

CATALOGUE NUMBER
1922-1923

FREED-HARDEMAN COLLEGE
BULLETIN

HENDERSON, TENN.

JULY, 1922

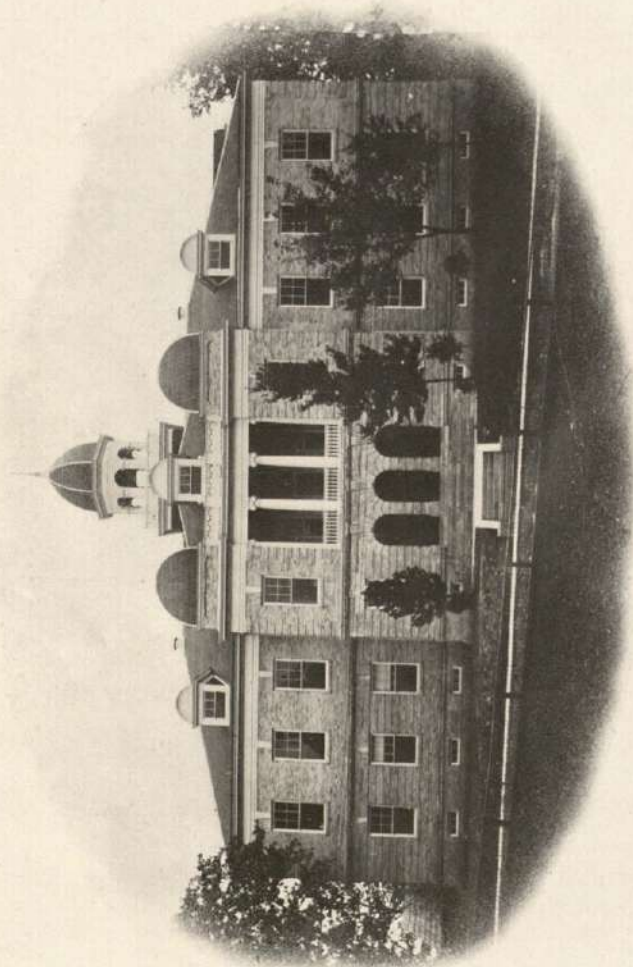
VOL. IV

NO. 1

Published Quarterly by
FREED-HARDEMAN COLLEGE
Henderson, Tenn.

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Jack Gray



ADMINISTRATION BUILDING, FREED-HARDEMAN COLLEGE, HENDERSON, TENNESSEE.

VOL. IV

NO. 1

BULLETIN
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1922-1923

Freed-Hardeman College

HENDERSON, TENNESSEE

(Successor of N. T. N. and B. College)

FIFTEENTH SESSION

INTRODUCTORY.

Freed-Hardeman College belongs to about fifteen hundred men, women, and children who have contributed of their means to make it a success. They believe in Christian education, and have established this school in order to promote it. Its advantages are open to all alike, regardless of religious belief or affiliation. It is decidedly democratic in spirit and management. All of its students—the rich, the poor, and those in moderate circumstances—meet upon one common level; and there is no “great gulf fixed” between teachers and pupils, but all constitute one big family. We believe in the “aristocracy of merit,” and this is the only ground upon which one student is “esteemed above another.”

Our expenses have been made just as low as is consistent with good service, in order that no worthy boy or girl may be deprived of its advantages on that account.

The third session under the present name and management has closed. It has been a success. We hope to make each succeeding year better than the last.

You can rely upon the statements in this Catalogue. We are taking care that they are all the truth.

For further information, write

FREED-HARDEMAN COLLEGE,
HENDERSON, TENNESSEE.

CALENDAR.

1922-1923.

FALL TERM																											
SEPTEMBER							OCTOBER							NOVEMBER													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
...	...	...	...	...	...	...	1	2	3	4	5	6	7	...	...	...	1	2	3	4							
...	...	...	...	...	...	...	8	9	10	11	12	13	14	5	6	7	8	9	10	11							
...	...	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18							
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25							
24	25	26	27	28	29	30	29	30	31	...	...	...	...	26	27	28	29	30	*	...							

WINTER TERM																											
DECEMBER							JANUARY							FEBRUARY													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
...	...	5	6	7	8	9	...	1	2	3	4	5	6	...	...	...	...	1	2	3							
10	11	12	13	14	15	16	7	8	9	10	11	12	13	4	5	6	7	8	9	10							
17	18	19	20	21	22	23	14	15	16	17	18	19	20	11	12	13	14	15	16	17							
24	25	26	27	28	29	30	21	22	23	24	25	26	27	18	19	20	21	22	23	24							
31	...	...	...	...	...	...	28	29	30	31	...	...	...	25	26	27	28	1	*	...							

SPRING TERM																											
MARCH							APRIL							MAY													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
...	...	6	7	8	9	10	1	2	3	4	5	6	7	...	...	1	2	3	4	5							
11	12	13	14	15	16	17	8	9	10	11	12	13	14	6	7	8	9	10	11	12							
18	19	20	21	22	23	24	15	16	17	18	19	20	21	13	14	15	16	*	...	...					
25	26	27	28	29	30	31	22	23	24	25	26	27	28	...	...	...	...	...	...	...
...	...	...	...	...	...	...	29	30	...	...	...	...	...	...	...	...	...	...	...	...

THE SESSION IS DIVIDED INTO THREE TERMS OF TWELVE WEEKS EACH—THE FALL TERM, THE WINTER TERM, AND THE SPRING TERM.

THE FALL TERM will open Wednesday, September 13, 1922.

THE FALL TERM will close Friday, December 1, 1922.

THE WINTER TERM will open Tuesday, December 5, 1922.

THE WINTER TERM will close Friday, March 2, 1923.

THE SPRING TERM will open Tuesday, March 6, 1923.

THE SPRING TERM will close Thursday, May 17, 1923.

CALENDAR (Continued)

The College Year consists of thirty-six weeks, five days each week. Monday afternoons are devoted to literary and debating societies.

Daily recitations are forty minutes.

In the College Department the recitations are fifty minutes.

Monday and Tuesday, September 11 and 12, will be spent by the Faculty in arranging tickets, programs of studies, and books for students, and in locating them pleasantly in homes.

Organization of classes will begin Wednesday morning, September 13, 9 o'clock.

Examinations.—Students will be trained in written examinations in their respective studies every month. Each term will close by complete reports of the standing of each student. This will include his class standing and grades upon examination. These reports are sent to parents for their inspection and signatures.

High-class Entertainments and Lectures will be given at frequent intervals during the year in Chapel Hall.

The Annual Commencement will occur Wednesday and Thursday, May 16 and 17. These are happy days to all.

FACTS OF INTEREST.

1. This property is deeded to a Board of Trustees and their successors, whose qualifications are specified in the constitution and by-laws. This Board feels the responsibility it has assumed, and is putting forth its best effort to discharge its duty to the interest of all, and invites suggestions from any one who has the success of this institution at heart.

