

1960

# Harding College Course Catalog 1960-1962

Harding College

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**HARDING**  
UNIVERSITY

1960-1962 Harding College Catalog

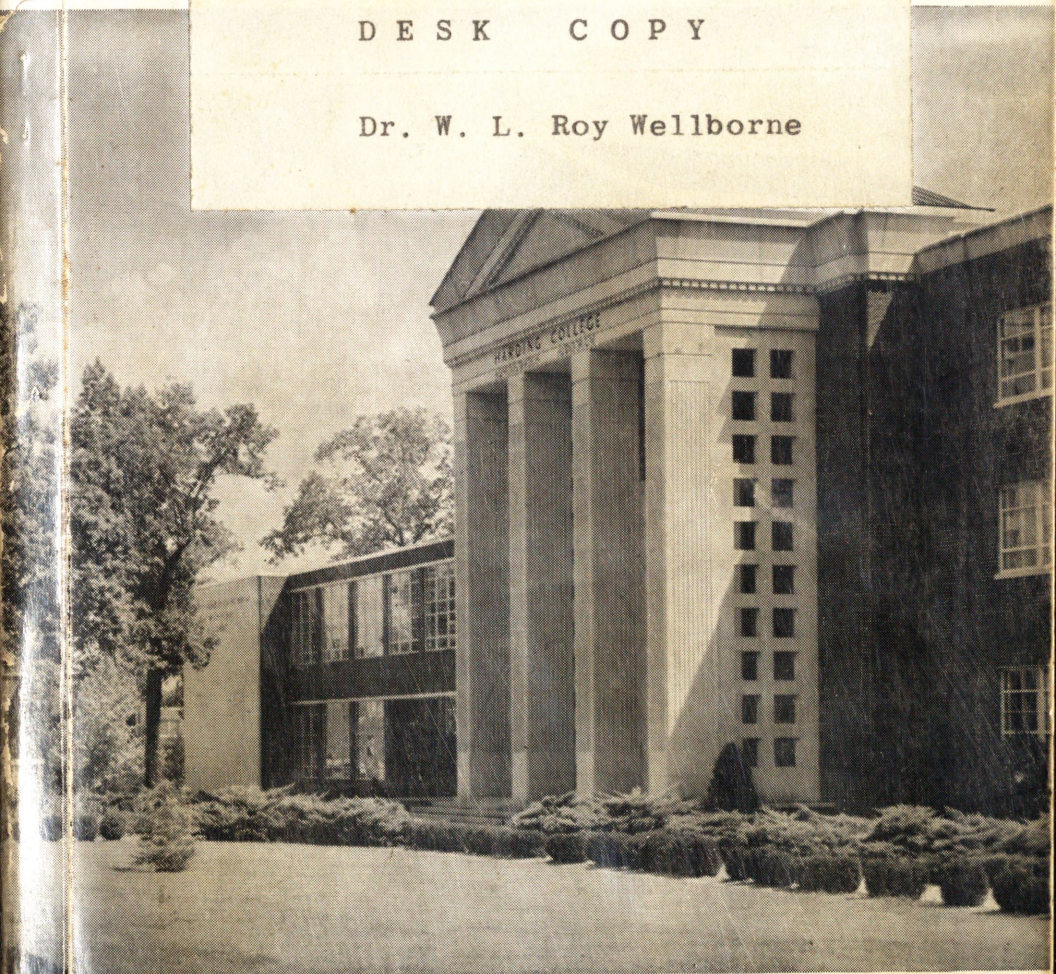
# GENERAL CATALOG

1960-61

1961-62

D E S K   C O P Y

Dr. W. L. Roy Wellborne



**H** *arding College*  
SEARCY, ARKANSAS

Harding University

Office of the Provost



# Harding College BULLETIN

ANNUAL CATALOG NUMBER

ANNOUNCEMENT FOR 1960-61

AND 1961-62

Member of the

North Central Association of Colleges and Secondary Schools

American Association of Colleges for Teacher Education

Association of American Colleges

American Council on Education

National Commission on Accrediting (not an accrediting agency)

Approved by the American Medical Association  
for Pre-Medical Training

Approved for Training of Vocational Home Economics Teachers  
and Home Demonstration Agents

Revised

August, 1960

Searcy, Arkansas

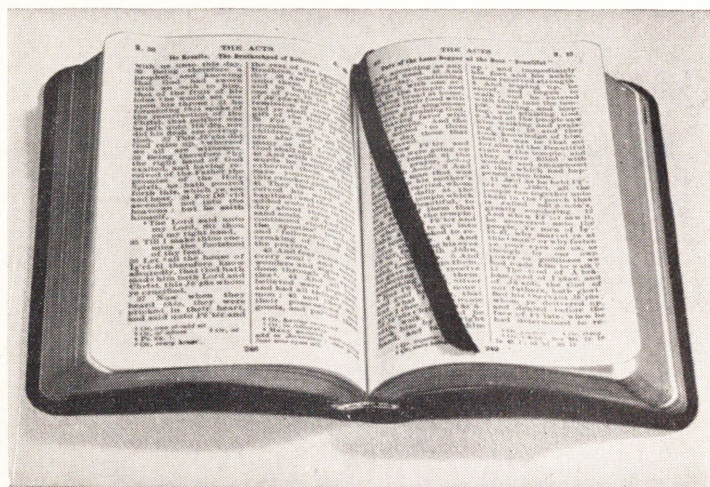
## BULLETIN - *Harding College*

Vol. XXXVI

September 1960

No. 4

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



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

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**College Calendar 1960-61****FALL SEMESTER—1960**

President's reception for faculty .....	4-6 p.m., Sept. 7
Faculty conference .....	Sept. 8-9
Freshman assembly .....	8 a.m., Sept. 12
Assembly for sophomores, juniors and seniors ....	8 a.m., Sept. 12
Entrance tests (all new students) .....	Sept. 12-13
Orientation and counseling .....	Sept. 12-14
Registration, fall semester .....	Sept. 15
Class work begins .....	8 a.m., Sept. 16
Entrance tests (all transfer students) .....	Sept. 26-27
Placement registration (seniors and graduate students) <i>True</i> .....	6:30 p.m., Sept. 27
Junior English proficiency test .....	Oct. 3
Lectureship .....	Nov. 21-24
Final application for degree, spring semester .....	Dec. 15
Christmas recess .....	4:35 p.m., Dec. 15 to 8 a.m., Jan. 3, 1961
Senior graduate record examinations .....	Jan. 9-10
Sophomore tests .....	Jan. 9
Completion of counseling for spring semester .....	Jan. 16
Semester examinations .....	Jan. 23-28

**SPRING SEMESTER—1961**

Counseling new students .....	Jan. 30
Registration for spring semester .....	Jan. 31
Classwork begins .....	8 a.m., Feb. 1
Entrance tests (all new and transfer students) .....	Feb. 6-7
Junior English proficiency test .....	Feb. 13
Spring recess .....	4:35 p.m., Mar. 30 to 8 a.m., Apr. 4
Sophomore tests .....	Apr. 17
Senior graduate record examinations .....	Apr. 24-25
Final application for degree, summer term .....	Apr. 29
Annual field day .....	May 4
Completion of counseling for summer and fall semesters, May 20	
Final examinations .....	May 25-31
President's reception for seniors .....	8 p.m., May 27
Baccalaureate service .....	8 p.m., May 28
Alumni Day .....	May 31
Commencement exercises .....	10 a.m., June 1
Alumni luncheon and business meeting .....	12:30 p.m., June 1

**SUMMER TERM—1961**

Counseling new students .....	8-12 a.m., June 5
Registration for summer term .....	1-4 p.m., June 5
Class work begins .....	7 a.m., June 6
Entrance tests (new and transfer students) .....	June 7-8
Senior graduate record examinations .....	June 27-28
National holiday .....	July 4
Final examinations, first term .....	July 8
Classes begin, second term .....	July 10
Final application for degree, fall term .....	Aug. 5
Final examinations, second term .....	Aug. 11
Commencement exercises .....	10 a.m., Aug. 11

**College Calendar 1961-62****FALL SEMESTER—1961**

President's reception for faculty .....	4-6 p.m., Sept. 6
Faculty conference .....	Sept. 7-8
Freshman assembly .....	8 a.m., Sept. 11
Assembly for sophomores, juniors and seniors ....	8 a.m., Sept. 11
Entrance tests (all new students) .....	Sept. 11-12
Orientation and counseling .....	Sept. 11-13
Registration for fall semester .....	Sept. 14
Class work begins .....	8 a.m., Sept. 15
Entrance tests (all transfer students) .....	Sept. 25-26
Placement registration (seniors and graduate students) <i>True</i> .....	6:30 p.m., Sept. 26
Junior English proficiency test .....	Oct. 2
Lectureship .....	Nov. 20-23
Final application for degree, spring semester .....	Dec. 14
Christmas recess .....	4:35 p.m., Dec. 14 to 8 a.m., Jan. 2, 1962
Senior graduate record examinations .....	Jan. 8-9
Sophomore tests .....	Jan. 8
Completion of counseling for spring semester .....	Jan. 15
Semester examinations .....	Jan. 22-27

**SPRING SEMESTER—1962**

Counseling new students .....	Jan. 29
Registration for spring semester .....	Jan. 30
Class work begins .....	8 a.m., Jan. 31
Entrance tests (all new and transfer students) .....	Feb. 5-6
Junior English proficiency test .....	Feb. 12
Spring recess .....	4:35 p.m., Mar. 29 to 8 a.m., Apr. 3
Sophomore tests .....	Apr. 16
Senior graduate record examinations .....	Apr. 23-24
Final application for degree, summer term .....	Apr. 28
Annual field day .....	May 3
Completion of counseling for summer and fall semesters, May 14	
Final examinations .....	May 24-30
President's reception for seniors .....	8 p.m., May 26
Baccalaureate service .....	8 p.m., May 27
Alumni Day .....	May 30
Commencement exercises .....	10 a.m., May 31
Alumni luncheon and business meeting .....	12:30 p.m., May 31

**SUMMER TERM—1962**

Counseling new students .....	8-12 a.m., June 4
Registration for summer term .....	1-4 p.m., June 4
Class work begins .....	7 a.m., June 5
Entrance tests (all new and transfer students) .....	June 6-7
Senior graduate record examinations .....	June 26-27
National holiday .....	July 4
Final examinations, first term .....	July 7
Classes begin, second term .....	July 9
Final application for degree, fall semester .....	Aug. 6
Final examinations, second term .....	Aug. 10
Commencement exercises .....	10 a.m., Aug. 10



## Board of Trustees

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 W. O. BEEMAN, Treasurer ..... Oklahoma City, Oklahoma  
 R. D. FULLER, Secretary ..... Memphis, Tennessee

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 VERNON LOVINGGOOD ..... Memphis, Tennessee  
 JIM BILL McINTEER ..... Nashville, Tennessee  
 T. J. McREYNOLDS ..... Morrilton, Arkansas  
 MILTON PEEBLES ..... Saratoga, Arkansas  
 GEORGE ROBERTS ..... Bartlesville, Oklahoma  
 J. A. THOMPSON ..... Searcy, Arkansas

### LOCAL ADVISORY COMMITTEE TO THE PRESIDENT

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 EWING P. PYEATT  
 PORTER RODGERS, M.D.  
 ORAN J. VAUGHAN



Dr. George S. Benson, President

## Administrative Organization

### OFFICERS

GEORGE STUART BENSON, M.A., LL.D. .... President of the College  
 CLIFTON L. GANUS, JR., Ph.D. .... Vice-President of the College  
 Dean, School of American Studies  
 JOSEPH E. PRYOR, Ph.D. .... Dean of the College  
 JAMES H. ATKINSON, M.A. .... Dean of Students and  
 Director of Admissions  
 LOTT R. TUCKER, B.A. .... Business Manager  
 VIRGIL M. BECKETT, B.A. .... Registrar  
 INEZ PICKENS, B.A. .... Dean of Women  
 EDDIE RAY CAMPBELL, B.A. .... Director of Men's Housing  
 PERRY SHIPLEY MASON, M.A. .... Superintendent of the Academy  
 MARGUERITE O'BANION, B.A. .... Executive Secretary



# Faculty

- DARREL EUGENE ALEXANDER, B.A. (Harding College)  
Instructor in Speech. 1960.
- JOAN LILLY ALEXANDER, B.A. (Harding College)  
Assistant Librarian. 1954.
- JAMES R. ALLEN, M.R.E. (Harding College School of Bible and Religion)  
Assistant Professor of Bible. 1959.
- CARL LEE ALLISON, M.T. (Southwestern State College)  
Assistant Professor of Physical Education and Health. 1959.
- ANNIE MAY ALSTON, M.A. (University of Chicago)  
Librarian. 1944, 1956.\*
- JAMES H. ATKINSON, M.A. (Texas Technological College)  
Dean of Students and Director of Admissions. 1954, 1957.
- JAMES L. ATTEBERRY, JR., Ph.D. (University of Texas)  
Associate Professor of English. 1953, 1960.
- GEORGE EDWARD BAGGETT, M.A. (University of Kansas City)  
Assistant Professor of Music. 1949, 1955.
- JAMES D. BALES, Ph.D. (University of California)  
Professor of Christian Doctrine. 1944, 1947.
- CECIL MURL BECK, M.A. (North Texas State College)  
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.
- THELMA DUMAS BELL, M.S. (Texas State College for Women)  
Professor of Home Economics, 1937.\*\*
- WINNIE ELIZABETH BELL, B.A. (Harding College)  
Assistant Librarian. 1959.\*\*
- GEORGE STUART BENSON, M.A. (University of Chicago)  
President of the College and Professor of Bible. 1936.
- M. E. BERRYHILL, M.A. (George Peabody College)  
Professor of Physical Education and Health. 1937, 1946.
- G. W. BOND, Ed.D. (Columbia University)  
Professor of Education. 1956.
- HAROLD BOWIE, M.A. (University of Arkansas)  
Assistant Professor of Education. 1958.
- ROBERT STEVEN BROWN, M.Ed. (University of Arkansas)  
Assistant Professor of English. 1958.
- WILLIAM LESLIE BURKE, M.A. (Northwestern University)  
Professor of Greek and Hebrew and Chairman of the Department of Foreign Languages and Literature. 1944, 1947.

\*First date indicates year of employment; second date, year appointed to present rank or position.

\*\*On leave of absence.

- EDDIE RAY CAMPBELL, B.A. (Harding College)  
Instructor in Physical Education and Health and Director of Men's Housing. 1959.
- NEIL B. COPE, M.S.J. (Northwestern University)  
Professor of Journalism and Chairman of the Department. 1936, 1947.
- KENNETH DAVIS, JR., M.A. (Westminster Choir College)  
Assistant Professor of Music. 1953.\*\*
- HERBERT P. DEAN, M.A. (Eastern New Mexico University)  
Assistant Professor of Art. 1954, 1958.
- JOHN LEE DYKES, M.S. (Oklahoma A. and M. College)  
Assistant Professor of Christian Education. 1939, 1952.
- GEORGE EASON, M.M. (North Texas State College)  
Assistant Professor of Music. 1960.
- DON ENGLAND, M.S. (University of Arkansas)  
Assistant Professor of Chemistry. 1960.
- CLIFTON L. GANUS, JR., Ph.D. (Tulane University)  
Professor of History, Chairman of the Department of History and Social Science, Dean of the School of American Studies and Vice-President of the College. 1946, 1956.
- HUGH M. GROOVER, M.A., (University of Arkansas)  
Assistant Professor of Physical Education and Health. 1957.
- 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 ACTON HEDRICK, Ed.D. (North Texas State College)  
Professor of Accounting. 1952, 1956.
- ROBERT L. HELSTEN, M.A. (Harding College)  
Assistant Professor of Bible. 1958.
- BEN J. HOLLAND, M.A. (Harding College)  
Assistant Professor of Speech. 1960.
- IRENE JOHNSON, M.A. (University of Missouri)  
Assistant Professor of History. 1957.
- ROSE MARIE JONES, M.S. (Kansas State College, Emporia)  
Instructor in Business Education, 1959.
- JOHN BELL LASATER, M.A. (George Peabody College)  
Assistant Professor of Biological Science. 1951.\*\*
- PEARL LATHAM, M.A. (University of Oklahoma)  
Assistant Professor of English. 1947.
- MAURICE L. LAWSON, M.S. (University of Oklahoma)  
Assistant Professor of Physics. 1954.
- LEONARD LEWIS, Ed.D. (University of Texas)  
Professor of Education. 1953, 1956.
- THOMAS A. LONEY, B.J. (University of Missouri)  
Instructor in Journalism. 1958.

\*\* On leave of absence



# 1960-1962 Harding College Catalog

JOHN ROBERT McRAY, M.A. (Harding College)  
Assistant Professor of Bible. 1958.

ELIZABETH B. MASON, M.A. (George Peabody College)  
Professor of Art and Chairman of the Department. 1946, 1950.

CLYDE R. MONTGOMERY, Ph.D. (University of Iowa)  
Professor of Education. 1959.

MAUDE S. MONTGOMERY, M.A. (Marshall College)  
Assistant Professor of Education. 1959.

ERLE THOMAS MOORE, Ed.D. (Columbia University)  
Professor of Music and Chairman of the Department. 1948.

MONA S. MOORE, B.A. (Central State Teachers College)  
Instructor in Music. 1957.

MARGUERITE O'BANION, B.A. (Harding College)  
Executive Secretary. 1945, 1957.

HARRY DOYLE OLREE, M.A. (Memphis State College)  
Professor of Physical Education and Health and Chairman of the Department. 1957, 1960.

JAMES ROY OTT, Ph.D. (Vanderbilt University)  
Associate Professor of Economics. 1955, 1959.

KENNETH LEON PERRIN, M.A. (Kansas State College)  
Assistant Professor of Mathematics. 1957.

INEZ PICKENS, B.A. (Harding College)  
Dean of Women. 1947, 1955.

CHARLES G. PITNER, M.A. (George Peabody College)  
Professor of Mathematics and Chairman of the Department. 1950, 1952.

JOHN CLIFFORD PROCK, M.T. (Southwestern State College)  
Assistant Professor of Physical Education and Health. 1960.

JOSEPH E. PRYOR, Ph.D. (Louisiana State University)  
Professor of Physical Science, Chairman of the Department and Dean of the College. 1944, 1960.

IRENE H. PUCKETT, M.S. (Pennsylvania State University)  
Assistant Professor of Home Economics. 1960.

GENE EDWARD RAINEY, M.A. (Tufts University)  
Assistant Professor of Political Science. 1958, 1960.

ANDY T. RITCHIE, M.A. (Scarritt College)  
Assistant Professor of Bible. 1946, 1954.

JEAN HARRISON ROBBINS, B.S.E. (North Texas State College)  
Instructor in Voice. 1960.

DALLAS ROBERTS, M.A. (University of Arkansas)  
Assistant Professor of Political Science. 1957.

JAMES ANDREW ROBERTS, M.S. (Louisiana Polytechnic Institute)  
Assistant Professor of Mathematics and Physics. 1960.

WILLIAM FAY RUSHTON, M.A. (University of Arkansas)  
Assistant Professor of Biological Science. 1960.

JACK WOOD SEARS, Ph.D. (University of Texas)  
Professor of Biological Science and Chairman of the Department. 1945.

LLOYD CLINE SEARS, Ph.D. (University of Chicago)  
Professor of English and Chairman of the Department. 1924.  
Dean Emeritus. 1960.

EDWARD G. SEWELL, Ph.D. (University of Texas)  
Associate Professor of Education. 1947, 1954.\*\*

JOE P. SPAULDING, Ph.D. (University of Oklahoma)  
Associate Professor of History. 1957, 1959.

RUBY LOWERY STAPLETON, M.A. (University of Oklahoma)  
Associate Professor of English. 1932, 1949.

WILLIAM CLARK STEVENS, Ph.D. (Vanderbilt University)  
Professor of Biological Science. 1950, 1955.

WILLIAM KNOX SUMMITT, Ph.D. (University of Missouri)  
Professor of Psychology and Chairman of the Department of Education and Psychology. 1933, 1937.

ELAINE CAMP THOMPSON, M.A. (Texas State College for Women)  
Assistant Professor of Home Economics. 1954.

ERMAL H. TUCKER, B.S. (Harding College)  
Instructor in Secretarial Science. 1957.

LOTT R. TUCKER, B.A. (Harding College)  
Business Manager. 1951, 1957.

EVAN ULREY, Ph.D. (Louisiana State University)  
Professor of Speech and Chairman of the Department. 1950.

LEE CARLTON UNDERWOOD, M.S. (Columbia University)  
Assistant Professor of Economics and Business Administration. 1957.

BILLY D. VERKLER, M.S. (Michigan State University)  
Assistant Professor of Social Science. 1957.

VERNE VOGT, M.A. (Mexico City College)  
Assistant Professor of Spanish. 1959.

RICHARD WALLER WALKER, M.A. (Louisiana State University)  
Assistant Professor of Speech. 1953.

DOYLE GLENN WARD, M.A. (University of Illinois)  
Assistant Professor of Speech. 1958.

DELANE WAY, M.A.T. (Harding College)  
Assistant Professor of English and Director of Reading Clinic. 1959.

DOROTHY YOUNG WELLBORNE, M.S. (University of Texas)  
Assistant Professor of Home Economics. 1956.

W. L. ROY WELLBORNE, Ph.D. (University of Texas)  
Professor of Business Administration and Chairman of the Department of Business and Economics. 1956.

\*\*On leave of absence.



W. B. WEST, JR., Th.D. (University of Southern California)  
Professor of Bible and Religion and Chairman of the Department of Bible, Religion and Philosophy. 1951.

JOHN D. WHITE, B.A. (Harding College)  
Director, Audio-Visual Center. 1959.

EARL J. WILCOX, M.A. (University of Texas)  
Assistant Professor of English. 1959.

WILLIAM D. WILLIAMS, Ph.D. (University of Kentucky)  
Associate Professor of Chemistry. 1954, 1958.

MURREY WOODROW WILSON, M.A. (University of Arkansas)  
Assistant Professor of Education. 1957.

#### EMERITI

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.

#### SCHOOL OF BIBLE AND RELIGION

##### Memphis, Tennessee

WILLIAM BRYAN BARTON, JR., Ph.D. (Harvard University)  
Associate Professor of Christian Doctrine. 1955.

JAMES CLAYTON, M.A. (Harding School of Bible and Religion)  
Librarian. 1959.

E. H. JAMS, M.A. (George Peabody College)  
Professor of Christian Education. 1957, 1960.

R. W. JOHNSON, Ph.D. (University of Chicago)  
Professor of Bible Geography. 1957.

JACK P. LEWIS, Ph.D. (Harvard University)  
Professor of Bible. 1954.

JOHN A. SCOTT, M.A. (University of Pennsylvania)  
Assistant Professor of Old Testament. 1959.

DONALD R. SIME, B.D. (Princeton Theological Seminary)  
Assistant Professor of Christian Education. 1954.

EARL WEST, M.Th. (Butler University)  
Associate Professor of Church History. 1955.

VELMA R. WEST, M.A. (George Pepperdine College)  
Assistant Professor of Greek. 1952.

W. B. WEST, JR., Th.D. (University of Southern California)  
Professor of Bible and Religion and Dean of the Graduate School of Bible and Religion. 1951, 1958.

#### ACADEMY AND ELEMENTARY SCHOOL FACULTY

FLOY LYNN ALEXANDER, B.S. (Harding College)  
Instructor in Home Economics. 1960.

GEORGE EDWARD BAGGETT, M.A. (University of Kansas City)  
Choral and Instrumental Music. 1949.

J. E. BERRYHILL, M.A. (George Peabody College)  
Principal, Social Science. 1952.

RUTH BROWNING, M.A.T. (Harding College)  
Seventh Grade, Elementary School. 1959.

KATHRYN ROBERTS CAMPBELL, B.A. (Harding College)  
Instructor in Physical Education. 1959.

HERBERT DEAN, M.A. (Eastern New Mexico University)  
Instructor in Art. 1954.

DALE GOULD, B.A. (Harding College)  
Principal Junior High School. 1959.

MARYBELLE HELSTEN, B.A. (Harding College)  
Fifth Grade, Elementary School, 1958.

AUDREY EDWARD HIGGINBOTHAM, JR., B.A. (Harding College)  
Physical Education and Assistant Coach. 1960.

ELLEN KEY, M.A. (George Peabody College)  
Librarian. 1959.

LOIS L. LAWSON, M.A.T. (Harding College)  
Third Grade, Elementary School. 1955.

THEODORE R. LLOYD, B.A. (Harding College)  
Instructor in Science and Coach. 1957.

PERRY SHIPLEY MASON, M.A. (George Peabody College)  
Superintendent. 1946.

MAUDE S. MONTGOMERY, M.A. (Marshall College)  
Supervisor, Elementary School. 1959.

LEOLA PEARCE, M.A.T. (Harding College)  
First Grade, Elementary School. 1958.

INEZ PICKENS, B.A. (Harding College)  
Instructor in English. 1947.

FLORENCE F. POWELL, M.A. (George Peabody College)  
Fourth Grade, Elementary School. 1957.

CLARICE READHIMER, B.A. (Louisiana Polytechnic Institute)  
Second Grade, Elementary School. 1960.

KATHRYN C. RITCHIE, B.A. (Harding College)  
Instructor in Mathematics. 1950.

MYRTLE ROWE, B.A. (Harding College)  
Seventh Grade, Elementary School. 1956.

MARTHA ROSE WALSTON, B.A. (Harding College)  
Instructor in Business. 1960.

HALLYE VANDERPOOL, B.S. (Texas State College for Women)  
Instructor in Speech. 1954.



### STANDING COMMITTEES OF THE FACULTY

- I. ACADEMIC AFFAIRS COMMITTEE: Joseph E. Pryor, Chairman, Annie May Alston, Mildred L. Bell, George S. Benson, William Leslie Burke, Virgil Beckett, Clifton L. Ganus, Jr., Elizabeth B. Mason, W. K. Summitt, Evan Ulrey, W. L. Roy Wellborne.
- II. ACADEMIC SCHOLARSHIP COMMITTEE: Virgil M. Beckett, Chairman, James H. Atkinson, Joseph E. Pryor, Evan Ulrey.
- III. ATHLETIC COMMITTEE: Joseph E. Pryor, Chairman, M. E. Berryhill, Clifton L. Ganus, Jr., Harry D. Olree, Richard W. Walker.
- IV. EXECUTIVE COMMITTEE: George S. Benson, Chairman, Virgil M. Beckett, Clifton L. Ganus, Jr., James Roy Ott, Joseph E. Pryor, Clark Stevens, Lott R. Tucker, Jr.
- V. FACULTY PROGRAM COMMITTEE: Joseph E. Pryor, Chairman, Clifton L. Ganus, Jr., James Hedrick, Evan Ulrey.
- VI. FACULTY WELFARE COMMITTEE: James Roy Ott, Chairman, Irene Johnson, Richard W. Walker, William D. Williams.
- VII. PHYSICAL PLANT COMMITTEE: Lott R. Tucker, Jr., Chairman, Harold Bowie, John Lee Dykes, Elizabeth B. Mason, Jack Wood Sears.
- VIII. PUBLIC RELATIONS COMMITTEE: Neil B. Cope, Chairman, James H. Atkinson, George S. Benson, Clifton L. Ganus, Jr., Perry S. Mason, Russell L. Simmons.
- IX. STUDENT AFFAIRS COMMITTEE: Clifton L. Ganus, Jr., Chairman, James H. Atkinson, M. E. Berryhill, Eddie Ray Campbell, Inez Pickens, Jack Wood Sears, Richard W. Walker.
- X. TEACHER EDUCATION COMMITTEE: W. K. Summitt, Chairman, George W. Bond, Leonard Lewis, Clyde R. Montgomery, Charles G. Pitner, Joe P. Spaulding.

