30 |

*English 104 is required if the grade in English 103 is below "C"; otherwise, Journalism 310 may be elected later in lieu of English 104.
 **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 History 101 and 111 and Mathematics 101 in the freshman year.

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 302, 310 | 6 |
| Mathematics 101 | 3 | Bible 312 or 318 | 3 |
| Phy. Sci. 101, 102 | 4 | Bible 350, 324 | 6 |
| English 201-202 | 6 | Speech 255 or 350 | 3 |
| History 101 or 111 | 3 | Philosophy | 3 |
| Greek 251, Bible 240 | 6 | History 430, Bible 430 | 6 |
| Pol. Sci. 202, 205; | | Pol. Sci. 202, 205; | 3 |
| Economics 201 | 3 | Economics 201 | 3 |
| Psychology 201 | 3 | P. E. 112-128 | 2 |
| | — | | — |
| | 32 | | 32 |

Fourth Year

| | |
|---------------------------------|----|
| Biblical | 7 |
| Historical | 3 |
| Doctrinal | 3 |
| Evangelism-Worship/Religious .. | |
| Education | 3 |
| Psychology 351 | 3 |
| Speech 341 or 342 | 3 |
| Elective | 12 |
| | — |
| | 34 |

B. For the Bachelor of Arts degree in Bible:

| Second Year | | Third Year | |
|----------------------------|----|-----------------------------|----|
| Biology 111 | 4 | Bible 302-310 | 6 |
| Mathematics 101 | 3 | Bible 312-418 | 3 |
| Phy. Sci. 101, 102 | 4 | Bible 330 or elective | 2 |
| English 201-202 | 6 | Bible 350 | 3 |
| History 101 or 111 | 3 | Bible 352 or 357 | 3 |
| Greek 251, Bible 240 | 6 | Pol. Sci. 202, 205; | |
| Pol. Sci. 202, 205; | | Economics 201 | 3 |
| Economics 201 | 3 | P. E. 112-128 | 2 |
| Psychology 201 | 3 | Minor and electives | 11 |
| | — | | — |
| | 32 | | 33 |

Fourth Year

| | |
|-----------------------------|-------|
| Bible 312-418 | 3 |
| Bible 320-424 | 6 |
| Bible 335-431 | 4 |
| Bible 330 or elective | 2 |
| Electives (Bible) | 6 |
| P. E. 112-128 | 2 |
| Minor and electives | 11 |
| | <hr/> |
| | 34 |

C. For the Bachelor of Arts degree in Missions:**Second Year**

| | | | |
|----------------------------|-------|--------------------------|-------|
| Biology 111 | 4 | Psychology 351 | 3 |
| Mathematics 101 | 3 | Sociology 250 | 3 |
| Phy. Sci. 101, 102 | 4 | Philosophy | 3 |
| English 201-202 | 6 | Evangelism-Worship | 9 |
| History 101 or 111 | 3 | Biblical | 3 |
| Greek 251, Bible 260 | 6 | Bible 329, 424 | 6 |
| Pol. Sci. 202, 205; | | Journalism 310 | 2 |
| Economics 201 | 3 | P. E. 112-128 | 2 |
| Psychology 201 | 3 | | |
| | <hr/> | | <hr/> |
| | 32 | | 34 |

Fourth Year

| | |
|---------------------------|-------|
| Evangelism-Worship | 9 |
| Historical | 3 |
| Biblical | 9 |
| Religious Education | 3 |
| Bible 431 or 357 | 3 |
| Speech 341 or 342 | 3 |
| Pol. Sci. 202, 205; | |
| Economics 201 | 3 |
| | <hr/> |
| | 33 |

ACCOUNTING

The following program is outlined for accounting majors.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|----------------------------|-------|-------|----------------------------|-------|-------|
| Art 101, Music 101 | 2 | 2 | Acct. 205-206 | 3 | 3 |
| Biology 111 | 4 | | Business 255 | | 3 |
| *Business 105 or 117 | | 2 | Econ. 201-202 | 3 | 3 |
| **Mathematics 151 | | 4 | English 201, 202 | 3 | 3 |
| English 103 | | 3 | P. E. 112-128 | | 1 |
| History 101, 111 | 3 | 3 | Phy. Sci. 101, 102 | 2 | 2 |
| P. E. 112-128 | 1 | | Pol. Sci. 202 or 205 | 3 | |
| Speech 101 | 3 | | From Bible 201, 202, | | |
| Bible 101, 102 | 2 | 2 | 251, 252 | 2 | 2 |
| | <hr/> | <hr/> | | <hr/> | <hr/> |
| | 15 | 16 | | 17 | 16 |

*Business 105 or equivalent ability is a prerequisite to Business 250.

**Students not adequately prepared to take Mathematics 151 in the spring should take Mathematics 105 in fall and postpone Speech 101.

Third Year

| | F. | Sp. | Fourth Year | F. | Sp. |
|--------------------------|-------|-------|----------------------|-------|-------|
| Acct. 301-302 | 3 | 3 | Acct. 305, 307 | 3 | 3 |
| Acct. 355-356 | 3 | 3 | Acct. 306, 436 | 3 | 3 |
| Bus. 350, Psy. 201 | 3 | 3 | Acct. 401, 405 | 3 | 3 |
| Business 315, 316 | 3 | 3 | Business 368 | | 3 |
| P. E. 112-128 | 1 | 1 | Econ. 322, 343 | 3 | 3 |
| Bible | 2 | 3 | Electives | | 3 |
| | | | Bible | 2 | 2 |
| | <hr/> | <hr/> | | <hr/> | <hr/> |
| | 15 | 16 | | 17 | 17 |

BUSINESS ADMINISTRATION

The following program is outlined for business administration majors.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|--------------------------|-------|-------|----------------------------|-------|-------|
| Art 101 | | 2 | Acct. 205-206 | 3 | 3 |
| Biology 111 | 4 | | Business 255 | | 3 |
| *Business 105, 117 | | 4 | Econ. 201, 202 | 3 | 3 |
| **Mathematics 151 | | 4 | English 201, 202 | 3 | 3 |
| English 103 | 3 | | P. E. 112-128 | | 1 |
| History 101, 111 | 3 | 3 | Phy. Sci. 101, 102 | 2 | 2 |
| P. E. 112-128 | | 1 | Psychology 201 | 3 | |
| Speech 101 | 3 | | From Bible 201, 202, | | |
| Bible 101, 102 | 2 | 2 | 251, 252 | 2 | 2 |
| | <hr/> | <hr/> | | <hr/> | <hr/> |
| | 15 | 16 | | 16 | 17 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|----------------------------|-------|-------|----------------------|-------|-------|
| Acct. 301-302 | 3 | 3 | Business 368 | | 3 |
| Business 350, 254 | 3 | 3 | Econ. 322 | | 3 |
| Business 315, 316 | 3 | 3 | Econ. 330, 352 | 3 | 3 |
| Econ. 343 | | 3 | P. E. 112-128 | | 1 |
| Music 101 | 2 | | ***Electives | 6 | 10 |
| P. E. 112-128 | | 1 | Bible | 2 | 2 |
| Pol. Sci. 202 or 205 | 3 | | | <hr/> | <hr/> |
| Bible | 2 | 2 | | 17 | 16 |
| | <hr/> | <hr/> | | | |
| | 16 | 15 | | | |

*Business 105 or equivalent ability is a prerequisite to Business 250.

**Students not adequately prepared to take Mathematics 151 in the spring should take Mathematics 105 in fall and postpone Speech 101.

***Nine hours must be in Business, History, Economics, Political Science, or Sociology if Business 105, 117 were exempted.

BUSINESS AND SECRETARIAL EDUCATION

Students interested in clerical, secretarial or office supervisory positions may elect either the one-year or the two-year terminal programs.

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 |
| English 103 | 3 | Business 218 | 2 |
| History 101 | 3 | Econ. 201 | 3 |
| Bible 102 | 2 | Bible 101 | 2 |
| | <hr/> | | <hr/> |
| | 15 | | 15 |

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

| Fall | | Spring | |
|---------------------|----------------|---------------|----------------|
| | Semester Hours | | Semester Hours |
| *Business 102 | 3 | Business 252 | 3 |
| Business 106 or 107 | 2 | *Business 107 | 3 |
| Business 117 | 2 | Business 108 | 3 |
| English 103 | 3 | Business 218 | 2 |
| History 101 | 3 | Business 251 | 3 |
| Bible 102 | 2 | Bible 101 | 2 |
| | 15 | | 15 |

*If student already has the background to take Business 252 in the spring, he may take an elective in the place of Business 102 in the fall. If Business 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 | | Spring | |
|--------------|----------------|--------------|----------------|
| | Semester Hours | | Semester Hours |
| Business 105 | 2 | Business 106 | 2 |
| Business 108 | 3 | Business 218 | 2 |
| Business 117 | 2 | Econ. 201 | 3 |
| English 103 | 3 | English 104 | 3 |
| History 101 | 3 | Elective | 3 |
| Bible 102 | 2 | Bible 101 | 2 |
| | 15 | | 15 |

Two-Year Terminal Program

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

| First Year | | Spring | |
|----------------------|----------------|---------------|----------------|
| | Semester Hours | | Semester Hours |
| Art 101 or Music 101 | 2 | Business 102 | 3 |
| Business 101 | 3 | Business 106 | 2 |
| Business 105 | 2 | Business 117 | 2 |
| Business 108 | 3 | English 104 | 3 |
| English 103 | 3 | History 101 | 3 |
| Bible 102 | 2 | P. E. 112-128 | 1 |
| | 15 | Bible 101 | 2 |
| | | | 16 |

| Second Year | | Spring | |
|-----------------------|----------------|-----------------------|----------------|
| | Semester Hours | | Semester Hours |
| Business 350 | 3 | Business 252 | 3 |
| Business 107 | 2 | Business 251 | 3 |
| Business 218 | 2 | Econ. 201 | 3 |
| Business 315 | 3 | Econ. 320 | 3 |
| P. E. 112-128 | 1 | P. E. 112-128 | 1 |
| Elective | 3 | Bible 202, 251 or 252 | 2 |
| Bible 201, 202 or 252 | 2 | | 15 |
| | 16 | | |

B. For those with prior training in secretarial science:

| First Year | | Spring | |
|----------------------|----------------|--------------|----------------|
| | Semester Hours | | Semester Hours |
| Art 101 or Music 101 | 2 | Business 102 | 3 |
| Business 106 | 2 | Business 107 | 2 |
| Business 108 | 3 | Business 117 | 2 |
| English 103 | 3 | English 104 | 3 |
| History 101 | 3 | Speech 101 | 3 |
| Bible 102 | 2 | Bible 101 | 2 |
| | 15 | | 15 |

| Second Year | | Spring | |
|-----------------------|----------------|-----------------------|----------------|
| | Semester Hours | | Semester Hours |
| Acct. 205 | 3 | Business 252 | 3 |
| Business 350 | 3 | Business 251 | 3 |
| Business 218 | 2 | Econ. 320 | 3 |
| Business 315 | 3 | P. E. 112-128 | 1 |
| Econ. 201 | 3 | Elective | 3 |
| Bible 201, 202 or 252 | 2 | Bible 202, 251 or 252 | 2 |
| | 16 | | 15 |

BUSINESS EDUCATION

Students preparing to teach business should follow one of the two four-year programs below.

A. For certification to teach general business and secretarial subjects:

| First Year | | F. | Sp. | Second Year | | F. | Sp. |
|----------------------|---|----|-----|-------------------------------|---|----|-----|
| Business 102 | 3 | | | Acct. 205-206 | 3 | 3 | |
| Business 106-107 | 2 | 2 | | Art 101, Music 101 | 2 | 2 | |
| Business 108, 117 | 3 | 2 | | Business 252 | | 3 | |
| English 103-104 | 3 | 3 | | Phy. Sci. 101 | | 2 | |
| History 101-111 | 3 | 3 | | Biology 111 | | 4 | |
| P. E. 112-128 | | 1 | | English 201, 202 | | 3 | 3 |
| Speech 101 | | 3 | | Psychology 203 | | 3 | |
| Bible 101, 102 | 2 | 2 | | From Bible 201, 202, 251, 252 | | 2 | 2 |
| | | | | | | 17 | 16 |
| | | 16 | 16 | | | | |
| Third Year | | F. | Sp. | Fourth Year | | F. | Sp. |
| Business 350 | 3 | | | Business 251 | | | 3 |
| Business 315, 317 | 3 | 3 | | Econ. 320 | | | 3 |
| Econ. 201, 202 | 3 | 3 | | Educ. 320, 417 | | 5 | |
| Educ. 307, 336 | 3 | 3 | | Educ. 422, 450, 451 | | 10 | |
| P. E. 112-128 | 1 | | | P. E. 112-128 | | | 1 |
| Phy. Sci. 102 | | 2 | | Elective | | | 3 |
| Pol. Sci. 202 or 205 | | 3 | | P. E. 203 | | | 3 |
| Bible | 2 | 2 | | Bible | | | 3 |
| | | | | | | 15 | 17 |
| | | 15 | 16 | | | | |

B. For certification to teach general business, bookkeeping, and economics:

| First Year | F. | Sp. | Second Year | F. | Sp. |
|-------------------------|----|-----|---------------------------|----|-----|
| English 103, 104 | 3 | 3 | Accounting 205-206 | 3 | 3 |
| Business 106, 107 | 2 | 2 | Art 101, Music 101 | 2 | 2 |
| Business 108, 117 | 3 | 2 | Business 102, 252 | 3 | 3 |
| History 101, 111 | 3 | 3 | *Business 218 or Elective | 2 | |
| Speech 101, Biology 111 | 3 | 4 | English 201, 202 | 3 | 3 |
| Bible 101, 102 | 2 | 2 | P. E. 112-128 | 1 | |
| | — | — | Psychology 203 | | 3 |
| | 16 | 16 | From Bible 201, 202, | | |
| | | | 251, 252 | 2 | 2 |
| | | | | 16 | 16 |
| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
| Business 350, 317 | 3 | 3 | Business 251 | | 3 |
| Business 315, 316 | 3 | 3 | Economics 320 | | 3 |
| Economics 201, 202 | 3 | 3 | Education 320, 417 | 5 | |
| Education 307, 336 | 3 | 3 | Education 422, 450, 451 | 10 | |
| P. E. 112-128 | 1 | | Pol. Sci. 202 or 205 | | 3 |
| Phy. Sci. 101, 102 | 2 | 2 | P. E. 203 | | 3 |
| Bible | 2 | 2 | P. E. 112-128 | | 1 |
| | — | — | Bible | | 3 |
| | 17 | 16 | | 15 | 16 |

*Business 218 or equivalent ability is prerequisite to Business 251.

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 211, Music 116 | 3 | 3 |
| Biology 111 | | 4 | English 201, 202 | 3 | 3 |
| English 103-104 | 3 | 3 | Geog. 212, Psy. 203 | 3 | 3 |
| History 101, 111 | 3 | 3 | Math 225 | | 3 |
| Math 101 | 3 | | P. E. 112-128 | | 1 |
| P. E. 112-128 | 1 | 1 | P. E. 203 | | 3 |
| Speech 101 | 3 | | Phy. Sci. 101, 102 | 2 | 2 |
| Bible 101, 102 | 2 | 2 | From Bible 201, 202, | | |
| | — | — | 251, 252 | 2 | 2 |
| | 15 | 15 | | 16 | 17 |
| Third Year | F. | Sp. | Fourth Year | | |
| Biology 308 | 3 | | The directed teaching block | | |
| Educ. 307, 336 | 3 | 3 | consists of the following | | |
| Educ. 320 | 2 | | courses: | | |
| Educ. 360 | 3 | | Education 401, 402, 403, 417, 441. | | |
| English 350 | | 3 | This block may be taken either | | |
| Music 101 or Art 101 | | 2 | in the fall or the spring semes- | | |
| P. E. 330 | | 3 | ter. During the other semester | | |
| Speech 315 | | 3 | the student must complete 2 | | |
| Elective | 3 | | hours in Bible; Political Science | | |
| Bible | 2 | 2 | 205; 3 hours from Economics | | |
| | — | — | 201, Political Science 202; and 9 | | |
| | 16 | 16 | hours in elective courses. | | |

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 | |
| Biology 111 | | 4 | English 201, 202 | 3 | 3 |
| English 103-104 | 3 | 3 | P. E. 203 | | 3 |
| History 101, 111 | 3 | 3 | Phy. Sci. 101, 102 | 2 | 2 |
| Math 101 | 3 | | Pol. Sci. 205 | | 3 |
| P. E. 112-128 | | 1 | Psychology 203 | | 3 |
| Speech 101 | 3 | | Electives: | | |
| Bible 101, 102 | 2 | 2 | Two teaching fields | 3 | 3 |
| | — | — | From Bible 201, 202, | | |
| | 16 | 15 | 251, 252 | 2 | 2 |
| | | | | 16 | 16 |

Third Year

| | |
|----------------------------|----|
| Educ. 307, 336 | 6 |
| *Electives from Educ. 275, | |
| 325, 351, 380, 400, 413 | 3 |
| P. E. 112-128 | 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 Psychology 203; Education 307, 320, 336, 417, one course from 420-430, 450, 451. For home economics, see the vocational home economics schedule following.

Fourth Year

The directed teaching block consists of following courses:

Education 320, 417, one course from 420-430**, 450, 451.

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.

**Most of these courses are offered only in the spring semester, and students doing supervised teaching during the fall semester must alter their schedules accordingly.

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 | 3 | | Art 101, Music 101 | 2 | 2 |
| English 103 | 3 | | Biology 111 | | 4 |
| History 101, 111 | 3 | 3 | Econ. 201, Pol. Sci. 202, | | |
| Home Ec. 102, 101 | 3 | 3 | Pol. Sci. 205 (any two) | 3 | 3 |
| Math 101 | 3 | | English 201, 202 | 3 | 3 |
| P. E. 112-127 | 1 | 1 | Home Ec. 203, 201 | 3 | 3 |
| Speech 101 | | 3 | Psychology 201 | | 3 |
| Bible 101, 102 | 2 | 2 | From Bible 201, 202, | | |
| | — | — | 251, 252 | 2 | 2 |
| | 15 | 15 | | 16 | 17 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|---------------------------|----|------|-------------------------|----|-----|
| Home Ec. 214 | | 2 | Home Ec. 391, 402 | 3 | 3 |
| Home Ec. 331 or 433 | 3 | | Home Ec. 405 | | 3 |
| Home Ec. 322 or 323 | 3 | or 3 | Electives | 12 | 8 |
| Home Ec. (electives) | 3 | or 3 | Bible | 2 | 2 |
| P. E. 112-127 | 1 | 1 | | | |
| Phy. Sci. 101, 102 | 2 | 2 | | 17 | 16 |
| Electives | 5 | 6 | | | |
| Bible | 2 | 2 | | | |
| | 16 | 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 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 |
| English 103 | 3 | | Econ. 201 | 3 | |
| History 101, 111 | 3 | 3 | English 201, 202 | 3 | 3 |
| Home Ec. 102 | 3 | | Home Ec. 201 | | 3 |
| Home Ec. 214 | | 2 | P. E. 112-127 | 1 | 1 |
| Math 105 | 3 | | Pol. Sci. 202 or 205 | 3 | |
| Music 101 | | 2 | Psychology 201 | | 3 |
| P. E. 112-127 | 1 | 1 | From Bible 201, 202, | | |
| Speech 101 | | 3 | 251, 252 | 2 | 2 |
| Bible 101, 102 | 2 | 2 | | | |
| | 15 | 15 | | 16 | 16 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|----------------------------|----|-----|---------------------------|----|-----|
| Acct. 205 | 3 | | Biology 271, 275 | 4 | 4 |
| Chem. 301, 324 | 4 | 3 | Business 368 | | 3 |
| Educ. 307 or H. Ec. 433 .. | 3 | | Home Ec. 391, 402 | 3 | 3 |
| Home Ec. 331 | 3 | | Home Ec. 431 or 332 | | 3 |
| Home Ec. 332 or 431 | | 3 | Home Ec. 433 or Ed. 307 | 3 | |
| Home Ec. 435 or 436 | | 3 | Home Ec. 435 or 436 | | 3 |
| Phy. Sci. 101 | | 2 | Electives | 2 | 2 |
| Sociology 301 | 3 | | Bible | 2 | 2 |
| Elective | | 3 | | | |
| Bible | | 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 | 3 | | Chem. 111, 115 | 4 | 4 |
| English 103-104 | 3 | 3 | Econ. 201 | 3 | |
| History 101 | | 3 | History 111 | | 3 |
| Home Ec. 101, 102 | 3 | 3 | English 201, 202 | 3 | 3 |
| Math. 105 | 3 | | Home Ec. 203, 201 | 3 | 3 |
| Music 101 | | 2 | Home Ec. 214 | | 2 |
| P. E. 112-127 | 1 | | P. E. 112-127 | 1 | |
| Speech 101 | | 3 | From Bible 201, 202, | | |
| Bible 101, 102 | 2 | 2 | 251, 252 | 2 | 2 |
| | 15 | 16 | | 16 | 17 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|----------------------------|----|-----|----------------------------|----|-----|
| Biology 271, 275 | 4 | 4 | Educ. 307 | 3 | |
| Educ. 336 | | 3 | Educ. 320, 417, 451 | | 11 |
| 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 | |
| Sociology 301 | 3 | | Home Ec. 405, 412 | | 5 |
| Bible | | 2 | Bible | 2 | |
| | 16 | 15 | | 17 | 16 |

Deviations from the General Education requirements for majors in vocational home economics: Biology 271, 275 are taken instead of 111; Home Economics 214, 331 are substituted for four hours of physical education including Physical Education 203; Home Economics 322, 323 replace Psychology 203; Chemistry 111, 115 replace Physical Science 102; and Sociology 301 is substituted for Political Science 202 or 205. Art 101 and Physical Science 101 are waived.

Non-teaching majors for the Bachelor of Science degree in vocational home economics may omit the courses in education and choose electives instead but must include Art 101, Physical Science 101, Psychology 201, Political Science 202 or 205, and two additional hours in Physical Education 112-127, which are not required for those planning to teach.

VOCATIONAL HOME ECONOMICS (plus Elementary Certification) (B.S.):

| First Year | F. | Sp. | Second Year | F. | Sp. |
|-------------------------|----|-----|-------------------------|----|-----|
| Art 117 | 3 | | Chem. 111, 115 | 4 | 4 |
| English 103, 104 | 3 | 3 | History 111 | | 3 |
| History 101 | | 3 | English 201, 202 | 3 | 3 |
| Home Ec. 101, 102 | 3 | 3 | Home Ec. 203, 201 | 3 | 3 |
| Math 105 | 3 | | Home Ec. 214 | | 2 |
| Music 101 | | 2 | P. E. 112-127 | 1 | |
| P. E. 112-127 | 1 | | Pol. Sci. 205 | 3 | |
| Speech 101 | | 3 | From Bible 201, 202, | | |
| Bible 101, 102 | 2 | 2 | 251, 252 | 2 | 2 |
| | 15 | 16 | | 16 | 17 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|---------------------------|----|-----|--------------------------------|----|-----|
| Biology 275 | | 4 | Educ. 424 | 3 | |
| Educ. 336, 307 | 3 | 3 | Educ. 417, 451 | | 9 |
| Home Ec. 322, 323 | 3 | 3 | Home Ec. 391 or 331 | 3 | |
| Home Ec. 331 or 391 | 3 | | Geog. 212 | 3 | |
| Home Ec. 202 or 303 | 3 | | Home Ec. 402 or elective | 3 | |
| Music 116, Soc. 301 | 3 | 3 | Home Ec. 406 | 3 | |
| Home Ec. elective or | | | Educ. 401, 402, 403 | | 6 |
| Home Ec. 402 | | 3 | Bible | 2 | |
| Bible | 2 | | | | |
| | 17 | 16 | | 17 | 15 |

Summer School

| | |
|-----------------------|----|
| Biology 271 | 4 |
| English 350 | 3 |
| Mathematics 225 | 3 |
| Bible | 1 |
| | 11 |

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.

| 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 101, 102 | 4 | Voice 201, 202 | 2 |
| | | From Bible 201, 202, | |
| | 32 | 251, 252 | 4 |
| | | | 34 |

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

PHYSICS

The following program is suggested for all physics majors.

| 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. 112-128 | 1 | 1 |
| Speech 101 | | 3 | Physics 211-212 | 4 | 4 |
| Bible 101, 102 | 2 | 2 | From Bible 201, 202, | | |
| | | | 251, 252 | 2 | 2 |
| | 16 | 16 | | 17 | 17 |

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

PLAN A

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|----------------------------|----|-----|------------------------|----|-----|
| Math 401 | 3 | | Biology 111 | 4 | |
| P. E. 112-128 | 1 | | *German 101-102 | 3 | 3 |
| Physical Science 101 | | 2 | Math elective | 3 | |
| Physics 301, 311 | 3 | 3 | P. E. 112-128 | | 1 |
| Physics 380 or 415 | 1 | 1 | Physics 321, 421 | 3 | 3 |
| Physics 411-412 | 3 | 3 | Physics 305, 444 | | 5 |
| Pol. Sci. 202, 205; | | | Pol. Sci. 202, 205; | | |
| Economics 201 | | 3 | Economics 201 | 3 | |
| Psychology 201 | 3 | | Elective | | 3 |
| Elective | | 3 | Bible | 2 | 2 |
| Bible | 2 | 2 | | 18 | 17 |
| | 16 | 17 | | | |

PLAN B

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|-------------------------------|----|-----|-------------------------------|----|-----|
| *German 101-102 | 3 | 3 | Biology 111 | 4 | |
| Math 401 | 3 | | Math elective | 3 | |
| P. E. 112-128 | 1 | | P. E. 112-128 | 1 | |
| Physics 301, 444 | 3 | 3 | Physical Science 101 | | 2 |
| Physics 321, 421 | 3 | 3 | Physics 380 or 415, 311 | | 4 |
| Physics 380 or 415, 305 | 1 | 2 | Physics 411-412 | 3 | 3 |
| Psychology 201 | | 3 | Pol. Sci. 202, 205; | | |
| Bible | 2 | 2 | Economics 201 | 3 | 3 |
| | | | Elective | | 3 |
| | 16 | 16 | Bible | 2 | 2 |
| | | | | 16 | 17 |

*French 101-102 may be elected instead of German 101-102.

PRE-AGRICULTURE

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. 301 | 4 |
| English 103-104 | 6 | English 201, 202 | 6 |
| History 101, 111 | 6 | Speech 101 | 3 |
| Bible 101, 102 | 4 | *Elective | 9 |
| | | From Bible 201, 202, 251, 252 | 4 |
| | 32 | | 33 |

*Sociology 203 is recommended for transfer to the University of Arkansas or Arkansas State University.

PRE-ARCHITECTURE

Students planning a career in architecture, architectural engineering, or regional and city planning should expect to spend five years to complete a degree. Those who transfer to Louisiana State University may complete the requirements for the degree in architectural engineering in two years and a summer term after finishing the following two-year course here, provided no grade of "D" is received on work to be transferred.

| 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 101, 102 | 4 | Speech 101 | 3 |
| | | From Bible 201, 202, 251, 252 | 4 |
| | 34 | | 33 |

PRE-DENTISTRY

The minimum entrance requirement of most schools of dentistry is three years of college work with a scholastic average of 2.50 for all work transferred. Preference, however, is given to those who hold the Bachelor's degree. 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 complete the three-year program outlined, 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, St. Louis University, University of Missouri at Kansas City, or University of Tennessee, 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 | 3 | |
| *Math 151, 152 | 4 | 3 | English 201, 202 | 3 | 3 |
| P. E. 112-128 | 1 | 1 | P. E. 112-128 | 1 | 1 |
| Bible 101, 102 | 2 | 2 | Psychology 201 | 3 | |
| | | | Phy. Sci. 101 | 2 | |
| | 17 | 16 | Speech 101 | 3 | |
| | | | From Bible 201, 202, 251, 252 | 2 | 2 |
| | | | | 16 | 17 |

*Students inadequately prepared for Mathematics 151 must take 105 instead. Students with a strong mathematics background should take 171 or 201.

| 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 |

PRE-ENGINEERING

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, 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. Leland Stanford University has announced a 4-2 plan by which outstanding students may complete four years in a liberal arts college, then transfer to Leland 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 counselor.

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 | 3 | 4 |
| Math 171, 201 | 5 | 5 | P. E. 112-128 | 1 | 1 |
| Speech 101 | | 3 | Physics 211-212 | 4 | 4 |
| Bible 101, 102 | 2 | 2 | From Bible 201, 202, 251, 252 | 2 | 2 |
| | 17 | 17 | | 16 | 16 |

Third Year

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

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

*Chemical engineering majors should substitute Chemistry 261 for Economics 202.