2. The school was a success under private ownership, and we are pleased with the high grade of work under the new management. With the hearty coöperation of every one interested (and we all should be interested), we can, and will, make this College second to none. Could you visit this school and catch the spirit of the teachers and student body, you would ever afterwards be a booster. May you avail yourself of this opportunity.

Yours for continued success,

W. M. B. Cox,
President Board of Trustees.

BOARD OF TRUSTEES.

Two Boards of Trustees are provided for—an Executive and an Advisory Board. The former consists of seven members and the latter of twenty-five. Their term of office is seven years.

Executive Board.

DR. W. M. B. COX	Baldwyn, Miss.
J. G. HARDEMAN	Henderson, Tenn.
L. A. WINSTEAD	Dresden, Tenn.
W. E. WARREN	Route 1, Union City, Tenn.
R. G. WATSON	Friendship, Tenn.
DR. J. D. SASSER, JR.	Middleton, Tenn.
J. C. RAINEY	Cottage Grove, Tenn.

Advisory Board.

PROF. E. P. SMITH, Principal of City Schools	Martin, Tenn.
J. H. LUTTMAN, Merchant	Rogers Springs, Tenn.
A. D. THOMPSON, Lawyer	Murray, Ky.
DR. J. F. DARNALL, Physician	Obion, Tenn.
B. B. GOODMAN, Traveling Salesman	Memphis, Tenn.
PROF. E. H. SMITH	Wingo, Ky.
J. H. BLUE, Minister	Morrison, Ark.
J. P. LOWREY, Minister	Cardwell, Mo.
E. M. HODSON, Principal High School	Leighton, Ala.
J. PETTEY EZELL, Minister	Cookeville, Tenn.
W. C. HALL	Nashville, Tenn.
O. E. BILLINGSLEY, Minister	Conway, Ark.
W. W. SHOOK, Merchant	Belmont, Miss.
I. J. GENT	Mayfield, Ky.
B. W. RUSHING, Farmer	Henry, Tenn.
JAMES E. LAIRD, Minister	Campbell, Mo.
F. J. MCCREE, Farmer	Macon, Tenn.
T. W. CROOM, Minister	Nashville, Ark.
DR. J. C. REYNOLDS, Physician	Wynne, Ark.
OSCAR GRANT, Teacher	Belcherville, Texas.
A. C. COX, Merchant	Booneville, Miss.
HUGH A. PRICE, Teacher	Trenton, Ga.
JOHN R. WILLIAMS, Minister	Hornbeak, Tenn.
H. P. LUCAS, Merchant	Florence, Ala.
L. K. HARDING, Minister	Henning, Tenn.

FACULTY FOR 1922-1923.

COLLEGE.

A. G. FREED, B.S., M.A., PRESIDENT,
Education.

L.I. B.S., M.A., 1880-1886, Southern Indiana Normal (branch of National Normal University, Lebanon, O.); Graduate, Training School, Ellettsville, Ind., 1887; A.M., Postgraduate, Valparaiso University, 1887-1888; seven years Principal of High Schools; seven years President of Southern Tennessee Normal; two years President of West Tennessee Christian College; eight years President of Georgie Robertson Christian College; two years President of Southwestern Christian College; twelve years President of National Teachers' Normal and Business College; President of Freed-Hardeman College, 1919—.

N. B. HARDEMAN, A.B., A.M., VICE PRESIDENT,
History.

A.B., West Tennessee Christian College, 1894; A.M., Georgie Robertson Christian College, 1898; Professor in Georgie Robertson Christian College, 1898-1905; Principal of City Schools, Henderson, Tenn., 1905-1907; ten years Superintendent of Education, Chester County, Tenn.; twelve years Vice President of National Teachers' Normal and Business College; holds Life Certificate from State of Tennessee; present position, 1919—.

L. L. BRIGANCE, A.B., A.M.,
English.

L.I., Scott's Hill College, 1898; A.B., Georgie Robertson Christian College, 1904; A.M., Georgie Robertson Christian College, 1905; one year Professor in Georgie Robertson Christian College; two years Associate Principal of City Schools, Henderson, Tenn.; President, Burnetta College, Venus, Texas, 1907-1908; President, North Mississippi Normal College, 1908-1909; ten years Professor of Latin and Literature, National Teachers' Normal and Business College; present position since 1919.

C. P. ROLAND, B.S.,
Mathematics.

Graduate, National Teachers' Normal and Business College, 1913; Graduate, West Tennessee State Normal, 1916; Principal, Maury City High School, 1916-1921; Superintendent of Education, Crockett County, Tenn., 1919-1921; Summer Student, George Peabody College, 1921; Union University Summer School, 1922; Mathematics and Science, Freed-Hardeman College, 1921-1922.

HERBERT SIKES, A.B.,
Science.

A.B., Abilene Christian College, 1922.

HIGH SCHOOL.
MISS ANALOU ESTES, A.B.,
Latin.

A.B., Abilene Christian College, 1921; Summer Student, Simmons College, three years; taught five years in Rural Schools; Teacher of Latin and History, Harper High School, Harper, Kan.

H. L. SHOOK,

History.

Graduate, Freed-Hardeman College, 1919; B.Acct., Freed-Hardeman College, 1920; Professor of History, Freed-Hardeman College, 1920-1922.

MISS LULA ALLEN,

Shorthand and Typewriting.

B.Acct., National Teachers' Normal and Business College, 1913; Graduate, Shorthand Department, Jackson School of Business, 1913; Principal, Shorthand and Typewriting Department, Jackson School of Business, 1913-1914; Private Stenographer, 1914-1917; Graduate, Gregg School of Shorthand, Chicago, 1917; taught in Gregg Summer School, 1918; Principal Shorthand and Typewriting Departments, Baton Rouge Business School, 1917-1918; present position since 1918.

JUNIOR HIGH SCHOOL.

(To be supplied.)

GRAMMAR SCHOOL.

MISS EDNA MANESS,

Graduate of High School; Student, Summer School, Union University, 1920; five years teacher in Public Schools.

MISS PAULINE ANDERSON,

Graduate of High School, Freed-Hardman College, 1922; Summer Student, Union University, 1921-1922.

MUSIC DEPARTMENT.

Instrumental and Voice.

MISS FLORENCE GRAY PATTON, PRINCIPAL.

MRS. IRENE ROBBINS, ASSISTANT.

Vocal.

A. J. VETETO,

Rudiments, Sight Singing, Harmony.

EXPRESSION AND PHYSICAL CULTURE.

MISS ELIZABETH M. POARCH,

Graduate, David Lipscomb College.

COLLEGE LIBRARIAN AND POSTMASTER.

A. J. VETETO.

LADIES' HOME.

MR. AND MRS. J. R. GLASS.

FREED-HARDEMAN COLLEGE.

HISTORY.

