

1930 - '31

CATALOGUE NUMBER

1930-1931

Freed-Hardeman College

BULLETIN

HENDERSON, TENNESSEE

Freed-Hardeman College

Vol. II

JULY, 1930

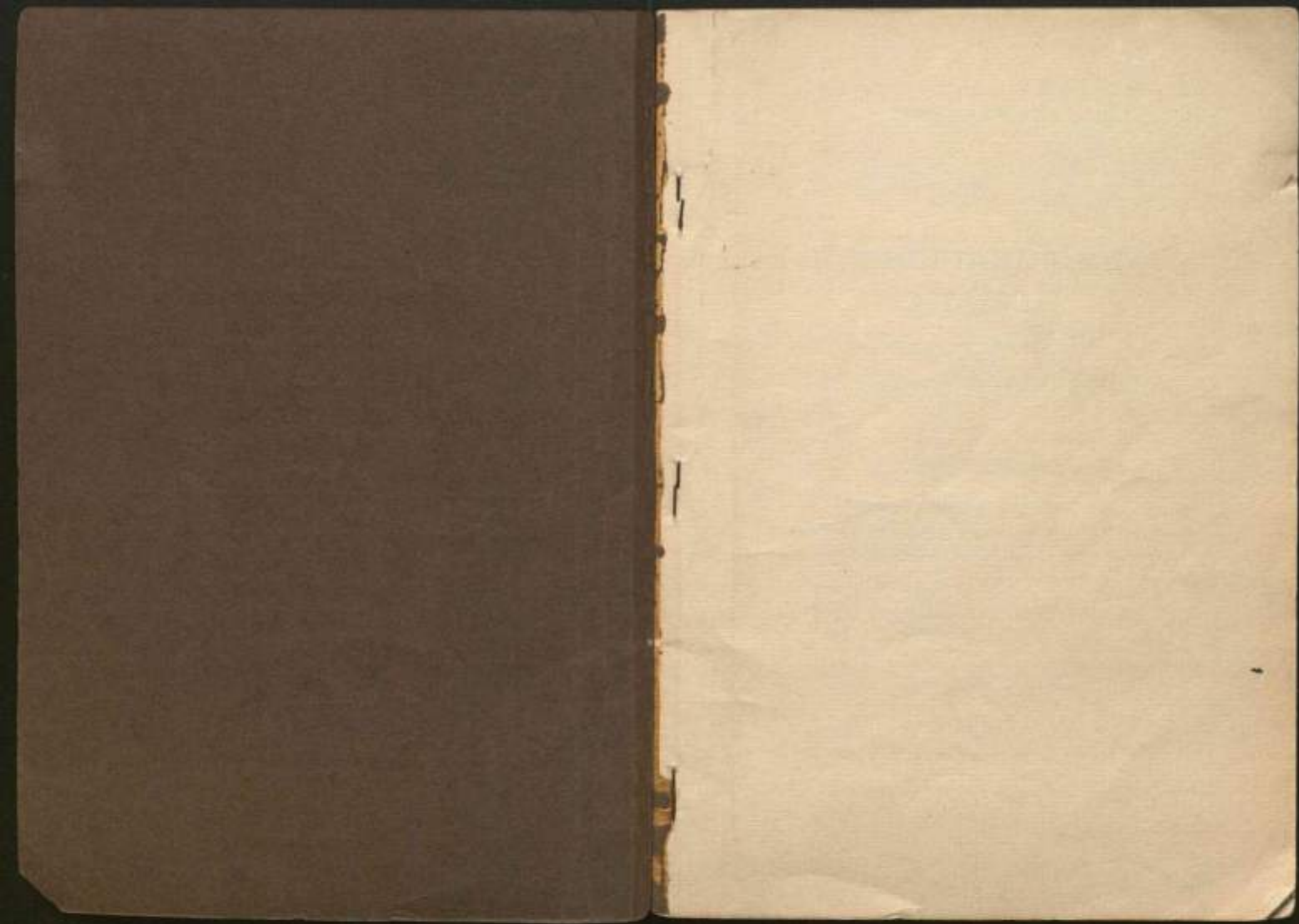
No. 1

Published Quarterly by

FREED-HARDEMAN COLLEGE

HENDERSON, TENNESSEE

Entered as Second-Class Matter, October 10, 1900, at Henderson, Tennessee, as provided for by
Act of Congress, October 3, 1917, Approved August 24, 1917



