

1925

Harding College Course Catalog 1925-1926

Harding College

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HARDING
UNIVERSITY

Harding College

Annual Catalogue

COLLEGE SECTION

1925-1926

Bulletin

Harding College

Volume I

May, 1925

Number 12

ANNUAL CATALOG

COLLEGE SECTION

FOR
THE SESSION OF
1925-1926

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CALENDAR

1925-1926

Fall Term

September 22 Registration and Classification
September 25 Student-Faculty Reception
November 25, 26 Thanksgiving Lectures
December 21 Registration for Winter Term
December 22, 23 Fall Term Examinations.
December 24 to January 4 Christmas Holidays

Winter Term

January 5 Winter Term Begins
March 8 Registration for Spring Term
March 19, 20 Winter Term Examinations

Spring Term

March 23 Spring Term Begins
May 31 and June 1 Spring Term Examinations
May 30, at 8 p. m. Baccalaureate Sermon
June 3, at 10 a. m. Commencement Exercises
June 3, at 8. p. m. Closing Entertainment

Summer Term

Plans will be made for a summer term for 1926.
The Summer School Bulletin will be issued in March,
1926. It may be had on request.

DIVISIONS OF THE ANNUAL CATALOG OF HARDING COLLEGE 1925-1926

- 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 CATALOG

Is published under separate cover and will be sent to any address on request. It includes also the Commercial Department and the Training School.

BOARD OF TRUSTEES

Officers

Dr. J. M. Matthews	President
W. T. Sweat	Vice-President
J. H. Bradley	Secretary
Z. D. Barber	Treasurer

Executive Committee

Dr. J. M. Matthews	Chairman
J. H. Bradley	Secretary
Z. D. Barber	
C. Ray Thompson	
L. C. Sears	

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W. A. McCartney	Rommel, Arkansas
W. S. Watson	Morrilton, Arkansas
W. T. Sweat	Weldon, Arkansas
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A. Olive	Little Rock, Arkansas
N. E. Hicks	Knobel, Arkansas

ADVISORY BOARD

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R. W. Waldrep	Cardwell, Missouri
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W. F. Hightower	Batesville, Arkansas
L. R. Wilson	Henderson, Tennessee
Dr. J. R. Loftis	Maynard, Arkansas
Walter Fricks	Saratoga, Arkansas
W. A. Cluck	Greenway, Arkansas
S. A. Davis	Greenway, Arkansas
H. D. Watson	Delight, Arkansas
A. N. Hamilton	Ada, Oklahoma
W. J. Tyson	Buena Vista, Arkansas
J. F. Watson	Nashville, Arkansas
J. D. Bland	Lexington, Oklahoma
John Hamilton	Bay, Arkansas
S. A. Floyd	Nashville, Arkansas
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S. M. White	Pocahontas, Arkansas
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K. B. Spears	Blevins, Arkansas
Mrs. W. E. Jackson	Cypert, Arkansas

W. A. Bowman	Newport, Arkansas
O. L. Reynolds	Atkins, Arkansas
Mrs. L. H. Hudkins	Campbell, Missouri
J. C. McCord	Alma, Arkansas
H. R. Signor	Milan, Kansas

OFFICERS OF ADMINISTRATION

J. N. Armstrong, B. A., M. A., President.
Lloyd Cline Sears, B. A., M. A., Dean.
Robert C. Bell, B. A., M. A., Dean, Department of Bible and Sacred History.
Z. D. Barber, Business Manager.
Woodson Harding Armstrong, B. A., Dean of Women.
Roxie Woodring, Librarian.

COMMITTEES OF THE FACULTY**Committee on Classification and Advanced Standing:**

L. C. Sears, Chairman; R. C. Bell; R. R. Coons;
F. M. Kercheville.

Committee on Discipline and Regulations:

To be appointed.

Committee on Athletics:

T. C. Wilcox, Chairman; G. W. Kieffer; R. R.
Coons.

Committee on Grounds and Buildings:

To be appointed.

Committee on Library:

To be appointed.

Publicity Committee:

To be appointed.

OFFICERS OF INSTRUCTION

1925-1926

COLLEGE OF ARTS AND SCIENCES

J. N. ARMSTRONG, B. A., M. A., President.

Professor of Ancient Languages 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, 1908-1918; President Harper College, 1919-1924.

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, 1918-1919; B. A., University of Oklahoma, 1919; Fellow in English, University of Kansas, 1920-1921; M. A. University of Kansas, 1921; Dean and Professor of English, Harper College, 1919-1924. Advanced work toward Ph. D. in the University of Chicago this summer.

ROBERT C. BELL, B. A., M. A., Dean of Bible Dept.
Professor of Bible and Sacred Literature.

David Lipscomb College, 1898-1900; taught two years in Tennessee; student instructor, Potter Bible College, 1901-1905; Instructor in English, Cordell Christian College, 1909-1911; President Thorp Spring

HARDING COLLEGE

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Christian College, 1911-1916; B. A., Austin College (Sherman, Texas) 1917; M. A., Southern Methodist University (Dallas), 1918; Professor of English, Thorp Spring Christian College, 1918-19; Professor of English, Abilene Christian College, 1919-1923; Professor of English, Harper College, 1923-1924.

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, 1918-1922; Professor of History, Abilene Christian College, 1922-23; Professor of History, Harper College, 1923-24; advanced work toward the Ph. D., University of Texas, this summer.

ROY R. COONS, B. A., M. A.

Professor of Physical Science.

B. A., Simmons College, 1918; Instructor in Physical Sciences, Abilene Christian College, two years; M. A., Texas University, 1920; a year and a half of graduate work following the M. A., Colorado University, June 1921 to September 1922, and summer of 1923; Professor Physical Sciences, Iowa State College, Ames, Iowa, 1923-1924. Advanced work toward Ph. D. in University of Colorado this summer.

SAMUEL ALBERT BELL, B. A., (M. S.)

Professor of Biological Sciences.

Student Potter Bible College, and Western Bible and Literary College; Instructor in Mathematics, Western Bible and Literary College; B. A. Potter Bible College; Instructor in Science and Mathematics, Cordell Christian College, 1909-1917; Professor of

Natural Sciences, Harper College, 1920-1924; twenty-seven hours and an approved thesis toward the M. S. degree in the University of Oklahoma; graduate work in the University of Kansas summer, 1923.

GEORGE W. KIEFFER, B. A., M. S.
Professor of Mathematics.

Student Cordell Christian College, 1914-1916; B. A., University of Oklahoma, 1920; principal of high school, Owasso, Oklahoma, 1920-21; instructor in Mathematics and Natural Science, Harper College, 1921-1924; candidate for the M. S. degree in University of Illinois, this summer.

FRANK M. KERCHEVILLE, B. A., M. A.
Professor Modern Languages.

Student-assistant in Spanish, Thorp Spring Christian College, 1920-21; taught Spanish two years in Texas high schools; Student Texas University summers of 1921-1923; Student-Assistant in Spanish, Abilene Christian College, 1922-24; B. A., Abilene Christian College, 1924; special advanced work in Spanish in National University of Mexico, Mexico City, Mexico, summer 1924; Assistant-Instructor in Spanish, University of Wisconsin, 1924-25; M. A., University of Wisconsin, 1925.

ARTHUR G. JOHNSON, B. A., M. A.
Professor of Education and Director of Training School.

B. A., Kentucky Wesleyan College, 1915; M. A., Kentucky Wesleyan College, 1916; special work in East Kentucky State Normal, 1920, and in West Kentucky State Normal, 1921; Instructor in Mt. Sterling High School, 1922-23; Superintendent of Schools, Burton, Ohio, 1923-1925; advanced graduate work, George Peabody College, 1925.

T. C. WILCOX, B. S.
Athletic coach.

Graduate David Lipscomb College, 1919; B. S. George Peabody College, 1924; graduate work in George Peabody College summer of 1924; Principal and coach, Sulphur Mill Academy (Tenn.), 1919-20; in New Concord 1920-21 and 1922-23; in Fulgham High School 1924-25.

WOODSON HARDING ARMSTRONG, B. A.
Dean of Women.

Diploma in Expression, Nashville Bible School, 1898; studied expression under Daniels, Lowery, Pittman, and others; student of expression in Potter College (girl's school), 1904-05; Instructor in Expression, Western Bible and Literary College, 1905-07; Instructor in Expression, Cordell Christian College, 1909-19; Author and producer of original dramas; B. A., David Lipscomb College, 1915; Dean of Women, Harper College, 1919-1924.

MRS. R. R. COONS, B. S., (M. S.)

Instructor in Home Economics.

B. A., Abilene Christian College, 1920; B. S. in Home Economics, University of Colorado, 1922; attended University of Texas, summer of 1920; fifteen hours of graduate work in University of Colorado, 1923; graduate work in Iowa State College, 1924; has taught in public schools of Texas four years, in Abilene Christian College one year, in Harper College one year, and in Moreland (Idaho) High School one year; will finish residence requirements for M. S. in Home Economics in University of Colorado this summer.

ROXIE WOODRING.

Librarian.

Graduate Texola (Oklahoma) High School; grad-

uate in business, Hill's Business College, Oklahoma City; employed in the Bank of Texola; librarian and instructor in business, Harper College, 1922-24.

ROSE-MARIE LOWERY.

Assistant Librarian.

Graduate Davenport (Nebraska) High School; graduate Harper College, 1924.

SCHOOL OF FINE ARTS

MARGARET EHRESMAN.

Instructor in Expression, Public Speaking, and Art.

Student of Expression, David Lipscomb College, 1912-14; Newcomb University, New Orleans, 1915-16, 1919-20; Curry School of Expression, Boston, 1921-23; Teacher's Diploma, Curry School of Expression, 1923; Taught expression in Burritt College, 1917-21; Present position since 1923; Certificate in Painting, David Lipscomb College, 1914; Student Newcomb University School of Art, New Orleans, 1915-16; Student of School of Fine Arts Craft and Decorative Design, Boston, 1923; taught painting in Burritt College, 1917-21. Special study summer 1924 under Bernard Szold, of Paris, France, internationally known painter and sculptor.