PRE-LAW

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

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, who pass the registry examination, 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 | 4 | 4 | |
| Math 151 or 152 | 3 | 3 | | English 201, 202 | 3 | 3 | |
| P. E. 112-128 | 1 | 1 | | P. E. 112-128 | 1 | 1 | |
| Speech 101 | 3 | 3 | | Psychology 201 | | 3 | |
| Bible 101, 102 | 2 | 2 | | From Bible 201, 202, 251, 252 | 2 | 2 | |
| | 15 | 16 | | | 16 | 15 | |

| Third Year | | F. | Sp. |
|----------------------|----|----|-----|
| Biology 271 | 4 | | |
| *Biology elective | 4 | | |
| Chem. 301 | 4 | | |
| Econ. 201 | 3 | | |
| P. E. 112-128 | 1 | | |
| Phy. Sci. 101 | 2 | | |
| **Elective | 4 | | |
| Pol. Sci. 202 or 205 | 3 | | |
| Bible | 2 | | |
| | 17 | 17 | |

*Students planning to go to the University of Arkansas School of Medical Technology should take Chemistry 302 instead of a Biology elective; hence, should take Biology 271 in the fall.

**Physics 201, 202 are strongly recommended. If Physics 201-202 are not elected, Biology 320, 405 are recommended.

PRE-MEDICINE

Most schools of medicine require for admission a minimum of three years of college work with a 3.00 grade average. But 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 the three-year program outlined below, who successfully complete two years in an approved school of medicine, and who meet the other requirements for graduation.

The following courses are designed to meet the requirements of the University of Arkansas School of Medicine. With only slight modification, these courses will meet the requirements of any other school of medicine. Those planning to enter other schools should consult the pre-medical advisor for specific requirements.

| First Year | | F. | Sp. | Second Year | | F. | Sp. |
|------------------|----|----|-----|-------------------------------|----|----|-----|
| Chem. 111-112 | 4 | 4 | | Biology 111, 152 | 4 | 4 | |
| English 103-104 | 3 | 3 | | Chem. 261 | 4 | 4 | |
| History 101, 111 | 3 | 3 | | Econ. 201 | | 3 | |
| *Math 151, 152 | 4 | 3 | | English 201, 202 | 3 | 3 | |
| P. E. 112-128 | 1 | 1 | | P. E. 112-128 | 1 | 1 | |
| Bible 101, 102 | 2 | 2 | | Pol. Sci. 202 or 205 | 3 | 3 | |
| | 16 | 16 | | Speech 101 | | 3 | |
| | | | | From Bible 201, 202, 251, 252 | 2 | 2 | |
| | | | | | 17 | 16 | |

| Third Year | | F. | Sp. |
|--------------------|----|----|-----|
| Art 101, Music 101 | 2 | 2 | |
| Biology 251 or 263 | 4 | 4 | |
| Chem. 301-302 | 4 | 4 | |
| P. E. 112-128 | 1 | 1 | |
| Phy. Sci. 101 | 2 | 2 | |
| Physics 201-202 | 4 | 4 | |
| Psychology 201 | 3 | 3 | |
| Bible | 2 | 2 | |
| | 17 | 17 | |

*Students inadequately prepared for Mathematics 151 must take 105 instead. Students with a strong mathematics background should take 171 or 201.

PRE-NURSING

Students of nursing planning to enter a collegiate school of nursing may complete one or two years of their work here, depending upon whether the school of nursing is on the 1-3 or 2-2 plan. The following curriculum is designed to meet the requirements for admission to the University of Arkansas School of Nursing, which is on the 2-2 plan.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|-----------------------|----|-----|--|----|-----|
| Biology 111 | 4 | | Biology 271 | 4 | |
| Chem. 111, 115 | 4 | 4 | Chem. 301 | 4 | |
| English 103-104 | 3 | 3 | History 111 | | 3 |
| History 101 | | 3 | Home Ec. 331 | 3 | |
| Math 105 or 151 | 3 | | P. E. 112-127 | | 1 |
| P. E. 112-127 | | 1 | Psychology 203 | | 3 |
| Psychology 201 | | 3 | Sociology 203, 301 | 3 | 3 |
| Bible 101, 102 | 2 | 2 | *Elective | | 4 |
| | 16 | 16 | From Bible 201, 202, 251, 252 | 2 | 2 |
| | | | | 16 | 16 |

*Students must pass the University of Arkansas writing test or take English 3003 by correspondence from the University of Arkansas.

Students planning to enter other schools should obtain a catalog from the particular school of nursing and take it to the pre-nursing advisor for planning their programs.

PRE-OPTOMETRY

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 | Biology 271 | | 4 |
| English 103-104 | 3 | 3 | Chem. 111-112 | 4 | 4 |
| History 101, 111 | 3 | 3 | English 201, 202 | 3 | 3 |
| *Math 151, 152 | 3 | 3 | Physics 201-202 | 4 | 4 |
| P. E. 112-128 | 1 | 1 | Psychology 201 | 3 | |
| Bible 101, 102 | 2 | 2 | From Bible 201, 202, 251, 252 | 2 | 2 |
| | 16 | 16 | | 16 | 17 |

*Students inadequately prepared for Mathematics 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

Students of pharmacy may complete two years of their work at Harding. The following courses will meet the requirements for admission to the University of Arkansas School of Pharmacy.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|------------------------|----|-----|--|----|-----|
| Biology 111, 152 | 4 | 4 | Chem. 261 | 4 | |
| 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 101, 102 | 2 | 2 | Physics 201-202 | 4 | 4 |
| | 17 | 16 | From Bible 201, 202, 251, 252 | 2 | 2 |
| | | | | 17 | 16 |

*Students inadequately prepared for Mathematics 151 must take 105 instead.

SPEECH THERAPY

The following program is outlined for students who plan to become speech therapists. A student completing this program will have a major in speech and minors in biology and psychology.

| First Year | F. | Sp. | Second Year | F. | Sp. |
|------------------------|----|-----|---|----|-----|
| Art 101 | | 2 | Biology 271 | | 4 |
| Biology 111, 152 | 4 | 4 | English 201, 202 | 3 | 3 |
| English 103 | 3 | | P. E. 112-128 | 1 | |
| History 101, 111 | 3 | 3 | Phy. Sci. 101, 102 | 2 | 2 |
| Music 101 | | 2 | Pol. Sci. 202, Pol. Sci. 205, or Econ. 201 (any two) | 3 | 3 |
| P. E. 112-128 | 1 | | Psychology 201 | 3 | |
| Speech 101, 111 | 3 | 2 | Speech 110 | 2 | |
| Bible 101, 102 | 2 | 2 | Speech 250 | | 3 |
| | 15 | 16 | From Bible 201, 202, 251, 252 | 2 | 2 |
| | | | | 16 | 17 |

| Third Year | F. | Sp. | Fourth Year | F. | Sp. |
|---------------------------|----|-----|---------------------------|----|-----|
| Biology 251 | 4 | | Biology 410 | | 2 |
| P. E. 112-128 | 1 | | P. E. 112-128 | | 1 |
| Psychology 260, 325 | 2 | 4 | Psychology 410 | | 3 |
| Psychology 400 | | 3 | Psychology 380, 351 | 3 | 3 |
| Speech 255, 260 | 3 | 3 | Speech 275 | 3 | |
| Speech 300, 300 | 1 | 1 | Speech 402, 410 | 3 | 3 |
| Speech 405, 400 | 3 | 3 | Elective | 6 | 3 |
| Bible | 2 | 2 | Bible | 2 | 2 |
| | 16 | 16 | | 17 | 17 |

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 degree of Master of Arts in Teaching. This graduate year is a combination of subject matter and professional work to fit the need of each teacher.

Those planning to teach home economics must major in that department.

Graduate studies at Harding College's Searcy campus lead to the Master of Arts in Teaching 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. Recognizing the need for better instruction, a number of states are now requiring five-year programs for advanced certification and the better teaching positions.

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. Course work, supervision, and counseling are on the graduate level. Each student's program is designed to meet his individual needs with a view to:

1. Enriching and deepening his General Education background.
2. Broadening and deepening his field or fields of concentration through advanced subject matter courses.
3. Creating a fuller understanding of the aims, purposes, operation, and administration of American elementary and secondary schools and their relation to individual and national welfare.
4. Improving instructional skills and abilities through advanced work in professional courses.
5. Fostering an interest in and an understanding of the methods of research, the evaluation of data, the organization of materials, and the importance of decisions based on valid research findings.

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 requirements, 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. He is assisted by the Council and by the Departmental Committees. The Graduate Council is appointed by the President. Departmental Committees consist of the Chairman of the Department of Education and the Chairman of the student's subject matter field.

Admission to the Graduate Program is based primarily on the applicant's undergraduate record. Students wishing to register for graduate study will write to the Director of Graduate Studies, requesting a copy of the form, "Application for Admission to the Graduate Program." An application for admission will usually be completed by transmitting to the Director of Graduate Studies the application form and two official transcripts of all undergraduate and graduate work. All credentials must be submitted prior to the registration date of the semester or term which the applicant plans to attend.

Unconditional admission to the graduate program requires that each graduate student should have a foundation of professional preparation completed on the undergraduate level. This includes a minimum of 18 semester hours covering the following four areas:

1. An understanding of the learning process.
2. An understanding of the American school.
3. An understanding of the methods and techniques which have proved effective in teaching.
4. Experience in teaching under competent supervision.

Graduates of institutions that are not members of a regional accrediting association may be admitted with approval of the Graduate Council, but if admitted, they will be on scholastic probation. Such probation may be removed by achieving a 3.00 average or better on the first 12 semester hours of graduate work.

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

Admission to graduate study does not imply admission to candidacy for the Master of Arts in Teaching degree.

Provisional admission may be granted to applicants with scholastic levels below the standards required for unconditional admission. Full admission will be granted if the quality of work in the graduate courses meets the approval of the Graduate Council.

Entrance requirements for unconditional admission to graduate study in course work leading to the degree of Master of Arts in Teaching are as follows:

1. A Bachelor's degree from an accredited institution, attested by an official transcript on file in the Registrar's office.

2. Submission of an Application for Admission to Graduate Study, accompanied by one (2 x 2) photograph of the applicant.
3. A scholarship grade point average of at least 2.50* on all undergraduate work presented for the baccalaureate degree.
4. Satisfactory character.
5. Proof that the student holds or is qualified to hold the six-year Arkansas certificate (elementary or secondary) or the highest type of appropriate certificate based upon the Bachelor's degree from another state.**

Regulations governing graduate study are as follows:

TRANSFER CREDIT: Correspondence credit or credit earned by extension will not apply toward the Master's degree. Students may transfer from other graduate schools, subject to the approval of the Graduate Council, a maximum of 6 semester hours of residence graduate work in which they have made a "B" average. No grade below a "C" will be accepted. Work of "C" quality will be accepted only if there is an equivalent amount of "A" credit to balance it.

GRADE POINT AVERAGE: An average scholarship level of 3.00 is required in all course work counting toward the degree. No grade below "C" is acceptable for graduate credit and only 6 semester hours of "C" credit may be counted toward the degree. These must be balanced by 6 semester hours of "A" credit. Courses in which a grade of "C" has been received may be repeated and the second grade only will count. Courses in which a grade of "B" has been received may not be repeated. Courses in which a grade of "D" or "F" is made will not be counted toward the degree but will be used in figuring the scholarship level unless repeated. No course may be repeated more than once. All students must complete their course work within 36 hours. They must acquire the expected grade point average within this limit, including any repeated course in which a grade of "D" or "F" has been received. Scholarship levels are determined by assigning the following points for each hour of the indicated grade: A, 4; B, 3; C, 2; D, 1; F and I, 0.

*Applicants with a grade point average below 2.50 but not less than 2.25 may be admitted provisionally. An applicant who has achieved below a 2.25 average but not less than 2.00 may be considered for provisional admission by the Graduate Council if he has achieved a 3.00 average or better on the last 45 semester hours of undergraduate work or achieves a sufficiently high score on the Undergraduate Record Examination. In case an applicant is granted provisional admission, he must achieve a 3.00 average or better on the first 12 semester hours of graduate work to remain in the graduate program. Included in this first 12 hours must be at least 6 hours from the subject-matter area.

**An applicant who does not meet the requirements for the highest type of teaching certificate based on a four-year teacher training program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with graduate work, but must be completed before the student is admitted to candidacy for the degree.

TIME LIMIT: All work for the Master of Arts in Teaching degree should be completed within a period of five calendar years. A student who has taken work more than five years before graduation and less than eight may be given half credit for such work on the recommendation of the Graduate Council. Course work taken more than eight years before graduation will not be acceptable.

STUDENT LOAD: Full-time students may carry a maximum of 15 hours during any semester and are not to exceed six hours during either summer term. Those having work assignments will be proportionately limited in the number of hours for which they may register.

COURSE CREDIT: Students may register in approved 300 or 400 courses for graduate credit. These are indicated by a "G" after the course number in the listing of courses. They must reflect, however, a quality of work appropriate to graduate standing, and are assigned additional readings, projects, or term papers beyond that normally expected of undergraduates. A minimum of 15 semester hours of the 30 required for the degree must be in courses numbered 500 or above.

PREREQUISITES: 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 the field.

EXAMINATIONS: A written comprehensive examination covering the student's graduate work in his major and professional areas is required of all candidates for the Master of Arts in Teaching degree. In special cases an oral may also be required.

ABILITY TO COMMUNICATE: Since the ability to communicate is such an integral part of teaching, each candidate for the Master of Arts in Teaching degree must demonstrate satisfactory competency in written and spoken English.

THESIS: Students wishing to do research in partial fulfillment of the requirements for the Master's degree may be granted 3 to 6 hours of credit.

COUNSELING AND REGISTRATION: Each student will be assigned two advisers, one from the Graduate Department of Education and one from the student's area of concentration. The advisers will plan with the student the nature and quantity of work needed in professional courses and in the areas of concentration. All programs must be approved by the Director of Graduate Studies. To obtain credit leading to the degree of Master of Arts in Teaching, the student must observe the following registration and counseling procedures:

1. Provide the office of the Director of Graduate Studies with two transcripts of undergraduate and graduate work.
2. All correspondence pertaining to counseling and programs shall be handled by the Director of Graduate Studies.

3. All programs of course work and all subsequent changes in programs must be approved by the Director of Graduate Studies and the student's advisory committee. A copy of this program must be provided the student and the Registrar's Office.
4. The student is expected to consult frequently with his advisory committee concerning the progress of his work. The student is responsible for seeing that all requirements are met.
5. Registration in the Graduate Program automatically carries with it an obligation on the part of the student to meet all the requirements of the degree as defined by the Graduate Council and the regulations of the college.

SPECIAL ADJUSTMENTS: Any change in policy or deviation from it must be approved by the Graduate Council.

Graduate curricula are available in the following major fields:

- A. Elementary Education.
 1. Elementary Instruction.
- B. Secondary Education.
 1. Secondary Instruction.
 - a. English and Humanities.
 - b. Natural Sciences.
 - c. Physical Education.
 - d. Social Sciences.
 - e. Speech.

Elementary curriculum consists of the following:

- I. Required Professional Courses
 - A. Foundation Courses (10 hours)
Education 527, 532, 545, 552
 - B. Special Methods (A minimum of 4 semester hours must be selected from the following courses.)
Education 520, 525, 526, 528, 529
 - C. Courses about the Learner and the Learning Process (A minimum of 2 semester hours must be selected from the following.)
Education 524, 537, 538
- II. Academic Areas (12 hours, including 2 hours in Bible and Religion.)
- III. Electives (2 hours may be selected either from professional or academic area.)
- IV. A minimum of 15 hours must be selected from courses numbered 500 or above.

Secondary curriculum consists of the following:

- I. Required Professional Courses
 - A. Foundation Courses (7 hours)
Education 536, 545, 552
 - B. Other Professional Courses (A minimum of 3 semester hours must be selected from the following courses.)
Education 380, 400, 419, 520, 532, 537, 538, 543, 554, 558
- II. Fields of Academic Concentration (18 hours from not more than 2 areas.)
- III. Biblical Literature and Religion (2 hours)
- IV. A minimum of 15 hours must be selected from courses numbered 500 and above.

General education backgrounds of students broaden with study of most subject matter courses outside their fields of interest. In addition to the courses in Biblical literature and religion which are open to graduate students, courses for this purpose will be selected with the advice of counselors. All courses carrying graduate credit are listed in the Courses of Instruction.

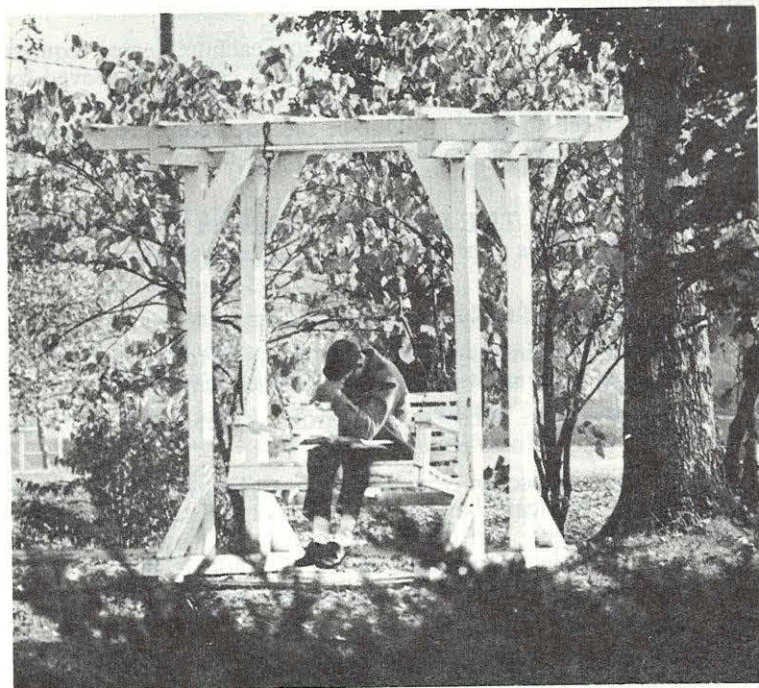
The degree is granted with guidance by the following pattern of requirements:

COURSE WORK: The Master of Arts in Teaching degree requires a minimum of 30 semester hours of credit in courses approved for graduate study, and a full year of residence work, consisting of two semesters or three summer sessions or the equivalent. A minimum of 24 semester hours of graduate study must be completed on the Harding campus.

CANDIDACY FOR THE DEGREE: Admission to candidacy for the Master's degree is approved by the Graduate Council when the student:

1. Has been admitted to the graduate program,
2. Has earned a minimum of 9 semester hours of residence credit in the graduate program with at least a 3.00 scholarship level,
3. Has submitted an acceptable program of graduate work approved by his graduate committee,
4. Has on file a transcript from Educational Testing Service showing that the applicant has taken the National Teacher Examinations. Application for these tests must be made during the semester in which 9 semester hours of graduate study will be completed, if the tests have not previously been taken.

The student must submit a written application for candidacy during the term or semester in which he will complete 9 or more semester hours in residence.



APPLICATION FOR THE DEGREE: While taking the last six hours of work, or earlier if possible, the student will make application for the Master's degree. An appropriate form obtainable from the Registrar of the College must be submitted during the first week of the last term of work.

RECOMMENDATION FOR THE DEGREE: A graduate student is recommended for the Master of Arts in Teaching degree when he has completed satisfactorily all the requirements outlined by his graduate committee and has received formal approval of the Graduate Council.

Other information of interest follows:

TUITION AND FEES: (Effective September 1, 1971)

| | |
|---|---------|
| Registration per semester | \$25.00 |
| (Includes health service, library, student newspaper) | |
| (Summer School \$10.00 per five-week session) | |
| Tuition per semester hour | 31.00 |
| Late registration | 5.00 |
| Graduation fee | 25.00 |
| Thesis binding (two copies) | 6.00 |

ROOM AND BOARD: The same facilities for room and board are available for graduate students as for undergraduates and at the same rate. These are described on page 74.

SCHOLARSHIP AND LOAN FUNDS: Several part- or full-time scholarships and a few assistantships are available to deserving graduate students. Applications should be sent to the Director of Graduate Studies. Loan funds are also available to graduate students in need of financial assistance.

SCHEDULE OF GRADUATE COURSES: The graduate program is primarily a summer program. During the regular academic year a limited number of graduate professional education courses will be offered in the evenings for the benefit of in-service teachers in the area. Undergraduate upper-level subject-matter courses open to graduate students for graduate credit will be offered on regular class schedule. A full-time student can complete degree requirements in one year; however, one year and one summer session are recommended for a full-time student so that he can adequately develop his program. A student writing a thesis will probably need to spend one additional semester doing the necessary research.



Part IV

Financial Information

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

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 1970-71 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 \$1,827 for the school year. A non-boarding student can meet expenses of tuition and fees for \$1,080.

| | Semester | Year |
|---|----------|------------|
| Tuition at \$31.00 per semester hour | \$496.00 | \$992.00 |
| Registration Fee (activities, health, etc.) | 44.00 | 88.00 |
| *Meals (\$55.00 per four weeks) | 247.50 | 495.00 |
| **Room Rent (\$28.00 per four weeks) | 126.00 | 252.00 |
| Total Basic Cost for Typical Student | \$913.50 | \$1,827.00 |

*Board will be a minimum of \$62.50 per four weeks in the new cafeteria in the American Heritage Center.

**Room rent in West Hall will be \$25.00 per four weeks.

Room rent in Armstrong Hall, Pattie Cobb Hall, Cathcart Hall, Kendall Hall, and suite rooms in Graduate Dormitory will be \$28.00 per four weeks.

Private rooms are \$35.00 per four weeks.

Room rent in the new air-conditioned Men's Dormitory and in the new air-conditioned Women's Dormitory will be \$35.00 per four weeks.

ROOM AND BOARD: Rooms in the dormitories range from \$25.00 to \$35.00 per four weeks as listed above.

Meals in the college cafeteria in Pattie Cobb Hall are \$55.00 for four weeks. Board in the cafeteria in the American Heritage Center will be a minimum of \$62.50 for four weeks. In this cafeteria a charge will be made for each item taken, and the cost may run higher than the \$62.50 charge, 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.

Married students may rent modern, completely furnished apartments on campus for \$50.00 and \$57.50 per month, plus utilities. Housetrailer locations are also available, and a fee of \$15.00, not

refundable, is charged for connecting utility lines to the trailer, and a monthly rent of \$15.00 is charged for the trailer space. Utility bills are paid by the occupant of the trailer.

GRADUATE SCHOOL EXPENSES: For a summary of the tuition and fees for graduate students working toward the degree of Master of Arts in Teaching, see page 71. The same facilities for room and board are available for graduate students as for undergraduates and 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 \$31.00 per semester hour. The registration fee is \$44.00 per semester. This fee covers such things as matriculation, library, infirmary, laboratory fees, yearbook, student newspaper, yearbook portrait, lyceum series, and athletic events.

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

| | Semester | Year |
|--------------------------------------|----------|----------|
| Two private lessons per week | \$70.00 | \$140.00 |
| One private lesson per week | 40.00 | 80.00 |
| Class instruction in voice and piano | 20.00 | 40.00 |
| Piano rental, one hour per day | 5.00 | 10.00 |
| Piano rental, two hours per day | 10.00 | 20.00 |
| Speech correction (private work) | | |
| One hour per week | 25.00 | 50.00 |
| Two hours per week | 50.00 | 100.00 |



OTHER SPECIAL FEES:

| | |
|---|--------------------------|
| ACT Test fee | 6.00 |
| Advanced Placement Credit (per course) | 5.00 |
| Air-Conditioner in room | 10.00 (15.00 for summer) |
| Automobile registration fee | 5.00 |
| Breakage deposits in chemistry, each course (returnable, less breakage) | 10.00 |
| Change of class, each change | 3.00 |
| Education 320 fee | 5.00 |
| Education 520 fee | 5.00 |
| Fee for partial payment of account | 3.00 |
| Graduation fee | 25.00 |
| Key deposit | 2.00 |
| Late registration fee (after day set for regular enrollment) | 5.00 |
| Make-up final examination — each | 3.00 |
| Make-up Freshman and Sophomore Tests: | |
| First make-up | 2.50 |
| Second make-up | 5.00 |
| Mathematics 215 | 20.00 |
| Permit for credit by examination (per course —plus regular tuition if satisfactorily completed) | 5.00 |
| Permit for exemption tests (per course) | 5.00 |
| Physical Education 113 fee | 2.00 |
| Permit for validation tests (per course) | 5.00 |
| Physical Education 120 fee | 2.00 |
| Physical Education 124 fee | 6.00 |
| Physical Education 151 fee | 6.00 |
| Physical Education 152 fee | 2.00 |
| Physical Education 402 fee | 3.00 |
| Placement Office Credentials (after first copy) | 2.00 |
| Reinstatement in class after excessive absences | 4.00 |
| Supervised teaching fee | 25.00 |
| Tuition for auditing a class | 15.50 per sem. hr. |
| Transcript of Academic Record (after first copy) | 1.00 |
| Transcript of National Test Scores (after first copy) | 1.00 |

PART-TIME STUDENTS: Students who wish to enroll for a specific course or for a number of courses up to and including 10 credits per semester may enroll as part-time students and pay \$36.00 per semester hour rather than the regular tuition rate of \$31.00 plus the \$44.00 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 \$3.00 each semester is made for those students who wish to pay their bills by installment.

A payment of \$300.00 each semester must be made by all 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: October 15 | Second Semester: March 1 |
| November 15 | April 1 |
| December 15 | May 1 |

Cash must be paid for books and supplies purchased at the bookstore.

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 Act of 1966. A veteran must be certified for eligibility by his local VA office.

Korean: Under Public Law 550 Korean veterans receive an allowance sufficient to cover college and living expenses in the liberal arts program. Application should be made directly to the Dean of Students as early as possible prior to enrollment. The applications should be accompanied by a statement of the veteran's educational objectives and by a photostatic or certified copy of his discharge papers showing his service record.

Disabled: Those entering under Public Law 16 for disabled veterans should apply to their state Veterans Administration headquarters for counseling and approval.

REFUNDS: Since the operating costs of a college must be based upon an estimated enrollment, all students are granted admission 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 will be governed by the following policy:

| | |
|--------------------|--------------------|
| Within 2 weeks | 80 per cent refund |
| Within third week | 60 per cent refund |
| Within fourth week | 40 per cent refund |
| Within fifth week | 20 per cent refund |
| After 5 weeks | No refund |

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 Business Manager. 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.

GENERAL POLICIES: No diploma, certificate, transcript, or letter of recommendation will be granted to students who have failed to take care of any indebtedness to the college.

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.

RESERVING ROOMS: Every reservation for a dormitory room or an apartment must be accompanied by a non-refundable fee of \$15.00. The room fee cannot be applied to the student's expenses.

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, dormitories, library, student center, and cafeteria.

The summer session is divided into two five-week terms of six 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 1971 SUMMER SESSION | One Term | Both Terms |
|-------------------------------------|-----------------|-------------------|
| Tuition (\$31.00 per semester hour) | \$186.00 | \$372.00 |
| Registration fee | 10.00 | 20.00 |
| Room (doubles) | 43.75 | 87.50 |
| Board | 78.15 | 156.25 |
| TOTAL | \$317.90 | \$635.75 |

For a student who attends summer school only, the non-refundable room reservation fee is \$5.00. This fee cannot be applied to the student's expenses.

Reservations and requests for information for the summer session should be directed to the Admissions Office. 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.

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 total of 115 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 a "B" average or higher in solid subjects. A score of 100 to 114 on the ACT qualifies a student for a \$1,000 scholarship. Both the \$1,400 and \$1,000 grants are prorated over four years or eight semesters 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 whether or not their ACT scores total 100 points.

A letter of recommendation from a school official or teacher concerning the student's character is also required for an academic scholarship. A student should request that a copy of his ACT or National Merit Test report card be sent to the Admissions Office. The official test report card is required. A photostatic copy of the raw score 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 and their ACT scores when they entered college were 100 points or above. 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.

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 grants-in-aid cover room, board, tuition, and fees. Interested students should write the head coach of each sport for information.

OTHERS: Other special scholarships are listed in the index.

Work on campus is a source of aid to about 550 Harding students, some of whom work up to 15 hours a week and earn more than \$375 per semester. Many, of course, work fewer hours per week and earn less accordingly.

There are two work programs: the Government Work-Study Program and the regular Harding program. To qualify for the Work-Study Program, students must present evidence on proper application forms showing that their families are in low income brackets or that there are extenuating circumstances which create a special need for the aid. Harding also participates in the summer community work-study programs.

Applications for work are available from the Admissions Office.

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

NATIONAL DEFENSE 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 \$1,000 per year through the National Defense Loan program. Most of the loans awarded, however, average less than \$1,000 so that the loan fund may be spread to help as many students as possible. The average loan at Harding is \$400 for a nine-month school year.

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. Ten per cent of the loan may be forgiven if the recipient teaches in public school, with a maximum of five years or 50 per cent applicable.

GUARANTEED GOVERNMENT 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 Guaranteed Government Loan helps 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.