Henderson has been the home of schools of merit for more than fifty years. In 1897 West Tennessee Christian College was superseded by the Georgie Robertson Christian College, which, in turn, was succeeded by the National Teachers' Normal and Business College in 1907. After twelve successful years, during which time thousands of students were enrolled, this school was bought by members of the church of Christ and its name changed to Freed-Hardeman College, in honor of the men who founded it. It was the purpose to reorganize the entire school, enlarge and improve its facilities, standardize its curriculum, build boarding homes for boys and girls, etc. Much of this has already been accomplished, and it is the intention to keep the good work going until the original plans have been fulfilled.

LOCATION.

Henderson

Is the county seat of Chester County. It is a beautiful town of grassy lawns and native shade trees. It is easily reached from all parts of the country, being situated on the Mobile and Ohio Railroad between Jackson, Tenn., and Corinth, Miss. Many of the principal railroads of the country intersect this line. It is also on the Mississippi Valley Highway, running from Canada to the Gulf of Mexico.

Moral Atmosphere.

There are few towns in the country that can compare with Henderson from a moral viewpoint. It is made up of a quiet, conservative, church-going class of citizens. There are no pool rooms, dance halls, gambling dens, or other places of vice to lead the young astray. It creates a small sensation for a man to be arrested. Our Circuit Court rarely ever lasts more than three or four days, and our lawyers have to turn to other things for employment. The following statement from Judge Barham evidences the character of our town and people:

"It is but just to say for the good people of the town of Henderson that they rank at the very top in moral and law-abiding citizenship. During the thirteen years of my service as judge of the Circuit Court, we have had the active coöperation of your people in our efforts to enforce the laws, and our court records attest the resulting success.

"I feel sure that there is not another town anywhere that can show a better record for good behavior; and, in my opinion, this splendid record is due, in a great measure, to the schools of that place. I am,

Your friend,

"N. R. BARHAM."

Healthfulness.

The health record of Henderson is as good as that of any town. It is high and well drained, with no local conditions to cause sickness. It has a good system of waterworks, electric lights, and sewerage, making it a nice, clean, sanitary town.

BUILDINGS.

Administration Building.

This building is a beautiful brick structure, consisting of eight large, airy, well-lighted classrooms, and a fine auditorium. Besides these, there are a number of smaller rooms for music, laboratories, offices, typewriting, mailing, etc., with large lobbies on both floors.

Ladies' Home.

On the campus close to the Administration Building is the home for girls. It is an elegant, four-story, brick structure, with basement. This home has all the necessary conveniences—heated with steam, electric lights, baths, running water (hot and cold) in each room, reception halls, sun parlors, well-lighted and ventilated rooms for two girls to each room, large dining hall, laundry room, and everything necessary to make it a real home for our girls.

This home will be under the direct care of the Faculty and kept by a Christian family. Besides, the ladies who are members of the Faculty will board in this home and assist in the oversight.

All these first-class accommodations will be given our girls at the minimum cost.

All ladies, except those living in Henderson or making their home with some family, will be required to stay in this home.

Write for reservations at once.

THE CAMPUS.

The campus is a delightful retreat. The grassy lawn and stately shade trees add to its beauty. In the rear of the Ladies' Home, away from the public gaze, will be arranged attractive playgrounds for the girls. Ample room for tennis courts, basket ball, and all appropriate games has been provided.

Much attention to outdoor exercise of the girls will be given.

GENERAL INFORMATION.

Government.

Good government lies at the foundation of all civilization and orderly progress of the human race. Without it the world

would be in chaos. Driven by the cross-currents of selfish interests, men would bite and devour one another. The object of government should be to protect the rights and promote the welfare of the *governed*, and not to advance the interests of those who govern.

The original and primary unit of government is the family. Next in order comes the school, and then the State. If parental authority is properly exercised and respected, the school and State will have little to do; but if the government of the home is a failure, the school and State will have trouble with its product.

We believe it is the solemn duty of parents to control their children—to bring them up in the way they *should* go, and not the way they might *want* to go. Every parent commits a sin against his own offspring when he fails, either by persuasion or by force, to compel him to follow that course of conduct which will be best for the child.

Now, the teacher, for the time being, takes the place of father and mother. His obligation to govern, care for, and direct his pupils in the way of their highest interests, is no less than that of their parents.

We believe in good, sound, wholesome government. We know that students will fail, money will be wasted, and parents disappointed in the school where it is not exercised. We shall do our utmost to teach our pupils to govern themselves; but when they fail, then the school will assert its authority and see that *order*, *discipline*, and *good behavior* are maintained. When other reasonable means fail, when patience and forbearance are exhausted, we shall not hesitate to expel disorderly students from school without delay.

We want the cooperation of parents and guardians in the management and discipline of their children; and whenever we fail to secure satisfactory results in work or deportment, parents will be notified.

A paragraph from an editorial in one of our leading papers expresses our sentiments:

"The American school system needs discipline, from the post-graduate rooms to the kindergarten. The young men and young women attending should be impressed with their deficiency in knowledge and be given to understand that they are in school to be taught obedience and order, as well as those things that come from the printed page."

We reserve the right to remove a student any time, without preferring special charges, if we think his influence is injurious.

Dress.

We regard the question of dress as one of the serious problems of the times. We believe that much of the sex immorality of the country is due to the suggestiveness of the pre-

vailing styles of dress, or perhaps we ought to say the lack of dress. Low necks and backs, short sleeves and skirts, have reached such extremes that thoughtful and sober-minded people are becoming alarmed over the evil consequences to society that are bound to follow. Not only are many of the styles positively immodest, but they must be very uncomfortable, and injurious to health at certain seasons of the year.

We have been fighting, are now, and expect to continue to fight for modesty, decency, and common sense in the matter of dress for both boys and girls.

We believe that it is the duty of all to be neat, clean, and attractive in their wearing apparel, and we shall encourage our students to dress becomingly and hygienically; but we shall use all our influence against extravagance and immodesty.

For the sake of economy and equality, we have in the past required our girls to wear a uniform on all public occasions; but so much confusion and trouble have resulted that we have decided to leave it off in the future. We want to insist, however, that parents and daughters take a sensible view of the matter and that they do not prepare and wear fine, expensive dresses. There are always some who are not able to do so, and naturally they would be embarrassed; besides, it is wholly unnecessary. Girls should be in school for work, rather than show, and are, therefore, not expected to be on dress parade. Neat, simple frocks should be worn at all times. Silks and satins and evening gowns are wholly out of order in this school.

Rubber Heels Instead of High Heels.

Comfort, service, and a proper regard for our health should be the first considerations in the matter of clothing. It is our firm belief that French heels are a positive injury to health, and we would prefer to see our girls leave them alone. On the other hand, we believe that low rubber heels are ideal from a hygienic standpoint, and are much more agreeable, because they are noiseless.

We are not saying that you cannot wear high heels, but we are saying that you must wear rubber heels. The principal reason for this is to keep down the noise. With hundreds of students all over a building, any one can understand what this means.