CATALOGUE

of

FREED-HARDEMAN
COLLEGE

HENDERSON, TENNESSEE

A Junior College Fully Accredited

Member of The Tennessee Association of Colleges
and The American Association of Junior Colleges

ANNOUNCEMENT

for

1930-1931

1930-1931

BOARD OF DIRECTORS

The Board of Directors has been increased from eleven to fifteen members. Their names and addresses follow:

EPH. P. SMITH, *President*; Superintendent of Schools..Martin, Tenn.
 J. A. WARD, *Secretary and Treasurer*; Cashier,
 People's Savings BankHenderson, Tenn.
 L. A. WINSTEADMartin, Tenn.
 J. C. RAINEYCottage Grove, Tenn.
 JOHN LEATHERSDickson, Tenn.
 DR. W. F. ROBERTSTroy, Tenn.
 E. G. PROSSERFlorence, Ala.
 S. G. GRABLEHenry, Tenn.
 JNO. W. ANDERSONSycamore Landing, Tenn.
 J. C. DAWSONConway, Ark.
 ALEX. LINDSAY556 Book Building, Detroit, Mich.
 DR. J. W. PRUETT.....6005 Virginia Avenue, St. Louis, Mo.
 H. T. DAWKINS.....1763 Tutwiler, Memphis, Tenn.
 J. C. SHEPHERDBerry, Ala.
 COLEMAN OVERBYJackson, Tenn.

A WORD FROM THE PRESIDENT OF THE BOARD

The Board of Directors had some very pleasant meetings at Henderson during the past session. They saw the school in its daily routine. They were well pleased with the number of students in attendance, with the management in general, the fine spirit that seemed to prevail, and the good work that was being done. There are many reasons to believe that the school is entering upon a new era of growth and prosperity. The future outlook is very bright. The Board urges the brethren generally to stand by the school and lend it every support and encouragement. It is doing a great work for primitive Christianity, and its need was never greater than in these days of skepticism, infidelity, and departures from God's word.

Respectfully,

EPH. P. SMITH,

President, Board of Directors.

CALENDAR, 1930-1931

Fall Quarter begins Wednesday, September 17, 1930.
Fall Quarter closes Saturday, December 6, 1930.
Winter Quarter begins Tuesday, December 9, 1930.
Winter Quarter closes Saturday, March 7, 1931.
Spring Quarter begins Tuesday, March 10, 1931.
Spring Quarter closes Thursday, May 28, 1931.

The college year consists of thirty-six weeks, five days each week. Monday afternoons are devoted to literary and debating societies. All recitation periods are forty-five minutes. Monday and Tuesday, September 15 and 16, will be spent by the Faculty in arranging tickets, programs of studies, and books for the students, and in locating them pleasantly.

Organization of classes will begin Wednesday morning, September 17, at 10 o'clock.

Examinations.—Students will be trained in written examinations in their respective studies. Each quarter will close by complete reports of the standing of each student. This will include his class standing and grades upon tests. 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 27 and 28.

Late Registration.—All students who register after the first week will be required to pay an additional fee of \$1.50. This same ruling will be in force for registration for all quarters when the student is over two days late.

THE FORMAL OPENING AND FIRST CHAPEL EXERCISE WILL BE HELD WEDNESDAY MORNING, SEPTEMBER 17, 1930, AT 10 O'CLOCK.

FOREWORD

Freed-Hardeman College is the successor of The National Teachers' Normal and Business College which had its beginning in our present administration building in 1908. It was owned and operated as a private enterprise by A. G. Freed and N. B. Hardeman, whose names it bears, for the first eleven years of its history. In the year 1919 it was bought from Freed and Hardeman by members of the Church of Christ and rechartered under its present name. Its management was placed in the hands of a board of directors whose names appear on another page.

Due to a number of conditions the attendance had run down greatly to what it had been in previous years. At that time there were less than two acres in the campus and only one building. The school was independent—a non-conformist in educational theories and practices. It was unaffiliated and unrecognized.

By the year 1925 it had been completely reorganized. Its curricula had been standardized and its faculty had been selected with a view to meeting educational requirements. In this year it was admitted as a junior college into the Tennessee Association of Colleges and in the year 1928 it became a member of the American Association of Junior Colleges.

Since 1925 its growth in every way has been remarkable. The number of pupils enrolled in the college department beginning with the year 1924-25 is as follows:

1924-25	33
1925-26	52
1926-27	55
1927-28	94
1928-29	132
1929-30	202

This does not include the high school, grammar school, business, music and other departments. The total enrollment during these years has increased from about 150 in all departments to more than 300.