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

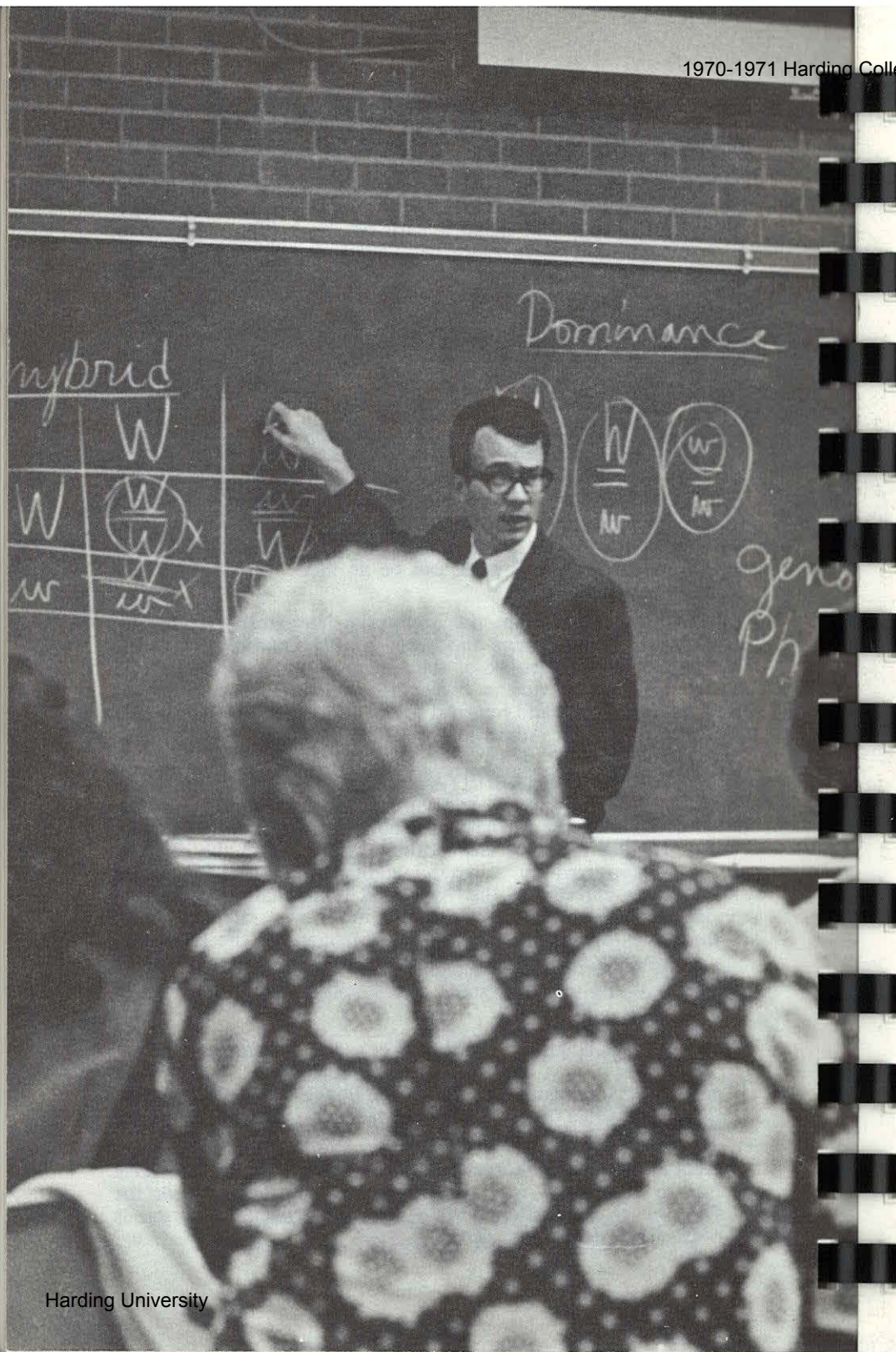
EDUCATIONAL OPPORTUNITY GRANT: Grants of from \$200 to \$800 per year, which must be matched by Harding with an equal amount of aid in some other form, are available to students with unusual needs. The grant can be no more than half the student's total assistance.

The amount of aid from this source is determined by the student's need. To determine the need, Harding participates in the College Scholarship Service of the College Entrance Examination Board. The CSS provides a Parents' Confidential Statement to be filled out by parents and returned to the CSS center. The form may be obtained from the Admissions Office at Harding.

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 Business Manager of the college so he may give any assistance necessary.

Application for aid should be made as follows:

1. Apply for admission. No request for financial aid can be acted upon unless this first step has been taken. Application forms are available from the Admissions Office.
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.



Part V

Courses of Instruction

Art . . . Bible, Religion, and Philosophy . . . Biological Science . . .
Business and Economics . . . Education . . . English Language and
Literature . . . Foreign Languages and Literature . . . General
Science . . . History and Social Science . . . Home Economics . . .
Journalism . . . Mathematics . . . Music . . . Physical Education and
Health . . . Physical Science . . . Psychology and Sociology . . .
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 numbered 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 400-449 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 three 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 three semester hours of credit and is offered in the spring semester.

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

This course may be taken for either two or three hours credit and is offered in the spring semester. It may also be taken for graduate credit.

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

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

Music 251-252. THEORY II. (3,3) Fall, Spring.

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

Department of Art

PROFESSOR:

Elizabeth Mason, M.A.
Chairman

ASSISTANT PROFESSORS:

Don D. Robinson, A.M.
James Thomas Watson, M.A.

INSTRUCTORS:

Stanley B. Green, B.S.E.

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: 33 hours of art at least 18 of which must be advanced level, including courses 103*, 105*, 200*, and at least 6 hours from 430-433. Students planning to enter graduate school should have at least 9 hours of art history. Majors must have a senior exhibit or complete a mural that is acceptable to the department. At least one year of French is strongly recommended.

Minor: 18 hours of art including 6 hours of advanced credit.

Those planning to teach art must complete 21 hours of approved work in education and psychology plus Art 211 and 420. It is strongly recommended that any student planning to teach art take 9 hours of art history.

The department reserves the right to retain one example of each student's work every semester.

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

The principles underlying the beauty and worth of artistic creation — form, proportion, color, mood, tone, and techniques — are studied. These are also related to the same principles in other realms such as music and literature. A survey is made of the world's great art.

103. DRAWING AND COMPOSITION. (3) Fall.

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.

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.

*May be waived at the discretion of the chairman of the department.



117. DESIGN FOR THE HOUSE. (3) Fall.

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 sources of design inspiration and principles fundamental to all visual arts. Six hours a week.

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.

210x. COLOR THEORY. (2) 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 the problems of art education and methods of teaching art in the elementary school. Projects designed and executed by students.

221-222. TECHNICAL DRAWING. (2,2) Fall, Spring.

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

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.

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) Offered on sufficient demand.

Painting in all water-soluble media. Prerequisites 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.

340-360. METAL WORK AND JEWELRY. (3,3) Fall, Spring.

Basic shaping and designing of metals, lapidary work in cutting and polishing stones, and experience in various media such as metal enameling. 360 offers advanced work, mainly in lost-wax casting.

345-365. GRAPHICS. (3,3) Fall, Spring. Alternates with 400-401; offered 1970-71.

Individual and group projects in various fine arts printing techniques, such as block printing, etching, serigraphy, and lithography. Six studio hours per week.

400-401. SCULPTURE. (3,3) Fall, Spring. Alternates with 345-365; offered 1971-72.

A course in the fundamentals of sculpturing. Basic problems in modeling, carving, and constructing sculpture. Six studio hours per week.

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 1970-71.

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 1970-71.

Western art from prehistoric times to the Renaissance.

432G. ART HISTORY FROM 15TH TO 19TH CENTURY. (3) Fall. Alternates with 431; offered 1971-72.

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

433Gx. MODERN ART HISTORY. (3) Spring. Alternates with 430; offered 1971-72.

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

475G. 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. Qualified graduate students may take three times in different areas. Prerequisite: Consent of instructor.

Department of Bible, Religion, and Philosophy

PROFESSOR:

James D. Bales, Ph.D.

ASSOCIATE PROFESSORS:

William Joe Hacker, Jr., D.R.E.
Chairman

Conard Hays, B.D.

Assistant to the Chairman

ASSISTANT PROFESSORS:

James R. Allen, M.R.E.

Robert Helsten, M.A.

James E. Howard, Th.M.

Allan L. Isom, Th.M.

Jerry L. Jones, Th.M.

Neale T. Pryor, Th.D.

Andy T. Ritchie, M.A.

VISITING INSTRUCTOR:

Keith Robinson, B.A.

ASSISTING FROM OTHER DEPARTMENTS:

PROFESSORS:

William Leslie Burke, M.A.

Jack Wood Sears, Ph.D.

ASSISTANT PROFESSOR:

Winfred O. Wright, Dr. de l'Universite

The aims of the Department of Bible, Religion and Philosophy are to teach students the Bible as the will of God for men and Jesus Christ as the supreme revelation of God to men, to prepare students for special and vocational Christian service, to develop in all students a Christian philosophy of life which will enable them to relate all learning and life to the Christian Way, and to prepare those interested in graduate study in Bible and religion.

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 in Bible and Religion and Master of Theology. Information about the program may be obtained upon request from the Graduate School.

For purposes of a balanced and more adequate training, courses in Bible and religion are divided into five fields: Biblical, Doctrinal, Historical, Evangelism-Worship, and Religious Education.

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 hours of this must be in the Biblical field and 3 hours in each of three other fields. The remaining 3 hours may be elective.

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 examinations.

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 hours of this must be in the Biblical field and the remaining 6 hours distributed according to the recommendation of the chairman of the department.

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 be required to attend the summer World Evangelism Seminar. This requirement may be waived only by consent of the chairman of the Department of Bible. Students 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.

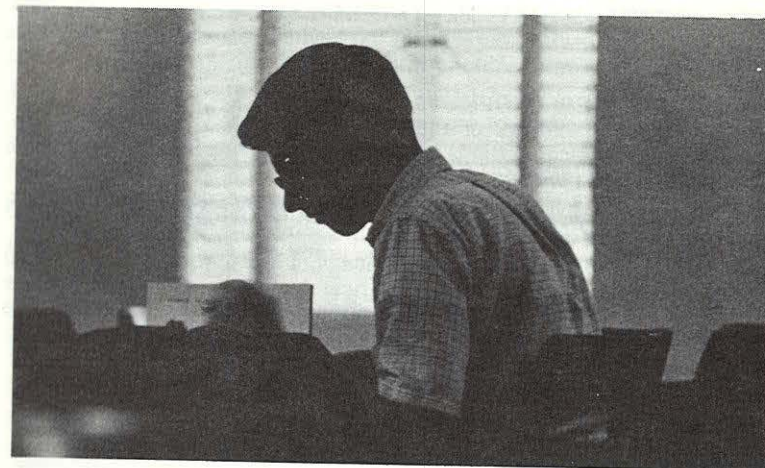
Special projects of the MISSION/PREPARE program also include a Missions Research Center and coordination of field survey trips and evangelistic campaigns.

BACHELOR OF SCIENCE DEGREE

Major in Bible and Religion: Minimum 32 hours; maximum 44 hours including 18 hours of advanced work. A minimum of 14 hours must be in the Biblical field with not fewer than 6 hours in each of the other three areas — Doctrinal, Historical, and Evangelism-Worship and/or Religious Education. Speech 341 or 342 and one year of Greek are required.

Major in Missions: 63 hours including 18 hours from Bible 360-367; 12 hours in Bible 329, 357, 424, and 431; 12 hours in the Biblical Division; 3 additional hours each from the Historical and the Religious Education Divisions; Journalism 310; Psychology 351; Sociology 250; Speech 341 or 342; and 3 hours of philosophy. Bible 260 may be taken in lieu of Bible 202 in the general education program. One year of a modern foreign language or Greek, or a reading proficiency demonstrated by examination, is required.

Minor in Bible and Religion: 18 hours, 6 of which must be upper level, with a minimum of 10 in the Biblical field.



BACHELOR OF SCIENCE DEGREE

The broad area major in Bible leading to the Bachelor of Science degree includes a core of required courses. This program is designed to provide preparatory training for young men to serve local congregations as ministers or to continue study in graduate school.

Major: 63 hours including Bible 240; 18 upper level hours in 302, 310, 312 or 318, 324, 350, and 430; 16 additional upper level hours including 3 each from the Doctrinal, the Historical and the Evangelism-Worship or the Religious Education Division and 7 from the Biblical Division; Greek 101-102; English 104 or Journalism 310; Psychology 351; History 430 or an approved history substitute; Speech 255 or 350 and 341 or 342; and 3 hours of philosophy. Bible 240 is required in lieu of Bible 202 in the general education program, and Greek 251 may be taken in lieu of Bible 201. Students may take Greek textual courses for the upper level Biblical requirement. A minor is not required.

BIBLICAL 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.

252x. REDEMPTIVE 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.

302x. 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.

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.

NEW TESTAMENT**102. 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.

201. THE LIFE AND TEACHINGS OF CHRIST. (2) Fall.

A harmony of the four gospels with an emphasis on the study of the life of Christ presented chronologically. A study of Messianic prophecy.

202. 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.

251x. ACTS OF APOSTLES. (2) 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.

310x. 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. (3) Fall.

Introduction to the book and exegesis of the text. Designed for Bible majors; others may enroll.

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

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 Peter, John, and Jude, and Paul's 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.

318x. HEBREWS. (3) Spring.

Introduction to the book and exegesis of the text. Designed for Bible majors; others may enroll.

410G. THE FOUR GOSPELS. (2 or 3) Spring.

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

411G. 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.

DOCTRINAL DIVISION**322. THE NEW TESTAMENT CHURCH.** (2 or 3) Fall.

The nature, objectives, government, and work of the church in the first century.

324. PRINCIPLES OF BIBLICAL INTERPRETATION. (2 or 3) Spring.

Alternate years; offered 1971-72.
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.

326. 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.

329. THE CHRISTIAN IN THE 20th CENTURY. (2 or 3) Fall.

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.

424G. EVIDENCES OF CHRISTIANITY. (2 or 3) Fall.

Special emphasis on the credentials of Christ as constituting the heart of Christian evidence.

HISTORICAL DIVISION**330. THE BIBLICAL WORLD.** (2 or 3) Spring. Alternate years; offered 1971-72.

A historical and religious survey of world conditions in Biblical times with special attention to the social and religious conditions in Palestine.

335. CHURCH HISTORY. (2 or 3) Fall.

The history of the church from the close of the apostolic age to the reformation led by Martin Luther.

336. CHURCH HISTORY. (2 or 3) Spring.

The Protestant Reformation. Origin, growth and expansion of Protestant denominations. History of the Restoration Movement in America.

430G. HISTORY OF CHRISTIAN THOUGHT. (2 or 3) Spring. Alternate years; offered 1970-71.

The development of Christian thought from the sub-apostolic age to the present; special attention to outstanding leaders and major doctrines. Prerequisite: Consent of the department chairman.

431G. LIVING WORLD RELIGIONS. (2 or 3) Fall. Alternate years; offered 1970-71.

The history and basic teachings of Zoroastrianism, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, Judaism and Islam.

EVANGELISM-WORSHIP DIVISION

240x. INTRODUCTION TO PREACHING. (3) 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. Open to Bible majors only.

260. INTRODUCTION TO WORLD MISSIONS. (2 or 3) Spring.

Survey of world missions. General introduction to missionary methods and principles.

345. PERSONAL EVANGELISM. (2 or 3) Fall.

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

346. 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.

347. HISTORY AND ANALYSIS OF RELIGIOUS MUSIC. (2 or 3) Fall.

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

360x. HISTORY OF MISSIONS. (3) Spring. Alternate years; offered 1970-71.

A survey of mission work from the second century to the present with special study of the work accomplished by the churches of Christ.

361x. MISSIONARY MESSAGE OF THE BIBLE. (3) Fall. Alternate years; offered 1970-71.

An examination of the basic Biblical concepts which provide a foundation for missions. The development of a philosophy of Christian missions.

362x. MISSIONARY PREPARATION. (3) Fall. Alternate years; offered 1971-72.

Motives for mission work. Examination of the field or relationship necessitating personal adjustment by the missionary. Relationship between the missionary and the church.

363x. EVANGELISM IN THE EARLY CHURCH. (3) Fall. Alternate years; offered 1971-72.

A study of the message, motives, and methods of evangelism in the early church. Application of these to contemporary mission work.

364x. MISSIONARY PRINCIPLES AND METHODS. (3) Spring. Alternate years; offered 1971-72.

Current principles and methods used by various groups involved in missions today. A study of methods as they relate to particular cultures in the world.

365x. SELECTING THE FIELD. (3) Fall. Alternate years; offered 1970-71.

A study of cultures and customs in certain fields with emphasis upon history, characteristics, and religions of the people.

366x. SEMINAR. (1 to 4). Offered in the summer.

Summer residence of one to four weeks in courses offered for credit at the annual seminar. Seminar credit is also granted for seniors taking directed study.

367x. FIELD WORK. (1) 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.

RELIGIOUS EDUCATION DIVISION

350. THE EDUCATIONAL WORK OF THE LOCAL CHURCH. (3) Fall.

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.

352. SURVEY OF AGE GROUPS. (2 or 3) Fall. Alternate years; offered 1970-71.

A survey of the characteristics, aims, methods used from pre-school through adults. A study of the grading in the educational work.

353. JESUS THE MASTER TEACHER. (2 or 3) Spring.

Jesus as an example for Christian educators; his qualifications, curriculum and teaching methods.

354. THE CHURCH AND THE YOUNG PEOPLE. (2 or 3) Spring. Alternate years; offered 1971-72.

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

355. THE WORK OF ADULTS IN THE CHURCH. (2 or 3) Fall. Alternate years; offered 1970-71.

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.

357. EVANGELISM THROUGH TEACHING. (2 or 3) Spring. Alternate years; offered 1971-72.

Analyzing the Bible School for its evangelistic potential. Personal work methods usable in the Bible School, development of visitation programs in the Bible School, census, cottage classes.

PHILOSOPHY

251. INTRODUCTION TO PHILOSOPHY. (3) Fall. Alternates with 253; offered 1970-71.

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 1970-71.

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) Fall. Alternates with 251; offered 1971-72.

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 in consideration of Christian ethics to modern problems.

424. EVIDENCES OF CHRISTIANITY. (2 or 3) Fall.

Same as Bible 424.

430. HISTORY OF CHRISTIAN THOUGHT. (2 or 3) Spring. Alternate years; offered 1970-71.

Same as Bible 430.

Approved Related Courses

Textual upper level Greek courses, philosophy courses, and Speech 350 are approved related courses to meet the institutional requirement in Bible for upper level students.

Sociology 301 is an approved related course for Vocational Home Economics majors and Social Science majors.

Department of Biblical Languages

PROFESSOR:

William Leslie Burke, M.A.
Chairman

ASSISTING FROM OTHER DEPARTMENTS:

ASSISTANT PROFESSOR:

Neale T. Pryor, Th.D.

The department seeks to satisfy the needs of those who desire a foreign language for its cultural values, those who require a foreign language for greater proficiency in their chosen field, and especially those who desire a knowledge of Greek and Hebrew for a better understanding and use of the Bible.

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 hours of advanced work in one or both languages.

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

Minor in Greek: 18 hours of Greek including 6 hours of advanced credit.

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; reading in the Greek New Testament in the spring semester. 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 1971-72.

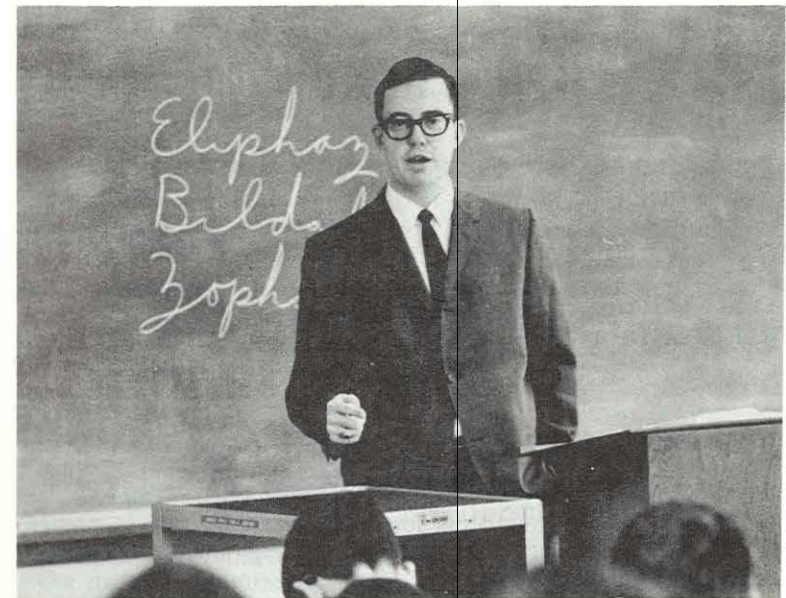
Translation of the Greek text, more extensive study of grammar—moods, tenses, particles, style, exegesis of selected passages. Prerequisites: 251 and 254 or consent of department chairman.

302. ACTS OF APOSTLES. (3) Spring. Alternates with 306; offered 1970-71.

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. Alternates with Hebrew 201; offered 1970-71.

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. Alternates with Hebrew 202; offered 1970-71.

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) Fall. Alternates with 301; offered 1970-71.

Intensive, systematic and analytical study of the grammar of the Greek New Testament. Attention is given to the meanings of cases, tenses, moods, construction with participles, infinitives, prepositions, conjunctions, particles, various types of clauses. Prerequisites: 251 and 254 or consent of the department chairman.

306. WORD STUDY IN THE NEW TESTAMENT. (3) Spring. Alternates with 302; offered 1971-72.

Concordial, contextual, lexical, grammatical, and historical study of selected Greek words, terms and phrases which represent cardinal or distinctive ideas in the New Testament scriptures. 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 chairman of the department.

Hebrew

201-202. ELEMENTARY HEBREW. (4-4) Fall, Spring. Alternates with Greek 303, 304; offered 1971-72.

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.

Department of Biological Science

PROFESSOR:

Jack Wood Sears, Ph.D.
Chairman

ASSISTANT PROFESSORS:

Ward Bryce Roberson, Ph.D.
William F. Rushton, M.A.
George W. Woodruff, Ed.D.

INSTRUCTOR:

Ronald H. Doran, M.S.

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.

Biology majors may elect either the Bachelor of Arts or the Bachelor of Science program. For the general science major see pages 111 and 112.

Major (Bachelor of Arts): 30 hours of biological science including 111, 152, 252, and 14 additional hours of advanced work.

Major (Bachelor of Science): 30 hours in biological science including 111, 152, 252, and 14 additional hours of advanced work; 27 hours in two other sciences (chemistry, physics or mathematics); 6 hours in a fourth science and additional work in the four fields to total 67 hours. (Geology or another approved science may be substituted for one of the supporting sciences.) 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 in biological science including 111, 152, and 6 hours of advanced work. Students preparing to teach high school biology must include 252.

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. One lecture, one discussion-quiz session and an audio-tutorial learning session each week. Satisfies the general education requirement for all students.

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.

251. COMPARATIVE MORPHOLOGY OF THE VERTEBRATES. (4) Fall.

An intensive comparative study of fossil and contemporary vertebrates, the amphioxus, lamprey, dogfish, necturus and the cat are thoroughly studied in the laboratory. Two lectures and six hours laboratory per week. Prerequisite: 152.

252x. 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.

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: 111 or Chemistry 111-112.

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.

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 1971-72.
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 1970-71.

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.

320Gx. MAMMALIAN PHYSIOLOGY. (4) Fall.

An intensive study of the functions of the organ systems of man and other animals. Designed for the student who is majoring in biology or in general science with an emphasis in biology. Three lectures and three hours of laboratory per week. Prerequisites: 111 and Chemistry 115 or 301.

330G. PLANT PHYSIOLOGY. (4) Spring.

An intensive study of the physiological processes of plants with emphasis on the water relations, photosynthesis and use of food, and growth phenomena. Three lectures and three hours of laboratory per week. Prerequisite: 111, 252, and Chemistry 115 or 301.

343G. FIELD BIOLOGY AND ECOLOGY. (4) Spring.

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.

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.

406Gx. GENETICS LABORATORY. (1) Fall.

A laboratory course to accompany 405 for students who need the laboratory experience. Must be taken concurrently with 405, if taken.

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.

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.

470G. 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: Consent of the chairman of the department.

508x. 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) Fall, Spring. 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.



Department of Business and Economics

PROFESSOR:

James A. Hedrick, Ed.D., C.P.A.
Chairman

ASSOCIATE PROFESSOR:

Billy Ray Cox, M.B.A., C.P.A.

ASSISTANT PROFESSORS:

Norman F. Merritt, M.B.A.
Ermal H. Tucker, M.S.
H. Eugene Winter, M.B.A.

INSTRUCTORS:

David B. Burks, M.B.A.
Charles R. Walker, M.S.

ASSOCIATE INSTRUCTOR:

Robert J. Kelly, B.A.

The curriculum of the Department of Business and Economics is designed to provide opportunity for understanding the institutional structure and behavior patterns of modern industrial society; to provide training for business careers; to train teachers of commercial work; and in collaboration with other departments to train teachers of the social studies.

Students majoring in Business and Economics may choose the Bachelor of Arts in Accounting, in Business Education, in General Business, or in Secretarial Science; or they may choose the Bachelor of Science in Business Administration or Office Administration. In addition, the department offers a terminal program in secretarial science and a specialized program of study for a limited number of advanced students intending to pursue leadership careers in business management, law, and government service.

BACHELOR OF ARTS DEGREE

ACCOUNTING

Major: 57 hours including 30 hours in accounting plus the following supporting courses: Business 255, 315, 316, 350 and 368; Economics 201, 202, 322 and 343; and Mathematics 151. A minor is not required.

Minor: 18 hours of approved work in accounting with the following additional courses recommended: Business 255, 315, 316, 368, Economics 201, and Mathematics 151.

BUSINESS EDUCATION

Major (Plan I, with shorthand): 51 hours including Accounting 205-206; Business 102, 106-107, 108, 117, 251, 315, 317, 350, 422, 451; and Economics 201, 202, 320.

Major (Plan II, without shorthand): 49 hours including Accounting 205-206; Business 106, 108 (or Mathematics 151), 117, 315, 316, 350, 422, 451; Economics 201, 202, 320; and 9 hours elected from Accounting 301, 302; Business 254, 260, 368; and Economics 330, 344.

Under either plan business education majors must also complete Psychology 203 and Education 307, 320, 336, 417, and 450, making a minimum of 24 hours of prescribed work in psychology and education, including Business 422 and 451. A minor is not required under either plan.

ECONOMICS

Minor: 18 hours of approved economics courses including 201, 202, and 6 hours of advanced credit.

GENERAL BUSINESS

Major: 45 hours of course work including Accounting 205-206, Business 108, 254, 255, 315, 316, 350, 368, Economics 201, 202, 322, 330, 343 and 3 hours elective in business or economics.

Minor: 12 hours of business, 6 of which must be advanced, and Economics 201, 202.

SECRETARIAL SCIENCE

Major: 36 hours in the department including Accounting 205; Economics 320; Business 102*, 106**-107, 108 (or Mathematics 101), 117, 251***, 252, 315, 317, 350, and 3 hours elected from 254, 260, 316, and 368.

Minor: For those who wish emphasis on secretarial subjects. Business 101-102, 105-106, 218, 350 and Economics 320.

Minor: For those who wish emphasis on general business subjects. Accounting 205, Business 105-106, 108, 117, 350, and Economics 320.

*Business 101 or equivalent skill is prerequisite.

**Business 105 or equivalent skill is prerequisite.

***Business 218 or equivalent skill is prerequisite.

BACHELOR OF SCIENCE DEGREE**BUSINESS ADMINISTRATION**

Major: 57 hours or approved work including Accounting 205-206, 301-302; Business 254, 255, 315, 316, 350, 368; Economics 201, 202, 322, 330, 343; and 12 hours elective in business, economics, political science, American history and/or sociology. General Education requirements in the field of social science will not be accepted. In addition, Mathematics 151 is required. A minor is not required.

OFFICE ADMINISTRATION

Major: 51 hours in the department including Accounting 205-206; Economics 201, 202, and 320; Business 102*, 106**-107, 108 (or Mathematics 101), 117, 251***, 252, 315, 317, 350, 368, and 6 hours elected from 254, 260, 316, 330, and 344. A minor is not required.

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: Business 108 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: 205-206.

305. COST ACCOUNTING. (3) Fall. Alternate years; offered 1971-72.

Elements of production under the job cost, process cost and standard cost systems; inventorying of materials; payrolls and taxes; budgets; wage plans and other related topics. Prerequisite: 205-206.

306-307. FEDERAL TAXATION. (3) Fall, Spring. Alternates with 355-356; offered 1970-71.

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: 205-206.

355-356. PRINCIPLES OF AUDITING. (3) Fall, Spring. Alternates with 306-307; offered 1971-72.

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 case. Prerequisite: 301.

360x. BUDGETING AND COST ANALYSIS. (3) Spring. Alternate years; offered 1971-72.

Principles of budgeting, direct and variable costing, gross profit and break-even analysis, cost-profit-volume analysis, differential and comparative cost analysis, capital expenditure planning and control, and internal profit measurements. Prerequisite: 205-206.

*Business 101 or equivalent skill is prerequisite.

**Business 105 or equivalent skill is prerequisite.

***Business 218 or equivalent skill is prerequisite.

401. ADVANCED ACCOUNTING. (3) Fall.

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. Prerequisite: 301-302.

405. C.P.A. PROBLEMS. (3) Offered on sufficient demand.

C.P.A. examination problems in accounting theory, practices, cost, auditing, taxes and business law. Prerequisite: 401 and approval of department chairman.

436. GOVERNMENTAL ACCOUNTING. (3) Spring. Alternate years; offered 1971-72.

Accounting principles and practices as adapted to municipalities and other governing units; accounting for funds and their expenditures; assets and liability accounts; reports and statements. Prerequisite: 205-206.

BUSINESS**101. BEGINNING SHORTHAND.** (3) Fall.

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 co-requisite: 105.

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.

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.

107. ADVANCED TYPEWRITING. (2) 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.

108. MATHEMATICS FOR BUSINESS. (3) Fall, 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 the Department of Business and Economics.

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 rotary and printing calculators; principles of key-driven calculators. Class meets four hours a week; extra laboratory practice provided as needed.

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.

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 and 106 or their equivalent; if 107 and 252 have not been taken previously, they should be taken concurrently; 218 or equivalent skills.

252. ADVANCED DICTATION AND TRANSCRIPTION. (3) 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.

254. INDUSTRIAL MANAGEMENT. (3) Spring.

Intensive study of the planning, organizing, and controlling functions of modern industrial management. Emphasis is directed toward the development of a soundly coordinated managerial philosophy in the realm of production, finance, and distribution.

255. INTRODUCTORY STATISTICS. (3) 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: 108 or Mathematics 151.

260x. FUNDAMENTALS OF DATA PROCESSING. (3) Fall, Spring.

Basic fundamentals of data processing with emphasis on theory and accounting machines, including key-punches, sorters, collators, reproducing-punches, and interpreters. Prerequisite: Written consent of department chairman.

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) Spring.

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.

325. GOVERNMENT AND BUSINESS. (3) Spring. Same as Political Science 325. Offered 1971-72.**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.

368. PERSONNEL MANAGEMENT. (3) Fall.

Techniques and policies needed to handle human relations problems in business, industry, government and education. Includes organizational relationships, employee selection, training, placement, discharge and labor turn-over. Prerequisite: Psychology 201.

422. TEACHING BUSINESS. (3) Fall.

The objectives and place of business education in the curriculum; the application of methods for the teaching of the basic business understandings and attitudes in general business subjects as well as the methods and techniques for the development of the skill subjects. Designed for all business education majors. Same as Education 422.

425. GOVERNMENT AND BUSINESS. (3) Spring. Same as Political Science 425. Offered 1971-72.**450. INDEPENDENT RESEARCH.** (3) Offered on demand.

For students with high scholastic ability and clearly defined professional goals. Emphasis placed on research techniques and procedures assignments. Prerequisite: Consent of the major advisor.

451. SUPERVISED TEACHING. (6) Fall, Spring. Same as Education 451.**ECONOMICS****201, 202. PRINCIPLES OF ECONOMICS.** (3,3) Fall, Spring.

The fundamental theories of economics and their application to the problems of production, distribution, money, wages, rent, profits, taxation, public spending and international trade.

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.

322. MONEY AND BANKING. (3) Fall.

Current banking institutions and practices, relationship between Federal Reserve System and commercial banks, monetary theory and banking principles. Prerequisites: 201, 202 and Accounting 205-206.

330. PRINCIPLES OF MARKETING. (3) Fall.

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.

343. CORPORATION FINANCE. (3) 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: 201, 202 and Accounting 205-206.

344. PRINCIPLES OF SALESMANSHIP. (3) Fall.

A study of the fundamental principles of selling; of the economic problems connected with personal selling; an analysis of the product and the market; the interview; building goodwill and a study of the problems which are intended to develop the personality of the students. Individual demonstration sales.

352. INVESTMENTS. (3) Spring.

An analytical approach to the problem of selected investments, risk determination, delimiting of risks, areas and fields of investment. Prerequisites: 201, 202 and Accounting 205-206.

Department of Education

PROFESSOR:

Edward G. Sewell, Ph.D.
Chairman

ASSOCIATE PROFESSOR:

Nyal D. Royse, Ed.D.

ASSISTANT PROFESSORS:

Jerome M. Barnes, M.A.T.
Bobby L. Coker, Ed.D.
Maude S. Montgomery, M.A.
Murrey W. Wilson, M.A.

INSTRUCTOR:

Betty Work, M.A.

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 Arts in Teaching have been developed. The undergraduate teacher education program is approved 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 general educational objective 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 in their profession.
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 grades one through eight, 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, 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 area of speech correction.

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.

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 Declaration of Intent to enter the program and a Biographical Information Blank in the office of the Department of Education.
3. 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.
4. Have satisfactorily completed Psychology 203 or an acceptable equivalent substitute.
5. Have a minimum cumulative grade point average of 2.20* at the time of application.
6. Have earned test scores on the freshman and sophomore tests which would indicate ability to complete successfully the teacher education program.
7. Have demonstrated proficiency in English by the successful completion of English 103-104 with at least a grade of "C" in each course.
8. Be free of physical or mental defects inimical to effective teaching. Records will be made available from the Student Health Service and other school services such as Speech Clinic.
9. 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.
10. 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.
11. 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. Students are requested to make application to the program not later than the end of the second semester of their sophomore year. If a student has definitely chosen teaching as a profession earlier than this date, he is advised to file the application as soon as possible after this decision is reached. 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.

*In calculating cumulative averages for admission to the teacher education program and for admission to the directed teaching semester, the averages will be calculated on the total work completed rather than on the work accepted toward the degree.

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 307, 336, 360; Psychology 203; and 15 semester hours selected from the following content and specialization courses: Art 211; Biology 308; English 350; Geography 212; Mathematics 225; Music 116; Physical Education 330; and Speech 315. 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 Psychology 203, Education 307, 336, and one course from Education 420-430, 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. Correspondence credit in neither course will be accepted.

To be eligible for admission to the supervised teaching semester the student must:

1. Have been admitted to the Teacher Education Program during the semester prior to enrollment in the supervised teaching semester or earlier.
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 counselor.
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 counselors.
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 320, 417, 451 and Home Economics 405, 412. Special methods for secondary teachers, Education 420-430, must be taken prior to or concurrent with the supervised teaching semester. Courses required in the supervised teaching semester, with the possible exceptions of Education 320 and 420-430, must be taken in residence at Harding College unless approved otherwise by the Teacher Education Committee.

*In calculating cumulative averages for admission to the directed teaching semester, the averages will be calculated on the total work completed rather than on the work accepted toward the degree.

CURRICULA

Major in Elementary Education: 26 semester hours including Education 307, 320, 336, 360, 401, 402, 403, 417 and 441. The following content and specialization courses must be completed: Art 211; Biology 308; English 350; Geography 212; Mathematics 101, 225; Music 116; Physical Education 203, 330; and Speech 315. This curriculum also requires the completion of two academic areas with a minimum of 18 hours in each. One area must include a minimum of 6 hours of advanced-level credit. Appropriate content and specialization courses listed above may be counted in the areas.

Major in Secondary Education: 27 semester hours, including Education 307, 320, 336, 417, one course from 420-430, 450, 451 and at least 6 additional hours of education elected from Education 275, 325, 351, 380, 400, 413, and other courses from 420-430. 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 307, 320, 336, 417, one course from 420-430, 450, 451; 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.

REQUIRED OF ALL TEACHERS:

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 \$5.00.

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 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:

360. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. (3) Fall, Spring.

Prerequisite: Formal admission to the teacher education program.

401. METHODS IN ELEMENTARY MATHEMATICS. (2) Fall, Spring.

Requires at least 6 hours of laboratory work which includes collection and organization of materials for supervised teaching. Prerequisites: Same as for Education 441. This course must 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 collection and organization of materials for supervised teaching. Prerequisites: Same as for Education 441. This course must be taken during the supervised teaching semester.

403. METHODS IN ELEMENTARY SOCIAL STUDIES AND READING. (2) Fall, Spring.

Requires at least 6 hours of laboratory work which includes collection and organization of materials for supervised teaching. Prerequisites: Same as for Education 441. This course must be taken during the supervised teaching semester.

441. SUPERVISED TEACHING. (6-8) Fall, Spring.

A minimum of nine weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher required. Prerequisites: Education 307, 320, 336, 360; a minimum of 15 hours from Art 211, Biology 308, 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 which can be earned during the supervised teaching semester is 17 hours. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the Teacher Education Committee. Fee \$25.00.

Additional Courses Required of All Secondary Teachers:

420-430. SPECIAL METHODS OF TEACHING SECONDARY 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.

420. TEACHING ART. (3) Spring. Same as Art 420.**422. TEACHING BUSINESS.** (3) Fall. 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) Fall. Same as Music 426.
 427. **PHYSICAL EDUCATION FOR SECONDARY SCHOOLS.** (3) Spring. Same as Physical Education 427.
 428. **TEACHING SCIENCE.** (3) Spring.
 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 and remedial work on weaknesses discovered during student teaching. Prerequisite: Enrollment in 451.

451. **SUPERVISED TEACHING.** (6-8) Fall, Spring.
 A minimum of nine weeks of teaching in a regular school situation under the supervision of a qualified supervising teacher is required. Prerequisites: Education 307, 336, one course from 420-430, and formal admission to the supervised teaching semester. Education 420-430 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 17 hours. 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 \$25.00.

SUPERVISED TEACHING TO CERTIFY FOR GRADES 1-12:

461. **SUPERVISED TEACHING.** (6-8) Fall, Spring.
 Students majoring in art education or music education and who want to certify to teach in grades 1-12 will take Education 461 rather than Education 451. 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 \$25.00.

ELECTIVES:

275. **HUMAN RELATIONS.** (2) Fall, Spring.
 Same as Psychology 275.
 325. **STATISTICS.** (4) Spring.
 Same as Psychology 325.
 351G. **COUNSELING.** (3) Spring.
 Same as Psychology 351G.
 380G. **PSYCHOLOGY OF PERSONALITY.** (3) Fall.
 Same as Psychology 380.

400G. **PSYCHOLOGICAL TESTING.** (3) Spring. Alternate years; offered 1971-72.
 Same as Psychology 400G.

413. **SCHOOL SUPERVISION.** (3) Offered in conjunction with 554.
 Study of the philosophy, principles, and techniques of supervision. Prerequisites: Consent of the chairman of the department.

Graduate Education Courses:

520x. **EDUCATIONAL MEDIA.** (2-3) 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 \$5.00.



524. **EVALUATION IN THE ELEMENTARY SCHOOL.** (2) Summer
 The objectives of evaluation. Types of evaluation instruments. Selection, interpretation and use of evaluation instruments used in the elementary school.

525. **MATHEMATICS IN THE ELEMENTARY SCHOOL.** (2) Offered on sufficient demand.

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching arithmetic.

526. **SCIENCE IN THE ELEMENTARY SCHOOL.** (2) Offered on sufficient demand.

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching elementary science.

527. IMPROVEMENT OF INSTRUCTION IN ELEMENTARY SCHOOLS. (2) Fall.

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.

528. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. (2) Summer

Objectives, content and materials, curricula, organization, methods of teaching, and current problems in the field of teaching elementary social studies.

529. LANGUAGE ARTS AND READING IN THE ELEMENTARY SCHOOL. (2) Spring.

Objectives, materials, and methods of teaching language, spelling, reading and writing in the elementary school. Major emphasis on problems of reading, with special attention to causes of student difficulties in learning to read. The techniques of reading improvement programs are studied and evaluated.

532. DEVELOPMENT AND ADMINISTRATION OF THE CURRICULUM. (3) Spring.

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.

536. IMPROVEMENT OF INSTRUCTION IN THE SECONDARY SCHOOL. (2) 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. (2) Summer.

A critical evaluation of the procedures utilized in caring for individual differences in the regular classroom.

538. PSYCHOLOGY OF LEARNING. (2) Offered on sufficient demand.

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.

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) Fall.

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.

552. RESEARCH METHODS. (2) Fall.

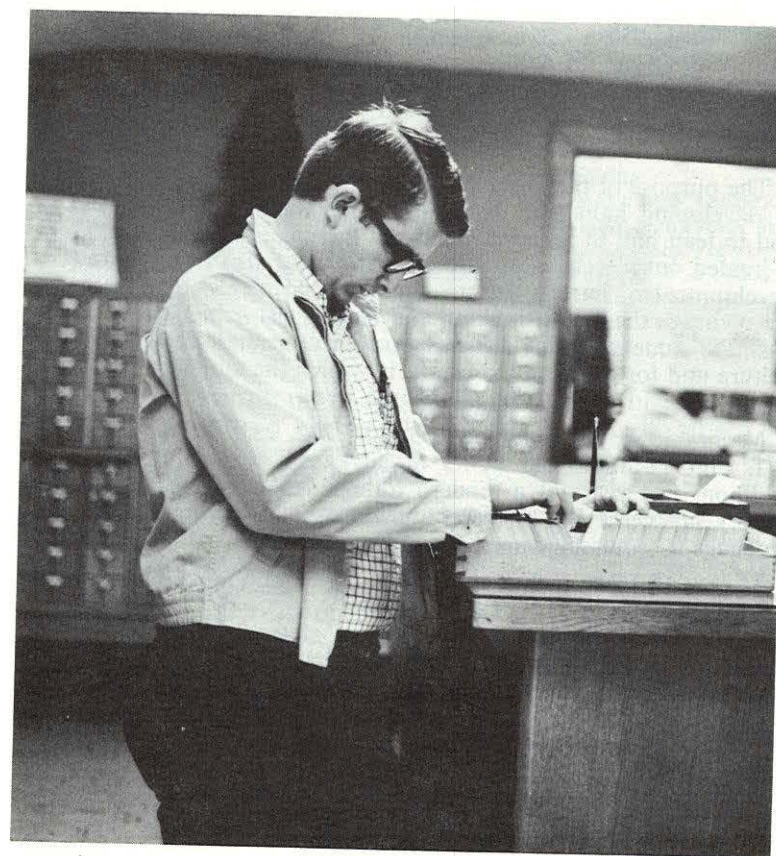
Essential techniques involved in research work, selecting and defining problems, treatment and interpretation of data and research reporting. Types of research, criteria for selecting and planning a problem, preparing bibliographies, securing data for various types of research, the organization, preparation 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.



Department of English Language and Literature

PROFESSOR:

Neil B. Cope, Ph.D.
Acting Chairman

ASSISTANT PROFESSORS

Josephine Cleveland, M.A.
Pearl Latham, M.A.
Charles Pittman, M.A.
Edward White, M.A.

INSTRUCTORS:

Alice K. Jewell, M.A.
Duane McCampbell, M.A.
Nancy Banowsky Myers, M.A.
Betty T. Ulrey, B.A.
James Edward Williams, Jr., M.A.

ASSISTING FROM OTHER DEPARTMENTS:**INSTRUCTORS:**

Dennis M. Organ, M.A.
Betty Work, M.A.

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, 251, 301 or 302, 370, 371, and 12 additional hours of advanced work in English. 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: 18 hours including 103, 201, 202 and 6 hours of advanced work.

All students preparing to teach in elementary or secondary schools must satisfactorily complete 103-104 or the equivalent. A grade of at least "C" in each course is required for admission to the Teacher Education Program. Only for English majors preparing to teach in secondary school can English 104 be substituted for 3 of the 12 advanced elective hours required in English.

Students who plan to certify to teach English in secondary schools must complete English 103, 104, 201, 202; 6 hours in

American literature, selected from 301, 302, or 411; and 6 additional hours chosen from English, journalism, and speech in any combination desired. Speech 255 is a very desirable elective for prospective English teachers. Because high school teachers of English are often expected to coach debate and to supervise the student newspaper, Speech 125 and Journalism 201 are also desirable electives. Students who wish drill in the conventions of traditional grammar should elect English 322.

103. INTRODUCTION TO COMPOSITION AND LITERATURE. (3) Fall, Spring.

In this course readings selected from outstanding writers introduce the student to principles for the understanding and appreciation of culturally significant literature and of essential grammar, semantics, good usage, clear thinking, and logical organization. Throughout the course, major stress is placed upon the development of writing skills.

113. HONORS COURSE IN COMPOSITION, LITERATURE, AND RESEARCH. (3) Fall.

A course similar to English 103 but enriched for superior students.

104. COMPOSITION, RHETORIC, AND RESEARCH. (3) Fall, Spring.

Required of all students certifying for teaching, of all premedical science students, and of all other students who earn fewer than 6.00 honor points in English 103, this course is a sequel to English 103. It 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. It does not count toward the major, except for students certifying to teach English in high school.

201, 202. OUR WESTERN HERITAGE. (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 reading selections sweep the field of significant creative writing from classical times into the Twentieth Century. The course is closely related to Art 101 and Music 101, which concern principles underlying creative work in art and music.

249. ENGLISH PROFICIENCY. (3) Spring.

Intensive practice in writing. Passing this course will satisfy the junior English proficiency test. Open only to juniors and seniors. Does not count toward the major or minor.

251. INTRODUCTION TO ENGLISH LITERATURE. (3) Spring.

Students who major in English need a broad understanding of chronology, backgrounds, movements, writers, and principles relating to English language and literature. This course is designed to provide that foundation and to afford opportunity for specialized research.

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. DESCRIPTIVE ENGLISH GRAMMAR. (3) Fall.

Stressing the basic principles of English grammar, this course is designed particularly for students who plan to teach English and for those who need a broad understanding of language structure.

**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: Psychology 203.

370. CHAUCER. (3) Fall.

Chaucer is significant as an artist and as a man, and this study examines the variety of his interests, the scope of his humor, and his sympathetic understanding of humanity. It also notes important changes in the English language during the Middle English period and takes into account Chaucer's social and literary background.

371. SHAKESPEARE. (3) Spring.

This course outlines Shakespeare's development as a dramatic artist and as an interpreter of humanity. It gives attention not only to the resourcefulness of his language but to the penetration of his thought, the breadth of his sympathies and understanding, and the wholeness of his view.

380. SPENSER. (3) Fall. Offered on sufficient demand.

Spenser is the master of allegory in English, the giant of the poet as scholar and seer tradition. This course concentrates upon *The Faerie Queene* but notes selected minor poems also.

381. MILTON. (3). Spring. Offered on sufficient demand.

The great Puritan has left an indelible mark upon the thought of English-speaking peoples. This course is devoted to a reading of Milton's major poetry and selected prose combined with attention to Miltonic scholarship.

400G. RESTORATION AND NEO-CLASSIC LITERATURE. (3) Spring. Alternates with 407; offered 1971-72.

This course deals with Dryden, Pope, Swift, Johnson, and other significant contributors to English Restoration and Neo-Classic literature.

402G. ROMANTIC POETRY. (3) Fall.

In this course the poetry of Wordsworth and Coleridge, of Keats, Shelley, and Byron is examined in depth, with appropriate attention to the scholarship devoted to the period.

404G. VICTORIAN POETRY. (3) Spring. Alternates with 411; offered 1970-71.

A study of Victorian poetry is the logical sequel to a study of Romantic poetry. This course gives major emphasis to Tennyson and Browning but notes also lesser figures of the Victorian period.

407G. MODERN DRAMA. (3) Spring. Alternates with 400; offered 1970-71.

The major dramatists of England, Europe, and America from Ibsen to the present are the subjects of this course. The course examines changes in dramatic technique, social and philosophical backgrounds; and cultural concepts. It affords opportunity for extensive reading in dramatic literature.

411G. AMERICAN NOVEL. (3) Spring. Alternates with 404; offered 1971-72.

This course follows the development of the American novel from its early instances to the present time. It involves a careful study of selected novels by Cooper, Hawthorne, Twain, Howells, Crane, Dreiser, Hemingway, Steinbeck, and others.

418G. BRITISH NOVEL. (3) Spring. Offered on sufficient demand.

This course deals with representative selections from major British novelists ranging chronologically from Henry Fielding to Somerset Maugham. Organized upon close textual discussions of the novels but primarily critical in nature, it also stresses historical aspects of selected writers.

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. Independent study will be approved only for students displaying an unusual degree of emotional, intellectual, and academic maturity.

530. INDEPENDENT STUDY IN LITERATURE. (1-3) Summer only; 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. Independent study will be approved only for students displaying an unusual degree of emotional, intellectual, and academic maturity.

General Science

PROFESSORS:

Joseph E. Pryor, Ph.D.
Department of Physical Science
 Jack Wood Sears, Ph.D.
Department of Biological Science
 William D. Williams, Ph.D.
Department of Physical Science

ASSOCIATE PROFESSORS:

Don England, Ph.D.
Department of Physical Science
 Maurice Lawson, M.S.
Department of Physical Science
 Dean B. Priest, Ph.D.
Department of Mathematics

ASSISTANT PROFESSORS:

Troy Blue, M.A.
Department of Mathematics
 James E. Mackey, Ph.D.
Department of Physical Science
 Bill W. Oldham, M.S.
Department of Mathematics
 Ward Bryce Roberson, Ph.D.
Department of Biological Science
 William F. Rushton, M.A.
Department of Biological Science
 Carroll W. Smith, Ph.D.
Department of Physical Science
 George W. Woodruff, Ed.D.
Department of Biological Science

INSTRUCTORS:

Ronald H. Doran, M.S.
Department of Biological Science
 Alva Gene Dugger, M.S.
Department of Mathematics
 Clifford E. Sharp, M.S.T.
Department of Physical 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 21 hours of approved courses

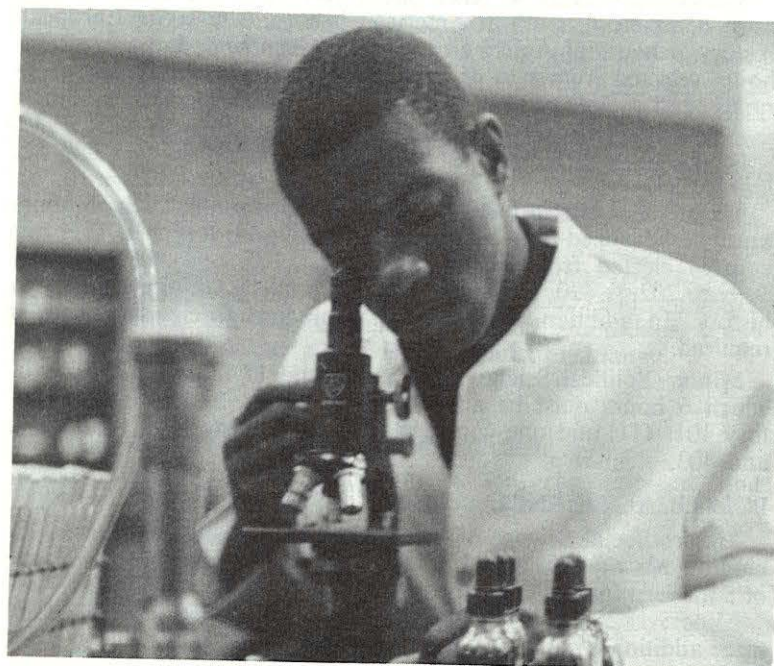
in education, those planning to certify to teach in the minimum time should elect the Bachelor of Arts program, should omit from the general education program Mathematics 101 and Physical Science 102, and should take Psychology 203 instead of Psychology 201.

Major (Bachelor of Arts): 53 hours in the biological and physical sciences and mathematics including Biology 111, 152; Chemistry 111 and 112 or 115; Mathematics 152; Physical Science 101; Physics 201-202; and a total of 24 hours of advanced work in two of the following fields — biology, chemistry, mathematics and 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; Chemistry 111 and 112 or 115; Mathematics 151, 152 or 171; Physical Science 101; Physics 201-202; and a total of 24 hours of advanced work in two of the following fields — biology, chemistry, mathematics, and physics — with a minimum of 6 hours in each of the two selected. A minor is not required.

Minor: 35 hours in the biological and physical sciences and mathematics including Biology 111, 152; Chemistry 111 and 112 or 115; Mathematics 152; Physical Science 101; Physics 201-202; and 6 hours of advanced work in the area.

For a description of course offerings consult the Department of Biological Science, the Department of Mathematics, and the Department of Physical Science.



Department of History and Social Science

PROFESSOR:

Clifton L. Ganus, Jr., Ph.D.

ASSISTANT PROFESSORS:

Raymond Muncy, M.A.

Chairman

Dallas Roberts, M.A.

Joe T. Seagraves, M.A.

INSTRUCTORS:

Lowell A. Cook, M.A.

Fred R. Jewell, M.A.

Thomas C. Myers, M.Ed.

Thomas R. Statom, M.A.T.

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, sociology or social science; to provide the pre-professional background for the fields of law, government service, social work or some related professional field.

Students preparing to teach social science in secondary schools must complete 6 hours in American history, 6 hours in European history, 3 hours of American national government, and a total of 9 hours selected from two of the following fields: economics, geography, and sociology.

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; two courses elected from History 301, 302, 340, and 403; Political Science 202 or 420; Social Science 450; and 13 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 301. In addition, one year of a modern foreign language is required.

Minor: 18 hours in political science including 202, 205, 251, and three additional hours of advanced credit.

SOCIAL SCIENCE

Major: 53 hours in social science including Economics 201, 202, Geography 212; History 101, 111; 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; 6 advanced hours in European history; and 6 additional hours elected from economics, geography, political science, and sociology. A minor is not required.

Minor: 18 hours of social science including 6 hours of advanced 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 6 hours in American history, 6 hours in European history, 3 hours in American national government, and a total of 9 hours selected from two of the following fields: economics, geography, and 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 must be taken for the advanced 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, 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 Business 251, 425 and Economics 322; 6 additional hours in American history from History 301, 302, 340, 366, 403, 420, 441; 3 hours of electives to be chosen from any of the five areas. 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.

217. ECONOMIC AND INDUSTRIAL GEOGRAPHY. (3) Offered on sufficient demand.

Natural resources of the major countries and their relation to commerce and business.

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 with some attention to the influence of geographic factors and significant contributions of older civilizations.

301. EARLY NATIONAL AMERICA 1787-1850. (3) Fall.

Political, social, and economic development of the United States beginning with the Constitutional Convention and continuing to the Compromise of 1850. Prerequisite: 101.

302. EMERGENCE OF MODERN AMERICA 1850-1900. (3) Spring.

Political, social, and economic development of the United States beginning with the sectional strife leading to the Civil War and continuing to the Progressive Era. Prerequisite: 101.

335, 336. CHURCH HISTORY. (2 or 3, 2 or 3) Fall, Spring. Same as Bible 335, 336.

Only one semester counts toward the major. Does not count toward the minor.

340. COLONIAL AMERICA 1608-1787. (3) Spring. Alternate years; offered 1970-71.

An intensive treatment of Colonial America through the period of the Articles of Confederation. Special attention is paid to European background in colonization. Prerequisite: 101.

366. HISTORY OF THE FRONTIER. (3) Spring. Alternate years; offered 1971-72.

Settlement of the West, the laws and policies related to its development, and the effects of the frontier on national life. Prerequisite: 101.

401. HISTORY OF ENGLAND 1066-1649. (3) Fall.

Political, religious, literary, and economic activities of the English people and the development of English institutions with emphasis on the English constitution from 1066 to 1649. Prerequisite: 111.

402. HISTORY OF ENGLAND 1649 TO PRESENT. (3) Fall.

A continuation of 401 from 1649 to the present. Prerequisite: 111.

403. TWENTIETH CENTURY AMERICA 1900 TO PRESENT. (3) Fall.

Political, social, and economic development of the United States beginning with the Progressive Era and continuing to the present. Prerequisite: 101.

408G. EUROPEAN HISTORY 1500-1789. (3) Fall. Alternates with 441G; offered 1970-71.

Development of political, social, and economic institutions of modern Europe leading up to the French Revolution. Prerequisite: 111.

420G. DIPLOMATIC HISTORY OF THE UNITED STATES. (3) Fall.

A survey of current problems involving a study of courses of action. Position of the United States in world affairs, techniques involved in the making of foreign policy and procedures of American diplomacy.

430G. ANCIENT, MEDIEVAL AND RENAISSANCE HISTORY. (3)

Spring. Alternate years; offered 1971-72.

A historical survey beginning with civilization in the ancient Mediterranean world and continuing through the Renaissance of Northern Europe. Particular attention is paid to the classics of antiquity and the use made of them in the period of the Renaissance. A careful study is also made of the development of the feudal institutions of Europe.

441G. HISTORY OF THE SOUTH. (3) Fall. Alternates with 408G; offered 1971-72.

The "Old South," the problems of reconstruction, the development of the "New South" and an analysis of continuing trends. Prerequisite: 101.

446G. EUROPEAN HISTORY 1789-1900. (3) Fall.

Europe during the age of revolution, nationalism and imperialism. Prerequisite: 111.

447G. TWENTIETH CENTURY EUROPE 1900 TO PRESENT. (3) Spring.

A study of the economic, political and military developments in Europe since 1900 and their social and cultural repercussions. Prerequisite: 111.

502. AMERICAN IDEALS AND INSTITUTIONS. (3) Summer only.

The revolution of American ideals and institutions from the Colonial Period to the present. A brief history of America and of her economic and political development is included.

503. TWENTIETH CENTURY AMERICA. (3) Fall.

Political, social, and economic development of the United States beginning with the Progressive Era and continuing to the present.

POLITICAL SCIENCE

202. INTERNATIONAL RELATIONS. (3) Fall, Spring.

The interpretation of international politics as a struggle for power and an attempt to provide a foundation for a sober approach to world problems. Survey of the modern state system: geographic, human, economic factors, imperialism; war as an institution; the relationship between international politics and world organization.

205. AMERICAN NATIONAL GOVERNMENT. (3) Fall, Spring.

The origin of the American constitutional system, structure of government, federalism and civil rights.

251. AMERICAN STATE AND LOCAL GOVERNMENT. (3) Spring.

The nature, structure and functions of state, city, county, town and special district governments and their interrelationships.

300. GREAT BRITAIN AND FRANCE. (3) Fall. Alternate years; offered 1970-71.

The organization and operation of governments and parties in the United Kingdom and France. A survey of contemporary British and French political issues and problems.

301. THE U.S.S.R. AND GERMANY. (3) Spring. Alternate years; offered 1970-71.

The governments and politics of the Soviet Union, West German (Bonn) Federal Republic and the East German Democratic (Communist) Republic. Special emphasis upon Communist Party structure and tactics as well as political philosophy.

Department of Home Economics

PROFESSOR:

Mildred L. Bell, Ph.D.
Chairman

ASSISTANT PROFESSOR:

Elaine C. Thompson, M.A.

INSTRUCTORS:

Phyllis A. Blacksten, M.S.
Sharen Deacon Crockett, M.S.
Bula Jean Moudy, M.S.

324. PRINCIPLES OF PUBLIC ADMINISTRATION. (3) Fall. Alternate years; offered 1970-71.

The administrative processes of national, state, and local governments.

325. GOVERNMENT AND BUSINESS. (3) Spring. Alternate years; offered 1971-72.

Governmental regulation of business and the forms of governmental promotion and encouragement of business enterprise, including the broad economics of public policy. Same as Business 325.

351. INTERNATIONAL ORGANIZATION. (3) Spring. Alternate years; offered 1971-72.

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. AMERICAN POLITICAL PARTIES. (3) Fall. Alternate years; offered 1970-71.

The organization and practices of political parties, electoral systems and campaign methods.

355. PUBLIC OPINION AND PROPAGANDA. (3) Spring. Same as Sociology 355.

420G. DIPLOMATIC HISTORY OF THE UNITED STATES. (3) Fall. Same as History 420G.

422G. AMERICAN POLITICAL THEORY. (3) Fall. Alternate years; offered 1971-72.

American political thought from colonial times to the present.

423G. RECENT POLITICAL THOUGHT. (3) Spring. Alternate years; offered 1970-71.

Major theories from the middle of the nineteenth century to the present, with emphasis upon the development of the principal philosophies (Socialism, Democracy, Fascism, and Communism) current in Europe and America today. Analysis of the conflict between Democracy and Authoritarianism.

435G. INTRODUCTION TO CONSTITUTIONAL LAW. (3) Spring. Alternate years; offered 1971-72.

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 advanced students wishing to concentrate, through research and special supervised reading, upon a particular problem. Emphasis on introduction to graduate work in the field of political science.

SOCIAL SCIENCE

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.

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.

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 only prerequisite for girls choosing the course as elective is that of junior or senior standing.

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.

The Arkansas Board of Education and the Arkansas Department of Education have strongly urged all colleges approved for granting the vocational home economics degree to work out programs that will permit a second teaching field (preferably elementary education) to be completed. Harding College has worked out programs that will normally require only one summer in addition to eight semesters to complete.

Major (Bachelor of Arts): 30 hours in home economics including 101, 102, 201, 203, 322 or 323, 331 or 433, 391, 402, 405 and 3 additional advanced hours plus Art 117. This program includes 9 hours in foods and nutrition, 6 in clothing and textiles, and 12 in home and family. Sociology 301 is strongly recommended.

Major (Bachelor of Arts for Dietary Technology): A broad area major including Accounting 205, 206, 305; Business 108, 317, 368; Economics 201; Home Economics 102, 201, 214, 322 or 323, 331, 332, 337, 391, 402, 433, 435, 436; and Psychology 307. A minor is not required.

Major (Bachelor of Science for Vocational Teachers): 42 hours in home economics including 101, 102, 201, 202 or 303, 203, 214, 322, 323, 331, 391, 402, 405, 406, and 412. Other required courses are Art 117, Sociology 301, Chemistry 111-115, Biology 271, 275, and Education 307, 320, 336, 417, 424, and 451. This program includes 9 hours in child and family, 9 in home management, 11 in foods and health and 9 in clothing and textiles. Non-teaching majors must complete Art 101, Physical Science 101, Psychology 201, Political Science 202 or 205, and two additional hours of physical education activity, but may omit the education courses. 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 to certify also in elementary education, Home Economics 405 and 412 and Education 320 are waived. English 350, Geography 212, Mathematics 225, Music 116, and Education 401, 402, and 403 must be included in the degree plan.

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, 301, 324, Biology 271, 275, Accounting 205, 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.

Minor (for Elementary Education major): 18 hours in home economics including 101, 102, 201, 322, 402 and 3 hours of additional work.

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. Prerequisites: 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 1970-71.

Modifications of the normal diet for therapeutic purposes. Prerequisite: 331.

337. FOOD PRESERVATION AND SCHOOL LUNCH PROGRAM. (2) Fall. Alternates with 433; offered 1971-72.

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. HOME MANAGEMENT AND CONSUMER ECONOMICS. (3) Fall.

Managerial aspects of homemaking, work simplification for household activities, financial records, and budget-making for the individual and the family. 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,

Department of Journalism

PROFESSOR:

Neil B. Cope, Ph.D.
Chairman

INSTRUCTOR:

Dennis M. Organ, M.A.

The Department of Journalism offers basic studies for students planning to find a vocation in journalism, advertising, public relations, or related areas. It also offers courses for those who need the practical techniques of journalism for use in other vocations.

Major: 27 hours in journalism of which 18 hours must be advanced courses, and including 201, 301, 302, 401 and 450.

Minor: 18 hours in journalism including 6 hours of advanced work.

201. INTRODUCTION TO JOURNALISM. (2) 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 advisor.

252. STUDENT PUBLICATIONS ACTIVITY — YEARBOOK. (1) Fall, Spring.

Same as for 251 except work is on yearbook.

301. REPORTING. (3) Fall. Alternates with 401; offered 1971-72.

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 1971-72.

Preparation of copy, copyreading, headline writing, desk work, and page makeup. Attention 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 1970-71.

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. Alternates with 322; offered 1971-72.

The fundamentals of photography, developing and printing, enlarging, use of photographic equipment and standard techniques are studied by lecture and laboratory work.

201, 391 and consent of the department chairman for majors; junior or senior standing, and consent of department chairman for non-majors.

405. 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.

406. 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 lectures, three hours laboratory per week. Prerequisite: Art 117.

412. 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.

431. ADVANCED NUTRITION. (3) Spring. Alternates with 332; offered 1971-72.

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.

433. EXPERIMENTAL PROBLEMS IN FOODS. (3) Fall. Alternates with 337; offered 1970-71.

The experimental approach in 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.

435. QUANTITY COOKERY. (3) Spring. Alternates with 436; offered 1971-72.

Organization and management; menu planning and standard methods of food preparation in quantity. Observation and practice in the college cafeteria. Prerequisite: 201.

436. FOOD SERVICE ORGANIZATION. (3) Spring. Alternates with 435; offered 1970-71.

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.

305. PUBLICATIONS PHOTOGRAPHY. (3) Spring. Alternates with 303; offered 1971-72.

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. Alternates with 323; offered 1970-71.

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 1970-71.

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. CREATIVE WRITING. (2) Spring. Alternates with 310; offered 1971-72.

Emphasizes the technique of article writing for magazines and other media, including attention to research methods, style, and market adaptation. Students are expected to write magazine and feature articles for publication and may also produce stories and verse.

392. PUBLIC RELATIONS PRINCIPLES. (3) Spring. Alternates with 302; offered 1970-71.

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 1970-71.

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.

410Gx. 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. (2) Offered on demand.

Individual study or research on selected topic of interest to the student.

Department of Mathematics

ASSOCIATE PROFESSOR:

Dean B. Priest, Ph.D.
Chairman

ASSISTANT PROFESSORS:

Troy Blue, M.A.
Bill W. Oldham, M.S.

INSTRUCTOR:

Alva Gene Dugger, 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 needed by pre-professional students or students of science, and to lay a broad foundation for students majoring in mathematics.

Major (Bachelor of Arts): 30 hours of mathematics, 15 hours of which must be in courses numbered 300 or above, including 251-252. Physics 211-212 is also required.

Major (Bachelor of Science): 30 hours of mathematics, 15 hours of which must be in courses numbered 300 or above, including 251-252; 27 hours in two other sciences, and 6 hours in a fourth science. Physics 211-212 must be included. A minor is not required.

Minor: 18 hours of mathematics including six advanced hours.

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.

Designed for those students who present fewer than one and one-half entrance units in algebra or have inadequate preparation. Does not count toward the major or minor.

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.

215x. BASIC PROGRAMMING. (3) Spring.

A general study of digital computers, basic operation and use of the Programma 101, and extensive programming of the Programma 101 computer. Two class periods and three hours of laboratory per week. Prerequisite: 151 or consent of instructor. Fee \$20.00.

225. MATHEMATICS IN THE ELEMENTARY SCHOOL. (3) 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.

305Gx. FOUNDATIONS OF MATHEMATICS. (3) Spring. Alternate years; offered 1970-71.

Mathematical thought in relation to logic and science, and a study of some significant postulational systems. Prerequisite: 201.

313G. LINEAR ALGEBRA. (3) Fall.

Linear equations, matrices and vector spaces, linear transformations, determinants, rational and Jordan forms, inner product spaces and bilinear forms. Prerequisite: 201 and junior standing.

320G. PROBABILITY. (3) Fall. Alternate years; offered 1971-72.

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 1970-71.

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) Spring. Alternate years; offered 1971-72.

Real number systems, functions, sequences, additional topics in limits, continuity, differentiation, integration, infinite and power series, and uniform convergences. Prerequisite: 252.

401G. 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 1970-71.

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.

431G. INTERMEDIATE ANALYSIS II. (3) Offered on sufficient demand.

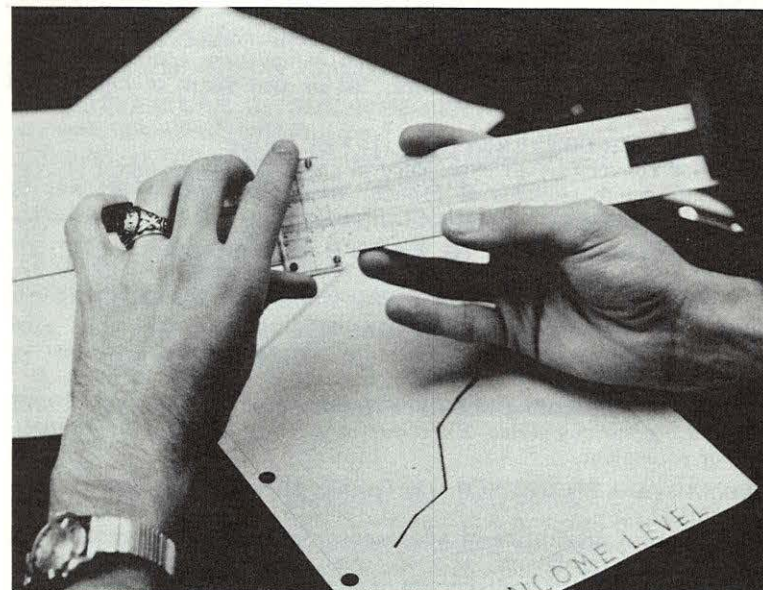
Partial differentiation, applications to geometry of space, maxima and minima, Lagrange's multipliers, indeterminate forms, elliptic integrals, line integrals, Green's theorem and transformation of multiple integrals. Prerequisite: 331 or 252 and consent of instructor.

450Gx. 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.

525. MATHEMATICS FOR THE ELEMENTARY TEACHER. (3) Offered on sufficient demand.

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

ASSISTANT PROFESSORS:

Dorothy S. Wright, Dr. de l'Universite
Winfred O. Wright, Dr. de l'Universite
Chairman

ASSISTING FROM OTHER DEPARTMENTS:

ASSISTANT 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 in high school will be assigned to their first course in college French after a conference with the chairman of the department to determine the proper level of placement.

Major in French: 30 hours in French including 18 hours of advanced credit.

Minor in French: 18 hours in French including 6 hours of advanced credit.

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.

251x. FRENCH CONVERSATION. (1) Fall, Spring.

Guided conversational experience in small groups on topics of common interest to students of French. Two hours each week. May be taken four semesters for credit. Prerequisite: 102 or equivalent.

301-302. INTRODUCTION TO FRENCH LITERATURE. (3,3) Fall, Spring. Alternates with 303-304; offered 1970-71.

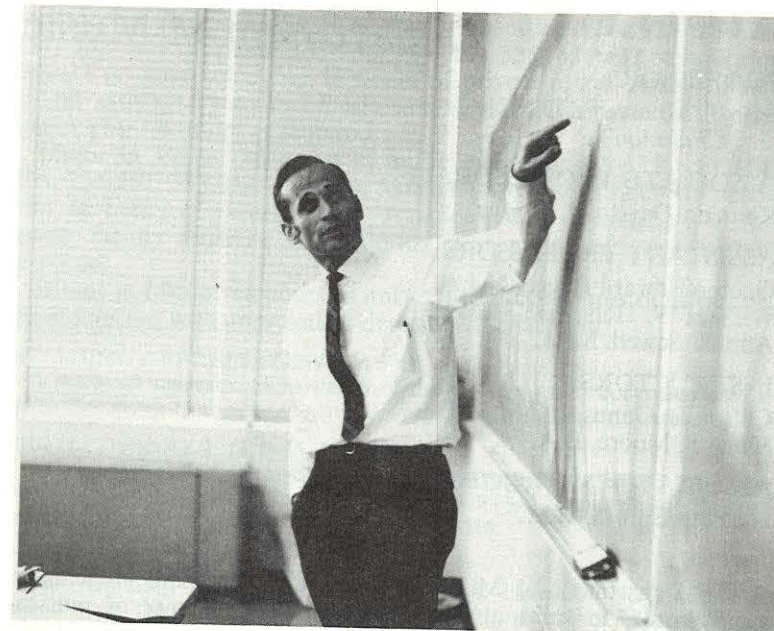
A survey of major authors and their works from the Middle Ages to the present. Prerequisite: 202 or equivalent.

303x. ADVANCED COMPOSITION. (3) Fall. Alternates with 301; offered 1971-72.

Techniques of writing in French. Imitation of selected French texts illustrating various styles. Exercises in creative writing. Prerequisite: 202 or equivalent.

304x. ADVANCED FRENCH. (3) Spring. Alternates with 302; offered 1971-72.

A practical application of advanced grammar in group discussions, reports and translations. Literary analysis of passages from representative works. Prerequisite: 202 or equivalent.



305x. 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.

402x. FRENCH CLASSICISM. (3) Spring. Alternates with 404; offered 1970-71.

A study of Corneille, Racine, Moliere, Pascal, La Fontaine, and others. Prerequisite: Any 300 course.

403x. LITERATURE OF THE 18TH CENTURY. (3) Fall. Alternates with 401; offered 1971-72.

A study of 18th Century writers with emphasis on the works of the philosophers. Prerequisite: Any 300 course.

404x. LITERATURE OF THE 19TH CENTURY. (3) Spring. Alternates with 402; offered 1971-72.

A study of representative writers of the 19th Century and the important literary movements. Prerequisite: Any 300 course.

405x. LITERATURE OF THE 20TH CENTURY. (3) Fall. Alternates with 403; offered 1970-71.

A study of outstanding writers of the 20th Century and of current literary trends in France. Prerequisite: Any 300 course.

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.

Department of Music

PROFESSOR:

Erle T. Moore, Ed.D.
Chairman

ASSOCIATE PROFESSOR:

Kenneth Davis, Jr., D.Mus.

ASSISTANT PROFESSORS:

George Edward Baggett, M.A.
William W. Hollaway, M.M.E.
Ann R. Sewell, M.M.

INSTRUCTORS:

Clifton L. Ganus, III, M.M.E.
Mona S. Moore, B.A.

ASSOCIATE INSTRUCTOR:

Harding Burton, B.M.

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, 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, 132, 205, 251-252, 253-254, 255-256, 331, 335, 431-432, and 10 hours of applied music which must include at least 4 hours of piano and 4 hours of voice. A minor is required.

Major in Music Education with emphasis on Vocal-Choral: 50 hours in music including 111-112, 113-114, 205, 211-212, 251-252, 253-254, 255-256, 331, 335, 426, 431-432 and 12 hours of applied music including at least 4 hours of voice. In addition, for certification, Psychology 203, Education 307, 320, 336, 417, 450, and 451 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, 426, 431-432, 461-462, 4 hours of piano, 2 hours of voice and 8 hours of private instruments. In addition, for certification, Psychology 203, Education 307, 320, 336, 417, 450, and 451 are required. A minor is not required.

Major in Piano: 51 hours in music including 111-112, 113-114, 131, 132, 205, 251-252, 253-254, 255-256, 335, 431-432, 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 Voice: 56 hours in music including 111-112, 113-114, 205, 251-252, 253-254, 255-256, 331, 335, 431-432, 8 hours of piano and 16 hours of private voice. 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 advanced 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: 115 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: 115 or consent of the instructor. Co-requisite: 111-112.

115. 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.

116. MUSIC IN THE ELEMENTARY SCHOOL. (3) Fall, Spring.

Techniques and materials for music instruction in grades one through eight.

131-137. 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.

137. RECORDING CHORUS. (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.

251-252. THEORY II. (3,3) Fall, Spring.

Part writing, harmonization, analysis, modulation, involving chromatic alternation. 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.

255x, 256x. 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.

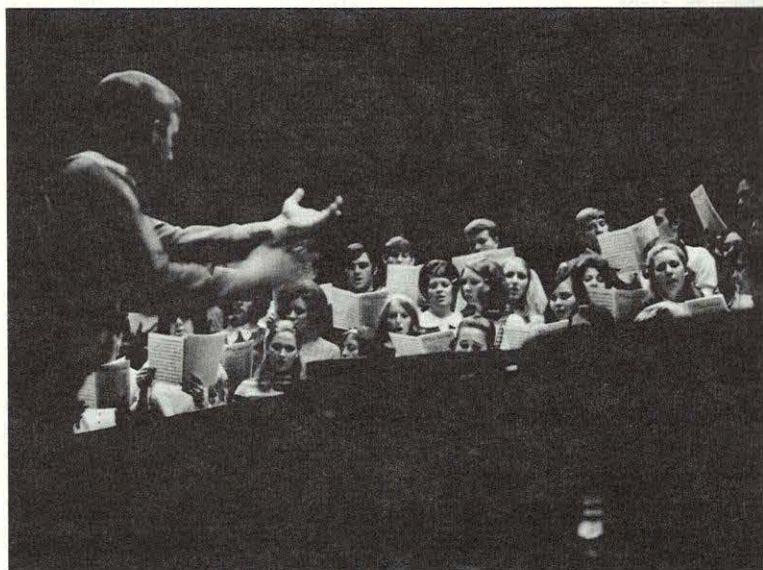
The structural principles of music, the elements of form and the forms used are studied through analysis and listening.

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 organizations 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.

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 student which lie outside the normal curriculum and which are deemed particularly applicable to his individual aims.

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.

APPLIED MUSIC**PRIVATE INSTRUCTION**

Private instruction is offered in voice, piano, 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 (Voice, Piano, 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**VOICE 105-106. CLASS VOICE. (2,2) Fall, Spring.**

Group instruction for beginning students. Special attention to voice development and freedom and poise in singing.

Department of Physical Education and Health

PROFESSORS:

M. E. Berryhill, M.A.
Harry D. Olree, Ed.D.
Chairman

ASSISTANT PROFESSORS:

Ted M. Altman, M.A.
Karyl V. Bailey, M.A.
Cecil M. Beck, M.A.
Don O. Berryhill, Ed.D.
Jess Bucy, M.A.
Bob J. Corbin, M.Ed.
Hugh M. Groover, M.Ed.
Robert T. Knight, M.A.
Theodore R. Lloyd, M.S.
Clifford John Prock, M.T.
Marjorie H. Ryan, M.A.T.

INSTRUCTORS:

Barbara G. Barnes, B.A.
Jerry Mote, M.A.T.

ASSOCIATE INSTRUCTOR:

Richard A. Johnson, B.A.

The Department of Physical Education and Health 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, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, and, for physical education majors and minors, 151, 152. Veterans who have spent at least one year in the military service may receive credit for the total 4 hours in physical education required by the college.

Students in the teacher education program must complete only 3 hours of physical education activity. Physical Education 203 is required of all students who plan to teach with the exception of vocational home economics majors. Physical Education 330 is also required of elementary education majors.

Major: 33 hours in physical education, 18 of which must be advanced level hours, including 151, 152, 202**, 203, 206, 301; four hours from 304*, 306* and 307*; 320, 351, 352, 400**, 402*, 404, 405, 427. Biology 275 is required in addition to the 33 hours in physical education.

Minor: 18 hours including 151, 152, 203, 206, and 6 hours of advanced work.

*For men only.

**For women only.

112. BEGINNING AND INTERMEDIATE SWIMMING. (1) Fall, Spring
on sufficient demand.

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 student capable of passing an intermediate swimming test.

113. ADVANCED SWIMMING AND WATER SAFETY. (1) Spring.
Red Cross Senior Life Saving and Water Safety Instructor courses. Prerequisite: 112 or the ability to pass an intermediate swimming test. Fee \$2.00.

119. CONDITIONING ACTIVITIES. (1) Fall.
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.

151. DUAL AND INDIVIDUAL SPORTS I. (2) Fall.
Theory and techniques of teaching golf, gymnastics, bowling, and swimming, and practice in the basic skills of these activities. For majors and minors only. Fee \$6.00.

152. DUAL AND INDIVIDUAL SPORTS II. (2) Spring.
Theory and techniques of teaching archery, badminton, handball, and tennis, and practice in the basic skills of these activities. For majors and minors only. Fee \$2.00.

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. (3) Spring.
A study of the historical development of physical education, its underlying principles and its place in the educational program.

301G. KINESIOLOGY. (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.

304. COACHING FOOTBALL. (2) Fall.
Coaching and officiating football.

306. COACHING BASKETBALL. (2) Fall.
Coaching and officiating basketball.

307. COACHING BASEBALL AND TRACK. (2) Spring.
Coaching and officiating baseball and track.

315. CAMP LEADERSHIP. (2) Spring.
Study of and participation in camp organization, camp promotion, campfire programs, nature observation, camp athletics, hiking and outdoor cookery.

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. PHYSICAL EDUCATION IN 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.

351, 352. SPORTS METHODS. (1,1) Fall, Spring.
Supervised teaching of activity courses. For majors only. Prerequisites: 151 or 152.

400. ATHLETICS FOR WOMEN. (3) Spring.
A study of coaching techniques and officiating in three major athletic sports for women: basketball, volleyball, and softball.

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.

403Gx. SEMINAR IN COMMUNITY HEALTH PROBLEMS. (3) Fall.
An attempt to define health problems within the community. Students engage in the analysis and possible solution of these problems.

404G. EVALUATION AND APPRAISAL IN PHYSICAL EDUCATION. (2) 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 HIGH SCHOOL ATHLETIC PROGRAMS: INTRAMURAL AND INTERSCHOLASTIC. (3) Fall.

Consideration of the place of athletics in the high school physical education program, financing the program, time in the school program, scheduling of games, membership in athletic leagues, school-community relationships, eligibility, facilities and equipment, player awards, procurement of officials, and auxiliary organizations such as the band and pep squad.

406Gx. MOTOR LEARNING AND PERFORMANCE. (3) Spring.
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.

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. PHYSICAL EDUCATION FOR SECONDARY SCHOOLS: METHODS, ORGANIZATION AND ADMINISTRATION. (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) Fall.
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.

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.

503. RESEARCH METHODS IN PHYSICAL EDUCATION, HEALTH EDUCATION, AND RECREATION. (3) Fall.

The application of research methods and techniques to problems in physical education, health education, and recreation.

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.

Department of Physical Science

PROFESSORS:

Joseph E. Pryor, Ph.D.
William D. Williams, Ph.D.
Chairman

ASSOCIATE PROFESSORS:

Don England, Ph.D.
Maurice L. Lawson, M.S.

ASSISTANT PROFESSORS:

James E. Mackey, Ph.D.
Carroll W. Smith, Ph.D.

INSTRUCTOR:

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 pages 114 and 115.

CHEMISTRY

Major: 35 hours of chemistry including 111-112, 261, 301-302, 311, 411-412, and 6 additional advanced-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 with a minimum grade of "C" is required of all junior and senior majors. In addition, German 101-102 is required. Chemistry 312, 401, Mathematics 252, 401, and Physics 301 are strongly recommended. A minor is not required.

Minor: 18 hours of chemistry including 6 advanced hours.

PHYSICS

Major: 34 hours of physics including 211-212 and at least 2 hours of intermediate or advanced laboratory. The following supporting courses or equivalents must be completed: Chemistry 111-112; Mathematics 252, 401; and additional sciences and/or mathematics to total 67 hours in this area. Participation in a departmental seminar with a minimum grade of "C" is required of all junior and senior majors. In addition, German 101-102 or French 101-102 is required. Chemistry 411-412 or 3 additional hours of approved mathematics may be elected as part of the 34 hour physics total. A double major in 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.

Minor: 18 hours in physics including 6 hours of advanced 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. Three class periods and three hours laboratory per week.

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 single 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.

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 1971-72.

Continuation of 261 including instrumental analysis. Two class periods and six hours laboratory per week. Prerequisite: 261.

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.

311. CHEMICAL LITERATURE. (1) Fall.

The sources of information in the field of chemistry and the use of chemical literature in research. Prerequisite: 12 hours of chemistry.

312. ADVANCED INORGANIC CHEMISTRY. (3) Spring. Alternate years; offered 1970-71.

Advanced topics in inorganic chemistry including atomic structure, periodic system, chemical bonding, coordination chemistry and radioactivity. Three class periods per week. Prerequisite: 112, Physics 202 or equivalent.

324. BIOCHEMISTRY. (3) Spring.

The basic concepts of the chemistry and metabolism of carbohydrates, lipids, proteins, vitamins, and hormones are considered with special consideration being given to biochemical energetics and molecular biochemistry. Three class periods per week. Prerequisite: 301.

401G. ADVANCED ORGANIC CHEMISTRY. (3) Fall.

An advanced approach to structure and mechanism in organic chemistry. Special emphasis is placed on the relationships between the structures of organic molecules, their physical properties, and their chemical reactivities. Three class periods per week. Prerequisite: 302.

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.

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.

211x, 212x. 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 in Mathematics 251 and a grade of "C" in 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.

305x. ELECTRONICS. (2) 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: Permission of the instructor.

311. OPTICS. (3) Spring. Alternate years; offered 1970-71.

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 1970-71.

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.

411Gx-412Gx. ELECTROMAGNETIC THEORY. (3,3) Fall, Spring.

Alternate years; offered 1971-72.

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 401.

415Gx. 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 1970-71.

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 401.

444Gx. 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.

Department of Psychology and Sociology

ASSOCIATE PROFESSOR:

Billy D. Verkler, M.S.

ASSISTANT PROFESSORS:

Ronald L. Brotherton, M.A.

Chairman

Kelly D. Randolph, M.A.

INSTRUCTORS:

William L. Culp, B.A.

Roddy Osborne, M.A.T.

ASSISTING FROM OTHER DEPARTMENTS:

ASSOCIATE PROFESSOR:

Nyal D. Royse, Ed.D.

The Department of Psychology and Sociology has been designed to achieve the following objectives:

1. To contribute to the general education of students by giving them a scientific attitude toward and an understanding of human behavior;
2. To help students gain attitudes, information, and understanding which will enable them better to meet their personal and social problems;
3. To serve as a bridge between the biological sciences and the other social sciences;
4. To promote creative and critical thinking;
5. To give background preparation for professions which deal with individual and group behavior, such as child psychology, industrial psychology, clinical psychology, and social work;
6. To encourage students to enter the field, whether in teaching, research, or applied areas;
7. To supply information which will prepare students for more advanced study in psychology and/or sociology.

Major in Psychology: 32 hours in approved courses, including 201, 260, 325, 375, 380, and 425. Biology 275 is required in addition to the 30 hours in psychology. Six hours of a foreign language are also highly recommended.

Minor in Psychology: 18 hours, including 201 and 6 hours of upper-level work. For a student who is interested in a social-service oriented minor, the following courses are recommended: 201, 275, 351, 380, 408, 410, and at least one hour in 450.

Major in Psychology-Sociology: 50 hours in approved courses, including Psychology 201, 260, 275, 325, 351, 380; Sociology 203,

250, 405, 408, and 6 elective hours in sociology; either Psychology 375 and 451 or Sociology 330 and 440; and 9 hours elected from the two areas. Either Psychology 450 or Sociology 450 is highly recommended. A minor is not required.

Major in Sociology: 30 hours in approved courses, including 203, 250, 330, 405, 408, and 440. Psychology 260 and 325 are required in addition to the 30 hours in sociology. In addition, one year of a foreign language is required.

Minor in Sociology: 18 hours, including 203 and 6 hours of upper-level work.

PSYCHOLOGY

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.

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.

260x. MEASUREMENTS FOR BEHAVIORAL SCIENCES. (2) 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 Psychology 325 is also satisfactorily completed.

275. HUMAN RELATIONS. (2) Fall, Spring.

This course is designed to increase the student's understanding of interpersonal interaction in contemporary society. Its basic objective is the development of skills in recognizing and understanding what is happening in groups and of understanding the motives, purposes, and perceptions of others and of self. An attempt is made to help the student attain more effective behavior through self awareness, sensitivity to others, free expression and better listening. The learner's own group experiences are converted into information for discussion and analysis.

307. EDUCATIONAL PSYCHOLOGY. (3) Fall, Spring.

Same as Education 307.

325. STATISTICS. (4) Spring.

Introduction to statistical techniques as they apply to the field of psychology. Considers application of statistical methods to data from psychological tests and experiments. Interpretation and theory stressed. Required of majors in psychology, sociology, and psychology-sociology. Three class periods and three hours laboratory per week. Prerequisites: 201, 260.

351G. COUNSELING. (3) Spring.

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. Prerequisite: 201 or 203 and junior standing.

375. EXPERIMENTAL PSYCHOLOGY. (4) Fall.

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 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.

400G. PSYCHOLOGICAL TESTING. (3) Fall.

History and development of mental tests; validity and reliability of measures used, practice in administration, scoring, and interpretation of group tests of intelligence, interest, personality, scholastic aptitude, special abilities, and achievement. Prerequisite: 201 and 325 or the consent of the instructor.

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. Sociology 203 is recommended.

410G. 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 or consent of the departmental chairman.

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: Nine semester hours in psychology.

438G. PSYCHOLOGY OF LEARNING. (2) Offered on sufficient demand. Same as Education 538.**450Gx. INDEPENDENT STUDY.** (1-3) Offered on demand.

Individual study on research in selected topics in psychology. Prerequisite: 201 and consent of the instructor and the chairman of the department.

451G. ADVANCED GENERAL PSYCHOLOGY. (2) Fall. Alternate years; offered 1971-72.

A reading and seminar course for seniors majoring in psychology. Topics include the functional divisions of behavior, conditioning, learning, remembering, problem-solving, perceiving, and motivation and emotion. Methods and history as well as current knowledge are included. Prerequisite: Consent of the departmental chairman.

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.

250. ANTHROPOLOGY. (3) Spring.

A study of the origin, nature and diffusion of culture. Beginnings of human society and the comparison of some contemporary cultures.

301. MARRIAGE AND THE FAMILY. (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.

330x. RESEARCH METHODS IN SOCIOLOGY. (3) Spring.

Introduction to the major steps of scientific inquiry into social relations. Emphasis will be placed on survey design and analysis. Prerequisite: 203 or consent of instructor.

342. CRIME AND DELINQUENCY. (3) Spring.

A study of crime and juvenile delinquency emphasizing causes, law enforcement, and treatment. Prerequisite: 203.

350x. INDUSTRIAL SOCIOLOGY. (3) Fall. Alternate years; offered 1971-72.

The social aspects of the structure and functioning of industrial organizations. Prerequisite: 203.

355. PUBLIC OPINION AND PROPAGANDA. (3) Spring.

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.

375x. POPULATION AND ECOLOGY. (3) Spring. Alternate years; offered 1970-71.

The influence of demographic factors, habitat, economy, and technology on social organization and change in the human community. Prerequisite: 203.

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 408G.

410Gx. MINORITY GROUPS. (3) Fall.

The identity, goals, and organizations of minority groups; race relations as a social problem. Prerequisite: 203.

440G. SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. (3) Fall.

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.

450G. INDEPENDENT STUDY. (1-3) Offered on demand.

Individual study or research on selected topics in sociology. Prerequisite: 203 and consent of the instructor and department chairman.

Department of Speech

PROFESSORS:

Evan Ulrey, Ph.D.

Chairman

Richard W. Walker, Ph.D.

ASSOCIATE PROFESSOR:

John H. Ryan, M.A.

ASSISTANT PROFESSORS:

J. Harvey Dykes, M.A.

Robert Eubanks, M.A.

INSTRUCTOR:

Larry Menefee, M.A.

ASSOCIATE INSTRUCTOR:

Terry Eyman, B.A.

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 and oral reading, and to prepare teachers of speech.

Major: 30 hours of speech including 110, 111, 125 or 275, 250, 255, 260, 405, and 410. Speech majors must earn credit in at least four semesters of co-curricular activity courses numbered 131, 141, 151, 270, and 300. Credit must be earned in at least two areas.

Recommended major for secondary school teachers: 110, 111, 120, 125, 250, 255, 260, 275, 310, 405, 410, and 430.

Minor: 18 hours including 110, 111, 125 or 275, 250 or 405, and 255 or 260.

Minor (for Bible majors): 18 hours including 110, 111, 255 or 350, 275 or 280, 341 and 342.

GRADUATE PROGRAM IN SPEECH THERAPY

Admission: The student must qualify for admission to the graduate program — see pages 69-76. In general, a minimum of twelve undergraduate hours in speech will be required. The twelve 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 correction in a private clinic situation or in the public school. Students completing the program would exceed the minimal requirements for State Certification in Speech Correction.

Those students who follow the recommended undergraduate curriculum at Harding College and complete the M.A.T. degree would be qualified academically for certification by the American Speech and Hearing Association. The student may well not be able to complete all of the requirements of 275 clock hours of work in a clinic situation.

ASHA requires 275 clock hours of work in a clinic supervised by an ASHA certified director. Students completing the 3 hours of undergraduate and the 3 hours of graduate work in clinical practice at Harding would complete this requirement, since 3 hours of clinical practice each week for 16 weeks for each semester hour of credit would total 288 clock hours of clinical work for the 6 semester hours.

Arkansas certification in speech correction requires 6 hours of speech correction, 3 hours of audiology, 3 hours of phonetics, 50 clock hours of clinical practice, and 6 additional semester hours of credit per year until ASHA certification is achieved.

Course requirements for the Master of Arts in Teaching degree: 18 hours in graduate speech; 10 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.

101. BASIC SPEECH EXPERIENCES. (3) Fall, Spring.

Instruction and practice in the 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.

110. PUBLIC SPEAKING. (2) Fall, Spring.

Preparation, delivery, and critical evaluation of prepared speeches. Prerequisite: 101 or consent of instructor.

111. 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 110. Prerequisite: 101 or consent of instructor.

120. STAGE DESIGN AND LIGHTING. (2) Spring. Alternates with 312; offered 1970-71.

A study of the history and principles of scene design and lighting. Practical experience in lighting and stagecraft as they apply to staging drama. Two class periods and one hour laboratory per week.

121. INTRODUCTION TO ACTING. (2) Fall. Alternates with 310; offered 1971-72.

Lecture-laboratory in acting methods and techniques. Practical application in the drama workshop.

125. INTRODUCTION TO ARGUMENTATION. (2) Fall.

Principles and practice of argumentation including research and organization, argument, and evidence.

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.

141x. RADIO LABORATORY. (1) Fall, Spring.

Credit may be earned for announcing or staff work on the college radio station. 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.

250. SPEECH CORRECTION. (3) Spring.

A survey of common speech defects, training teachers to correct minor defects and to recognize those that should be referred to experts. Supervised clinical practice. Prerequisite: 111 or consent of instructor.

255. FUNDAMENTALS OF ORAL INTERPRETATION. (3) Fall.

A study of the theory and practice of preparation and oral presentation of literature.

260. INTRODUCTION TO THE THEATRE. (3) Spring.

Survey of the theatre, playwrights and plays, including analysis of the problems of producing plays in the educational theatre.

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. GROUP DISCUSSION. (3) Spring.

Methods of group problem solving and conference methods.

280. INTRODUCTION TO MASS COMMUNICATIONS: RADIO-TELEVISION. (3) Spring. Alternates with 281; offered 1970-71.

Basic functions of mass media with application to the historical development (programs, advertising, station organization) of radio and television. Prerequisite: 141 or consent of instructor.

281. RADIO-TELEVISION PROGRAMMING AND PRODUCTION. (3)

Spring. Alternates with 280; offered 1971-72.

Program structure for broadcasting with actual production of various types of programs.

300. CLINICAL PRACTICE. (1) Fall, Spring.

Laboratory in speech correction. The course may be taken three times for credit. Prerequisite: 250.

310. PLAY DIRECTING. (3) Fall. Alternates with 121; offered 1970-71.

Lecture-workshop in directing, staging, and producing plays. Prerequisite: 260 or consent of instructor.

312. COSTUME AND MAKE-UP. (3) Spring. Alternates with 120; offered 1971-72.

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.

**315G. SPEECH IN THE ELEMENTARY SCHOOL.** (3) Fall, Spring.

Speech activities for the elementary classroom: creative dramatics, oral reading, speech improvement, and phonetics.

341, 342. PREPARATION AND DELIVERY OF SERMONS. (3,3) Fall, Spring.

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

350. ORAL INTERPRETATION OF BIBLICAL LITERATURE. (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.

352x. READERS' THEATRE. (3) Spring.

A study of the theory and practice of the principles and techniques of the oral presentation of the literature of the theatre. Emphasis on analysis and criticism of the literature and on program building. Prerequisite: 255.

360. VOICE SCIENCE. (3) Offered on sufficient demand.

A study of the anatomy, physiology, and acoustics of voice production.

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

Identification and correction of complicated type of speech abnormalities: aphasia, cleft palate and cerebral palsied speech, and stuttering. Three class periods and three hours of laboratory in the speech clinic per week. Prerequisite: 250 or equivalent.

402G. AUDIOLOGY. (3) Offered on sufficient demand.

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 or equivalent.

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: 111 or consent of instructor.

406Gx. PSYCHOLOGY OF SPEECH. (3) Summer.

Foundations and functions of speech in individual and group social behavior; communicative systems and facility. Prerequisite: 111 and Psychology 201 or consent of instructor.

410G. RHETORICAL THEORY. (3) Spring.

Introduction to the theory of criticism and a critical analysis of speeches and speakers in order to develop a sound rhetorical theory and practice.

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.

460G. ADVANCED AUDIOLOGY. (3) Summer.

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 AND HEARING MECHANISMS. (3) Summer.

The structure of the organs of hearing and speech and how these organs function.

500x. 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.

501x. SEMINAR IN SPEECH PATHOLOGY. (3) Summer.

Directed individual study in defective speech and its rehabilitation. Prerequisite: Consent of the instructor.

503x. 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.

Part VI

Directory of Personnel

Appendix

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Directory of Personnel . . . Enrollment Summary . . . College
Calendar, 1970-71 . . . Tentative College Calendar, 1971-72 . . .
Correspondence Directory . . . Endowment and Scholarship Funds

Board of Trustees

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DR. HOUSTON T. KARNES, Baton Rouge, Louisiana
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JOHN D. BALDWIN, Holyoke, Colorado

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HAROLD COGBURN, M.D., Forrest City, Arkansas

JAMES B. ELLERS, Memphis, Tennessee

RICHARD D. FULLER, Memphis, Tennessee

DR. CLIFTON L. GANUS, JR., *Ex-Officio*, Searcy, Arkansas

RICHARD GIBSON, Longview, Texas

LOUIS E. GREEN, Newark, Delaware

OLEN HENDRIX, Prescott, Arkansas

HILLARD JOHNMEYER, Vichy, Missouri

LEMAN JOHNSON, Wenatchee, Washington

T. J. McREYNOLDS, Morrilton, Arkansas

MILTON PEEBLES, Saratoga, Arkansas

ROY SAWYER, Sardis, Mississippi

J. A. THOMPSON, Searcy, Arkansas

MRS. ROBERT S. WARNOCK, Magnolia, Arkansas



Officers of Administration

CLIFTON L. GANUS, JR., Ph.D., *President of the College*

JOSEPH E. PRYOR, Ph.D., *Dean of the College*

VIRGIL H. LAWYER, M.A., *Dean of Students*

LOTT R. TUCKER, JR., B.A., *Business Manager*

VIRGIL M. BECKETT, B.A., *Registrar*

EDDIE R. CAMPBELL, M.A.T., *Dean of Men*

FRED J. ALEXANDER, M.Ed., *Director of Admissions*

HARRY D. OLREE, Ed.D., *Director of Research*

BILL R. COX, M.B.A., C.P.A., *Assistant to the President*

SHIRLEY ANNE BIRDSALL, M.S.L.S., *Librarian*

NYAL D. ROYSE, Ed.D., *Director of Graduate Studies*

W. B. WEST, JR., Th.D., *Dean of the Graduate School of Religion*

PERRY S. MASON, M.A., LL.D., *Superintendent of the Academy*

HAROLD BOWIE, Ed.D., *Superintendent of Memphis Academy*

Faculty — 1969-70

1970-1971 Harding College Catalog

- FRED J. ALEXANDER, M.Ed. (Abilene Christian College)
Director of Admissions and Director of Junior College Relations. 1968, 1969*.
- JAMES R. ALLEN, M.R.E. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1959.
- TED M. ALTMAN, M.A. (Western State College — Colorado)
Assistant Professor of Physical Education and Health. 1963, 1964**.
- GEORGE EDWARD BAGGETT, M.A. (University of Kansas City)
Assistant Professor of Music. 1949, 1955.
- KARYL V. BAILEY, M.A. (Ohio State University)
Assistant Professor of Physical Education and Research Assistant. 1967, 1969.
- JAMES D. BALES, Ph.D. (University of California)
Professor of Christian Doctrine. 1944, 1947.
- BARBARA G. BARNES, B.A. (Harding College)
Instructor in Physical Education. 1966.
- JEROME M. BARNES, M.A.T. (Harding College)
Assistant Professor of Education. 1962, 1966.
- CECIL M. BECK, M.A. (North Texas State University)
Assistant Professor of Physical Education and Health. 1953.
- 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)
Assistant Librarian. 1959.
- DON O. BERRYHILL, Ed.D. (University of New Mexico)
Assistant Professor of Physical Education. 1966, 1969.
- M. E. BERRYHILL, M.A. (George Peabody College)
Professor of Physical Education and Health. 1937, 1946.
- SHIRLEY ANNE BIRDSALL, M.S.L.S. (Louisiana State University)
Librarian. 1962.
- PHYLLIS A. BLACKSTEN, M.S. (University of Washington)
Instructor in Home Economics. 1968.
- TROY BLUE, M.A. (George Peabody College)
Assistant Professor of Mathematics. 1967.

*First date indicates year of employment; second date, year appointed to present rank or position.

**On leave of absence.

- RONALD LEON BROTHERTON, M.A. (San Jose State College)
Assistant Professor of Psychology, Chairman of the Department of Psychology and Sociology, and Director of Counseling. 1969.
- JESS BUCY, M.A. (Arkansas State University)
Assistant Professor of Physical Education. 1969.
- WILLIAM LESLIE BURKE, M.A. (Northwestern University)
Professor of Greek and Hebrew and Chairman of the Department of Biblical Languages. 1944, 1947.
- DAVID B. BURKS, M.B.A. (University of Texas)
Instructor in Business Administration and Director of Placement. 1967, 1968.
- HARDING BURTON, B.Mus. (Memphis State University)
Associate Instructor in Music. 1968.
- EDDIE R. CAMPBELL, M.A.T. (Harding College)
Dean of Men and Assistant Director of Admissions. 1965, 1969.
- JOSEPHINE CLEVELAND, M.A. (Michigan State University)
Assistant Professor of English. 1966, 1968.
- BOBBY L. COKER, Ed.D. (University of Arkansas)
Assistant Professor of Education and Director of Institutional Testing. 1968, 1969.
- LOWELL A. COOK, M.A. (Abilene Christian College)
Instructor in History. 1966.
- NEIL B. COPE, Ph.D. (University of Missouri)
Professor of Journalism, Chairman of the Department, and Acting Chairman of the Department of English. 1936, 1947.
- BOB J. CORBIN, M.Ed. (University of Oklahoma)
Assistant Professor of Physical Education and Health and Research Associate. 1964, 1966.
- BILL R. COX, M.B.A., C.P.A. (Southern Methodist University)
Assistant Professor of Business Administration, Assistant to the President, and Director of the American Studies Program. 1964, 1967.
- SHAREN DEACON CROCKETT, M.S. (Ohio State University)
Instructor in Home Economics. 1968.
- WILLIAM L. CULP, B.A. (Harding College)
Instructor in Sociology. 1967.
- KENNETH DAVIS, JR., D.Mus. (Indiana University)
Associate Professor of Music. 1953, 1965.
- RONALD H. DORAN, M.S. (University of South Carolina)
Instructor in Biological Science. 1968.
- ALVA GENE DUGGER, M.S. (University of Missouri at Rolla)
Instructor in Mathematics. 1969.
- 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.

- DON ENGLAND, Ph.D. (University of Mississippi)
Associate Professor of Chemistry. 1960, 1966.
- ROBERT E. EUBANKS, M.A. (University of Arkansas)
Assistant Professor of Speech. 1967, 1969.
- TERRY EYMAN, B.A. (Harding College)
Associate Instructor in Speech. 1968.
- CLIFTON L. GANUS, JR., Ph.D. (Tulane University)
President of the College and Professor of History. 1946, 1965.
- CLIFTON L. GANUS III, M.M.E. (North Texas State University)
Instructor in Music. 1968.
- STANLEY B. GREEN, B.S.E. (University of Houston)
Instructor in Art. 1966.
- HUGH M. GROOVER, M.Ed. (University of Arkansas)
Assistant Professor of Physical Education and Health and Athletic Director. 1957, 1969.
- WILLIAM JOE HACKER, JR., D.R.E. (Southwestern Baptist Theological Seminary)
Associate Professor of Bible and Religious Education and Chairman of the Department of Bible, Religion and Philosophy. 1961, 1966.
- EARL CONARD HAYS, B.D. (Southern Methodist University)
Associate Professor of Bible and Church History and Assistant to the Chairman of the Department of Bible, Religion and Philosophy. 1953, 1958.
- JAMES A. HEDRICK, Ed.D., C.P.A. (North Texas State University)
Professor of Accounting and Chairman of the Department of Business and Economics. 1952, 1965.
- ROBERT L. HELSTEN, M.A. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1958.
- WILLIAM W. HOLLOWAY, M.M.E. (North Texas State University)
**Assistant Professor of Music.* 1966.
- JAMES E. HOWARD, Th.M. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1968, 1969.
- ALLAN L. ISOM, Th.M. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1963, 1966.**
- ALICE K. JEWELL, M.A. (Indiana University)
Instructor in English. 1968.
- FRED R. JEWELL, M.A. (Indiana University)
Instructor in History. 1968.
- RICHARD A. JOHNSON, B.A. (Harding College)
Associate Instructor in Physical Education. 1969.
- JERRY L. JONES, Th.M. (Harding Graduate School of Religion)
Assistant Professor of Bible. 1966.
- **On leave of absence.

- ROBERT J. KELLY, B.A. (Harding College)
Associate Instructor of Business Education. 1969.
- ROBERT T. KNIGHT, M.A. (George Peabody College)
Assistant Professor of Physical Education and Health. 1962.
- PEARL LATHAM, M.A. (University of Oklahoma)
Assistant Professor of English. 1947.
- MAURICE L. LAWSON, M.S. (University of Oklahoma)
Associate Professor of Physics. 1954, 1965.
- VIRGIL H. LAWYER, M.A. (North Texas State University)
Assistant Professor of History and Dean of Students. 1961.
- THEODORE R. LLOYD, M.S. (University of Mississippi)
Assistant Professor of Physical Education and Health. 1964, 1966**.
- DUANE McCAMPBELL, M.A. (University of Southern California)
Instructor in English. 1969.
- JAMES E. MACKEY, Ph.D. (University of Mississippi)
Assistant Professor of Physics. 1968.
- ELIZABETH B. MASON, M.A. (George Peabody College)
Professor of Art and Chairman of the Department. 1946, 1950.
- LARRY MENEFEE, M.A. (Southern Illinois University)
Instructor in Speech. 1968.
- NORMAN F. MERRITT, JR., M.B.A. (Harvard University)
Assistant Professor of Business Administration. 1967.
- MAUDE S. MONTGOMERY, M.A. (Marshall University)
Assistant Professor of Education. 1959.
- ERLE T. MOORE, Ed.D. (Columbia University)
Professor of Music and Chairman of the Department. 1949.
- MONA MOORE, B.A. (Central State Teachers College — Oklahoma)
Instructor in Music. 1957.
- JERRY MOTE, M.A.T. (Harding College)
Instructor in Physical Education. 1967.
- BULA JEAN MOUDY, M.S. (Texas Technological College)
Instructor in Home Economics. 1966.
- RAYMOND MUNCY, M.A. (University of Indiana)
Assistant Professor of History and Chairman of the Department of History and Social Science. 1961, 1965.
- NANCY BANOWSKY MYERS, M.A. (North Texas State University)
Instructor in English. 1969.
- THOMAS C. MYERS, M.Ed. (North Texas State University)
Instructor in Political Science. 1969.
- BILL W. OLDHAM, M.S. (Oklahoma State University)
Assistant Professor of Mathematics. 1961, 1964.
- **On leave of absence.

- HARRY D. OLREE, Ed.D. (George Peabody College)
Professor of Physical Education and Health, Chairman of the Department, and Director of Research. 1957, 1966.
- DENNIS M. ORGAN, M.A. (University of Missouri)
Instructor in Journalism. 1967.
- CARL RODDY OSBORNE, M.A.T. (Harding College)
Instructor in Psychology. 1968.
- CHARLES PITTMAN, M.A. (Memphis State University)
Assistant Professor of English. 1962**.
- DEAN B. PRIEST, Ph.D. (University of Mississippi)
Associate Professor of Mathematics and Chairman of the Department. 1962, 1969.
- C. JOHN PROCK, M.T. (Southwestern State College — Oklahoma)
Assistant Professor of Physical Education and Health. 1960.
- JOSEPH E. PRYOR, Ph.D. (Louisiana State University)
Professor of Physical Science and Dean of the College. 1944, 1960.
- NEALE T. PRYOR, Th.D. (New Orleans Baptist Theological Seminary)
Assistant Professor of Bible. 1962.
- KELLY D. RANDOLPH, M.A. (Eastern New Mexico University)
Assistant Professor of Psychology. 1968.
- ANDY T. RITCHIE, M.A. (Scaritt College)
Assistant Professor of Bible. 1946, 1954.
- WARD BRYCE ROBERSON, Ph.D. (Utah State University)
Assistant Professor of Biological Science. 1964, 1967.
- DALLAS ROBERTS, M.A. (University of Arkansas)
Assistant Professor of Political Science. 1957.
- DON D. ROBINSON, A.M. (Colorado State University)
Assistant Professor of Art. 1962, 1966.
- KEITH ROBINSON, B.A. (Abilene Christian College)
Visiting Instructor in Missions. 1969.
- NYAL D. ROYSE, Ed.D. (Memphis State University)
Associate Professor of Education and Director of Graduate Studies. 1966, 1969.
- WILLIAM F. RUSHTON, M.A. (University of Arkansas)
Assistant Professor of Biological Science. 1960.
- JOHN H. RYAN, M.A. (University of Illinois)
Associate Professor of Speech. 1961, 1969.
- MARJORIE H. RYAN, M.A.T. (Harding College)
Assistant Professor of Physical Education and Health. 1961, 1966.
- CLARENCE SANDERS, B.A. (Harding College)
Director, Educational Media Center. 1964.

**On leave of absence.

- JACK WOOD SEARS, Ph.D. (University of Texas)
Professor of Biological Science and Chairman of the Department. 1945.
- JOE T. SEGRAVES, M.A. (Kent State University)
Assistant Professor of History. 1963.
- 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 and Chairman of the Department. 1947, 1965.
- CLIFFORD E. SHARP, M.S.T. (Antioch College)
Instructor in Physical Science. 1969.
- CARROLL W. SMITH, Ph.D. (University of Oklahoma)
Assistant Professor of Chemistry and Research Associate. 1968.
- THOMAS R. STATOM, M.A.T. (Harding College)
Instructor in History. 1967**.
- ELAINE C. THOMPSON, M.A. (Texas Woman's University)
Assistant Professor of Home Economics. 1954.
- ERMAL H. TUCKER, M.S. (Kansas State Teachers College)
Assistant Professor of Business Education. 1957, 1961.
- LOTT R. TUCKER, B.A. (Harding College)
Business Manager. 1951, 1957.
- BETTY T. ULREY, B.A. (Harding College)
Instructor in English. 1967.
- EVAN ULREY, Ph.D. (Louisiana State University)
Professor of Speech and Chairman of the Department. 1950.
- BILLY D. VERKLER, M.S. (Michigan State University)
Associate Professor of Sociology. 1957, 1965**.
- CHARLES R. WALKER, M.S. (University of Illinois)
Instructor in Business Administration and Economics. 1965.
- 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.
- JAMES THOMAS WATSON, M.A. (University of Missouri)
Assistant Professor of Art. 1965, 1969.
- EDWARD WHITE, M.A. (Marshall University)
Instructor in English. 1969.
- JAMES E. WILLIAMS, JR., M.A. (University of Missouri)
Instructor in English. 1966.
- WILLIAM D. WILLIAMS, Ph.D. (University of Kentucky)
Professor of Chemistry and Chairman of the Department of Physical Science. 1954, 1963.
- MURREY W. WILSON, M.A. (University of Arkansas)
Assistant Professor of Education. 1957.
- H. EUGENE WINTER, M.S. (Western Illinois State University)
Assistant Professor of Business and Economics. 1969.

**On leave of absence.

GEORGE W. WOODRUFF, Ed.D. (Oklahoma State University)
Assistant Professor of Biology. 1966.
 BETTY WORK, M.A. (Michigan State University)
Instructor in Elementary Education. 1968.
 DOROTHY S. WRIGHT, Dr. de l'Universite (University of
 Toulouse)
Assistant Professor of French. 1968.
 WINFRED O. WRIGHT, Dr. de l'Universite (University of
 Toulouse)
Assistant Professor of French. 1966.

EMERITI

GEORGE STUART BENSON, M.A., LL.D.
President Emeritus and Emeritus Professor of Bible.
 WOODSON HARDING ARMSTRONG, B.A.
Emerita Professor of Speech and Dean of Women.
 SAMUEL ALBERT BELL, B.A.
Associate Professor Emeritus of Bible.
 LONNIE E. PRYOR, M.A.
Associate Professor Emeritus of Social Science.
 LLOYD CLINE SEARS, Ph.D.
Dean Emeritus and Emeritus Professor of English.

GRADUATE SCHOOL OF BIBLE AND RELIGION

Memphis, Tennessee

ANNIE MAY ALSTON, M.A. (University of Chicago)
Librarian. 1944, 1956.
 WILLIAM FLATT, M.R.E. (Harding Graduate School of Re-
 ligion)
Registrar and Assistant to the Dean. 1965.
 OTIS GATEWOOD, M.A., LL.D. (Pepperdine College)
Professor of Missions. 1965.
 HAROLD HAZELIP, Ph.D. (University of Iowa)
Associate Professor of Christian Doctrine. 1967, 1968.
 E. H. IJAMS, M.A., LL.D. (George Peabody College, Harding
 College)
Professor of Christian Education. 1957, 1960.
 JACK P. LEWIS, Ph.D., Ph.D. (Harvard University, Hebrew
 Union College)
Professor of Bible. 1954.
 DON L. MEREDITH, M.Th. (Harding Graduate School of Re-
 ligion)
Assistant Librarian. 1968.

WILLIAM PATTERSON, Th.D. (Southwestern Baptist Theologi-
 cal Seminary)
Associate Professor of Christian Education. 1966.
 JOHN A. SCOTT, Ph.D. (University of Pennsylvania)
Associate Professor of Counseling. 1959, 1966.
 EARL WEST, Ph.D. (Indiana University)
Professor of Church History. 1955, 1968.
 VELMA R. WEST, M.A. (Pepperdine College)
Assistant Professor of Greek. 1952.
 W. B. WEST, JR., Th.D. (University of Southern California)
*Professor of New Testament and Dean of the Graduate School
 of Religion.* 1951, 1958.

ACADEMY AND ELEMENTARY SCHOOL FACULTY

BETTY A. ALSTON, M.A. (Memphis State University)
Second Grade, Elementary School. 1969.
 BILLY RAY BARDEN, M.A.T. (Harding College)
Instructor in Science and Coach. 1967.
 J. E. BERRYHILL, M.A. (George Peabody College)
Registrar and Instructor in Bible and Social Science. 1952, 1967.
 RANDALL B. BRANNON, B.S. (Harding College)
Instructor in Science. 1969.
 HAZEL BLUE, B.A. (Harding College)
First Grade, Elementary School. 1967.
 RUTH BROWNING, M.A.T. (Harding College)
Instructor in English and Social Science. 1959.
 BARBARA CONFER, B.A. (Harding College)
Sixth Grade, Elementary School. 1969.
 DANNY COSTON, B.A. (Harding College)
Instructor in Art and Mathematics. 1967.
 BILL DILES, M.A.T. (Harding College)
Principal and Instructor in Bible and Business. 1963, 1967.
 RALPH DIXON, JR.
Instructor in French. 1969.
 DAVID T. ELLIOTT, B.A. (Harding College)
Instructor in Bible and Physical Education and Coach. 1969.
 MILDRED GROOVER, B.A. (Harding College)
Instructor in Business. 1962, 1967.
 MARYBELLE HELSTEN, B.A. (Harding College)
Fifth Grade, Elementary School. 1958.
 FLORENCE F. HENRY, M.A. (George Peabody College)
Music, Elementary School. 1957.

- PAULA S. HICKS, B.A. (Harding College)
Instructor in Home Economics and Biology. 1967.
- AUBREY EDWARD HIGGINBOTHAM, JR., M.S.E. (State College of Arkansas)
Guidance Counselor. 1960, 1969.
- LOIS L. LAWSON, M.A.T. (Harding College)
Third Grade, Elementary School. 1955.
- ELSIE K. LYNN, M.S.E. (Arkansas State Teachers College)
Instructor in English. 1966.
- WILTON Y. MARTIN, M.A.T. (Harding College)
Instructor in Social Studies and Coach. 1965.
- PERRY S. MASON, M.A., LL.D. (George Peabody College, Magic Valley Christian College)
Superintendent. 1946.
- HARVEY H. RHODES, JR.
Chorus and Band Director, Junior High School. 1969.
- KATHRYN C. RITCHIE, B.A. (Harding College)
Instructor in Mathematics. 1950.
- ANN B. ROUSE, B.A. (Harding College)
Instructor in Physical Education. 1966.
- MATTIE SUE SEARS, M.A.T. (Harding College)
Fourth Grade, Elementary School. 1962.
- IRMA WELCH, M.A.T. (Harding College)
Librarian and Instructor in Speech. 1963.
- RAY A. WRIGHT, M.M.E. (North Texas State University)
Instructor in Bible and Music, and Director of Chorus. 1968.

STANDING COMMITTEES OF THE FACULTY — 1969-70

- ACADEMIC AFFAIRS COMMITTEE: Joseph E. Pryor, *Chairman*, Virgil M. Beckett, Mildred Bell, Shirley Anne Birdsall, Gloria Page Daniel, Clifton L. Ganus, W. Joe Hacker, Jr., Elizabeth B. Mason, Raymond Muncy, Harry D. Olree, Edward G. Sewell, Evan Ulrey.
- ACADEMIC SCHOLARSHIP COMMITTEE: Virgil M. Beckett, *Chairman*, Virgil H. Lawyer, Dean B. Priest, Joseph E. Pryor, Bruce Stidham, Evan Ulrey.
- ADMISSIONS COMMITTEE: Fred Alexander, *Chairman*, Virgil M. Beckett, Bobby L. Coker, Virgil H. Lawyer, Raymond Muncy, Joseph E. Pryor.
- ATHLETIC COMMITTEE: Joseph E. Pryor, *Chairman*, M. E. Berryhill, Hugh M. Groover, James A. Hedrick, Robert L. Helsten, Harry D. Olree, Gay Wheatley.

- EXECUTIVE COMMITTEE: Clifton L. Ganus, *Chairman*, Virgil M. Beckett, Virgil H. Lawyer, Harry D. Olree, Joseph E. Pryor, Nyal D. Royse, Edward G. Sewell, Lott R. Tucker, Jr.
- FACULTY PROGRAM COMMITTEE: Joseph E. Pryor, *Chairman*, Neale T. Pryor, Joe T. Segraves, Ermal Tucker, James E. Williams, Winfred O. Wright.
- FACULTY WELFARE COMMITTEE: Don England, *Chairman*, Mildred L. Bell, David B. Burks, W. Joe Hacker, Jr., Dean B. Priest, Neale T. Pryor.
- GRADUATE COUNCIL: Nyal D. Royse, *Chairman*, Harry D. Olree, Joseph E. Pryor, Jack Wood Sears, Edward G. Sewell.
- LECTURESHIP COMMITTEE: W. Joe Hacker, Jr., *Chairman*, Jerry Cook, Kenneth Davis, Jr., Earl Conard Hays, James E. Howard, Erle T. Moore, Raymond Muncy, Neale T. Pryor, John H. Ryan, Jack Wood Sears.
- LIBRARY COMMITTEE: W. Joe Hacker, Jr., *Chairman*, Shirley Anne Birdsall, David B. Burks, Josephine Cleveland, Don England, William W. Hollaway, Raymond Muncy, Kay Smith.
- LYCEUM COMMITTEE: Erle T. Moore, *Chairman*, Chris Greene, Donna Holmquist, Virgil H. Lawyer, Don D. Robinson, Evan Ulrey.
- PHYSICAL PLANT COMMITTEE: Lott R. Tucker, Jr., *Chairman*, John Lee Dykes, Maurice Lawson, Elizabeth B. Mason, Jack Wood Sears.
- PRE-MEDICAL ADVISORY COMMITTEE: Don England, *Chairman*, Maurice L. Lawson, Bill W. Oldham, Ward Bryce Roberson, Jack Wood Sears, William D. Williams.
- PUBLICITY RELATIONS COMMITTEE: Neil B. Cope, *Chairman*, Billy Roy Cox, Wayne Dockery, Clifton L. Ganus, Virgil H. Lawyer, Perry S. Mason, Russell L. Simmons, Lott R. Tucker, Jr.
- RANK AND PROMOTION COMMITTEE: Joseph E. Pryor, *Chairman*, Neale T. Pryor, Edward G. Sewell, Evan Ulrey, William D. Williams.
- STUDENT AFFAIRS COMMITTEE: Jack Wood Sears, *Chairman*, Shirley Anne Birdsall, Eddie R. Campbell, Kenneth Davis, Jr., Donna Deason, Robert E. Eubanks, Virgil H. Lawyer, Raymond Muncy, Bob Watson.
- TEACHER EDUCATION COMMITTEE: Edward G. Sewell, *Chairman*, Jerome M. Barnes, Mildred L. Bell, Elizabeth B. Mason, Raymond Muncy, Harry D. Olree, Evan Ulrey, Murrey Wilson, Jane Wade.
- COMMITTEE ON ADMISSION TO AND RETENTION IN TEACHER EDUCATION PROGRAM: Edward G. Sewell, *Chairman*, Jerome Barnes, Josephine Cleveland, Virgil H. Lawyer, Murrey Wilson.

Public Relations and Development

CLIFTON L. GANUS, JR., Ph.D., *President of the College*
 EDWINA PACE, *Secretary to the President*
 BILL R. COX, M.B.A., C.P.A., *Assistant to the President and
 Director of the American Studies Program*
 KAREN KOFAHL, *Secretary*
 C. FLOYD DANIEL, B.S., *Director of Development*
 JAMES H. DANIEL, JR., B.S., *Director of Deferred Giving*
 LOUISE E. RIVERS, *Secretary*
 DOROTHY WOODRUFF, *Secretary*
 ANN WRIGHT, *Secretary*
 RUSSELL L. SIMMONS, *Director, Publicity and Publications*
 ALICE ANN KELLAR, *Assistant Director, Publicity and Pub-
 lications*
 GENE A. ELLMORE, *Director of News Bureau*
 STANLEY B. GREEN, B.S.E., *Art Director and Sports Infor-
 mation Director*
 JAMES J. WORSHAM, M.A., *Photographer*
 ANITA BURTON, *Secretary*
 BUFORD D. TUCKER, *Executive Secretary, Alumni Association*
 DORIS M. COWARD, B.A., *Secretary*

Academic

JOSEPH E. PRYOR, Ph.D., *Dean of the College*
 JOYCE ANN CONKLIN, B.S.E., *Secretary*
 VIRGIL M. BECKETT, B.A., *Registrar*
 WILLIAM T. WALLACE, M.A., *Assistant Registrar*
 JOYCE BULLARD, *Secretary*
 CAROL GILLIAM, *IBM Operator*
 JOYCE JOHNSON, *IBM Operator*
 CLARENCE SANDERS, B.A., *Director, Educational Media
 Center*

Divisional Chairmen

EDWARD G. SEWELL, Ph.D., *Education*
 ELIZABETH B. MASON, M.A., *Fine Arts*
 EVAN ULREY, Ph.D., *Humanities*
 MILDRED L. BELL, Ph.D., *Natural Science*
 WILLIAM JOE HACKER, D.R.E., *Religion*
 RAYMOND MUNCY, M.A., *Social Science*

Graduate Council

NYAL D. ROYSE, Ed.D., *Director of Graduate Studies
 Chairman*
 EDWARD G. SEWELL, Ph.D., *Professor of Education*
 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*

Research Program

HARRY D. OLREE, Ed.D., *Director of Research*
 JEAN KELLY, *Secretary*
 BOB J. CORBIN, M.S., *Research Associate*
 CARROLL W. SMITH, Ph.D., *Research Associate*
 KARYL V. BAILEY, M.A., *Research Assistant*
 GLORIA REYNOLDS, C.T., *Research Assistant*
 BONNIE WENTWORTH, B.S., *Research Assistant*

Library

SHIRLEY ANNE BIRDSALL, M.S.L.S., *Librarian*
 SHARON COLE, *Secretary*
 WINNIE ELIZABETH BELL, M.A.L.S., *Assistant Librarian*
 ELIZABETH P. DYKES, M.A.L.S., *Reference Librarian*
 RHEBA BERRYHILL, B.A., *Library Assistant*
 CORINNE BURKE, B.A., *Library Assistant*
 JUDY HENDRIX, *Library Assistant*

Pre-professional Counselors

Agriculture — JACK WOOD SEARS, Ph.D.
 Architecture — MAURICE L. LAWSON, M.S.
 Dentistry — JACK WOOD SEARS, Ph.D.
 Engineering — MAURICE L. LAWSON, M.S.
 Law — RAYMOND MUNCY, M.A.
 Medicine — DON ENGLAND, Ph.D.
 Medical Technology — JACK WOOD SEARS, Ph.D.
 Nursing — WARD BRYCE ROBERSON, Ph.D.
 Optometry — BILL W. OLDHAM, M.S.
 Pharmacy — WILLIAM D. WILLIAMS, Ph.D.
 Social Service — RAYMOND MUNCY, M.A.

Student Personnel

VIRGIL H. LAWYER, M.A., *Dean of Students*
 ANGIE WATTS, *Secretary*
 EDDIE R. CAMPBELL, M.A.T., *Dean of Men and Assistant Director of Admissions*
 FRED J. ALEXANDER, M.Ed., *Director of Admissions and Director of Junior College Relations*
 BILLIE SUE HESSELRODE, B.S., *Secretary*
 JAMES E. GREEN, B.S., *Admissions Counselor*
 BOBBY L. COKER, Ed.D., *Director of Institutional Testing*
 MARY SUE GALYEAN, *Secretary*
 RONALD LEON BROTHERTON, M.A., *Director of Counseling*
 SANDRA YATES, B.A., *Secretary*
 KELLY D. RANDOLPH, M.A., *Counselor*
 DAVID B. BURKS, M.B.A., *Director of Placement*
 CECELIA McLEOD and FRANCES LEWIS, *Secretaries*
 INEZ PICKENS, B.A., *Receptionist, American Heritage Center*
 ESTHER ARMSTRONG, *Director, Cathcart Hall*
 THELMA BUCHANAN, *Director, Kendall Hall*
 RUTH GOODWIN, *Director, Pattie Cobb Hall*
 RUBY JANES, B.S., *Director, New Women's Dormitory*
 CLIFFORD E. SHARP, M.S.T., *Director of Men's Housing and Director, New Men's Dormitory*
 WILTON Y. MARTIN, M.A.T., *Director, Armstrong Hall*
 CARL RODDY OSBORNE, M.A.T., *Director, Graduate Hall*
 CHARLIE WATTS, M.A.T., *Director, West Hall*
 HARRY D. OLREE, Ed.D., *Director of Health*
 HUGH M. GROOVER, M.Ed., *Athletic Director*
 MATTIE JEAN COX, L.V.N., L.P.N., *College Nurse*

Business

LOTT R. TUCKER, B.A., *Business Manager*
 LATINA DYKES, B.S., *Secretary*
 PATRICIA YOUNG, B.A., *Cashier*
 BYRON ROWAN, B.S., *Comptroller*
 LEE C. UNDERWOOD, M.S., *Accountant*
 WILLIAM E. BRIDGES, B.A., *Accountant*
 RUSSELL SHOWALTER, M.A., *Director of Student Financial Aid*
 RUTH BURT, *Bookkeeper*
 SUE CAROL BUCY, *Bookkeeper*
 HELEN KEARBAY, *Bookkeeper*
 CAROL FLY, *Bookkeeper*
 JANE ANDERSON and CHERYL RUSSELL, *Secretaries*
 MARIAN NUNNALLY, *Bookkeeper, Memphis Branch*

Buildings and Grounds

W. T. PEARSON, *Construction Superintendent*
 HERMAN SPURLOCK, B.A., *Chief Engineer*
 LYLE POINDEXTER, *Shop Foreman and Heavy Equipment Operator*
 BERNIE L. VINES, *Student Work Supervisor*
 SHEBA BEASLEY, *Secretary*
 ELBERT TURMAN, *Boiler Room Operator*
 MERLE ELLIOTT, *Shipping and Receiving Clerk*
 HUBERT PULLEY, *Campus Work Supervisor*
 W. G. HOLLEMAN, *Supervisor, Maintenance of Buildings*
 JOHNNIE BALLARD, *Maintenance Foreman*
 W. C. EVATT, JR., *Electrician Foreman*
 ALBERT EZELL, *Plant Operator*
 CLYDE JOYNER, *Plant Operator*
 EARL LOMAX, *Maintenance*

Auxiliary Enterprises

JOHN LEE DYKES, M.S., *Manager, Student Center and Book Store*
 GERTRUDE DYKES, *Assistant Manager, Searcy Book Store*
 SCOTT SHEPHERD, *Manager, Memphis Book Store*
 ROBERT STREET, *Manager, College Farms and Dairy*
 CORINNE HART, *Manager, Pattie Cobb Cafeteria*
 WILLIAM CURRY, *Manager, Heritage Center Cafeteria*
 GUY PETWAY, *Manager, American Heritage Center*
 GREG RHODES, *Transportation Officer*
 HERMAN WEST, *Manager, College Press*
 HARRY RISINGER, *College Plane Pilot*
 DIXIE M. BAKER, *Manager, College Inn*
 CLARENCE McDANIEL, *Manager, College Laundry*
 OPAL FRENCH, *Manager, Post Office*
 ED HIGGINBOTHAM, M.S.E., *Manager, Camp Tahkodah*
 GARY SMITH, B.A., *Assistant Director, Camp Tahkodah*
 ED BURT, *Manager, College Bowl*

Endowments, 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. Endowments are permanently invested, and income is used for the general operational expenses of the college. It is hoped that other friends will continue to add to these assets which broaden the services which Harding can give and provide that this service will continue through the years to come.

The following are endowments:

THE HARRY R. KENDALL FUND: Mr. Harry R. Kendall left a bequest in the form of stock which has a value of approximately \$7,400,000. This bequest was made in 1958. The income from this stock is used for the regular operating expenses of Harding College. None of the stock can be sold for a minimum of twenty years. The income constitutes an important endowment.

FORD FOUNDATION ENDOWMENT: Among the many colleges over the nation included in the extremely liberal gift of the Ford Foundation in 1956, Harding College received endowment assets of approximately \$200,000.

AMERICAN FOUNDERS ENDOWMENT FUND: Because of their interest in Christian education, the men who founded the American Founders Insurance Co. presented to Harding College for an endowment fund 910 shares of stock having a value of \$45,500 at the time it was given in 1962.

THE GRACE WELLS SCHOLARSHIP FOUNDATION: Miss Grace G. Wells, now of Berkeley, Calif., a former student at Galloway College, has created a foundation for the purpose of helping worthy women to attend Harding College. The endowment at present is \$63,000. 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.

The following are scholarships, loan funds, awards, and other student aids:

THE AMERICAN FOUNDERS SCHOLARSHIP FUND of \$100 is available to a worthy student on the basis of scholarship and need. An unrestricted grant of similar size goes into the general fund of the college. This has been established by the American Founders Insurance Company of Austin, Tex.

T. H. BARTON SCHOLARSHIP FUND, amounting to approximately \$4,600, was established by Colonel T. H. Barton of El Dorado, Ark. **DR. GEORGE S. BENSON STUDENT LOAN FUND** of \$1,050 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.

Z. BENSKY SCHOLARSHIP FUND of \$2,500 was provided through the generosity of Mr. Z. Bensky of Little Rock, Arkansas. The income from this fund is to provide scholarship aid for a student in dramatics.

BOOTH BROTHERS MEMORIAL SCHOLARSHIP, established by the Booth family of Searcy as a memorial scholarship of \$3,000, allows the income to be awarded annually to a Searcy student.

G. C. BREWER MEMORIAL SCHOLARSHIP was established by friends and relatives of the late minister to aid worthy students.

W. J. CARR SCHOLARSHIP was founded by a gift of \$2,500 from W. J. Carr of Junction City, Arkansas.

CAVALIER CLUB LOAN FUND, established by the Cavalier social club on the Harding campus, amounts to approximately \$87 at the present time.

ELIZABETH J. COUCHMAN MEMORIAL FUND of \$940, made possible through the generosity of Mrs. Elizabeth J. Couchman of Winchester, Kentucky, permits the income to be applied on a student scholarship annually.

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.

JAMES T. CONE MEMORIAL SCHOLARSHIP FUND has been 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.

EARHART LOAN FUND of \$7,500 is used for loans to students.

MR. AND MRS. JIM G. FERGUSON STUDENT LOAN FUND of \$4,500 is available to worthy students who have done satisfactory work in Harding College for at least one semester and whose scholarship record is entirely satisfactory. The maximum loan is \$150 per semester. The amount loaned to any one student shall not exceed \$400.

GALAXY CLUB LOAN FUND, amounting to \$120 at the present time, was established by the Galaxy social club.

C. L. GANUS LOAN FUND, established by the late C. L. Ganus, Sr., of New Orleans, Louisiana, has made available \$2,000 annually as a loan fund for deserving students who could not otherwise attend college. As these loans are repaid other students make use of the fund.

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, following their decease in 1965.

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 on October 2, 1965, from being struck by a hit-and-run driver in New Orleans.

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.

DR. L. K. HARDING MEMORIAL SCHOLARSHIP, created by a gift of \$5,000 from Mrs. L. K. Harding of Henning, Tennessee, is in memory of her husband, Dr. L. K. Harding, the eldest son of James A. Harding for whom the college is named.

HARDING COLLEGE LOAN FUND NUMBER 10, is provided anonymously by a friend of the college to help worthy students.

MR. AND MRS. LEMAN JOHNSON STUDENT LOAN FUND, a sum of \$100 given by Mr. and Mrs. Leman Johnson of Wenatchee, Washington, is used to assist Bible majors.

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.

H. R. KENDALL LOAN FUND was provided by H. R. Kendall of Chicago, Illinois, to assist students majoring in Bible and religion.

G. R. KENDALL STUDENT LOAN FUND was established in honor of the late G. R. Kendall of Chicago, Illinois.

MRS. PAULINE LAW SCHOLARSHIP FUND of \$2,650, established by the will of Mrs. Pauline Law of Granite, Oklahoma, permits the interest from the fund to be used in scholarships for ministerial students selected by the college.

W. P. AND BULAH LUSE OPPORTUNITY TRUST NUMBER 1 was established by Mr. and Mrs. W. P. Luse of Dallas, Tex. Funds provided by this trust are loaned to pre-engineering students only.

THE DELLA NICHOLAS LOAN FUND, amounting to \$5,032.87, 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.

OPTOMETRY SCHOLARSHIP of \$100 is given each year by Drs. M. M. Garrison and Howard F. Flippin of Searcy to an outstanding sophomore preparing for optometry. The recipient of the scholarship will be chosen by the donors on the basis of scholarship reports and recommendations from the institution.

ORPHAN SCHOLARSHIP FUND of \$9,000, raised by friends of Harding College, was established to assist students from certain orphan homes.

SAM W. PEEBLES MEMORIAL SCHOLARSHIP, now \$2,200, was started by friends of Lt. Sam W. Peebles, Jr., a graduate of 1938, who was killed in service on November 22, 1944.

NEAL PEEBLES SCHOLARSHIP FUND, a fund of \$10,000 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.

READERS DIGEST FOUNDATION SCHOLARSHIP FUND is an endowment fund whose interest provides scholarship aid to a deserving student.

HAROLD D. PORTER STUDENT LOAN FUND provides aid to a worthy student reared in a Christian orphan home.

J. M. PRYOR MINISTERIAL STUDENT FUND of \$150 was created by J. M. Pryor of Emerson to aid ministerial students.

MR. AND MRS. JESSE P. SEWELL LOAN FUND, now \$1,150, is available to ministerial students who have attended at least one semester in Harding College, whose work and character are satisfactory; recipients to be chosen by the Chairman of the Bible Department, the Dean, and the Business Manager of the College.

SAMUEL ANDREW ARRINGTON LOAN FUND was established by Gervis J. Arrington of Stephens in memory of his grandfather.

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.

STERLING STORES, INC., STUDENT LOAN FUND of \$500 is available to deserving students who have attended at least one semester at Harding College, who are doing satisfactory work, and who are of good character.

MRS. CECILE B. LEWIS MEMORIAL FUND is a revolving loan fund of \$2,500 to provide short-term loans to deserving students.

ILA TULLOSS MEMORIAL LOAN FUND was established by the many friends of Mrs. Tulloss who enjoyed working with the college students. The fund is to aid worthy and needy students obtain an education at Harding.

HOWARD NOLAN LEMMONS MEMORIAL LOAN FUND was established in memory of Howard Lemmons who drowned a few days before enrolling as a freshman in the fall of 1969.

IRA B. HENTHORN STUDENT LOAN FUND was established by a gift of stock to the college to help worthy students.

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.

STUDENT LOAN FUND, amounting to \$900, is provided to help worthy students of Harding College.

RALPH STIRMAN SCHOLARSHIP was established by friends and relatives of Ralph Stirman, a member of the class of '42, who died of polio in December, 1952.

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 scholarship record and has been using the Wall Street Journal. This award is made through the Department of Business Administration.

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

June, 1969

SUMMA CUM LAUDE

| | | |
|-----------------------|-------------------------|----------|
| Jan Chessir | B.A. Music Education | Arkansas |
| Rhoda Edens | B.A. Biology | Kentucky |
| David Tillman Elliott | B.A. Physical Education | Arkansas |
| H. Mark Woodward | B.A. Bible | Texas |
| James Lee Word | B.S. General Science | Arkansas |

MAGNA CUM LAUDE

| | | |
|-------------------------|------------------------------|--------------|
| E. Harrell Austin | B.A. Physical Education | Arkansas |
| Lawrence Barr | B.A. Bible | Tennessee |
| Sandra Green Barron | B.S. Home Economics | Delaware |
| Sally Janette Cook | B.S. Elementary Education | Arkansas |
| Carolyn Ann Craig | B.S. Biology | Illinois |
| Lana Jo DeLong | B.A. Elementary Education | Arkansas |
| Leann Egle | B.S. Home Economics | Nebraska |
| Calvin Wesley Harrison | B.A. Bible | Arizona |
| William Hovte Jarnagin | B.A. Accounting | Tennessee |
| Michael David Lamb | B.A. Physical Education | Arkansas |
| Gail Elizabeth McKinney | B.S. Business Administration | Alabama |
| Ronald Edward Reeve | B.A. Psychology | Arkansas |
| David Oren Rivoire | B.A. Bible | South Dakota |
| Janice Fay Robinson | B.A. Elementary Education | Tennessee |
| Alice Dean Smith | B.A. Elementary Education | Arkansas |
| Janette Kay Staton | B.A. Elementary Education | Oklahoma |
| Deborah Ann Watson | B.S. Home Economics | Kansas |

CUM LAUDE

| | | |
|---------------------------|---------------------------|---------------|
| Jenene Hart Alexander | B.S. Home Economics | Arkansas |
| Barbara Joann Arnell | B.A. Elementary Education | Wisconsin |
| Betty Jane Austin | B.S. Chemistry | Mississippi |
| Charles Glenn Barber | B.A. Accounting | Arkansas |
| Harriet Louise Betts | B.A. Social Science | Illinois |
| Charles Talburt Black | B.S. General Science | Texas |
| John Morrison Black | B.A. English | Texas |
| David G. Boyd | B.S. Mathematics | New York |
| Kent Roy Brand | B.A. Bible | Nebraska |
| Earl Wayne Cobill | B.A. Political Science | Massachusetts |
| Donald Allan Coleman | B.A. Bible | Texas |
| Zelda Geneva Dawson | B.A. Business Education | Oklahoma |
| James Robert Deal II | B.A. Bible | Arkansas |
| Dale E. Douglas | B.S. General Science | Tennessee |
| John David Gibson | B.A. English | Texas |
| Richard Wallace Glass III | B.S. General Science | Ohio |
| Thomas M. Howard | B.A. Social Science | Illinois |
| Sylvia Kay Kennedy | B.A. Biology | Texas |
| Harry Paul Lay | B.A. Accounting | Oklahoma |
| Jeanne Louise Layne | B.A. General Science | Ohio |
| Larry Thomas Layne | B.S. Chemistry | Michigan |
| John Robert Lewis | B.S. Chemistry | Tennessee |
| Joyce Lee Littlejohn | B.A. Sociology | Arkansas |
| Robert Kilpatrick Lyon | B.S. Chemistry | Tennessee |
| Brenda Kay Needham | B.S. Mathematics | Arkansas |
| Ronald Gregory Rubio | B.A. Mathematics | Tennessee |
| Susan Benson Rubio | B.A. Elementary Education | Tennessee |

Shirley Jean Spurlock
Roy Ernest Terry
Sheri Elaine Tipps
Larry Whitfield
David L. Young
Robert Cary Zarbaugh

B.A. English
B.A. English
B.A. Music Education
B.A. Political Science
B.A. History & Political Science
B.A. Accounting

Illinois
Texas
Texas
Missouri
Kansas
Texas

BACHELOR OF ARTS

| | | |
|-------------------------|---------------------------------|----------------|
| Sandra Bisbee Aaron | B.A. English | Arkansas |
| Graham William Amy | B.A. Bible and Speech | Quebec, Canada |
| Susan Lynn Anderson | B.A. Elementary Education | California |
| Judy Gay Baker | B.A. Elementary Education | Illinois |
| Marsha Lynn Ball | B.A. Psychology | Arkansas |
| Phyllis Ann Banks | B.A. Elementary Education | Nebraska |
| Linda Catherine Barnes | B.A. Home Economics | California |
| John David Barron | B.A. Physical Education | Florida |
| Gary Ray Bartholomew | B.A. Accounting | Colorado |
| Hoyt Terrell Beasley | B.A. Music Education | Kansas |
| Emile Ann Beavers | B.A. Elementary Education | Florida |
| Bobby Thressa Beene | B.A. Elementary Education | Arkansas |
| Jerry O'Neal Benson | B.A. Accounting | Iowa |
| Patty Columbus Berry | B.A. Business Education | Texas |
| Shirley Ann Bess | B.A. English | Tennessee |
| Lauran Whatley Black | B.A. English | Texas |
| Nancy Dale Black | B.A. Psychology-Sociology | Washington |
| Randall Lowrie Bostic | B.A. Bible | Indiana |
| Ronald Edwin Boudra | B.A. Physical Education & Hist. | Arkansas |
| Anthony Harrell Brady | B.A. Social Science | Arkansas |
| Dale Wayne Brewer | B.A. Biology | Michigan |
| Jerry L. Brock | B.A. Accounting | Oklahoma |
| Foylen Lauren Bryant | B.A. Home Economics | Florida |
| Toney Michael Bucchi | B.A. Bible | Alabama |
| Louis Fred Butterfield | B.A. Bible | Pennsylvania |
| Carl A. Carlson | B.A. Political Science | Tennessee |
| Jeannette Heid Chapman | B.A. Elementary Education | Ohio |
| Nancy Jan Chapman | B.A. Elementary Education | Texas |
| Randall Clinton Chapman | B.A. Bible | West Virginia |
| Donna Gayle Cheek | B.A. Physical Education | Illinois |
| Jennifer Lois Clark | B.A. Home Economics | California |
| Peggy Joyce Clay | B.A. English | Arkansas |
| Paul Allen Clements | B.A. Music Education | Alabama |
| Barbara Christy Cole | B.A. Business Education | Ohio |
| Carl Vernon Collins | B.A. Physical Education | Oregon |
| Charles Edward Coombs | B.A. Bible | Arkansas |
| Lois Jane Cooper | B.A. Elementary Education | Missouri |
| Judith Dianna Crum | B.A. Elementary Education | Ohio |
| Marcus Olan Davis | B.A. Social Science | Tennessee |
| Helen Howe Davison | B.A. Speech | Arkansas |
| Don Vondon Dixon | B.A. Physical Education | Arkansas |
| Elbert W. Dixon | B.A. Bible | Illinois |
| Thomas Allen Douglas | B.A. Bible | Illinois |
| Rodger Ray Dozier | B.A. Biological Science | Illinois |
| Donna Duer Eldridge | B.A. Business Education | Alabama |
| William Anderson Eley | B.A. Biology | Tennessee |
| Aleta June Emmerich | B.A. English | Louisiana |
| Annabel Lee Farmer | B.A. Elementary Education | Texas |
| Diane Lee Fehling | B.A. Sociology | Florida |

1970-1971 Harding College Catalog

| | | | | | | | |
|-------------------------|------|------------------------|----------------|--------------------------|------|----------------------|---------------|
| Nancy Lee Felici | B.A. | Elementary Education | West Virginia | Gerald W. Miles | B.A. | Biblical Languages | Mississippi |
| Linda Jean Fortner | B.A. | Elementary Education | Indiana | Charles Lee Miller | B.A. | Speech | Idaho |
| Gary L. Frank | B.A. | Social Science | Missouri | Thomas Donald Miller | B.A. | Bible | Massachusetts |
| Hugh Freeman | B.A. | Social Science | Mississippi | Joe Thomas Mills | B.A. | History | Kentucky |
| Eva O. Freppon | B.A. | Social Science | Arkansas | Joe Lee Moore | B.A. | Bible | Oklahoma |
| Roger Martin Glasgow | B.A. | English | Hawaii | Charles Merl Morgan | B.A. | Elementary Education | Ohio |
| Ronald L. Goss | B.A. | Physical Education | Missouri | Gerald Muir | B.A. | Art | New Jersey |
| James Rawlings Gowen | B.A. | Physical Education | Arkansas | Lola Ann Murry | B.A. | Elementary Education | Mississippi |
| Cheryl Penix Greene | B.A. | Elementary Education | Arkansas | Patricia Jo Narry | B.A. | Business Education | Texas |
| Roy Roger Greene | B.A. | Physical Education | Arkansas | Dale Eugene Neal | B.A. | Physical Education | Ohio |
| Deanna Gregory | B.A. | Psychology and Biology | Texas | Gary John Northam | B.A. | Bible | Texas |
| Larry Dan Griffith | B.A. | Music Education | Missouri | Edward C. Oswald | B.A. | Accounting | New York |
| Parker Lee Gunn | B.A. | Bible | Arkansas | David Glen Pace | B.A. | Mathematics | Arkansas |
| Michael K. Hallimore | B.A. | Political Science | California | John Kendall Parker | B.A. | Psychology-Sociology | Vermont |
| John L. Hansen | B.A. | Bible | Minnesota | Phyllis Jane Parker | B.A. | Elementary Education | Oklahoma |
| Charles Morris Harlan | B.A. | Secondary Education | Alabama | Weldon M. Parkinson | B.A. | Physical Education | Arkansas |
| Linda Bridges Henderson | B.A. | Elementary Education | Missouri | Ronald Franklin Parsley | B.A. | Bible | Arkansas |
| Thomas W. Henderson | B.A. | Biology | Tennessee | Virginia Lee Partezana | B.A. | Biology | Ohio |
| Bruce Edwin Henson | B.A. | Sociology | Arkansas | Brenda Pennington | B.A. | Sociology | Indiana |
| Janice Marie Henson | B.A. | Speech | Texas | Edward Lee Pennington | B.A. | Bible | Mississippi |
| Leslie Bell Higbee | B.A. | Mathematics | Texas | Lynn F. Pennington | B.A. | Biology | California |
| Arvil E. Hill | B.A. | Social Science | Arkansas | Lynette G. Pennington | B.A. | Art | Texas |
| Karen Mayhall Hilton | B.A. | History | Illinois | Arthur Dwight Pierce | B.A. | Psychology | Arkansas |
| Cynthia Jean Watts Hite | B.A. | Elementary Education | Arkansas | Glenda Jo Pierce | B.A. | Social Science | Arkansas |
| John Howard Hite | B.A. | Elementary Education | Indiana | Rebecca Holt Polk | B.A. | Art | Alabama |
| Diane Hoagland | B.A. | Journalism | New York | David Thomas Porter | B.A. | Bible and Speech | Missouri |
| Ann Adair Hobby | B.A. | Elementary Education | Oklahoma | Dan Richard Price, Jr. | B.A. | Biology | Texas |
| Kenneth Lester Hobby | B.A. | Psychology-Sociology | Zambia, Africa | Sandra Faye Pruitt | B.A. | Business Education | Missouri |
| Dennis Michael Hogan | B.A. | Bible | Arkansas | Larry J. Rector | B.A. | Bible | New Mexico |
| Cynthia Hutcherson | B.A. | Piano | Oklahoma | Judy Kathryn Rhodes | B.A. | Music Education | Texas |
| David Ray Ice | B.A. | Social Science | West Virginia | Brenda Graddy Ristau | B.A. | Business Education | Oklahoma |
| Carol Lea Johnston | B.A. | Elementary Education | Arkansas | Karin Leslie Robbins | B.A. | Physical Education | New Hampshire |
| Jesse Norris Keathley | B.A. | History | Arkansas | Ronald LeRoy Robbins | B.A. | Bible | Texas |
| Jay Dee Keller | B.A. | Biology | Kansas | Philip S. Roberson | B.A. | Political Science | Alabama |
| John Edward Kelley | B.A. | Social Science | Ohio | Carla Lynn Rolen | B.A. | Elementary Education | Missouri |
| Judith Sue Kibbe | B.A. | Elementary Education | Arkansas | Richard Lunn Runions | B.A. | Elementary Education | Texas |
| Lowell R. Kirkbride | B.A. | Accounting | Indiana | Kathy Lynne Shane | B.A. | Elementary Education | Ohio |
| Robert D. Knight | B.A. | Physical Education | Tennessee | Beverly Marie Shanks | B.A. | Physical Education | Illinois |
| Marilyn LaVerne Krape | B.A. | Elementary Education | Missouri | Richard W. Shenfeld, Jr. | B.A. | Physical Education | Indiana |
| Sandra Ann Lamb | B.A. | Mathematics | Arkansas | Judith Ann Shutts | B.A. | Elementary Education | West Virginia |
| Beverly Diann Laney | B.A. | Elementary Education | Arkansas | Donald T. Simmons | B.A. | Bible | Arkansas |
| Jimmy L. Laney | B.A. | Psychology-Sociology | Oklahoma | William M. Simmons | B.A. | Music Education | Texas |
| Herbert C. Lashlee | B.A. | Secondary Education | California | Norma Ruth Staggs | B.A. | Elementary Education | Arkansas |
| Ginny Ellen Layne | B.A. | Art | Texas | James Truman Stone | B.A. | Accounting | Tennessee |
| Rebecca Lenderman | B.A. | Physical Education | Arkansas | James Edward Street | B.A. | Physical Education | Arkansas |
| Donna Carol Lewey | B.A. | Music Education | Alabama | James Michael Stroud | B.A. | Physical Education | Texas |
| Delbert O'Neal Lewis | B.A. | Psychology-Sociology | Arkansas | Nona Gayle Tate | B.A. | Art | Arkansas |
| Eddie Carlyle Lewis | B.A. | Bible | Mississippi | Susan Marilyn Teal | B.A. | Physical Education | Texas |
| J. Harold Littrell | B.A. | Biblical Languages | Texas | Jerry Gene Thomas | B.A. | Physical Education | Texas |
| Linda Kaye Locklar | B.A. | Home Economics | Kentucky | John Elmer Tooke | B.A. | Physical Education | Louisiana |
| Bruce Wayne Logue | B.A. | Bible | Louisiana | Tom L. Towell | B.A. | Secondary Education | Arkansas |
| Earl Dean Lomax, Jr. | B.A. | Bible | Arkansas | William H. Trickey | B.A. | Physical Education | Arkansas |
| Karin Strom Lyon | B.A. | Psychology | New York | Allen Dale Turner | B.A. | Art | Michigan |
| Henry C. McAlister | B.A. | Accounting | Tennessee | James Richard Walker | B.A. | Accounting | Alabama |
| Marian Elaine McClaren | B.A. | Elementary Education | Mississippi | Sylvia Ann Walker | B.A. | Home Economics | Texas |
| David L. Martin | B.A. | Physical Education | Arkansas | Margaret Alice Ward | B.A. | Home Economics | Minnesota |
| Michael L. Martin | B.A. | Biology | Missouri | Ronnie Franklin Ward | B.A. | Bible | Nevada |

| | | | |
|------------------------|------|----------------------|--------------|
| Larry Joe White | B.A. | Bible | Louisiana |
| Diane Whitfield | B.A. | Psychology-Sociology | Mississippi |
| Susan Claire Wiles | B.A. | English | Indiana |
| Arthur L. Williams | B.A. | Art | Texas |
| Bradley Frank Williams | B.A. | Secondary Education | Ohio |
| Robert Keith Williams | B.A. | Biology | Arkansas |
| Richard O. Williams | B.A. | Accounting | Illinois |
| Stanley C. Wilson | B.A. | Biology | Arkansas |
| Arnold Brooks Winter | B.A. | Physical Education | Mississippi |
| Karen Lucinda Winter | B.A. | Elementary Education | Pennsylvania |
| Freddie R. Woodruff | B.A. | Bible | Oklahoma |

BACHELOR OF SCIENCE

| | | | |
|--------------------------|------|-------------------------|-------------|
| Gary Lee Abney | B.S. | General Science | Arkansas |
| Harold Dale Alexander | B.S. | Business Administration | Arkansas |
| Nancy Diane Ashley | B.S. | Home Economics | Arkansas |
| William David Baker | B.S. | Business Administration | Louisiana |
| Carrol Wayne Balding | B.S. | Bible | Arkansas |
| Robert Lewis Belden, Jr. | B.S. | Business Administration | Indiana |
| Roger Powell Blue | B.S. | Business Administration | Arkansas |
| Archie Eldon Brown | B.S. | General Science | Missouri |
| Leonard Darrell Chitty | B.S. | Business Administration | Louisiana |
| Janet Jackson Clark | B.S. | Mathematics | Arkansas |
| Harlie David Cole | B.S. | Chemistry | Michigan |
| Mary Linda Porter Craig | B.S. | Home Economics | Arkansas |
| Terry Norman Cruce | B.S. | Business Administration | Michigan |
| Mary Joy Davis | B.S. | General Science | Arkansas |
| Sammie Sue Davis | B.S. | Home Economics | Arkansas |
| William P. Dennison | B.S. | Business Administration | Kentucky |
| William Lloyd Dudley | B.S. | General Science | Arkansas |
| Billy Thomas Flippen | B.S. | Business Administration | Tennessee |
| Johnny Clark Freeman | B.S. | Business Administration | Tennessee |
| James Carlton Garner | B.S. | Business Administration | Georgia |
| James E. Green | B.S. | Business Administration | Georgia |
| Brenda Joyce Griffith | B.S. | Home Economics | Mississippi |
| Gwen Griffith | B.S. | Home Economics | Missouri |
| Jana Lee Hankins | B.S. | Home Economics | Missouri |
| William Robert Higbee | B.S. | Chemistry | Oklahoma |
| Tyrus Vern Hogan | B.S. | Chemistry | Texas |
| Rodney Vernon Holland | B.S. | Business Administration | Missouri |
| Deborah Janes | B.S. | Home Economics | Arkansas |
| Helen Diane Johns | B.S. | Home Economics | Arkansas |
| Sara Lou Keese | B.S. | Home Economics | Oklahoma |
| Dominic C. Labriola, Jr. | B.S. | Business Administration | Alabama |
| Roger Adrian Luallen | B.S. | Business Administration | California |
| Larry Frank McKenzie | B.S. | Business Administration | Louisiana |
| Florence J. Manchester | B.S. | Home Economics | Iowa |
| Garlin T. Massey, Jr. | B.S. | Business Administration | Illinois |
| Ray Forsyth Medlock | B.S. | Business Administration | Arkansas |
| Gwendolyn Ruth Miles | B.S. | Secretarial Science | Mississippi |
| Garry Wayne Parrish | B.S. | Business Administration | Arkansas |
| Bonnie Kaye Plunket | B.S. | Home Economics | Alabama |
| Donald Howard Polk | B.S. | Biology | Florida |
| Marilyn Kay Pollard | B.S. | Home Economics | California |
| Thomas D. Quattlebaum | B.S. | Business Administration | Arkansas |
| Donna Laraine Rainwater | B.S. | Home Economics | Arkansas |
| Lynda Kay Rikard | B.S. | Biology | Mississippi |

| | | | |
|------------------------|------|-------------------------|------------|
| Van Ristau | B.S. | Mathematics | Oklahoma |
| Marvin H. Robertson | B.S. | Business Administration | Arkansas |
| Bobbie Phyllis Sanders | B.S. | Business Administration | Michigan |
| Pattie Sue Sears | B.S. | Business Administration | Arkansas |
| Deorsay A. Simpson III | B.S. | Business Administration | Louisiana |
| Richard Dana Sloan | B.S. | Business Administration | Arkansas |
| James Richard Walker | B.S. | Business Administration | Alabama |
| Kenneth Roger Wilmoth | B.S. | Chemistry | Kansas |
| David L. Winter | B.S. | Biology | California |
| Helen Moore Womack | B.S. | General Science | Arkansas |
| Wallace Wayne Wyatt | B.S. | Business Administration | Arkansas |
| Jimmie Alan Yingling | B.S. | Business Administration | Arkansas |

MASTER OF ARTS IN TEACHING

| | | | |
|-------------------------|--|--|-----------|
| Patsy Thomas Beckham | | | Arkansas |
| Rita Rachel Brown | | | Arkansas |
| Franklin W. Dawson | | | Oklahoma |
| Sandra Hayes Johnson | | | Louisiana |
| Shirley Marie Parrish | | | Indiana |
| Mattie Sue Sears | | | Arkansas |
| Karen Lynne Hardy Young | | | Illinois |

AUGUST, 1969**SUMMA CUM LAUDE**

| | | | |
|---------------------|------|----------------------|----------|
| Sally McGibney Hill | B.A. | Elementary Education | Missouri |
| Thomas Edward Kemp | B.A. | Bible | Ohio |
| Granville Sewell | B.S. | Mathematics | Arkansas |
| Judy Kathryn Worth | B.A. | English | Texas |

MAGNA CUM LAUDE

| | | | |
|----------------------|------|----------------|-----------|
| Martha Bird Copeland | B.S. | Home Economics | Tennessee |
|----------------------|------|----------------|-----------|

CUM LAUDE

| | | | |
|-------------------------|------|-------------------------|----------------|
| Pamela Joan Ailes | B.A. | Business Education | Indiana |
| Jo Ann Ayers | B.A. | Elementary Education | Colorado |
| Randall Bales Brannon | B.S. | General Science | Georgia |
| Phyllis Jeanene Hendrix | B.A. | French | South Carolina |
| Patricia D. Smith | B.A. | Mathematics | Tennessee |
| Nelda Ruth Wallace | B.A. | Psychology | Arkansas |
| Sandra Kay Wallace | B.S. | Chemistry | Kentucky |
| Weldin Lynn Wimberley | B.S. | Business Administration | Arkansas |

BACHELOR OF ARTS

| | | | |
|------------------------|------|----------------------|----------------|
| William M. Alexander | B.A. | General Business | Alabama |
| Brian K. Anderson | B.A. | Speech | Michigan |
| Virgil Paul Anderson | B.A. | Biology | Missouri |
| Lee Alan Beason | B.A. | Psychology-Sociology | California |
| Joseph Henry Boyle | B.A. | Physical Education | New York |
| Carol Ann Brewer | B.A. | Elementary Education | Michigan |
| Larry Delon Brown | B.A. | Mathematics | Tennessee |
| Dennis A. Cummings | B.A. | Bible | Missouri |
| Ronald Wayne Davenport | B.A. | Secondary Education | Arkansas |
| Karyn Kendrick Douglas | B.A. | History | Texas |
| Cheryl Janice Dudley | B.A. | Art | Colorado |
| Roy Fuller | B.A. | Psychology-Sociology | South Carolina |
| Thomas H. German, Jr. | B.A. | Bible | Tennessee |
| Robbi Vann Grady | B.A. | Biology | New Mexico |
| Frank L. Groves | B.A. | Secondary Education | Arkansas |
| Charles D. Gunselman | B.A. | Social Science | Philippines |

| | | |
|-----------------------|---------------------------|----------------|
| Bruce E. Hamlin | B.A. Biology | Tennessee |
| Linda Jo Howard | B.A. Elementary Education | West Virginia |
| Wayne Alan Huey | B.A. Art | Ohio |
| Pebbley Joan Huggins | B.A. Elementary Education | Alabama |
| Clarence Barry Jones | B.A. Art | Iowa |
| Beverly Joan Karr | B.A. Elementary Education | Arkansas |
| William Dale Keesling | B.A. Music Education | Utah |
| Twyla Pate Land | B.A. Elementary Education | Arkansas |
| Robert Louis Lemmon | B.A. Advertising | Missouri |
| Marvin Edmon Levels | B.A. Physical Education | Texas |
| Bonnie Sue Lewers | B.A. Business Education | Mississippi |
| Sharon Anne Mahaffey | B.A. Home Economics | Oklahoma |
| James Michael Mays | B.A. Bible | Tennessee |
| Lewis L. Moore, Jr. | B.A. Psychology-Sociology | Arkansas |
| Teresa Anne Morgan | B.A. Elementary Education | Arkansas |
| Lou Gillean Mowry | B.A. Biology | Arkansas |
| John Charles Mowry | B.A. Speech | South Carolina |
| Wilton Harvey Painter | B.A. Social Science | Indiana |
| Sandra Lea Pearle | B.A. Elementary Education | Arkansas |
| Iris Marie Perry | B.A. Social Science | Texas |
| Larry James Porter | B.A. Psychology | Ohio |
| Joseph Wayne Reasons | B.A. Elementary Education | Michigan |
| Judy Carol Reed | B.A. Art | Mississippi |
| Eugene F. Ricks | B.A. Bible | Arkansas |
| John R. Robinson | B.A. General Business | Arkansas |
| Judith Ann Roland | B.A. Elementary Education | Arkansas |
| Moses Rollins, Jr. | B.A. Psychology-Sociology | Mississippi |
| James David Sears | B.A. Accounting | Arkansas |
| Connie Lee Selvidge | B.A. Bible | Michigan |
| James Carroll Sidle | B.A. Biology | Arkansas |
| Gary Philip Smith | B.A. Social Science | Arkansas |
| Gerald Wayne Stanley | B.A. Physical Education | Louisiana |
| Readus R. Tatum | B.A. Physical Education | Tennessee |
| Tommie L. Tatum | B.A. Physical Education | Mississippi |
| Marilyn Sue Woolard | B.A. Elementary Education | Missouri |
| Linda Arlene Wright | B.A. Elementary Education | New Jersey |
| Sandra Kay Yates | B.A. Psychology-Sociology | Arkansas |

BACHELOR OF SCIENCE

| | | |
|--------------------------|------------------------------|--------------|
| Rhydonia Holt Anderson | B.S. Home Economics | Illinois |
| Ronny L. Ashbrooks | B.S. Business Administration | Arkansas |
| Frankie June Bradley | B.S. Home Economics | Arkansas |
| David Lee Buck | B.S. Business Administration | Ohio |
| Herbert Kieth Fields | B.S. Business Administration | Georgia |
| Penny Lee Focks | B.S. Home Economics | Florida |
| Joy Woolard French | B.S. Home Economics | North Dakota |
| Janis Bridges Horner | B.S. Home Economics | Missouri |
| Carolyn Johnson | B.S. Home Economics | Arkansas |
| Elizabeth Dean Jones | B.S. Home Economics | Arkansas |
| Carl L. Moss | B.S. Biology | Illinois |
| Linda Carol Petty | B.S. Home Economics | Alabama |
| David Hamilton Pitchford | B.S. Business Administration | New Mexico |
| Donald Smith Portell | B.S. Business Administration | Missouri |
| Janet M. Strietelmeier | B.S. General Science | Indiana |
| Tommy Gaylon Tucker | B.S. Business Administration | Missouri |
| Dale Alan Turner | B.S. Business Administration | Illinois |
| Jeannine Vaughn | B.S. Home Economics | Arkansas |

MASTER OF ARTS IN TEACHING

| | |
|------------------------|-----------|
| Shahpour Ansari | Tennessee |
| Bernie Lynn Cox | Arkansas |
| Robert Elvis Daniel | Arkansas |
| H. Kelley Geurin, Jr. | Arkansas |
| Dale George Gould | Arkansas |
| Arma J. Hart | Arkansas |
| Lloyd Henson | Arkansas |
| John Henry Kearney | Arkansas |
| Joseph T. Miller | Arkansas |
| Josephine C. Miller | Oklahoma |
| Arlen George Musser | Oregon |
| Carl Roderick Osborne | Texas |
| Richard Edward Peck | New York |
| Jeanne Ann Sperry | Louisiana |
| Charlie Watts | Kansas |
| Theodore Alva Weathers | Arkansas |
| Thomas Earl Young | Arkansas |

Enrollment Summary

1968-69

COLLEGE ENROLLMENT

| REGULAR SESSION 1968-69 | Male | Female | Total |
|---------------------------|-------|--------|-------|
| Freshman | 240 | 304 | 544 |
| Sophomore | 252 | 272 | 524 |
| Junior | 277 | 249 | 526 |
| Senior | 259 | 188 | 447 |
| Graduate | 22 | 18 | 40 |
| Special and Post Graduate | 8 | 11 | 19 |
| | 1,058 | 1,042 | 2,100 |

SUMMER 1969

| | | | |
|---------------------------|-----|-----|-----|
| Freshman | 57 | 43 | 100 |
| Sophomore | 26 | 34 | 60 |
| Junior | 74 | 55 | 129 |
| Senior | 67 | 45 | 112 |
| Graduate | 25 | 28 | 53 |
| Special and Post Graduate | 9 | 11 | 20 |
| | 258 | 216 | 474 |

TOTAL COLLEGE

| | | | |
|--------------------|-------|-------|-------|
| Regular and Summer | 1,316 | 1,258 | 2,574 |
|--------------------|-------|-------|-------|

HIGH SCHOOL AND ELEMENTARY SCHOOL ENROLLMENT

| REGULAR SESSION 1968-69 | Male | Female | Total |
|---------------------------|------|--------|-------|
| High School (Grades 7-12) | 92 | 103 | 195 |
| Elementary (Grades 1-6) | 68 | 64 | 132 |

SUMMER 1969

| | | | |
|-------------|----|----|----|
| High School | 21 | 16 | 37 |
|-------------|----|----|----|

TOTAL ELEMENTARY AND HIGH SCHOOL

| | | | |
|--------------------|-----|-----|-----|
| Regular and Summer | 181 | 183 | 364 |
|--------------------|-----|-----|-----|

TOTAL ENROLLMENT

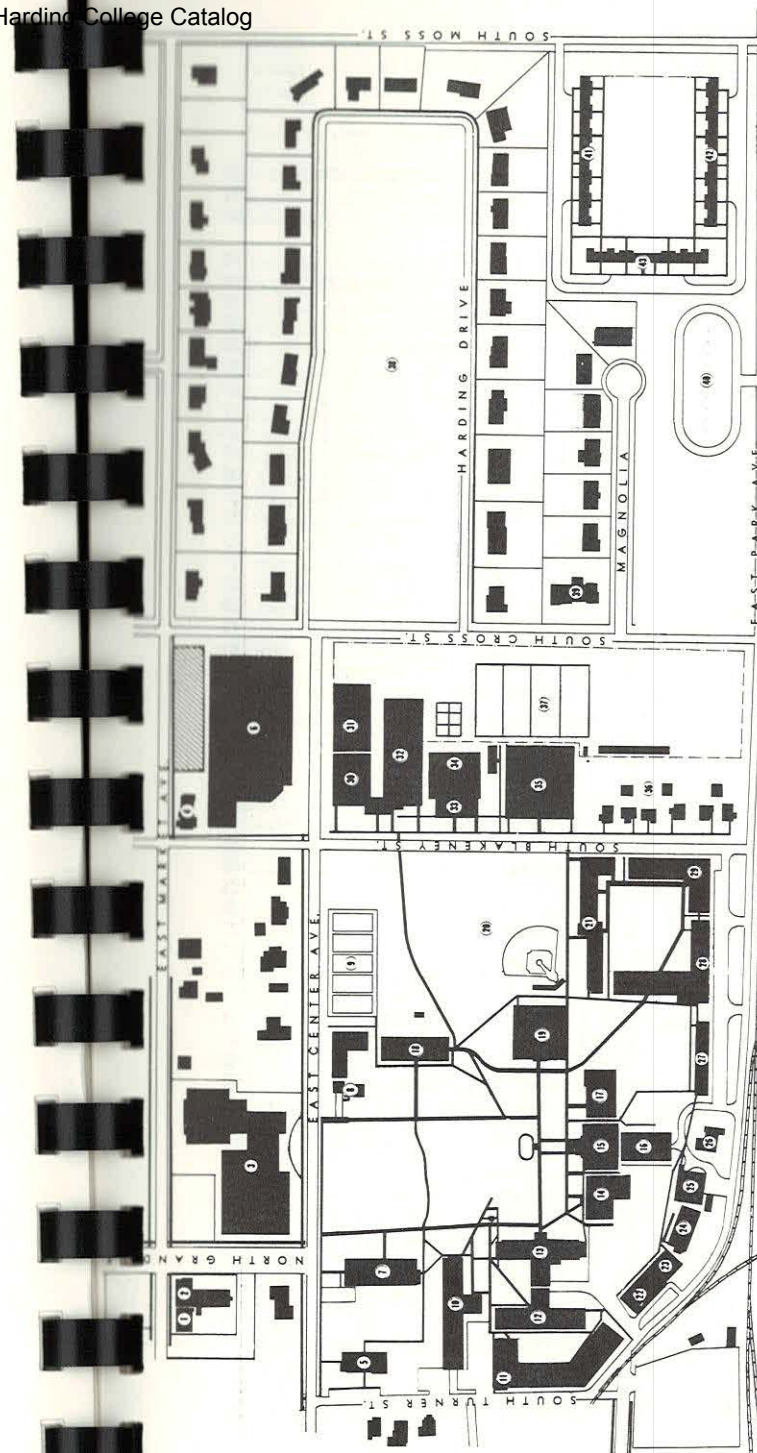
| | | | |
|--|-------|-------|-------|
| Total, All Divisions, Regular | 1,218 | 1,209 | 2,427 |
| Total, All Divisions, Regular and Summer | 1,497 | 1,441 | 2,938 |
| 1968-69 | | | |

STATES AND COUNTRIES REPRESENTED IN COLLEGE DURING REGULAR SESSION

1968-69

WITHOUT DUPLICATION

| States | Number | States | Number |
|----------------------|--------|--------------------------|--------------|
| Alabama | 87 | Ohio | 73 |
| Alaska | 2 | Oklahoma | 73 |
| Arizona | 14 | Oregon | 6 |
| Arkansas | 634 | Pennsylvania | 15 |
| California | 49 | South Carolina | 10 |
| Colorado | 12 | South Dakota | 4 |
| Connecticut | 2 | Tennessee | 136 |
| Delaware | 3 | Texas | 202 |
| District of Columbia | 2 | Utah | 2 |
| Florida | 49 | Vermont | 3 |
| Georgia | 32 | Virginia | 6 |
| Hawaii | 2 | Washington | 12 |
| Idaho | 3 | West Virginia | 22 |
| Illinois | 58 | Wisconsin | 5 |
| Indiana | 61 | | |
| Iowa | 12 | | |
| Kansas | 42 | Foreign Countries | |
| Kentucky | 23 | Australia | 1 |
| Louisiana | 83 | Canada | 8 |
| Maine | 2 | Cuba | 1 |
| Maryland | 6 | Germany | 2 |
| Massachusetts | 5 | Greece | 1 |
| Michigan | 44 | Japan | 4 |
| Minnesota | 3 | Mexico | 1 |
| Mississippi | 65 | Nigeria | 1 |
| Missouri | 145 | Okinawa | 1 |
| Montana | 1 | Peru | 1 |
| Nebraska | 13 | Phillipine Islands | 1 |
| New Hampshire | 1 | Rhodesia | 1 |
| New Jersey | 14 | Singapore | 1 |
| New Mexico | 9 | Taiwan | 2 |
| New York | 12 | Zambia | 2 |
| North Carolina | 8 | | |
| North Dakota | 2 | TOTAL | 2,100 |



KEY TO THE MAP

1. Clinic Building
2. Health Center
3. American Heritage Center
4. Echo Haven
5. Sewell Hall
6. New Science Building
7. American Studies Building
8. Art Center
9. Tennis Courts
10. Kendall Hall for Women
11. New Women's Dormitory
12. Cathart Hall for Women
13. Pattie Cobb Hall for Women
14. Gann Student Center
15. Administration Building

16. Auditorium
17. Bible Building
18. Old Science Hall
19. Beaumont Memorial Library
20. Intramural Sports Field
21. Graduate Hall for Men
22. Harding Laundry
23. Washateria
24. Swimming Pool
25. Heating Plant
26. Engineer's Home
27. West Hall for Men
28. New Men's Dormitory
29. Armstrong Hall for Men
30. Elementary School
31. Harding College Press

32. Harding Academy
33. Music Building
34. Rhodes Memorial Field House
35. Faculty Rental Housing
36. Tennis Courts
37. College Park
38. President's Home
39. Mobile Home Court
40. Married Students Apts.
- 41-43. Alumni Field
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NOTE: Unidentified buildings are faculty and college owned housing and other buildings.

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