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, 1921-23; instructor in piano, Harper College, 1923-24. Present position since 1924.

BLANCHE JOY JONES.

Instructor in Voice.

Student of Faith La Borde, London, England; of Maurice Conklin, of Chicago; and Samuel Ljungkvist, Swedish Tenor of New York, and student of the world famous teacher Raymond von Zur Muhlen, of London. Special training in teaching voice under Maurice Conklin.

CHARLES PREISLER.

Instructor in Violin and Orchestra.

Graduate of the Meisterschule, Prage, Bohemia, under Sevcik Otakar, world famous violin teacher and director of the Meisterschule; special student of Strauss; has played in a number of distinguished European orchestras. Instructor in violin in Central College for a number of years, and in both Central and Harding since 1924.

LLOYD O. SANDERSON.

Instructor in Vocal Music.

Graduate Union and Western Normal Schools of Music; post-graduate work in World's Normal School of Music; Vice-president of Union Music Co., and the Union Normal School of Music, 1917-1920; special study in voice under Inez Dodds Barbour, Wichita, Kansas; Vocal Instructor in Harper College and Milan High School, Milan, Kansas, 1923-24.

ACADEMY FACULTY

The faculty for the academy is separate from the college faculty, and is enrolled in the Academy Catalog, which is published as the April 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 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.

GENERAL INFORMATION

HISTORY

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

The 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 the largest and finest buildings among all the Christian schools, and it had laid a secure foundation for future work.

Harper College was opened in 1915. In the nine years of its work, especially during the five years of the presidency of Mr. Armstrong, 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 two schools 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, 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 the Arkansas Christian College suggested a combination 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 large support; (2) the Arkansas Christian College already had one of the best buildings in the state, needing only to be occupied; (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 school would be located in the very center of the great field of Christian churches. 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 took the most active interest in Christian education everywhere.

The results of the first year have justified the confidence of these friends in the wisdom of the consolidation. Through the uniting of forces the school has gained recognition as a standard senior college. Students from sixteen different states have been enrolled. The administration building has been completed; Jenny Hill Hall for girls has been constructed; and a large dining hall has been built. A solid foundation has been laid for the future growth of the work.

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 old 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 colaborer 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.

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 Ft. Smith and Kansas City. Five hard-surfaced highways lead from it in different directions, one of them running to Little Rock and another to Ft. Smith. A new hard-surfaced highway is soon to be opened from Mammoth Springs through Morrilton to Hot Springs. Nearby is the beautiful Petit Jean Mountain with its guest house, its state park, its state Y. M. C. A. park, and its cascades.

Morrilton is said to be the richest city of its size in the entire state. It has grown rapidly in the last three years, until it now has a population of over 5,000. It has between five and six miles of pavement, and other districts are under construction at the present time. It has a building and loan association, an old line life and fire insurance company recently chartered with a capital of \$500,000 and a surplus of 50,000, and four banks, one of which has recently erected a five story steel-frame building. 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, two wholesale groceries, and other smaller industries.

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. One farmer last fall shipped three car loads of sweet potatoes to Los Angeles with a net profit of \$2 a bushel. It is also one of the most productive natural fruit growing sections in the United States. Abundant crops of peaches, apples, grapes, pears, and other fruits may be grown, while blackberries grow wild in profusion.

The climate is as nearly ideal as one may find. The winters are exceedingly mild—almost like spring the winter through. The temperature 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.

EDUCATIONAL STANDING

Harding College is 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 four buildings, the administration building, two dormitories, and a dining hall.

Administration Building, which was begun four years ago, has just been completed at a cost of \$150,000. It is constructed of brick and Bedford limestone, 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 and steam-heated.

Matthews Auditorium is said to be one of the finest 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.

Jenny Hill Hall is the new dormitory for girls. It has three stories which are used for rooms and a half basement which is used for classrooms and library. Each student room is supplied with a roomy closet, and the room itself is large and comfortably furnished. Two large 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. It is named in honor of Mrs. Jenny Hill whose interest in Christian education helped to build the school at Morrilton.

Scroggin Hall, which was named in honor of the lamented J. J. Scroggin, whose valuable aid and counsel, endeared his memory to all who love Harding College, is the dormitory for men. It is a two-story tile and stucco building constructed at a cost of approximately \$60,000. It is steam heated and supplied with hot and cold water. It has a large sleeping porch or sun room on the south.

The Dining Hall, which has been built this year by the college club, is a brick building forty feet wide and a hundred feet long. It contains the kitchen, pantry, dish-washing room, and a dining room large enough to seat two hundred and fifty men and women. In addition to this it has the college book store.

The Gymnasium is one of the best in the state at present. It contains 5,400 feet of floor space in the arena and a balcony which will accommodate several hundred spectators. The floor space allows room for tennis, basketball, and volley ball.

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 north part of the campus is covered with a beautiful natural wood of oaks, hickories, elms, and poplar, interspersed with shrubbery and the vines of wild grapes. Across the east side flows a small stream lined with willows and large trees. On the campus are grounds for tennis, baseball, football, and other outdoor sports.

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 \$5,500. Besides the standard chemistry tables, which are supplied with water and gas, the laboratory has a large electric drying oven, electric furnace, accurate balances, gas hood, and supply room for chemicals and equipment. It is thoroughly equipped for all advanced courses offered both in inorganic and organic and physiological chemistry.

The Biology laboratory is one of the best equipped in the state. Approximately \$5,000 worth of equipment was installed last year. It is furnished with standard biology tables, high powered, double-nosed microscopes, some binoculars, the best make of dis-

secting 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.

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 three rooms; one for sewing, equipped with sewing tables, machines, and lockers for materials; a second room for cooking; and a dining room. The cooking laboratory is furnished with supply cabinets, aluminum equipment, and gas stoves and burners. New cooking tables with white tile tops are being added this summer to replace the old tables.

LIBRARY

The library at the present time contains 5,018 volumes besides periodicals and bulletins. During the present summer between a thousand and fifteen hundred volumes are to be added. The library has been selected with the utmost care. There are almost no gifts, and consequently practically every volume is in the shelves because of its value. A more detailed statement of the works in science, English, and other departments will be found with the description of courses of each department. About seventy-five periodicals related to the work of the various departments come to the library regularly. The library this summer is being provided with the Readers' Guide to make all periodicals more usable. The entire library is carefully catalogued by the Dewey decimal system, and a triplicate card index makes all the 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.

SCHOOL ACTIVITIES

Chapel

One of the chief features of the school is the daily chapel exercises. The devotional 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 these meetings—the development of young men as public workers, the teaching of truth, and the cultivation of spirituality and consecration.

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.

Lyceum

Those who attended the entertainments given through the Lyceum course last year will be glad to learn that a better and more expensive course than the last is being secured for the coming year. The purpose in providing the Lyceum course is to provide a certain amount of high class entertainment for the students. The numbers are chosen with particular respect to the quality of performance suitable for young people in constructive educational training.

STUDENT ACTIVITIES

Literary Societies

At the beginning of the past year two literary societies were formed by the students, the Bryonian and the Adelpian. Membership in these societies is open to any student of the school. They are self-governing bodies under the general supervision of the school management. They offer a valuable training through participation in the regular programs and in the public programs which are given at intervals throughout the year.

Intercollegiate Debating

Harding College won three of the four intercollegiate debates held during the past year. J. O. Murphy and C. Ray Thompson acting as Harding's negative team won over the Oklahoma A. and M. College at Stillwater, Oklahoma. The same negative team won over Tulsa University. Murphy and Judd L. Black as a negative team won over the College of the Osarks. Black and Harvey W. Riggs, acting as an affirmative team lost to the Baptist University, of Shawnee, Oklahoma.

For the coming year the schedule of intercollegiate debates is expected to be larger and to include a number of other colleges and universities in addition to

those abovementioned.

The intercollegiate debaters are rewarded by a gold H set on a black enameled background.

Pi Kappa Delta Debating Fraternity

The Gamma chapter of the Pi Kappa Delta debating fraternity will be organized at Harding College for the coming year. This is a national debating organization to which all who engage in the intercollegiate debates are eligible for membership. Harding College will send a representative to the national meeting of the organization at Estes Park, Colorado, next spring.

Glee Club

This organization will be under the direction of Mr. Sanderson. Membership in the 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 in breath control, voice placement, pronunciation, enunciation, and diction will be given. Frequent opportunity is given for work in recitals.

Orchestra

During the past year the students organized an orchestra under the direction of Miss Moody and Mr. Preisler. Students who are interested in orchestral work are invited to bring their instruments with them.

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 cer-

tain amount of useful knowledge rather than to become athletes. On the other hand a wholesome and enjoyable system of exercises 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 as 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 intercollegiate contests are scheduled, but the athletics of the college will be under the direct supervision of the faculty at all times. No student whose grades and deportment are not satisfactory to the faculty will be allowed to participate in any contest. No language unbecoming a Christian is allowed on our grounds.

Courts and grounds are provided for tennis, baseball, football, basketball, volleyball, track, cross-country running, and other field sports. The splendid gymnasium sixty by ninety feet provides room for indoor physical training under the direction of an instructor. Each student will be expected to spend at least three hours each week in some form of physical training.

Recitals

Recitals in music and expression are given at various times through the year, exhibiting the class work done by the students in these departments.

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 are allowed under proper conditions to hold class outings, picnics, and receptions.

PUBLICATIONS

Harding College Bulletin

This is a monthly publication published by the faculty, 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 weekly college newspaper will be 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. Student subscriptions are included within the Student Activity Fee.

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.

REGULATIONS

Discipline

For discipline we appeal to the hearts and con-

sciences 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.

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 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 or dropping a class will be charged a fee of \$1.

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 will be marked F.

Class Absences

No class cutting will be tolerated. Whenever a student misses a recitation in any class, he must report to the office of the dean and give a written excuse for his absence. 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 the number of excused or unexcused absences of a student in any subject shall exceed one-fourth of the total number of recitations in that subject for the term, 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 repayment of all entrance fees.

2. Any student who is absent ten times unexcused shall lose one hour of credit.

3. If in the judgment of the committee any other measure 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.

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 from the instructor upon the payment of 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 a 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

merely 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 credits without charge, but a fee of fifty cents will be charged for each additional copy after the first.

INSTRUCTIONS TO NEW STUDENTS

How to Reach Morrilton

Morrilton is on the Missouri Pacific between Little Rock and Ft. Smith. This road makes direct connection with Wichita, Kansas, and Kansas City, Missouri. Several trains pass through Morrilton daily from Little Rock to Ft. Smith. 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 in Morrilton one should go directly to the college or call the president by telephone. We shall try to 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.

EXPENSES

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

It is our desire to keep expenses at Harding College as low as possible. While our ideal has not yet been attained, we believe the careful student can finish the year's work with us and meet all expenses for from \$300 to \$350 a year. This includes tuition, fees, room, books, and laundry.

Personal Expenses

No estimate can be made of a student's personal expenses, but the school stands for simplicity and economy in clothing and in all social functions. No student needs to spend more than \$5 a month outside of laundry, clothes, books, and other school material. This allowance is sufficient. But 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.

TUITION

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

Tuition is paid by the term and at the beginning of the term. This is required because the school must have the money due it, and parents can arrange for one tuition more easily than the school can arrange for a large number. The school will not be under obligation to refund any part of the tuition except in case of protracted illness. The student who with-

draws of his own accord does not thereby place the college under obligation to refund his tuition.

Students who do not arrange for their tuition and other fees before the close of each term will not be allowed to take the final examinations of that term; consequently no credit could be given for the work done.

Regular Tuition

College of Arts and Sciences (each term)\$27.50

Tuition for School of Fine Arts

Piano (two lessons a week) each term	\$25.00
Piano (one lesson a week) each term	15.00
Piano (three lessons a week), each term	30.00
Expression or Public Speaking, each term	25.00
Violin (two lessons a week) each term	25.00
Art, each term	25.00
Voice, each term	25.00
Harmony(including Theory), each term	6.50
History and pedagogy of music, each term	6.50
The two courses together	10.00

FEES

All fees must be paid before the student is counted fully enrolled.

Entrance, Library, and Student Activity Fees are due from every student and must be paid at enrollment.

The Student Activity fee has been adopted because a need has been felt to make the cost of certain student activities less burdensome. The fee entitles the student to free admission to all athletic events, to all entertainments except the Lyceum course, to all debates, and gives him a subscription to the college paper.

Aside from these three regular fees which are due from every student, other fees covering scientific,

vocational or business courses, are due only from those who take these courses.

Regular Fees

Entrance Fee	\$2.00 a term
Library fee	3.00 a term
Activity Fee	3.00 a term

Special Fees

Fee for late registration, due after first week ...	\$1.00
Graduation fee for the Bachelor of Arts Degree	7.50
Graduation fee for Certificates from the School of Fine Arts	5.00
Graduation fee for Diplomas from the School of Fine Arts	7.50
Piano rent, for students who use the college pianos, each term	3.00

Science Fees

Science fees are made as low as possible to maintain the laboratories at their present good standing and buy the materials necessary for the course.

Each course in chemistry requires, besides the fee, a deposit of \$5 to cover breakage. At the end of the course when the student checks in his equipment the amount of breakage is deducted from this deposit, and the balance is refunded to the student.

Domestic science students supply their own materials for their courses. The fee covers the cost of gas, water, and the upkeep of equipment.

BOARD AND ROOM

Our boarding department is run on the cooperative plan. Each student deposits with the treasurer a sum equal to \$15 a month. Each month a careful count is made of the actual cost of foods and service and this amount is deducted from the student's deposit.

At the end of the year all the deposit above the actual cost of food and service is returned to the student. No one makes a cent of money out of the board.

In order that the club may buy in large quantities and by paying cash, may secure all discounts possible and thus make the cost of board cheaper, \$45 is deposited at the beginning of the first term. Should a student enter a month late, the \$45 deposit is reduced one-ninth, and so for later months. After this first deposit the student deposits \$10 for board and \$1 dining hall fee at the first of each month through the nine. This makes the first payment \$56. All later months are \$11.

The dining hall fee is made necessary because the club was forced to build a new dining hall last winter. The new hall accommodates over two hundred students. By paying \$1 a month from each student the building can be easily and quickly paid out.

Each boarding student is a member of the club. He has a right to form the policy of the club in regard to the kind of meals they have, the amount of food, and the general cost. In this way students may keep the board as low as they wish. Last year because of conditions which could not well be changed the cost of board was higher than was expected, averaging \$14.90 a month exclusive of the dining hall fee. These conditions are being changed this year and the cost is expected to be lower. The privilege of getting board at actual cost, however, carries with it another responsibility. If for any reason the cost could not be kept within the \$15 deposit, the student would be required to make an extra deposit to cover this cost. This is not expected.

Rooms

Rooms in Jenny Hill Hall for girls are \$22.50 a ~~month~~ ^{term}. Rooms for young men in Scroggin Hall average about the same, but there are some variations

because of differences in the sizes and locations of the rooms. All room rent should be paid at the beginning of each term for that term.

Students who plan to enter in the fall should have their rooms reserved as early as possible. A deposit of \$5 must accompany the reservation. This fee is credited on the first month's room rent, or returned to the student as soon as the room is taken by some other. No room can be held definitely without the deposit.

Furnishings for Rooms

Each student should bring with him sheets, pillow, pillow cases, and at least half enough cover for a bed in winter. Besides this he will need towels and such toilet articles as he desires. In addition to this students are encouraged to bring any pictures, rugs, pennants, or other furnishings that will make their room look attractive and homelike.

Electrical Appliances

Students are allowed to use electric irons, electric grills and other appliances upon payment of a small fee to cover the cost of the electricity.

Advice to Parents

The school cannot do the work it should do without the cooperation of parents. For the first few weeks of every year students are usually homesick. Write them cheerful and encouraging letters, but do not come to visit them. Parents who come with their children should not remain until the children are over their homesickness—they never get over it as long as the parents are with them. Such a course usually results in the child's returning home. Do not encourage your children to come home for any holiday before the regular time. Should they miss their classes for a day or two before or after a holiday, it is very prob-

able 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 homesickness, cause a student to lose interest in his work, and may ruin the entire year for him. Love your children, but love them unselfishly and to their good.



TEACHERS' CERTIFICATES

Teachers' Certificates are issued by the State department of education to students who fulfil 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 twelve semester hours (eighteen 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 eighteen semester hours (twenty-seven 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 eighteen semester hours (twenty-seven 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 at least eighteen semester hours (twenty-seven term hours) in education, and who have 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.



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 during the past winter, students from Arkansas high schools should note well the following instructions.

1. Applicants from Class "A" or "B" 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.

2. Applicants from high schools not rated as "A" or "B" should secure the entrance certificate as above, but should mail it to the State Department of Education, Little Rock, for evaluation, with the instruction that it be forwarded to the Dean.

3. 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

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whose entrance units have been reduced to thirteen and 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.

4. Entrance certificates should be sent as early as possible that there may be no delay in classifying.

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 six elective units may be presented from the following:

English	1 unit
Solid geometry	$\frac{1}{2}$ unit
Plane trigonometry	$\frac{1}{2}$ unit
Advanced algebra	$\frac{1}{2}$ unit
History	2 units
Foreign language	2 units
Science	3 units
Psychology	$\frac{1}{2}$ unit
Observation and Practice	$\frac{1}{2}$ unit
Classroom Management	$\frac{1}{2}$ 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	$\frac{1}{2}$ 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 shall count one unit. In art and drawing one unit will be allowed for five periods of ninety minutes each a 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 degree of Bachelor of Arts requires the completion of one hundred and eighty quarter hours of college work (one hundred and twenty semester hours) together with a scholarship record of two hundred honor points. At least forty-five hours of work must be done in residence.

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.

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 six elective units may be presented from the following:

English	1 unit
Solid geometry	$\frac{1}{2}$ unit
Plane trigonometry	$\frac{1}{2}$ unit
Advanced algebra	$\frac{1}{2}$ unit
History	2 units
Foreign language	2 units
Science	3 units
Psychology	$\frac{1}{2}$ unit
Observation and Practice	$\frac{1}{2}$ unit
Classroom Management	$\frac{1}{2}$ 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	$\frac{1}{2}$ 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 shall count one unit. In art and drawing one unit will be allowed for five periods of ninety minutes each a week for thirty-six weeks.

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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.

Definition of Hour

One hour of credit is given for twelve hours of recitation or their equivalent. 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, a student is awarded three honor points for each hour of credit. Similarly, a grade of B counts two points for each hour, a grade of C counts one point for each hour, a grade of D is passing but counts no point, a grade of E detracts from the student's record one point for each hour, and a grade of F detracts two points for each hour.

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 safe-guard 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, Political Science, Economics, and Sociology.

Prescribed Work

During the freshman and sophomore years each student will be expected to complete as much as possible of the following prescribed work:

1. Twenty-four hours of English, including English 131-133 and 251-252.
2. Eighteen to twenty hours of foreign language above the entrance requirements. This work must be in a single language.
3. Eighteen to twenty-five hours must be taken in Groups VII, IX, and III combined. At least ten hours of this requirement must be taken in Group IX. Nine of the remaining hours may be taken in Group VI if desired.
4. At least ten hours must be taken in Group X.
5. At least nine hours must be taken in Group II.

Major and Minor Requirements

Not later than the beginning of the junior year each student is required to choose a major department in which he shall complete not less than thirty-five hours nor more than sixty hours of work, as the head of the department may specify. At least eighteen hours of the major must be in courses not open to freshmen and sophomores.

With the advice of the professor in charge of his major department the student shall also choose two minor subjects, in which he shall complete not less than twenty-seven hours and eighteen hours respectively, at least ten hours of which should be in advanced courses.

Students who enter with two or more years of col-

lege credit from another institution will be expected to follow the requirements outlined above as fully as possible. Those, however, who enter with a hundred and thirty-five hours of credit 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 his major and minors, the student is at liberty to elect such courses as he may desire. The following regulations govern the selection of all elective and required courses.

1. No student may be enrolled in any subject in advance of any other which he has yet to take and which is offered in the schedule.
2. During the freshman and sophomore years not more than thirty hours of work may be taken in any one department.
3. No freshman or sophomore may carry more than ten hours of work in any group at a time.
4. Juniors and seniors may not carry more than twelve hours in any one group at a time.
5. Eighteen hours 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 hours 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 a satisfactory arrangement for his fees and tuition.

Amount of Work

Fifteen hours of work each term is the normal

amount of work allowed each student. No student will be permitted to carry less than fourteen hours without the consent of the Dean, and only in exceptional cases will more than sixteen hours be allowed. Students are urged to confine themselves as nearly as possible to the fifteen hours and to use the full four years for their college course. To attempt to carry more than the regular load usually results in poor work and often in serious and permanent injury to health.

Honors

During the coming year a system of class and departmental honors will be worked out by the faculty, based upon the number of honor points made each year.

Course Numbers

Most college courses are given a number containing three digits. The first indicates the college year; the second the number of hours credit; and the third the number of the course.

- 101-199 Courses which are open to freshmen.
- 201-299 Courses required of sophomores in certain departments, or courses elective for sophomores, juniors, and seniors.
- 301-399 Courses required of juniors in certain departments, or elective for juniors and seniors.
- 401-499 Courses required of seniors, in certain departments, or elective for seniors.
- 501-999 Open electives for sophomores, juniors, and seniors.

DESCRIPTION OF COURSES

I. ANCIENT LANGUAGES AND LITERATURES

Greek

141. 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. Four hours. Fall.

142. Elementary Greek: A continuation of the preceding course, with further reading from the New Testament. Four hours. Winter.

143. 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. Four hours. Spring.

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

242. New Testament Greek: The shorter Pauline epistles are read in this course in connection with persistent grammar reviews. Four hours. Winter.

243. New Testament Greek: The remaining Pauline epistles with the exception of Romans and the two letters to the Corinthians are read. Four hours. Spring.

Latin

1. Beginning Latin: This course consists of a thorough drill in grammar, syntax, declension, and conjugations. During the second course the first book of Caesar is read. Not open to students offering one unit of high school Latin. Four hours. Fall.

2. Beginning Latin: A continuation of the preceding course. Four hours. Winter.

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3. Caesar: Books 2 to 4 are translated with a careful study of construction. Grammar is again emphasized. Not open to students with high school credit in Caesar. Four hours. Spring.

131. 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. Three hours. Fall.

132. Cicero: A continuation of the preceding course. Three hours. Winter.

133. Cicero: A continuation of 131 and 132. Three hours. Spring.

231. 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. Three hours. Fall.

232. Virgil's Aeneid: A continuation of the preceding course. Three hours. Winter.

233. Virgil's Aeneid: A continuation of courses 231 and 232. Three hours. Spring.

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. Three hours. Winter.

332. Roman Literature: This course is a general survey of the history of Roman literature, dealing with writers and movements. Translations are read of selections from certain authors. Three hours. Spring.

441. Plautus: Captivi, Trinummus, and Rudens are read with the hope that they may contribute

somewhat to a better acquaintance with the earliest forms of Latin style and literature, and afford an agreeable variety to the student of the classical course. Four hours. Fall.

442. Plautus: A continuation of the preceding course. Four hours. Winter.

443. Plautus: A continuation of courses 441 and 442. Four hours. Spring.

II. BIBLE AND SACRED HISTORY

The library is well equipped for the courses in Bible and Biblical history. It possesses a number of the best commentaries both on the Bible as a whole and on separate parts of it; 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 complete Millineal Harbinger, and many other valuable works.

Courses

131. Matthew: A study of the first Gospel as to its historical situation, content, and purpose. Attention given to the geography, history, and customs of Palestine in the days of Christ. Outline and memory work, but the main emphasis upon interpretation. Three hours. Fall.

132. 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 131). Three hours. Winter.

133. Hebrews: A careful study of the historical situation and the doctrinal content of the treatise to the Hebrews. A special effort 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 132). Three hours. Spring.

231. 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 books of Deuteronomy is emphasized especially as a devotional study. Three hours. Fall.

232. 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. Three hours. Winter.

233. 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 the 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. Three hours. Spring.

331. John: A close study of the fourth Gospel by analytical outline, memory work, and historical interpretation. Special emphasis placed upon this Gospel as the exponent of the spirit of Christianity. Prerequisite: Bible 131-133. Three hours. Fall.

332. Romans: A careful study of the epistle to the Romans by analytical outline and doctrinal content. A close following of the developing of the theme of

the book. A thorough grasp of the argument and teaching is sought. (Continuation of Bible 331.) Three hours. Winter.

333. 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 332.) Three hours. Spring.

431. 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 331-333. Three hours. Fall.

433. 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 also applied to individual texts. Three hours. Spring.

531. Life of Christ: This course consists of a comparative study of John and 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. Three hours. Fall.

434. 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) taken up in the order in which they were written. Historical setting, correlation with the author's life, and teaching of each book gone into closely. Prerequisite: Bible 331-333. Three hours. Winter.

435. General Epistles: An intensive study of the letters of James, Peter, John, and Jude. Historical setting, peculiarities of style, doctrines, and spirit of each emphasized. Prerequisite: Bible 331-333. Three hours. Spring.

436. 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 331-333. Three hours. Fall.

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 of great practical value in teaching, agriculture, pharmacy, nursing, and medicine.

Every school teacher and every lover of nature should have a number of courses in this department.

A major in zoology requires forty-five hours. A minor in either zoology or entomology requires twenty-two hours.

The biological laboratory is completely equipped with the latest and best 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 collections of birds and insects.

Zoology

131. General Zoology: This course begins with

a study of cells and cell divisions, and then takes up the 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 two hours and laboratory two hours a week. Fee \$2.50. Three hours. Fall.

132. General Zoology: A continuation of the preceding course. Fee \$2.50. Three hours. Winter.

133. General Zoology: A continuation of courses 131 and 132. Fee \$2.50. Three hours. Spring.

231. 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 two hours and laboratory two hours a week. Prerequisite: courses 131-133. Fee \$2.50. Three hours. Fall.

232. Invertebrate Zoology: A continuation of the preceding course 231. Fee \$2.50. Three hours. Winter.

331. Comparative Vertebrate Anatomy: A comparative study of the structure and classification of the vertebrates. Lectures and recitations two hours and laboratory three hours a week. Prerequisite: courses 231-232. Fee \$3. Three hours. Fall.

332. Comparative Vertebrate Anatomy: A continuation of the preceding course 331. Fee \$3. Three hours. Winter.

531. Economic Zoology: A study of insects, birds, and mammals, and their relations to the industrial pursuits of man. Lectures and recitations two hours and laboratory two hours a week. Prerequisite: courses 131-133. Fee \$2.50. Three hours. Spring.

532. Ornithology: The study of birds; identification, anatomy, natural history, and economic importance. Museum material, field and laboratory, lectures and recitations. Prerequisite: Zoology 131-

133. Fee \$1.50. Three hours. Winter.

533. Ornithology: A continuation of the preceding course 532. Fee \$1.50. Three hours. Spring.

521. Animal Distribution: A study of the distribution of animals, the factors determining the range of species, barriers, zoological realms, etc. Lectures, reading and recitation. Prerequisite: Five hours of Zoology and five hours of entomology. No fee. Two hours. Winter.

534. Animal Ecology: A study by lectures, laboratory, and field work of the relations of animals to the physical and biological conditions under which they live. Prerequisite: Five hours of zoology and five hours of entomology. Fee \$2.50. Three hours. Spring.

535. Mammals: A study in identification, life histories, economic aspect. Prerequisite: a general knowledge of zoology. Fee \$1.50. Three hours. Fall.

431. Animal Histology: A careful microscopic study of normal tissues. Prerequisite: courses 331-332. Fee \$2.50. Three hours. Fall.

432. Animal Histology: A continuation of the preceding course 431. Fee \$2.50. Three hours. Winter.

631. Physiology: The physiology and hygiene of the human body. A knowledge of elementary physiology is required. Lectures and recitations two hours and laboratory two hours a week. Fee \$2.50. Three hours. Fall.

632. Physiology: A continuation of the preceding course 631. Fee \$2.50. Three hours. Winter.

633. Hygiene and Sanitation: Lectures and assigned reading dealing with the subjects of ventilation, heating, food, water, water supply, disinfection, contagious diseases, etc., in relation to home, school, and public health. Fee \$2.50. Three hours. Spring.

634. Heredity and Eugenics: Race improvement and the general principles of it as applied to man. A general knowledge of zoology is required. No fee. Three hours. Spring.

Entomology

131. Introductory Entomology: A general course in life and behavior of insects and other arthropods, and their relations to plants and other animals. A field, laboratory, and lecture course with recitations. Fee \$1. Three hours. Winter.

132. Introductory Entomology: A continuation of the preceding course 131. Fee \$1. Three hours. Winter.

133. Introductory Entomology: A continuation of courses 131 and 132. Fee \$1. Three hours. Spring.

221. Morphology of Insects: A course studying the more general external and internal features of the form and structure of a few representative insects. Laboratory, lectures, and readings. Prerequisite: Courses 131-133. Fee \$1. Two hours. Fall.

222. Morphology of Insects: A continuation of the preceding course 221. Fee \$1. Two hours. Winter.

232. Systematic Entomology: This course gives special attention to the systematic position of the orders and families studied. Lectures, laboratory, and assigned readings. Prerequisite: Courses 131-133. Fee \$1. Three hours. Winter.

521. Insects and Public Health: A study of the relations of insects and other arthropods to public health. Lecture, recitations, and demonstration course. Prerequisite: Courses 131-133. Fee \$1. Two hours. Fall.

532. Economic Entomology: A study of the insects of farm, garden, and orchard. Life histories, habits, and methods of combating the injurious forms,

and of utilizing the beneficial. Prerequisite: Courses 131-133. Fee \$1. Three hours. Winter.

533. Economic Entomology: A continuation of the preceding course 532. Fee \$1. Three hours. Spring.

631-661. Field Entomology: A course to give first-hand knowledge of the behavior and life histories of insects from personal observations of living material. Each student must rear two or more life histories for each hour of credit. Field and laboratory work. Prerequisite: Courses 131-133. Fee \$1. Three to six hours credit. Winter and spring.

Botany

151. The Living Plant: This is a general course for beginning students. Not open to students who have had a year of botany in high school. Lectures and recitations three hours and laboratory four hours a week. Fee \$2.50. Five hours. Fall.

152. General Botany: Functional processes, morphology and ecology of Plants. Botany 151 is recommended as a prerequisite. Lectures and recitations three hours and laboratory four hours a week. Fee \$1. Five hours. Winter.

153. General Botany: A continuation of the preceding course 152. Fee \$1. Five hours. 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 this department about the courses recommended to fill the require-

ments for professional training.

Courses

131. Introduction to Education: This course is a beginner's course in education, calculated to help the students get acquainted with the different fields of investigation in education. Three hours. Fall.

141. Educational Psychology: The learning process; fundamental instincts and capacities; the organization of experience as habit, perception, imagination, memory; the transfer of training; attention and interest; judgment and reasoning; emotions, and motor education. Prerequisite to all later courses in education. Four hours. Winter.

121. Classroom Management: This course is intended to help the student solve the problems of organizing and guiding in the class room. Two hours. Spring.

231. Methods of Teaching in Elementary Schools: The following problems will be studied: Aims of elementary school teaching; selection and organization of subject matter; types of teaching, drill, project, socialized recitation; fundamental laws of learning; individual differences; and testing the results of teaching. Some observations of teaching will be done. Three hours. Fall.

232. The Rural Teacher and His Work: The main emphasis in this course is on the teacher as a community leader, the teacher as an organizer and administrator, and the teacher as a curriculum maker. Three hours. Winter.

233. Child Study: Physical growth, instinct, motor development, language, play, imitation, imagination, etc., are studied with the view of preparing the teacher to help the child grow properly. Three hours. Spring.

351. How to Measure Education: In this course

we study how to use measurements in classifying pupils, in diagnosis, in teaching, in measuring efficiency of instruction, and in vocational guidance. We also study how to construct and standardize tests, and statistical methods. Some practical work in testing is done. For juniors and seniors. Fee of seventy-five cents. Five hours. Fall.

332. Methods of Teaching in High Schools: This course is primarily for juniors and seniors. We discuss aims, curriculum, business management in the classroom, types of learning, etc. Observation of teaching is done, and a thesis is required. Five hours. Winter.

333. Principles of Religious Education: 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. Three hours. Spring.

324. The Principal and His School: 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. For juniors and seniors. Two hours. Spring.

335. The Technic of Supervising Teaching: A course for those who expect to be principals or expert supervisors. The course deals with such problems as how to observe teaching; how to hold a teacher conference; and how to train teachers in service. For juniors and seniors. Three hours. Fall.

431. Public Education in the United States: A consideration 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 his-

tory of some movement in American education. Three hours. Fall.

356. The Philosophy of Education: In this course the purpose is to answer the question, What is education? Several criteria are formulated. For juniors and seniors. Five hours. Spring.

Psychology

131. 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. Three hours. Fall.

142. 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 131. Four hours. Winter.

123. Psychology of Elementary School Subjects: An analysis of the mental processes which are involved in the study of elementary school subjects. Some attention is given to the psychology of play. Prerequisite: Course 131. Two hours. Spring.

321. Psychology of High School Subjects: A psychological analysis of the high school subjects. Study of the reorganization of these subjects from the standpoint of psychology. Attention is given to the psychology of study, individual differences, and generalized experience. This course is to help high school principals and teachers in their organization and treatment of subject matter. For juniors and seniors. Two hours. Fall.

322. Intelligence Tests: In this course we study the development, methods, and uses of intelligence

testing. Some practical work in testing is done. For juniors and seniors. Fee seventy-five cents. Two hours. Winter.

423. Psychology of Adolescence: This course consists of a study of the body, the mind, instinct, habit, emotions, intellect, will, self-consciousness, sex, appreciation of beauty, moral life, religious life, and the pedagogy of adolescence. Open only to seniors. Two hours. Spring.

323. Problems in Social Psychology: A study of the behavior of the individual in modern social conditions. Attention is given to the social problems created by the feeble-minded, insane, criminals, and other classes, and to the psychology of races and nations. Two hours. Spring.

432. Advanced Child Psychology: This course enters more fully into the child mind and child behavior with special attention to the meaning of these facts to the teacher. The problems arising from the backward and the exceptional child are dealt with. Three hours. Winter.

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

Requirements for Major: Fifty-four hours of English including courses 131-133, which are required of all freshmen, 251-252, which are required of all sophomores; at least three hours in advanced composition; and at least two of the three following groups:

Chaucer (341), Anglo-Saxon (343) or Shakespeare (331-333). Nine hours of public speaking may be counted toward the major.

Students who expect to teach English in high schools should include English 223 and 533 in their course.

English Language

131. Freshman Composition: A study of the principles of composition with written work throughout the course. Special emphasis is given to the sentence, the paragraph, to the mechanics of writing, and to vocabulary building. Exposition is treated in the first term, argumentation and description in the second, and narration in the third. Conferences and library readings. Required of all freshmen. Three hours. Fall.

132. Freshman Composition: A continuation of the preceding course 131. Attention is given more specifically to argumentation and description and to grammar. Three hours. Winter.

133. Freshman Composition: A continuation of courses 131 and 132, with emphasis on narration. A short story is developed during the course. Much attention is given to the study of words. Three hours. Spring.

521. Journalism: This course is designed to give the student a knowledge of the fundamentals of newspaper technique. Beginning with a study of the news story in its various types, it includes reporting, editorial writing, special feature articles, make up, and advertising. The course is made as practical as possible, and the students are required to work on the college newspaper, acting as reporters and editors under the general direction of the instructor. Two hours. Fall.

522. Journalism: A continuation of the preceding course. Two hours. Winter.

523. English Grammar, Practical and Historical: A course for advanced students who desire a more complete knowledge of grammar than is given in a high school course, and for those who plan to teach English. Attention is given to difficult constructions and to divided usage. Two hours. Spring.

524. The English Essay: A course in the technique of the modern essay, especially of the informal type. Attention is given to the development of an individual literary style. Written work, readings, conferences. Two hours. Fall.

525. The Short Story: The art and principles of the story. Representative stories are carefully analyzed. Original stories are developed through the course, each student working out his plot with the assistance and criticism of the instructor and class. Readings and conferences. Two hours. Winter.

343. Anglo-Saxon: A beginning course in Old English, covering the prose in Bright's Anglo-Saxon Reader and elementary grammar. The similarities between Anglo-Saxon, German, and English are noted. Four hours. Spring.

621. Argumentation and Debate: Enrollment in this course will be limited in order to give more intensive training. A text is used as a basis for the course, but the work will consist largely of strenuous work in debates. Credit is given only to those who make the intersociety or intercollegiate teams. Two hours. Fall.

622. Argumentation and Debating: This course will be open only to those who qualify for intercollegiate debating, and consists of an intensive study of the questions for debate together with training in discussion. Credit is given only to those who make the intercollegiate teams. Two hours. Winter.

533. Teaching English: An examination of the aims, methods, and materials of high school English.

Various problems and difficulties found in English teaching are studied. Prerequisite: 251-252 and Psychology 131. Three hours. Spring.

Literature

251. 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 Reading in English Literature is used as a basis for the course with lectures and parallel readings. A thesis is required. Prerequisite: 131-133. Required of all sophomores. Fall.

252. History of English Literature: A continuation of the preceding course. Five hours. Winter.

253. History of American Literature: A general survey of American literature from the beginning to the present. Representative selections in both prose and poetry are studied. A thesis on some writer or some phase of the development of the literature is required. The Century Readings in American Literature is supplemented by lectures and library readings. Five hours. Spring.

321. Milton: An intensive study of Milton's minor poems and of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. A thesis of about one thousand words on some phase of the course is required. Prerequisite: 251 and 252. Two hours. Fall.

322. Browning: An interpretative study of Browning's best shorter poems, two of his plays, and seven parts of the *Ring and the Book*. Other plays and longer poems are used for collateral reading. Special attention is given to his thought and art. Thesis on his life or on some aspect of his work is required. Prerequisite: 251 and 252. Two hours. Winter.

323. 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 as representative of the thought and spirit of his age. Thesis on his life or some phase of his work is required. Prerequisite: 251 and 252. Spring.

331. Shakespeare I. This and the two following courses are a study of Shakespeare's development and genius as a dramatic artist. In the first course his earlier plays are read. Attention is paid to the general form of Elizabethan drama, and a number of plays by other dramatists of the period are used for collateral reading. Prerequisite: 251-252. Three hours. Fall.

332. Shakespeare II: A continuation of the preceding course with attention to the plays of the middle period. A thesis on some phase of the course. Three hours. Winter.

333. Shakespeare III: A continuation of 331 and 332. A study of the later plays, with collateral readings from other Elizabethan dramatists. A thesis on some aspect of the Elizabethan drama is required. Three hours. Spring.

341. Chaucer: A study of Chaucer's language and literary art. Some attention is given to the changes and development of English language through this period, and to the social background. A thesis on some phase of Chaucer's work or period is required. Prerequisite: 251-252. Four hours. Fall.

342. Development of the English Novel: This course includes a study of the English novel from Defoe to Meredith. Attention is given to the history of 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 studied. Four hours. Winter.

531. 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 Isben, to the one-act play, and to present tendencies in the drama. Lectures, parallel readings, and a thesis. Prerequisite: English 251-252. Three hours. Fall.

532. Later 19th Century Poets: The course deals with the poets of the later 19th century exclusive of Tennyson and Browning. Arnold, Clough, the Rossettis, Swinburne, 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. Three hours. Winter.

526. English and American Poetry since 1900: A number of the representative American and British poets are studied with a view to ascertaining the present day tendencies in poetry. Two hours. Spring.

VI. HOME ECONOMICS

The laboratories for home economics consist of three rooms well equipped and arranged for the work.

Requirements for Major: Forty-five hours in the department exclusive of Courses 1, 2, and 3, which are not counted toward the degree; and Chemistry 141-143, 154-155, and 531-533. Chemistry 631-632 and Biology 831-833 are also recommended.

Courses

1. Elementary Foods: A study of the selection and preparation of foods, their chemical composition and their nutritive value. Lectures and laboratory work. Required of those who do not present high

school credit for domestic science. Fee \$3. Fall. Three hours.

2 (3). Elementary Clothing: A general course dealing with the fundamentals of sewing, the care and use of the machine and its attachments, and the use of commercial patterns. A number of simple articles are made. Required of students not presenting credit for domestic art in high school. Fee \$3 each term. Winter, Spring. Three hours.

131. Selection and Preparation of Foods: A detailed study of foods, their composition, preparation, and preservation. Prerequisite: Course 1 or equivalent. Parallel or prerequisite: Chemistry 131-133. Fee \$3. Fall. Three hours.

132. Selection and Preparation of Foods: A continuation of the preceding course. Fee \$3. Three hours. Winter.

133. Selection and Preparation of Foods: A continuation of courses 131 and 132. Fee \$3. Three hours. Spring.

531. Meal Planning: This course includes the preparation of foods, serving, making the menu, and the cost and value of foods. Prerequisite: Course 1. Fee \$3. Three hours. Fall.

532. Advanced Clothing: Silk and woolen fabrics are used in this course. A number of garments are finished during the year. A study is made of commercial patterns. Prerequisite: Courses 2-3 or equivalent. Fee \$3. Three hours. Fall.

533. Advanced Clothing: A continuation of the preceding course 532. Fee \$3. Three hours. Winter.

534. Advanced Clothing: A continuation of courses 532 and 533. Fee \$3. Three hours. Spring.

535. Textiles: A study of fibers, weaves, and fabrics, together with tests to detect faulty materials; an investigation of processes of manufacture and the

economic uses of materials. Prerequisite: Chemistry 131-133. Fee \$3. Spring. Three hours.

331. Household Management: A practical course in the organization of the household, planning the family budget, the management of the home, the social and economic position of women, and family relationships. Prerequisite: One course in Economics or Sociology. Fee \$3. Fall. Three hours.

332. Household Management: A continuation of the preceding course 331. Fee \$3. Three hours. Winter.

441. Nutrition and Dietetics: An advanced course in the principles of nutrition and the making of dietaries for the normal person. Prerequisite: Organic chemistry. Primarily for seniors. Fee \$4. Fall. Four hours.

442. Abnormal Nutrition: A study of metabolism in disease and the adaptation of diets to various nutritional disorders. Prerequisite: Course 441. Primarily for seniors. Fee \$4. Winter. Four hours.

433. Care of the Child: A course dealing with the needs of the child and how to meet them. It includes the nursing and care of infants, hygiene, and child nutrition. For seniors. Prerequisite: Course 441. Fee \$3. Spring. Three hours.

535. Millinery: A study of designs, costs, and materials. At least three problems of construction are undertaken in the course. Open to Sophomores and juniors. Prerequisite: Course 2. Fee \$3. Three hours. Winter.

536. House Planning: A course in planning, furnishing, and interior decoration. For juniors. Fee \$3. Winter. Three hours.

537. House Planning: A continuation of the preceding course 536. Fee \$3. Spring. Three hours.

538. Costume Design: A study of the principles of costume design together with their application to various types of figures. Prerequisite: Course 3. Fee \$3. Spring. Three hours.

539. Home Nursing: Care of sick and convalescent in the home, first aid emergencies, emphasis on care of children. Fee \$2. Two hours. Winter.

333. Teaching Home Economics: Prerequisite: Methods of Teaching. Study development of Home Economics movement, curricula, planning of courses, some practice teaching. Open to juniors and seniors. No fee. Three hours. Fall.

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.

Courses

1. Elementary Algebra: A collegiate treatment of advanced high school algebra, designed for those students offering only one unit of entrance credit in Algebra. Five hours. Fall.

2. Solid Geometry: This course is open to students who do not offer solid geometry for entrance credit. Five hours. Spring.

151. Plane Trigonometry: Solution of triangles; trigonometric functions; trigonometric identities; inverse trigonometric functions; problems in heights and distances; study of function by means of graphs. Prerequisite: Mathematics 1. Five hours. Fall.

152. College Algebra: The progressions, bi-

nomial theorem, convergence and divergence of series; permutations and combinations; partial fractions; equations. Prerequisite: Mathematics 1. Five hours Winter.

231. Analytic Geometry: Elements of Plane analytics, including geometry of the conic sections, transformations of axes, loci problems, and an introduction to solid analytical geometry. Text: Osgood and Graustein's Plane and Solid Analytical Geometry. Three hours. Fall.

232. Analytic Geometry: Continuation of the preceding course 231. Three hours. Winter.

233. Analytic Geometry: Continuation of courses 231 and 232. Three hours. Spring.

351. Introductory Calculus: The elementary fundamental principles, methods, and formulas of differential and integral calculus; applications to simple problems of geometry and the physical sciences. This course is intended primarily for students in science and others who do not wish to take the longer course in calculus. Five hour a week. Spring.

332. 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: Osgood's Differential and Integral Calculus. Three hours. Fall.

333. Differential and Integral Calculus: A continuation of the preceding course. Three hours. Winter.

334. Differential and Integral Calculus: A continuation of courses 332 and 333. Three hours. Spring.

VIII. MODERN LANGUAGES AND LITERATURES

French

141. Elementary French: Thorough drill in French grammar and exercise 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," Halvey's "L'Abbe Constantin," Cameron's "Contes de Daudet," Merimee's "Carmen," and other easy reading. Fall Four hours.

142. Elementary French: A continuation of the preceding course. Four hours. Winter.

143. Elementary French: A continuation of courses 141 and 142. Four hours. Spring.

231. 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. Fall. Three hours.

232. Prose and Poetry: A continuation of the preceding course. Three hours. Winter.

233. Prose and Poetry: A continuation of courses 231 and 232. Three hours. Spring.

331. 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. Fall. Three hours.

332. French Novel: A study of the rise and growth of the novel in France. About two novels are read in class and one or more outside of class. Lectures, French composition. Winter. Three hours.

333. French Novel: A continuation of the preceding course. Three hours. Spring.

324. French Composition and Conversation: This course is to be taken in connection with 331. Review

of grammar is given along with exercises in composition. Fall. One hour.

325. French Composition and Conversation: A continuation of the preceding course. To be taken in connection with Course 332. One hour. Winter.

326. French Composition and Conversation: A continuation of Courses 324 and 325. To be taken in connection with Course 333. One hour. Spring.

431. 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. Fall. Three hours.

432. Classic Drama: A continuation of the preceding course. Winter. Three hours.

433. Balzac: A study of some of Balzac's representative works. Collateral readings, lectures, reports. Spring. Three hours.

511. Oral French: A course in practical conversation, especially for the correction of bad pronunciation of the language and the acquiring of a practical and fair speaking knowledge of French. Fall. One hour.

522. French Phonetics: A course in practical phonetics offered especially for the correction of faulty pronunciation of French. The course is offered especially 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. Spring. Two hours.

533. Survey of French Literature: This course is based on Fortier's *Histoire de la Literature Francaise*, with collateral readings and reports. Fall. Three hours.

534. Survey of French Literature: A continuation

of the preceding course. Winter. Three hours.

535. Survey of French Literature: A continuation of courses 533 and 534. Spring. Three hours.

German

141. Elementary German: This course consists of a thorough drill in grammar and syntax with systematic exercises in conversation, reading, memory work, and pronunciation. As much as possible the direct method is used in class with the purpose of giving the student a practical knowledge of the language. Moderately difficult selections in prose and poetry are read. Fall. Four hours.

142. Elementary German: A continuation of the preceding course. Winter. Four hours.

143. Elementary German: A continuation of courses 141 and 142. Spring. Four hours.

231. 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. Three hours.

232. Prose and Poetry: A continuation of the preceding course. Winter. Three hours.

233. Prose and Poetry: A continuation of courses 231 and 232. Spring. Three hours.

Italian

141. Elementary Italian: A course in elementary Italian with special stress on the proper pronunciation and reading of the language. The essentials of Italian grammar will be stressed. In so far as possible the direct method will be used in class. This course should appeal especially to students majoring in either French or Spanish, and the Fine Arts students. Fall. Four hours.

142. Elementary Italian: A continuation of the preceding course. Winter. Four hours.

143. Elementary Italian: A continuation of Courses 141 and 142. Spring. Four hours.

Spanish

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

142. Elementary Spanish: A continuation of the preceding course. Winter. Four hours.

143. Elementary Spanish: A continuation of courses 141 and 142. Spring. Four hours.

231. Modern Spanish Writers: As much as possible is read from a number of modern Spanish writers including Becquer, Palacio, Pereda, Aldes, etc. Grammar is reviewed, and exercises are given in composition and conversation. Recitations are conducted largely in Spanish. Fall. Three hours.

232. Modern Spanish Writers: A continuation of the preceding course. Winter. Three hours.

233. Modern Spanish Writers: A continuation of Courses 231 and 232. Spring. Three hours.

331. Commercial Spanish: This course deals with the practical use of Spanish in the exploitation of business enterprises among Spanish-speaking peoples. Fall. Three hours.

342. 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, discussions. Winter. Four hours.

343. Modern Spanish Drama: A study of the development of realistic drama in Spain. Selections

are read from such writers as Maratin, Jacinto, Benavente, Galdos, and Quintero. Spring. Four hours.

511. 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 students. Fall. One hour.

512. Spanish Composition and Conversation: A continuation of the preceding course. Winter. One hour.

513. Oral Spanish: This course is conducted entirely in Spanish and consists of drills in the idiomatic use of the spoken language. Spring. One hour.

524. 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. Winter. Two hours.

535. Survey of Spanish Literature: The course is based upon a history of Spanish literature with collateral reading of representative selections. Lectures, reports. Fall. Three hours.

536. Survey of Spanish Literature: A continuation of the preceding course. Winter. Three hours.

537. Survey of Spanish Literature: A continuation of Courses 535 and 536. Spring. Three hours.

433. Cervantes: A study of his life and works. Collateral readings, reports, and classroom discussion. Spring. Three hours.

PHYSICAL EDUCATION

Work in physical education will be given in the

new gymnasium. The gymnasium is large enough for a large indoor basket ball court, and the floor and balcony have a seating capacity of several hundred. It is said to be one of the best gymnasiums in the state.

Courses for Men

1. Swedish Gymnastics: Three hours per week; credit one hour. Primary gymnastics will be given. This course is carefully designed to counteract incorrect posture assumed by students in study, to develop the chest and lungs, to give grace and poise, to secure coordination, and to develop all muscles of the body.

2. Swedish Gymnastics and Apparatus: Three hours per week; credit 1 hour. This course is a continuation of 1, and will be open the second term. Swedish Gymnastics, games, some heavy apparatus, and a small amount of track and field work will be given in this course. Prerequisite: physical education 1.

3. Advanced Heavy Apparatus: Three hours per week; no credit. Open to those students who are particularly adapted to the work. Prerequisite: physical education 1 and 2. May be taken by special permission.

Courses for Women

4. Swedish and German Gymnastics: Three hours per week; credit 1 hour. Primary Gymnastics will be given. This course is particularly adapted to develop all parts of the body; to improve carriage, balance, and poise.

5. Tactics, Calisthenics, Games: Three hours per week; credit 1 hour. Prerequisite: physical education 4. This course is a continuation of 4, and will include both indoor and outdoor games.

IX. PHYSICAL SCIENCES

Both the laboratories and the library are unusually well equipped for the physical sciences. The library contains a large number of the latest and best works on chemistry and physics. The laboratory for chemistry is furnished with water, gas, standard chemistry tables with individual cabinets and drawers, gas hood, electric furnace, oven, and other equipment.

Chemistry

Requirements for Major: Forty-five quarter hours which should include the following courses: 141-143 or 154-155; 231-233; 341-342; 531-533.

141. General Chemistry: An elementary course of inorganic chemistry giving a thorough general knowledge of the laws and theories of chemistry, together with a study of the elements and their most important compounds. This course is for those students who have not had high school chemistry. Lectures and recitations two hours and laboratory four hours a week. Fee \$4; deposit \$5. Four hours. Fall.

142. General Chemistry: A continuation of the preceding course. Fee \$4; deposit \$5. Four hours. Winter.

143. General Chemistry: A continuation of Courses 141 and 142. Fee \$4; deposit \$5. Four hours. Spring.

154. General Chemistry: A course similar to 141-143, but adapted to the needs of students who have had some chemistry. Lectures and recitations three hours and laboratory six hours a week. Prerequisite: high school chemistry. Fee \$5; deposit \$5. Five hours. Fall.

155. General Chemistry: A continuation of the preceding course. Fee \$5; deposit \$5. Winter. Five hours.

231. 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. The course must be continued through at least two quarters. Lectures and recitations one hour and laboratory six hours a week. Prerequisite: chemistry 141-143 or 154-155. Fee \$5; deposit \$5. Three hours. Fall.

232. Qualitative Analysis: A continuation of the preceding course. Fee \$5; deposit \$5. Winter. Three hours.

233. Qualitative Analysis: A continuation of courses 231 and 232. Fee \$5; deposit \$5. Spring. Three hours.

341. Qualitative Analysis: A study of the most important methods of elementary gravimetric and volumetric analysis, chemical calculations, etc. At least two quarters must be completed. Lectures and recitations one hour and laboratory nine hours a week. Prerequisite: Chemistry 231-233. Fee \$4; deposit \$5. Four hours. Fall.

342. Qualitative Analysis: A continuation of the preceding course. Fee \$4; deposit \$5. Four hours. Winter.

343. Qualitative Analysis: A continuation of courses 341 and 343. Fee \$4; deposit \$5. Four hours. Spring.

531. Organic Chemistry: A study of the methods of preparation and the properties of the more important organic compounds. Theory of organic reactions and proofs of structure are studied. Lectures and recitations two hours and laboratory three hours a week. Prerequisite: Chemistry 155, or its equivalent. Fee \$5; deposit \$5. Three hours. Fall.

532. Organic Chemistry: A continuation of the preceding course.. Fee \$5; deposit \$5. Three hours. Winter.

533. Organic Chemistry: A continuation of Courses 531 and 532 . Fee \$5; deposit \$5. Three hours. Spring.

431. Physical Chemistry: The course deals with the physico-chemical theories relative to solutions; thermo-chemistry; equilibria; electro-chemistry; chemical kinetics; reaction velocity; properties of gases, liquids and solids; and electromotive force. Lectures and recitations two hours and three hours laboratory a week. Prerequisite: Chemistry 341-343; 531-533, and calculus. Fee \$3; deposit \$5. Fall. Three hours.

432. Physical Chemistry: A continuation of the preceding course. Fee \$3; deposit \$5. Winter. Three hours.

433. Physical Chemistry: A continuation of Courses 431 and 432. Fee \$3; deposit \$5. Spring. Three hours.

631. Chemistry of Foods: A study of the source, composition and adulteration of foods. Especially for Home Economics students. One lecture and six hours laboratory a week. Prerequisite: Chemistry 531-532. Fee \$3; deposit \$5. Three hours. Fall.

632. Chemistry of Foods: A continuation of the preceding course. Fee \$3; deposit \$5. Three hours. Winter.

6-4. Food Analysis: A detailed course giving practice in the official and standard methods for the analysis of foods and detection of adulterants. Hours to be arranged. Any quarter. Fee \$4; deposit \$5. Prerequisite: Chemistry 341-343 and 531-533.

PHYSICS

141. General Physics: An introductory course

covering the general principles of physics with reference to mechanics, heat, sound, light, magnetism and electricity. For students who had no high school physics. Three lectures and two laboratory hours a week. Fee \$4. Four hours. Fall.

142. General Physics: A continuation of the preceding course. Fee \$4. Four hours. Winter.

251. General Physics: An advanced 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. Divided as follows: Fall, mechanics and heat; Winter, sound and light; Spring, electricity and magnetism. Lectures and recitations three hours and laboratory six hours a week. Fee \$4. Fall. Five hours. Prerequisites: Courses 142, or its equivalent and trigonometry.

252. General Physics: A continuation of the preceding course. Fee \$4. Winter. Five hours.

253. General Physics: A continuation of Courses 251 and 252. Fee \$4. Spring. Five hours.

X. SOCIAL SCIENCES

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

The library is well supplied for this department, containing latest and best works dealing with American and European history, governmental publications, historical biography, and current periodicals.

Requirements for major: Forty-five term hours in history and political science, among which courses 131-133, 231-233, and 331-333 should be the basis. At least nine hours should be taken in economics and sociology.

History

131. Introduction to Contemporary Civilization: This course consists of the historic movements from 1500 to the present, but with special emphasis on the period from 1815 to the present. Should be taken by all freshmen. Three hours. Fall.

132. Introduction to Contemporary Civilization: A continuation of the preceding course. Three hours. Winter.

133. Introduction to Contemporary Civilization: A continuation of Courses 131 and 132. Three hours. Spring.

231. History of the United States from Independence to 1924: This course deals with political economic, and social questions. Attention is given to the geographical factors in our national development. Prerequisite: 131-133. Fall, Winter, Spring.

232. History of the United States from Independence to 1924: A continuation of the preceding course. Winter. Three hours.

233. History of the United States from Independence to 1924: A continuation of Courses 231 and 232. Spring. Three hours.

331. History of England from Early Times to the Present: This course sets forth the fundamentals of the political, religious, literary, and economic activities of the English people; the development of English institutions; and the growth of the widely extended Empire. Three hours. Fall.

332. History of England from Early Times to the Present: A continuation of the preceding course.

Three hours. Winter.

333. History of England from Early Times to the Present: A continuation of Courses 331 and 332. Three hours. Spring.

531. French Revolution and the Napoleonic Era: France on the eve of the Revolution; political philosophers; causes and events of the Revolution; and the Napoleonic war. Three hours. Fall.

532. Mediæval Europe: This course covers the history of Europe down 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 relation to the New movements of the Renaissance. Prerequisite: 131-133. Three hours. Winter.

322. Critical Period in American History: The close of the Revolutionary wars, the weakness of the articles, the feeling of disunion, international complications, and the formation of a new constitution. Two hours. Winter.

533. The Civil War and Reconstruction: The causes of the war form the first part of the course. In the second part the course deals with the political, social, and economic phases of reconstruction. Three hours. Spring.

632. Renaissance and Reformation: This is a study of the artistic and literary phases of the Renaissance, followed by a careful study of the social and religious movements of the Protestant reformation. Three hours. Winter.

733. 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 begin with the armistice in 1918 and include the latest developments down to the present time. Three hours. Spring.

631. Church History: A general course in church history, dealing with the establishment of Christianity, its spread over the Roman empire, its conquest of the barbarian empire, its decline in spiritual power, and its reformation and restoration to the New Testament standard. Three hours. Fall.

633. Church History: A continuation of Course 631, bringing the history of Christianity down to modern times. Three hours. Winter.

Political Science

231. American National Government: A foundation course for more advanced work. The organization of our national government and the work of co-ordinate branches. Not open to freshmen. Three hours. Fall.

232. Political Parties: The origin and growth of political parties and their present state and activities. Open only to those who have had freshmen requirements in history. Three hours. Winter.

Economics

231. 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 an application of these principles to economic problems. Not open to freshmen. Three hours. Fall.

232. Principles of Economics: A continuation of the preceding course. Three hours. Winter.

233. Principles of Economics: A continuation of Courses 231 and 232. Spring. Three hours.

331. Economic History: This course is planned

to follow 233 and consists of a general survey of the economic history of the United States. Three hours. Spring.

Sociology

231. Principles of Sociology: This course is planned as an introduction to the entire field of sociology, setting forth the fundamentals of all sociological relations. Not open to freshmen. Three hours. Fall.



SCHOOL OF FINE ARTS

HARDING COLLEGE

1924-1925

FACULTY

MISS FANNIE MARIE MOODY

Piano

MISS MARGARET EHRESMAN

Public Speaking and
Art

MISS BLANCHE JOY JONES

Voice

LLOYD O. SANDERSON

Vocal Music

CHARLES PREISLER

Violin, Stringed and Reed Instruments,
Orchestra

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 the 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 twelve hours of work from the School of Fine Arts may be offered toward the Bachelor of Arts Degree.

PIANO

Miss Fanny Marie Moody, Instructor

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.

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.

One unit may be counted toward the high school diploma.

As many as twelve hours 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.

Roll of Honor

In order to give encouragement and recognition to those pupils who, by their conscientious work and model conduct, become fit representatives of the stand-

ard of Harding College department of Piano, a Roll of Honor containing the names of these pupils is issued at the end of each period of twelve weeks. This Roll of Honor is publicly announced and posted. The names appearing on the Roll of Honor throughout the current session form the permanent Roll of Honor for the year, which is framed and hung in the chapel.

To earn a place on the Roll of Honor, pupils must fulfil the following requirements:

The grade of work done must be excellent in the individual lesson and satisfactory in the class work.

No lesson or practice period may be omitted, except for an unavoidable cause explained satisfactorily to the teacher by a written excuse.

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

Requirements for Examination for Certificate in Piano Technic:

1. Major Scales (minimum speed, four notes to M. M. 112) 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 rhythm; 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 on 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 rhythms.

Theory and Harmony:

A candidate for 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.

Pedagogy:

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

Repertoire, not necessarily memorized:

Sonatas: After a good foundation beginning with sonatina work, the candidate must have finished four Haydn, four Mozart, and one Beethoven sonata; six polyphonic pieces (consisting of 2 and 3

part inventions, English or French Suites); five selections from each of the following: Mendelssohn's Songs without Words, Harberbier 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 rhythm; 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 and 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 131-133, Education 231 and 233, Psychology 131 or Education 141.

Repertoire, not necessarily memorized:

Sonatas: Five Hayden, five Mozart, and three Beethoven, Gregg, or Chopin.
Selections from Mendelsshon's Songs without Words, Haberbier Etudes, Cramer, Czerny Studies, Bach's Well Tempered Clavicord, Chopin, Schumann, and Listz.

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 thorough 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; Rhythm; 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 unmistakable. 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 other 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 everything 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**Charles Preisler, Instructor****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 required 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.
Gebauer Duets.
Sonatinas by Hauptman.
Duets by Pleyel.

Grade II.

Studies by Kayser and Wohlfahrt.
Duets by Mazas.
Pieces from Miscellaneous Composers.

Grade III.

C. H. Hohmann: Practical Violin Method, Book III
Duets by Pleyel.
Selections by Dancle, Wichtel, Drdla, and others.

Grade IV.

C. H. Hohmann: Practical Violin Method, Book IV.
Venzl: School of the Positions.
Special Studies by Mazas, Op. 36, No. 100.
Sevcik: Preparatory Trill Studies.

Grade V.

C. H. Hohmann: Practical Violin Method, Book IV.
Mazas: Brilliant Studies, Op. 36, No. 101.
Mozart: Sonatas.
Jansa and DeBeriot: Duets and Concertos.
Sevcik: Exercises for the Change of Positions.
Sevcik: Preparatory Studies in Double Stopping.
Selections by Kreisler, Ambrosio, Drdla, Dvorak, Handel, Dancle, and others.

Grade VI.

Hofmann: Special Studies in all Positions in Major and Minor Scales.
F. David: Violin Harmonics and the Pizzicato with the left hand.
Kreutzer: Etudes and Caprices.
Mazas: Artists' Studies, Op. 36, No. 102.
Pieces and Concerti by Mozart, Mendelssohn, Beethoven, Vieuxtemps, and others.

Stringed, Reed, and Brass Instruments

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

VOICE**Miss Blanche Joy Jones, Instructor****Junior Certificate Course****Harmony:**

One lesson a week, class or private instruction. Students are required to have a knowledge of the rudiments of music before entering this class.

History of Music:

Class lessons weekly, covering the earliest period of musical activity to the present time.

Psychology:

One lesson a week, class or private instruction.

Piano:

Optional, but if student is to enter Teachers' Certificate Class, piano is compulsory.

French, German, or Italian:

One lesson a week, in class or private instruction.

Teacher's Certificate Course**Harmony:**

One lesson a week, in class or private instruction. A knowledge of seventh grade harmony is required to enter this class.

Piano:

Compulsory. One private lesson a week.

Pedagogy:

One lesson a week, class or private instruction. One half year subject.

French, German, or Italian:

One lesson a week, class or private instruction.

Note: Students must stand an examination in the principles of vocal production, and know the standard aria of the principal operas and oratorios.

Ear-Training, Sight-Singing, Musical Terms, and Literature:

One class lesson a week. One half year subject.

Diploma Course

Upon completion of the following course the student is awarded a Diploma in Voice from the School of Fine Arts.

Harmony and Counterpoint:

One lesson a week, class or private instruction.

Composition:

One lesson a week, class or private instruction.

Piano:

Compulsory; one lesson a week, private.

Sight Singing:

One class lesson a week.

French, German, or Italian:

One lesson a week, class or private instruction.

VOCAL MUSIC

Lloyd O. Sanderson, 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 quartettes will be organized, if the talent of the young men command it. The quartet music of Parks, Vaughan, Fillmore Bros., and Rhodeheaver will be used.

Chorus and Glee Club: Two 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 faithfulness. (2) Glee clubs will have two rehearsals each week, the Chorus one night each week, and the Quartettes thirty minutes each school day.

EXPRESSION AND PUBLIC SPEAKING

Miss Margaret Ehresman, 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 Diplomas

A Public Speakers Diploma is given to those who have satisfactorily completed the course in Public Speaking and the course in the Oral Interpretation of the Bible.

A Reader's Diploma is given to those who have satisfactorily completed the third year of expression with the exception of play production and dramatic rehearsal of comedy, tragedy, and drama; and have completed abridgment and public reading of the drama, and interpretation of forms of literature in the fourth year's work, and have given an individual recital.

A Dramatic Diploma is given upon the completion of the Third Year of Expression with the exception of platform reading in the First Year, abridgment and reading of stories in the Second Year, and abridgment and reading of the novel in the Third Year, and have completed dramatic modulation of Voice, pantomimic expression, character study, stage art, and modern drama rehearsal in the fourth year's work.

A Teacher's Diploma is given for the satisfactory completion of the four years of work in Expression.

EXPRESSION**First Year**

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

Text: Curry's Foundations of Expression.

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, and recitals.

Text: Curry's Mind and Voice.

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.

Text: Curry's Imagination and Dramatic Instinct.

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.

Text: Curry's Browning and the Dramatic Monologue.

Academy Course

Oral English, voice training, corrective work, conversation, story telling, myths, fables, lyric and nar-

rative poetry, harmonic gymnastics, platform reading of lyrics, narrative poetry, and short stories.

Text-Books: Curry's Little Classics for Oral English and Spoken English. Two hours recitation a week. One-half unit credit.

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, coordination 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.

ART AND CRAFTS**Miss Ehresman, 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.

ART

The following curriculum is to be followed only in case one wishes a Certificate in Art.

First Year

Free-hand drawing.
Light and Shade—Charcoal.
Sketching.
Water-color.
Elementary Design.

Second Year

Free-hand Perspective.
Oil Painting.
Pictorial Composition.
Water-color.
Theoretic Design.

Third Year

Life Drawing.
Oil Painting.
Applied Design.
Pictorial Composition.
History of Painting.
China Painting.

CRAFTS

The work in the crafts covers the painting of parchment shades; polychrome; wood, glass, and pottery decoration in enamels and wax; bead making; and basketry. Both China Painting and the Crafts may be studied without any prerequisite work in art.

The school has two large-sized china kilns, and the firing can be easily and quickly done under the supervision of the instructor.



GRADUATES AND ENROLLMENT

1924-1925

COLLEGE OF ARTS AND SCIENCES

Courses Leading to the 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 Eco-
nomics Oklahoma

SCHOOL OF FINE ARTS

Certificate in Expression

- Billie Jewell Jackson Arkansas

Certificate in Piano

- Johnnie Brummitt Arkansas

HARPER (JUNIOR) COLLEGE

1917

McReynolds, Wilbert Louisiana

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 T. 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

SUMMARY OF ENROLLMENT BY STATES

1924-1925

Alabama	2
Arkansas	172
California	6
Colorado	1
Florida	2
Idaho	1
Indiana	1
Iowa	3
Kansas	35
Kentucky	6
Louisiana	5
Missouri	3
Nebraska	3
New Mexico	1
Oklahoma	27
Tennessee	6
Texas	8

Total enrollment from seventeen states 288

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1925-1926 Harding College Catalog