So be sure to have rubber heels on your shoes before you come, or you may have it done upon arrival.

Entertainments.

The desire for entertainment is natural and well-nigh universal. It seems to be a necessary part of our existence. This desire is stronger in childhood and youth than in later life, which fact argues that it ought to be given consideration in our

scheme of education. There can be no objection to entertainment, if it is of the proper kind and amount.

The Faculty will take care to provide clean, wholesome entertainments during the year for the pleasure and profit of the students and others who may be able to attend. Plays, prepared and presented by the students, musicales and recitals by local talent, as well as occasional programs by professionals, will be given as the needs of the school demand and opportunities permit. Nothing impure or evil in its influence will ever knowingly be allowed. We do not permit entertainments to occur frequently enough to interfere with the regular work of students. The thorough preparation and recitation of lessons—the classroom work—is our first consideration.

Athletics.

Man is first of all an animal. He needs to be a good one. His usefulness and happiness depend upon it. No matter how brilliant a mind he may have, if his body is frail and delicate and diseased, he will be handicapped and miserable. The foolish notion that women, to be refined and attractive, must be pale and delicate, has about been abandoned, and the young women of the future will vie with each other in the matter of robust health and physical fitness.

Physical education consists in the study of anatomy, physiology, and hygiene, and the proper use of the knowledge gained. Man needs to know all he can about his body and how to preserve its health and conserve its strength. Every school ought to teach the young these things and insist upon their observance. Proper exercise and recreation are necessary parts of physical education, and schools should provide the means and encourage their students in taking a sufficient amount of both. But that elaborate gymnasium and athletic organizations—such as baseball, football, and basket-ball teams, with their match games and the rowdyism and semi-barbarism that generally go with them—are necessary to the highest physical development, does not follow. They defeat the very purpose they claim to promote. For instance, in a big match game every principle of proper exercise is violated; and, besides, the weak and delicate, the ones that need physical development, are never allowed on the teams. Such games furnish strong temptations to immorality. Brawls and fights, drinking and gambling, are frequently connected with them. In a Christian school, where the very best of teaching and moral influences had been thrown round the boys, they were caught gambling on a match game of baseball. "Athletics" in its popular use, match games, and physical contests belong to the "sporting world," and should have no place in the education of the young. But games for exercise and recreation, in which every pupil may have a part, under the proper supervision, are to be encouraged. An hour is set apart at the close

of work each afternoon, and one or more teachers are on the grounds to see that everything goes right.

Match games with other schools are not permitted.

Co-education.

Why should the three or four years spent in college be the only period of life when the sexes are separated? It has been our observation that both boys and girls who attend separate schools lack that culture and refinement of bearing and manners that characterize those who attend mixed schools. The presence of both sexes stimulates and inspires each one to greater efforts and more dignified conduct. The association of boys and girls in the schoolroom simplifies the question of school government, instead of complicating it.

Literary Societies.

The value of the training received in a wide-awake and enthusiastic literary society can hardly be overestimated. Many of our former students owe much of their success in life to this training. Three or four permanent societies are maintained. These meet and render their programs on Monday afternoons. Debates, orations, readings, music, etc., make up the usual program. Occasionally a public debate between representatives of different societies is given. For several years past the work of these societies has reached its climax in a great medal contest during commencement week.

It is the intention of the Faculty to lend greater encouragement and give more personal attention to the work of the societies in the future than ever before.

WHY THIS KIND OF SCHOOL?

Different from Others.

If the school at Henderson were just like the average high school or college, there would be no reason for its existence. There are plenty of such schools to take care of the youth of the country without this one. If Freed-Hardeman College did not offer something and could not do something for its students that others cannot, we would feel like closing its doors.

Our Primary Purpose.

Our primary purpose is not to teach History, Mathematics, Science, or Philosophy, but to make *men* and *women* in the true sense of these words. Man is a triune being. He has a physical, mental, and spiritual nature—a body, mind, and soul. The right kind of education undoubtedly comprehends the symmetrical development of all these powers of man. We try to

bring about a harmonious development of *body, mind, and soul*, with a good deal of emphasis on the last named. While our provisions for physical development are sufficient and our work in all those branches of learning designed to cultivate the intellect is as good as the best, there is still another phase of our work which we believe to be far more important than either of these—namely, moral or spiritual culture. You may develop the physical man to the highest degree and then add to this all the intellectual culture possible, and all you have is a refined and cultivated animal; but when you add to this physical and intellectual development a proportionate amount of moral culture, you have a *man* or *woman*. This school, while in no sense neglecting the former, places especial emphasis upon the latter.

The Bible.

This school believes the Bible to be an inspired revelation. It has no sympathy with any form of rationalism or destructive criticism. It deplores the fact that nearly all of our higher institutions of learning deny the authenticity of the Scriptures and that most of the young people who attend them return either skeptics or infidels. We teach no *theories* of science that conflict with the plain statements of Holy Writ. We try to inculcate reverence for God and things sacred.

Therefore we teach the Bible—the only textbook on morals the world has—just the pure, unadulterated Bible; not what men say about it, but the book itself.

Atmosphere of Optimism.

There is also an indefinable influence, an atmosphere of optimism and confidence, pervading the school that has had much to do with the success of its students. They are made to believe in themselves, to understand that their success in life is limited only by the strength of their desire and determination. They are given a new outlook upon the world, a new attitude toward life. They go out believing there is no height to which they may not climb, no success to which they may not attain. When any school gets a student to believe that he *can* do something and gets him to make up his mind that he is *going* to do it, it has rendered him the very climax of service.

Why Send to Freed-Hardeman College?

1. Because of its moral and spiritual influences.
2. Because every teacher is a Christian.
3. Because the Bible is taught daily.
4. Because the literary branches are taught here better than in most other schools.
5. Because every one, regardless of social or financial standing, receives the same consideration and attention.

FREED-HARDEMAN COLLEGE.

6. Because this school encourages and inspires its students to do and to be something in life.

7. Because the moral lectures and success talks given each morning have started hundreds of boys and girls on the road to a useful, happy, and successful life.

8. Because the primary purpose of the school is to build character.

AFFILIATION.

For years many of the State Normal schools of the South have been accepting work done in this school, hour for hour. The University of Tennessee, University of Mississippi, and George Peabody College for Teachers are now doing the same. Before the year 1921-1922 no definite standing as to rank, however, had been given; but an effort was begun to get our High School Department completely recognized by the Department of Public Instruction, also to have our College Department placed on the list of Junior Colleges. The first of these objectives, with all the privileges and rights connected therewith, was obtained last year; and a marked advancement was made toward the second, a good improvement being made in laboratories. Having in our possession exact and definite statements from State officials regarding the demands for Junior College recognition and promises that, as soon as this school met such demands, full recognition would be given, the school is selecting just such a Faculty and arranging such courses as will meet the requirements, thereby removing all conditions.

COURSES OFFERED.

The school offers the following courses of study: Primary, Intermediate, Preparatory, High School, Collegiate, Business, Shorthand, Typewriting, Music, Expression, and Bible.

PRIMARY.

The primary grades are substantially as outlined by the public schools, except that Bible stories and easy Bible lessons are injected.

INTERMEDIATE AND PREPARATORY.

What was said about the Primary Department is true of these. Here is where the foundation for thorough work in the future must be laid with care. We give close attention to these classes.

FREED-HARDEMAN COLLEGE.

HIGH SCHOOL.

FIRST YEAR.

Required:

Mathematics I., Arithmetic, and Beginning Algebra	1 unit
English I., Grammar, Composition, and Classics	1 unit
History I., English	1 unit

Electives (select one):

Science I., General Science	1 unit
Latin I., Beginner's	1 unit
Typewriting	1 unit
Music	½ unit

SECOND YEAR.

Required:

Mathematics II., Algebra	1 unit
English II., Rhetoric, Composition, and Classics	1 unit
History II., American	1 unit

Electives (select one):

Science II., Agriculture, and Physical Geography	1 unit
Latin II., Caesar	1 unit
Shorthand	1 unit
Music	½ unit

THIRD YEAR.

Required:

Mathematics III., Plane Geometry	1 unit
English III., American Literature	1 unit

Electives (select two):

Science III., Elementary Chemistry	1 unit
Latin III., Cicero	1 unit
History III., Medieval and Modern	1 unit
Commercial Law, Commercial Geography	1 unit
Bookkeeping	1 unit
Modern Language	

FOURTH YEAR.

Required:

English IV., English Literature	1 unit
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Electives (select three):

Mathematics IV., Solid Geometry	1 unit
Latin	1 unit

FREED-HARDEMAN COLLEGE.

Science IV., Physics	1 unit
Bookkeeping	1 unit
Bible	1 unit
Modern Language	1 unit

NOTE.—The subjects listed above among electives which belong in the Commercial Department do not come under the price of regular tuition, but under the special rate as given for the named subject in this Catalogue.

OUTLINE OF CLASSICS STUDIED IN HIGH SCHOOL COURSES.

FIRST YEAR.

For Study.

Cooper: Last of the Mohicans.

For Reading.

Old Testament Narratives, or Odyssey, or Æneid. R.
Coleridge: The Ancient Mariner. R.
Franklin: Autobiography. R.
Longfellow: Courtship of Miles Standish, and Evangeline.

SECOND YEAR.

For Study.

Washington: Farewell Address.
Webster: First Bunker Hill Oration.

For Reading.

Dickens: Tale of Two Cities. R.
Scott: Lady of the Lake. R.
Tennyson: Coming of Arthur and Other Idylls of the King
Hawthorne: The House of Seven Gables.

THIRD YEAR.

For Study.

Shakespeare: Macbeth.
Milton: Minor Poems.

For Reading.

Shakespeare: Merchant of Venice. R.
Eliot: Silas Marner. R.
Irving: The Sketch Book. R.
Selections from American Poetry

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FOURTH YEAR.

For Study.

Shakespeare: Hamlet.
Carlyle: Essay on Burns.

For Reading.

Parkman: The Oregon Trail. R.
Shakespeare: Julius Cæsar. R.
Scott: Quentin Durward. R.
Kent: Southern Poems.

COLLEGIATE DEPARTMENT.

Entrance Requirements.

Candidates for the Collegiate Department may be admitted (1) by the completion of the High-School work of this college as outlined on pages 19 and 20 of this Catalogue; (2) by a certificate or diploma from any standard high school showing a satisfactory credit; (3) by examination. No credit is given for work done below the grades of the High School. If a candidate is conditioned in a subject, the condition must be removed not later than the Junior year. No candidate shall be allowed more than two conditions.

Class Organization.

No class in the High School and Collegiate Departments will be organized for less than five pupils in major studies and eight in the elective studies. No pupil will be allowed to elect less than three units nor more than five units without special permission.

GROUP I. CLASSICAL.		GROUP II. MODERN LANGUAGE AND SCIENCE.		GROUP III. NORMAL.	
<i>Freshman Year.</i>	<i>Hrs.</i>	<i>Freshman Year.</i>	<i>Hrs.</i>	<i>Freshman Year.</i>	<i>Hrs.</i>
English	12	English	12	English	12
Mathematics	15	Mathematics	15	Mathematics	15
Latin	9	Modern Language	9	Foreign Language	9
Greek	9	Chemistry	12	Education	12
Bible (Old Testament) 9		Bible (Old Testament) 6		Bible (Old Testament) 6	
<i>Sophomore Year.</i>	<i>Hrs.</i>	<i>Sophomore Year.</i>	<i>Hrs.</i>	<i>Sophomore Year.</i>	<i>Hrs.</i>
English	12	English	12	English	12
Latin	12	Mathematics or Science	12	Foreign Language	9
Greek	9	Two Modern Languages	18	(Same as above)	
Mathematics or Chemistry	12	Or Biology or Physics, each	9	Sociology	9
Bible (New Testament) 6		Old Testament	3	Old Testament	3
Electives	3	Bible (New Testament) 6		Education	12
		Electives	3	Bible (New Testament) 6	
				Electives	3

FREED-HARDEMAN COLLEGE.

COLLEGE DEPARTMENT.

EDUCATION.

1. *General Psychology.* Credit, 4 Hours.

An explanation and description of mental phenomena. This course should concern itself with the facts of attention, nervous and motor activities, and the cognitive processes.

2. *General Psychology.* Credit, 4 Hours.

This course is a continuation of Course 1. It is concerned especially with the instinct and affective and volitional activities. Especial reference is given to Psychology as applied to teaching.

3. *Psychology of Learning.* Credit, 4 Hours.

An advanced course in the psychology of learning.

4. *History of European Education.* Credit, 4 Hours.

A rapid survey of the educational system of the Greeks and Romans, followed by a survey of the education in the Middle Ages. This survey is to be followed by an intensive study of the reforms of the great educators—Rousseau, Froebel, Herbert, and Pestalozzi—and a thorough study of the development of education in Western Europe.

5. *Principles of Teaching, High School.* Credit, 4 Hours.

The psychology and pedagogy of the high-school subjects; some such consideration as is contained in Judd's "Psychology of the High-School Subjects" and Parker's "Methods of Teaching in the High School."

6. *Educational Administration and Supervision.* Credit, 4 Hours.

ENGLISH.

1. *Advanced Composition.* Credit, 4 Hours.

This course comprises a detailed study of narrative, description, and exposition, and an abundance of practice in theme writing. At regular intervals students are met for conference.

2. *Argumentation and Debating.* Credit, 4 Hours.

This course is a continuation of English 1. Most of the subjects for discussion are selected from the questions of the day.

3. *English Literature.* Credit, 4 Hours.

This course embraces extensive readings in English Literature from Anglo-Saxon days to the time of Wordsworth. Essays and special reports are required. Verse is emphasized.

FREED-HARDEMAN COLLEGE.

4. *English Literature.* Credit, 4 Hours.

This course is a continuation of English 3. It embraces readings in English Literature from the time of Wordsworth to the present day. Prose is emphasized.

5. *The Essay.* Credit, 4 Hours.

The purpose of this course is to acquaint the student with the formal and the familiar essay of England and America. Emphasis is placed upon recent contributions.

6. *Literary Criticism.* Credit, 4 Hours.

This course involves a discussion of the main principles of literary criticism and the study of a few specimens of literature. This course is recommended to all prospective high-school teachers.

MATHEMATICS.

1. *Solid Geometry.* Credit, 5 Hours.

Elements of Solid Geometry, properties and measurements of surfaces and solids. Open to all students not offering it for high-school entrance credits.

2. *College Algebra.* Credit, 5 Hours.

This course consists of a rapid review of Elementary Algebra, graphic representation, logarithms, determinants, theory of equations, Horner's methods of approximation.

3. *College Algebra.* Credit, 5 Hours.

This course is a continuation of Course 2.

4. *Plane Trigonometry.* Credit, 4 Hours.

The derivation and use of formulas, solutions, and triangles, with acute angles; the solution of right triangles by natural functions; logarithms; the solution of different kinds of triangles; practical work in the use of the transit.

5. *Plane Trigonometry.* Credit, 4 Hours.

This course is a continuation of Course 4. Graphic representation of trigonometric functions, the inverse trigonometric functions and trigonometric equations, application of the theory of wave motion, spherical trigonometry.

6. *Analytical Geometry.* Credit, 4 Hours.

The straight line, circle, elements of parabola, ellipse and hyperbola, polar coordinates, higher plane curves, elements of Solid Analytical Geometry.

FREED-HARDEMAN COLLEGE.

HISTORY.

1. *European History. Credit, 4 Hours.*

From 395 A.D. through the crusades. The disintegration of the Roman Empire, the development of European nations, the power of the Roman Church, monasticism and feudalism will be closely studied.

2. *European History. Credit, 4 Hours.*

A continuation of Course 1 through the Reformation. The Renaissance, the discoveries, and the Reformation will receive emphasis.

3. *European History. Credit, 4 Hours.*

A continuation of general European History to the beginning of the French Revolution. The decline of the papacy, development of the power of divine right of kings, colonial empires, and the rivalry of nations will be stressed.

4. *France Since 1789. Credit, 4 Hours.*

The French Revolution will be the chief subject of this course, but her eventful establishment of democracy and after history will be briefly considered.

5. *History of England. Credit, 4 Hours.*

From the beginning to the end of the Tudors. Medieval life and institutions, the development of Parliament, political and religious independence will be emphasized.

6. *History of England. Credit, 4 Hours.*

SCIENCE.

CHEMISTRY.

1. *General Chemistry. Credit, 4 Hours.*

This course consists of a study of the most important elements, their history, occurrence, common method of preparation, properties, and practical uses of many of the commonly used acids, bases, and salts. The course also covers the theory of Inorganic Chemistry.

2. *General Chemistry. Credit, 4 Hours.*

This course is a continuation of Course 1. The seven groups of metals are studied, together with a brief study of organic compounds.

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3. *Qualitative Analysis. Credit, 4 Hours.*

This course consists of a study of the common metals, their characteristics, properties, and special tests. This is followed by the determination of "unknown" of the seven groups of metals. Lectures and laboratory work. Prerequisite, Courses 1 and 2.

4. *Elementary Organic Chemistry. Credit, 4 Hours.*

This course covers briefly the aliphatic and aromatic series, with a discussion of the more important derivatives, and also shows their relationship and applications.

5. *Elementary Organic Chemistry. Credit, 4 Hours.*

This course is a continuation of Course 4.

LATIN.

1. *Vergil. Credit, 3 Hours.*

The Æneid is carefully studied, special attention being given to scansion, figures of speech, syntax, and mythology.

2. *Vergil. Credit, 3 Hours.*

Continuation of Course 1. Written reports are required on subjects assigned for investigation during the reading of Courses 1 and 2.

3. *Ovid. Credit, 3 Hours.*

Several hundred verses of the Metamorphoses are read, and a close study is made of scansion and mythology. Any student who has had three years of Latin may take this course.

4. *Livy. Credit, 4 Hours.*

Selections from Livy's History of Rome. Prerequisites, four years' high-school Latin.

5. *Cicero's Philosophy. Credit, 4 Hours.*

A study of De Amicitia and De Senectute. Prerequisites, as in Course 4.

6. *Horace. Credit, 4 Hours.*

This course consists of a study of selected Odes and Epodes of Horace. Prerequisites, as in Course 4.

BUSINESS DEPARTMENT.

A. G. FREED, Principal.

The College has always maintained a splendid business school. The calls for reliable help in the business world are

FREED-HARDEMAN COLLEGE.

numerous. Good bookkeepers, stenographers, and typewriters are in demand.

We realize we can give a better Business Course for less money than it is possible to obtain in the city. Our students not only have a thorough course in all the business studies, but they also have the privilege of taking many other helpful branches in the Collegiate Departments.

We are determined to make our Business Course second to none. We employ the *best* bookkeepers, the *best* stenographers, and the *best* typewriters.

The superior work of this department is shown by the high-grade positions our graduates occupy.

This department is under the direct supervision of President A. G. Freed, a graduate of several business colleges and a teacher of many years. Any one completing this course of instruction and training will be thoroughly prepared to go into any office or business and keep the books.

Course of Study.

The course of study in this department corresponds to that of all accredited commercial schools. It is as follows: Science of Accounts, Bookkeeping (Single and Double Entry), Commercial Arithmetic, Rapid Calculation, Commercial Law, English, Spelling, Business Writing, Actual Business, Office Practice, Business Correspondence, Commercial Forms, and Banking.

SHORTHAND AND TYPEWRITING DEPARTMENTS.

MISS LULA ALLEN, *Principal*.

Shorthand.

Miss Allen is a graduate of the Gregg School, Chicago, and has also taught in this famous institution. She was principal of the shorthand department of Baton Rouge Business College, Baton Rouge, La. She has been with Freed-Hardeman College four years, to the entire satisfaction of all.

The Gregg system of shorthand is the most popular system in use to-day. About eighty per cent of all the schools, public and private, that teach shorthand use this system.

Typewriting.

This department is supplied with the latest type of standard typewriters. Eleven new machines were added recently. We also have a standard mimeograph, which the students will be taught to use. Nothing inferior will be found here. We propose for our students the best that can be had.

Skill in the use of the typewriter is indispensable to every one who expects to make a successful stenographer. More stu-

FREED-HARDEMAN COLLEGE.

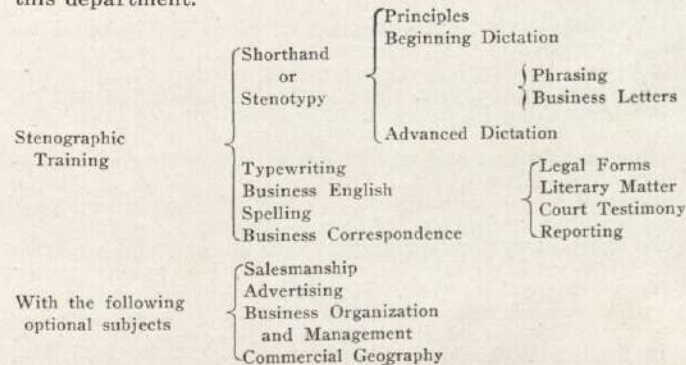
dents fail to hold good positions on account of their inability to use the typewriter skillfully than from any other cause.

Typewriting cannot be "picked up." It must be studied and practiced persistently under a competent teacher, logically and scientifically, if proficiency is desired.

When you become prepared and efficient, the place is ready. The demand for young men and young women thoroughly equipped in Business, Shorthand, and Typewriting is continually growing, and this school offers most excellent opportunities for you. Be with us from the opening.

Course of Training.

The following course of study and training is that adopted by the National Association of Accredited Commercial Schools. It will be followed, with perhaps a little variation, in this department.



MUSIC DEPARTMENT.

MISS FLORENCE GRAY PATTON, *Principal*.

MRS. IRENE ROBBINS, *Assistant*.

PIANO.

In the elementary grades a thorough study of notation, keys, signatures, and time is given, including the scales. Modern methods in Child Music Study are used, including the studies and pieces of Diller-Quaile, Bilbro, Gurlitt, Burgmuller, Spaulding, Lynes, and Maxim.

From the Junior to the Advanced grades a study of the Scales, Chords, and Arpeggios in their different forms and positions is given, including the studies of Bertini, Cramer, Bach, Mozart, Schytte, Grieg, MacDowell, and Sibelius. Pieces are selected from both the modern and classic composers.

Courses of Study. VOICE.

COURSE 1. Exercises in breathing; attitude of the position of the lips, tongue, and soft palate; exercises for placing the voice; connecting tones and articulation; the study of intervals and practice in sight reading; easy songs and ballads by modern composers.

COURSE 2. Exercises in agility, runs, scales, and arpeggios; supplementary trill exercises; legato, syncopated notes and their accentuation; songs selected from classics and modern composers.

COURSE 3. Trill exercises continued; embellishments; studies in phrasing and expression; staccato, crescendo, and diminuendo; exercises in vocalization continued; songs and simple arias by classic and modern composers.

Vocal Music.

We believe that the education of every child should include a knowledge of the rudiments of music. Along with the ability to read the English language they should be taught how to read simple, easy music. The general deficiency in singing and the lack of good leaders of song is one of the deplorable conditions of to-day. This school is doing all it can to overcome these conditions, and, therefore, is maintaining at considerable expense a department of vocal music. Prof. A. J. Veteto, the Principal of this department, has had wide experience as a student, teacher, and leader of song. During the past session he did a splendid work under very adverse circumstances. With conditions more favorable, he expects to do a much greater work during the coming year. He has trained up several young men as leaders whose services are already in great demand. The work in this department will embrace courses of instruction in Rudiments, Harmony, Sight Singing, etc. He will organize choruses, quartets, and special classes for teachers and leaders.

In order that the benefits of this department may be enjoyed by all the students, and also to help maintain it, a general fee of fifty cents per month will be charged all pupils above the Intermediate Department.

SCHOOL OF EXPRESSION AND PHYSICAL CULTURE.

MISS ELIZABETH M. POARCH, *Director*.

Individual Work.

In knowledge there is power, but power is frequently lost by the inability to express. Thoughts are powerful, but expressed thoughts are more so. Expression deals with voice and action. Its aims are: To help the student realize his power and possibilities; to train the voice and body to act in coördina-

tion with the mind; to develop individuality; to teach the student to think sanely and strongly; to read intelligently and effectively.

Lessons twice a week.

Course of Study.

FIRST YEAR.

Harmonic gymnastics; establishment of proper conditions for voice production; exercise for freedom of the body from constriction; recitals to develop personality.

SECOND YEAR.

Harmonic gymnastics; the improvement of speech; foundations in Expression; dramatic rehearsals and criticism.

THIRD YEAR.

Voice training; pantomimic training; development of imagination; foundations continued; lessons in Vocal Expression; abridgements from standard authors.

Before a diploma is granted an analysis must be made of lessons in Vocal Expression and Province of Expression. At least three years of English is required of all graduates.

THE BIBLE DEPARTMENT.

The Bible lies at the very foundation of all true education. Its imprint is found in all literature, art, and science; and the boy or girl who is ignorant of its sacred truths is at a great disadvantage. It is the one book that cannot be ignored if you expect to come in contact with the world of thought and to share the ideas of the greatest minds of the Christian era. Freed-Hardeman College offers opportunity for study in this book adapted to the age and advancement of every pupil. Parents who have their children's best interest at heart cannot be indifferent to placing them where such influences prevail. The great fault of our public-school system is that the Bible is ignored. We give in this school a three-years' course, as follows:

FIRST YEAR.

Old Testament, Genesis to Second Samuel; New Testament, Matthew to Acts; Bible Geography and Milligan's Scheme of Redemption; Church History.

SECOND YEAR.

Old Testament, First Kings to Malachi; New Testament, Romans to Revelation; Evidences of Christianity; Hermeneutics and Homiletics.

THIRD YEAR.

Analysis of Old Testament; New Testament: Hebrews to Revelation; Psychology and Logic.

In these courses the Bible itself occupies the prominent place, and its lessons are critically studied, and its general principles are solemnly emphasized. No student can properly appreciate the sacred text who is not familiar with the geography of Bible lands; and hence a thorough study is made of the Old Testament world and of Palestine and the mission fields of apostolic days. Milligan's Scheme of Redemption is a safe book and presents a bird's-eye view of the whole plan of salvation in its conception, development, and final realization. In church history the deeds of the apostles are followed by the story of the Fathers, the rise and division of Catholicism, the period of the Dark Ages, the time of the Reformation and denominations, and at last by the great Restoration.

Evidences of Christianity embraces the study of the inspiration and credibility of the Scriptures; criticism, both constructive and destructive; and gives the story of our Bible and its preservation.

In Hermeneutics we learn the laws and principles governing interpretation, exegesis, and the use and abuse of figurative language.

Homiletics enables us to prepare and deliver a sermon logically arranged.

Together with the study of English, each of these years' work constitutes a full program; and when the course is faithfully pursued, the diligent student becomes conscious of his power and alive to his obligation to "preach the word." This school appreciates the large number of young men who are telling the story, practically all of whom are true to the Book and loyal to God.

TEXTBOOKS.

We are free to select and use the very best of textbooks. In view of the charge that many of our books are saturated with infidelity, we shall be careful to select such as will discuss the subject proposed and also be free from objectionable features. We believe much is at stake just here.

Splendid booklets prepared by the Faculty are used in connection with the texts:

Solutions in Arithmetic, by A. G. Freed.

Outline of English Grammar, by A. G. Freed.

Outline of United States History, by N. B. Hardeman.

DIPLOMAS, DEGREES, AND CERTIFICATES.

The following diplomas, degrees, and certificates will be awarded upon satisfactory completion of the course mentioned:

High School, a diploma.

College, a diploma.

Shorthand, a diploma.

Business, a diploma and degree Bachelor of Accounts.

Typewriting, Music, and Expression, a certificate.

EXPENSES.

We have made the expenses in this school just as low as is consistent with good service. It is the aim of the school to give its pupils as good attention and as fine instruction as they can get anywhere and at the same time keep the cost within the reach of all. One of the best friends and largest contributors to the school has said repeatedly that if it should ever become so aristocratic and stylish, and its expenses so high that the poor and humble boys and girls of the country could not attend it, he was done with it.

We have examined a number of other catalogues from various schools, and find our expenses below those of similar grade. Board and tuition for the year will cost about \$250. Books and supplies should not exceed \$20, and laundry for the session about \$25. Any expense above these amounts is unnecessary. We advise the strictest economy; but, after all, it is a matter for parents to determine. Some of our best pupils go through the session on less than \$300.

TUITION.

Tuition in any department is payable on entrance as follows per term of three months each:

Primary	\$ 9 00
Intermediate	15 00
Preparatory	25 00
High School	25 00
Collegiate	30 00
Business	25 00
Stenographic	25 00
Typewriting	15 00
Stenography and Typewriting	30 00
Business and Typewriting	30 00
Business, Shorthand, and Typewriting	39 00
Music—Instrumental	15 00
Music—Voice	15 00
Music—Instrumental and Voice	27 00
Use of Piano, one hour per day	3 00
Expression	15 00
Bible Course	25 00
Bible only	No charge
Certificate	3 50
Diploma	5 00

A liberal reduction will be given two or more pupils from the same home and family.

SPECIAL PROPOSITIONS.

Shorthand.

For \$60 we issue an unlimited scholarship in the Gregg System of Shorthand. You can remain with us until you are thoroughly qualified to take a position.

Shorthand and Typewriting.

For \$75 we issue an unlimited scholarship in Shorthand and Typewriting. This implies the use of an Underwood machine for one hour each day until you become proficient.

Business.

For \$60 we give an unlimited scholarship in Business. The student may remain with us until the course is mastered.

Business, Shorthand, and Typewriting.

For \$110 this combination is given in an unlimited scholarship. This guarantees to the student the best service the Institution can render and offers an inviting opportunity to aspiring boys and girls.

These courses have proved very popular, and the pupils finishing them are making good. The "Special Propositions" have been satisfactory.

BOARD.

For Boys.

The boys for the coming session will find board, with everything furnished, in the private homes of the town, and will receive the very best of attention and service possible. We feel safe in saying that the cost of good board and home complete will not exceed \$20 per month.

Parents should make a deposit for board of \$60 per term. An accurate account will be kept, and all board money not so used will be refunded.

The Faculty will not advance money for the payment of board.

For Girls.

The girls will find the new home ready to meet every demand for their comfort and pleasure. Each one will furnish the following articles: One pair sheets, one pair blankets, one pair pillowcases, one dresser cover, towels, soap, and toilet necessities.

All else will be furnished complete for \$20 the month. A deposit of \$60 per term should be made to cover this item.

Special rooms reserved by the payment of \$5 for each pupil. This will be placed to her credit and so counted at the opening of school.

A matron and the lady teachers will live in the girls' home and assist in helping care for them in every respect.

REGULATIONS.

1. Tuition is due on entering, and must be paid or satisfactorily arranged.

2. A tuition ticket properly signed is necessary for enrollment in any class.

3. No money paid for tuition is refunded. An enforced absence from school for two or more consecutive weeks entitles the student to a duebill for lost time. This duebill is worth its face value in tuition, and is transferable to a brother or a sister.

4. Students who are dismissed for improper conduct forfeit all tuition paid.

5. Should a student leave school for any cause, all money remaining on deposit for board will be returned.

6. The Faculty will not furnish pupils money, except on direct advice and arrangement from parents or guardians.

7. Students are earnestly requested not to loan nor to borrow money nor to run accounts in town. When occasion seems to demand either, both pupils and merchants should consult the Faculty.

8. When students desire to make trips on business or otherwise from Henderson, they must get permission from the Faculty.

9. Students must secure the advice and consent of the Faculty before changing boarding houses.

It is the intention of the Faculty to cultivate a close acquaintance with each pupil, to work with him for his advancement, and thus accomplish the greatest good to all, both for time and eternity.

TO THE MERCHANTS OF HENDERSON.

We do not think anybody appreciates our merchants more than we do. Your kindness to us is all that we could ask. Your interest in the school is greatly appreciated. But we must insist that you do not sell any student in Freed-Hardeman College anything on credit without our consent or the consent of his parents. You injure yourself and us when you do. No parent will want to keep his son or daughter here if they make bills. This request should be regarded.

Respectfully,

FREED-HARDEMAN COLLEGE.

The above letter will be sent to our merchants.

FREED-HARDEMAN COLLEGE.

FIELD MAN.

Due to general conditions, donations during the past have not been such as to place the school upon its feet, and the Board of Trustees has arranged for Brother I. A. Douthitt to continue in the field. We most earnestly hope that every friend may rally to the support of Freed-Hardeman College, both morally and financially, and help it to accomplish the greatest good possible.

THE OPPORTUNITY.

Our country is calling for thousands of prepared boys and girls. It is no longer a question of salary or position, but, "Can I do the work?" Boys, girls, are you ready?

No other school in the land can prepare you more thoroughly and more quickly than the Freed-Hardeman College. Thousands of places are now calling for teachers, preachers, book-keepers, stenographers, typists, cashiers, and clerks. But, best of all, the world call is for *men*, for *women*. This school will prepare you for right living.

You must make your decision now.

We must prepare for a new future. Knowledge and the efficiency that comes from knowledge are the key words of modern civilization. Competition in the future, more than in the past, will be the competition of education.

Students can enter at any time and pay from date of entrance.

After reading this Catalogue, pass it to some friend interested.

Information cheerfully given.

Address all communications to

FREED-HARDEMAN COLLEGE,
HENDERSON, TENNESSEE.

FREED-HARDEMAN COLLEGE.

BEQUEST.

For the purpose of promoting the cause of Christian education, and believing that Freed-Hardeman College is an institution devoted to this end, I bequeath the sum of \$----- to the Trustees of said institution, to be used to maintain and advance the work of this College so long as it is operated in harmony with the principles set forth in its charter and by-laws.

This amount is to be paid in-----,
(Here state character of property)

at-----
(Time)

[illegible]