Not only has the attendance increased regularly from year to year but the school plant has been greatly enlarged and improved. Instead of one building and about two acres of ground there are now four large buildings and eight acres of land. Thousands of dollars have been expended for furnishings and equipment. Splendid physical and chemical laboratories have been built up, and we now have a fine working library which is being increased every year.

We mention these things to show that Freed-Hardeman College is growing, that it is enlarging and improving its facilities, and is rendering a better and larger service year by year. We see no reason why this growth should not continue. Everything indicates a still larger attendance next year. At the present rate of increase in our enrollment it is only a question of two or three more years until we reach the limit of our capacity and it will become necessary to enlarge the school plant. We are hoping that the friends of the school everywhere will help us bring about just such a condition.

N. B. HARDEMAN,

OFFICERS AND ADMINISTRATORS OF DEPARTMENTS

N. B. HARDEMAN	<i>President of the College</i>
C. P. ROLAND	<i>Business Manager</i>
E. D. BRIGANCE	<i>Dean of the College</i>
D. D. WOODY	<i>Principal, High School Department</i>
MISS LULU ALLEN	<i>Principal School of Business</i>
MRS. N. B. HARDEMAN	<i>Principal, Department of Music</i>

HAND CATALOGUE TO OTHERS

You can render the school a genuine service by handing this catalogue to some one else when you have read it. It would be very little trouble for each one who receives one to hand it to a friend, and it might be the means of inducing him to secure a Christian education.

FACULTY

N. B. HARDEMAN *President*

N. B. HARDEMAN, A. B., A. M.

Bible

A. B., West Tennessee Christian College; A. M., Georgia Robertson Christian College; Professor in Georgia Robertson Christian College, eight years; Superintendent of Public Education, Chester County, Tenn., twelve years; traveled and studied in Europe, Egypt, and the Holy Land (Europe, Asia, and Africa), summer of 1923; Founder of Freed-Hardeman College and its Vice President, 1908-1923.

C. P. ROLAND, B. S., A. M., Business Manager

Church History, Bible

Graduate, Freed-Hardeman College, 1913; Graduate, West Tennessee Normal, Memphis, Tenn., 1916; B. S., Union University, 1923; Superintendent of Public Education, Crockett County, Tenn., 1919-1921; Dean, Freed-Hardeman College, 1923-1928; A. M., Vanderbilt University, 1929.

E. D. BRIGANCE, B. S., Dean

Mathematics

Graduate, Scott's Hill College; Student, Peabody College for Teachers, summer of 1921; B. S., Union University, 1923; several years' experience as High-School Teacher and Principal.

JOE T. RIVENSBAK, B. S., A. M.

Education and Modern Languages

Graduate, David Lipscomb College, 1921; Professor of Greek and History, David Lipscomb College, 1921-1923; B. S., Peabody College, 1923; Professor of Classical Languages, Freed-Hardeman College, 1923-1925; Graduate Student, University of Colorado, summer of 1925, and Peabody College, summer of 1926-1927; A. M., Peabody College, 1928.

R. E. GOODGION, B. S.

Science, and Athletic Coach

Graduate of David Lipscomb College, 1923; B. S., Murray, (Ky.) State Teachers' College, 1928; nine years' experience as Teacher. Five years Principal of High School.

MRS. W. B. POWERS, A. B., A. M.

English

Graduate, Freed-Hardeman College, 1924; A. B., Union University, 1923; Teacher of English, Freed-Hardeman College, 1925-1930; Graduate, Peabody College, 1928.

D. D. WOODY, A. B., Principal, High School

History

Student of Freed-Hardeman College, Middle Tennessee State Normal, and Union University; six years' experience as a Teacher in Public Schools; Graduate, Union University, 1928.

L. N. ROLAND

Junior High School

Teacher in Public Schools, twenty-five years; Superintendent of Public Education, Hardeman County, Tenn., six years; Graduate, West Tennessee Normal, Memphis, Tenn.; Teacher in Freed-Hardeman College, 1925-1928.

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

Latin, Bible

A. B., Georgia Robertson Christian College, 1904; A. M., Georgia Robertson Christian College, 1905; President, Burnetta College, 1907-1908; Professor of Languages and Literature, Freed-Hardeman College, 1909-1923, 1925-1928.

M. S. MASON

Bible and Related Subjects

Graduate, High School, Springfield, Mo.; Student, Drury College; also State Teachers' College, Springfield, Mo. Taught in Public Schools of Missouri ten years; President, Monks College, 1913-15. Eighteen years successful experience as an evangelist. