

1929

Harding College Course Catalog 1929-1930

Harding College

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Harding College



Annual Catalog
1929-1930

COLLEGE SECTION



ADMINISTRATION

Bulletin

Harding College

Volume V

MAY, 1929

Number 1

ANNUAL CATALOG

COLLEGE SECTION

FOR
THE SESSION OF
1929-30

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1929 CALENDAR 1930																													
JANUARY						JULY						JANUARY						JULY											
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CALENDAR 1929-30

Fall Term

September 17	Registration
September 18, at 8 a. m.	Class Work Begins
September 20	Student-Faculty Reception
November 27-28	Thanksgiving Lectures
December 6-7	Fall Term Examinations

Winter Term

December 9	Registration
December 10, at 8 a. m.	Class Work Begins
December 21 to December 30	Christmas Holidays
December 31, at 8 a. m.	Class Work Begins
March 8-9	Winter Term Examinations

Spring Term

March 10	Registration
March 11, at 8 a. m.	Class Work Begins
May 5	Annual Mountain Climb
May 25, at 8 p. m.	Baccalaureate Address
May 27-29	Final Examinations
May 27, 8 p. m.	Annual Alumni and Ex-Student Luncheon
May 29, at 10 a. m.	Commencement Exercises
May 29, at 8 p. m.	Closing Entertainment

Summer Term

June 2, 1930	Registration
June 3	Class Work Begins
July 5	Mid-Term Examinations
August 9	Final Examinations

DIVISIONS OF THE ANNUAL CATALOG OF HARDING COLLEGE, 1929-1930

College Section

- I. Administrative Organization
- II. General Information
- III. College of Arts and Sciences
- IV. School of Fine Arts
- V. Enrollment of Graduates
- VI. General Index

Academy Section

- I. Academy
- II. Training School

The Academy Section is published separately and will be sent to any address on request. It includes the Training School.

Summer School Bulletin is published each year in April and will be sent to any address upon request.

Commercial Section is published separately and will be sent to any address on request.

BOARD OF TRUSTEES

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W. T. Sweat	Vice President
W. E. McReynolds	Secretary
B. Frank Lowery	Business Manager

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L. L. Bell	Chairman	
T. L. Helm	Secretary	
W. S. Watson	B. F. Lowery	W. A. Hill

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L. L. Bell	England, Arkansas
Joe H. Blue	Morrilton, Arkansas
W. S. Watson	Morrilton, Arkansas
W. T. Sweat	Weldon, Arkansas
B. Frank Lowery	Davenport, Nebraska
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D. A. Tucker	Casa, Arkansas
J. H. Bradley	Muskogee, Oklahoma
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J. J. Valentine	Morrilton, Arkansas
W. E. McReynolds	Morrilton, Arkansas
A. L. Rotenberry	Little Rock, Arkansas
Robert Dupre	England, Arkansas
Mrs. Tom Carlin	Hattiesville, Arkansas
J. D. Allen	Morrilton, Arkansas
L. C. Sears	Morrilton, Arkansas

COMMITTEES OF THE FACULTY

Committee on Finance

President Armstrong, chairman; Professor Kieffer; Professor Forbes.

Committee on Classification and Advanced Standing

Dean Sears, chairman; Professor Rhodes; Professor Kieffer; Professor Forbes.

Committee on Discipline and Regulations

President Armstrong; Professor Bell; Professor Forbes; Professor Rhodes; Mrs. Armstrong; Professor McNutt; Professor Dasher.

Committee on Athletics

Professor Rhodes, chairman; Professor Bell; Dean Sears; Professor Dasher.

Committee on Grounds and Buildings

Professor Kieffer, chairman; Mrs. Armstrong; Mrs. Cathcart; Mrs. Garrett.

Committee on Library

Professor Rhodes, chairman; Mrs. Garrett; Professor Forbes; Dean Sears; Professor Kieffer.

Committee on Entertainments

President Armstrong, chairman; Mrs. Armstrong; Mrs. Cathcart; Miss Moody.

Committee on Publicity

Dean Sears, chairman; President Armstrong; Professor Dasher.

OFFICERS OF INSTRUCTION

1929-30

COLLEGE OF ARTS AND SCIENCES

J. N. ARMSTRONG, B.A., M.A., President,
Professor of Ancient Language and Literature, and Bible.

West Tennessee Christian College, 1889-91; Southwestern Baptist University, 1892; David Lipscomb College, 1892-93; B.A., Ibid, 1904; M.A., Potter Bible College, 1905; Professor of Greek Literature, David Lipscomb College, six years; Professor of Greek Literature, Potter Bible College, four years; President Western Bible and Literary College, two years; President Cordell Christian College, ten years; President Harper College, five years; Present position since 1924.

LLOYD CLINE SEARS, B.A., M.A., Dean,
Professor of English Language and Literature.

B. A., Cordell Christian College, 1916; Diploma in public speaking, school of fine arts, Cordell Christian College, 1916; Instructor in English, Cordell Christian College, three years; Professor of English, Harper College, one year; B.A., University of Oklahoma, 1919; Fellow in English, University of Kansas, 1920-21; M.A., University of Kansas, 1921; Dean and Professor of English, Harper College, five years; Work toward Ph.D. in the University of Chicago, summer 1925, spring 1926, year 1928-29, and summer 1929; Present position since 1924.

GEORGE W. KIEFFER, B.A., M.S., Registrar,
Professor of Physical Sciences.

Cordell Christian College, 1914-16; B.A., University of Oklahoma, 1920; principal of high school, Owasso, Oklahoma, one year; Instructor in Mathematics and Natural Science, Harper College, three years; M.S., University of Illinois, 1927; Present position since 1925.

B. FRANK RHODES, B.A., M.A.,
Professor of Social Sciences.

B.A., Potter Bible College, 1904; advanced work in University of Kansas, 1905; M.A., University of Oklahoma, 1920; Professor of History, Western Bible and Literary College, two years; Professor of History, Cordell Christian College, four years; Professor of History, Thorp Spring Christian College, five years; Professor of History, Harper College, five years; Professor of History, Abilene Christian College, one year; Work toward Ph.D., University of Texas, summer 1925, 1926; Present position since 1924.

***ROY R. COONS, B.A.,**
Professor of Physical Science.

B.A., Simmons College, 1918; Instructor in Physical Sciences, Abilene Christian College, two years; M.A., University of Texas, 1920; a year and a half of graduate work following the M.A., University of Colorado, June, 1921 to September, 1922, and summer of 1923; Graduate assistant in Physical Sciences Iowa State College, Ames, Iowa, 1923-24; Work toward Ph.D. in Iowa State Teachers' College, 1926-29; Half-time instructor, Ibid, 1926-29; Present position since 1924.

SAMUEL ALBERT BELL, B.S., (M.S.),
Professor of Biological Sciences.

Potter Bible College, 1902-05; Western Bible and Literary College, 1905-08; Instructor in Mathematics, Western Bible and Literary College, two years; B.S., Potter Bible College, 1909; Professor in Science and Mathematics, Cordell Christian College, eight years; Professor of Natural Sciences, Harper College, four years; Twenty-seven hours and an approved thesis toward the M.S. in the University of Oklahoma; graduate work in the University of Kansas, summer 1924; Present position since 1924.

ALBERT LE RUETTE DE CHAUDRON, BA., M.A.,
Professor of Modern Language.

Certificate from the University of Grenoble, France; (This school, in the French Alps, ranks with the "Sorbonne" of Paris and with the College de France); B.A.

from the Southwest Texas State Teachers' College; M.A. from the University of Texas; Summer student of the University of Chicago from 1918-27; Student at Tulane University, 1920; Graduate work toward Ph.D. in the National University of Mexico, summer of 1929; Teacher of Romance Languages at Texas Presbyterian College for Girls; Virginia Intermont College; Staunton, Virginia, Military Academy; Extensive travel in both Europe and America; Present position since 1928.

CLEON FORBES, B.A., M.A.,
Professor of Education and Psychology.

B.A., Western Bible and Literary College, 1911; Instructor in Greek, Western Bible and Literary College two years; Instructor in Latin and Higher Mathematics, Western Bible and Literary College one year; Principal, Afton High School (Afton, Oklahoma), one year; Dean and Professor of Greek and Psychology, Monea College, two years; Dean and Head of Teachers' Training Department, Monea College, three years; M.A., University of Oklahoma, 1929; Work toward Ph.D., University of Oklahoma, summer of 1929.

F. D. McNUTT, L.I., A.B.,
Professor of History.

A.B., Arkansas Teachers' College; Graduate work University of Colorado; Three years Principal of Schools, Holly Grove, Arkansas; One year head of History Department, El Dorado Junior College.

GROVER B. DASHER, B.A., M.A.,
Professor of Mathematics.

B.A., University of Louisville, 1925; Taught three years in Georgia Public Schools; Principal Dasher Bible School; Student Baptist Seminary, Louisville; Graduate work, University of Florida, 1927; M.A., Mercer University (Macon, Georgia), 1928.

***ORVILLE T. RODMAN, B.S., B.A., M.A.,**
Professor of English Language and Literature.

B. S., Central Normal College, Indiana, 1912; B. A. and

M. A., Phillips University, Enid, Oklahoma; Taught two years in Indiana schools; six years in Philippine Islands; one year Goshen College, Indiana; one year Phelps Academy, Kentucky; Professor of English and Registrar, Grayson Institute, Kentucky; Present position since 1928.

WOODSON HARDING ARMSTRONG, B.A., Dean of Women, Instructor in Expression.

Advanced courses in expression and public speaking, Potter College (Women's College), 1904-1905; Instructor in Expression, Western Bible and Literary College, 1905-1907; B.A., David Lipscomb College, 1915; Dean of Women and Instructor in Expression, Cordell Christian College, ten years; Dean of Women, Harper College, five years; Present position since 1924.

MRS. J. O. GARRETT, B.A.,
Professor of English and Spanish.

B. A., Harding College, 1928; Diploma in Expression, *ibid*; Taught four years in Texas public schools; Student Abilene Christian College, Thorp Springs Christian College, John Tarleton College, Abilene Christian College, two years; Sabinal Christian College, two years; Professor of Spanish, John Tarleton, summer 1928; Present position since 1928.

HELEN C. GARDNER, B.A.,
Professor of Modern Languages.

Junior College Diploma, David Lipscomb College, 1921; Instructor in County High School, Nashville, Tennessee, two years; Instructor in High School, Maben, West Virginia, two years; Instructor in Lexington (Oklahoma) High School, one year; Instructor in High School, Thyatira, Mississippi, one year; B.A., George Peabody College, 1926; Present position since 1926.

***CALLIE MAE COONS, B.S., Ph.D.,**
Professor of Home Economics.

B.A., Abilene Christian College, 1920; University of Texas, summer of 1920; B.S., Home Economics, University

of Colorado, 1923; Fifteen hours of graduate work in University of Colorado, 1923; Graduate work in Iowa State College, summer 1925; Ph.D., University of Chicago, 1929; Present position since 1924.

ETHEL ELIZABETH McCLURE, B.S.,
Professor of Home Economics.

Student State Teachers' College for Women, Denton, Texas, 1924; B.S., Oklahoma Agricultural and Mechanical College, Stillwater (Oklahoma), 1928; Taught three years in Agricultural and Mechanical College, Magnolia, Arkansas; Graduate work in University of Chicago summer of 1929; Present position since spring of 1929.

MRS. J. O. GARRETT, B.A.,
Librarian.

MISS O. E. PRATHER, R.N.,
Director of Hospital.

Graduate Nurse from Baylor University School of Nursing.

NORMAN ARNOLD,
Coach.

SCHOOL OF FINE ARTS

FANNIE MARIE MOODY,
Instructor in Piano.

Graduate of David Lipscomb College; Studied in Ward Conservatory of Music, Ward-Belmont Conservatory of Music, and the Winkler Studios; instructor in piano under the supervision of the Ward-Belmont Conservatory of Music; instructor in piano in the Winkler studios, Nashville, Tennessee, six years; Assistant in piano, David Lipscomb College, two years; instructor in piano, Harper College, one year; present position since 1924.

WOODSON HARDING ARMSTRONG, B.A.,
Instructor in Expression and Dramatic Art.

Advanced courses in expression and public speaking, Potter College (Women's College), 1904-05; Instructor in expression, Western Bible and Literary College, 1905-07; B. A., David Lipscomb College, 1915; dean of women and instructor in expression, Cordell Christian College, ten years; dean of women, Harper College, five years; present position since 1924.

EXENE CAROLYN BENEFIELD,
Instructor in Voice.

Graduate in piano and voice, Central College, 1924; Student of Mrs. Mabel Vann-Lindsey (Fort Smith, Arkansas), Mrs. Benton McCann-Smith (Fort Smith and Chicago); Student of Madame Delia Valeri, American Conservatory of Music (Chicago); Special coaching under Esther Hirschberg, American Conservatory of Music; Repertory Teacher's Course under Madame Delia Valeri; Present position since 1926.

(TO BE SUPPLIED)

Instructor in Vocal Music; Instructor in Violin, and Director of Orchestra.

ROSE MARIE LOWERY, A.B.,
Instructor in Art.

Graduate Davenport (Nebraska) High School, 1920; Student in Art of Hazel Fox Showalter, 1922-23; B.A., Harding College, 1928.

ACADEMY FACULTY

The faculty of the Academy is separate from the College faculty and is enrolled in the Academy Catalog, which is published as the July Bulletin. It will be sent to any address on request.

TEACHERS' TRAINING SCHOOL FACULTY

The Teachers' Training School is maintained on the grounds for two purposes: First, to serve as a laboratory for the Department of Education in the training of efficient teachers and in working out problems in elementary school methods and practice; and second, to give a limited number of children the finest training it is possible for us to give them in a model elementary school. The training school includes the entire eight grades below the academy. It is under the general direction of the department of education, but each grade is also under an experienced and capable teacher, who conducts all the work, and assists the students who may do practice teaching in the department by suggestions and criticisms of their plans and methods.

The faculty for the Teachers' Training School is also enrolled in the Academy Section.

*—On leave.

GENERAL INFORMATION

History

Harding College, as the result of the consolidation of the Harper College of Harper, Kansas, and the Arkansas Christian College of Morrilton, Arkansas, opened for its first session in September, 1924.

Arkansas Christian College was founded in 1922 and had had two years of successful operation before the consolidation. Its supporters and friends had erected for it an excellent administration building and had laid a secure foundation for future work.

Harper College was founded in 1915. In the nine years of its work, especially during the five years of President Armstrong's administration, it made a very rapid growth, increasing in enrollment from about fifty to over three hundred students, erecting three new buildings and securing full junior college standing with the State and membership in the American Association of Junior Colleges.

The consolidation of the colleges came about through the desire for a stronger institution, with a larger support and a richer field. Harper College had felt for some time the need of a better location, in a larger city, which would offer greater advantages to families to move to the school. While the effort was being made to find a suitable location, a committee from Arkansas Christian College suggested a consolidation of the two schools.

Among the advantages to be gained by such a consolidation at Morrilton were the following: (1) The new institution would unite the fields of the two and thus secure a larger support; (2) Arkansas Christian College already had one of the best administration buildings in the State; (3) the assets of the two schools could be combined, and with some additions to the equipment and faculty, the new institution could be opened at once as a senior college; and (4) the college would be located in the very center of the great field of the churches of Christ. These considerations, together with others, moved the consolidation

of the two schools. The action was highly commended by thoughtful men and women, and by those who take the most active interest in Christian education everywhere.

The results of the first years have justified the confidence of these friends in the wisdom of the consolidation. Harding College has gained recognition as a standard senior college. Students from nineteen different states have been enrolled. The Administration building has been practically completed; a brick dormitory has been constructed; a dining hall has been built, and a boys' dormitory has been purchased.

Name

The name "Harding College" was given to the new institution in memory of James A. Harding, one of the founders of Bible school work. Immediately after his death in 1922 his students and friends, through the personal service and efforts of Brother John E. Dunn and others, began a campaign for a memorial fund which should go to the erection of an administration building for Harper College to be known as the James A. Harding Memorial Building. It was considered a fitting tribute to the life of a great man, who had probably done more for Christian education, and had given more enthusiasm and impetus to the work than any other man of the century. Through the kindness of the Arkansas Christian College this tribute was incorporated in the consolidation, and the new institution was called Harding College. This honor given Brother Harding is similar to the honor paid to his great co-laborer by David Lipscomb College of Nashville, Tennessee. These two schools now stand as monuments to the memory of the two great friends who gave the most to such work and to whom the church of the past fifty years owes the largest debt.

The Purpose

Harding College and its sister schools are the outgrowth of the far-reaching vision of James A. Harding and David Lipscomb, who saw a need in the education of the youth that was not being supplied by the already established institutions of learning.

The supreme purpose of the College, as these founders

expressed it, is "to teach the Bible as the revealed Will of God to man, and as the only and sufficient rule of faith and practice, and to train those who attend in the pure Bible Christianity." Or, as it is expressed in the deed holding the property: "The property shall be used for maintaining a school in which, in addition to other branches of learning, the Bible as the recorded Will of God and the only standard of faith and practice in religion shall be taught as a regular daily study to all who shall attend said school."

Harding College is, therefore, a new type of school. Other groups of religionists have established splendid institutions of learning in which they maintain Bible departments, theological courses, for the training of young ministers, but this daily teaching of the Word of God, the naked Book, as the Word of God, not to a class of preachers only, but to every student in attendance, puts Harding College in a class by itself. Save its own sisters, there is not another such school, so far as known, in all the world. The teachers of the Bible at Harding College studiously and conscientiously steer clear of sectarianism or denominationalism.

"What has God said" is the thing stressed at Harding College. Each individual heart is then largely left to discover God's meaning for himself.

Should there be those among the students of Harding College who object conscientiously to the taking of a Bible course, because of the difference of church relation, they are exempt from this requirement.

Location

Harding College is in the southern foothills of the Ozarks, in one of the most beautiful, fertile and healthful sections of the State. It is just forty-nine miles from Little Rock, on the Missouri Pacific to Fort Smith and Kansas City. Five hard-surfaced highways lead from it in different directions, one of them running to Little Rock and another to Fort Smith. A new highway has been opened from Morrilton to Hot Springs.

Morrilton is said to be the richest city of its size in the entire State. It has grown rapidly in the last few

years, until it now has a population of over 6,000. It has between five and six miles of pavement. Among its industries are a foundry and machine shop, a large planing mill, a cottonseed oil mill, one of the largest compresses in the state, three wholesale grocers, and other smaller industries.

A large cotton mill for the manufacture of various kinds of cotton fabric has been put in operation by an Eastern company, with the aid of local capital. The factory operates 10,000 spindles and employs over two hundred laborers. To furnish power for the new company a special high-voltage line has been run to Morrilton from Rammel Dam. With the advantage of this increased power, other factories are expected to locate here.

The country around Morrilton offers splendid opportunities to families who want to move to a Christian school. The fertile bottom lands along the Arkansas river grow rich crops of cotton, alfalfa, corn, potatoes and other staples. It is also one of the most productive natural fruit-growing sections in the United States. Abundant crops of peaches, apples, grapes, strawberries and other fruits are produced, while blackberries grow in wild profusion.

Climate

The climate is as nearly ideal as one may find. The winters are exceedingly mild—almost like spring throughout. The temperature here has been known to fall to zero only a few times in the history of the state. There is abundance of sunshine, very little wind, and the proper amount of rain. The summers are tempered by breezes and are pleasant. The temperature through the summer rarely rises higher than 95 to 100 degrees Fahrenheit.

Scenery

The scenic beauty of the Ozarks is unsurpassed. Younger mountain ranges, like the Rockies, are higher and more rugged, but the verdant freshness of the Ozarks in the summer, and the rich profusion of colors in the fall, browns mingling with gold and the deepest of reds, against a background of perpetual green, create a fairyland of beauty.

While Harding College is only in the foothills of the Ozarks, it is surrounded by many places of great beauty and interest. Away to the west rises Petit Jean Mountain with its halo of deep blue in the spring and its purple haze in the fall and winter. This is the favorite resort for class picnics and outings. It contains a college Lodge in which students find welcome whenever they go; a large State Park; a Y. M. C. A. encampment which is visited by thousands of young people each summer; two tourist hotels, natural swimming pools, caves, a large natural bridge, cascades, and waterfalls. Cedar Creek, after tumbling down a series of cascades, plunges a hundred feet into the deep pool below. In some of the caves interesting pictographs and other archelological remains of an earlier race have been found.

To the north rises Pigeon Roost Mountain with its cliffs and its clear mountain streams. Cypress Creek contains some very beautiful cascades, and its sparkling waters afford excellent swimming. Point Remove Creek, River Lake, and Fish Lake are splendid for still fishing, while Bull's Head Lakes, Fourche Rivers, and Red River abound in bass, trout, and perch. Hunting for squirrels, quail, ducks, and even deer, is alluring sport in its season.

On every side of us one can find beautiful spots for outings, and arrangements are made for every student who wishes to visit the different places.

Many years ago Father Newman in discussing the location of a University insisted upon the element of beauty because of its cultural and spiritual value in the lives of the students. When choosing your college, why not take into account the natural beauty of its location? It will give you priceless memories for after years.

Educational Standing

The State Board of Education on June 4, 1926, approved Harding College as a standard four-year college.

Harding is, therefore, a standard Senior College, offering work in ten different departments leading to the Bachelor of Arts degree. Students working out a major in any department are qualified to enter the graduate schools of the larger universities. Students from other

states or those who may desire to teach in other states, can secure their teachers' certificates in those states without examination upon the completion of the necessary professional courses in Harding College.

Buildings

Harding College has at present four buildings, the administration building, two dormitories, and a dining hall.

Administration Building cost at least \$150,000. It is constructed of brick and Bedford stone, and is one of the largest and best college buildings in the state. It contains the executive offices, classrooms, and laboratories, the gymnasium and the auditorium. It is fireproof.

Jenny Hill Hall is the dormitory for women. It is a brick and tile structure with three stories which are used for students and a half-basement which is used for academy classrooms and library. Each student's room is supplied with a closet, and the room itself is large and comfortably furnished. Two bath rooms on each floor are furnished with tub and shower baths and supplied with hot and cold water at all hours. The building is steam-heated from the central heating plant. The hall was named in honor of Mrs. Jenny Hill whose interest in Christian education helped to build the school at Morrilton.

Scroggin Hall is the dormitory for men on West Street. It is a modern two-story tile and stucco building, with comfortably furnished rooms. The building was named in honor of the lamented J. J. Scroggin, whose valuable aid and counsel endeared his memory to all who love Harding College.

The Club House contains the college book store, a dining room, which will accommodate two hundred and fifty students, kitchen, pantry, and dish-washing room. It is a brick building forty by one hundred feet. This building was erected by the College Club in 1924, and is a gift to Harding College by the boarding students of the institution.

Hospital

During the past year the school equipped a neat little hospital for its students and placed a graduate nurse in constant attendance. The hospital is located on the first floor of Jenny Hill Hall, where it is quiet and isolated

from the student rooms. Under the efficient and unselfish direction and service of Miss O. E. Prather, who is a graduate nurse from Baylor University, and has had many years of experience in hospitals and rescue and welfare work. Harding College had far less sickness than we have ever known in any previous year. Students were kept in perfect physical condition, and some who entered with naturally weak bodies became stronger through the year.

A fee of \$4.00 a term is charged all boarding men and boys to cover the cost of this service; a fee of \$6.00 a term is charged all boarding women and girls. The fee covers the cost of any necessary medical examinations and of all medical and hospital service except in operative cases, and in cases where a special nurse is required or where a student goes to a hospital elsewhere. It does not, however, cover the cost of medicines. Both the nurse and the physician whom the school employs watch over the general health of the student body, and it is well worth the small sum charged to parents to know that their sons and daughters have this constant protection to their health thrown around them during the nine months they are in Harding College.

Auditorium

Mathews Auditorium is said to be one of the nicest college auditoriums in the state. It has a seating capacity of between six and seven hundred on the main floor. The balcony, which is to be added as soon as it is needed, will afford room for three hundred more. It is seated with handsome opera chairs, with three-fourths inch backs, finished in walnut and with brown and gold standards. These chairs are the gift of friends of the school, and each chair bears the name of the donor engraved in a plate on the back.

The stage is equipped with electrical devices for rather elaborate lighting effects, including foot and border lights with different circuits for different colored lights and with dimmers for each circuit. The entire equipment makes it possible to produce satisfactorily and with great naturalness, plays or scenes requiring unusual lighting effects, settings or costumes.

Library

The library at the present time contains over 8,000 volumes besides periodicals and bulletins. The selections have been made with the utmost care. There are almost no gifts, and consequently nearly every volume is in the shelves because of its actual value. The reading room is supplied with the best works of reference, including standard encyclopedias such as the Britannica, the Americanna, the Catholic, New International, the Jewish, Hasting's Encyclopedia of Religion and Ethics, Shaft-Herzog, etc.; scientific dictionaries and encyclopedias; the Dictionary of National Biography; numerous historical works; and works dealing with languages, fine arts, travel, exploration, etc. A more detailed statement of the works for science, English and other departments will be found with the description of the courses of each department. About fifty periodicals related to the work of the various departments come to the library regularly. The library is provided with the Reader's Guide to make the periodicals more usable. It contains also the United States Catalog since 1899 and other bibliographical works. The entire library is carefully catalogued by the Dewey decimal system, and a triplicate card index makes all material instantly available.

Carnegie Library

In addition to the college library, students have access to the Carnegie Library of the city, which contains about 7,000 volumes. It has a very valuable collection of rare old books. It was largely the value of this collection that secured the gift of the building from the Carnegie Foundation.

Laboratories

The school maintains standard laboratories for chemistry, biology, physics and home economics.

The Chemistry Laboratory is equipped for all the advanced courses at a cost of approximately \$6,000.00. Besides the standard chemistry tables, which are supplied with water and gas, the laboratory has an electric drying oven, electric furnace, accurate balances, gas hood, distillery, ore crusher, ore pulverizer, calorimeter, and supply room for chemicals and equipment. It is thoroughly equip-

ped for all advanced courses offered, and for commercial analysis of ores, coal, minerals, and water.

The Biology Laboratory is one of the best equipped in the state. Approximately \$5,000.00 worth of equipment was installed in 1924-25. It is furnished with standard biology tables, high powered, double-nosed microscopes, binoculars, the best make of dissecting microscopes, a large compound balopticon with hundreds of prepared slides, a microtome for preparing additional slides, a dissectable torso and other models and casts, skeletons, life histories, and collections of birds and insects.

The Physics Laboratory is well equipped for the courses offered. It is not the plan of the college to offer a major in physics at present. It is to confine its work in this department to beginning courses, but for this purpose it has an excellent equipment, valued at about \$2,500.

The Home Economics Laboratories consist of two rooms, with equipment valued at \$2,100. The laboratory for foods and cooking is furnished with standard tables with white tile tops, which are easily kept clean. Each table is equipped with four gas burners. The cooking utensils are of aluminum. The sewing room is furnished with cutting tables, work cabinets, Singer machines and other equipment. The department is fast becoming fully equipped for all the requirements of the most advanced courses. New equipment has been added this year. Also, a new dining room.

Campus

The College campus consists of forty acres of land overlooking the city of Morrilton from the north. Two paved streets from town run to the campus and connect with hard-surfaced highways running northward and eastward along opposite sides of the College grounds.

The student body faculty and other friends of the College put more than a thousand dollars on the campus during 1925-26. By far the larger part of this was by labor—the greatest gift of all. Walks were laid, trees and shrubs set and tons of earth moved. Possibilities are here for a campus of unsurpassed beauty but there is much to do yet.

The north part of the campus is covered with a beau-

tiful natural wood of oaks, hickories, elms and poplars, interspersed with shrubbery and the vines of wild grapes. Across the east side flows a small stream lined with willows and large trees.

During the past year much additional work was done in planting trees and shrubbery and in grading. It is our plan to add improvements each year until the possibilities of natural beauty which the campus possesses are realized to the fullest.

More than six hundred dollars worth of expensive shrubbery was added during 1928-1929.

SCHOOL ACTIVITIES

Chapel

One of the chief features of the school is the daily chapel exercise. The chapel talks are intended to prepare the student for dealing sanely with the problems of life, to develop proper ideals of true manhood and womanhood, and to impart a desire for accomplishing greater things. Every student is expected to attend chapel. We believe that the conscientious student will derive more from the chapel talks than from any regular course of study.

Monday Night Meeting

Each Monday night the school comes together for the purpose of discussing some Bible topic. All boarding students are expected to come, and the general public is cordially invited. In these meetings are discussed all questions of interest to Bible students and growing Christians. Three ends are sought in the meetings—the development of young men as public workers, the teaching of truth, and the cultivation of spirituality and consecration.

James A. Harding Day

The first James A. Harding Day was observed in February, 1926, by students, teachers and friends of Harding College, in grateful memory of the service rendered the cause of Christian education by him whose name our Col-

lege bears. By vote of the assembly the day has been made an annual event. In the future it will be observed in April, Brother Harding's birth month.

Thanksgiving Meeting

Each Thanksgiving the school has a meeting to which all friends of Christian education are invited. A number of strong speakers are always secured, and every service is rich in good things. Brethren will provide homes for all who come. If you have never visited the school you should come to this meeting and get acquainted with the work that is being done.

SCHOLASTIC STUDENT ACTIVITIES

All scholastic clubs and organizations for the promotion of student activities must receive a charter from the school.

The Harding Forensic League

A club for training and practice in public speaking and debate is open to students interested in debating. The coaches in debate sponsor the League. A series of inter-class debates are arranged each year, which gives a large number of students the best possible training in debate.

Inter-Collegiate Debating

Harding College has established an excellent record in inter-collegiate debating. During 1924-25 the Harding teams won three of the four debates held with other colleges.

For the spring of 1927 debates were scheduled with five Arkansas colleges and with three Oklahoma colleges. Of this number, Harding lost only two decisions, and two opposing colleges, because of unforeseen conditions, were forced to cancel their contracts. During the spring of 1928 Harding debaters won four out of the five debates held with other colleges.

Each debater who engages in an inter-collegiate debate receives an honorary medal, a solid gold pin with the monogram of the College and the year in which the pin is awarded set in gold upon a black background. Each

inter-collegiate debater is automatically a member of the League.

The Campus Players

At the close of the session 1925-26, The Campus Players, the dramatic club of Harding College, was organized. Membership in this club is open to both teachers and students. This club is a self-governing body, sponsored by Mrs. Armstrong, instructor in public speaking, and under the general supervision of the faculty. It gives a monthly program and participates with the Forensic League and the Music Club in a joint program once each month. Weekly meetings are also held, in which the drama is studied and readings are given. Plays and sketches are presented at intervals, and with the splendid facilities for lighting and for dramaturgic effects afforded in Matthews Auditorium, the players are able to do very superior work. The training received through the activities of the club during the past year was of inestimable value.

For two successive years the players have sponsored and, with the aid of other fine arts departments, has given to Morrilton a lyceum course of five numbers, which was recognized by competent judges as equal to any professional course ever given in the city. A similar course will probably be presented each year.

The Music Club

The organization of a Music Club also was begun at the close of the 1925-26 session. This club is a self-governing body, sponsored by the music teachers of the institution, and under the general supervision of the faculty. Both teachers and students are eligible to membership. Students of voice, piano, violin and the wind instruments automatically become members of the Music Club.

The Men's Glee Club is open to all students whose voices qualify them for entrance. No credit is given for the work done in the Glee Club, but practical training is given in breath control, voice placement, pronunciation, enunciation, and diction. Members of the Glee Club automatically become members of the Music Club.

The Girls' Glee Club is open to all students whose voices qualify them for entrance. The training in voice

through the work in the Glee Club is of great value to any student.

The Orchestra has become a popular and valuable phase of the College activities. Students who are interested in orchestral work are invited to bring their instruments with them. The College has purchased a number of large pieces, such as the drums and bass viol, but the students are expected to furnish their own violins and other small instruments. Members of the Orchestra automatically become members of the Music Club.

Baldwin Concert Grand. The school owns a \$3,000 Baldwin concert grand piano. This beautiful instrument is the gift of a friend who requested that his name be withheld. The College has never received a gift which it appreciates more.

HONORARY AND SOCIAL CLUBS

All honorary clubs and organizations must receive a charter from the school.

W. H. C. Club

At the beginning of the 1926-27 session a group of the girls organized a club known as the Woodson Harding Comrades. The club is organized both for social purposes and for the promotion of proper ideals. It sponsors various literary and social activities during the year.

Ju-Go-Ju Club

The Ju-Go-Ju Club was organized at the beginning of 1926-27. It holds regular semi-monthly meetings, in which short programs are given, consisting of reports and discussions of literary and musical topics.

QQ Club

The QQ Club was organized at the beginning of the school year 1926-27. Members of the organization enjoy various social activities and give regular literary programs.

Each of these three student clubs aided the others in putting over any activities of the other clubs, and all were unselfish in their co-operation and service.

Trail Makers

Membership in the Trail Makers Club is open to all women students. The purpose of the organization is to promote health, to become acquainted with the hills and valleys around us, to learn the birds, trees and wild flowers of Arkansas, and to cultivate a greater appreciation of nature. Regular hikes are made into the hills, and each member is required to walk one hundred and eighty miles during the year, to collect and identify fifteen wild flowers, and be able to recognize ten native trees and ten birds. Those who meet these requirements are awarded a letter at the close of the year.

The Pioneer Club

The Pioneer Club was established during the year 1928. "It is for the purpose of upholding the spirit of Harding and learning more of Nature and her handiwork. Only the best of clean-thinking young men are wanted in this organization and those that will uphold the morals of Christian living and thinking. It is hoped that this movement will cause boys to live cleaner lives by living closer to Nature and her Creator."—(Taken from Pioneer Constitution.)

The O K Klubbe

The O K Klubbe was organized in the fall of '28. It is composed of six young men who are interested in the growth of Harding College. Frequent outings are planned. A trip to Petit Jean is made once every six weeks during the school year. On these trips the club usually spends Saturday night and Sunday on the mountain. Church services are always held by the club when they are away from school on Sunday. Only those men who try to live up to the standards of the school are wanted in the club.

ATHLETIC STUDENT ACTIVITIES

All athletic clubs and organizations must receive a charter from the school. A competent coach is being provided and all athletic activities will be sponsored by the faculty committee on athletics.

Tennis. Excellent courts for tennis have been pro-

vided, and the management heartily encourages this health-giving exercise. Each spring the two players who make the best record in tennis are sent as representatives to the annual Tennis Tournament at Little Rock, in which all colleges of the State participate.

Football and Baseball are vigorously and heartily supported by the student body.

Track and other field sports are encouraged, and arrangements will be made to send representatives to the annual track meet of the Arkansas colleges next year.

Swimming is a sport which can be followed here late into the fall and through the spring and summer terms. A number of excellent natural swimming pools are within easy reach of the school, and with proper chaperonage the students are encouraged to use them. No mixed swimming, however, is allowed.

Golf is also popular at Harding.

PICNICS AND CLASS FUNCTIONS

All picnics and class functions must be approved by the committee on entertainments, properly sponsored and chaperoned.

Annual Picnic

Early in May of each year an entire day is spent in an outing by students and teachers. A favored spot is selected near Morrilton, to which teachers and students alike motor in trucks or automobiles, taking their lunches for the noon spread. Such days, we believe, are calculated to bring teachers and students into closer contact and more intimate relationship with one another. The picturesque summit of Petit Jean Mountain, some nine hundred feet above the surrounding country, always affords a most beautiful spot for a picnic.

Class Functions

Classes maintain their distinctive organizations, and under proper conditions hold class outings, picnics, and receptions.

PUBLICATIONS

Harding College Bulletin

This is a monthly publication, the aim of which is to furnish information about the school and its work. One of the regular issues is the catalog number. This bulletin is free and a postal card will place your name on the mailing list to receive the numbers regularly.

College Paper

A bi-monthly college newspaper is published by the students of the school. Friends of the school will enjoy reading it. It gives them first-hand information about our student activities and about the spirit of the school from the point of view of the students. If you are interested in Harding College, you will want to read this paper regularly. Subscription to the paper is \$1.00. All teachers and students pay this price if they read the paper.

The Petit Jean

The first issue of the College annual, the Petit Jean, was published by the senior class of 1924-25. It is an attractive and interesting book, reflecting every phase of student life. The fourth issue is just off the press, and it is a very neat and attractive book. Each student pays \$5.00 for this book on entering the College. The annual is delivered to him at the end of the year.

REGULATIONS

Discipline

For discipline we appeal to the hearts and consciences of our students and depend much upon the Bible study and teaching. Love and justice are the moving principles of our government, and we demand only that the students do right. If after patient effort we cannot reach a student in this way, we advise him to go home.

Honor System

The dean of women uses the honor system with the young women of Harding College. The young women are placed in three classes:

1. Those who everywhere and at all times uphold the standards and ideals of Jenny Hill Hall.
2. Those who are showing marked improvement.
3. Those who fail to live up to the standards of Jenny Hill Hall in scholarship and conduct.

Young women who have never been students of the school are not classified until after the first mid-term examination, after registration.

Week Ends

Young women may not spend week ends away from the college except by written permission from parents or guardians mailed directly to the dean of women. Such permission must not come through the student herself.

If, in the judgment of the dean, because of knowledge she may possess which the parents or guardians may lack, such permission as may be granted by parents or guardians is deemed unwise, the dean may deny the request, or present the case to the faculty committee on discipline and regulations for decision, as she may choose.

Any class absence occurring during such a visit home, even with the permission of parents, will be regarded as an unexcused absence. Students must arrange visits home so as not to interfere with their class work.

Young Men Not of the Student Body

It has been the custom to permit worthy young men who are not members of the student body to enter into the social life of the college. This is a custom we are glad to continue under proper conditions.

All young men who are not students of the institution must be presented formally to the dean of women. It shall be necessary that they present at this introduction letters of recommendation from the minister of the church which they attend regularly, and from two business men of unquestioned standing in the town in which they live. These recommendations must testify concerning the moral character of the young man.

Any young man who is thus permitted to enter the social life of the college thereby pledges himself to obey all social regulations of the college. Any young man who violates this pledge will be promptly excluded.

The dean of women may call into conference at any time the faculty committee on discipline and regulations to help decide a doubtful case.

Local Students

Local students shall conform to all social regulations applicable to boarding students when on the grounds and in the buildings; on all picnics, class outings and on any trips whatsoever representative of Harding College. The college management has the general oversight of local students on the grounds and in the buildings and at all other times when participating in college activities.

Boarding Students

All boarding students are required to room in our student home, unless they stay with relatives in town or work for their room and board or in some way it is clearly an injustice to them. In such case the faculty must approve the home where such student may stay.

Athletics

The extravagant form in which athletics is held by a number of schools at present is not considered in keeping with the best interests of earnest and profitable school work. It is our purpose to keep athletics within such bounds as to retain its full value as an agency to maintain a healthful condition of the body while the mind works. We believe students as a rule enter college to gain a mental discipline and a certain amount of useful knowledge, rather than to become athletes. On the other hand, a wholesome and enjoyable system of exercise for students is a valuable asset to the accomplishment of the work required by conscientious teachers. Parents should not forget the youthful interest in a game. Nor is it correct to argue that a student can derive a valuable exercise from the same amount of physical labor. The general relaxation through interest in a game has much value in breaking up nervous tension prevalent among hard-working students.

Some inter-collegiate contests are scheduled, but the athletics of the college will be under the direct supervision of the faculty committee on athletics at all times.

No student whose grades and deportment are not satisfactory to the committee will be allowed to participate in any contest. No language unbecoming a Christian is allowed on our grounds.

Membership in Scholastic Activities

No student is eligible to membership in more than two scholastic clubs or organizations. If his activities are confined to the music club, he may have membership in but three divisions of the club. It is permissible to have memberships in two divisions of the music club and one other scholastic club.

Students who engage in inter-collegiate athletics may hold membership in two scholastic clubs, but must be suspended from, at least, one of them during the season of inter-collegiate playing.

Special students in the Fine Arts department who carry very little work in the College of Arts and Sciences are exceptions to this regulation. Any other variation from this ruling must be by permission of the faculty committee on discipline and regulations.

Holidays

Students will not be permitted to leave for home to spend any holiday until the school adjourns for such holiday, unless it be by written consent of the parents. Even if one obtains such permission, his absence from his classes will be counted a double absence for each class missed. Any class missed because of a late return after a holiday will count a double absence. Parents should note this well and not encourage students to miss classes at such times.

Class Absences

No class cutting will be tolerated. When a student misses a recitation in any class, he must present a written excuse for his absence on his next appearance at class. A committee of the faculty will pass upon each excuse, and any unexcused absence will be dealt with.

The following regulations apply to absences:

1. When a student has three unexcused absences from any class, he shall be dropped from the course. He may

be reinstated only by the recommendation of the dean and the approval of the faculty, and the payment of \$1.00 fee.

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

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

Class Changes

No student is permitted to change or leave a class without the approval of the dean and the teacher in charge of the class. After the first two weeks any student changing a class will be charged a fee of \$1.00.

Any class dropped without the approval of the dean will be marked F, and this grade will be entered in the record of the student.

No class changes will be permitted after the fourth week of any term. Any class dropped after that time because of failing grades will be marked F.

Examinations

Examinations will be given regularly at the close of each term and during the term, at the discretion of the instructor. No student is excused from these examinations. In case a student misses an examination for any cause, he may secure a special examination by applying to the dean and presenting the instructor a receipt for fifty cents examination fee.

Reports and Grades

Reports will be sent to parents or guardians at the end of each term. Should a student be doing unsatisfactory work, a report to this effect will be sent to the parent at any time.

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

- A is the highest grade, 90 to 100.
- B is good, 80 to 90.
- C is fair 70 to 80.

D is the lowest passing grade, 70.

I is "Incomplete." It implies nothing as to the quality of the work, and may be removed by completing the work of the course.

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

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

Transcripts of Credits

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

The Use of Tobacco

Those who are directly responsible for the influence on the grounds and in the buildings of Harding College believe that the use of tobacco in any form is injurious to the user. It is our purpose therefore to discourage the use of tobacco in every way that we can. We have a deep interest in those who have acquired the habit of using it, and desire only to help them quit the habit.

But, if they WILL persist in the use of it we insist that they must use it so as to throw around others the least possible temptation.

Hence, the use of tobacco on the college campus and in the buildings is strictly forbidden except in such places as may be set apart for that purpose.

INSTRUCTIONS TO NEW STUDENTS

Reach Us Over the Missouri Pacific

Morrilton is on the Missouri Pacific between Little Rock and Fort Smith, hence if you come to Harding College by rail it will be over the Missouri Pacific lines. We advise, therefore, that you write the general passenger agent, Little Rock, Arkansas, for routing.

The management of Harding College can say without mental reservation that it has never known more special attention, more courtesy, and kinder consideration given the traveling public than is shown by the service of the Missouri Pacific. From President Baldwin down, it seems

to be the effort of the entire crew to excel in service. Conductors, brakemen, and even porters are never too busy to explain to the humblest passenger what he may need to know. It seems to give them genuine pleasure, so you may call upon them with freedom, expecting to receive the greatest courtesy and the best service it is in their power to give you. Tell them that you are on your way to Harding College and it will be enough.

Students coming from the western part of the state or from Oklahoma by way of the Rock Island may stop at Perry and take automobile for Morrilton instead of going via Little Rock. This is the main line of the Rock Island from Amarillo through Oklahoma City to Memphis. Students who notify us when they will reach Perry will be met by college cars.

General Information

On arriving at Morrilton one should go directly to the college or call the president by telephone. We shall meet all trains at the opening of the fall term, but students are requested to notify us when they expect to arrive.

In case of serious illness parents will be notified at once, and the very best of attention and medical care will be given here.

Instructions to Visitors

Parents and friends who visit the college through the summer should telephone President Armstrong or go directly to the college. Do not engage a room. We will arrange for you when you come. We want you to feel that this is your home while you are in Morrilton.

EXPENSES

The expenses outlined below are for college students only. Expenses in the academy are outlined in the academy catalog.

It is our desire to keep expenses at Harding College as low as possible consistent with efficiency. We believe the careful boarding student can finish the year's work with us, and meet all school expenses for from \$335 to \$375 a year. This estimate includes regular tuition, fees, room rent and meals at the College Club.

Personal Expenses

In estimating school expenses the following facts should not be overlooked: Young people at home spend money for clothing and incidentals; hence such things should not be considered a part of the school expenses. If students are free to write checks on their parents for any amount they wish to spend, their expenses will be much greater. It is impossible for us to control spending without the help and encouragement of parents.

Parents who wish their children to make bills with the merchants in town, having their bills sent home for payment, should write directly to the dean of women or the dean of the college, as the case may be, about the matter. Do not write to the president about such matters. We are doing everything in our power to prevent making of unapproved bills. During the past year the merchants of Morrilton and the parents co-operated heartily with us, and we have together helped students to keep their personal expenses low. We ask parents to continue their co-operation in the future.

TUITIONS, FEES AND ROOM RENTS

The school year of nine months (thirty-six weeks) is divided into three terms of twelve weeks each.

The expenses are paid by the term and at the beginning of the term. This is required because the school must have the money due it to give efficient service, and parents can arrange for one expense account more easily than the school can arrange for many.

No part of tuitions, fees or rents will be refunded and no deductions are made for late registrations. Students should enter at the beginning of a term.

A student who withdraws of his own accord does not thereby place the college under obligation to refund tuitions, fees or rents. Expelled students forfeit all tuitions, fees or rents.

In case of protracted illness, a transferable certificate will be issued for all unused tuitions and rents. Under no circumstances will fees be refunded.

Regular Tuition and Fees

Tuition, College (each term).....	\$35.00
Maintenance fee (payable by all regular college students each term).....	15.00
Annual fee (due once each year on enrollment).....	5.00

Fifteen hours and the Bible is a full course, and should one take more work, one is charged \$3.00 more for each term hour above the fifteen and Bible that one takes.

The Annual Fee is charged to facilitate the publication of the college annual, the "Petit Jean." Every student wants and should have a copy of this beautiful book. He will prize it in later years as one of his most valued possessions. Each student will pay this fee upon enrollment and will receive a copy of the "Petit Jean" for the year. The fee merely makes the sale and collections for the annual easier.

Free Tuition to Preachers

Preachers and young men preparing to preach, who actually make this their life work, are granted scholarships covering the amount of their regular tuition. Such students are required to sign a note for the amount of their tuition, which becomes due five years after they have left the school, if at that time they have ceased to give their time to the ministry. If at that time they are actively engaged in preaching, the notes are cancelled. Young men who receive these scholarships will be expected to assist the college by work in any way they may be requested to do so. It is our purpose to encourage young men who desire to preach, but at the same time every scholarship so given costs the college the full amount, and if the student can assist in the school work it is only just that he do so. No young man who persists in the use of tobacco is entitled to this consideration.

Special Tuitions and Fees

Tuition for Piano, Expression, Violin, Wind Instruments, Voice, or Art:	
One lesson a week, each term.....	\$15.00
Two lessons a week, each term.....	25.00
Three lessons a week, each term.....	30.00
Harmony (including Theory), each term.....	6.50

History of Music, each term.....	6.50
Pedagogy of Music (with practice teaching).....	6.50
Piano rent for students who use college pianos:	
Those practicing one hour daily, each term.....	3.00
Those practicing two hours daily, each term.....	5.00
For each additional hour of daily practice, term..	1.50
Graduation Fee for Bachelor of Arts degree.....	10.00
Graduation Fee for Diploma from School of Fine Arts	10.00
Graduation Fee for Certificates from the School of Fine Arts.....	7.50
Science Fees will be found listed in the different science courses.	
Late Registration Fee (due from those registering after first week of any term)	1.00

Room Rent

Rooms in Jenny Hill Hall for girls, the term \$22.50—\$27.00
 Rooms in Scroggin Hall for boys, the term....\$15.00—\$22.50

All rooms are furnished approximately alike and the difference in price is made only because of the size or location of the room. Corner rooms, large rooms, and those on the South with abundance of sunshine are invariably selected first, and it is only fair that they should bring a slightly higher price. Other rooms are just as comfortably furnished and heated.

Room Reservations

New students who are unacquainted with the student home will be furnished at request with a floor plan of the buildings showing the location, size and price of the different rooms, and they can then make their choice for themselves.

No room can be held without a \$5.00 reservation fee. This fee is applied upon the first term's rent. Rooms should be reserved at once. In case of inability to occupy a room, the reservation fee is refunded, provided notification of such inability is received not later than two weeks before the opening of the fall term.

Furnishings for Rooms

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

In addition to these things the occupants of a room are required to furnish window shades and electric light bulbs. Our experience is that these articles receive treatment that makes them very expensive to the college. Our only recourse from this useless expense is to make this requirement. We find that when a student pays for such articles out of his own pocket, he treats them with more consideration. Students are encouraged to bring any pictures, rugs, pennants, or other furnishings that will make their rooms more attractive and homelike.

Electrical Appliances

Students are allowed to bring such electrical appliances with them as irons, curling irons, and hot plates, but a fee large enough to cover the cost of operating them will be charged. Students may do their own pressing at a small cost for the electricity used.

Dormitory Life

One of the superior advantages at Harding College is the dormitory life of the institutions. At much cost and keenly felt responsibility student homes are maintained that a rare home life may be given our students.

This phase of school life has been studied perhaps more carefully and more thoroughly than any other branch of our work. It has been our object to compensate, if possible, for the loss a child sustains in leaving his own home and entering a boarding school, and we are prouder of our accomplishment along this line than in almost any other of our undertakings. To throw around our boarding students a safe influence without making the home a "prison" to the young boy or girl who has been brought up in the lax home life of today is really a difficult undertaking. To give to the students a home life that has in it the care, protection, and training that ought to be in every Christian home and at the same time make it attractive to the students is really an art. While we fall far short of what we should like to do, we have so far succeeded that at least two homes in Morrilton have, after observing our care of the girls entrusted to us, so valued the home life found in Jenny Hill Hall that they have frankly expressed the conviction that it is better for girls than

their own homes. These homes, too, are as carefully directed homes as can be found in the country. One of these parents put his two daughters in our home because he observed a training there that was not in his own home. The other family kept a niece in their own home a whole year instead of putting her in Jenny Hill. But, after observing the safe care in our school environment and after observing the superior advantages in other ways, the family was frank in saying they could not afford to deprive their niece of those advantages, and the second year they recommended to the parents that it would be better for their daughter to be in our home. She returned in the fall with her sister. The advantages of Jenny Hill Hall are hardly duplicated in the very best of homes.

Our student homes are steam-heated, electrically lighted, furnished with hot and cold water, shower and tub baths, and since these advantages are given at less cost than they can be had anywhere else, all boarding students are required to live in the school homes until they are full. So we request that no arrangements be made for boarding save through the faculty of Harding College.

Medical and Hospital Service

Three years ago we installed for the first time in the history of our Christian schools a health department. A small hospital was furnished and Miss E. O. Prather, a graduate nurse from Baylor University, who had had years of experience in hospital service and in rescue and welfare work, was secured to care for the students.

The plan worked admirably. Through the experience and skill of Miss Prather, students received advice and care that kept them well, and we had less sickness than we had ever known in any previous year, either in Harding College or in former colleges. Some who were not physically strong when they came, grew stronger through the year. In addition to Miss Prather's constant care, the students had the advantage of medical attention and service whenever it was needed.

For this service each boarding student is charged a fee each term. A single call of a physician at night costs as much. In cases of influenza, tonsillitis, severe

colds, or a not infrequent operation for appendicitis, the fee saves the student many times its amount.

This medical and hospital fee covers the cost of hospital service, the constant care of a graduate nurse, and the regular service of the physician. It does not cover the cost of operations, of medicines, of hospital service in other hospitals, or of a special nurse, should such ever be necessary.

With this fee the cost of board and room and hospital and medical service is still lower at Harding than the average cost of board and room alone in any other college known to us. Board and room usually run from \$25 to \$30 a month. Our average room is \$7.50 a month, meals \$16 or less, and the medical fee is \$1.33. This makes a total of \$24.83 a month. For the minimum cost of board and room elsewhere students of Harding College receive the additional service of the health department.

Board

The College Club is a co-operative organization in which both students and teachers receive their meals at the actual cost of food and service. It is a democratic arrangement, and each member has an equal voice in determining the policy of the club, in determining the cost of the fare, and in suggesting changes in the food or service.

In 1924-25 the members of the Club voted upon themselves a tax of \$1 a month apiece to finance the erection of a dining hall. Aside from this self-imposed tax, members of the club live at actual cost of operation. For the past seven years the operative cost of such a club has averaged about \$15 a month; the tax just mentioned makes this \$16. Some years there have been small refunds at the close of the session; occasionally the cost has been slightly higher, but it is approximately the same.

Regular boarding students are asked to make a deposit of \$45 at the beginning of the year in order that the Club may have sufficient funds to buy in wholesale quantities and reduce the cost as much as possible. After this initial deposit the student makes nine monthly deposits of \$11 each, one at the first of each month. This makes

a total of \$144 for the year, or an average of \$16 a month.

Students who are not regular members, but who wish to eat occasional meals may buy meal tickets.

Explanation of the Policy of the Club

The following articles set forth the general policy of the Club:

1. The College Club is run on the co-operative plan, hence:
2. No one makes a penny of profit from the board.
3. Every boarding student is a member of the Club, and
4. Has a right to help form the policy of the Club in regard to the kind of food served, the amount of food, and the general cost.
5. In case the cost of operation for any month exceeds the deposit for the month, such excess shall be paid in ten days after the operative cost of the month has been announced.
6. In case of loss, the whole Club shall be responsible, and such loss shall be borne equally by all the members of the Club.
7. Forty-five dollars deposit due at the beginning of the year represents \$5.00 a month for nine months. This deposit is made to furnish capital for wholesale buying. For students entering later in the year this entrance deposit is reducible by \$5.00 for each month that has passed since the opening of the fall term.
8. All members must report and pay for any visitors they may have.
9. Occasionally it causes great inconvenience to a student to meet the \$45.00 yearly payment. In a limited number of such cases the Club voted on June 5, 1926, to accept monthly payments of \$17.00 a month, payable in advance. All monthly payers pay any excess in operative just as do regular depositors.
10. All Club dues are based upon the school month of four weeks and NOT upon the calendar month.
11. Since the business offices of the College Club and of Harding College are as completely separated as the offices of the plumber and the grocer in your town, both the College and the Club will accept it as a special

favor if all checks for Club expenses are made payable to the College Club and sent directly to the Club as requested above.

12. Members of the Club who withdraw before the end of the school year are charged a \$1.00 withdrawal fee.

13. All unused deposits are refunded in July after an exact count of all expenses has been made.

Table of Expenses for the Term of Three Months

	Low	High
Tuition	\$ 35.00	\$ 35.00
Maintenance Fee	15.00	15.00
Room Rent	15.00	27.00
Meals at College Club	48.00	48.00
Hospital and Medical Fee	4.00	6.00*
Total for Term	\$117.00	\$131.00

*—Fee charged girls.

With Extras

With two private lessons a week in either piano, voice, art or public speaking added:

Low, \$142.00 High, \$156.00

We know of nowhere else where the same quality of service may be had for so small an outlay of money.

Opportunity for Work

The school can furnish work for only a limited number of students each year, and those who must have work to help with their expenses should apply early. We much prefer to give the work to students who have been in school long enough to prove their faithfulness, and such students always have the first chance. New and untried students often prove unfaithful. For this reason, students who do not find work one year, may, by entering and showing their faithfulness and ability, receive all the work they need the next year.

On the other hand, each fall we have to replace a number of those to whom we have given work, because they have been unfaithful. This gives opportunities to others who are on the ground. Consequently, numbers

of students who are really faithful, who want an education and are willing to work at anything to get it, enter each fall with no promise of work and find places when these changes are made.

During the summer we have made arrangements by which students who need work may earn their tuition for the entire year by securing subscriptions to certain papers. This is usually not difficult, because most people are glad to help a young man or woman go through college. A number of students earn their tuition in this way each year. Those who are interested in this plan should write us for definite information.

A Confidential Word to Parents

The school cannot do the work it should do without the co-operation of parents. For the first few weeks of every year, and after visits home, students are often homesick. We all want our children to love their home and would be a little disappointed if they were not homesick. But with the hearty welcome they will receive from the older students, and with the beginning of active work, they soon become happy and contented. It never helps students to recover for the parents to stay with them. Such a course usually results in the student's returning home or in his getting a poor start in his work.

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

Week End Visits With Friends

Our many years of experience have taught us that week-ends spent away from the college with friends are often very detrimental to the student. For this reason we require the written consent of parents or guardians before we permit students these privileges. Such permission must be sent directly to Mrs. Armstrong, dean of women, or Professor Sears, dean of the college.

TEACHERS' CERTIFICATES

Teachers' Certificates are issued by the State Department of Education to students who fulfill certain requirements. The following regulations govern the certification of teachers in Arkansas:

1. Students who have completed sixty semester hours (ninety term hours), of work in an approved college, including at least fifteen semester hours (22½ term hours) of work in education, will be granted a Three-year Certificate (state-wide).
2. Students who have completed the above requirements, and have had at least sixteen months' successful teaching experience, will be given a Professional Certificate, state-wide, and good for six years, not renewable.
3. Students who have completed the requirements of No. 1 above and have received the Three-year State Certificate may have the same converted into a Professional Certificate after having had at least sixteen months of successful teaching experience and six additional semester hours (nine term hours) of training in education.
4. Graduates of approved senior colleges holding bachelor degrees who have not, during the college course, had any work in education, will be given a Two-year State Certificate. After sixteen months of successful teaching experience, and the completion of sixteen semester hours (twenty-four term hours) in education, this certificate may be converted into a Professional Certificate, good for six years. With twenty-four months of successful teaching experience and thirty semester hours (45 term hours) in education, this professional certificate may be converted into a State-wide Life Certificate.
5. Graduates of approved senior colleges holding bachelor degrees who have completed thirty semester hours (forty-five term hours) in education will be given a Six-year Professional Certificate, state-wide. This Certificate may be converted into a State-wide Life Certificate as soon as the graduate has had at least twenty-four months

of successful teaching experience, and six semester hours (nine term hours) of additional professional training.

6. Graduates of approved senior colleges holding bachelor degrees who have completed thirty semester hours (forty-five term hours) in education, and who had at least thirty-two months of successful teaching experience, will, upon graduation, be given a State-wide Life Certificate.

Certificates for Other States

Teachers' Certificates may be secured in other states by making application directly to the State Department of the State desired. The student should confer with the dean and have the school make application for him.

Certificate Fee

A clerical fee of fifty cents to cover the cost of preparing the application and transcript will be charged each student applying for a teacher's certificate.

Renewal of Certificates

The certificates issued by the State Department of Education as set forth above are not renewable. County certificates obtained by examination may be renewed, however. According to the new law, which went into effect in March, 1926, such certificates may no longer be renewed on the basis of attendance at teachers' institutes, but only on the basis of additional credits earned. The minimum credit on which a license can be renewed is three term hours. This work may be taken in Harding College and the renewal secured in this way.

Special Certificates

Special certificates for the teaching of music, art, expression, etc., in the public schools are not issued by the State Board of Education, but by the county superintendent of the county in which the student desires to teach. Those who are preparing to teach these special subjects and wish certificates should apply to the dean for assistance in obtaining their special licenses.

Home Economics Certificates

Students who are preparing to teach home economics in Arkansas, including Smith-Hughes schools, must complete the following work:

Home Economics:	Term Hours
Foods	12
Clothing	12
Home Management	3
Home Nursing	3
Child Care	3
Special Methods in Teaching Home Economics ..	4½
Supervised Observation and Teaching of Home Economics	4½
Total	42

Related Science and Art:

Biology or General Chemistry	9
Art and Design or Applied Art	9
Total	18

Education:

General Methods	4½
Educational Psychology (not General Psychology)	4½
Total	9

Academic and Electives:

English	9
Electives	12
Total	21

Total hours required **90**

Those meeting the above requirements may receive a special certificate for the teaching of home economics. All who desire this certificate should consult the head of the department of Home Economics in the selection of their courses.

COLLEGE OF ARTS AND SCIENCES

ADMISSION

The College of Arts and Sciences is planned to follow the completion of a standard high school course of fifteen units. By a unit is meant a course of study pursued for five periods a week through at least thirty-six weeks, each recitation period being at least forty minutes in length and each laboratory period at least eighty.

Students from accredited high schools will be admitted by transcript properly signed by the superintendent or principal. Students from unaccredited high schools may be admitted by examination, or by passing an intelligence test as explained below.

Arkansas Students

In accordance with the uniform entrance requirements adopted by the colleges of the state, students from Arkansas high schools should note well the following instructions:

1. Applicants from all high schools should write the dean of the college for a blank certificate of entrance, have it properly filled out and signed by their superintendent or principal, and return it to the dean as early as possible. A notice will then be sent them of the acceptance of their application, or of any conditions to be met for entrance.

2. Applicants from unaccredited schools and students without sufficient high school credit may be admitted in three ways:

(1) Applicants eighteen years of age or older whose entrance units have been reduced to not less than thirteen, but less than fifteen, may enter by passing an intelligence test.

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

(3) Applicants twenty-one years of age or older, who come from unaccredited schools, or who have insufficient

or no high school credit, may enter by passing an intelligence test or by examination.

Students from Other States

Students from accredited high schools of other states will be admitted by transcript without examination. Students from unaccredited high schools or students who have insufficient high school credit may be admitted as explained under No. 3 above. All transcripts should be sent to the dean before the date fixed for enrollment and classification.

Entrance Examinations

Entrance examinations will be held during the first week of school. A standard examination adopted by all the colleges of the state will be used.

Intelligence Test

Some time during the first month a general intelligence test is given all freshmen for prognosis of college success.

Prescribed Entrance Units

The following courses will be required for admission to the College of Arts and Sciences:

English	3 units
Algebra	1 unit
Plane Geometry.....	1 unit
History	1 unit
Laboratory Science.....	1 unit
Foreign Language	2 units
Elective	6 units

Total 15 units

Note 1. Laboratory science may be satisfied by physics 1 unit, chemistry 1 unit, biology 1 unit, botany 1 unit, zoology 1 unit, or by $\frac{1}{2}$ unit each of botany or zoology, provided each course was accompanied by 160 minutes of laboratory work each week.

Note 2. The two units of language must have been taken in the same language.

Note 3. The requirement of algebra 1 unit and plane

geometry 1 unit may be met with 2 units of correlated mathematics.

Note 4. The six elective units may be presented from the following:

English	1 unit
Solid Geometry	½ unit
Plane Trigonometry	½ unit
Advanced Algebra	½ unit
History	2 units
Foreign Language	2 units
Science	3 units
Psychology	½ unit
Observation and Practice	½ unit
Classroom Management	½ unit

Not more than four units may be offered for entrance from the following group of vocational and fine arts courses, and not more of each subject will be accepted than the units designated below:

Manual Training	2 units
Home Economics	4 units
Bookkeeping	1 unit
Commercial Arithmetic	½ unit
Typewriting	1 unit
Shorthand	1 unit
Music	1 unit
Public Speaking or Dramatic Art.....	1 unit
Drawing or Painting	1 unit

Note: Two years' work (two lessons a week) in music or public speaking shall count one unit. In art and drawing one unit will be allowed for five periods of ninety minutes each week for thirty-six weeks.

Deficient Credit

Students who have their fifteen units of high school work but lack some of the above requirements will be allowed to work out these requirements in their college course. For example, if a student had no foreign language in the high school, he would be allowed to take nine additional hours of language in the college for each deficient unit in the high school. At the same time this language work would count in full toward his degree.

Advanced Standing

Credit will be given for collegiate work done in other standard colleges upon approval of the Committee on Advanced Standing, provided that the applicant presents proper credentials of his work from his college.

REQUIREMENTS FOR DEGREE

The Bachelor of Arts

The degree of Bachelor of Arts requires the completion of thirty-six majors of college work, together with a scholarship record of two hundred Honor points. At least nine majors must be completed in residence, four of which must be in the student's senior year.

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

Definition of Major and Minor Courses

A major course is one that meets five days each week for twelve weeks; a minor meets five days each week for six weeks. The major is equivalent to five quarter hours of credit, or three and one-third semester hours; the minor is of half this value.

In laboratory courses two or three hours of laboratory work is equivalent to one hour of recitation. Each hour of recitation is supposed to be accompanied by not less than two hours of preparation.

Definition of Honor Points

For each grade of "A" the student is awarded fifteen Honor points for each major course and seven and a half for each minor. Similarly a grade of "B" counts ten points for each major and five for each minor. A grade of "C" counts five points for each major and two and a half for each minor. A grade of "D" is passing, but counts no Honor points. A grade of "I" allowed to remain on any course is failing and detracts from the student's record five points for each major and two and a half points for each minor. A grade of "F" detracts from the student's record ten points for each major and five points for each minor.

Plan of Work

The work of the College of Arts and Sciences is planned to follow the major elective system with certain modifications which will safeguard the interests of the student. The work of the College is divided into ten groups as follows:

- I. Ancient Languages and Literatures,
Including Greek and Latin.
- II. Bible and Sacred History.
- III. Biological Sciences,
Including Botany and Zoology.
- IV. Education and Psychology.
- V. English Language and Literature,
Including Public Speaking.
- VI. Home Economics.
- VII. Mathematics.
- VIII. Modern Languages and Literatures,
Including Spanish, French and German.
- IX. Physical Sciences,
Including Chemistry and Physics.
- X. Social Sciences,
Including History, Economics, Sociology and
Political Science.

Prescribed Work

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

1. Four majors in English, consisting of English 101-103 and 105-107. Required of all freshmen and sophomore students.
2. Three majors in a single foreign language above the entrance requirements of two units in any language. Students entering with no foreign language must complete five majors in college. Students entering with a single unit of language and continuing the same language must complete four majors in college.
3. Five majors must be taken in groups VII, IX, and III combined. At least two majors of this requirement must be in either group IX or group III. One of the five majors may be in group VI if desired.

4. At least two majors must be taken in group X.
5. At least one major must be taken in group II.

Junior and Senior Requirements

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

With the advice of the professor in charge of the department in which he is specializing, the student shall choose two other departments, in one of which he shall complete not less than six majors and in the second not less than three.

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

Electives

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

1. No student may be enrolled in any subject in advance of any other which he has yet to take and which is offered in the schedule.
2. During the freshman and sophomore years not more than six majors may be taken in any one department.
3. No freshman or sophomore may carry more than two majors in any one group at one time.
4. Two majors from the School of Fine Arts may be offered toward the Bachelor of Arts degree. In piano this work shall be in the history, theory and pedagogy of music.

Additional Requirements

Additional work may be required of candidates for graduation as a penalty for improper conduct. No student will be graduated who is guilty of any gross offense, or who has failed to make satisfactory arrangement for his fees and tuition.

Amount of Work

Three majors each term, or nine majors each year, is the normal amount of work allowed each student. No freshman or sophomore will be allowed to carry more than this amount. Juniors and seniors whose grades and past record show ability, will be allowed to carry a minor course in addition to three majors. Nine majors a year allows the student to finish the college course in four years. To attempt to carry more than the regular load usually results in poor work and often in serious and permanent injury to health.

Honors

Honors are awarded at the close of each year to students whose records show unusual ability and application. The system of class and departmental honors is based upon the number of Honor points earned each year. These honors are entered upon the student's permanent record.

Course Numbers

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

1. Courses with numbers below 100 are high school courses, and are offered for students entering with no credit in them. They are necessary for the college courses following. No credit is allowed on these courses toward the degree.
2. Courses numbered from 100 to 199 are primarily for freshmen and sophomores. They may be elected by juniors and seniors with the advice of the head of their department.
3. Courses numbered from 200 upward are open only to juniors and seniors. Students must complete at least five majors in their special department from such courses.

Selection of Courses

Students will be expected to select their courses as suggested below in such a way as to meet the prescribed work as far as possible in their freshman and sophomore years. Specialization must be left to the junior and senior years.

Freshman Year

	Fall	Winter	Spring	Total
English 101, 102, 103	Mj	M	M	2Mj
Bible 101, 102, 103	1-3Mj	1-3Mj	1-3Mj	Mj
Electives	2Mj	2Mj	2Mj	6Mj

Total Freshman credit 9Mj

Sophomore Year

	Fall	Winter	Spring	Total
English 105, 106, 107	Mj	M	M	2Mj
Bible	1-3Mj	1-3Mj	1-3Mj	Mj
Electives	2Mj	2Mj	2Mj	6Mj

Total sophomore credits 9Mj

Junior Year

	Fall	Winter	Spring	Total
Electives	3Mj	3Mj	3Mj	9Mj
Bible may be taken				
Additionally	1-3Mj	1-3Mj	1-3Mj	Mj

Total junior credits 10Mj

Senior Year

	Fall	Winter	Spring	Total
Electives	3Mj	3Mj	3Mj	9Mj
Bible may be taken				
additionally	1-3Mj	1-3Mj	1-3Mj	Mj

Total senior credits 10Mj

DESCRIPTION OF COURSES

I. ANCIENT LANGUAGES AND LITERATURES

The work of this department is designed primarily for those who wish to gain a knowledge of Greek for the purpose of Biblical study. For those who wish to specialize in Greek nine majors are required.

Greek

101. **Elementary Greek:** A study of the grammar and syntax of the Greek language. The regular conjugations of the Greek verb are mastered and the epistles of John are read. Mj. Fall.

102. **Elementary Greek:** A continuation of the preceding course, with further readings from the New Testament. Mj. Winter.

103. **Elementary Greek:** The third beginning course continues the study of grammar, but with more attention to reading. The gospel of John and as much as possible of Mark are read. Mj. Spring.

104. **New Testament Greek:** In this course the remaining gospels, Matthew and Luke, are read. Grammar study is continued, together with work in Greek composition. Mj. Fall.

105. **New Testament Greek:** The shorter Pauline epistles are read in this course in connection with persistent grammar reviews. Mj. Winter.

106. **New Testament Greek:** The remaining Pauline epistles with the exception of Romans and the two letters to the Corinthians are read. Mj. Spring.

201. **New Testament:** Romans and First and Second Corinthians are read, with liberal use of commentaries. Mj. Fall.

202. **New Testament:** Hebrews, Revelation and general epistles. Mj. Winter.

203. **New Testament:** The remaining parts of the New Testament are read in this last quarter. Mj. Spring.

204. **Septuagint:** During the first quarter of the fourth

year, selections from the Septuagint are read. Mj. Fall. Not offered in 1929-30.

205. **Septuagint:** During the second quarter further selections are read from the Septuagint, and the reading of patristic Greek is begun. Gebbhart, Harnock and Zahn's edition is used. This edition includes the epistles of Clement of Rome, Ignatius Polycarp and others. Mj. Winter. Not offered in 1929-30.

206. **Patristic Greek:** The reading of patristic Greek is continued. Mj. Spring. Not offered in 1929-30.

Latin

101. **Cicero:** Six orations of Cicero, together with selections from his letters are read. Conjugations, declensions and constructions are reviewed, and exercises are again given in Latin prose composition. Some study is made of Cicero's style. This course is not open to students presenting Cicero for high school credit. Mj. Fall.

102. **Cicero:** A continuation of the preceding course. Mj. Winter.

104. **Virgil's Aeneid:** Books 1 to 4 are translated. The Aeneid is read as a piece of literature as well as a Latin production. Classical mythology is studied. Prose composition, rules of prosody, and practice in scansion are given. Not open to students who present high school credit in Virgil. Mj. Fall.

105. **Virgil's Aeneid:** A continuation of the preceding course. Mj. Winter.

331. **Horace:** A study of the "Odes," practice in metrical reading, study of prose style and form, and discussion of topics of general interest in the poems. Mj. Spring. Not offered in 1929-30.

II. BIBLE AND SACRED HISTORY

The library contains a fairly large collection of the best works dealing with the Bible and Biblical history. Besides a number of the standard commentaries, it has Hasting's Encyclopedia of Religion and Ethics, the Schaft-Herzog's Encyclopedia of Religious Knowledge, Schaft's Church History complete, together with a number of other monumental works; the works of the early Fathers, the

works of Campbell, McGarvey, and others of the restoration movement; the Millennial Harbinger, the Catholic Encyclopedia, the Jewish Encyclopedia, and many other valuable works.

Courses

101. Matthew: A study of the first gospel as to its historical situation, content and purpose. Attention is given to the geography, history and customs of Palestine in the days of Christ. Outline and memory work, but the main emphasis is upon interpretation. 1-3 Mj. Fall.

102. The Acts: A study of the establishment and development of the church under the leadership of the apostles. Analytical outline of the book and geography of the Roman Empire. Emphasis upon the missionary zeal of the early Christians, especially that of Paul. (Continuation of Bible 101.) 1-3 Mj. Winter.

103. Hebrews: A careful study of the historical situation and the doctrinal content of the treatise to the Hebrews. A special effort is made to show the superiority of the New Covenant in its spirit and workings over the Old. Parallel readings from the Law of Moses. (Continuation of Bible 102.) 1-3 Mj. Spring.

104. The Pentateuch: A study of the inspired account of the beginning of things, of the Patriarchs, and of the Law. The five books of Moses are studied as closely as time permits. The book of Deuteronomy is emphasized especially as a devotional study. 1-3 Mj. Fall.

105. The Hebrew Nation: A study of Israel's history from the feeble beginnings under Joshua to the Babylonian captivity. The prophets of this period are studied in their proper historical setting. Throughout this interesting period of Bible history, replete with striking men and women, God is held up as the most interesting person of them all. His attitude towards man in his desperate struggle with sin, which is the supreme question of the ages, is stressed continually. 1-3 Mj. Winter.

106. Restoration and Inter-Biblical History: A study of Jewish history from the coming out of Babylon to the birth of Christ. Ezra, Esther, Nehemiah, Daniel and most of the books of the Apocrypha are studied. The prophets

who wrote during this time of the Restoration are read in their proper connection. Considerable attention is also given to the contemporaneous history of Babylon, Persia, Greece and Rome. 1-3 Mj. Spring.

107. Homiletics: A course in the preparation and delivery of sermons. Intensive study of various biblical themes and practical experience in speaking. Each quarter. Mj.

201. John: A close study of the fourth gospel by analytical outline, memory work, and historical interpretation. Special emphasis is placed upon this gospel as the exponent of the spirit of Christianity. Prerequisite: Bible 101-103. 1-3 Mj. Fall.

202. Romans: A careful study of the epistle to the Romans by analytical outline and doctrinal content. A close following of the development of the theme of the book. A thorough grasp of the argument and teaching is sought. (Continuation of Bible 201.) 1-3 Mj. Winter.

203. First and Second Corinthians: A consideration of the founding and historical connections of the Church at Corinth. A topical outline and an interpretation of Paul's Corinthian epistles. The many fundamental principles and practical lessons of the books are emphasized. (Continuation of Bible 202.) 1-3 Mj. Spring.

205. Evidences of Christianity: Pantheism, materialism, agnosticism and evolution considered as attempts to account for the origin of the world and its present conditions. Failure of such attempts pointed out, leaving the way clear for Christianity as the only scientific explanation. Prerequisite: Bible 201-203. 1-3 Mj. Fall.

206. Interpretation and Exegesis: A general study of the fundamental principles of interpretation and exegesis as applied to the Bible as a whole, and as applied to the various books of the Bible in their relation to the whole. These principles are also applied to individual texts. 1-3 Mj. Spring.

208. Life of Christ: The course consists of a comparative study of John and the Synoptic Gospels. An attempt is made to arrange the events in the life of Christ chronologically so that the student may get as full and

orderly a conception of the development of his personal ministry as possible. The sermons, miracles, and parables are studied especially, in order that the teachings of the Lord may be emphasized. Farrar's Life of Christ is used in connection with the sacred text. 1-3 Mj. Fall.

301. Shorter Epistles of Paul: First Thessalonians, Second Thessalonians, Galatians, the four "Prison Epistles" (Ephesians, Philippians, Colossians and Philemon), and the three "Pastoral Epistles" (First Timothy, Titus, and Second Timothy) are taken up in the order in which they were written. Historical setting, correlation with the author's life, and teaching of each book are gone into closely. Prerequisite: Bible 201-203. 1-3 Mj. Fall.

302. General Epistles: An intensive study of the letters of James, Peter, John and Jude. Historical setting, peculiarities of style, doctrines, and spirit of each are emphasized. Prerequisite: Bible 201-203. 1-3 Mj. Winter.

303. Apocalypse: A detailed study of the Revelation of John. The book is considered its own interpreter largely. Parallel readings from the Old Testament, especially Daniel. Prerequisite: Bible 201-203. 1-3 Mj. Spring.

III. BIOLOGICAL SCIENCES

The courses in biology are intended to give the student a thorough knowledge of the structure, functions, and relations of living things. They are designed to meet the needs of those who wish to obtain some knowledge of biology as a part of their general education, those who need certain courses to satisfy requirements in other departments, those who are taking premedical work, and those who wish to specialize in biological sciences.

The biological laboratory consists of three rooms, unusually well equipped. The library contains a large number of the best standard and late works and periodicals. The laboratory is furnished with high-grade equipment, including double-nosed Bausch and Lomb microscopes, Bausch and Lomb binoculars, best grade dissecting microscopes, large compound balopticon, microtome, slides, skeletons, casts, life histories, and classified collection of birds and insects.

Students desiring to specialize in zoology must complete at least nine majors in the department including courses 101, 102, 104, 105, 201, 202, 203. Four or five majors should be taken in chemistry and two or three in physics. It is expected also that they shall acquire a reading knowledge of either French or German; knowledge of both is strongly recommended.

Pre-medical students should take courses 202 and either 101-102 or 104-105. These three majors meet the entrance requirements in biology of practically all medical schools.

Zoology

101. General Zoology: This course begins with a study of cells and cell division, and continues with a study of the ascending forms of animal life. Each phylum is studied in order. Primarily for those not offering an entrance unit in zoology. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Winter.

102. General Zoology: A continuation of the preceding course. Fee, \$3. Mj. Winter.

103. Economic Zoology: A practical study of insects, birds and mammals and their relations to the industrial pursuits of man. Prerequisite: 101-102. Fee, \$3. Mj. Spring.

104. Invertebrate Zoology: A systematic study of the successive phylum of invertebrate animals, including structure, habits, habitat, and life history of representative specimens. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Fall.

105. Vertebrate Zoology: A study of vertebrates, including structure, habits, habitat, and life history. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Winter.

106. Anatomy and Physiology: This is an exceedingly practical course, presenting the essentials of anatomy and physiology for students of the practical arts—nursing, physical education, physiotherapy, occupational therapy, and household arts. A knowledge of elementary physiology is required. Fee, \$3. Mj. Fall.

107. **The Science of Health and Disease:** The purpose of this course is a practical knowledge of physiology, pathology, and hygiene. This course should be preceded by 104. Fee, \$3. Mj. Winter.

108. **Hygiene and Sanitation:** This course presents the essentials of modern health care. A knowledge of elementary physiology is required. Fee, \$3. Mj. Spring.

201. **Embryology:** Vertebrate embryology with regard to the organic development of the chick and the pig. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Fall.

202. **Comparative Vertebrate Anatomy:** A comparative study of structures and classification of the vertebrates. Lectures and recitations three hours and laboratory four hours a week. Prerequisite: Course 201. Fee, \$3. Mj. Winter.

203. **Comparative Vertebrate Anatomy:** A continuation of the preceding course. Fee, \$3. Mj. Spring.

205. **Animal Ecology:** A study of the relations of animals to the physical and biological conditions under which they live. Prerequisite: Courses 104 and 105. Fee, \$2. Mj. Fall.

206. **Heredity and Eugenics:** Race improvement and the general principles of heredity and eugenics as applied to man. A knowledge of general zoology is required. Fee, \$2. Mj. Winter.

207. **Ornithology:** The study of birds, identification, anatomy, natural history, and economic importance. Museum material, field and laboratory, lectures and recitations. Prerequisite: Courses 101-103. Fee, \$2. Mj. Spring.

Botany

101. **General Botany:** A study of the structure of different parts of plants, and the different kinds of plants; the functions of plant organs; and applied botany. Lectures and recitations three hours and laboratory four hours a week. Fee, \$3. Mj. Fall.

102. **General Botany:** A continuation of course 101. Fee, \$3. Mj. Winter.

103. **Systematic Botany:** The four great divisions of the plant kingdom are studied, beginning with the most simple organisms and ascending to the highest. A knowledge of general botany is required. Fee, \$3. Mj. Spring.

IV. EDUCATION AND PSYCHOLOGY

The library for education and psychology is well supplied. Besides the works of the chief educators it contains the reports of the N. E. A. and the best journals of education and psychology.

Teachers' Certificates: Requirements for the various teachers' certificates are given in the preceding pages, but students who plan to work toward these certificates should consult the head of the department about the courses recommended to fill the requirements for professional training.

Practice Teaching: Splendid opportunities are offered for practical training in teaching under the direction of the head of the department and the supervision of experienced teachers.

Courses

101. **Introduction to Education:** A general introductory course to set forth the aim, plan, scope and importance of education; qualifications for teaching; educational systems; problems of teaching; results of teaching. Mj. Fall.

102. **Educational Psychology:** A study of the learning process; fundamental instincts and capacities; the organization of experience as habit, perception, memory; the transfer of training; attention and interest; reasoning; the emotions. Prerequisite to all later courses in education. Mj. Winter.

103. **Classroom Management:** A study of the problems of organizing and guiding the procedure of the recitation. Some observation of classroom work will be done. Mj. Spring.

104. **Methods of Teaching in Elementary Schools:** A study of the aims of elementary school teaching; selection and organization of subject matter; methods; and testing the results of teaching. Mj. Spring.

105. **Improvement of the Classroom Examination:** A study of the new type of examination movement; principle underlying the construction of true-false, multiple choice, recognition, matching, completion tests; the valid-

ity and reliability of the new examinations in comparison with the old essay type. Each member of the class constructs one examination in each of the above types. Mj. Spring.

106. **Special Methods in Primary Teaching:** A practical study of the best methods in primary teaching. These methods demonstrated before the class, and each student allowed to do practice teaching under the supervision of Mrs. Cathcart, in our training school. Mj. Fall.

107. **Practice Teaching:** Actual teaching under the supervision of a critique teacher in the training school or the academy. Conferences, in which are discussed lesson plans, devices, and classroom hygiene, are formed in connection with the teaching. All prospective teachers should take this course. Mj. or M.

201. **Educational Tests and Measurements:** A study of the most common standardized tests and scales for both elementary and secondary education; how to determine a good test; methods of giving; interpretation and application of results to problems of classification and grading. M. Fall.

202. **Principles of Religious Education:** A study of the elements of educational psychology from the religious point of view. An attempt will be made to learn the fundamental principles upon which Bible teaching for the greater efficiency may be based. Mj. Winter.

203. **School Administration:** A practical course dealing with the problems of organization and administration of a single school, the supervision of instruction, school extension, community relations, etc. A thesis on some administrative or supervisory problem. Mj. Spring.

205. **Public Education in the United States:** A study of the more important present-day problems in the organization, administration and adjustment of public education in the United States, studied in the light of historical development. A thesis on the history of some movement in American education. Mj. Winter.

206. **The Philosophy of Education:** An introductory study of the philosophy of education; the principles and the nature, scope and aims of education. Mj. Fall.

207. **Principles of Secondary Education:** A study of the fundamental principles underlying secondary education. Special attention is given to the adolescent period. Includes a study of the program of studies, methods of organization and administration, and the relationship of secondary education to both elementary and higher education. Mj. Fall.

208. **Problems of Secondary Teaching:** A study of the main problems which a teacher will meet in high school teaching. M. Winter.

224. **Teaching English:** An examination of the aims, methods and materials of high school English. Various problems and difficulties found in English teaching are studied. Same as English 224. Mj. Fall.

225. **Teaching Home Economics:** A study of the development of the home economics movement, curricula, the planning of courses, and some practice teaching. Prerequisite: One major in methods of teaching. Same as Home Economics 225. Mj. Spring.

226. **How to Teach History:** A course in the methods and materials of teaching history in high schools. Same as History 226. Mj. Fall.

227. **How to Teach Art in Elementary Schools.**

Psychology

101. **General Psychology:** An elementary study of all the topics of general psychology, reactions, instincts, emotions, feeling, sensations, attention, intelligence, habit formation, memory, perception, reasoning, imagination, will, personality, etc. Mj. Fall.

V. ENGLISH LANGUAGE AND LITERATURE

Besides some historical maps, the equipment for this department is the college library, which is provided with the works of all the standard English and American writers and translations from the great writers of other nations; with numerous biographical, critical and historical works, including the Cambridge histories of English and American literature; with the Varioum Shakespeare; with

the standard literary periodicals, and with many works of more general interest.

Students specializing in the department must complete eleven majors, including 101-103, which are required of all freshmen; 105-107, which are required of all sophomores; one major in advanced composition; and the last two following groups: Chaucer (203), Shakespeare (201-202). Two majors in public speaking may be counted toward the English major, but if English 115 is taken, only one additional major in public speaking may be counted. Students are also urged to acquire a reading knowledge of French or German during their course.

Those who expect to teach English in high schools should include courses 110 and 224.

Courses

101. Freshman Composition: A study of the principles of composition with written work throughout the course. Special emphasis is given to the sentence, the paragraph, the mechanics of writing, and vocabulary building. Exposition is treated in the first term. Required of all freshmen. Mj. Fall.

102. Freshman Composition: A continuation of the preceding course. Attention is given more specifically to argumentation and description. M. Winter.

103. Freshman Composition: A continuation of 101 and 102, with emphasis on narration. A short story is developed during the course. Much attention is given to diction and style. M. Spring.

105. History of English Literature: A comprehensive survey of the growth and development of English literature from the earliest times to the present. Masterpieces of both prose and poetry are studied. The Century Readings in English Literature is used as a basis for the course with parallel readings. Required of all sophomores. Mj. Fall.

106. History of English Literature: A continuation of the preceding course. Required of all sophomores. M. Winter.

107. History of English Literature: A continuation

of courses 105 and 106. Required of all sophomores. M. Spring.

110. English Grammar, Practical and Historical: A course for advanced students who desire a more complete knowledge of grammar than is given in high schools, and for those who plan to teach English. Attention is given to difficult constructions and to divided usage. Mj. Fall.

115. Argumentation and Debating: Enrollment in this course will be limited in order to give more intensive training. A text is used as the basis of the course, but the work will consist largely of actual debates. Credit is given only to those who make the intersociety or intercollegiate debating teams. Mj. (or M. for those engaging only in intersociety debate). Fall. Winter. Spring.

201. Shakespeare: A study of Shakespeare's genius and development as a dramatic artist. The course begins with the early plays. Attention is paid to the general form of Elizabethan drama and collateral readings from contemporary dramatists are required. Mj. Fall.

202. Shakespeare: A continuation of the preceding course. A study of the later plays with collateral readings from other Elizabethan dramatists. Mj. Winter.

203. Chaucer: A study of Chaucer's language and literary art. Some attention is given to changes and development of the English language through this period, and to Chaucer's social background. Mj. Spring.

207. Browning: An interpretative study of Browning's best shorter poems, his plays, and *The Ring and the Book*. Some of the plays and longer poems are used for collateral reading. Special attention is given to his thought and art. M. Winter.

208. Tennyson: An intensive study of Tennyson's best shorter poems and as many as possible of his longer ones. The dramas and other longer poems are used for collateral readings. Attention is given to him as an artist and a representative of the thought of his period. This and the preceding course (207) are offered together and constitute a major. Either taken separately is a minor. M. Winter.

210. American Literature—New England Group: After

a brief introductory survey of Colonial literature, attention is centered upon the literature of the New England states. Mj. Winter.

211. American Literature—Metropolitan, Southern and Western: A study of New York groups, the development of the short story and novel, the spread of literature to the South and West, and the growth of new forms and interests. Mj. Spring.

214. Later Nineteenth Century Poetry: The course deals with the poets of the later nineteenth century, exclusive of Tennyson and Browning. Arnold Clough, the Rossettis, Swineburne, and Morris, are studied in succession, while the minor poets are also given attention. The influence of the pre-Raphaelite movement and the discoveries of science as they affect the poetry of the period are noticed. Mj. Spring.

218. Development of the English Novel: This course includes a study of the English novel from Defoe to Meredith. Attention is given to the rise and development of the novel and to the different types of fiction from the adventure stories of Defoe and the historical novel of Scott, to the realistic novels of Hardy. The course is critical as well as historical, and novels representative of various types and movements are read. Mj. Fall.

220. Modern Drama: A study of the major contemporary dramatists of England, America, Ireland, France, Germany, Norway, Russia, Spain, Italy, etc. Attention is given to the changes in dramatic technique brought about by Ibsen, to the one-act play, and to present tendencies in the drama. Lectures and parallel readings. Mj. Spring.

222. Advanced Composition: The first half of this course will be devoted to the composition of all forms of magazine writing except the short story, drama and poetry. The second half will be given to short story writing. The course will emphasize technique and style. Mj. Winter.

223. Anglo-Saxon: A beginning course covering the prose in Bright's Anglo-Saxon Reader. The similarities between Anglo-Saxon, German and modern English are noted. Mj.

224. Teaching English: An examination of the aims, methods and materials of high school English. Various problems and difficulties found in English teaching are studied. Same as Education 224. Mj. Spring.

VI. HOME ECONOMICS

The laboratories for home economics have equipment valued at more than \$2,100. The laboratory for foods and cooking is furnished with standard tables with white tile tops. Each table is equipped with four gas burners. Cooking utensils are of aluminum. The sewing room is supplied with cutting tables, work cabinets, Singer machines and other equipment.

Students wishing to specialize in Home Economics must finish at least nine majors in the department, exclusive of courses 1 and 2, which are not counted toward the degree. Chemistry 101-103 (General inorganic), 110-111 (Organic) and Biology 106 (Physiology) must be taken in connection with the nine majors in this department. Chemistry 207 (Foods) is also recommended.

Students who wish to teach home economics should notice carefully the requirements for their certificates, as set forth in the section dealing with the certification of teachers. They should consult the head of the department regarding the course to pursue to meet the requirements for the certificate.

Courses

1. Elementary Foods: General courses covering the selection, preparation and nutritive value of the more common foods. Required of those who do not present high school credit in foods. Fee, \$3. Mj. Fall.

2. Elementary Clothing: The fundamentals of sewing, care and use of the machine and its attachments, and use of commercial patterns. Various types of undergarments and wash dresses are made. Required of students not presenting credit for clothing in high school. Fee, \$3. Mj. Winter.

103. Costume Design: A study of the principles of costume design, together with their application to various types of figures, personalities and occasions. Includes at-

tention to dresses, hats and wraps. Prerequisite: Course 2, or high school clothing. Fee, \$3. Mj. Spring.

104. **Meal Planning and Serving:** Menu-making, preparation and serving of foods, calculation of costs and study of nutritional value, stressing the economic as well as the social phase. Prerequisite: Course 1, or its equivalent. Fee, \$3. Mj. Fall.

105. **Selection and Preparation of Foods:** A detailed study of foods, their composition, preparation, preservation and cost. Prerequisite: Course 1, or its equivalent, and Chemistry 101-103. Fee, \$3. Mj. Winter.

106. **Selection and Preparation of Foods:** A continuation of the preceding course. Fee, \$3. Mj. Spring.

111. **Advanced Clothing:** Introduction to dress design, problems in wool and silk, making paper dress forms, ethics of dress, commercial patterns and fashion magazines. Prerequisite: Course 2. Fee, \$3. Mj. Fall.

112. **Advanced Clothing:** A continuation of the preceding course. Fee, \$3. Mj. Winter.

113. **Textiles:** A study of fibers, weaves, and fabrics, their processes of manufacture and differentiation tests and analysis; economic use of materials, hygiene of clothing, and cleaning problems; budgeting. Prerequisite: Chemistry 101-103. Fee, \$3. Mj. Spring.

115. **Home Nursing and Child Care:** A practical course concerned with the care of the sick and convalescent in the home, first-aid emergencies and care of children. Fee, \$2. Mj. Winter.

116. **Household Design:** A course in planning, furnishing, and interior decoration, applying principles of color, line and design. Aim of the course is to develop good taste and standards for judging interiors. Fee, \$3. Mj. Spring.

203. **Household Management:** A practical course in the organization of the household, planning the family budget, management of the home, social and economic position of women, and family relationships. Prerequisite: One major in economics or sociology. Fee, \$3. Mj. Fall.

205. **Nutrition I:** An advanced course in the prin-

ciples of nutrition, including composition of foods, digestion, and metabolism, and the making of dietaries for the normal person. Prerequisite: Organic chemistry, Home Economics 103-104, and Biology 106. Fee, \$4. Mj. Fall.

206. **Nutrition II:** A study of special problems of nutrition, such as metabolism in disease, nutritional disorders and nutrition of children. Prerequisite: Course 205. Fee, \$4. Mj. Winter.

225. **Teaching Home Economics:** A study of the development of the home economics movement, curricula, the planning of courses and some practice teaching. Prerequisite: One major in methods of teaching. Same as Education 225. No fee. Mj. Spring.

226. **Practice Teaching in Home Economics.** Mj.

VII. MATHEMATICS

The courses offered in this department are intended to meet the needs of three classes of students: those studying mathematics as a part of a liberal education, those expecting to apply mathematics in other sciences or in technology, and those who look forward to teaching mathematics in secondary schools or colleges.

Those choosing to specialize in mathematics must complete at least nine majors in the department, exclusive of courses 1 and 2.

Courses

1. **Advanced Algebra:** A collegiate treatment of high school algebra, designed for those students offering only one unit of entrance credit in algebra. One-half unit. Fall.

2. **Solid Geometry:** This course is open to students who do not offer solid geometry for entrance credit. Mj. Winter.

103. **Plane Trigonometry:** Solutions of triangles; trigonometric functions; trigonometric identities; inverse trigonometric functions; problems in heights and distances; study of functions by means of graphs. Prerequisites: Mathematics 1 and 2. Mj. Fall.

104. **College Algebra:** The progressions binomial theorem; convergence and divergence of series; permutations

and combinations; partial fractions; equations. Prerequisite: Mathematics 1. Mj. Spring.

105. Analytical Geometry: Elements of plane analytics, including geometry of the conic sections, transformations of axes, loci problems, and introduction of the preceding course. Mj. Fall.

106. Analytical Geometry: A continuation of the preceding course. Mj. Winter.

201. Descriptive Geometry: This course deals with the methods of representing space objects by means of drawings in the plane and the solution of space constructions by means of plane drawings. This work is especially recommended to high school teachers of plane and solid geometry. There will be a considerable amount of drawing with ruler and compass. Prerequisite: Freshman mathematics. Mj. Winter.

202. Differential and Integral Calculus: A comprehensive study of the fundamental principles of the calculus. Differentiation and integration of functions of a single variable; maxima and minima; curve tracing by the aid of the calculus; the integral as the limit of a sum; problems in volumes, areas, fluid pressure, etc.; curvature; rates and velocities; problems in mechanics. Text: Os-good's Differential and Integral Calculus. Mj. Fall.

203. Differential and Integral Calculus: A continuation of course 202. Mj. Winter.

204. Differential and Integral Calculus: A continuation of courses 202 and 203. Mj. Spring.

205. Theory of Equations: This course includes the study of complex numbers, the solution of the quadratic, cubic, and quartic equations, theorems concerning roots of equations, geometric interpretation of algebraic results, determinants and symmetric functions. Prerequisite: Mathematics 106. Mj. Fall.

206. Teaching Mathematics: Reasons for teaching, and general and special methods of teaching mathematics in secondary schools, current problems and selected topics discussed. Open to experienced teachers and to Juniors and Seniors with Freshman mathematics. Mj. Spring.

VIII. MODERN LANGUAGES AND LITERATURES

The courses offered in modern languages meet the needs both of those who must have a reading knowledge of a foreign language as an aid to work in other fields and of those who wish to specialize in the department. Students who finish the course commendably should expect to possess a good pronunciation, be able to read accurately and readily, and have some knowledge of modern writers.

Those specializing in either French or Spanish must complete at least nine majors in the language selected. It is recommended that students majoring in one of these languages work out a first or second minor in the other.

The selection of a language as an aid to specialization in other departments should be made after advising with the head of one's major department. Those planning to major in history may well select either French or Spanish; a knowledge of both is desirable. French or German is recommended for those specializing in any science and for pre-medical students.

Students presenting one year of entrance credit in French or Spanish from secondary schools should begin their course with French 102 or Spanish 102; those presenting two entrance subjects may begin with French 104 or Spanish 104.

French

101. Elementary French: Thorough drill in French grammar and exercises in conversation, composition and reading of classics. Special emphasis is placed on pronunciation and the verb. Among selections read are Guerber's "Contes et Legendes," Halevy's "L'Abbe Constantin," Cameron's "Contes de Daudet," Merimee's "Carmen," and other easy reading. Mj. Fall.

102. Elementary French: Continuation of the preceding course. Mj. Winter.

103. Elementary French: A continuation of courses 101 and 102. Mj. Spring.

104. Prose and Poetry: In this course selections are read from representative prose writers and poets of the

seventeenth, eighteenth and nineteenth centuries. Emphasis is again given to conversation, sight reading, grammar, and syntax. Mj. Fall.

105. **Prose and Poetry:** A continuation of the preceding course. Mj. Winter.

107. **Modern French Drama:** A number of plays are read from such writers as Labiche et Martin, Augier, Sandeau, Coppee and others. Sight reading, conversation, lectures. Mj. Spring.

201. **French Novel:** A study of the rise and growth of the novel in France. Two novels are read in class and one or more outside class. Lectures and French composition. Mj. Fall.

204. **French Composition and Conversation:** A course for more advanced students in writing and speaking French. Attention is given to the idiom of the language. Mj. Winter.

205. **Classic Drama:** Works of the seventeenth century dramatists, Moliere, Corneille and Racine, are read. Collateral reading in the social and historical backgrounds of the period. Mj. Spring.

206. **Balzac:** A study of some of Balzac's representative works. Collateral readings, lectures, reports. Mj. Fall.

207. **French Phonetics:** A course in practical phonetics offered especially for correction of faulty pronunciation of French. It is designed for those who are majoring in French and intend to teach the language in high school. The practical side of phonetics is stressed rather than the theoretic. The course is made as clear and simple as possible and will be based on the latest studies in the field of French phonetics. Mj. Winter.

208. **Survey of French Literature:** This course is based on Fortier's *Histoire de la Literature Francaise*, with collateral readings and reports. Mj. Spring. Not offered in 1929-30.

German

101. **Elementary German:** This course consists of a thorough drill in pronunciation, grammar and syntax, with systematic exercises in conversation, reading, and

memorizing of poetry. As much as possible the direct method is used in class with the purpose of giving the student a practical knowledge of the language and ease in its use. Moderately difficult selections in prose and poetry are read. Mj. Fall.

102. **Elementary German:** A continuation of the preceding course. Winter. Mj.

103. **Elementary German:** A continuation of the preceding course with slightly more difficult selections. Mj. Spring.

104. **Prose and Poetry:** The reading of masterpieces of German prose and poetry from representative writers of the eighteenth and nineteenth centuries. Constant exercise is given in conversation and composition, and grammar is reviewed. Fall. Mj.

105. **Prose and Poetry:** A continuation of the preceding course. Winter. Mj.

106. **Prose and Poetry:** A continuation of the preceding course. Spring. Mj.

Spanish

101. **Elementary Spanish:** A study of grammar, the reading of moderately difficult selections, chiefly from modern writers, and constant systematic drill in conversation and composition. Mj. Fall.

102. **Elementary Spanish:** A continuation of the preceding course. Mj. Winter.

103. **Elementary Spanish:** A continuation of courses 101 and 102. Mj. Spring.

104. **Modern Spanish Writers:** As much as possible is read from a number of modern Spanish writers, including Becquer, Balacio, Pereda, Valdes, etc. Grammar is reviewed and exercises are given in composition and conversation. Recitations are conducted largely in Spanish. Mj. Fall.

105. **Modern Spanish Writers:** A continuation of the preceding course. Mj. Winter.

107. **Commercial Spanish:** This course deals with the practical use of Spanish in the exploitation of business enterprises among Spanish-speaking peoples. Mj. Spring.

201. Modern Spanish Fiction: A study of the best prose writers of the nineteenth century, such as Alarcon, Becquer, Valdes, Mesonero, Romanos, Pereda and Valera. Reports and discussions. Mj. Fall.

204. Spanish Composition and Conversation: A thorough review of grammar and exercises in composition based upon Espinosa's advanced Spanish Composition. Original stories in Spanish are written by the student. Mj. Winter.

205. Modern Spanish Drama: A study of the development of realistic drama in Spain. Selections are read from such writers as Moratin, Jacinto, Benavente, Galdos, and Quintero. Mj. Spring.

206. Survey of Spanish Literature: The course is based upon a history of Spanish literature, with collateral reading of representative selections. Lectures and reports. Mj. Fall.

207. Spanish Phonetics: A course in practical phonetics designed especially for the correction of faulty pronunciation of Spanish. This course should appeal especially to students preparing to teach the language in high schools. The course will stress the practical side of phonetics rather than the theoretic, and will be made as simple as possible. The course will be based on the latest development in the field of Spanish phonetics. Mj. Winter.

208. Cervantes: A study of his life and works. Collateral readings, reports and classroom discussions. Mj. Spring.

IX. PHYSICAL SCIENCES

Both the laboratories and the library are well equipped for the physical sciences. The library contains a large number of the best works on both chemistry and physics, together with periodicals. The laboratory is supplied with all the necessary and usual equipment for undergraduate courses, including standard cabinets, water, gas, electricity, a distillery, ore crusher, ore pulverizer, calorimeter, electric furnace, oven, analytical balances,

etc. Complete equipment has been recently added for ore, coal and water analysis.

Students planning to major in chemistry must complete ten majors, exclusive of 101. They should also plan to finish three majors in physics and courses in mathematics, including at least one major in calculus. It is strongly recommended that they acquire a reading knowledge of French during the course.

Pre-medical students should ascertain the requirements of the school which they plan to enter and advise with the head of the department in the selection of their courses. In pre-medical work courses 101-103 are always required; courses 104, 105 and 110 are usually required by medical schools.

Those who are specializing in home economics should finish courses 101-103, 110, 111, 205, and if possible, 207.

Chemistry

101. General Chemistry: An elementary course of inorganic chemistry, giving a general knowledge of the laws and theories of chemistry, together with a study of the more common elements and their most important compounds. This course is for those who have had no high school chemistry. The more important chapters of a standard high school text will be covered as time will permit. Lectures and recitations three hours, and laboratory four hours a week. Fee, \$5; deposit, \$4. Mj. Fall.

102. General Chemistry: A course similar to 101, but adapted to the needs of students who have had some chemistry. Lectures and recitations three hours and laboratory four hours a week. Prerequisite: Chemistry 101 or high school chemistry. Fee, \$5; deposit, \$4. Mj. Winter.

103. General Chemistry: A continuation of the preceding course. Prerequisite: Chemistry 102. Fee, \$5; deposit, \$4. Mj. Spring.

104. Qualitative Analysis: A course in the separation and identification of the more common metallic and non-metallic ions. The lectures deal with the chemistry of the analytical reactions, special emphasis being given to the application of mass action, solubility product, etc. Lectures and recitations two hours and laboratory nine hours

a week. Prerequisite: Chemistry 104. Fee, \$7; deposit, \$5. Mj. Spring.

105. **Qualitative Analysis:** A continuation of the preceding course. Prerequisite: Chemistry 104. Fee, \$7; deposit, \$5. Mj. Winter.

108. **Quantitative Analysis:** A study of the most important methods of elementary gravimetric analysis, chemical calculations, etc. Lectures and recitations two hours and laboratory nine hours a week. Prerequisite: Chemistry 104. Fee, \$5; deposit, \$5. Mj. Spring.

110. **Organic Chemistry:** A study of the methods of preparation and properties of the more important organic compounds. Theory of reactions and proof of structure are studied. Lectures and recitations three hours and laboratory six hours a week. Prerequisite: Chemistry 103. Fee \$7; deposit, \$7.50. Mj. Fall.

111. **Organic Chemistry:** A continuation of the preceding course. Prerequisite: Chemistry 110. Fee, \$7; deposit, \$7.50. Mj. Winter.

114. **Quantitative Analysis:** A study of the most important methods of elementary volumetric analysis, chemical calculations, etc. Lectures and recitations two hours and laboratory nine hours a week. Prerequisite: Chemistry 108. Fee, \$5; deposit, \$5. Mj. Spring.

203. **Quantitative Analysis:** A study of the more difficult methods of gravimetric and volumetric analysis are made in this course. Lectures and recitations are two hours and laboratory nine hours a week. Prerequisite: Chemistry 114. Fee, \$5; deposit, \$5. Mj. Fall.

205. **Organic Chemistry:** A more advanced course of organic chemistry than 110 and 111. A survey of the paraffin, ethylene, acetylene, and aromatic series will be studied. Lectures and recitations three hours and laboratory six hours a week. Prerequisite: Chemistry 111. Fee, \$7; deposit, \$7.50. Mj. Winter. Not offered 1929-1930.

207. **Chemistry of Foods:** A study of the source, composition and adulteration of foods. Especially for home economics students. One lecture-recitation and twelve laboratory hours a week. Outside readings will be assigned. Prerequisite: Chemistry 111. Fee, \$8; deposit, \$5. Mj. Any quarter.

Physics.

101. **General Physics:** An introductory course covering the general principles of physics with reference to mechanics, heat, sound, light, magnetism, and electricity. For students who have had no high school physics. Three lecture-recitations and four laboratory hours a week. Fee, \$5. Mj. Fall.

102. **General Physics:** A continuation of the preceding course. Prerequisite: Physics 101. Fee, \$5. Mj. Winter.

103. **General Physics:** A course dealing with the development of formulae and their application in the solving of problems. An attempt is made to give the student a certain facility in translating physical conceptions into mathematical symbols and mathematical formulae into physical ideas. Mechanics and heat. Lecture-recitations three hours and laboratory six hours a week. Fee, \$5. Mj. Fall.

104. **General Physics:** A continuation of the preceding course. Lecture-recitations three hours and laboratory six hours a week. Sound and light. Prerequisite: Physics 103. Fee, \$5. Mj. Winter.

105. **General Physics:** A continuation of the preceding course. Lecture-recitations three hours and laboratory six hours a week. Magnetism and electricity. Prerequisite: Physics 104. Fee, \$5. Mj. Spring.

X. SOCIAL SCIENCES

Courses in social sciences are an essential part of a general education, as well as a necessary preparation for many professions.

The library is especially well supplied for the department. It contains practically all the large standard works dealing with American, English and European history, including the Cambridge series, numerous governmental publications; valuable source material in American history, and current periodicals.

Students wishing to specialize in the social sciences must complete at least nine majors in the department.

These should include 101-103, 105-106, 201-202. Not more than two courses in economics or sociology may be included within the nine majors, but others may be taken as electives in addition to the nine majors. It is recommended that those who major in the department acquire a reading knowledge of Spanish or French.

History

101. Mediaeval Europe: This course covers the history of Europe to the sixteenth century. The barbarian invasions, the reorganization of society to meet the new needs, the religious movements, and the Crusades are set forth in their relations to the new movements of the Renaissance. Mj. Fall.

102. Introduction to Contemporary Civilization: This course and the following consist of the historic movements from 1500 to the present, but with special emphasis on the period after 1815. Mj. Winter.

103. Introduction to Contemporary Civilization: A continuation of the preceding course. Mj. Spring.

105. History of the United States: I. Colonial America. This course deals primarily with the English colonies, but Spanish and French claims and settlements are considered in due proportion. The course continues through the Revolution and Constitutional convention. Mj. Fall.

106. History of the United States: II. Constitutional period. Beginning with Washington's administration, the course is a survey of political and social history of the United States till the close of the world war. Mj. Winter.

201. England from the Earliest Times to Close of the Stuart Period: This course deals with the fundamentals of the political, religious, literary and economic activities of the English people and the development of English institutions. Mj. Fall.

202. England from Beginning of the Hanoverians to Close of the World War: A continuation of the preceding course. Mj. Winter.

204. The French Revolution and Napoleonic Wars: France on the eve of the revolution; influence of the poli-

tical and social philosophers; causes and results of the revolution; the Napoleonic wars. Mj. Spring.

207. Contemporary Europe: The course of the world in the next generation, if not in the next century, is being revealed in the news of the day. This course deals specifically with the epoch-making events that began with the Armistice in 1918, and include developments down to the present time. Mj. Spring.

211. Critical Period in American History: The close of the Revolutionary war, the weakness of the Articles, the feeling of disunion, international complications, and the formation of a new constitution. M. Fall.

215. The Civil War: The causes of the war receive adequate attention. The political and diplomatic features of the struggle are given their proper relation to the results. Mj. Winter.

217. The Reconstruction Period: The various theories of reconstruction receive adequate treatment. An understanding is sought for the constitutional and economic phases of the period. M. Spring.

226. How to Teach History: A course in the methods and materials of teaching history in high schools. Same as Education 226. M. Fall.

Economics

101. Principles of Economics: The principles of economics will be emphasized through the first course as a basis for all further study. In the second course there will be given an application of these principles to economic problems. Not open to freshmen. Mj. Spring.

102. Principles of Economics: A continuation of the preceding course. Mj. Fall.

Sociology

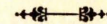
101. Principles of Sociology: The course is planned as an introduction to the entire field of sociological relations. Not open to freshmen. Mj. Fall.

102. Introduction to Social Psychology: A course of the nature of this cannot be exhaustive in any field. The aim of the course is that the student may get acquainted

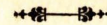
with social problems from the standpoint of the psychologist. A thesis on some problem of social psychology is required. Prerequisite: Course 101. Mj. Winter.

102. **Social Control:** A study of the means by which social control is maintained. M. Spring.

School of Fine Arts



HARDING COLLEGE



1929-1930

FACULTY

FANNY MARIE MOODY

Piano, Harmony, History, and Pedagogy

PEARL LATHAM, Assistant

WOODSON HARDING ARMSTRONG, B.A.

Expression, Public Speaking, and Dramatic Art

EXENE CAROLYN BENEFIELD

Voice

MISS ROSE MARIE LOWERY

Art

SCHOOL OF FINE ARTS

PURPOSE OF THE SCHOOL

The School of Fine Arts is organized to meet the needs of three types of students: those who want the cultural development to be attained through a study of music, art, and expression; those who want a thorough preparation for more advanced professional training, and those who plan to prepare themselves for teaching Fine Arts.

DEPARTMENTS MAINTAINED

The School of Fine Arts offers work in Piano, Voice, Violin, Art, Expression and Public Speaking. In addition to the violin it includes work in all other orchestral instruments. The work of each department is outlined below.

DIPLOMAS

A diploma from the School of Fine Arts is offered upon the satisfactory completion of the work of any one of the departments, and the completion of at least one year of work in the College of Arts and Sciences.

Candidates for the diploma are required to attain a satisfactory proficiency in their department. No promise can be made as to the length of time required to complete the course for the diploma. The time depends entirely upon the student's previous training, his application to the work, his ability, and finally to his artistic performance.

Credit

Not more than two majors of work from the School of Fine Arts may be offered toward the Bachelor of Arts degree.

PIANO

MISS FANNY MARIE MOODY, Instructor

PEARL LATHAM, Assistant

This department places true artistic merit above every other consideration. It heartily disapproves of all questionable methods of advertising. It stands for high standards and high ideals, and vigorously discourages the indiscriminate issuance of certificates and diplomas as an inducement to the careless pupil—a practice which necessarily results in much harm to the cause of musical art, and more harm to the poorly-prepared pupil receiving the certificate.

Plan of Work

Piano: Two individual lessons per week (one-half hour each).

Class Work: Theory, Harmony, History, and Pedagogy (two-hour courses).

Ensemble Playing: One hour each week.

All playing during practice periods must be confined strictly to work assigned by the teacher.

Credit in Piano

A student is not classified according to the number of years he has studied, but according to his real ability as an executant.

Two units in piano may be counted toward the high school diploma, one-half unit of credit being given for each year of work.

As many as two majors of work in Theory, History, Harmony, and Pedagogy may be counted toward the Bachelor of Arts degree in the College of Arts and Sciences, in accordance with the condition stated in requirements for the degree.

Requirements for Examination for Certificate in Piano

Technic:

1. Major Scales (minimum speed, four notes to M. M. 132) played with both hands in parallel motion four octaves; Thirds; Sixths; Tenths; Contrary motion.

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion.

3. Diatonic and Chromatic Scales in velocity and varied rythm; also scales illustrative of the legato, staccato, and portamento touch.

4. Chords: Major, Minor, and Diminished Triads; Dominant and Diminished Sevenths, all with added octaves.

5. Arpeggios in various forms of Major and Minor Triads; Dominant and Diminished Seventh Chords.

6. Octaves: Diatonic and Chromatic Scales; all Tonic Triads.

7. Double Thirds: Major, Minor, Diminished, both hands, varied rythm.

Theory and Harmony:

A candidate for a certificate must be thoroughly familiar with chromatic and enharmonic changes, major and minor modes (harmonic and melodic); intervals; the construction of triads and seventh chords, their inversions and thoroughbase figures. The candidate must be able to recognize by sound fundamental positions of triads and dominant sevenths, and to transpose any succession of triads, not containing a modulation, to harmonize melodies by means of triads and dominant sevenths, to transpose any hymn or ordinary composition not containing distant modulations.

History of Music:

The candidate for certificate must have had one year of history of music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Singing:

The candidate is required to have one year in ear training and chorus work.

Literary Requirements:

High school diploma, English 101, 102, 103; Education 104; Psychology 101 or 102.

Pedagogy:

One year's work as outlined in the Piano Pedagogy.

Repertoire, Not Necessarily Memorized:

After a good foundation with sonatina work, the candidate must have Haydn, Mozart and one Beethoven sonata; polyphonic pieces (consisting of 2- and 3-part inventions of Bach, English or French suites), selections from: Mendelssohn's Song Without Words, Haberbier Etudes, Cramer studies and Chopin Preludes.

Memorized Repertoire:

Six solos, one strictly classical, one polyphonic, four semi-classical or romantic—all to have been acquired within twelve months preceding examination.

Requirements for Examination for Diploma in Piano

Technic:

1. Major and Minor Scales with both hands in parallel motion through four octaves (speed four notes to M. M. 144); Thirds Sixths; Tenths; Contrary Motion.

2. Diatonic and Chromatic Scales in velocity and varied rythm; also scales illustrative of legato, staccato, and portamento touch.

3. Chords: Major, Minor, and Diminished Triads; Dominant and Diminished Seventh Chords—all with added octaves.

4. Arpeggio on Major, Minor, and Diminished Triads; Dominant and Diminished Seventh Chords, in all positions.

5. Double Thirds and Sixths, Major and Minor Scales (each hand alone); Chromatic Minor Thirds.

6. Octaves: Diatonic and Chromatic Scales; Arpeggio of Major and Minor Triads and Chords of the Seventh.

Harmony:

The candidate for graduation must be able to recognize at sight and to name all kinds of Triads, all kinds of Chords of the Sevenths, Chords of Ninths, and Augmented Chords in composition; to recognize by sound all kinds of Triads; the dominant Sevenths; to harmonize any melody not containing distant modulations by means of Triads and Dominant Sevenths; to transpose any hymn or any ordinary composition not containing distant modulations.

History of Music:

The candidate for graduation must have had two years of History of Music and have acquired a vocabulary, embracing the musical terms in common use and their abbreviations.

Sight-Singing:

The candidate must have finished the college course offered.

Voice Culture:

One year's work of at least one individual lesson each week.

Literary Requirements:

High school diploma, one year of college work, including English 101-103, Education 104, Psychology 101 or Education 102.

Repertoire, Not Necessarily Memorized:

Sonatas: Five Haydn, five Mozart, and three Beethoven, Grieg or Chopin.

Selections from Mendelssohn's Song Without Words, Habierbier Etudes, Cramer, Czerny Studies, Bach's Well Tempered Clavichord, Chopin, Schumann and Liszt.

Repertoire, Memorized:

Ten solos, one a movement from a concerto or standard sonata, two polyphonic pieces, and of the remainder, some semi-classical, some romantic.

History and Literature of Music:

While the primary object of the study of music is to become a performer, the mind should also be trained and developed to a thorough understanding and appreciation of the higher forms of music. Unfortunately, this fact is seldom considered, and often after long periods of study pupils may become fair and even creditable performers and still have but scant information on musical subjects, and but little appreciation and understanding of either the intellectual or emotional content of the music they play. The course in Musical History which is provided does much to obviate this one-sidedness of culture. To trace the origin of things is fascination. Moreover, the intrinsic benefit gained therefrom in breadth and depth of vision is so great that without it the appreciation of events, and of art, especially, would suffer much. A thor-

ough knowledge of the history and literature of music is a necessary complement to a musical education.

Piano Pedagogy:

To prepare teachers for their work, a course in Piano Pedagogy is offered. This course consists of a series of discussions relative to all problems confronting the teacher in her work. Every subject, be it purely musical, psychological, physiological, and aesthetic, will be thoroughly analyzed, its practical lessons pointed out and illustrated if possible. Some of the subjects discussed are: Principles of Psychology, Pedagogic Lessons from Musical History; History of Piano Technic; Principles of Technic and Touch; Science of Practice; Rythm; First Twelve Lessons for Beginners; Books and Pieces Graded and Analyzed.

The Primary Department:

Childhood is the best time of life to acquire digital and manual skill of all kinds, but this is the only time of life when piano technic can be acquired with comparatively little effort. Piano playing evolved during childhood carries with it an ease and artistic charm that is unmishtakable. In later years the nerves and muscles respond more slowly to special development. All students of educational principles know that beginnings, the first impressions, the first efforts and their results, are the most important; only when these are correct can artistic development go on parallel with the growth of the individual; otherwise, so-called "bad habits" will cause an arrest of development involving afterwards so much loss of time, money and energy as to be in some cases almost hopeless. It is safe to say that in no field of study are there so many cases of stunted development as in the study of musical instruments, where great skill is wholly dependent upon a fine adjustment of mind, nerves and muscles, based upon economy of energy. Yet, it is a common fact that the study of instrumental music is usually begun under conditions more comfortable to the parent than favorable to the child. It is still customary that the outlay for lessons for children be as little as possible; that any young lady acquainted with some musical accomplishment "will do for the beginner." This reprehensible custom prevails concerning musical education only, for in almost every-

thing else children are provided with the best that conditions can afford. Considering that a thorough musical education may to many become the useful means of profit, and to nearly all a social pastime and source of exquisite enjoyment, it is the duty of the profession to warn parents of the common error made by engaging unprepared music teachers for their children. Children who show any special aptitude for music should begin lessons very early; in fact, their childish amusement at the piano may become short study periods and be not at all less enjoyable. There should be no over-taxing; lessons and study should be "play" in the true sense of the word. For the very young, the regular half-hour lessons are shortened and three twenty-minute lessons are given a week.

VIOLIN

Certificates and Diplomas

The work of the violin department leads to the Diploma in Violin from the School of Fine Arts. No definite length of time can be assigned for the completion of the course. The time depends wholly on application, skill, and artistic execution.

The time required to complete any grade of the course will depend upon the talent and application of the pupil.

Upon completion of certain theoretical studies a Certificate in Violin is issued. Upon completion of the full course the Diploma in Violin is awarded.

Grade I.

C. H. Hohmann: Practical Violin Method, Book I and Book II.

Scales and Arpeggios in first position.

Duets by Pleyel.

Pieces by miscellaneous composers.

Grade II.

Studies by Kayser, Book I, and Wohlfahrt, Book I.

Duets by Mazas.

Pieces from miscellaneous composers.

Grade III.

Studies by Kayser, Book II, and Wohlfahrt, Book II.

Duets by Pleyel.

Pieces by miscellaneous composers.

Grade IV.

Studies by Kayser, Book III.

Special Studies by Mazas, Op. 36, No. 100.

Sevcik: Exercises for the Change of Positions.

Pieces by miscellaneous composers.

Grade V.

Mazas: Brilliant Studies, Op. 36, No. 101.

Sevcik: Scales.

Selections by Kreisler, Ambrosia, Drdla, Dvorak, Dancla, and others.

Kreutzer: Etudes and Caprices.

Stringed, Reed and Brass Instruments

In addition to violin, the work of this department includes modern and practical methods for Viola, Violoncello, Double Bass, Mandolin, Guitar, Flute, Clarinets, Cornet, Trombone, and Drums.

ORCHESTRA

Students of the department assemble at different times each week for orchestra practice. The orchestral instruction is free, but a fee of \$1 a term is charged for music.

The orchestra appears in recitals at intervals through the year. The regular training received in the semi-weekly practices is extremely valuable and every student who can use an instrument is urged to take advantage of it.

VOICE

I. Breathing, Tone-Placement, Preliminary Vocalises.

Books: Solfeggio; Marchesi, Elementary and Progressive Vocalises; Lamperti; Concone, Opus 9, fifty lessons, Simple Songs, Articulation and Enunciation.

II. Continuation of Vocalises adapted to the individual student.

Books: Solfeggio; Mathilde Marchesi. Begin the study

of Italian—Vaccai. Songs and ballads of various composers. Public appearance.

III. Intensified Vocalises, Interpretation. Continuation of Marchesi. Salvatore Marchesi. Limited study of Tosti and Puccini. Songs by Schubert, Schumann, Brahms and modern composers. Frequent public appearance.

IV. Vocalises: Panofko, Bordogni.

Broader study of songs of the old masters and modern composers. Frequent public appearances.

Class lessons will be held twice each month to discuss different phases of voice culture and class demonstrations are given by each student for the purpose of illustration. Each student is required to appear as soloist before the class at least twice during the school year. Students will have a chance to appear before the public not only in our recitals but also through the different clubs of Morrilton. Candidates for graduation must have at least two years of piano study, two years each of college English, history, and modern language (Spanish or French) in addition to completion of the high school course. The requirements of Theory, Harmony, and History of Music are the same as for piano. Candidates for graduation must give a creditable recital in the spring of their senior year.

VOCAL MUSIC

(To Be Supplied), Director

Sight Singing: A rudimental course with practical exercises for note reading.

Evangelistic Singing: Work in rudiments and note reading along with the great work of song directing and song selecting for church work. Two classes each week. No credit.

Quartet: Two male quartets will be organized, if the talent of the young men command it. The quartet music of Parks, Vaughn, Fillmore Bros., and Rhodeheaver will be used.

Chorus and Glee Club: Glee Clubs will be organized, one for men and one for ladies, and the two will be combined to form the College Chorus.

Note: (1) Membership to the different music clubs will be determined by competition in talent and faithful-

ness. (2) Glee clubs will have two rehearsals each week, the Chorus one night each week, and the Quartets thirty minutes each school day.

EXPRESSION AND PUBLIC SPEAKING

WOODSON HARDING ARMSTRONG, Instructor

Purpose

The work of the Department of Expression and Public Speaking is adapted to three classes of students: those who wish to cultivate refinement in manners and speech, those who wish to develop ease and power as public speakers and readers, and those who desire the technical and practical training that will make them effective teachers of public speaking, expression, and dramatic art.

Requirements for Graduation

The Diploma in Expression is granted to candidates who have completed the three-year course, and have met the following requirements:

(1) Each student must have given at least eighteen full readings in public recital during the first two years.

(2) He must have taken part in at least one full evening's play each year.

(3) During the third year he must have selected a play and directed its presentation.

(4) During the third year also he must have given an individual recital.

(5) He must have completed at least nine majors of college work including his work in expression.

Although three years is given as the period required for the completion of the course, the time element is not rigidly fixed. Some students may need a longer time than this. Training given children below high school rank cannot be counted within the three years. We believe it is better both for the student and the school that a graduate attain a real mastery of expression and understand fully the principles of effective speech than that he merely pursue the course a definite period of time. His diploma then stands for a real and definite accomplishment. It indicates that he has acquired genuine skill in artistic interpretation, and that his experience in directing a play under the guidance of his instructor has prepared him for effective teaching.

EXPRESSION**First Year**

Vocal expression, harmonic gymnastics, voice training, phonetics, life study, story telling, platform reading, and dramatic rehearsals of farce and one-act plays. Recitals.

Second Year

Vocal expression, voice training, diction, harmonic training, pantomimic training, dramatic thinking (Shakespeare). Dramatic rehearsal of one-act plays and comedy, speaking on current topics, abridgment and reading of stories. Recitals.

Third Year

Vocal expression, voice training, resonance, diction, harmonic training, pantomimic training, play production, dramatic rehearsal of comedy, tragedy, and drama, extemporaneous speaking, abridgment and public reading of the novel, interpretation of contemporary literature. Recitals.

Fourth Year

Browning and contemporary poets, resonance, dramatic modulations of the voice, pantomimic expression (character study), stage art, modern drama, rehearsal, logical thinking and speaking, abridgment and public reading of the drama, interpretation of forms of literature. Individual recital.

PUBLIC SPEAKING**First Year**

Vocal expression, voice training, phonetics, conversation, extempore talks on observation, experience, literature, and current events, philosophy of public speaking. Extempore speeches on recitals.

Second Year

Vocal expression, voice training, resonance, diction, psychology of voice, harmonic training, dramatic thinking (Shakespeare), study of masterpieces of literature, logical thinking and speaking. Extempore speeches on recitals.

Third Year

Voice training, resonance, dramatic modulations of the voice, interpretations of forms of literature, co-ordination of spoken and written English in the writing and delivery of various types of public addresses. Public addresses.

Oral Interpretation of the Bible

Vocal expression in the interpretation of the Bible is strangely neglected. Vocal expression is the revelation of realization. It is the purpose of this course to help the student to understand the spirit of the Bible in its different forms. The literary, narrative, didactic, oratoric, allegoric, lyric, dramatic and epic spirits are studied. A part of the year will be devoted to the readings of the parables, the art of the Master.

Text Books: Curry's Vocal and Literary Interpretation of the Bible and the BIBLE.

ARTS AND CRAFTS

MISS ROSE MARIE LOWERY, Instructor

Purpose

The work of the Department of Arts and Crafts is adapted to the needs of those who desire a general cultural training in art, those who wish to master the technique of free-hand drawing, painting and design, either as a profession or with a view to teaching it, and those who are interested in art for the purpose of home and interior decoration, and costume design.

Certificates

A Certificate in Art will be awarded for the satisfactory completion of the work prescribed for the three-year course and the presentation of a thesis which may consist of a technical production or a piece of written work.

Courses Offered

101-103. **Elementary Drawing:** Drawing from still life and cast, rapid sketching from life and drawing from memory and imagination. The study is directed toward the

structural use of line, form and color. Charcoal and other media. 1 to 5 hours credit. Fall, Winter and Spring.

105-107. **Water Color:** Studies in still life. Fundamental principles involved in the theory of color and color values. 1 to 5 hours credit. Fall, Winter and Spring.

113. **Theory and Practice of Design:** Study of the fundamental principles of design, with practical application to stenciling, block printing, batik, gesso, etc. Fee, \$3.00. Major. Fall. Meets the requirement for elementary design in Home Economics.

205. **History and Criticism of Art:** A survey of the chief periods in the history of art, together with practice in interpreting selected examples of painting and sculpture. Major. Winter.

227. **Public School Drawing:** A course intended for public school teachers, with special reference to the relation of art instruction to the home, community and industry. It is designed to give increased proficiency in drawing and to establish a foundation for classroom criticism. Major. Spring.

Same as Education 227, "The Teaching of Art in Elementary Schools."

1-3. **Juvenile Course in Drawing, Painting and Design:** Intended for children of talent, supplementing the work done in public schools. The purpose is to stimulate and direct creative art.

No college credit. Fall, Winter and Spring.

Art Tuition and Fees

Drawing and Painting:	The Term
One lesson a week	\$12.50
Two lessons a week	20.00
Three lessons a week, with daily use of studio	25.00
Juvenile course, one lesson a week	6.00
Design, two lectures and three laboratory periods a week, fee	3.00
Art History and Criticism, two lectures and three laboratory periods a week, fee	3.00
Public School Drawing, two lectures and three laboratory periods a week, fee	3.00

GRADUATES AND ENROLLMENT

COLLEGE OF ARTS AND SCIENCES

1926

Bachelor of Arts Degree

Allie Marie Bailey, Mj.: Education; Mn.: Biology_Oklahoma
 George Steuart Benson, Mj.: Social Sciences;
 Mn.: Education_____Oklahoma
 May Bell Dowdy, Mj.: Education; 1Mn.: Home
 Economics; 2Mn.: English_____Texas
 Alva Boyd Reese, Mj.: Social Science; 1Mn.:
 Ancient Languages; 2Mn.: Education_____California
 Harvey W. Riggs, Mj.: English; 1Mn.: Ancient
 Languages; 2Mn.: Education_____Kentucky
 Hazel Raye Willoughby, Mj.: English; 1Mn.:
 Education; 2Mn.: Home Economics_____Oklahoma
 Frances Ruby Lowery, Mj.: English; 1Mn.:
 French; 2Mn.: Education_____Nebraska

1927

Raymond L. Hazlett, Mj.: History; Mn.: Educa-
 tion_____Colorado
 Ola May Loter, Mj.: Spanish; Mn.: English_____Texas
 Ruby Esther Matlock, Mj.: Home Economics;
 Mn.: English_____Kansas
 Lewis Turner Oldham, Mj.: History; Mn.: Edu-
 cation_____Oklahoma
 Clint E. Surber, Mj.: History; Mn.: Education_Nebraska

1928

Joyce Duvall, Mj.: Home Economics; Mn.:
 Education_____Arkansas
 Richard Nelson Gardner, Mj.: Education; Mn.:
 Biological Science_____Tennessee
 Mrs. J. O. Garrett, Mj.: English; Mn.: Spanish_____Texas

Audrey Milner, Mj.: Home Economics; Mn.: English	Arkansas
James Oakley Murphy, Mj.: History; Mn.: Education	Tennessee
David Willis Rhodes, Mj.: History; Mn.: Education	Arkansas
Maurine Rhodes, Mj.: Spanish; Mn.: English	Arkansas
Era Frances Rives, Mj.: Home Economics; Mn.: Education	Arkansas
Rena Woodring Sanderson, Mj.: Spanish; Mn.: English	Arkansas
Helen Haynes Smart, Mj.: English; Mn.: Education	Arkansas
Desdamona Stark, Mj.: English; Mn.: French	Arkansas

1929

Ackers, Leo	Kansas
Adams, Ruby	Arkansas
Allen, Lindsay	Alabama
Beasley, Edward	Arkansas
Blackshire, Emmett	Arkansas
Brown, C. E.	Texas
Brown, Mrs. C. E.	Texas
Dixon, Cullen	Mississippi
Henry, W. T.	Arkansas
Hightower, Eugene	Arkansas
Jones, Lynwood B.	Arkansas
Kellett, M. A.	Arkansas
Kirk, Leonard	Tennessee
Lewers, Margaret	Mississippi
Loftis, Beatrice	Arkansas
Matthews, Lois	Arkansas
Mills, Elsie	Arkansas
Mills, Tatum	Arkansas
Mills, Uldene	Arkansas
Oldham, Laura	Oklahoma
Robison, Vincent	Arkansas
Shull, Dorris	Arkansas

SCHOOL OF FINE ARTS

1925

Certificate in Expression

Billie Jewell Jackson	Arkansas
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Certificate in Piano

Johnnie Brummitt	Arkansas
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1926

Certificate in Expression

Marietta Helm	Arkansas
Luke Priba	Arkansas
Desdamona Stark	Arkansas
Marjorie Turner	Arkansas
Nathan Waldrep	Arkansas

1927

Reader's Diploma in Expression

Marietta Helm	Arkansas
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1928

Diploma in Expression

Mrs. J. O. Garrett	Texas
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Certificate in Piano

Marie Davidson	Arkansas
Fannie Lou Fricks	Arkansas
Ruth Shoptaw	Arkansas

Certificate in Voice

Lois Matthews	Arkansas
Ruth Shoptaw	Arkansas

1929

Certificate in Piano

Pearl Latham	
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Harper (Junior) College

1917

McReynolds, Wilbert	Louisiana
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1918

Thompson, Jay Kansas

1921

Gardner, Mrs. J. N. California

Rhodes, William D. Missouri

Tenney, Arthur Boutelle California

Thompson, Alice Kansas

1922

Christopher, Grace Kansas

Corbin, Emma Faye Oklahoma

Hunter, Still Alabama

Matlack, Ruby Esther Kansas

Thompson, Arch Kansas

Valentine, Ruby Oklahoma

Williams, Floyd Kansas

1923

Benson, Earl U. Oklahoma

Benson, George Steuart Oklahoma

Cronin, Gladys M. Kansas

Harris, Dot New Mexico

Harris, Lida Kate New Mexico

Loter, Ola Texas

Roberts, Laura Neil Missouri

Schick, Eula Irene Oklahoma

Sears, Pattie Hathaway Arkansas

Thompson, James M. Oklahoma

Willoughby, Hazel Raye Oklahoma

Wood, Mayma Oklahoma

Woodring, Rena Avana Oklahoma

Wright, Royal E. Oklahoma

1924

Biggs, Clara Viola Oklahoma

Billingsley, William H. Kansas

Hamilton, Herbert T. Oklahoma

Lawson, Floyd Oklahoma

Lowery, Rose Marie Nebraska

Lowery, Ruby Frances Nebraska

Stark, Desdamona Arkansas

Tedford, Nelius Texas

Willoughby, Booker Oklahoma

Witt, C. Bryan Texas

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