### DIVISIONAL CHAIRMEN

1960-61

WILLIAM KNOX SUMMITT, Ph.D.	Education
ELIZABETH B. MASON, M.A.	Fine Arts
EVAN ULREY, Ph.D.	Humanities
MILDRED L. BELL, Ph.D.	Natural Science
WILLIAM LESLIE BURKE, M.A.	Religion
W. L. ROY WELLBORNE, Ph.D.	Social Science

### Administrative Staff

GEORGE S. BENSON, M.A., LL.D.	President of the College
MARGUERITE O'BANION, B.A.	Executive Secretary
CLIFTON L. GANUS, JR., Ph.D.	Vice-President of the College Dean, School of American Studies
EDWINA PACE	Secretary
RUSSELL L. SIMMONS	Director, Publicity and Publications

### ACADEMIC

JOSEPH E. PRYOR, Ph.D.	Dean of the College
JANE LENTZ	Secretary
VIRGIL M. BECKETT, B.A.	Registrar
WILLIAM KNOX SUMMITT, Ph.D.	Director of Testing
JOHN D. WHITE, B.A.	Director, Audio-Visual Center

### GRADUATE COUNCIL

CLIFTON L. GANUS, JR., Ph.D., Chairman	Vice-President
JOSEPH E. PRYOR, Ph.D.	Dean of the College
WILLIAM KNOX SUMMITT, Ph.D.	Chairman, Department of Education and Psychology
G. W. BOND, Ed.D.	Professor of Education
LEONARD LEWIS, Ed.D.	Professor of Education
LYDD CLINE SEARS, Ph.D.	Professor of English
W. L. ROY WELLBORNE, Ph.D.	Professor of Business Administration

### STUDENT PERSONNEL

JAMES H. ATKINSON, M.A.	Dean of Students
SHERLEY LOVELACE	Secretary
W. L. ROY WELLBORNE, Ph.D.	Director of Placement
BEVERLEE REDDING	Secretary
INEZ PICKENS, B.A.	Dean of Women
EDDIE RAY CAMPBELL, B.A.	Director of Men's Housing
MADELINE W. HUBBARD	Director, Cathcart Hall
ROSE P. KELLEY	Director, East Dormitory
ILA TULLOSS	Director, West Dormitory
CARL LEE ALLISON, M.T.	Director, Graduate Dormitory
HARRY DOYLE OLREE, M.A.	Athletic Director and Director of Health
MABEL FRENCH, R.N.	Director of Health Service and Supervisor, Health Center



## BUSINESS

LOTT R. TUCKER, JR., B.A.	Business Manager
JUDY FORE	Secretary
VOL ROWLETT, B.A.	Office Manager
PATRICIA YOUNG, B.A.	Cashier
BETTY KEMP	Bookkeeper
FERRA SUE SPARKS, B.A.	Accountant

## LIBRARY

ANNIE MAY ALSTON, M.A.	Librarian
JOAN LILLY ALEXANDER, B.A.	Assistant Librarian
WINNIE ELIZABETH BELL, B.A.	Assistant Librarian

## ALUMNI ASSOCIATION

BUFORD D. TUCKER	Executive Secretary
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## BUILDINGS AND GROUNDS

ROBERT E. SMITH, B.S.	Superintendent of Buildings and Grounds
ELBERT TURMAN	Engineer
S. D. MOSS	Building Maintenance
PALMER SPURLOCK	Equipment Operator
HARVEY NEVINS	Receiving and Storeroom Clerk

## AUXILIARY ENTERPRISES

JOHN LEE DYKES, M.S.	Manager, Student Center
GERTRUDE DYKES	Manager, College Book Store
CORINNE HART	Dietitian and Manager, Cafeteria
GREG RHODES	Manager, College Laundry
ROBERT STREET	Manager, College Farm and Dairy
HERMAN WEST	Manager, College Press
DIXIE McCORKLE	Manager, College Inn



## General Information

### AIMS OF THE COLLEGE

As a Christian institution of higher learning Harding College assists its students in building a philosophy of life consistent with Christian ideals and in developing the skills and abilities necessary in living a useful and happy life.

One of the most important factors in the educational process is the personal contact between student and teacher. 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 various courses that make up the curriculum are also a challenging factor in the student's college experience. The curriculum is organized to give students adequate preparation for a chosen vocation or profession and to provide for all students intellectual, social and spiritual development. The whole curriculum, as well as individual courses, is revised and adapted from time to time to meet the changing requirements of students.

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

To summarize, the purposes of the College are achieved through the help of interested instructors and counselors, through academic courses organized to meet the student's needs and through activities that give opportunity for recreation, cooperation with others and leadership training.



### ACADEMIC STANDING

Harding College is fully accredited by the North Central Association of Colleges and Secondary Schools for all work leading to the Bachelor of Arts and Bachelor of Science degrees and to the Master of Arts in Teaching. It is also a member of the American Council on Education, the Association of American Colleges, the American Association of Colleges for Teacher Education and the National Commission on Accrediting (not an accrediting agency). It is approved by the American Medical Association for Pre-Medical Training. It is also approved for the training of vocational home economics teachers. Its graduates are admitted to the leading graduate and professional schools.

### HISTORICAL SKETCH

Harding became a senior college in 1924 when Arkansas Christian College, a junior college founded in Morrilton, Arkansas, in 1919, and Harper College, a junior college founded at Harper, Kansas, in 1915, merged their faculties and assets and adopted the new name of Harding College. Harding moved to Searcy, Arkansas, in 1934.

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.

The College is under the control of a self-perpetuating Board of Trustees who are members of the church of Christ. The College attempts to be non-sectarian in spirit and practice. It enrolls students of any religious faith.

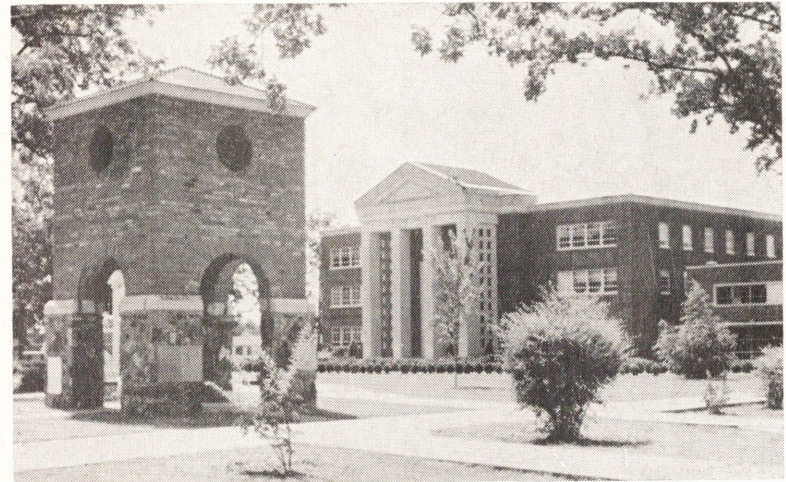
### LOCATION

Searcy is the county seat and trading center of White County, one of the largest counties in Arkansas. Population of the town is about 7,500. Searcy is 50 miles northeast of Little Rock on U. S. Highway 67 and 115 miles west of Memphis, Tennessee, on U. S. Highway 64. Transportation to Searcy by train is via Missouri Pacific Railroad to Kensett, three miles from Searcy. Bus travelers reach Searcy by Midwest Trailways.

### CAMPUS FACILITIES

The campus consists of about forty acres within easy walking distance of the business section of town. Additional college property, consisting of an athletic field and college farms, lies southeast of the campus.

The twenty-six buildings of the college and its other assets are valued at more than \$12,500,000. The equipment and educational facilities make the college plant one of the most efficient, compact and well-furnished in the south.

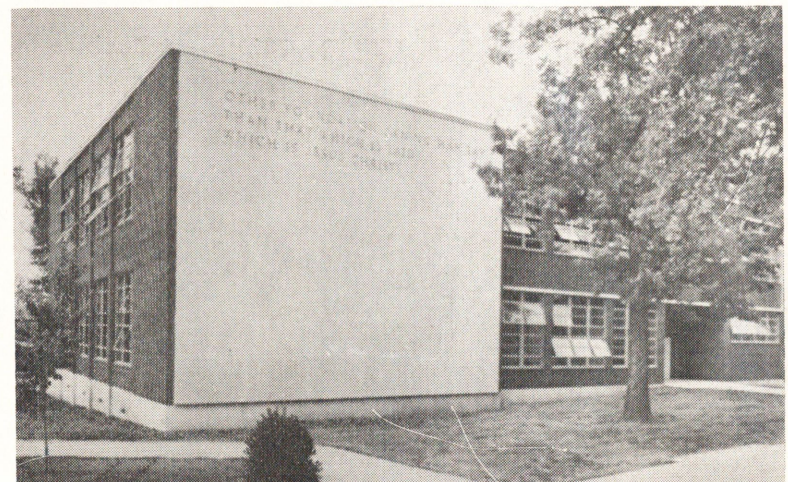


**Administration-Auditorium Building**

The Administration-Auditorium building occupies the central position on the campus. It contains administrative and faculty offices, a small auditorium, recording studios, classrooms and a large auditorium with a seating capacity of 1,350. The entire building is air-conditioned.

### Bible and Religion

This building contains excellently equipped classrooms, including two large lecture rooms, offices, conference rooms and other facilities. It is air-conditioned and is arranged for closed-circuit television when this is needed.







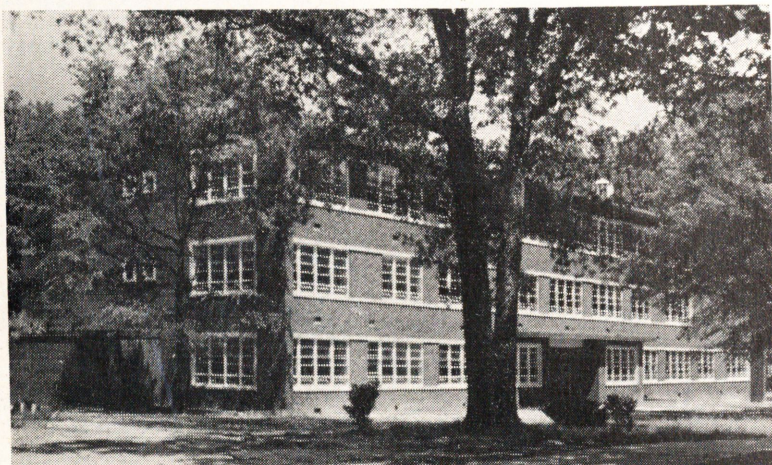
### **Beaumont Memorial Library**

The new library is air-conditioned and equipped with the most modern heating and lighting facilities. It will accommodate about one-third of the student body at one time.

A graduate reading room, accommodating 100 students, provides an ideal study arrangement for the advanced student. A sound-proof typing room is also provided for the convenience of students.

### **American Studies Building**

This new three-story air-conditioned building houses the School of American Studies, offices, classrooms, business laboratories and practice rooms, research facilities and a small auditorium equipped for all types of visual aid materials.



### **Science Hall**

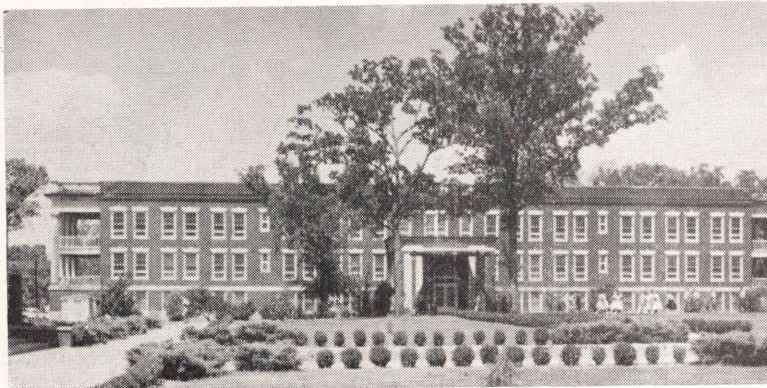
The Science Hall is a three-story classroom and laboratory building. Its well-equipped laboratories include those for the physical and biological sciences and for home economics.

### **Echo Haven**

The new home management house for the Department of Home Economics is an ideally-arranged brick home, air-conditioned and attractively furnished, using the modern theme. It accommodates six girls and their director.



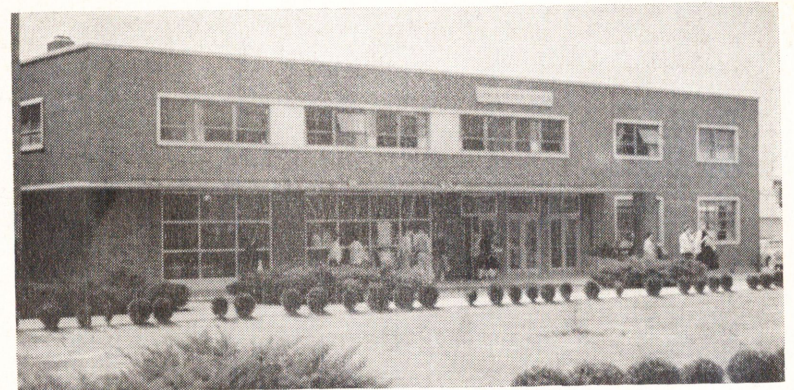
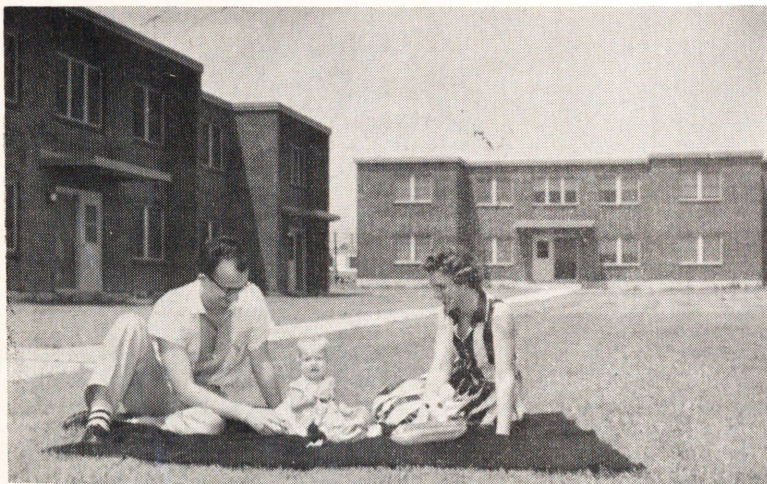




Women's Dormitories: Pattie Cobb Hall, above; Cathcart Hall, below.



A Section of the 60-unit Married Students Apartments.



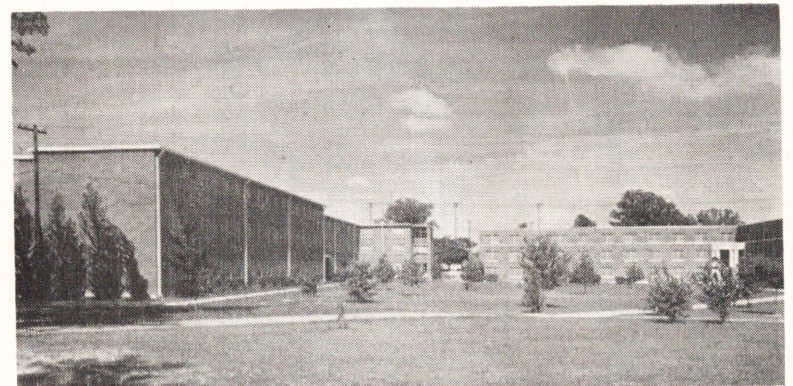
### Ganus Student Center

This air-conditioned building is a community center for students and teachers. It houses the college bookstore, post office, inn, offices of student publications, alumni office, student darkroom, banquet room and other facilities.

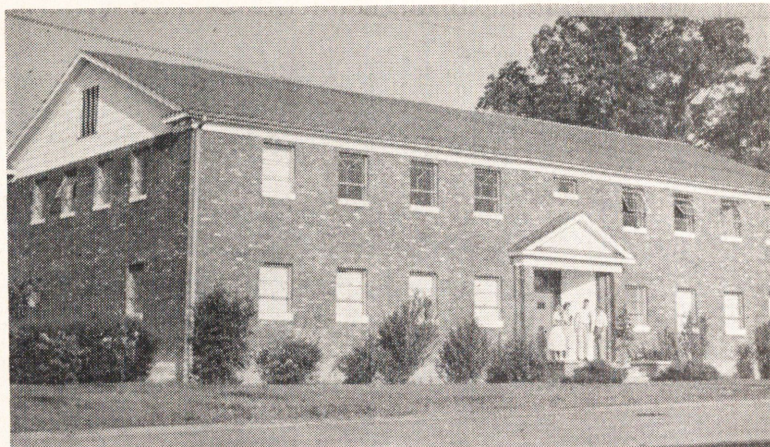
### Residence Halls

Six dormitories provide housing for approximately 429 women and 395 men. Pattie Cobb Hall, Cathcart Hall and East and West Halls are residences for women. A new dormitory for women will be under construction which will accommodate approximately 200 more. Men live in Armstrong Hall and Graduate Hall. Most of the rooms in the dormitories, except East and West Halls, are built on the suite plan with connecting baths for each two rooms. In the graduate dormitory 81 rooms are single.

Three ultra-modern apartment buildings, with complete laundry facilities and other conveniences, provide 60 one- and two-bedroom furnished apartments for married students.





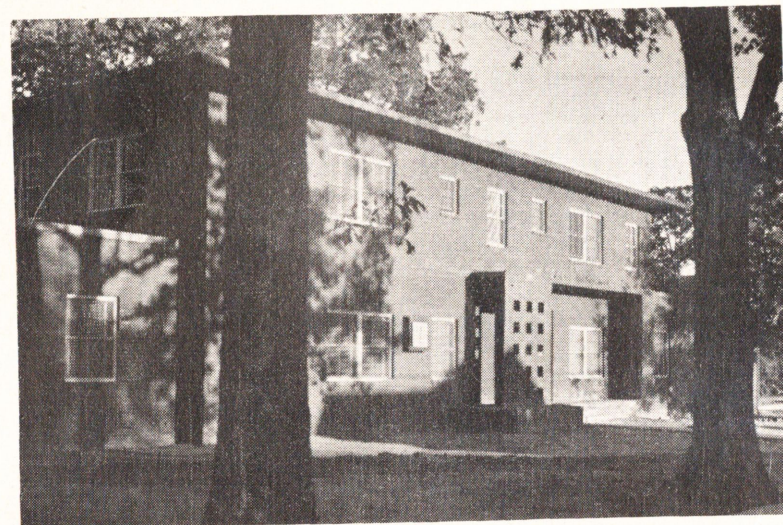
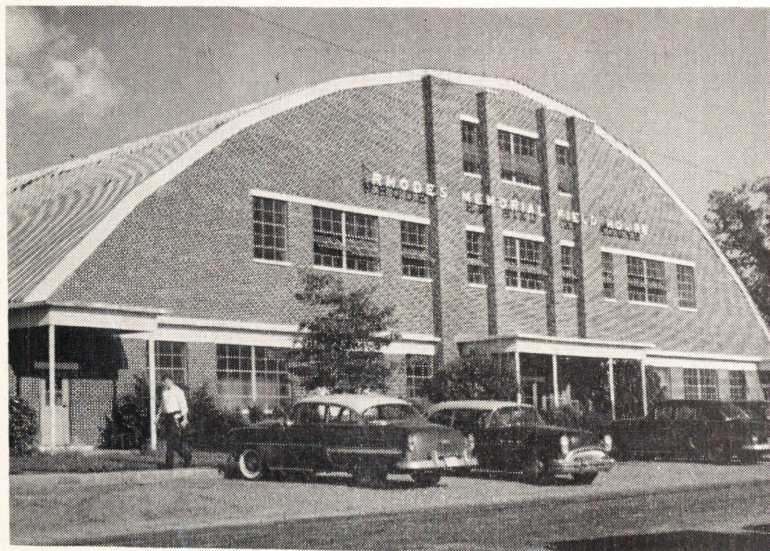


### Music Hall

The music building contains studios for piano, voice, band and chorus. It also has classrooms, practice rooms and other music department facilities.

### Rhodes Memorial Field House

The field house has three basketball courts, a skating rink, equipment rooms, showers, classrooms and other facilities for sports and for physical education.



### Faculty Housing

Sewell Hall, completed in 1952, has seven modern apartments. In addition the College owns and rents to faculty and staff a number of private residences on and near the campus.

### Other Buildings

Additional facilities include an indoor swimming pool, science annex, nursery school, training school and academy buildings, health center, heating plant, workshops, laundry and other service buildings.

### THE LIBRARY

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

Library holdings include more than 59,000 volumes, 375 periodicals, eight daily newspapers and hundreds of pamphlets. In addition to printed materials an excellent collection of recordings, consisting of approximately 750 records in music and speech, is cataloged and available for student listening. A collection of music scores has also been initiated.

Adjacent to the graduate reading room is housed the Brewer Collection, the excellent library of the late G. C. Brewer.

The library staff, in cooperation with the 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 the Faculty-Staff Handbook may be consulted for the detailed statement on library policies and regulations.



**LABORATORIES AND STUDIOS**

For both physical and biological sciences there are adequately equipped laboratories. There are three large chemistry laboratories with accompanying stockrooms, a balance room and offices. The physics laboratory provides equipment for the basic courses in college physics. Two large biology laboratories provide equipment for courses in bacteriology, anatomy and animal and plant physiology, and a greenhouse and animal house provide facilities for botanical and physiological research.

In home economics, the foods and equipment laboratories are furnished with both gas and electric stoves of latest models. The clothing laboratory has electric machines and other equipment for courses in clothing and textiles. A new home management house permits majors to pursue home management and consumer programs under home conditions.

The Art Department has a large classroom-studio and two large work studios for sketching, painting, ceramics and other arts and crafts.

The English Department has laboratories equipped with the latest PerceptoScope, reading accelerators, films and other supplies for the improvement of reading and communication.

The Speech Department, in addition to its studio facilities and clinical equipment, uses the college auditoriums and professional recording facilities.

The large auditorium, with its excellent stage facilities, is an asset to the Departments of Music and Speech. Lighting and sound facilities are unusually versatile. Make-up studios, dressing rooms and storage rooms for costumes and scenery are located beneath the stage. The auditorium has arc-light sound projectors for 16mm. motion pictures.

**RECREATIONAL FACILITIES**

Indoor recreation is centered in Rhodes Memorial Field House. Its facilities include three basketball courts, indoor softball floor, volley ball courts, skating rink, boxing ring, shuffleboard courts, ping pong tables and large trampoline.

A steam-heated, white-tiled swimming pool makes year-round swimming possible.

Outdoor facilities include the varsity football field, the varsity baseball field, an eight-lane cinder track located at Alumni Field and additional playing fields for flag football, softball, baseball and other sports. There are five concrete-surfaced tennis courts.

Various other recreational facilities are to be found in the dormitory lounges and in the Student Center. The women's dormitories have kitchenettes, party rooms and television sets. A well-equipped photographic darkroom is available in the Student Center for camera enthusiasts.

**EXPENSES AND STUDENT AID**

A typical boarding student taking 16 hours per semester can meet all regular expenses of tuition, fees, room, and board for \$999.50 for the school year. A non-boarding student can meet expenses of tuition and fees for \$455.00.

	Semester	Year
Tuition at \$12.00 per semester hour	\$192.00	\$384.00
Registration fee (activities, health, etc.)	35.50	71.00
Meals (\$42.50 per four weeks)	191.25	382.50
Room Rent (\$18.00* per four weeks)	81.00	162.00
Total Basic Cost for Typical Student	\$499.75	\$999.50

\*Private rooms in Graduate Hall are \$23.00 per four weeks.

**Room and Board**

Rooms in the dormitories are \$18.00 for four weeks, except for 81 single rooms in Graduate Hall which rent for \$23.00 for four weeks. Meals in the college cafeteria are \$42.50 for four weeks. (In the event of any drastic increase in food costs the college reserves the right to change price of meals without prior notice.)

Married students may rent completely furnished apartments on campus for \$40.00 and \$47.50 per month, plus utilities. These apartments are all new and completely modern. 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 \$10.00 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 73. 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 Bible and Religion, 1000 Cherry Road at Park Avenue, Memphis 11, Tennessee.

**Regular Tuition and Fees**

Regular tuition is \$12.00 per semester hour. The registration fee is \$35.50 per semester. This fee covers such things as matriculation, library, infirmary, laboratory fees, yearbook, student newspaper, lyceum series and athletic events.



**Special Tuition and Fees**

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

	Semester	Year
Two private lessons per week	\$55.00	\$110.00
One private lesson per week	32.50	65.00
Class instruction in voice and piano	15.00	30.00
Piano rental, one hour per day	4.50	9.00
Piano rental, two hours per day	9.00	18.00
Speech correction (private work)		
One hour per week	25.00	50.00
Two hours per week	50.00	100.00

**Other Special Fees**

Late registration fee (after day set for regular enrollment)	\$5.00
Fee for partial payment of account	3.00
Change of class, each change	1.00
Reinstatement in class after excessive absences	3.00
Make-up examination—each	1.00
Make-up Freshmen and Sophomore Tests:	
First make-up	2.50
Second make-up	5.00
Preparation of applications for teaching certificates	1.00
Transcripts	1.00
Graduation fee	12.00
Breakage deposits in chemistry, each course (returnable, less breakage)	5.00

**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 \$15.00 per semester hour rather than the regular tuition rate of \$12.00 plus the \$35.50

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, college yearbook, college paper, athletic ticket or infirmary 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 \$200.00 must be made by all students at 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

**Expenses for Veterans**

World War II: The government pays tuition, fees, books and the cost of certain supplies plus a subsistence allowance sufficient to cover personal expenses at Harding for World War II veterans who have their Certificates of Eligibility under Public Law 16 or 346.

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 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 dormitory 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.

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 obligations to the college will not receive grades or credits.

All compensation due students employed by the college 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 deposit of \$25.00. If the reservation is cancelled this deposit is refunded, provided the request is made to the college not later than August 1 for fall semester reservations and not later than January 10 for spring semester reservations.

A room deposit cannot be applied to the student's current expenses. It is returned to the student at graduation or at the close of the school year in May provided the student does not plan to come back to school the following year. Room or apartment deposits will not be refunded to students who move out of College housing facilities at any time during the regular school year, with the exception of students who complete all requirements for a degree from Harding at the end of the fall semester.

### 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 at local stores as needed.

### Clothing Needs

Searcy's climate is quite mild, but there will be warm days, cold days and rainy days. Both men and women 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 or saddle oxfords, 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, 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:

	One Term	Both Terms
Tuition (\$12.00 per semester hour)	\$72.00	\$144.00
Registration fee (activities, library, health)	7.50	15.00
Board and room	75.63	151.25
TOTAL	\$155.13	\$310.25

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

## ENDOWMENTS

In order to assure the permanence of the vital service which the college is giving, friends of the institution have established endowments, scholarships and other forms of financial aid. 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 service which the college can give and provide that this service will continue through the years to come.

### The Harry R. Kendall Fund

Mr. Harry R. Kendall left a bequest in the form of stock having a value of approximately \$2,500,000, the income of which is to be 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 for Harding College.

### 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.

## SCHOLARSHIPS, LOAN FUNDS, AWARDS, 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., which has a policy whereby 25 per cent of all dividends go into the American Founders Educational Foundation to be used for Christian education.



**T. H. Barton Scholarship Fund**, amounting to approximately \$4,600, was established by Colonel T. H. Barton of El Dorado, Arkansas.

**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 \$2,000 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. The fund is not complete, and it is hoped that others will continue to add to it.

**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.

**Detroit Alumni Chapter Scholarship** provides financial assistance to a student whom it selects from the Detroit, Michigan, area with approval of the College.

**Earhart Loan Fund** of \$7,500 is used for loans to students at Harding.

**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 on the Harding campus.

**C. L. Ganus Loan Fund**, established by Mr. 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.

**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 School of American Studies. Individual scholarships vary from \$250 to \$500 annually.

**H. R. Kendall Loan Fund**, the present amount of which is \$17,650, was a gift from Mr. H. R. Kendall of Chicago, Illinois. The purpose of this fund is to assist students majoring in Bible and religion.

**Mrs. Pauline Law Scholarship** 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, Texas. 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 Dr. M. M. Garrison 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 comrades and friends of Lt. Sam W. Peebles, Jr., a graduate of 1938, who was killed in service on November 22, 1944. It had been his purpose to establish a scholarship fund to help deserving students. It is hoped that it may be increased by his friends until it is large enough to fulfill his dream.

**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.

**National Defense Student Loan Fund** is a fund established by the Federal Government to aid deserving students in financial need. Special consideration is given to applicants who plan to major in one of the sciences or to teach. For additional information on this loan fund, write the Business Manager of the College.

**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.

**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.

**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.

**Student Loan Fund**, amounting to \$900, is provided to help worthy students of Harding College.

**The Ganus Awards** of \$100 each are given to the boy and the girl making the highest scholastic averages at Harding College during the academic year. These awards are given through the generosity of the late Mr. C. L. Ganus, Sr., of New Orleans, Louisiana.

**The Utley Award**, established by Mr. Morton Utley of Oakland, California, is an annual award of \$100 for the student showing the greatest development during the academic year. The faculty 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 with the best record of scholarship and who has been using the Wall Street Journal. This award is made through the Department of Business Administration.

## Establishing Other Scholarships

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

## HONOR SCHOLARSHIPS AND GRANTS-IN-AID

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

## 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.

## STUDENT EMPLOYMENT

A limited amount of work is available to help deserving students meet their college expenses. Those who expect to work must make application to the Coordinator of Student Employment and obtain specific work assignments before reaching the campus. Otherwise, the student should not count upon employment by the College.

Students are advised not to apply for more work than is absolutely necessary. Any student who works more than three hours a day must limit his academic load. (See page 50.)





### ALUMNI ASSOCIATION

Harding College maintains an Alumni Office on the second floor of Ganus Student Center. This office serves as the center through which the various activities of the Alumni Association are coordinated. The purpose of the Association are 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.

The **Alumni News**, containing information about the College as well as alumni, is published quarterly and 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 commencement week in June 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.

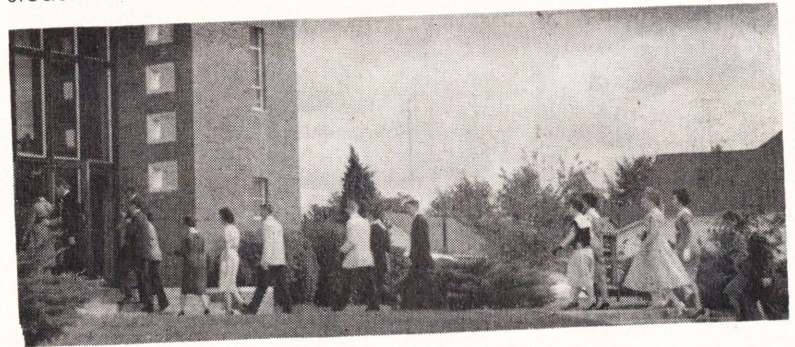
A Distinguished Alumnus Award is presented at the spring Commencement to an outstanding alumnus chosen by the Executive Committee of the Association from nominations made by alumni.

### Student Activities

Co-curricular activities at Harding are designed to encourage each student's participation in valuable group experiences. Faculty members serve as advisors to all student organizations.

### STUDENT ASSOCIATION

The **Student Association**, composed of all students, exists to provide a closer cooperation between the students and the administration and faculty in achieving the objectives of the institution and in furnishing a systematic plan of student participation in the responsibilities of the College. The Executive Council of the Student Association consists of fifteen students chosen annually by the student body. Representatives from the Council serve on standing faculty committees which are concerned with student welfare.



### RELIGIOUS MEETINGS

In addition to the daily chapel and Bible classes, the College plans religious programs to meet the various interests of students. Traditional at Harding is the Monday Night Meeting at which religious themes are discussed by students and faculty members. Special interest groups also study the problems of mission work and evangelism. A series of lectures treating the vital issues affecting the church is conducted by men of outstanding experience and ability each year during the fall semester.

### ALPHA CHI—NATIONAL HONOR SCHOLARSHIP SOCIETY

The Alpha Honor Society was organized in 1936 to encourage and recognize superior scholarship in the student body. In 1957 the Alpha Honor Society was affiliated as the Arkansas Eta Chapter of **Alpha Chi**, a national honor scholarship society. Membership in the local and national society is open to the upper ten per cent of the senior class each year, provided the scholarship level of each honor student is 3.5 or above, and to the upper ten percent of the junior class whose scholarship level is 3.7 or above. The Society presents a medal at Commencement to the graduating member with the highest four-year scholastic record.



### NATIONAL HISTORY SOCIETY

The Eta Phi Chapter of **Phi Alpha Theta**, a national history society, was chartered at Harding College in 1960. Membership is open to students who have completed 12 semester hours of history with better than a 3.00 average and who have achieved not less than a 3.00 average in two-thirds of their remaining college work.

### FORENSICS AND DRAMATICS

Contestants from the College have made commendable records in oratorical and debating contests and individual tournaments both in this and in other states.

In 1957 the Arkansas Zeta Chapter of **Pi Kappa Delta**, a national forensic honor society, was chartered on the campus. Membership in the society is open to those who participate in intramural or intercollegiate contests in debate, extemporaneous speaking, oratory, public discussion and legislative assembly.

Dramatic activities center in the **Campus Players** and **Alpha Psi Omega**. Four three-act plays are presented as part of the annual lyceum series. Membership in the Campus Players is by apprenticeship. Membership in the Eta Omega Chapter of Alpha Psi Omega, national dramatic fraternity, is by invitation to Campus Players of superior dramatic ability.

### MUSIC ACTIVITIES

Participation in the music organizations of the campus is open to all students. These organizations, directed by members of the music faculty, include the **A Cappella Chorus**, the **Harding Chorale**, the **Women's Ensemble**, the **Men's Quartet**, the **Band**, and **Symphonette**. These groups appear in programs on the campus, before local organizations and in high schools and churches in Arkansas and nearby states. A radio program, **Hymns from the Harding Campus**, is recorded weekly. Public recitals are presented by the music faculty and music majors, and an opera, cast entirely from student talent, is produced in the spring in cooperation with the Speech Department.

### STUDENT PUBLICATIONS

The **Bison**, the college weekly newspaper, is edited and published by students. The paper has won numerous awards in the competitive events sponsored by the Arkansas College Press Association.

The **Petit Jean**, the college yearbook, is published in the spring of each year by a staff chosen by the editor and business manager who have been previously selected from the senior class.

### SPECIAL INTEREST CLUBS

A number of organizations on the campus are designed to afford students with similar academic, professional or avocational interests the opportunity of meeting together.

**The Accounting Club** offers those interested in accounting the opportunity for independent group study of problems and openings in the field of accounting.

**The Art Club** offers opportunity for those interested in art and creative design to work together and discuss problems of common interest.

**A Tempo** aims to stimulate interest in musical activities. This group holds periodic discussions of musical topics, presents recitals and provides performers requested by off-campus groups.

**The Dactylology Club** gives training in sign language to students interested in communicating with the deaf and particularly for the purpose of preparing them to do religious teaching among the deaf.

**The Florence Cathcart Chapter of the Student National Education Association** aims to stimulate the interests of prospective teachers in professional problems. Affiliated with the national organization, the local chapter is one of the largest SNEA groups in the state and a number of its members have served as state and national officers.

**The Colhecon Club** encourages professional interest in home economics. The local club holds membership in the state and national Home Economics Association.

**The Poetry Club** affords to those interested in writing poetry periods for discussion and criticism and occasionally publishes a small volume of verse.

**The Camera Club** encourages artistry in the use of the camera and cooperates with the student publications in supplying needed photography. Members of this club have access to the well-equipped darkroom in Ganus Student Center.

**Missions Clubs** are interested in mission work in different fields. The Northern Lights Club is particularly interested in work in Canada and the Northern states, the Russian Club in work in Russia. Other clubs are interested in work in Africa, Europe, the Far East and other world areas.

**The Science Club** promotes an interest in all phases of science, obtains speakers from industries and other colleges and universities and sponsors a regional science fair annually.



## LECTURE AND LYCEUM

Each year lecturers from outstanding universities and dramatic and concert artists of national and international reputation are brought to the campus for presentation to the College and the community.

## SOCIAL CLUBS

Women's and men's social clubs have been organized to provide for students a wholesome social life with opportunities to develop leadership abilities and cooperative attitudes. Club activities include regular meetings, informal parties, banquets and outings. It is the college policy that each student receive an invitation to membership in a social club.

## ATHLETICS

The athletic program at Harding College is operated as an integral part of the activities of the College. Intercollegiate teams now participate in football, basketball, baseball and track. Harding College is a member of the Arkansas Intercollegiate Athletic Conference and the National Association of Intercollegiate Athletics. The Athletic Committee controls intercollegiate athletics in harmony with established policies approved by the faculty and intercollegiate competition is regulated by the basic educational purpose of the College.

In addition to the intercollegiate program, Harding College provides an active program of intramural athletics for both men and women. The physical education program, in which a large percentage of students participate, is planned to obtain maximum values in health and recreation. Regular schedules of sports are arranged throughout the year and every student is given an opportunity to take part. Among the major activities are flag football, softball, baseball, basketball, volleyball, tennis and track events. The excellent and varied facilities of Rhodes Memorial Field House, an indoor swimming pool and a skating rink are used extensively throughout the year for recreational purposes.

A chapter of **Sigma Delta Psi**, national honorary athletic society, was organized at Harding College in 1957. The object of the society is to promote the physical, mental and moral development of college men.

The **Varsity Club** is composed of men students who have lettered in intercollegiate athletics. The **Pep Club** assists the **Cheerleaders** in promoting greater school spirit at intercollegiate games.

## General Regulations

One of the aims of Harding College is to maintain and promote 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. Any person who is antagonistic to the spirit of the College 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 judgement 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

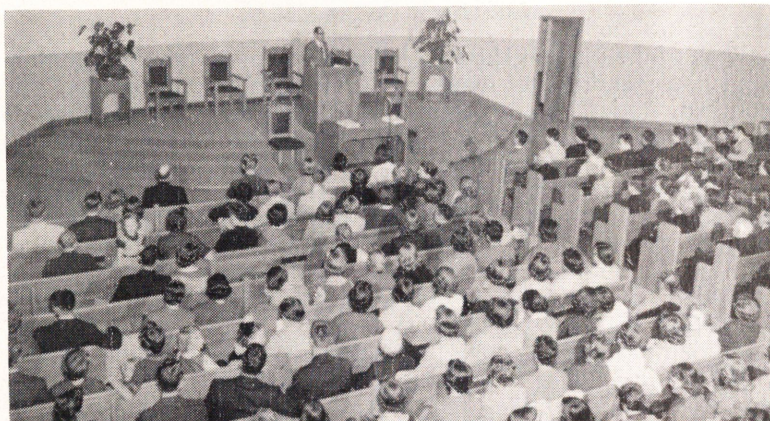
The College believes that a knowledge of the Bible and an appreciation of its teachings constitute the foundation for building happy and useful lives. Therefore, each student is required each semester to enroll in a course in Bible or in an approved course in a related field.

### 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 programs which are designed to stimulate intellectual, religious and aesthetic development. Each student is required to attend daily chapel.







### Church Attendance

Students are required 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.

### Resident Students

Boarding students are required to room in the college dormitories. Exceptions to this regulation must be approved by the President.

### 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 dormitory rooms or to 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 officials. Students are not permitted to remain off campus overnight with friends in town.

### Moral Conduct

Drinking, gambling, 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.



### Personnel Services

Personnel services are available to each student to assist him in his total development. Major services include registration, orientation, individual testing and counseling according to student needs.

### Counseling Service

Each student is assigned to a faculty member who serves as his advisor for both academic and personal problems. Freshmen and sophomores are generally assigned to lower division counselors. At the end of the sophomore year students are counseled by the department chairmen in their respective major fields of interest or by the pre-professional counselors. The pre-professional counselors for the various professions are as follows:

Agriculture—Chairman of the Department of Biological Science  
 Architecture—Chairman of the Department of Physical Science  
 Dentistry—Chairman of the Department of Biological Science  
 Engineering—Chairman of the Department of Physical Science  
 Law—Chairman of the Department of History and Social Science  
 Medicine—Chairman of the Department of Biological Science  
 Medical Technology—Chairman of the Department of Biological Science  
 Optometry—Chairman of the Department of Physical Science  
 Pharmacy—Chairman of the Department of Physical Science  
 Social Service—Chairman of the Department of History and Social Science

The Student Personnel Office maintains a cumulative folder of information on each student.

### Student Personnel Office

The Student Personnel Office is responsible for the college calendar, the coordination and supervision of student activities and the maintenance and general oversight of the residence halls.



### Testing Center

The Testing Center is closely connected with the counseling services. This office maintains an adequate supply of tests to aid the student in understanding himself. Such tests also aid the counselor in understanding the student. In addition to this phase of testing, the Testing Center is in charge of the institutional testing program which includes the tests for entering freshmen, for sophomores, for seniors and graduate students and for transfers. The Center also provides vocational guidance for students.

### Placement 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 6 semester hours of acceptable graduate work at Harding College 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. Graduates may write back to the College at any time for help in securing new jobs. There is no charge for this service to Harding graduates.

### Health Service

The Health Program provides within the registration costs the following services for all students:

1. First-aid and emergency care which can be adequately administered in the college infirmary.
2. Hospitalization in the college infirmary upon recommendation of the college nurse. Since hospitalization beyond our own infirmary service is not included, a student accident and sickness insurance plan is available to all full-time students at a cost of \$7.50 per semester under a student group policy. This covers hospitalization, surgical fees and medical care as provided in the policy and includes all intramural and intercollegiate athletic activities.

Smallpox vaccination is a requisite to entrance.

Health service does not cover 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 Service. 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.



## Academic Information

### UNDERGRADUATE

#### Admission

Harding College desires to admit students who are qualified to contribute to the college environment and 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.

Application forms for admission to Harding College may be obtained from the Office of Admissions. Each candidate should become acquainted with the objectives and regulations of the College. A transcript will ultimately be required, but do not wait till the end of your school year to make application. A room deposit of \$25 should accompany the application. Married students desiring an apartment should send a deposit of \$25.

Graduates of accredited high schools, or non-graduates with 15 acceptable units, may meet the academic requirement for admission by presenting an official transcript. Applicants from unaccredited high schools, those with a low academic high school record or those 21 years of age or over with fewer than 15 acceptable high school credits may meet entrance requirements by passing certain psychological and achievement tests.

#### Advanced Standing

A student who has completed certain work at a recognized college or university may be admitted to Harding College with advanced standing. Candidates for admission should present to the Office of Admissions a transcript of high school and college work and the regular admission forms.



Harding College reserves the right to evaluate a student's transcript and to accept only such courses as meet the requirements established for graduation. Work with D grades is not accepted for transfer. Not more than three years of college work or 96 semester hours will be accepted toward graduation. For graduates of junior colleges not more than 68 semester hours of credit may be transferred. Those presenting transfer credit from non-accredited institutions may have their work evaluated by special examination or on the basis of satisfactory work completed in residence.

### Entrance Tests

Each freshman is required to take a series of tests as a part of his orientation program. Test results are made available to the student's counselor to assist in guiding the student in the selection of courses, the recognition and removal of weaknesses and the selection of fields of interests compatible with ability and previous preparation. A student falling too low on the psychological test will be given probationary status until he demonstrates ability to do college work. Students missing any parts of the freshman tests and having to have a second testing date will be charged a fee of \$2.50; those missing the second time will be charged \$5.00 for a third date. No student can be approved for full freshman standing until all tests are completed.

Students may have an interpretation of their test results by making an appointment with the Testing Center.

### Sophomore, Junior and Senior Tests

A series of tests is given all sophomores during the second semester of their sophomore year as part of the requirement for approval to continue with junior-senior work. Test results are also used for counseling. The same fees are charged for late tests as in the case of freshmen.

A qualifying examination is given in the junior year to all those who have not previously established satisfactory competence in English. Additional assistance in English is then arranged for those who need it.

During the last semester of the senior year all graduates are given a series of tests as part of the requirement for the degree.

### Classification of Students

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 87 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

**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 class room 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.** No student is permitted to change or leave a class without the approval of the instructor, the counselor and the Dean of the College. Any student changing a class will be charged a fee of \$1.00 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.** No charge is made for dropping a class. Any class dropped without the unanimous approval of the instructor, counselor and Dean 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 receive a grade of WP or WF depending upon whether the student is passing or failing at the time, but classes dropped after the eleventh week because of the possibility of failure may be marked either WF or F at the discretion of the instructor.

**Late Enrollment.** Students enrolling after the day set for registration are charged a late enrollment fee of \$5.00. The amount of course work to be carried is also reduced according to the 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 regularly scheduled examinations. If a student misses an examination because of illness confirmed by the college nurse or family physician, participation in a college activity approved by the faculty sponsor or other cause sanctioned by the Dean of Students, a make-up examination may be arranged at the convenience of the instructor. In an emergency a student may be granted permission to take a final examination out of regular schedule only by permission of the instructor and the Dean of the College and by the payment of \$1.00 examination fee.



**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 to superior
- C—Average
- D—Below average, the lowest passing mark
- E—Conditional failure, removable by second examination
- 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; E, F and I, 0. Grades of S and WP are not used in determining scholarship levels.

An Honor Roll is published each semester of those achieving high scholarship. To be eligible for the Honor Roll a student must be carrying 12 hours of work or more. Freshmen must have an average scholarship level of 3.25, 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 he has a cumulative average less than 1.50.

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 based on cumulative average 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. First semester freshmen who have been admitted from high school on scholastic probation, however, will be permitted to represent the college for the remainder of that semester provided their mid-semester average is 1.50 or better. For all other classifications the 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.

**Amount of Work.** The normal course load is 16 hours per semester. 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 12 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.

**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 functioning as a special committee. 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 \$5.00 upon application and pays the regular tuition for the course when credit is granted. 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.

### REQUIREMENTS FOR DEGREES

Harding College confers the following degrees at its main campus in Searcy: Bachelor of Arts, Bachelor of Science, and Master of Arts in Teaching. At the School of Bible and Religion in Memphis, Tennessee, the College confers the following degrees: Master of Arts in Bible and Religion, Master of Religious Education, and Bachelor of Sacred Literature. Requirements for the Master of Arts in Teaching are listed in the section on Graduate Studies of this catalog. Requirements for the Master of Arts in Bible and Religion, the Master of Religious Education and the Bachelor of Sacred Literature are contained in the Bulletin of the Graduate School of Bible and Religion which may be had upon request from the School at 1000 Cherry Road at Park Avenue, Memphis 11, Tennessee.

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. During the first semester of his senior year a degree candidate must present to the Registrar a formal application for graduation. A student must also pass an English proficiency test and take the Graduate Record Examination before he becomes a candidate for graduation.

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

### Bachelor of Arts and Bachelor of Science Degrees

The 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 15 of the last 32 hours must be completed on the Searcy campus. Students taking work at the residence center in Memphis, Tennessee, must also complete at least 18 hours on the Searcy campus. A maximum of 32 hours of examination, correspondence and extension credit may be counted toward the degree, but a student may not submit more than 12 consecutive hours of such credit without completing 6 hours of additional residence work. In addition to the General Education requirements the candidate for a degree must complete 45 hours in advanced-level courses and have an average scholarship level of 2.00 in his major field and in all work at Harding College presented for graduation. Transfer students must complete with an average grade of C at least 9 hours in their major field.



Specific requirements for each department 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.

### ORGANIZATION OF CURRICULUM

The college program is divided into two phases: The General Education Requirements and the Major and Minor Fields of Concentration.

#### The General Education Program

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, 201, 202 .....	4
II. Understanding the Human and Creative Spirit:	
1. The means of communication:	
English 101-102 and Speech 101 .....	10
2. The creative spirit:	
Art 101, Music 101, English 201, 202 .....	10
III. Understanding the Living World:	
1. The world of life: Biology 101-102 .....	6
2. Health and recreation:	
*From Physical Education 120, 121, 122, 203, 313, 315, 320 .....	4
IV. Understanding the Physical World:	
1. The language of mathematics:	
**Mathematics 101 or a more advanced course .....	3
2. The physical world:	
***Physical Science 101, 102 .....	4
V. Understanding the Social World:	
1. The American scene:	
History 101, 102, 103 .....	6
2. World affairs:	
Social Science 201, 202 .....	6
VI. Understanding Human Behavior:	
****Psychology 201 .....	3
	56

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

1. All prospective teachers except in home economics must take Physical Education 203 and 3 additional hours in other physical education courses. Home economics majors substitute Home Economics 214, 331 for 4 hours of the requirement.
2. Veterans who have spent a year in the armed services may be given credit for 2 hours of personal hygiene and 2 hours of activity and are excused from this requirement.
3. Candidates for the Bachelor of Science Degree with majors in biology, chemistry, general science, home economics or mathematics who do not plan to certify to teach are required to have only 2 semester hours of physical education chosen from the courses listed above.

\*\*Students majoring in any area of the Department of Business and Economics may substitute Business 108 for Mathematics 101.

\*\*\*Students who complete Chemistry 111-112 or Physics 201-202 may waive Physical Science 102.

\*\*\*\*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. Exemption based on a proficiency test carries no credit.

#### Major and Minor Fields of Concentration

During the second semester of the sophomore year and not later than the beginning of the junior year the student is expected to choose a field of concentration which normally consists of a departmental major of 30 to 40 semester hours and a minor of at least 18 hours. In a departmental major 18 semester hours and in the accompanying minor 6 hours must be in advanced level courses.

In the case of students who have made a choice of a vocation or profession for which there is no established departmental major, a special field 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 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 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.



## SUGGESTED PROGRAMS

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	*English 201, 202 .....	6
Biology 101-102 .....	6	Mathematics 101 or elective .....	3
*English 101-102 .....	7	Physical Science 101, 102 .....	4
*History 101, 102, 103 .....	6	Psychology 201 .....	3
Mathematics 101 or elective .....	3	*Social Science 201, 202 .....	6
Music 101 .....	2	Electives .....	8
°Physical Education 120-122		*Bible 201, 202 .....	2
or elective .....	2		
Speech 101 .....	3		32
*Bible 101, 102 .....	2		
			33

\*These courses are to be completed as listed in the freshman or sophomore years, with the exception that any student who can demonstrate that he has already achieved the development sought through any course may choose an elective instead. A certain number of freshmen are regularly excused from English 101 and Mathematics 101 on the basis of entrance tests. On the other hand, since English is so basic in all college work, a student who is deficient in preparation should take English 100 before attempting 101.

°Students may take Physical Education 203, 313, 315 or 320 in later years in lieu of 120-122 if they desire. For other exemptions from physical education see the notes under General Education requirements on page 53.

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 have to take Mathematics 105 before taking 151 or 152. A student who has an excellent background in high school mathematics may be selected for Mathematics 171-172 in lieu of 151, 152, 153. 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 43.

~~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 108 .....	3	Business 117 .....	2
English 101 .....	4	Business 218 .....	3
History 101 .....	2	History 102, 103 .....	4
Bible 101 .....	1	Bible 102 .....	1
	15		15

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

Fall	Semester Hours	Spring	Semester Hours
Business 102 or 103 .....	3	Business 103 .....	3
Business 106 or 107 .....	2	Business 107 .....	2
Business 108 .....	3	Business 117 .....	2
English 101 .....	4	Business 251 .....	3
History 101 or 102 .....	2	History 102 or 103 .....	2
Bible 101 .....	1	Business 218 .....	3
	15	Bible 102 .....	1
			16

If Business 103 is taken in the fall semester, Accounting 203 should be taken in place of Business 103 in the spring semester. 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	Semester Hours	Spring	Semester Hours
Business 105 .....	2	Accounting 203 .....	3
Business 108 .....	3	Business 106 .....	2
Business 117 .....	2	Business 218 .....	3
English 101 .....	4	English 102 .....	3
History 101, 102 .....	4	History 103 .....	2
Bible 101 .....	1	Elective .....	2
	16	Bible 102 .....	1
			16

## Two-Year Terminal Program

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

Fall	Semester Hours	First Year	Spring	Semester Hours
Art 101 or Music 101 .....	2	Accounting 203 .....	3	
Business 105 .....	2	Art 101 or Music 101 .....	2	
Business 101 .....	3	Business 102 .....	3	
Business 108 .....	3	Business 106 .....	2	
English 101 .....	4	English 102 .....	3	
Bible 101 .....	1	History 101 or 102 .....	2	
	15	Bible 102 .....	1	
				16



Second Year		Semester Hours	
Fall	Spring		
Business 103 .....	Business 218 .....	3	3
Business 107 .....	Business 250 .....	2	3
Business 117 .....	Business 251 .....	2	3
Business 315 .....	History 103 .....	3	2
Business 320 .....	Physical Ed. (elective, see p. 52) ..	3	2
History 101 or 102 .....	Elective .....	2	3
Bible 201 .....	Bible 202 .....	1	1
		16	17

B. For those with prior training in secretarial science.

First Year		Semester Hours	
Fall	Spring		
Art 101 or Music 101 .....	Art 101 or Music 101 .....	2	2
Business 106 .....	Business 102 .....	2	3
Business 108 .....	Business 107 .....	3	2
Business 117 .....	English 102 .....	2	3
English 101 .....	History 101 or 102 .....	4	2
History 101 or 102 .....	Speech 101 .....	2	3
Bible 101 .....	Bible 102 .....	1	1
		16	16

Second Year		Semester Hours	
Fall	Spring		
Business 103 .....	Accounting 203 .....	3	3
Business 218 .....	Business 250 .....	3	3
Business 315 .....	Business 251 .....	3	3
Business 320 .....	Physical Ed. (elective, see p. 52) ..	3	2
History 103 .....	Elective .....	2	3
Bible 201 .....	Bible 102 .....	1	1
		15	15

### Business Education

Students preparing to teach business should follow the four-year program below.

### Four-Year Degree Program

First Year		Second Year	
Semester Hours		Semester Hours	
F.	Sp.	F.	Sp.
Art 101, Music 101 .....	2	Business 101-102 .....	3
Biology 101-102 .....	3	Business 107 .....	2
*Business 105-106 .....	2	Business 108 .....	3
English 101-102 .....	4	English 201 .....	3
History 101, 102, 103 .....	2	Physical Sci. 101, 102 .....	2
Physical Ed. 120-122 .....	1	Psychology 203 .....	3
Bible 101, 102 .....	1	Social Science 201, 202 .....	3
		Speech 101 .....	3
		Bible 201, 202 .....	1
			17
			15

Third Year		Fourth Year	
Semester Hours		Semester Hours	
F.	Sp.	F.	Sp.
Accounting 205, 206 .....	3	Education 375, 404, 405 ....	7
Business 103, 250 .....	3	Education 422, 451 .....	9
Business 315, 317, 320 ....	6	Physical Ed. 203 .....	3
Education 204 .....	3	Electives .....	11
English 202 .....	3	Bible .....	1
Psychology 307 .....	3		17
Bible .....	2		16
	17		
		Plan II	
		Education 375, 404, 405 ....	7
		Education 422, 451 .....	3
		Physical Ed. 203 .....	3
		Electives .....	9
		Bible .....	2
			17
			16

\*Students may be exempt from Business 101, 102, 105, 106, if they can demonstrate proficiency from former work by passing an advanced standing examination in any or all of these courses.

°Students may elect Physical Education 203, 313, 315 or 320 in later years in lieu of 120-122 if they desire.

### 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 211-212 .....	2	2
Biology 101-102 .....	3	3	Biology 108 .....	2	
English 101-102 .....	4	3	Education 204 .....	3	
History 101, 102, 103 .....	2	4	English 201, 202 .....	3	3
Mathematics 101 .....	3		Music 101 or Art 101 .....		2
Music 115-116 .....	2	2	Physical Ed. 203 .....	3	
*Physical Ed. 120-122 .....		1	Psychology 203 .....		3
Bible 101-102 .....	1	1	Social Science 201, 202 .....	3	3
			Speech 101 .....		3
			Bible 201, 202 .....	1	1
				17	17

Third Year	F.	Sp.	Fourth Year
Education 360, 361 .....	3	3	The directed teaching block consists of the following courses:
English 350 .....		3	Education 375, 401, 402, 441 and 1 hour of Bible.
Geography 212 .....	3		This block may be taken either in the fall or the spring semester.
Physical Ed. 120-122 .....	1	1	During the other semester the student must complete 2 hours in Bible and 14 hours in elective courses.
Physical Science 101, 102 ..	2	2	
Psychology 307 or elective ..	3	3	
Bible .....	2	2	
Electives: Two teaching fields	3	3	
	17	17	

\*Students may elect Physical Education 313, 315 or 320 in later years instead of 120-122 if they desire.



## Secondary Education

The following program is arranged for those preparing to major in secondary education:

First Year	F.	Sp.	Second Year	F.	Sp.
Art 101 .....		2	Education 204 .....		3
Biology 101-102 .....	3	3	English 201, 202 .....	3	3
English 101-102 .....	4	3	Physical Ed. 203 .....	3	
History 101, 102, 103 .....	2	4	Physical Ed. (elective, see p. 52) .....		2
Mathematics 101 .....	3		Physical Sci. 101, 102 .....	2	2
Music 101 .....		2	Psychology 203 .....	3	
*Physical Ed. 120-122 .....		1	Social Science 201, 202 .....	3	3
Speech 101 .....	3		Electives: Two teaching fields .....	3	2
Bible 101, 102 .....	1	1	Bible 201, 202 .....	1	1
	16	16		17	17

## Third Year

*Electives from	
Education 417, 419, 420 ....	3
Psychology 307 .....	3
Electives: two teaching fields ....	22
Bible .....	4
	32

\*Students may elect Physical Education 313, 315, or 320 later in lieu of 120-122 if they wish.

\*The above program is for education majors only. Those majoring in subject-matter fields, except home economics, need only 24 hours including Psychology 203, 307; Education 204, 375, 404, 405, 451; and one course from 422-430 or a two-hour elective. For home economics, see the vocational home economics schedule following.

## General Home Economics

## (Bachelor of Arts)

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, 118 .....	2	2	English 201, 202 .....	3	3
Biology 101-102 .....	3	3	Home Ec. 202, 201 .....	3	3
English 101-102 .....	4	3	Mathematics 101 .....	3	
History 101, 102, 103 .....	2	4	Physical Ed. 120-122 .....		1
Home Ec. 101, 102 .....	3	3	Physical Sci. 101, 102 .....	2	2
Music 101 .....	2		Social Science 201, 202 .....	3	3
Bible 101, 102 .....	1	1	Electives .....	2	3
	17	16	Bible 201, 202 .....	1	1
				17	16

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Art 101 .....		2	Home Ec. 401, 402 .....	3	3
Home Ec. 214 or			Home Ec. 405 .....		3
Physical Ed. 203 .....	2-3		Electives .....	10	7
Home Ec. 331 or 433 .....	3		Bible .....	2	2
Home Ec. (electives) .....	3	3		15	15
Physical Ed. 120-122 .....	1				
Psychology 201 .....		3			
Speech 101 .....		3			
Electives .....	6	4			
Bible .....	2	2			
	17-18	17			

## Vocational Home Economics

## (Bachelor of Science)

The following program is arranged for those preparing to teach vocational home economics or to become home demonstration agents.

First Year	F.	Sp.	Second Year	F.	Sp.
Art 117, 118 .....	2	2	Chemistry 111-112 .....	4	4
English 101-102 .....	4	3	Education 204 .....		3
History 101, 102, 103 .....	2	4	English 201, 202 .....	3	3
Home Ec. 101, 102 .....	3	3	Home Ec. 202, 201 .....	3	3
Mathematics 101 .....	3		Home Ec. 203 .....		3
Music 101 .....	2		Home Ec. 214 .....	2	
Speech 101 .....		3	Social Science 201 .....	3	
Bible 101, 102 .....	1	1	Bible 201, 202 .....	1	1
	17	16		16	17

Third Year	F.	Sp.	Fourth Year	F.	Sp.
Biology 271, 275 .....	4	4	Education 405, 424 .....	5	
Education 417 or			Education 412, 451 .....		8
Home Ec. (elective) .....	3	3	Home Ec. 401, 402 .....	3	3
Home Ec. 322, 323 .....	3	3	Home Ec. 405, 406 .....		5
Home Ec. 331 .....	3		Home Ec. (elective) or		
Home Ec. (elective) .....		3	Education 417 .....	3	
Physical Ed. 120-122 .....	1	1	Electives .....	2	
Sociology 255 .....	3		Bible .....	2	1
Bible .....		2		15	17
	17	16			

Deviations from the General Education requirements for majors in vocational home economics: Biology 271, 275 are taken instead of 101-102; Home Economics 214, 331 are substituted for four hours of physical education including Physical Education 203; Home Economics 322, 323 replace Psychology 203, 307; Chemistry 111-112 replace Physical Science 102; and Sociology 255 is substituted for Social Science 202.

Non-teaching majors for the Bachelor of Science degree in home economics may omit the courses in education and choose electives instead but must include Art 101, Physical Science 101, Psychology 201 and Social Science 202 which are not required for those planning to teach.



**Institutional Management and Dietetics****(Bachelor of Science)**

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 (Plan III, Emphasis I, Concentration A) for food service management and therapeutic and administrative dietetics.\*

First Year	F	Sp.	Second Year	F	Sp.
Art 101, Music 101 .....	2	2	Chemistry 111-112 .....	4	4
English 101-102 .....	4	3	Economics 201 .....	3	
History 101, 102 .....	2	2	English 201, 202 .....	3	3
Home Economics 102 .....	2		Home Ec. 201 .....		3
Home Economics 214 .....	2		Physical Sci. 101 .....	2	
Mathematics 101 .....		3	Psychology 201 .....		3
Physical Ed. 120-122 .....	1	1	Social Science 201, 202 .....	3	3
Speech 101 .....		3	Bible 201, 202 .....	1	1
Bible 101, 102 .....	1	1			
	15	15		16	17
Third Year	F	Sp.	Fourth Year	F	Sp.
Accounting 205 .....	3		Biology 271, 275 .....	4	4
Business 320 .....	3		Home Ec. 401, 402 .....	3	3
Business 368 or			Home Ec. 435, 436 .....	3	3
Psychology 405 .....		3	Psychology 307 .....	3	
Chemistry 301, 324 .....	4	3	Electives .....	2	5
Home Ec. 331, 332 .....	3	3	Bible .....	2	2
Home Ec. 433 .....		3			
Electives .....		3		17	17
Sociology 255 .....	3				
Bible .....		2			
	16	17			

\*Those who may wish to finish under Plan I or Plan II of the American Dietetics Association, which are to be discontinued in 1962 and 1965, respectively, or 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 above program.

**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 101-102 .....	6	Art 101 .....	2
English 101-102 .....	7	English 201, 202 .....	6
History 101, 102, 103 .....	6	Mathematics 101 .....	3
Music 111-112 .....	8	Music 251-252 .....	8
Physical Ed. 120-122 .....	1	Physical Education 203 .....	3
Piano 101 .....	2	Physical Science 101, 102 .....	4
Voice 101 .....	2	Piano 102 .....	2
Bible 101, 102 .....	2	Speech 101 .....	3
	34	Voice 102 .....	2
		Bible 201, 202 .....	2
			35

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

**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.

First Year	Semester Hours	Second Year	Semester Hours
Biology 101-102, 104-105 .....	8	Biology 271, 313 .....	7
Chemistry 111-112 .....	8	Chemistry 151, 301 .....	7
English 101-102 .....	7	English 201, 202 .....	6
History 101, 102, 103 .....	6	*Social Science 201, 202 .....	6
Elective .....	3	Speech 101 .....	3
Bible 101, 102 .....	2	Bible 201, 202 .....	2
	34		31

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

**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 101 .....	2	Art 221-222 .....	4
Chemistry 111-112 .....	8	Chemistry 151 .....	3
English 101-102 .....	7	History 102, 103 .....	4
History 101 .....	2	Mathematics 251-252 .....	8
Mathematics 151, 152, 153 .....	10	Physics 201-202 .....	8
Speech 101 .....	3	Elective .....	3
Bible 101, 102 .....	2	Bible 201, 202 .....	2
	34		32



**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 either chemistry or biological 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 biological science on students who follow the three-year program outlined and who successfully complete two years in an approved school of dentistry.

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

Since some schools indicate a slight variation, it would be well to ask your pre-dental counselor to check the admission requirements of the particular school you wish to enter. The pre-dental counselor is the Chairman of the Department of Biological Science.

First Year	F.	Sp.	Second Year	F.	Sp.
Chemistry 111-112 .....	4	4	Art 101 or Music 101 .....		2
English 101-102 .....	4	3	Biology 101-102 .....	3	3
History 101, 102 .....	2	2	Biology 104-105 .....	1	1
*Mathematics 151, 152 .....	4	3	Chemistry 151 .....	3	
Physical Science 101 .....	2		English 201, 202 .....	3	3
Speech 101 .....		3	History 103 .....		2
Bible 101, 102 .....	1	1	Physical Ed. 120-122 .....	1	1
	17	16	Psychology 201 .....		3
			Social Science 201 or 202 ..	3	
			Bible 201, 202 .....	1	1
				15	16

\*Students unprepared for Mathematics 151 must take 105.

Third Year	F.	Sp.
Biology 251 .....	4	
Chemistry 301-302 .....	4	4
German 101-102 .....	3	3
Music 101 or Art 101 .....		2
Physics 201-202 .....	4	4
Social Science 201 or 202 ..		3
Bible .....	2	2
	17	18

**Pre-Engineering**

The standard pre-engineering course is two years followed by transfer to the engineering school. More recently, however, the 3-2 plan has become more popular. This permits the student to obtain a broader foundation for engineering by spending three years here and two years in the engineering school to receive his Bachelor's in engineering. More recently still Leland Stanford University has announced a 4-2 plan by which outstanding students may complete four years in this institution, 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 Chairman of the Physical Science Department.

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

Because of the difference in the two courses in freshman mathematics, two plans for the pre-engineering program are here outlined.

PLAN I					
First Year	F.	Sp.	Second Year	F.	Sp.
Chemistry 111-112 .....	4	4	Art 221-222 .....	2	2
English 101-102 .....	4	3	Chemistry 151 .....	3	
History 101 .....		2	*Economics 201-202 .....	3	3
Mathematics 151, 152, 153 ..	4	6	History 102 .....		2
Physical Ed. 120-122 .....	1	1	Mathematics 251-252 .....	4	4
Speech 101 .....	3		Physics 201-202 .....	4	4
Bible 101, 102 .....	1	1	Bible 201, 202 .....	1	1
	17	17		17	16

PLAN II					
First Year	F.	Sp.	Second Year	F.	Sp.
Chemistry 111-112 .....	4	4	Art 221-222 .....	2	2
English 101-102 .....	4	3	Chemistry 151 .....	3	
History 101, 102 .....		4	*Economics 201-202 .....	3	3
Mathematics 171-172 .....	5	5	Mathematics 251-252 .....	4	4
Speech 101 .....	3		Physical Ed. 120-122 .....		2
Bible 101, 102 .....	1	1	Physics 201-202 .....	4	4
	17	17	Bible 201, 201 .....	1	1
				17	16

**Third Year**

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

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

\*Chemical engineering majors should substitute Chemistry 252 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 on students who follow the suggested three-year program and who successfully complete two years of work in an approved school of law.



**Pre-Medical Technology**

Students who wish to prepare for this field of service may choose either a two or a three-year preparatory course. Those who carry the three-year course may so arrange their electives here as to receive the Bachelor of Science degree in biological science from this institution upon the satisfactory completion of their work in an approved school of technology.

Students choosing the minimum two-year course should follow the program below.

First Year	F.	Sp.	Second Year	F.	Sp.
Biology 101-102 .....	3	3	Chemistry 151, 252 .....	3	4
Biology 104-105 .....	1	1	Chemistry 301-302 .....	4	4
Chemistry 111-112 .....	4	4	Physics 201-202 .....	4	4
English 101-102 .....	4	3	Elective .....	3	3
History 101, 102, 103 .....	4	2	Bible 201, 202 .....	1	1
*Mathematics 152 .....		3			
Bible 101, 102 .....	1	1		15	16
	17	17			

\*Students who lack preparation for Mathematics 152 must take 105 in the fall and postpone part of the History 101-103 to the second year.

Those choosing the three-year program may distribute the sciences over a larger period and include the General Education courses for the degree. The following plan is recommended:

First Year	F.	Sp.	Second Year	F.	Sp.
Chemistry 111-112 .....	4	4	Biology 101-102 .....	3	3
English 101-102 .....	4	3	Biology 104-105 .....	1	1
History 101, 102 .....	2	2	Chemistry 151, 252 .....	3	4
*Mathematics 105, 152 .....	3	3	English 201, 202 .....	3	3
Physical Ed. 120-122 .....	1	1	German 101-102 .....	3	3
Physical Science 101 .....	2		History 103 .....		2
Speech 101 .....		3	Music 101 or Art 101 .....	2	
Bible 101, 102 .....	1	1	Bible 201, 202 .....	1	1
	17	17		16	17

Third Year	F.	Sp.
Art 101 or Music 101 .....		2
Biology 271 .....	4	
Chemistry 301-302 .....	4	4
Physics 201-202 .....	4	4
Psychology 201 .....		3
Social Science 201, 202 .....	3	3
Bible .....	2	2
	17	18

\*If students have sufficient preparation for Mathematics 152 they may omit 105 and take 151 or an elective.

**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 or chemistry as their major field of concentration. Upon request Harding will confer the Bachelor of Science degree with a major in biological science on students who follow the three-year program outlined and who successfully complete two years in an approved school of medicine.

The following courses are designed to meet the requirements of the University of Arkansas School of Medicine. Those planning to enter other schools should consult the Chairman of the Department of Biological Science for specific requirements.

First Year	F.	Sp.	Second Year	F.	Sp.
Chemistry 111-112 .....	4	4	Biology 101-102 .....	3	3
English 101-102 .....	4	3	Biology 104-105 .....	1	1
History 101, 102, 103 .....	2	2	Chemistry 151, 252 .....	3	4
*Mathematics 151, 152 .....	4	3	English 201, 202 .....	3	3
Physical Ed. 120-122 .....		1	History 103 .....		2
Physical Science 101 .....	2		Physical Ed. 120-122 .....		1
Speech 101 .....		3	Music 101 or Art 101 .....		2
Bible 101, 102 .....	1	1	Social Science 201, 202 .....	3	3
	17	17	Bible 201, 202 .....	1	1
				16	18

Third Year	F.	Sp.
Art 101 or Music 101 .....		2
Biology 251 .....	4	
Chemistry 301-302 .....	4	4
German 101-102 .....	3	3
Physics 201-202 .....	4	4
Psychology 201 .....		3
Bible .....	2	2
	17	18

\*Students adequately prepared for Mathematics 152 could omit 151 and take other courses in the fall. Those inadequately prepared for Mathematics 152 must take 105 instead of 151.

**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 101-102 .....	3	3	Chemistry 111-112 .....	4	4
English 101-102 .....	4	3	Physics 201-202 .....	4	4
History 101, 102, 103 .....	2	4	Psychology 201 .....		3
*Mathematics 151-152 .....	4	3	Electives .....	7	4
Electives .....	3	2	Bible 201, 202 .....	1	1
Bible 101, 102 .....	1	1		16	16
	17	16			

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

Since other requirements vary so widely among different schools, the electives should be chosen to meet the requirements of a specific school. Pre-optometry students should consult with the Chairman of the Physical Science Department in arranging their programs.



### Pre-Pharmacy

Students of pharmacy may complete two years of their work here. 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 101-102 .....	3	3	Chemistry 151, 252 .....	3	4
Biology 104-105 .....	1	1	Chemistry 301-302 .....	4	4
Chemistry 111-112 .....	4	4	Economics 201 .....	3	
English 101-102 .....	4	3	History 102 .....		2
History 101 .....		2	Physics 201-202 .....	4	4
*Mathematics 151-152 .....	4	3	Elective .....		2
Bible 101, 102 .....	1	1	Bible 201, 202 .....	1	1
	<hr/>	<hr/>		<hr/>	<hr/>
	17	17		15	17

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

### 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 minimum hours in education and psychology to meet certification requirements (here 22-24 hours); 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

#### MASTER OF ARTS IN TEACHING

##### Purpose

The Graduate Program leading to the degree of Master of Arts in Teaching 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 or administrative 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 or both.



### Administration of Graduate Study

The Graduate Faculty, which is composed of those selected to teach courses open to graduate students, is the policy-making body for the Graduate Program.

The responsibility for the administration of the program rests in the Chairman of the Graduate Council assisted by the Council and by the Departmental Committees. The Graduate Council is appointed by the President, with the exception of one member elected by the Graduate Faculty. Departmental Committees consist of the Chairman of the Education Department and the Chairman of the student's subject matter field.

### Entrance Requirements

Unconditional admission to Graduate Study in course work leading to the degree of Master of Arts in Teaching may be granted to applicants who meet the following requirements:

1. A Bachelor's degree from an accredited institution, attested by an official transcript on file in the Registrar's Office.
2. A scholarship grade point of 2.50 on all undergraduate work presented for the baccalaureate degree. Students with a grade point level below 2.50 but not less than 2.00 may be admitted on probationary basis.
3. Satisfactory character.
4. 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.

The purpose of Item 4 is to be sure that those entering the Graduate Program have an adequate foundation on which to base their graduate work. Such foundation should include satisfactory achievement in General Education courses, requisite advanced work in specialized teaching fields and a basic professional preparation in four areas.

1. An understanding of the American school system, its functions and aims and the educational philosophies which have influenced its development.
2. An understanding of human growth and development and the learning process.
3. An understanding of curriculum and the methods and techniques which have proved effective in teaching.
4. Experience in teaching under competent supervision.

Applicants for graduate work who are deficient in any basic area may remove the deficiency by taking the necessary undergraduate course, or in some instances by a graduate course. Experience in teaching under competent supervision is satisfied by three years of successful teaching experience or by the undergraduate course in student teaching.

### Provisional Admission

Applicants with scholastic levels below the standards required for unconditional admission may be accepted provisionally as special students, with full admission granted only on condition that the quality of work in the graduate courses meets the approval of the Graduate Departmental Committee. Applicants who are deficient in meeting the certification requirement, Item 4 above, are permitted to enter, but must remove the deficiency as far as possible during the first semester. Such work may be done concurrently with 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 provided further they make formal application to the Registrar's Office for admission to graduate study.

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

### Candidacy for the Degree

Admission to candidacy for the Master's degree is approved by the Graduate Departmental Committee and by the Graduate Council when the applicant:

1. Has earned a minimum of eight semester hours of residence credit in the Graduate Program with at least a 3.00 scholarship level.
2. Has completed with satisfactory marks the Aptitude and Area tests of the Graduate Record Examination, which is given as early as possible during the student's first semester.
3. Has submitted an acceptable program of graduate work approved by his Graduate Departmental Committee.
4. Has filed with the Graduate Departmental Committee an application for the degree. Application must be filed not later than eight weeks prior to graduation.

### Requirements for the Degree

Graduate students are recommended for advanced degrees when they have completed satisfactorily all the requirements outlined by the Graduate Departmental Committee and have received formal approval of the Graduate Council.

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 study must be completed on the Harding campus.



In computing residence requirements for part-time students one semester hour of class work completed on campus is equal to one week in residence. Therefore, if a student registers for fewer than 12 semester hours during either semester of the regular session, or fewer than three semester hours during either term of the summer session, his residence weeks and his semester hours of credit will be equal. However, if a student registers for 12 or more hours during either semester or for three or more hours during either term of the summer session, he is considered taking a full course and will earn the regular 18 weeks of residence during the semester or six weeks residence during either summer term.

#### **Transfer Credit**

Correspondence credit or credit earned by extension will not apply toward the Master's degree. Students may transfer from other graduate schools up to six semester hours of residence 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 six semester hours of C credit may be counted toward the degree. These must be balanced by six 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 D or F is made will not be counted but may be 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; E, F and I, 0.

#### **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. 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 twelve hours of undergraduate credit in the field.

#### **Examinations**

A written comprehensive examination covering the student's graduate work and the undergraduate courses in his major and minor fields is required of all candidates for the Master of Arts in Teaching. This is in addition to the Graduate Record Examination. In special cases an oral may also be required.

#### **Thesis**

Students wishing to do research in partial fulfillment of the requirements for the Master's degree may be granted three to six 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 Chairman of the Department of Education and by the Chairman of the chief subject matter field.

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 Registrar's Office and the Education Office with transcripts of undergraduate work.
2. Send or carry to the Registrar's Office an application for admission and obtain a permit to register for graduate work.
3. Take the permit to the Education Office for counseling and registration.
4. All correspondence pertaining to counseling and programs shall be handled by the Chairman of the Education Department.
5. All programs of course work and all subsequent changes in programs must be approved by the Chairman of the Graduate Council, Chairman of the Education Department and the Chairman of the subject matter department. A copy of this program must be provided the student and the Registrar's Office.



6. The student is expected to consult frequently with his adviser in the Education Department and in his subject matter field concerning the progress of his work.
7. 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.

### Special Adjustments

Any change in policy or deviation from it must be approved by the Graduate Council and the Graduate Faculty.

### Distribution of Courses

Since each student's program, within certain limits, is arranged to meet his specific needs, the comparative amount of subject matter, general education and professional work will vary according to his previous training and his future objectives. For example, those who plan to change from elementary to secondary teaching or prepare for administrative responsibilities or counseling may require more professional training, others more work in their fields of concentration. Within the minimum of 30 hours, however, the following distribution is kept in mind in arranging each student's program. Those who desire more work in any area may complete up to a total of 36 hours for the degree.

1. Required Basic Professional Courses: 6 hours
  - Improvement of Instruction. 3 hours
  - Educational Sociology. 3 hours
2. Elective Professional Courses: A maximum of 12 hours
  - Not more than 6 hours for secondary teachers.
  - Not more than 12 hours for elementary teachers.
3. Fields of Concentration: A maximum of 22 hours
  - In one or two fields according to need.
4. General Education: A maximum of 6 hours
  - Two hours required in Biblical literature or religion.
5. Not fewer than 15 hours must be in courses numbered 500 and above.

### Fields of Concentration

Teachers on both elementary and secondary levels require a broader preparation in subject matter than departmental limitations often permit. Consequently, the subject matter courses for graduate students are arranged in four groups of concentration:

1. Business and Economics.
2. English and Humanities (including Art, Music and Speech).
3. Science and Mathematics.
4. Social Sciences (including History, Political Science and Sociology).

Those who are preparing for administration or counseling choose further professional courses in their fields of concentration.

### General Education

In addition to the courses in Biblical literature and religion which are open to graduate students most subject matter courses outside the student's fields of concentration broaden his General Education background. Courses for this purpose will be selected with the advice of his counselors. All courses carrying graduate credit are listed in the Description of Courses.

### Tuition and Fees

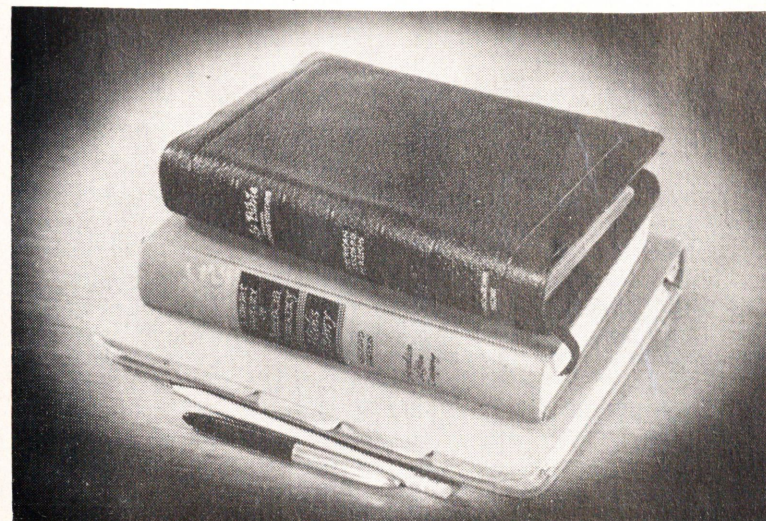
Registration per semester .....	\$15.00
(Includes health service, library, student newspaper)	
(Summer Session \$10.00)	
Tuition per semester hour .....	12.00
Late registration .....	5.00
Graduation fee .....	12.50
Thesis binding (two copies) .....	6.00

### 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 27.

### Scholarships 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 Chairman of the Graduate Council. Loan funds are also available to graduate students in need of financial assistance.





## School of American Studies

The primary purpose of the American Studies Program is 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 the staff members of the School and lectures by faculty representatives of other educational institutions.

**Curriculum:** Each student's study program includes a selection of courses which are intended to broaden cultural understandings and appreciation of our American heritage and present day life and institutions, furnish background information for advanced study and provide specialized training in one or more of the following fields of learning: accounting, business, economics, history, government, secretarial science and elementary and secondary education.

**Tours:** One or more extended trips are arranged annually to a wide variety of financial and industrial organizations, governmental institutions and places of historical importance throughout the country. American Studies itineraries of the past four years have included visits to Chicago, Cincinnati, Detroit, New Orleans, St. Louis, Tulsa and other important metropolitan centers.

**Seminars:** During each school term students and faculty members of the American Studies Program meet informally at regularly scheduled periods to discuss a wide range of 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. During their two-day visits students are urged to attend special lectures and informal discussion periods. Recent guest lecturers have included representatives of such universities as Chicago, Columbia, Cornell, Emory, Harvard and Syracuse.

Briefly, the above program 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.

Students interested in specific courses offered by the School of American Studies should investigate departmental offerings in business, economics, education, history, political science or social science or write to the Dean of the School for the special American Studies bulletin and additional information.

## Courses of Instruction

The following pages list the courses of instruction. 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, English 101-102. Year courses which need not be taken in sequence are designated by separating the course numbers by a comma, Art 431, 432.

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 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. Courses numbered 250 or above are not open to freshmen. Courses numbered 300-399 may be taken by juniors and seniors only, except that second-semester 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 numbered \*400-499 which are approved by the Graduate Council carry graduate credit. Courses whose numbers are followed by "G" may be taken for graduate credit. Courses numbered 500 and above are open only to graduate students. An "x" following a course number indicates a new course; the "x" is removed after the third year.

\*A very limited number of 300 courses have been approved for graduate credit where the content of the course is especially applicable to secondary teachers.

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

### Examples:

**English 401. SHAKESPEARE.** (5) Fall.

This course carries five semester hours of credit and is offered in the fall 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.

**Physics 415. ADVANCED PHYSICS LABORATORY.** (1-3) Offered on sufficient demand.

This course may be taken for one to three hours credit either semester if the demand is sufficient.



**History 401G, 402G. ENGLISH HISTORY.** (3,3) Fall, Spring.

Either course may be taken for three hours credit as scheduled. History 401 is not a prerequisite to History 402. Either course may be taken for graduate credit.

**Mathematics 251-252. CALCULUS.** (4,4) Fall, Spring.

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

**Art 201-202. INTRODUCTION TO PAINTING.** (2 or 3, 2 or 3) Fall, Spring.

Either course may be taken for two or three hours credit but must be taken in sequence.

## Art

Professor: ELIZABETH B. MASON, Chairman

Assistant Professor: HERBERT PRENTICE DEAN

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: 30 hours of art including courses 103, 104\*, 431 and 432. Majors must have a senior exhibit or complete a mural. Those planning to teach art in public schools must complete 24 hours of approved work in education and psychology plus Art 211-212. Nine hours in craft and Art 249 are recommended for students planning to teach. Also a seminar in secondary art education, Art 475, is advised. The department reserves the right to retain one example of each student's work every semester.

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

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



**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 to give the student an understanding of the fundamentals which underlie all creative art.

**\*103. VISUAL FUNDAMENTALS.** (3) Fall.

Art orientation including a survey of color, design, technique, theory and current trends. Laboratory work in freehand drawing.

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

Drawing in various media. Studio work in drawing and composition problems. Five studio hours per week.

**\*117-118. DESIGN.** (2,2) Fall, Spring.

Color and design as related to choosing or designing a wardrobe, architectural styles, home plans and furnishings. Individual and group experiences in specific problems.

**201-202. INTRODUCTION TO PAINTING.** (2 or 3, 2 or 3) Offered on demand.

Creative experience in water color, tempera and oil. Four or six studio hours per week. Prerequisites: 103, 104 or consent of instructor.

**211-212. ART EDUCATION.** (2,2) 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.

**235-255x. CERAMICS.** (3,3) Fall, Spring. Alternates with 340-360; offered 1961-62.

Materials and techniques involved in working with clay. Class projects with clay in slab, coil and wheel methods, glazing and firing.

**249-250. COMMERCIAL ART.** (2,2) Fall, Spring. Alternates with 345-365; offered 1960-61.

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

**301-302. ADVANCED PAINTING.** (3,3) Offered on demand.

Oil and water color painting courses for advanced students seeking to develop individual expression in creative painting and technical mastery of the medium. Prerequisites: 201-202.

**340-360x. METAL WORK AND JEWELRY.** (3,3) Fall, Spring. Alternates with 235-255; offered 1960-61.

Basic shaping and designing of metals, experience in various media such as metal enameling and cloisonne.

**345-365x. GRAPHICS.** (2,2) Fall, Spring. Alternates with 249-250; offered 1961-62.

Individual and group projects in various fine arts printing techniques, such as block printing, silk screen and etching.

**431G, 432G. ART HISTORY** (3,3) Fall, Spring.

A study of art from prehistoric to the present day with emphasis on Western Art.

**475G-476G. INDEPENDENT STUDY.** (3,3) 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, etching, sculpture, portrait painting and art education. Prerequisite: Consent of instructor.



**Bible, Religion and Philosophy**

Professors: \*W. B. WEST, JR., Chairman  
J. D. BALES  
GEORGE S. BENSON  
\*E. H. IJAMS  
\*JACK PEARL LEWIS

Associate Professors: CONARD HAYS, Assistant to the  
Chairman  
\*R. W. JOHNSON  
\*EARL WEST

Assistant Professors: JAMES R. ALLEN  
ROBERT HELSTEN  
JOHN ROBERT McRAY  
ANDY T. RITCHIE  
\*JOHN A. SCOTT  
\*DONALD RAE SIME

Assisting from other departments:

Professors: \*WILLIAM BRYAN BARTON, JR.  
WILLIAM LESLIE BURKE  
JACK WOOD SEARS  
EVAN ULREY

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.

For purposes of a balanced and more adequate training, courses in Bible and religion are divided into four fields: Biblical, doctrinal, historical and practical.

Major in Bible and Religion: Minimum 30 hours; maximum 40 hours including 18 hours of advanced work. A minimum of 12 hours must be in the Biblical field with not fewer than 6 hours in each of the other three fields — doctrinal, historical and practical. Bible 341 or 342 and one year of Greek are required.

Minor in Bible and Religion: 18 hours with a minimum of 10 in the Biblical field and the remaining 8 hours subject to the approval of the department chairman. Six of the 18 hours must be advanced work.

Major in Biblical Languages: See page 100.

\*Teaching at the School of Bible and Religion, Memphis, Tennessee.

**BIBLICAL DIVISION****Old Testament****101. THE OLD TESTAMENT.** (1) Fall.

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.

**303G. JEWISH HISTORY.** (2 or 3) Fall.

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

**304G. JEWISH HISTORY.** (2 or 3) Spring.

Continuation of Jewish history from the founding of the nation to its restoration from Babylonian captivity.

**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.** (1) Spring.

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.** (1) Fall.

A study of Christ, the promised Messiah of the Old Testament, as presented in Matthew.

**202 THE CHURCH AND THE CHRISTIAN LIFE.** (1) Spring.

Meaning of the word church and its cognates; origin; conditions of entrance, government, worship, work and destiny of the church. The life and work of the Christian in the church; his relation to his community; his Christian life and work in the light of immortality. These studies will be based upon the New Testament.

**312. GALATIANS AND ROMANS.** (2 or 3) Spring.

Historical background of the Galatian churches and the Roman church; the themes of both letters; exegesis of the text.

**314G. SELECTED EPISTLES OF PAUL.** (2 or 3) Fall. Alternates with 316; offered 1960-61.

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

**316. HEBREWS AND THE GENERAL EPISTLES.** (2 or 3) Fall. Alternates with 314; offered 1961-62.

Historical background, introduction, content and exposition of selected passages.

**410G. THE FOUR GOSPELS.** (2 or 3) Fall.

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

**411G. ACTS AND 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 Acts and 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

**320. HISTORY OF CHRISTIAN THOUGHT.** (2 or 3) Fall.

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

**328. CHURCHES AND CREEDS.** (2) Fall.

The distinctive doctrines of modern Protestantism and Roman Catholicism in the light of the New Testament; the question of authority in religion.

**329. MODERN RELIGIOUS CULTS.** (2) Spring.

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

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

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

**426G. SYSTEMATIC CHRISTIAN DOCTRINE.** (2 or 3) Spring.

The Biblical doctrine of God, Christ, the Holy Spirit, man, the atonement, the church, the Christian life and eschatology.

## HISTORICAL DIVISION

**330. THE BIBLICAL WORLD.** (2) Fall.

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.

**431G. LIVING WORLD RELIGIONS.** (2 or 3) Fall.

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

## PRACTICAL DIVISION

## Preaching Field

**340. WORLD MISSIONS.** (2) Spring.

The world mission of the church; fields to be evangelized; training of the Christian worker for his chosen field; methods of procedure.

**341, 342. PREPARATION AND DELIVERY OF SERMONS.** (2-3, 2-3) 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.

**344. THE MINISTER AND HIS WORK.** (2 or 3) Spring.

Motives, conduct and work as a Christian servant; practical aspects of preaching; methods of work and proper use of time; preparing for and conducting funerals, weddings and visitations.

**345. PERSONAL EVANGELISM.** (2) Spring.

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

**349. JESUS THE MASTER TEACHER.** (2 or 3) Spring.

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

**350. THE WORSHIP OF THE CHURCH.** (2 or 3) Fall.

Objectives and problems of private and congregational worship. The relationship of worship to life. Improving leadership in worship.

**351. HISTORY AND ANALYSIS OF RELIGIOUS MUSIC.** (2 or 3) Spring.

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

## Work of the Church

**255. MARRIAGE AND THE FAMILY.** (3) Fall. Same as Sociology 255.**346. THE WORK OF THE LOCAL CHURCH.** (2 or 3) Fall.

The nature, objectives, government and work of the local church.

**348. THE EDUCATIONAL WORK OF THE LOCAL CHURCH.** (2 or 3) Fall.

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

**353. THE CHURCH AND THE CHILDREN.** (2 or 3) Fall.

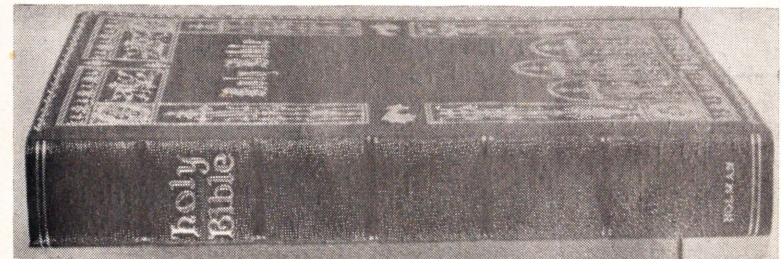
The child and his religious needs. Special emphasis on the methods and materials available to parents and teachers who guide their spiritual growth. Methods of Bible story-telling.

**354. THE CHURCH AND THE YOUNG PEOPLE.** (2 or 3) Spring.

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

**356x. WOMEN'S WORK IN THE CHURCH.** (2) Offered on sufficient demand.

The place of woman in the plan of God; her work in the church of the first century and in the church today.



## PHILOSOPHY

**251, 252. INTRODUCTION TO PHILOSOPHY.** (3,3) Fall, Spring.

The philosophies underlying ancient and modern values, including views of nature, man, personal conduct, moral standards and their relationships to Christian principles.

**253. CHRISTIAN ETHICS.** (2) Fall.

Ethical theory and moral foundations of human conduct as stated in the Bible. Problems of evil and good; moral imperatives.

**320. HISTORY OF CHRISTIAN THOUGHT.** (2 or 3) Fall. Same as Bible 320.**424G. EVIDENCES OF CHRISTIANITY.** (2 or 3) Fall. Same as Bible 424.**426G. SYSTEMATIC CHRISTIAN DOCTRINE.** (2 or 3) Spring. Same as Bible 426.

## Approved Related Courses

**Greek 251. THE GOSPEL OF JOHN.****Greek 252. THE GOSPEL OF MARK.****Greek 301. ROMANS.****Greek 302. ACTS OF APOSTLES.****Greek 303. I AND II TIMOTHY AND TITUS.****Greek 304. JAMES, I AND II PETER, AND JUDE.****Greek 306. WORD STUDY IN THE NEW TESTAMENT.****Hebrew 303, 304. READINGS IN THE HEBREW BIBLE.****Philosophy 251, 252. INTRODUCTION TO PHILOSOPHY.****Philosophy 253. CHRISTIAN ETHICS.****Sociology 255. MARRIAGE AND THE FAMILY.****Speech 351. ORAL INTERPRETATION OF LITERATURE.**



## Biological Science

Professors: JACK WOOD SEARS, Chairman  
WILLIAM CLARK STEVENS

Assistant Professors: JOHN BELL LASATER  
WILLIAM FAY RUSHTON

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 103 and 104.

Major (Bachelor of Arts): 30 hours of biological science including 101-102, 104-105\* and 18 hours of advanced work.

Major (Bachelor of Science): 30 hours in biological science including 101-102, 104-105\* and 18 hours of advanced credit; 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.

Minor: 18 hours in biological science including 101-102, 104-105\* and 6 hours of advanced work.

\*104-105 can be waived on recommendation of the department.

**101-102. BIOLOGICAL SCIENCE.** (3,3) Fall, Spring.

An investigation, not a survey, of the "strategy and tactics" of science and of the major contributions of biology to modern man. The major areas of concentration are the dynamics of living things with particular emphasis on the physiology and nutrition of man; the relationships among the living organisms with emphasis on conservation; and heredity, eugenics and evolution. Three lecture-demonstration-discussion periods per week.

**104-105. LABORATORY BIOLOGY.** (1,1) Fall, Spring.

A laboratory in general biology designed to complement the basic course. Three hours per week. Prerequisite or co-requisite: 101-102.

**108. NATURE STUDY.** (2) Fall.

Lectures and field trips. An introduction to the animal and plant forms found in this area; designed for those interested in the study of living things in their natural habitats in fall and winter, and for those planning to teach in the elementary or secondary schools. Attention is given to the interrelationships between organisms and to the adaptation of living things to climatic and seasonal changes. Two hours of lecture and field study per 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: 101-102.

**256. ADVANCED BOTANY.** (3) Fall. Alternates with 325; offered 1960-61.

An intensive study of the plant kingdom with special emphasis on classification, anatomy and life history of each major group. Two lectures and three hours laboratory per week. Prerequisite: 101-102.

**263. VERTEBRATE EMBRYOLOGY.** (3) Spring.

The fundamental facts and processes of development from germ-cell formation to the completed, free-living organism. Two lectures and three hours laboratory per week. Prerequisite: 101-102.

**271-272. BACTERIOLOGY.** (4,4) Fall, Spring.

The history of bacteriology, physiology and morphology of bacteria, techniques of isolating and identifying bacteria, uses of the knowledge of bacteria in human affairs. Three lectures and three hours laboratory per week. Prerequisite: 101-102 or Chemistry 111-112.

**275. HUMAN ANATOMY AND PHYSIOLOGY.** (4) Fall, Spring.

The structure, function, relationships and physiological processes of the various parts of the human body. Three lectures and three hours laboratory per week. Prerequisite: 101-102 or Chemistry 111-112.

**311. INVERTEBRATE BIOLOGY AND PARASITOLOGY.** (3) Spring. Alternates with 313; offered 1961-62.

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 101-102 and 251. Prerequisite: 101-102.

**313. ENTOMOLOGY.** (3) Spring. Alternates with 311; offered 1960-61.

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: 101-102.

**323G. 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: 101-102.

**325G. PLANT PHYSIOLOGY.** (3) Fall. Alternates with 256; offered 1961-62.

The functioning of the different tissues and organs of the higher plants. Two lectures and three hours laboratory per week. Prerequisites: 104-105 or 256 and Chemistry 111-112.

**403G. HUMAN HEREDITY.** (3) Fall.

Facts and principles of heredity as applied to human inheritance, variation, selection and eugenics. Three lectures per week. Prerequisite: 101-102.

**410. MICROLOGY.** (2) Offered on demand.

The preparation of microscope slides of cells and tissues. Emphasis is given to a few simple and established techniques. Prerequisite: Consent of the instructor.

**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. Prerequisite: Consent of the instructor.

**480G. SEMINAR IN THE HISTORY OF BIOLOGY.** (2) Offered on sufficient demand.

Backgrounds and development of biological thought and investigation. Prerequisite: Consent of the instructor.

**501. SEMINAR IN ADVANCED BIOLOGY.** (3) Offered on sufficient demand.

An advanced seminar designed to integrate the basic facts and principles derived from the different fields of the biological sciences and to survey some of the areas of current interest in biological research.



**Business and Economics**

Professors: W. L. ROY WELLBORNE, Chairman  
JAMES A. HEDRICK  
Associate Professor: JAMES ROY OTT  
Assistant Professors: GENE E. RAINEY  
LEE C. UNDERWOOD  
Instructors: ROSE MARIE JONES  
ERMAL H. TUCKER

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 and Business, in Business Education, in Economics or in General Business; or they may choose the Bachelor of Science in Business Administration or Secretarial Science. In addition, the department offers a terminal program in business education 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 and Business**

Major: 57 hours including 30 hours in accounting plus the following supporting courses: Business 250, 255, 315, 316 and 368, and Economics 201, 202, 322 and 343. Students not exempt from Mathematics 101 by the Davis Mathematics Examination must take Business 108.

Minor: 18 hours of approved work in accounting with the following additional courses recommended: Business 108, 255, 315, 316, 368 and Economics 201.

**Business Education**

Major: 48 hours including Accounting 205-206, Business 101-102-103, 105-106-107, 108, 250, 251, 315, 317, 320, 422 and 451. Those planning to teach business education subjects in the secondary schools of Arkansas should complete an additional 16 hours of education, making a minimum of 25 hours of prescribed work in psychology and education, including Business 422 and 451.

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**BACHELOR OF SCIENCE DEGREE****Business Administration**

Major: 54 hours of approved work including Accounting 205-206, Business 108, 250, 254, 255, 315, 316, 320 and 368 Economics 201, 202, 322, 343 and 12 hours electives in business, economics, political science, American history and/or sociology. General Education requirements in the field of social science will not be accepted.

**Secretarial Science**

Major: 47 hours including Business 101-102-103, 105-106-107, 108, 117, 218, 250, 251, 254, 315, 317, 320, Accounting 203 and 8 advanced hours in business.

Students may be exempt from Business 101, 102, 105, 106 if they can demonstrate proficiency from former work by passing an advanced standing examination in any or all of these courses.

Minor: For those who wish emphasis on secretarial subjects. Business 101-102, 105-106, 218, 250, 320.

B.A.

**Economics**

MINOR REQUIRED

Major: 42 hours including Economics 201, 202, 322, 343, 403, 413 and 12 advanced hours of electives in economics, Accounting 205-206 and Business 250, 255.

Minor: 18 hours of approved economics courses including 201, 202 or 12 hours of approved economics courses including 201, 202 and 6 hours of acceptable work in political science, American history and sociology.

B.A.

**General Business**

MINOR REQUIRED

Major: 45 hours of course work including Accounting 205-206, Business 108, 250, 254, 255, 315, 316 and 368 or 424, Economics 201, 202, 322, 342 and 6 hours electives in business or economics.

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

Minor: For those who wish emphasis on general business subjects. Business 105-106, 117, 218, 250, 320 and Accounting 203.

**Accounting****203x. SECRETARIAL ACCOUNTING.** (3) Spring.

Basic principles of accounting with emphasis on clerical procedures; accounting problems of secretary to professional people; study of systems applicable to personal accounting records for executives; special requirements for secretaries to financial executives. Limited to secretarial science majors and terminal secretarial students.

**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.

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**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. Alternates with 355; offered 1961-62.

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. FEDERAL TAXATION.** (3) Spring. Alternate years; offered 1960-61.

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.

**345x. ADVANCED COST ACCOUNTING.** (3) Spring. Alternate years; offered 1961-62.

Advanced problems in budgeting, estimating costs and development and application of standard costs. Emphasis on cost finding and analysis in management decisions. To follow 305. Prerequisite: 301.

**355. PRINCIPLES OF AUDITING.** (3) Fall. Alternates with 305; offered 1960-61.

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.

**401G. 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.

**431G. CORPORATION ACCOUNTING.** (3) Spring. Alternate years; offered 1960-61.

Problems peculiar to the corporation resulting from method of ownership, capital structure and legal characteristics; bonds; preferred and common stocks; surplus; responsibilities to customers, owners and community. Prerequisite: 205-206.

**436. GOVERNMENTAL ACCOUNTING.** (3) Spring. Alternate years; offered 1961-62.

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

**510. SEMINAR IN ADVANCED ACCOUNTING THEORY.** (3) Offered on sufficient demand.

The development of concepts and standards, and the influence of taxation and regulation by governmental bodies and professional organizations on accounting practice; a critical analysis of current procedures. Prerequisites: 301-302, 401.

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

Principles of Gregg Shorthand Simplified. Presentation of theory with extensive practice in reading and writing. Meets four times a week.

**102. INTERMEDIATE SHORTHAND.** (3) Fall, Spring.

A review of fundamental principles, followed by assignments which stress speed, accuracy, fluency and vocabulary. Introduction to transcription. Three class periods and one transcription laboratory period. Prerequisite: 101 or equivalent ability.

**103. ADVANCED SHORTHAND.** (3) Fall, Spring.

Extensive dictation practice in speeds over 100 wpm. Emphasis on the improvement of transaction techniques and speed. Three class periods and one transcription laboratory period. Prerequisite: 102 or equivalent ability.

**105. BEGINNING TYPEWRITING.** (2) Fall.

Introduction to keyboard and basic operative techniques. Practice in personal and routine office problems. Open only to students with no prior training in typewriting.

**106. INTERMEDIATE TYPEWRITING.** (2) Fall, Spring.

Practice in office problems; continuation of speed and accuracy drills. Emphasis on office standards of achievement. Prerequisite: 105 or equivalent ability.

**107. ADVANCED TYPEWRITING.** (2) Fall, Spring.

Occupational competence and production skills. Special attention to accuracy and speed. 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 in the Department of Business and Economics.

**117. BUSINESS MACHINES.** (2) Fall, Spring.

Instruction and practice in the use of modern office machines; key-driven and rotary calculators; full keyboard and 10-key adding-listing machines; posting machines.

**218. CLERICAL SKILLS.** (3) Fall, Spring.

A course dealing with the operation of electric typewriters, duplicating machines, transcribing machines and a study of the various filing systems and their uses. Prerequisite: 105 or equivalent.

**250. BUSINESS COMMUNICATIONS.** (3) Fall, Spring.

The composition of effective business letters and reports. Modern correspondence forms. Attention to adjustment, credit-collection, sales and service and executive report writing. Prerequisites: 105 or equivalent and English 101-102.

**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 103 and 107 have not been taken previously, they should be taken concurrently.

**254. BUSINESS ORGANIZATION AND ADMINISTRATION.** (3) Spring.

Nature, purpose, function, types and organizational structure of business. Production, personnel, marketing, risk and problems of supervision.

**255. INTRODUCTORY STATISTICS.** (3) Spring.

A mathematical development of the basic techniques of statistics. Problems of collection and analysis of data, averages, sampling, graphics, frequency distribution, index numbers and related topics. Prerequisite: 108 or Mathematics 151.

**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. Alternate years; offered 1960-61.

The administrative problems of an office; relation of office functions to modern business procedures and management, workflow, office lay-out and standards, employment problems, equipment and supplies.

**320. PERSONAL FINANCE.** (3) Fall.

Managing personal finances; topics include inflation, tax problems, insurance, annuities, credit, home ownership, bank accounts, investments, old and survivors insurance and other social security programs.

**330. PRINCIPLES OF MARKETING.** (3) Fall. Alternate years; offered 1960-61.

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.

**331. PROPERTY AND CASUALTY INSURANCE.** (3) Spring. Alternate years; offered 1960-61.

Insurance principles, concepts, rate promulgation, risk bearing and regulatory concepts and legislation as related to the fields of Fire, Casualty and Marine Insurance. Prerequisites: Accounting 205-206 and Economics 201, 202.



**352. INVESTMENTS.** (3) Spring. Alternate years; offered 1960-61.

The qualitative analysis approach to the problem of selective investments, risk determination, delimiting of risk, areas and fields of investment. Prerequisites: Accounting 205-206 and Economics 201, 202.

**368. PERSONNEL MANAGEMENT.** (3) Spring. Alternate years; offered 1960-61.

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

**411. INDUSTRIAL PSYCHOLOGY.** (3) Spring. Same as Psychology 411.**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 — typewriting, shorthand and bookkeeping; practice in dictating; development of tests. This course is arranged so that it may be taken by those who wish to teach general business subjects, with or without shorthand.

**424G. LABOR AND INDUSTRIAL RELATIONS.** (3) Fall. Alternate years; offered 1960-61.

The conditions which give rise to the union movement, employer practices, techniques, mechanics and scope of collective bargaining; various approaches made by management and labor to attain industrial peace. Emphasis on the American situation. Prerequisites: 254 and Economics 201, 202.

**425. GOVERNMENT AND BUSINESS.** (3) Spring. Same as Political Science 425.**444G. PRINCIPLES OF SALESMANSHIP.** (3) Offered on sufficient demand.

A study of the fundamental principles of selling; of the economic problems connected with personal selling; on 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.

**450G. INDEPENDENT RESEARCH.** (3) Offered on sufficient demand.

Students who demonstrate outstanding scholastic ability and have clearly defined professional or vocational interests will be granted the right to work on independent research. Emphasis will be placed on research techniques and procedures assignments. Prerequisite: Consent of the major advisor must be secured six weeks prior to registration.

**451. STUDENT TEACHING IN BUSINESS.** (6) Fall, Spring. Same as Education 451.**501. SEMINAR: TEACHING PROBLEMS AND SUPERVISION IN BUSINESS EDUCATION.** (3) Offered on sufficient demand.

Advanced students in business education work together intensively upon common or related problems and participate in systematic, critical evaluation of teaching problems and organization and administration of supervision. Special problems or problems for research in advanced degree programs may be used by individual students. Prerequisite: Consent of the chairman of the department.

**538. SEMINAR IN BUSINESS.** (3) Offered on demand.

An independent study and research course for graduate students in business. The work of the course is adapted to the needs of each student.

**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. Prerequisites: History 101, 102.

**322. MONEY AND BANKING.** (3) Fall.

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

**333. TRANSPORTATION AND PUBLIC UTILITY ECONOMICS.** (3) Fall. Alternate years; offered 1961-62.

Development of transportation and public utility systems. Economic regulation, rate making and valuation problems. Goals and problems of public policy. Prerequisites: 201, 202.

**343. CORPORATION FINANCE.** (3) Fall. Alternate years; offered 1961-62.

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.

**346. BUSINESS CYCLES.** (3) Fall. Offered on sufficient demand.

Major causes and possible controls of business fluctuations. Detailed examinations of the theories of fluctuation. Monetary and fiscal control. Prerequisite: 322.

**403G. HISTORY OF ECONOMIC THOUGHT.** (3) Spring. Alternate years; offered 1960-61.

Development of economic thinking and economic systems, work of Marshall, Rousseau, Keyens, Muller, Marx and others. Prerequisites: 322, 343.

**408G. PUBLIC FINANCE.** (3) Spring. Alternate years; offered 1961-62.

Public expenditures, revenues and debts; their causes, distribution and trends; tax principles, practices and burdens; production, employment, income distribution and prices. Prerequisite: 322.

**413G. INTERMEDIATE ECONOMIC THEORY.** (3) Fall. Alternate years; offered 1960-61.

Analysis of the theory of production, price, distribution, national income, output and employment. Prerequisites: 12 hours of economics and consent of the instructor.

**438G. COMPARATIVE ECONOMIC THOUGHT.** (3) Spring. Alternate years; offered 1961-62.

Capitalism, state socialism, communism and other economic systems. Prerequisites: 12 hours in economics and consent of the instructor.

**450G. INDEPENDENT RESEARCH.** (3) Offered on demand.

Students who demonstrate outstanding scholastic ability and have clearly defined professional or vocational interests will be granted the right to work on independent research. Emphasis will be placed on research techniques and procedures assignments. Prerequisite: Consent of the major advisor must be secured six weeks prior to registration.

**505. SUPERVISED READING IN ECONOMICS.** (3) Offered on demand.

This course is designed to acquaint the student with the important economics literature of the last five years. Evaluation will be made in relation to current economic problems.



## Education and Psychology

Professors: WILLIAM K. SUMMITT, Chairman  
 GEORGE W. BOND  
 LEONARD LEWIS  
 CLYDE R. MONTGOMERY

Associate Professor: EDWARD G. SEWELL

Assistant Professors: HAROLD BOWIE  
 MAUDE S. MONTGOMERY  
 MURREY WOODROW WILSON

Assisting from other departments:

Assistant Professor: BILLY D. VERKLER

Methods in the high school subjects will be taught by someone from the various subject-matter departments involved.

The Department of Education and Psychology 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.

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 in-service teachers will appear on evening and Saturday schedules during the regular school year and on the summer session schedules.

### OBJECTIVES OF THE DEPARTMENT

The objectives of the Department of Education and Psychology 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 the student for advanced training in education, psychology, social science and related fields.

### ADMISSION TO THE TEACHER EDUCATION PROGRAM

The application of certain criteria, such as those listed below, dealing with the selection and admission of students to teacher education is in keeping with healthy trends in teacher education everywhere. Through this means the quality of teaching can be improved and the prestige of the teaching profession enhanced.

To be admitted to the Teacher Education Program the student must:

1. Satisfy all requirements for admission to the college.
2. Do satisfactory college work prior to admission to the Teacher Education Program.
3. Obtain the approval of the Dean of Students with respect to physical health and moral qualities necessary for good teaching.
4. Obtain the approval of subject-matter counselors with respect to personal qualities and understanding in subject matter areas which are necessary for good teaching.
5. Obtain final approval of the Chairman of the Department of Education and Psychology. This requires an interview with the chairman of the department, and, if circumstances require, an interview with the whole committee on admissions.



## ADMISSION TO TEACHING

Conceivably, a number of things could happen to a student after his admission to the Teacher Education Program has been approved which would make it unwise to assign him to student teaching. Consequently, each student must submit two or more ratings from faculty members dealing with such items as the following: emotional stability, ability to communicate effectively, personal and social fitness, moral and ethical qualities, general intellectual ability, physical fitness and, in some cases, a rating on the student's ability to work with pupils and teachers.

To administer the foregoing, an appropriate rating scale is sent to faculty members. In cases of doubt the committee on admissions may consult the appropriate faculty members before taking any action on approval or disapproval for student teaching.

Students are requested to make application to the Teacher Education Program not later than the end of the second semester of their sophomore year in college. 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. Early application enables the department to give more adequate counsel. Every effort possible will be made by the department to counsel wisely and adequately; but the student himself will have the responsibility of planning his program so that all requirements are fully met.

## EDUCATION CURRICULA

Major with an emphasis on elementary education: 30 hours including Psychology 203, 307, Education 204, 360, 361, 375, 401, 402 and 441, plus the following subject matter courses: English 350, Art 211, 212, Music 115, 116, Geography 212, Physical Education 203 and Biology 108. The student must also complete at least 18 semester hours of subject matter in each of two fields, including any subject-matter courses listed above.

Majors with emphasis on secondary education will normally be those who have plans to become school administrators and supervisors after a period of successful teaching. Major in secondary education: 27 semester hours including Psychology 203, 307, Education 204, 375, 404, 405, one course from 422-430, 451 and 3 elective hours from Psychology 406, Education 410, 417, 419, 420, 431.

Secondary school teachers must include in their programs Psychology 203, 307, Education 204, 375, 404, 405 and 451.

A methods course in at least one of the teaching areas is strongly recommended.

Major in Psychology: 27 hours in approved courses, which include 18 hours of advanced work.

Minor in Psychology: 18 hours in approved courses, which include 6 hours of advanced work.

## EDUCATION

### Required of All Teachers:

**203. PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT.** (3) Fall, Spring.  
Same as Psychology 203.

**204. INTRODUCTION TO EDUCATION.** (3) Fall, Spring.

The teacher and the professional criteria for identifying successful teachers. The school and its functions in society, its aims, purposes and problems. Laboratory work 6 clock hours. Prerequisite: Sophomore standing.

**307. EDUCATIONAL PSYCHOLOGY.** (3) Fall, Spring. Same as Psychology 307.

**375. HISTORY AND PHILOSOPHY OF EDUCATION.** (3) Fall, Spring.

To develop an understanding of the American school system through a survey of its growth and development. Interest will also be centered on the basic philosophies of education for the purpose of developing a perspective of the teacher's role in education. Prerequisites: 204 and Psychology 203, 307.

### Required of All Elementary Teachers:

**360. TEACHING READING AND LANGUAGE ARTS.** (3) Fall.

Prerequisites: 204 and Psychology 203, 307. May be taken concurrently with Psychology 307.

**361. TEACHING SOCIAL STUDIES.** (3) Spring.

Prerequisites: 204 and Psychology 203, 307.

**401G. TEACHING ARITHMETIC.** (3) Fall, Spring.

Requires at least 6 hours of laboratory work which includes collection and organization of materials for student teaching. Prerequisites: Same as for Education 441.

**402G. TEACHING SCIENCE.** (3) Fall, Spring.

Requires at least 6 hours of laboratory work which includes collection and organization of materials for student teaching. Prerequisites: Same as for Education 441.

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

Teaching under the supervision of successful and experienced teachers provides opportunities for the development of competence expected of successful teachers. Student must complete a minimum of 250 clock hours of constructive classroom experience to obtain 6 hours of credit and 336 clock hours to obtain 8 hours of credit. Prerequisites: 204, 360, 361, Psychology 203, 307, at least 12 hours of the specialization course requirements and approval for teaching by the Department of Education and Psychology. Education 375, 401, 402 are administered concurrently with 441.

### Required of All Secondary Teachers:

**404. SECONDARY SCHOOL CURRICULUM.** (2) Fall, Spring.

This is a study of curriculum types, a survey of the curriculum movement since 1940, a curriculum organization and revision and a detailed study of contemporary curriculum programs. Prerequisites: 204 and Psychology 203, 307.

**405. GENERAL METHODS.** (2) Fall, Spring.

This course deals with the processes and methods of teaching in relation to curriculum practices and correlated curriculum and other current classification. Requires at least 4 hours laboratory work. Prerequisites: 204 and Psychology 203, 307.

**451. SUPERVISED TEACHING.** (6-8) Fall, Spring.

Teaching under the supervision of successful and experienced teachers provides opportunities for the development of competence expected of successful teachers. Student must complete a minimum of 250 clock hours of constructive classroom experience to obtain 6 hours of credit and 336 clock hours to obtain 8 hours of credit. Prerequisites: 204, Psychology 203, 307 and approval by the Department of Education and Psychology. Administered concurrently with Education 375, 404 and 405.



**Electives:**

- 403. WORKSHOP IN ELEMENTARY SCHOOL CURRICULUM.** (3) Spring. Alternate years; offered 1961-62.

Experienced teachers may work on problems related to their particular school situation involving the elementary school curriculum.

- 406G. PRINCIPLES AND TECHNIQUES OF GUIDANCE.** (3) Fall. Same as Psychology 406G.

- 410G. ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION.** (3) Spring. Alternates with 421G; offered 1960-61.

Deals with problems and issues in the administration and supervision of elementary schools. Includes actual experience in the elementary school involving observation and interviews with administrators on problems of the elementary school. Prerequisites: 204, Psychology 203, 307 and consent of the Department of Education and Psychology.

- 417G. EDUCATION TESTS AND MEASUREMENTS.** (3) Fall. Alternates with 419G; offered 1960-61.

Deals with the problems of evaluations, how to improve the grading systems in school, with construction of tests, their uses and the interpretation of test results. Prerequisites: 204, Psychology 203, 307 and consent of the Department of Education and Psychology.

- 419G. STATISTICS.** (3) Fall. Alternates with 417G; offered 1961-62.

A study of statistical procedures designed to help teachers in experimental projects, in research and in understanding educational and other literature. Prerequisites: 204, Psychology 203, 307 or approval of instructor.

- 420G. AUDIO-VISUAL AIDS.** (2) Fall.

Technical problems related to audio-visual equipment, the value and importance of these aids to learning and their uses in actual teaching situations. Laboratory periods to be arranged.

- 421G. DIAGNOSIS AND REMEDIAL INSTRUCTION.** (3) Spring. Alternates with 410G; offered 1961-62.

Problems of experimental children in the elementary school, analysis of their difficulties and the development of methods and materials appropriate for exceptional children. Prerequisite: Consent of Department of Education and Psychology.

- 431G. COMPARATIVE EDUCATION.** (3) Fall.

This course surveys the development of educational systems in certain foreign countries with emphasis on contemporary issues and problems and their influences on American education. Prerequisites: 204, Psychology 203, 307 and consent of Department of Education and Psychology.

**Teaching Secondary School Subjects:**

The courses listed below deal with the methods of teaching the various high school subjects.

- 422. TEACHING BUSINESS.** (3) Fall. Same as Business 422.

- 423. TEACHING ENGLISH.** (2) Fall.

- 424. TEACHING HOME ECONOMICS.** (3) Fall. Same as Home Economics 424.

- 425. TEACHING MATHEMATICS.** (2) Fall.

- 426. SECONDARY MUSIC METHODS.** (2) Fall. Same as Music 426.

- 427. METHODS IN PHYSICAL EDUCATION FOR HIGH SCHOOLS.** (3) Fall. Same as Physical Education 427.

- 428. TEACHING SCIENCE.** (2) Fall.

- 429. TEACHING SOCIAL SCIENCE.** (2) Fall.

- 430. TEACHING SPEECH.** (2) Fall. Same as Speech 430.

**Graduate Education Courses:**

- 525. SPECIAL PROBLEMS IN ELEMENTARY EDUCATION.** (3) Fall. Alternates with 529; offered 1961-62.

Experienced elementary teachers are afforded the opportunity to study problems related to their particular school situations. They are privileged to work as individuals or as common interest groups. Each student is allowed to choose one or more problems of special interest and to discover for himself what research and current literature have to offer toward solving his difficulties.

- 527. IMPROVEMENT OF INSTRUCTION IN ELEMENTARY SCHOOLS.** (3) Spring.

The problems and difficulties confronting the elementary school teacher. Current research and readings in educational literature are investigated as a basis for the improvement of instruction in classroom situations.

- 529. IMPROVEMENT OF READING.** (3) Fall. Alternates with 525; offered 1960-61.

Designed for elementary teachers in research in the problems of reading. Emphasis is placed on the causes of student difficulties in learning to read efficiently. The techniques of reading improvement programs are studied and evaluated.

- 530. ORGANIZATION AND ADMINISTRATION OF SECONDARY SCHOOLS.** (3) Spring. Alternates with 554; offered 1961-62.

Principles and methods of handling such problems as scheduling classes, discipline, office routine, records and reports, home room, student activities, library, accreditation, transportation, equipment and supply management, faculty meetings and practice in developing plans, procedures and materials.

- 532. SEMINAR IN DEVELOPMENT AND ADMINISTRATION OF THE CURRICULUM.** (3) Spring. Alternates with 534; offered 1961-62.

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.

- 534. SPECIAL PROBLEMS IN SECONDARY EDUCATION.** (3) Spring. Alternates with 532; offered 1960-61.

Each student is given an opportunity to select and study problems in secondary education in which he has a special interest; provides directed reading and research in the problems of secondary education.

- 536. IMPROVEMENT OF INSTRUCTION IN THE SECONDARY SCHOOL.** (3) Spring.

Designed to give practical assistance to the high school teacher; a critical study of current practices and trends in high school teaching.

- 543. PHILOSOPHY OF EDUCATION.** (3) Fall.

Nature, techniques and aims of education in the light of representative educational philosophies, special attention to the influence of the writings of Plato, Aristotle, Locke, Rousseau, Dewey and others 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) Offered on demand.

Essential techniques involved in research work, selecting and defining problems, treatment and interpretation of findings, 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. ADMINISTRATION AND SUPERVISION OF INSTRUCTION.** (3) Spring. Alternates with 530; offered 1960-61.

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.

- 556. EDUCATIONAL ADMINISTRATION.** (3) Fall.

Fundamental principles of school administration in the improvement of school programs, the relationship of the board of education and the superintendent to the community they serve. Specific topics considered: school finance, budgetary procedure, bond elections, school buildings, teaching personnel, school curriculum, pupil personnel, public relations, school law, school publicity and the part these play in the proper functioning of the over-all program.

- 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.

## 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. Requires 6 hours of laboratory work.

- 205. FIELDS OF PSYCHOLOGY.** (2) Spring. Alternates with 323; offered 1961-62.

The fields of psychology, such as physiological, psycho-physical, comparative, genetic, clinical, social, abnormal, educational, industrial and vocational.

- 250. PSYCHOLOGY OF PERSONAL ADJUSTMENT.** (2) Fall. Alternates with 409; offered 1961-62.

Mental hygiene emphasizing principles of scientific psychology applied to the social, emotional and personal problems of adjustment of life.

- 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 6 hours of laboratory work.

- 323. DISCRIMINAL PROCESSES.** (2) Spring. Alternates with 205; offered 1960-61.

An examination and evaluation of the evidence regarding the discriminial processes. Prerequisite: 201.

- 325. ABNORMAL PSYCHOLOGY.** (3) Fall. Alternates with 411; offered 1960-61.

Emphasis upon causes, symptoms and treatment of abnormalities in human behavior. Prerequisites: 201 and approval of the instructor. 323 strongly recommended.

- 406G. PRINCIPLES AND TECHNIQUES OF COUNSELING.** (3) Fall.

The basic principles, practices and materials used in counseling, guidance and personnel services. Prerequisite: 201.



- 407G. TESTING IN COUNSELING AND GUIDANCE.** (3) Spring.

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 and achievement. Prerequisites: senior standing, 406 and Education 417 or permission of instructor.

- 408. SOCIAL PSYCHOLOGY.** (3) Spring.

The behavior of individuals in their reactions to other individuals and other social situations and institutions. An appraisal of the social and cultural influences upon behavior. Prerequisite: 201.

- 409. THE PSYCHOLOGY OF PERSONALITY.** (2) Fall. Alternates with 250; offered 1960-61.

The methods and results of the scientific study of the normal personality. Attention is given to the basic concept of personality traits and their measurement, the developmental influences and the problems of integration. Theories of organization, types and methods of analyses. Prerequisites: 201 and consent of instructor. 323 strongly recommended.

- 411. INDUSTRIAL PSYCHOLOGY.** (3) Fall. Alternates with 325; offered 1961-62.

The application of the principles of scientific psychology to selected problems in business and industry. Prerequisite: 201.

- 450G. SEMINAR.** (2) Offered on demand.

Individual study or research on selected topics of interest.

- 509. OCCUPATIONAL AND EDUCATIONAL INFORMATION.** (2) Fall.

Required for counselor's certificate. Nature and sources of occupational information, classifying, using and filing information from industry and government. Laboratory work involves analysis of needs of local industries and individuals working in them.

- 511. EDUCATIONAL THEORIES AND PRACTICES IN GUIDANCE PROGRAMS.** (2-4) Spring.

Theories and philosophies underlying good guidance programs. An examination is made of directive, non-directive and group guidance. To obtain 4 hours of credit the student must serve an apprenticeship of at least 75 clock hours under the direction of an experienced counselor in the public schools.

- 512. ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES.** (2) Fall.

Seminar dealing with the role of administrators, guidance directors, deans of students, teachers, parents, pupils and lay persons. Analysis of types of organizations, methods of initiating programs and the in-service programs for school personnel.

- 531. SEMINAR IN CASE STUDIES AND INDIVIDUAL ANALYSIS.** (2) Spring.

Educational diagnosis in relation to guidance and the development of case studies and their uses in counseling situations.



**English and Humanities:**

Professor: LLOYD CLINE SEARS, Chairman

Associate Professors: JAMES L. ATTEBERRY, JR.  
RUBY LOWERY STAPLETON

Assistant Professors: ROBERT STEVEN BROWN  
PEARL LATHAM  
DELANE WAY  
EARL J. WILCOX

Assisting from other departments:

Professor: NEIL B. COPE

The purpose of the Department of English and Humanities is to assist the student in developing habits of logical thinking and clear effective expression and to lead him to an appreciation of the creative mind. Literature is treated not merely as artistic expression but as a progressive development of human culture, thought and ideals. By relating to our own age the finest thinking and the highest achievement of the past, we can understand more fully our present culture and can grasp more perfectly the means by which the minds of men have broadened with the passing of each age.

Major: 32 hours including 101-102, 201, 202, 301 or 302, 401 and 403. Those qualifying to teach in the elementary field may omit 403.

Minor: 18 hours including 101-102, 201, 202 and 6 hours of advanced work.

Students preparing to teach should take Speech 255. Those needing a better understanding of grammar should elect English 322. Since high school teachers of English are often expected to coach debate and supervise the student newspaper, Speech 125 or 270 and Journalism 201 are strongly recommended.

**ENGLISH LANGUAGE AND LITERATURE****100a,b. IMPROVEMENT IN ENGLISH AND READING.** (1,1) Fall, Spring.

Designed for students who have an insufficient background in the basic principles of English and the skills of reading. The course is adapted to the need of each student, whether it is comprehension or speed in reading, a better knowledge of grammar, improvement in spelling or a broader vocabulary. Does not count toward the major or minor.

**101-102. FRESHMAN COMMUNICATIONS.** (3,3) Fall, Spring.

The fundamental principles of interpretation and of effective writing, such as essential grammar, semantics, good usage, clear thinking and logical organization. Instruction in use of the library is followed by research methods and writing of the research paper. Readings in the fall orient the student to college life; selections from well-known American authors in the spring develop important concepts of American culture. All readings furnish materials for writing and discussion.

**101L. FRESHMAN COMMUNICATIONS LABORATORY.** (1) Fall, Spring.

This is a laboratory course which accompanies English 101 and must be taken at the same time. It gives intensive training in the improvement of reading, development of vocabulary and improvement of study techniques. Open to all upperclassmen in the spring semesters also.

**201, 202. OUR WESTERN HERITAGE.** (3,3) Fall, Spring.

An examination of the most important ideas regarding the nature of man and his place in the world through major productions in literature from classical times to the present. Three hours a week are devoted to writers representative of certain concepts, ideas, movements or creative types which have had special influence on our present culture. The course is closely related to Art 101 and Music 101 which give the principles underlying creative work in art and music.

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

The development and significance of American literature, with its historical, social and philosophical backgrounds from the beginning to present times.

**322. MODERN ENGLISH GRAMMAR.** (3) Spring.

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

**323. ADVANCED COMPOSITION—CREATIVE WRITING.** (3) Spring.

Attention to development of style, effectiveness of expression, meaning and semantics, author adaptation to purpose and medium. Techniques of writing the modern forms of prose and poetry. Students are expected to write creatively and for publication.

**350. CHILDREN'S LITERATURE.** (3) Spring.

A study of the various types and sources of children's literature. Extensive reading required to acquaint the prospective teacher with the wealth of material available in the field; demonstrated procedures in the teaching of literature to children. Prerequisite: Psychology 203.

**401. SHAKESPEARE.** (5) Fall.

Shakespeare's genius and development as a dramatic artist and as an interpreter of humanity. Attention is given not only to the richness and perfection of his language but to the penetration of his thought, the breadth of his sympathies and understanding and the wholeness of his view.

**403. CHAUCER.** (3) Spring.

Chaucer as an artist and a man, the variety of his interests, the richness of his humor and his sympathetic understanding of humanity. Attention is given to important changes in the English language through the period and to Chaucer's social and literary background.

**405. THE ROMANTIC PERIOD, 1789-1832.** (3) Fall.

An interpretation of the thought and art of Wordsworth, Coleridge, Byron, Shelley and Keats in its individual achievement and in its relation to the spirit of the period. The shorter poems are read with close attention along with selected passages from longer poems and related prose.

**406G. VICTORIAN POETRY.** (3) Fall.

The major poets of the Victorian Period from Tennyson and Browning to James Thompson. Attention is given to each writer as contributing to and as reflecting the thought and spirit of his age.

**407G. MODERN DRAMA.** (3) Spring.

The major dramatists of England, Europe and America from Ibsen to the present. Attention is given to the changes in dramatic technique, to social and philosophical backgrounds and to cultural concepts.

**410G. LITERATURE OF THE SOUTH.** (3) Fall.

The development of a Southern literature, with emphasis on philosophical, historical, social and literary trends.

**411G. DEVELOPMENT OF THE AMERICAN NOVEL.** (3) Spring.

The American novel to the present. Main emphasis on novels and novelists representative of American culture, problems and ideas. Careful study of novels of Cooper, Hawthorne, Twain, Howells, Crane, Dreiser, Hemingway, Steinbeck and others.



**418. DEVELOPMENT OF THE ENGLISH NOVEL.** (3) Fall.

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

**450. SEMINAR.** (2 or 3) Offered on demand.

An independent study and research course for seniors in English and humanities. The work of the course is adapted to the needs of each student.

**501. AMERICAN HERITAGE—LITERATURE AND PHILOSOPHICAL.** (3) Summer only. Same as History 501.**521. CONTEMPORARY BRITISH LITERATURE.** (3) Fall.

Includes outstanding writers and trends in contemporary British literature, together with the philosophical and cultural backgrounds, problems and ideas.

**522. CONTEMPORARY AMERICAN LITERATURE.** (3) Spring.

Developments in contemporary American literature, including the outstanding writers, trends, ideas and problems, and their relation to the social and philosophical backgrounds.

**530. SEMINAR IN ENGLISH LITERATURE.** (3-6) Fall, Spring.

Intensive studies of problems in English literature involving major writers, periods, movements, ideas or forms.

**HUMANITIES****306. THE HEBREW PROPHETS.** (2 or 3) Fall. Same as Bible 306.

Does not count toward the major or minor.

**308. HEBREW POETRY AND WISDOM LITERATURE.** (2 or 3) Spring. Same as Bible 308.

Does not count toward the major or minor.

**Foreign Languages and Literature**

Professor: WILLIAM LESLIE BURKE, Chairman

Assistant Professor: VERNE VOGT

Assisting from other departments:

Assistant Professors: ROBERT L. HELSTEN

JOHN ROBERT McRAY

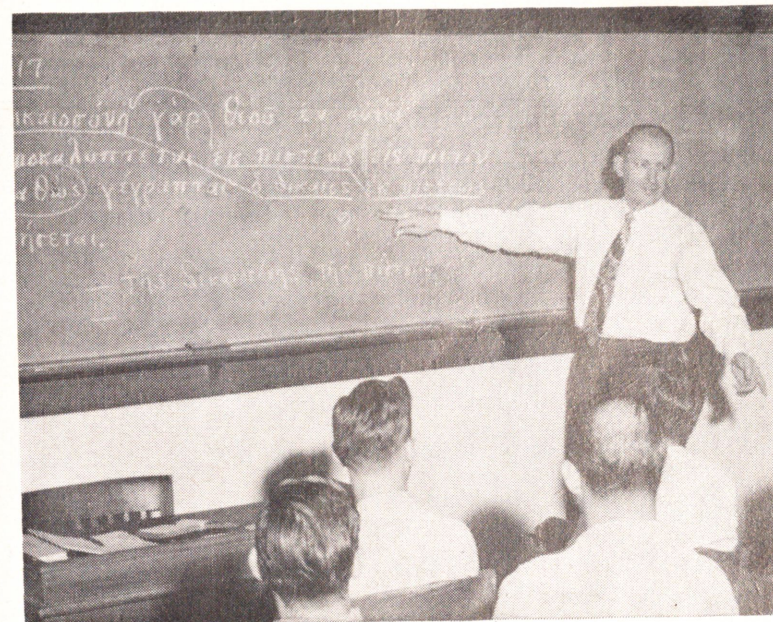
The department seeks to satisfy the needs of those who desire a foreign language for its cultural values, those who require a foreign language for greater proficiency in their chosen field and especially those who desire a knowledge of Greek or Hebrew for a better understanding and use of the Bible.

Major in Biblical Languages: 38 hours of Greek and Hebrew with a minimum of 10 hours in the latter and including Greek 450 and 16 additional hours of advanced work in one or both languages.

Minor in Biblical Languages: 26 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.

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

**BIBLICAL LANGUAGES****Greek****101-102. ELEMENTARY GREEK.** (5,5) 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.

**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.

**252. THE GOSPEL OF MARK.** (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.

Translation of the Greek text, more extensive study of grammar—moods, tenses, particles, style, exegesis of selected passages. Prerequisites: 251 and 252 or consent of department chairman.

**302. ACTS OF APOSTLES.** (3) Spring.

Reading selected passages from the Greek text, study of grammatical structure and style, exegesis of selected passages. Prerequisites: 251, 252 and 301 or consent of department chairman.

**303. I AND II TIMOTHY AND TITUS.** (2) Fall. Offered on sufficient demand.

Reading and exegesis of the Greek text with emphasis on grammar and syntax. Prerequisites: 251 and 252 or consent of department chairman.

**304. JAMES, I AND II PETER, AND JUDE.** (2) Spring.

Translation of the Greek text, analytical and comparative study of grammatical construction and style, exegesis of selected passages. Prerequisites: 251 and 252 or consent of department chairman.



**305. ADVANCED GREEK GRAMMAR.** (2) Fall. Offered on sufficient demand.  
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 252 or consent of the department chairman.

**306. WORD STUDY IN THE NEW TESTAMENT.** (3) Spring. Offered on sufficient demand.

Concordial, contextual, lexical and grammatical study of selected words in the Greek New Testament which represent cardinal ideas of the New Testament message. Prerequisites: 251 and 252 or consent of department chairman.

**450. SEMINAR.** (2-4) 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. Prerequisites: 301, 302 or consent of departmental chairman.

### Hebrew

**201-202. ELEMENTARY HEBREW.** (5,5) Fall, Spring.

Elementary and essential principles of the Hebrew language and grammar, attention to vocabulary with special emphasis on the verb, exercises in reading and writing.

**303, 304. READINGS IN THE HEBREW BIBLE.** (2,2) Fall, Spring. Offered on sufficient demand.

Reading of selected parts and books of the Hebrew Old Testament, attention to grammar, vocabulary and exegesis. Prerequisites: 201-202.

## MODERN LANGUAGES

### French

**101x-102x. ELEMENTARY FRENCH.** (4,4) Fall, Spring.

Fundamentals of grammar and reading of graded material. Practice in oral comprehension and elementary conversation.

### German

**101-102. ELEMENTARY GERMAN.** (3,3) Fall, Spring.

Study of grammar and syntax reduced to a practical minimum with the reading of graded texts, chief emphasis on reading ability, elementary conversation. The spring semester includes an introduction to scientific German.

**201-202. INTERMEDIATE GERMAN.** (3,3) Offered on sufficient demand.

Review of grammar, special attention to vocabulary, reading and appreciation of more difficult representative prose, drama and lyrics of German literature. Prerequisites: 101-102.

### Spanish

**101-102. ELEMENTARY SPANISH.** (4,4) Fall, Spring.

Practice in pronunciation, reading, writing and conversation with emphasis on ear-training and the fundamentals of grammar.

**201-202. INTERMEDIATE SPANISH.** (3,3) Fall, Spring.

Intensive reading of Latin American and Spanish literary works. Grammar continued with attention to sentence structure and idiomatic usages. Prerequisites: 101-102.

**203x-204x. SPANISH CONVERSATION.** (1,1) Fall, Spring.

Intensive use of conversational Spanish. Occasional oral reports based on easy readings. Recommended especially for students enrolled in Spanish 201-202 or for more advanced students in need of additional oral work. Two hours per week. Prerequisites: 101-102 or two years of high school Spanish.

**301x-302x. SURVEY OF SPANISH AMERICAN LITERATURE.** (3,3) Fall, Spring.

Designed to acquaint the student with general trends and representative authors and works from the time of the conquest to the present, and to assist him in improving his command of the Spanish language. Readings, lectures, reports. Prerequisite: 202.

## General Science

Professors: CHARLES G. PITNER, Chairman,  
Department of Mathematics  
JOSEPH E. PRYOR, Chairman,  
Department of Physical Science  
JACK WOOD SEARS, Chairman,  
Department of Biological Science  
WILLIAM CLARK STEVENS,  
Department of Biological Science  
Associate Professor: WILLIAM D. WILLIAMS,  
Department of Physical Science  
Assistant Professors: DON ENGLAND,  
Department of Physical Science  
JOHN BELL LASATER,  
Department of Biological Science  
MAURICE L. LAWSON,  
Department of Physical Science  
KENNETH LEON PERRIN,  
Department of Mathematics  
JAMES ANDREW ROBERTS,  
Department of Mathematics  
WILLIAM FAY RUSHTON,  
Department of Biological 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. Those planning to certify to teach in the minimum time should elect the Bachelor of Arts program in order to complete 24 hours of approved courses in education and psychology, 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 101-102, 104-105\*, Chemistry 111-112, 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.

\*Biology 104-105 may be waived on recommendation of the Department of Biological Science.



Major (Bachelor of Science): 67 hours in the biological and physical sciences and mathematics including Biology 101-102, 104-105\*, Chemistry 111-112, Mathematics 151, 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.

Minor: 33 hours in the biological sciences and mathematics including Biology 101-102, Chemistry 111-112, 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.

\*Biology 104-105 may be waived on recommendation of the Department of Biological Science.

### History and Social Science

Professor: CLIFTON L. GANUS, JR., Chairman  
Associate Professor: JOE P. SPAULDING  
Assistant Professors: IRENE JOHNSON  
GENE E. RAINEY  
DALLAS ROBERTS  
BILLY D. VERKLER

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 other related professional field.

#### History

Major: History 101, 102, 103, Social Science 201, 202, 450 and 16 hours of advanced credit in history including 301 and 302.

Minor: History 101, 102, 103, Social Science 201, 202 and 6 hours of advanced credit in history including 301 or 302.

#### Political Science

Two areas are offered for concentration—American Government and Foreign Affairs.

Group 1: American Government: 250, 251, 324, 352, 354, 355, 422, 425 and 435.

Group 2: Foreign Affairs: 300, 301, 351, 420, 423 and Social Science 202.

Major: Social Science 202 and 27 hours in political science including 250, 251, 300, 301 and 450 with a minimum of 15 hours in Group 1 and 12 hours in Group 2 or a minimum of 15 hours in Group 2 and 12 hours in Group 1.

Minor: Social Science 202 and 15 hours in political science including 250, 251, 300 and 301.

#### Social Science

Major: 36 hours in social science including History 101, 102, 103, 301, 302, Social Science 201, 202, 450, 6 hours of advanced work in either economics, geography, political science or sociology, a minimum of 6 hours to be elected from two of the remaining three fields and a total of 24 hours of advanced work in the area.

Minor: 18 hours of social science including 6 hours of advanced credit.

#### Sociology

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

### GEOGRAPHY

212. **FUNDAMENTALS OF GEOGRAPHY.** (3) Fall.

Regional 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) Spring.

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

### HISTORY

101. **AMERICAN HISTORY.** (2) Fall, Spring.

Survey of American History with attention to geographical factors, social forces and political and industrial development. Required of all freshmen.

102. **AMERICAN HISTORY—GOVERNMENT.** (2) Fall, Spring.

Historical development, organization, structure and functions of present day American government. Required of all freshmen except those who will take Political Science 250 later.

103. **AMERICAN HISTORY—ECONOMICS.** (3) Fall, Spring.

Historical development of the American economic system. Includes the fundamental concepts underlying the American economic system and a brief analysis of other economic systems. Required of all freshmen except those who will take Economics 201 later.

251. **HISTORY AND CULTURE OF LATIN AMERICA.** (3) Fall. Offered 1960-61.

The colonial and national periods of our hemispheric neighbors. A study of the Indian and Spanish cultures and other factors influencing modern Latin American society. Emphasis on present day institutions.

301, 302. **UNITED STATES HISTORY.** (3,3) Fall, Spring.

Political, social and economic development of the United States. Designed to give the history and social science major a thorough understanding of American life and development. Prerequisites: 101, 102, 103.

303, 304. **JEWISH HISTORY.** (2 or 3, 2 or 3) Fall, Spring. Same as Bible 303, 304.

Does not count toward the major or minor.



**310. HISTORY AND CULTURE OF THE FAR EAST.** (3) Spring. Offered 1960-61.

The early history of Japan and China is followed by a more intensive study of these two countries, Korea, the Philippines and other Asiatic countries during the last two centuries.

**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.

**366, 367. HISTORY OF THE FRONTIER.** (2,2) Fall, Spring. Offered 1960-61.

Settlement of the West, the laws and policies related to its development and the effects of the frontier on national life. Prerequisites: 101, 102, 103.

**401G, 402G. ENGLISH HISTORY.** (3,3) Fall, Spring. Alternate years; offered 1961-62.

Fundamentals of the political, religious, literary and economic activities of the English people and the development of English institutions with emphasis on the English constitution. Prerequisite: Social Science 201.

**407G. REVOLUTIONARY EUROPE.** (3) Fall. Alternates with 441G; offered 1960-61.

The revolutionary and national movements on the Continent down to 1848. The French Revolution and Napoleonic Wars are emphasized. Prerequisite: Social Science 201.

**440G. ARKANSAS HISTORY.** (2) Spring.

A study of the political, economic and social development of the state of Arkansas.

**441G. HISTORY OF THE SOUTH.** (3) Fall. Alternates with 407G; offered 1961-62.

The "Old South," the problems of reconstruction, the development of the "New South" and an analysis of continuing trends. Prerequisites: 101, 102, 103.

**445G. EUROPE IN THE AGE OF NATIONALISM AND IMPERIALISM.** (3) Spring.

Alternates with 447G; offered 1961-62.

Europe from the Revolution of 1848 to the First World War. Prerequisite: Social Science 201.

**447G. EUROPE SINCE 1914.** (3) Spring. Alternates with 445G; offered 1960-61.

Social and political development of Europe from 1914 to the present. Prerequisite: Social Science 201.

**501. AMERICAN HERITAGE—LITERARY AND PHILOSOPHICAL.** (3) Summer only.

Development of the background of the American way of life from literature and from economic and political philosophy from the Greeks to the American Revolution. Special emphasis is given to the Modern Era.

**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.

**POLITICAL SCIENCE****250. AMERICAN NATIONAL GOVERNMENT.** (3) Fall.

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 1960-61.

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 1960-61.

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.

**324. PRINCIPLES OF PUBLIC ADMINISTRATION.** (3) Fall. Alternate years; offered 1960-61.

The administrative processes of national, state and local governments.

**351. INTERNATIONAL ORGANIZATION.** (3) Spring. Alternate years; offered 1961-62.

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.

**352. THE BACKGROUND OF AMERICAN CONSTITUTIONALISM.** (3) Fall. Alternate years; offered 1961-62.

The origin and development of the American constitutional system from colonial days to 1876.

**354. AMERICAN POLITICAL PARTIES.** (3) Fall. Alternate years; offered 1960-61.

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

**355. PUBLIC OPINION AND PROPAGANDA.** (3) Spring. Alternate years; offered 1960-61.

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.

**420G. FOREIGN POLICY OF THE UNITED STATES.** (3) Fall. Alternate years; offered 1961-62.

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.

**422G. AMERICAN POLITICAL THEORY.** (3) Fall. Alternate years; offered 1961-62.

American political thought from colonial times to the present.

**423G. RECENT POLITICAL THOUGHT.** (3) Spring. Alternate years; offered 1960-61.

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.

**425. GOVERNMENT AND BUSINESS.** (3) Spring. Alternate years; offered 1961-62.

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

**435G. RECENT DEVELOPMENT OF AMERICAN CONSTITUTIONALISM.** (3) Spring. Alternate years; offered 1961-62.

Continuation of 352 to the present.

**450G. PROBLEMS IN POLITICAL SCIENCE.** (2-6) 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.

**503. DIRECTED READING IN POLITICAL SCIENCE.** (3) Offered on demand.

Basic issues of politics. Readings concentrate on fundamental problems: loyalty and civil liberties, free enterprise vs. the welfare state, the role of the U. S. in international affairs, institutions of modern democratic governments with particular focus on the dynamics of political behavior in these different societies and the theories of anti-democratic governments including the relation between those systems in their attacks on democracy.



**SOCIAL SCIENCE****201. WESTERN CIVILIZATION.** (3) Fall, Spring.

Development of Western civilization from earliest times 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. Required of all sophomores.

**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. Required of all sophomores.

**450G. SENIOR SEMINAR IN THE SOCIAL SCIENCES.** (2) Spring.

Synthesizes the various disciplines in the social science field. Includes course content and bibliography, scientific research and critical analysis.

**SOCIOLOGY****203. GENERAL SOCIOLOGY.** (3) Fall.

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.

**251. HISTORY AND CULTURE OF LATIN AMERICA.** (3) Fall. Same as History 251.**255. MARRIAGE AND THE FAMILY.** (3) Fall.

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. Alternate years; offered 1961-62.

A study of the behavior of typical American communities. Prerequisite: 203.

**310. HISTORY AND CULTURE OF THE FAR EAST.** (3) Spring. Same as History 310.**311. HISTORY AND CULTURE OF AFRICA AND THE NEAR EAST.** (3) Spring.

Alternates with 310; offered 1961-62.

Discussion of the major historical events which have taken place in this area and study of the varied cultures. Emphasis on the present nationalistic trends and forces.

**342. CRIME AND DELINQUENCY.** (3) Spring. Alternate years; offered 1961-62.

Crime and juvenile delinquency emphasizing causes, law enforcement and treatments. Prerequisite: 203.

**355. PUBLIC OPINION AND PROPAGANDA.** (3) Spring. Same as Political Science 355.**405G. CONTEMPORARY SOCIAL PROBLEMS.** (3) Fall. Alternate years; offered 1960-61.

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.

**450. SOCIOLOGY HONORS COURSE.** (2-6) Fall, Spring. Not more than 3 hours may be taken in one semester. Prerequisite: Consent of the instructor and the chairman of the department.

**Home Economics**

Professors: MILDRED L. BELL, Chairman  
THELMA DUMAS BELL

Assistant Professors: IRENE H. PUCKETT  
ELAINE CAMP THOMPSON  
DOROTHY YOUNG WELLBORNE

The Department of Home Economics offers courses designed to prepare young women to meet their responsibilities as home-makers 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 home demonstration agents.

**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 an elective is that of junior or senior standing.

The nursery school laboratory is excellently arranged and well equipped. It provides for 14 children, and includes a play room, music-art-dining room, kitchen, a rest-sleep room, children's rest room, teacher's rest room, a lounge-isolation room, a teacher's office, conference room, observation booths and playground.

Major (Bachelor of Arts): 30 hours in home economics including 101, 102, 201, 202, 331 or 433, 401, 402, 405 and 6 additional advanced hours plus Art 117, 118. This program includes 9 hours in foods and nutrition, 6 in clothing and textiles, and 9 in home and family. Sociology 255 is strongly recommended.



Major (Bachelor of Science for Vocational Teachers): 42 hours in home economics including 101, 102, 201, 202, 203, 214, 322, 323, 331, 401, 402, 405 and 406. Other required courses are Art 117, 118, Sociology 255, Chemistry 111-112, Biology 271, 275 and Education 204, 405, 412, 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 and Social Science 202 but may omit the education courses. One home experience 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.

Major (Bachelor of Science for Dietitians and Food Service Managers—American Dietetics Association, Plan III, Emphasis I, Concentration A): 32 hours in home economics including 102, 201, 214, 331, 332, 401, 402, 433, 435 and 436. Other required courses are Chemistry 111-112, 301, 324, Biology 271, 275, Accounting 205, Psychology 307, Business 320 and Business 368 or Psychology 405.

Minor: 18 hours in home economics including 101, 102, 201, 202, 6 hours of advanced work and Art 117, 118.

**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, fitting, 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 markets, 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.

**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, Art 117.

**203. TEXTILES.** (3) Spring.

Problems in consumer textiles; selection, maintenance and serviceability of fabrics for clothing and home furnishing; characteristics of fibers, fabrics, and finishes; laboratory study of selected fabrics. Two hours lecture and three hours laboratory per week.

**214. FAMILY HEALTH.** (2) Fall.

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, 202.

**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, 332. NUTRITION.** (3,3) Fall, Spring.

Principles of nutrition applied to normal and special dietary needs for various ages, occupations and health conditions. Two hours lecture and three hours laboratory per week.

**401. HOME MANAGEMENT PRINCIPLES.** (3) Fall.

Managerial aspects of homemaking, work simplification for household activities, financial records and budget-making for the individual and the family. Prerequisites: 102 and 201 recommended.

**402. HOME MANAGEMENT RESIDENCE.** (3) Fall, Spring.

Nine weeks residence in the home management house. Management applied to group living. Practical experience in planning, buying, preparing and serving meals. Physical care of the home. Social aspects of group living. Supervised by resident director. Prerequisites: 102, 201, 401 (except for non-majors) and consent of the department chairman.

**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. HOME FURNISHINGS.** (2) Spring.

Art in its application to the home, with laboratory experiences in refinishing and reupholstering furniture and making of slip covers and draperies. Techniques suitable for homemakers, extension workers and homemaking teachers. Students furnish own materials. One lecture and three hours laboratory per week. Prerequisites: Art 117, 118.

**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. Same as Education 424.

**433. EXPERIMENTAL PROBLEMS IN FOODS.** (3) Spring.

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, three hours laboratory per week.

**435. QUANTITY COOKERY.** (3) Fall.

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.

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 the college cafeteria.

**437. FOOD PRESERVATION AND SCHOOL LUNCH PROGRAM.** (2) Fall.

A survey of special methods of food preservation. Emphasis on all methods of food preservation used in the home including the home freezer. The organization and administration of school lunch programs. Laboratory for food preservation, observation of school lunch room.

**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.



## Journalism

Professor: NEIL B. COPE, Chairman

Instructor: THOMAS A. LONEY

The Department of Journalism offers training for those planning to make journalism, advertising and public relations their vocation. It also offers courses for those who need the practical techniques of journalism for use in another vocation or for those who want to write creatively.

Major: 27 hours in journalism including 18 hours of advanced work with approved supporting courses in social science, political science, economics and English.

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

### 201. INTRODUCTION TO JOURNALISM. (3) Fall.

An examination of the broad field of journalism and an inquiry into vocational opportunities. Exercises in reading newspapers and understanding background and problems of the press, both metropolitan and rural. Prerequisites: English 101-102.

### 203. RELIGIOUS JOURNALISM. (2) Spring.

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.

### 204. PHOTOGRAPHY. (2) Fall.

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

### 301. REPORTING. (3) Fall. Alternates with 401; offered 1961-62.

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 303; offered 1961-62.

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 302; offered 1960-61.

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.

### 305. PUBLICATIONS PHOTOGRAPHY. (3) Spring. Alternates with 402; offered 1960-61.

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: 204 or equivalent.

### 322. TYPOGRAPHY AND GRAPHIC ARTS. (3) Fall. Alternates with 323; offered 1960-61.

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. FEATURE WRITING. (3) Fall. Alternates with 322; offered 1961-62.

Study, analysis and criticism of non-fiction articles in newspapers and magazines. Style and technique, manuscript preparation, illustrations, literary markets and contacts with editors are considered. Students are expected to write for publication.

### 401. THE PRESS AND SOCIETY. (3) Fall. Alternates with 301; offered 1960-61.

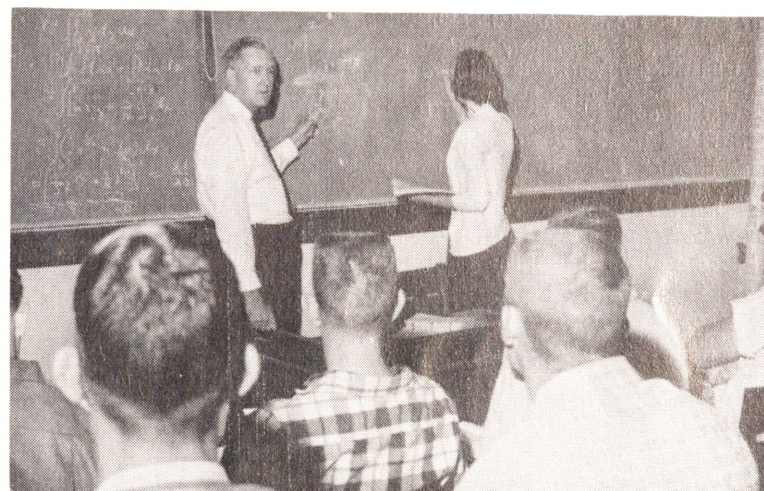
Background of the American press; examination of problems of editorial freedom, ethics of the press, propaganda, public opinion and the place of the newspaper in a democratic society.

### 402. PUBLIC RELATIONS PRINCIPLES. (3) Spring. Alternates with 305; offered 1961-62.

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.

### 450. SEMINAR. (2) Offered on demand.

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



## Mathematics

Professors: CHARLES G. PITNER, Chairman  
JOSEPH E. PRYOR

Assistant Professors: KENNETH LEON PERRIN  
JAMES ANDREW ROBERTS

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 who are majoring in mathematics.

Major (Bachelor of Arts): 30 hours of mathematics including 251-252 and 10 hours of advanced credit. Physics 201-202 is required.



Major (Bachelor of Science): 30 hours of mathematics including 251-252 and 10 hours of advanced work, 27 hours in two other sciences and 6 hours in a fourth science. Physics 201-202 must be included.

Minor: 18 hours of mathematics including six hours of advanced credit.

**101. BASIC MATHEMATICS.** (3) Fall, Spring.

Designed to give students an acquaintance with the language of elementary mathematics and the ability to appreciate and use the mathematical aspects of our culture. Does not count toward the major or minor.

**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 consent of instructor.

**152. PLANE TRIGONOMETRY.** (3) Spring.

Trigonometric functions, functional relations, logarithms, solution of right and oblique triangles with application, identities, inverse functions and equations. Prerequisites: 105 and one year of plane geometry or consent of instructor.

**153. ANALYTIC GEOMETRY.** (3) Spring.

Properties of the straight line, circle, ellipse, parabola, hyperbola, transformation of axes and polar coordinates. Prerequisites or co-requisites: 151, 152.

**171-172. COLLEGE ALGEBRA, TRIGONOMETRY, ANALYTIC GEOMETRY.** (5,5) Fall, Spring.

Usual topics of college algebra, trigonometry and analytic geometry. An honors course for those who have a strong background in high school mathematics. Prerequisite: Consent of instructor.

**251-252. CALCULUS.** (4,4) Fall, Spring.

Fundamental principles of differential and integral calculus. Limits and continuity, differentiation and integration of functions, maxima and minima, applications of integration, series, partial differentiation and multiple integrals. Prerequisites: 151, 152, 153.

**301G. COLLEGE GEOMETRY.** (3) Spring. Alternate years; offered 1960-61.

Advanced plane geometry. Geometric constructions, similar and homothetic figures, properties of the triangle, quadrilateral and circle. Prerequisite: 153.

**322G, 323G. MODERN ALGEBRA.** (3,3) Fall, Spring.

Detailed analysis of the systems of integers, rational numbers, real numbers, and complex numbers. A study of abstract algebraic systems including groups, rings, fields, and integral domains.

**401G. DIFFERENTIAL EQUATIONS.** (3) Fall. Alternates with 431G; offered 1960-61.

Ordinary differential equations with applications. Prerequisite: 252. Physics 201-202 recommended.

**421G. ANALYTICAL MECHANICS.** (3) Spring. Offered on sufficient demand. Same as Physics 421G.

**431G. ADVANCED CALCULUS.** (3) Fall. Alternates with 401G; offered 1961-62.

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

## Music

Professor: ERLE T. MOORE, Chairman

Assistant Professors: GEORGE EDWARD BAGGETT  
KENNETH DAVIS, JR.  
GEORGE EASON

Instructors: MONA MOORE  
JEAN HARRISON ROBBINS

The Department of Music is organized to prepare students to teach music, to train students for a career of musical performance and provide for all students the cultural attainments afforded through the study of music. The areas of concentration are music education, piano and voice.

Major in Music Education with emphasis on Vocal-Choral: 47 hours in music including 111-112, 205, 211-212, 251-252, 331, 335, 403 or 426, 431-432 and 12 hours of applied music including at least 4 hours of voice. In addition, for certification, Psychology 203, 307, Education 204, 451 and 7 hours to be selected by the Chairmen of the Music and the Education Departments.

Major in Music Education with emphasis on Instrumental: 49 hours in music including 111-112, 205, 211-212, 251-252, 332, 335, 426, 431-432, 461-462, 4 hours of piano and 8 hours of private instruments. In addition, for certification, Psychology 203, 307, Education 204, 451 and 7 hours to be selected by the Chairmen of the Music and the Education Departments to fit the particular needs of the student.

Major in Voice: 53 hours in music including 111-112, 205, 251-252, 331, 335, 431-432, 8 hours in piano and 16 hours of private voice. A voice recital satisfactory to the music faculty must be given during the senior year.

Major in Piano: 53 hours in music including 111-112, 131, 132, 205, 251-252, 335, 421-422, 431-432, 4 hours of private or class voice and 16 hours of piano. A piano recital satisfactory to the music faculty must be given during the senior year.

Minor: 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 the principles and techniques which underlie artistic creation in music such as form, theme, rhythm, mood, tone and harmony and their relation to principles in other art media.

**111-112. THEORY I.** (4,4) Fall, Spring.

Ear training, part writing, keyboard harmony, analysis, dictation, melody writing and harmonization based upon the diatonic harmonies of major and minor keys. Prerequisite: 115 or consent of the instructor.



**115. FUNDAMENTALS OF MUSIC.** (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. ELEMENTARY MUSIC EDUCATION.** (2) Spring.

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

**131, 132. ENSEMBLE.** (1,1) Fall, Spring.

Participation in one of the following music organizations. Open to all students. Maximum credit two hours. Choral groups:

**A Cappella Chorus**, a mixed ensemble selected by audition, prepares a balanced repertoire of sacred and secular works by composers of various periods from the Renaissance through the contemporary. Concerts are presented on campus and on tours.

**The Harding Chorale** prepares a repertoire of standard choral works. Open to all students. Appearances are primarily local.

Other groups: **Men's Quartet**, **Women's Ensemble**, **The Harding Band** and **Symphonette**.

**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 basses.

**251-252. THEORY II.** (4,4) Fall, Spring.

Modulation, chromatic harmonies, chord dictation, music reading, keyboard harmony, analysis, melody writing and harmonization. Prerequisite: 112.

**301x. MUSIC LITERATURE.** (2) Fall. Offered on sufficient demand.

An intensive study of the musical works of selected outstanding composers of the 18th, 19th and 20th centuries. As far as possible, familiarity with the works will be gained through performance and listening. This will be supplemented by analysis of available scores and literary research. Emphasis will be placed upon a detailed study of musical works rather than upon biographical detail or historical sequence. Prerequisite: 101 or consent of the instructor.

**331. CHORAL CONDUCTING.** (2) Fall. Offered on sufficient demand.

Choral conducting techniques, rehearsal procedures, musical interpretation, repertoire, program building and voice classification. Emphasis on the problems of high school choruses.

**332. INSTRUMENTAL CONDUCTING.** (3) Spring. Offered on sufficient demand.

Preparation for the conducting of the high school band. Includes baton technique and rehearsal procedures.

**335. FORM ANALYSIS.** (2) Fall. Offered on sufficient demand.

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

**403. ELEMENTARY MUSIC METHODS.** (2) Spring.

Techniques and materials for music instruction in grades one through eight. Registration restricted to music majors.

**421-422. PIANO MATERIALS AND METHODS.** (2,2) Offered on sufficient demand.

The standard literature and teaching materials for the piano, techniques of teaching and problems related to the work of the private teacher.

**426. SECONDARY MUSIC METHODS.** (2) 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.

**431G-432G. HISTORY OF MUSIC.** (3,3) Fall, Spring.

The development of Western music form 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 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 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 and 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



## Physical Education and Health

Professors: HARRY DOYLE OLREE, Chairman  
M. E. BERRYHILL

Assistant Professors: CARL LEE ALLISON  
CECIL MURL BECK  
HUGH M. GROOVER  
CLIFFORD JOHN PROCK

Instructor: EDDIE RAY CAMPBELL

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 can be met by a combination of any of the following: 120, 121, 122, 203, 313, 315, 320. 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.

Physical Education 203 is required of all students who plan to teach with the exception of home economics teachers; however, the course is not open to freshmen.

Major: 30 hours in physical education including 202, 203, 206, 301, 404, 405, 427 and such additional courses as may be prescribed by the chairman of the department. Women may substitute 400 for 405.

Minor: 18 hours including 203, 206, 427 and 3 additional hours of advanced work.

**100x. BEGINNING SWIMMING.** (0) Fall. Open only to women. Offered on sufficient demand.

**113. SWIMMING AND WATER SAFETY.** (1) Fall (Men), Spring (Women). Standard Red Cross course in Life Saving.

**120. ARCHERY AND BADMINTON.** (1) Fall, Spring. Instruction and practice in the basic skills of archery and badminton.

**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.

**202. FIRST AID.** (2) 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.

**301. KINESIOLOGY.** (3) Spring.

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.

**305. ATHLETICS FOR MEN: FOOTBALL AND BASKETBALL.** (2) Fall. Coaching and officiating football and basketball.

**307. ATHLETICS FOR MEN: BASEBALL AND TRACK.** (2) Spring. Coaching and officiating baseball and track.

**313. FUNDAMENTALS OF SCOUTING.** (2) Spring. History of scouting, organization of the local troop and problems related to the progressive troop. Laboratory experience includes visitation of troop meetings and work with local scout leaders.

**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.** (2) 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.

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

**404. 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. Prerequisite: 206.

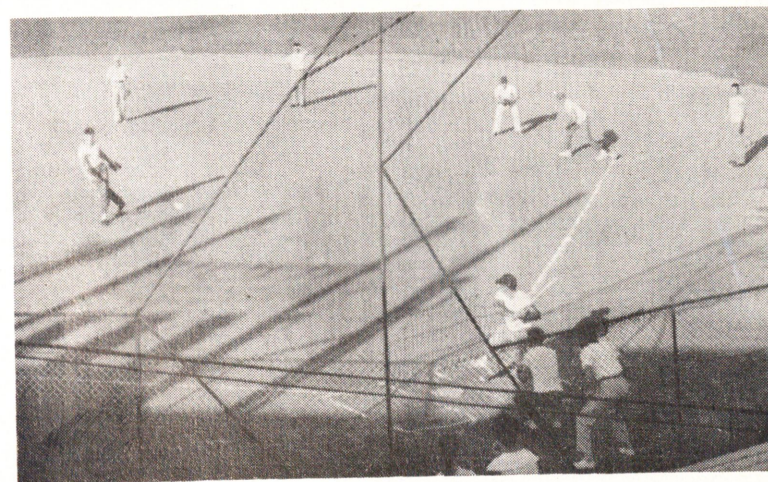
**405. ORGANIZATION AND ADMINISTRATION OF HIGH SCHOOL ATHLETIC PROGRAMS: INTRAMURAL AND INTERSCHOLASTIC.** (3) Fall.

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.

**427. PHYSICAL EDUCATION FOR SECONDARY SCHOOLS: METHODS, ORGANIZATION AND ADMINISTRATION.** (3) Fall.

A study of methods as they apply to the total program and to the organization, instruction and selection of activities at the class level.

**450. SEMINAR IN PHYSICAL EDUCATION.** (2) Fall. Open only to majors in physical education in their senior year.





## Physical Science

Professor: JOSEPH E. PRYOR, Chairman

Associate Professor: WILLIAM D. WILLIAMS

Assistant Professors: DON ENGLAND  
MAURICE L. LAWSON  
JAMES ANDREW ROBERTS

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 majors for graduate study or industrial work. The Bachelor of Science degree is awarded to chemistry majors. For the general science degree programs see pages 103 and 104.

### Chemistry

Major: 35 hours of chemistry including 111-112 or 121, 151, 252, 301, 311, 411 and 10 additional advanced level hours. The following supporting courses or equivalents must be completed: Physics 201-202, Mathematics 251, German 101-102 and additional science and/or mathematics to total 67 hours in this area. Chemistry 302, 312, 401, 412, Mathematics 252, 401 and Physics 301 are strongly recommended.

Minor: 18 hours of chemistry including 151 and 6 hours of advanced credit.

### Physics

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

## CHEMISTRY

### 111-112. GENERAL INORGANIC CHEMISTRY. (4,4) Fall, Spring.

The fundamental principles and facts of inorganic chemistry including the basic laws and theories, atomic structure, the periodic table, a systematic survey of the more common elements, chemical reactions and elementary calculations. Three class periods and three hours laboratory per week. Students who have had no high school chemistry or have a weak background may be required to meet an additional period each week.

### 121x. GENERAL INORGANIC CHEMISTRY. (5) Fall.

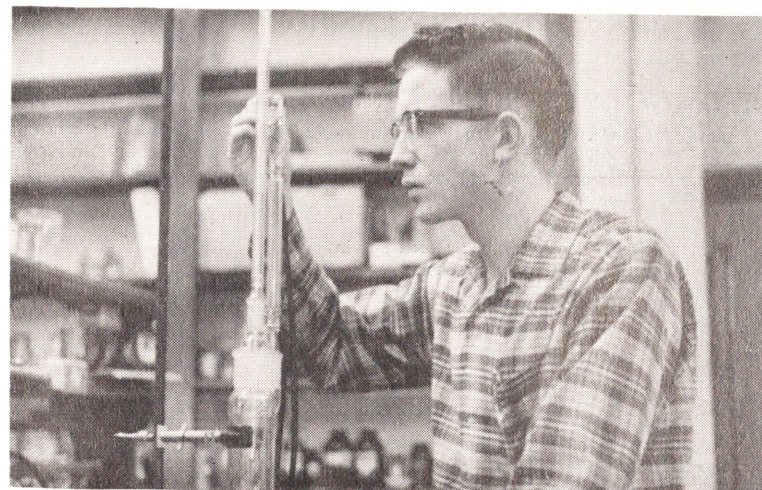
An accelerated course in general inorganic chemistry for superior students who have had a good high school chemistry course or who are otherwise capable of taking the course. Four class periods and three hours laboratory per week. Prerequisite: Consent of the department. Credit will not be given for both 121 and 111-112.

### 151. QUALITATIVE ANALYSIS. (3) Fall, Spring.

The theory of inorganic qualitative analysis and an application of the theory to the semi-micro separation and identification of the more common cations and anions. One class period and six hours laboratory per week. Prerequisite: 112.

### 252. QUANTITATIVE ANALYSIS. (4) Spring.

The theory and techniques of gravimetric and volumetric analysis with emphasis on fundamental principles, calculations and precision of determination. Two class periods and six hours laboratory per week. Prerequisites: 151 or consent of the instructor and Mathematics 151 or 152.



### 301-302. ORGANIC CHEMISTRY. (4,4) Fall, Spring.

Fundamental principles of organic chemistry including nomenclature, classification, preparation, properties, uses and characteristic reactions of aliphatic and aromatic compounds of carbon. Three class periods and three hours laboratory per week. Prerequisite: 112.

### 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. (2) Spring.

The periodic system, atomic structure and special topics in inorganic chemistry. Two class periods per week. Prerequisite: 151.

### 313. INORGANIC PREPARATIONS. (1 or 2) Offered on sufficient demand.

The preparation of inorganic compounds by various techniques. Three or six hours laboratory per week. Prerequisites: 151 and consent of instructor.

### 324. BIOCHEMISTRY. (3) Spring. Offered on sufficient demand.

Basic concepts of biochemistry including carbohydrates, fats, proteins, vitamins, hormones and their role in digestion, metabolism and nutrition. Three class periods per week. Prerequisite: 301.

### 333. ADVANCED ANALYTICAL CHEMISTRY. (1 or 2) Offered on sufficient demand.

Selected techniques of chemical analysis including instrumental methods. Three or six hours laboratory per week. Prerequisites: 252 and consent of instructor.

### 401x. ADVANCED ORGANIC CHEMISTRY. (2) Spring.

Advanced topics in organic chemistry with special emphasis on the mechanism of organic reactions. Two class periods per week. Prerequisite: 302.

### 403. ORGANIC SYNTHESSES. (1 or 2) Offered on sufficient demand.

The synthesis of organic compounds using more advanced techniques than in the basic course. Three or six hours laboratory per week. Prerequisites: 302 and consent of instructor.

### 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: 252 or consent of the instructor, Physics 201-202 and Mathematics 251. Mathematics 251 may be taken concurrently.



## PHYSICAL SCIENCE

### 101, 102. PHYSICAL SCIENCE. (2,2) Fall, Spring.

An introduction to the philosophy and methodology of science; basic concepts of some of the physical sciences. Astronomy, geology, meteorology and conservation of natural resources are included in 101; chemistry and physics in 102.

### 502. SEMINAR IN PHYSICAL SCIENCE. (3) Offered on sufficient demand.

A comprehensive study of basic concepts in the physical sciences designed to give the prospective high school science teacher a better integrated understanding of the field of physical science. Readings will be selected from the writings of outstanding scientists. Prerequisite: Consent of instructor based on the student's demonstrated proficiency in chemistry, physics and mathematics.

## PHYSICS

### 201-202. GENERAL PHYSICS. (4,4) Fall, Spring.

The fundamental principles of physics with emphasis on basic concepts and problem solving. Mechanics and heat are studied in 201; sound, light and electricity in 202. Three class periods and three hours laboratory per week. Prerequisite: Mathematics 152.

### 301. MODERN PHYSICS. (3) Offered on sufficient demand.

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 and Mathematics 251. Calculus may be waived with consent of instructor.

### 311. LIGHT. (3) Offered on sufficient demand.

A study of geometrical and physical optics, including a rigorous treatment of basic principles and the theory of certain optical instruments. Three class periods per week. Prerequisites: 201-202 and Mathematics 252. The latter may be taken concurrently.

### 401. HEAT AND THERMODYNAMICS. (3) Offered on sufficient demand.

A study of the basic concepts and fundamental laws of heat from a rigorous viewpoint. Special attention is given to the development and application of the laws of thermodynamics. Three class periods per week. Prerequisites: 201-202 and Mathematics 252. The latter may be taken concurrently.

### 411x. ELECTRICITY. (3) Offered on sufficient demand.

An intermediate study of the theory and application of electricity. Three class periods per week. Prerequisites: 201-202 and Mathematics 252. The latter may be taken concurrently.

### 415G. ADVANCED PHYSICS LABORATORY. (1-3) Offered on sufficient demand.

This course will consist of experiments at an advanced undergraduate level designed to meet the particular needs of the student. Three hours of laboratory per week for each hour of credit. One hour of credit per semester will be permitted under normal circumstances. Prerequisites: 201-202 and consent of instructor. Enrollment or credit in 301, 311, 401 or 411 may be required.

### 421G. ANALYTICAL MECHANICS. (3) Offered on sufficient demand.

Statics and dynamics 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: 201 and Mathematics 252.

## Speech

Professor: EVAN ULREY, Chairman

Assistant Professors: BEN J. HOLLAND  
RICHARD W. WALKER  
DOYLE G. WARD

Instructor: DARREL EUGENE ALEXANDER

The Department of Speech has the following objectives: to establish an academic basis for the improvement of 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, 110L, 125, 200, 240, 250, 255 and 405. Those who plan to teach speech on the secondary level should also take 331 and 430.

Minor: 18 hours including 110, 110L, 125, 200, 240 or 255 and 250 or 405.

### 100a-100b. SPEECH IMPROVEMENT. (1,1) Fall, Spring.

Special training for those who have minor speech difficulties. Does not count toward a major or minor.

### 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.

### 110Lx. VOICE AND ARTICULATION LABORATORY. (1) 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.

### 120. PROBLEMS OF PLAY PRODUCTION. (2) Fall. Alternates with 320; offered 1960-61.

Special laboratory problems in lighting and scenery as they apply to staging drama.

### 121. PROBLEMS OF ACTING. (2) Spring. Alternates with 316; offered 1961-62.

Beginning principles and practices of acting.

### 124. FUNDAMENTALS OF MAKE-UP. (1) Fall. Offered on demand.

Techniques of character and straight make-up for the stage.

### 125, 126. INTRODUCTION TO ARGUMENTATION. (2,2) Fall, Spring.

Principles of argumentation including research and organization of argument and evidence. Opportunity to participate in intercollegiate debate.

### 200. INTRODUCTION TO SPEECH FIELDS. (3) Fall.

An introduction to the various areas of the speech field and to the terminology and materials of the field.

### 240. PROBLEMS OF PLAY DIRECTING. (3) Fall.

Special laboratory problems in directing plays.

### 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.



## Honors and Degrees

May and August, 1959

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

A study of the theory and practice of preparation and oral presentation of prose and poetry.

**270, 271. ADVANCED ARGUMENTATION.** (2,2) Fall, Spring.

Practice in debating for those who have had one or two years of debating experience. Prerequisites: 125, 126.

**275. GROUP DISCUSSION METHODS.** (3) Spring. Alternates with 332; offered 1961-62.

Principles and practices in conducting the symposium, the conference, the forum and the round table.

**300a-300b. CLINICAL PRACTICE.** (1,1) Offered on demand.

Laboratory in speech correction. Prerequisite: 250.

**310. CONTEMPORARY DRAMA.** (2) Offered on demand.

An analysis of plays from the viewpoint of structure, acting possibilities and directing problems.

**311. HISTORY AND THEORY OF THE THEATRE.** (2) Offered on demand.

The history of playwriting, acting, directing and scene design.

**316. STYLES OF ACTING.** (2) Spring. Alternates with 121; offered 1960-61.

An advanced study of the theory and practice of modern principles of acting. Prerequisite: 121 or consent of instructor.

**320. HISTORY OF STAGE COSTUME.** (2) Fall. Alternates with 120; offered 1961-62.

History of costume from early Egypt to the present. Costuming dramatic productions.

**331. INTRODUCTION TO RADIO.** (3) Fall.

Historical development, techniques of program construction, continuity and script writing, microphone technique.

**332. RADIO SPEECH.** (3) Spring. Alternates with 275; offered 1960-61.

Writing and production of the various types of radio programs.

**341, 342. PREPARATION AND DELIVERY OF SERMONS.** (3) Fall, Spring. Same as Bible 341, 342.**351. ORAL INTERPRETATION OF LITERATURE.** (3) Spring.

Psalms, Proverbs, Job, Ecclesiastes, Songs of Solomon and selections from the New Testament are used as a basis of theory and criticism. Prerequisite: 255 or consent of instructor.

**400G. ADVANCED SPEECH CORRECTION.** (4) Spring. Offered on demand.

Is concerned with the more complicated types of speech abnormalities such as aphasia, cleft palate, cerebral palsied speech and stuttering. Prerequisite: 250.

**402G. PERSUASION AND ARGUMENTATION.** (2) Spring. Offered on demand.

Theory of argument and persuasion in oral discourse. Prerequisite: 270 or consent of instructor.

**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: 200 or consent of instructor.

**410. ADVANCED PUBLIC ADDRESS.** (3) Spring. Offered on demand.

A critical analysis of speeches and speakers in order to develop a sound rhetorical theory and practice. Prerequisite: 110 or consent of instructor.

**430. TEACHING SPEECH.** (2) Offered on demand.

Methods of instruction in speech at the high school level; speech fundamentals, public speaking, discussion, debate, interpretation, radio and drama.

**450G. ADVANCED INDIVIDUAL STUDY.** (2) Offered on demand.

Seminar in drama, oral interpretation, speech correction, public address, phonetics, speech education. Prerequisite: Consent of chairman of the department.

## Summa Cum Laude

Kathryn Roberts Campbell  
August J. Garver  
Joe Walter Hightower  
Garry Peddle

B.A. Physical Education  
B.A. Mathematics  
B.S. Mathematics and Chemistry  
B.S. Mathematics and Chemistry

Florida  
Missouri  
Texas  
Canada

## Magna Cum Laude

Mary Elizabeth Baker  
William Eugene Earnhart  
Carolyn Marie Gelley  
Rose Marie Jones  
Juanice Dill Niestadt  
John F. Wilson

B.S. Business Administration  
B.S. Business Administration  
B.A. English  
B.A. Business Education  
B.A. Elementary Education  
B.A. Bible

Louisiana  
Illinois  
Canada  
Kansas  
Tennessee  
Missouri

## Cum Laude

Charles R. Coil  
Donald E. Horsman  
Perry S. Mason, Jr.  
Joy Olree  
Martha Love Presley  
Louis Maxon Stephens  
Ann Moody Tatum  
Sollie E. Turner  
Robert C. Walls

B.A. Social Science  
B.S. Mathematics and Chemistry  
B.S. Mathematics and Chemistry  
B.A. Home Economics  
B.A. Elementary Education  
B.A. Speech  
B.A. English  
B.A. English  
B.S. Mathematics

Arkansas  
Arkansas  
Arkansas  
Missouri  
Mississippi  
Kentucky  
Kentucky  
West Virginia  
Arkansas

## Bachelor of Arts

Carolyn Alice Ainsworth  
Robert Lynn Anderson  
Frederick Ralph Austin  
Virginia Ann Baker  
Horace Wade Bedwell  
Billy Herbert Beeson  
Carroll W. Beeson  
Gary Dean Blake  
Reginald Keith Boler  
William A. Branch  
Johnny C. Brown  
Glen Browning  
Marilyn Beal Caldwell  
Eddie Ray Campbell  
Kathleen P. Campbell  
Margie Cannon  
Gail Shoptaw Carter  
Elizabeth Jeanne Clark  
Regina Ann Clary  
Charles Douglas Cloud  
William E. Cloud  
Wallace Wayne Colson  
James Darrell Cornelius  
Linda Lou Crews  
Pauline Frederick Crook  
Jennie Schoolfield Cross  
Robert M. Cross  
Martha Lee Crowell  
Eddie Lynn Dunn  
Joan Sue Epp

B.A. Elementary Education  
B.A. Speech  
B.A. Speech  
B.A. Elementary Education  
B.A. Bible  
B.A. Accounting  
B.A. Accounting  
B.A. Bible  
B.A. Physical Education  
B.A. Biology  
B.A. Speech  
B.A. Elementary Education  
B.A. Music  
B.A. Physical Education  
B.A. Elementary Education  
B.A. Accounting  
B.A. Music  
B.A. Elementary Education  
B.A. English  
B.A. Accounting  
B.A. Speech  
B.A. Biology  
B.A. Social Science  
B.A. Home Economics  
B.A. English  
B.A. Journalism  
B.A. Bible  
B.A. Home Economics  
B.A. Biblical Languages  
B.A. English

Arkansas  
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Arizona  
New Jersey  
New Jersey  
Georgia  
Oklahoma  
Arkansas  
Arkansas  
Texas  
Oklahoma  
Arkansas  
Michigan  
Texas



Huel D. Evans  
 Paul Jerome Evins  
 Geraldine Farmer  
 Jewell W. Ferren  
 Mary Ellen Fletcher  
 Barbara Galyan  
 Rex Gentry  
 Kenneth E. Getter  
 Ronald Goemmer  
 Robert E. Goodrich  
 Robert L. Gregg  
 LaVerne Sevedge Hale  
 William R. Ham  
 Eugene Kent Harrell  
 Jeanette Harrington  
 Barbara Jean Harris  
 Richard Ray Hawkins  
 Ronald E. Hinds  
 Don R. Holton  
 Pat Huckabee  
 Loreta Jean Huffard  
 Glaman Newton Hughes  
 Joyce Elizabeth Jennings  
 Kathryn E. Johnson  
 Doris Sue Jones  
 Richard Allen Kruse  
 Violet Ann Linam  
 Martha Burns McKee  
 James A. Mahaffy, Jr.  
 George Howard Marshall  
 Freddy Maynard Massey  
 Peggy Robertson Massey  
 Rosemary Matheny  
 Jerry Wayne Mitchell  
 Shizuko Mochizuki  
 Joseph William Moore  
 Gerald R. Myers  
 Nancy Banowsky Myers  
 John F. Neistadt  
 Harold Eugene Norwood  
 Betty Joy Olmstead  
 Malcolm E. Parsley  
 Annette Pate  
 Donald Gene Porterfield  
 Dortha Roberta Putman  
 Mavis Elizabeth Ramey  
 Marilyn Elaine Rausch  
 Robert Lee Raymer  
 Charles L. Reddell  
 Jack E. Richardson  
 Edward Cullum Ritchie  
 Lillian Robertson  
 Marilyn Dodd Robison  
 John H. Ryan, Jr.  
 Donna Lee Sellers  
 James C. Sexson  
 Dorothy Lou Smith  
 Loyd Smith  
 Patricia Ann Smith  
 Delia B. Stephenson Stafford  
 Patricia M. Stine  
 Bob Sullins  
 Gary E. Turner

B.A. Bible  
 B.A. Bible  
 B.A. Home Economics  
 B.A. Elementary Education  
 B.A. Social Science  
 B.A. English  
 B.A. Social Science  
 B.A. Elementary Education  
 B.A. Social Science  
 B.A. Elementary Education  
 B.A. Speech  
 B.A. Elementary Education  
 B.A. Biology  
 B.A. Speech  
 B.A. Political Science  
 B.A. Elementary Education  
 B.A. Speech  
 B.A. Bible  
 B.A. Bible  
 B.A. Journalism  
 B.A. Psychology  
 B.A. Bible  
 B.A. Elementary Education  
 B.A. Elementary Education  
 B.A. Elementary Education  
 B.A. English and Bible  
 B.A. Elementary Education  
 B.A. Art  
 B.A. Bible  
 B.A. Bible  
 B.A. General Science  
 B.A. Home Economics  
 B.A. Elementary Education  
 B.A. Bible  
 B.A. Art  
 B.A. Accounting  
 B.A. History  
 B.A. English  
 B.A. Bible  
 B.A. Physical Education  
 B.A. Communications  
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 B.A. Biology  
 B.A. Social Science  
 B.A. Elementary Education  
 B.A. Elementary Education  
 B.A. Music  
 B.A. History

Alabama  
 Arkansas  
 Missouri  
 Arkansas  
 Arkansas  
 Indiana  
 Georgia  
 Wisconsin  
 Illinois  
 New York  
 Texas  
 Arkansas  
 Arkansas  
 Florida  
 Arkansas  
 Arkansas  
 Missouri  
 California  
 Oklahoma  
 Arkansas  
 Illinois  
 Texas  
 Arkansas  
 Arkansas  
 Texas  
 California  
 Oklahoma  
 Tennessee  
 Vermont  
 Oklahoma  
 Mississippi  
 Arkansas  
 Louisiana  
 Texas  
 Japan  
 Missouri  
 Texas  
 Texas  
 New York  
 Illinois  
 Oklahoma  
 California  
 Arkansas  
 Missouri  
 Arkansas  
 Arkansas  
 Illinois  
 Missouri  
 Kansas  
 Missouri  
 Arkansas  
 Arkansas  
 Tennessee  
 New Jersey  
 Arkansas  
 Arkansas  
 Arkansas  
 Arkansas  
 Georgia  
 Texas  
 California  
 Tennessee  
 Michigan

Jack W. Vancil  
 Kenneth Gene Vanderpool  
 Jayne Marlene VanWey  
 Bernard Waites  
 Donald J. Waldrop  
 Barbara Jeanette Walker  
 Nelda Jean Walter  
 Vaughan Kelso Waters  
 Thomas Phillip Watson  
 Jerry Lee Westbrook  
 James Oliver Whitfield  
 Marilyn Davis Williams  
 Marsha Kay Wilson  
 Doyle W. Wood

### Bachelor of Science

Charles Thomas Bryant  
 Shirley Jo Cox  
 Terry Davis  
 James Curtis Eckerberg  
 Marvin A. Garner  
 Warren Guntharp  
 Carolyn Janiece Helm  
 Boyce Dewayne Helms  
 Don Jerry Helms  
 Modena Parks Jester  
 Ardythe Johnson  
 Patricia Ann McKay  
 Vilian Ann Mosby  
 Sandra Ann Phillips  
 Mozelle Telchik

B.A. Bible  
 B.A. Bible  
 B.A. Elementary Education  
 B.A. Social Science  
 B.A. English  
 B.A. Elementary Education  
 B.A. English  
 B.A. Political Science  
 B.A. Speech  
 B.A. Bible  
 B.A. Biblical Languages  
 B.A. English  
 B.A. Art  
 B.A. Physical Education

Indiana  
 Arkansas  
 Ohio  
 Louisiana  
 Texas  
 Tennessee  
 Arkansas  
 Virginia  
 Arkansas  
 Arkansas  
 California  
 Texas  
 Texas  
 Arkansas

B.S. Chemistry  
 B.S. Home Economics  
 B.S. General Science  
 B.S. Chemistry  
 B.S. Chemistry  
 B.S. Business Administration  
 B.S. Home Economics  
 B.S. Chemistry  
 B.S. Business Education  
 B.S. Business Administration  
 B.S. Business Administration  
 B.S. Home Economics  
 B.S. Home Economics  
 B.S. Home Economics  
 B.S. Home Economics

Missouri  
 Indiana  
 Arkansas  
 Kansas  
 Missouri  
 Arkansas  
 Indiana  
 Arkansas  
 Arkansas  
 Arkansas  
 Missouri  
 Alabama  
 Arkansas  
 Louisiana  
 Texas

### Master of Arts in Teaching

Alfred C. Brittain  
 Henry Dale Deeter  
 William Garth Diles  
 Betty Ann Floyd  
 Aquilla Fuchs  
 Elmer T. Gathright  
 Mrs. Willie Glenn  
 William Curtis Hampton  
 Herbert W. Heffington  
 Eunice Hogan  
 Charles L. Jackson  
 Lois Lee Lawson  
 Naomi Maddox May  
 Walter L. Nelms  
 Leola Pearce  
 Alma Pearson  
 Mae Shull  
 Delane Way  
 Christine Webb  
 Ruby Davis Williams

Arkansas  
 Arkansas  
 Arkansas  
 Arkansas  
 Arkansas  
 Arkansas  
 Kentucky  
 Arkansas  
 Tennessee  
 Arkansas  
 Arkansas  
 Arkansas  
 Tennessee  
 Arkansas  
 Arkansas  
 Arkansas  
 Michigan  
 Arkansas  
 Arkansas



**Enrollment Summary**

1958-1959

**COLLEGE ENROLLMENT**

Regular Session 1958-59	Male	Female	Total
Freshman	183	172	355
Sophomore	130	107	237
Junior	93	59	152
Senior	112	72	184
Post-Graduate	3	1	1
Graduate	10	19	29
Special	19	15	34
	<hr/> 550	<hr/> 445	<hr/> 995

**Summer 1959**

Freshman	11	12	23
Sophomore	7	17	24
Junior	15	12	27
Senior	30	39	69
Graduate	30	26	56
Special	1	5	6
	<hr/> 94	<hr/> 111	<hr/> 205

TOTAL COLLEGE, Regular and Summer	644	556	1,200
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**HIGH SCHOOL AND ELEMENTARY SCHOOL ENROLLMENT**

Regular Session 1958-59	Male	Female	Total
High School	94	85	179
Elementary	68	60	128
	<hr/> 162	<hr/> 145	<hr/> 307

<b>Summer 1959</b> High School	21	24	45
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TOTAL ELEMENTARY AND HIGH SCHOOL Regular and Summer	183	169	352
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**TOTAL ENROLLMENT**

Total, all divisions, Regular	712	590	1,302
Total, all divisions, Regular and Summer	827	725	1,552

**STATES AND COUNTRIES REPRESENTED****IN REGULAR SESSION**

1958-59

**WITHOUT DUPLICATION**

States	Number	States	Number
Alabama	27	Oklahoma	52
Arizona	3	Oregon	3
Arkansas	379	Pennsylvania	1
California	28	South Dakota	1
Colorado	6	Tennessee	48
Connecticut	1	Texas	74
Florida	9	Virginia	2
Georgia	18	Washington	3
Idaho	1	Washington, D.C.	1
Illinois	28	West Virginia	11
Indiana	24	Wisconsin	2
Iowa	6	<b>Foreign Countries</b>	
Kansas	34	Africa	2
Kentucky	10	Arabia	1
Louisiana	19	Canada	6
Maryland	1	China	2
Michigan	40	Germany	2
Minnesota	1	Greece	1
Mississippi	16	India	1
Missouri	80	Italy	1
New Jersey	9	Jamaica	1
New Mexico	5	Japan	3
New York	4	Korea	2
North Carolina	2	Philippines	1
Ohio	24		

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## Honors and Degrees

June and August, 1960

### Summa Cum Laude

Ann Bobo	B.A. Psychology	Indiana
Edwin Eugene Hightower	B.A. Mathematics and Political Science	Texas
John Michael White	B.S. Chemistry	Illinois

### Magna Cum Laude

Floy Lynn Alexander	B.S. Home Economics	Arkansas
Gerald W. Ebker	B.S. Mathematics	Missouri
Joe Van Olree	B.A. Accounting and Business	Missouri
Ella Mae Reese	B.A. Accounting	Arkansas
Ferra Sue Sparks	B.A. Accounting	Mississippi
Gerald Timothy Starling	B.A. History and Secondary Education	Florida
James Knox Summitt	B.S. General Science	Arkansas
Donna Carole Thomas	B.S. Home Economics	Arkansas

### Cum Laude

Kay Katherine Conley	B.A. Mathematics	Michigan
Jerry Mac Figgins	B.S. Chemistry	Missouri
Fatima Jo Hawk	B.A. Business Education	Arkansas
Iris Lynne McElroy	B.S. Mathematics	Arkansas
Henry Leon McQueen	B.A. Mathematics	Oklahoma
Glenna Jeutonne Patten	B.A. English	Texas
Edward F. Rhodes	B.A. Bible	Kentucky
Diana Jeanette Woodie	B.A. History and Physical Education	North Carolina
Betty Davis Woodle	B.S. Biology	Arkansas

### Bachelor of Arts

Nancy Carolyn Barton	B.A. Elementary Education	Alabama
Lee Allen Beckett	B.A. Biblical Languages	West Virginia
Charles Boddy	B.A. Secondary Education	Florida
Clyde A. Bowers	B.A. Psychology	Michigan
Jimmie Dale Brown	B.A. Physical Education	Illinois
Roger E. Brown	B.A. Elementary Education	New Mexico
Jack Campbell	B.A. Bible	Tennessee
Ruth Campbell	B.A. Business Education	Arkansas
Michael John Canoy	B.A. Psychology	Oklahoma
Fern Cason	B.A. Elementary Education	Arkansas
Alice Chick	B.A. Elementary Education	Illinois
Howard Reed Claude	B.A. Speech and English	Arkansas
Odis Jefferson Clayton, Jr.	B.A. Bible and Speech	Arkansas
Clare Odell Clevenger	B.A. Accounting	Texas
Katie Cofer	B.A. English	Arkansas
Jerry Leroy Daniel	B.A. Bible	Arkansas
Grace Emily Davis	B.A. Journalism	Ohio
John W. Davis	B.A. Mathematics	Kansas
Mildred Faye Davis	B.A. Elementary Education	California
Odessa Davis	B.A. History	Kansas
Kelly Wayne Eubank	B.A. Social Science	Texas
Walter Clinton Evans, Jr.	B.A. Bible	California

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Clara Ford	B.A. Elementary Education	Arkansas
Patricia Forsee	B.A. Speech	Kansas
Christine Free	B.A. Elementary Education	Arkansas
Joel Gardner	B.A. General Business	Arkansas
Arthur Ervin Garner	B.A. Secondary Education	Arkansas
Don Clifton Glover	B.A. Bible	Texas
Jane Goins	B.A. Elementary Education	Arkansas
Donald Green	B.A. Bible	Kansas
Betty Neill Ham	B.A. Elementary Education	Florida
Glenda Charlene Harris	B.A. English	Arkansas
Jack Fern Harrison	B.A. Business Education	Oklahoma
Linda Marie Hartman	B.A. Music and English	New Jersey
Oswald Maurice Haynes	B.A. English and Biblical Languages	Texas
William F. Helm	B.A. Bible	Tennessee
Marion Albert Hendrickson	B.A. Bible and Biblical Languages	Indiana
Aubrey Edward Higginbotham, Jr.	B.A. English	Texas
Bob Hall Higginbotham	B.A. Physical Education	Arkansas
Carolyn Jean Hightower	B.A. English	Georgia
William D. Hillin	B.A. Bible	Texas
Paul E. Huff	B.A. English	California
Gerald D. Hunnicutt	B.A. Accounting	New Mexico
Allan Lloyd Isom	B.A. Bible	Arkansas
Marvin E. Jacobs	B.A. Biblical Languages and Mathematics	Ohio
Charles Granville Jester	B.A. Accounting	Arkansas
Alice F. Jobe	B.A. Elementary Education	Mississippi
Richard A. Johnson, Jr.	B.A. Physical Education	Tennessee
Sylvia Gayle Johnson	B.A. Physical Education	Tennessee
Claudette DuBois Jones	B.A. English	Mississippi
Jerry Lee Jones	B.A. Bible	Missouri
Samuel F. Kitching	B.A. Bible and Speech	Arkansas
William Edwin Land	B.A. Secondary Education	Arkansas
John J. Lau	B.A. Bible	Pennsylvania
Juanita Melba Lawrence	B.A. Speech	Kansas
Heywood Loyd	B.A. General Science	Arkansas
John Alex McCoy	B.A. Secondary Education	Arkansas
Nelda Roach McCoy	B.A. Elementary Education	Texas
Clare Fern McDougald	B.A. English	Arkansas
Harold E. McKee	B.A. Physical Education	Tennessee
Robert F. McKenzie	B.A. Bible	Arkansas
John Marvin Maple	B.A. Political Science	Kansas
Charles Martin	B.A. Elementary Education	Florida
Mary Wanda Massey	B.A. Bible	Oklahoma
Charles T. Mays	B.A. Accounting	Arkansas
Bobby L. Miller	B.A. Business Administration	Oklahoma
Bobby Mitchell	B.A. Social Science	Mississippi
Ralph L. Odom	B.A. Physical Education	California
Yoriko Ofusa	B.A. Education	Japan
Virginia Merle Organ	B.A. Elementary Education	Louisiana
Judith Elaine Parks	B.A. Psychology	Tennessee
Larry Mason Peebles	B.A. Mathematics	Arkansas
Bennie J. Porter	B.A. Political Science and Journalism	Oklahoma
Jo Ann Price	B.A. Elementary Education	Missouri
Sammy Doyle Price	B.A. Accounting	Missouri
Wallace E. Rae	B.A. History	Arkansas
Jeanette Eugenia Read	B.A. Music Education	Texas
Mary Ann Redwine	B.A. Piano	Oklahoma
Clyde Edwin Reese	B.A. Physical Education	Arkansas
Roberta Ann Rhodes	B.A. Elementary Education	Kansas
Richard L. Riley	B.A. Biology	Texas

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Hugh Roberts  
Beth Elaine Robertson  
Robert Lee Schales  
Leroy Sellers  
James Stanford Shewmaker  
Franklin Leo Shook  
Billy Ray Smith  
Charles Dwight Smith  
William A. Smith  
Jessie C. Staggs  
Sue Stanley  
Dale Richard Starr  
Benny L. Stephens  
Lucille A. Swenson  
Curtis Harold Tabor, Jr.  
Donald R. Taylor  
George Edward Treadway  
Charles R. Van Winkle  
Evelyn Sue Vinther  
Arthur Voyles  
Robert Ardell Wallace  
Beverly Quinn Waters  
Doris Wendt  
Nancy Elizabeth White  
Yvonne White  
Robert Dale Wingfield  
Willa Dean Wingfield  
James B. Williams  
J. Frank Bennett Wood

B.A. Mathematics Kentucky  
B.A. Elementary Education Texas  
B.A. Bible Arkansas  
B.A. Bible Oklahoma  
B.A. Art Africa  
B.A. History Alabama  
B.A. Biology Ohio  
B.A. Physical Education Texas  
B.A. Secondary Education Arizona  
B.A. Elementary Education Arkansas  
B.A. Elementary Education Arkansas  
B.A. Biology Ohio  
B.A. Speech and Bible Tennessee  
B.A. Elementary Education Colorado  
B.A. Bible Georgia  
B.A. Bible Mississippi  
B.A. Mathematics Arkansas  
B.A. Bible and Psychology Missouri  
B.A. English and Political Science Texas  
B.A. Music Education Missouri  
B.A. Biology and Art Arkansas  
B.A. Accounting and Business Florida  
B.A. General Business North Carolina  
B.A. Elementary Education California  
B.A. Physical Education Arkansas  
B.A. Bible Arkansas  
B.A. Elementary Education Arkansas  
B.A. Bible Colorado  
B.A. Bible Indiana

**Bachelor of Science**

Joe Baldwin  
Becky Barganier  
R. B. Barton, Jr.  
Jack W. Case  
David Mercer MacDougall  
Lou Alice Martin  
Mary Lynn Merrick  
William Edgar O'Daniel, Jr.  
Donald Pate  
Jonathan Bernie Shrable  
Marva Jo Shupe  
Beverly Rochelle Stein  
Kenneth Eugene Still  
Patricia Ann Sutherlin  
Alice Jean Stewart Tucker  
Shirley Ann Venable

B.S. Business Administration Oklahoma  
B.S. Home Economics Alabama  
B.S. Business Administration Arkansas  
B.S. Business Administration Oklahoma  
B.S. Business Administration Ohio  
B.S. Home Economics Arkansas  
B.S. Chemistry Arkansas  
B.S. Business Administration Louisiana  
B.S. General Science Arkansas  
B.S. Business Administration Missouri  
B.S. Home Economics Texas  
B.S. Mathematics Missouri  
B.S. General Science Arkansas  
B.S. Home Economics Arkansas  
B.S. General Science Indiana  
B.S. Home Economics Arkansas

**Master of Arts in Teaching**

Audean Baldwin  
Doyle Border  
Joe W. Burks  
Constance Fulmer  
Ronald Goemmer  
Beulah Metz  
Rex Pearce  
Myrla Russell  
Greta Schrade  
Ann M. Tatum  
Charles Thacker  
Jerry Westbrook  
Don Wilkerson

Oklahoma  
Arkansas  
Texas  
Alabama  
Illinois  
West Virginia  
Arkansas  
Alabama  
Arkansas  
Kentucky  
Oklahoma  
Arkansas  
Arkansas

**Enrollment Summary**

1959-60

**COLLEGE ENROLLMENT**

Regular Session 1959-60	Male	Female	Total
Freshman	212	183	395
Sophomore	125	120	245
Junior	127	86	213
Senior	117	71	188
Graduate	11	13	24
Post-Graduate	7	3	10
Special	8	15	23
Total	607	491	1,098

**Summer 1960**

Freshman	15	19	34
Sophomore	17	15	32
Junior	13	18	31
Senior	35	31	66
Graduate	34	22	56
Special	4	4	8
	118	109	227

**TOTAL COLLEGE**

Regular and Summer	725	600	1,325
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**HIGH SCHOOL AND ELEMENTARY SCHOOL ENROLLMENT**

Regular Session 1959-60	Male	Female	Total
High School	56	66	122
Elementary	61	61	122
	117	127	244
Summer 1960			
High School	22	11	33

**TOTAL ELEMENTARY  
AND HIGH SCHOOL  
Regular and Summer**

139	138	277
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**TOTAL ENROLLMENT**

Total, all divisions, Regular	724	618	1,342
Total, all divisions, Regular and Summer	864	738	1,602



**STATES AND COUNTRIES REPRESENTED  
IN REGULAR SESSION  
1959-60**

**WITHOUT DUPLICATION**

<b>States</b>	<b>Number</b>		
Alabama	32	North Carolina	4
Alaska	1	Ohio	32
Arizona	4	Oklahoma	51
Arkansas	395	Oregon	6
California	28	Pennsylvania	4
Colorado	9	South Carolina	2
Connecticut	2	South Dakota	1
Florida	17	Tennessee	68
Georgia	8	Texas	84
Idaho	1	Virginia	2
Illinois	28	Washington	2
Indiana	23	Washington, D.C.	2
Iowa	6	West Virginia	10
Kansas	41	Wisconsin	2
Kentucky	7	<b>Foreign Countries</b>	
Louisiana	30	Africa	4
Maryland	1	Belgium	1
Michigan	41	Chile	1
Minnesota	3	China	5
Mississippi	23	Germany	3
Missouri	87	Greece	2
Montana	1	Jamaica	1
Nebraska	1	Japan	3
New Jersey	5	Korea	2
New Mexico	5	Philippines	1
New York	6		
		<b>Total</b>	<b>1,098</b>

**From the School of Bible and Religion  
MEMPHIS, TENNESSEE  
August, 1959**

**Master of Arts in Bible**

King L. Buchanan, Sr.  
Dean Dail Freetly  
Claude Lewis Hager  
Maurice Colvin Hall  
Arlie Wayne Harris  
George Eulan Howard  
Joe Mac Lynn  
George Raymond Smith  
Billy Jack Stafford  
Kenneth Pat Teague  
T. B. Underwood, Jr.  
Robert L. Waggoner  
Lawrence Arnold Watson, Sr.  
Billy Earl Williams  
Clyde M. Woods  
William Edgar Woodson  
James Keith Zink

**Master of Religious Education**

James R. Allen  
Finis Jay Caldwell, Jr.  
Alvin O. Stevens

**August, 1960**

**Master of Arts in Bible**

Rodney Eugene Cloud  
Nancy Craig Shelburne Codner  
Leonard Eugene Codner  
Shelby Watkin Forkum  
William Owen Freeman  
Roy Otto Goodmiller  
Jerry R. Lee  
Yung Jin Lee  
Albert George Lemmons  
Sidney Duane McCampbell  
Russell Albert McNalty  
Miriam Lee Mieher  
Charles Franklin Myer, Jr.  
Harold Holt Parker  
James Marvin Powell  
Kenneth Gene Robinson  
E. V. Srygley, Jr.  
Raleigh Edward Wood, Jr.  
Thomas Garner Yoakum

**Master of Religious Education**

Ottis Lewis Hilburn, Jr.  
Joe Mac Lynn  
Boby J. Taylor  
Shirley J. Thomson

**Bachelor Of Sacred Literature**

Reece Vernon Boyd  
James Dave Clayton  
Neale Thomas Pryor

Texas  
Oklahoma  
Arkansas  
Texas  
New Mexico  
Tennessee  
Florida  
Tennessee  
Tennessee  
Arkansas  
Alabama  
Texas  
Idaho  
Arkansas  
Tennessee  
Alabama  
Oklahoma

Arkansas  
Missouri  
Texas

New Jersey  
Tennessee  
Tennessee  
Arkansas  
Tennessee  
West Virginia  
Louisiana  
Korea  
Arkansas  
Arkansas  
Illinois  
Tennessee  
Pennsylvania  
Canada  
Tennessee  
Illinois  
Florida  
Indiana  
Michigan

Mississippi  
Florida  
Ohio  
Kentucky

Mississippi  
Tennessee  
Kentucky



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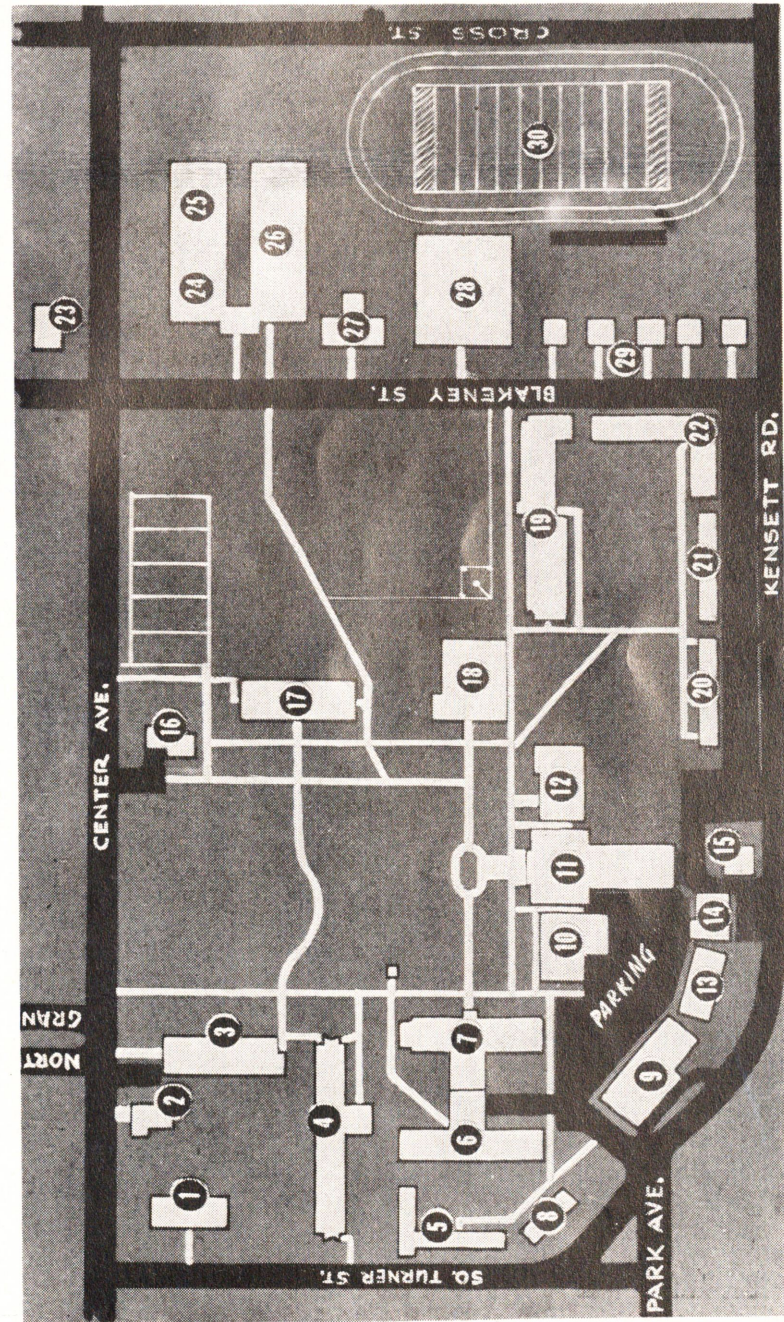
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## Harding College Campus Buildings

- |   |  |
|---|--|
| 1. Sewell Hall Faculty Apartments             | 19. Graduate Hall                      |
| 2. Home of Dean Emeritus                      | 20. West Hall                          |
| 3. American Studies Building                  | 21. East Hall                          |
| 4. New Women's Dormitory (Under Construction) | 22. Armstrong Hall                     |
| 5. Science Annex                              | 23. Echo Haven (Home Management House) |
| 6. Cathcart Hall                              | 24. Harding Elementary School          |
| 7. Pattie Cobb Hall and Dining Hall           | 25. Harding College Press              |
| 8. Health Center                              | 26. Harding Academy (High School)      |
| 9. Laundry and Coin Laundry                   | 27. Music Building                     |
| 10. Student Center and Book Store             | 28. Rhodes Memorial Field House        |
| 11. Administration and Auditorium             | 29. Faculty Rental Housing             |
| 12. Bible Building                            | 30. High School Athletic Field         |
| 13. Swimming Pool                             | <b>NOT IN MAP AREA:</b>                |
| 14. Heating and Cooling Plant                 | Faculty Owned Housing                  |
| 15. Engineer's Home                           | College Park                           |
| 16. President's Home                          | Married Students' 60-Unit Apartments   |
| 17. Science Hall                              | Alumni Athletic Field                  |
| 18. Beaumont Memorial Library                 | College Farms and Dairy                |





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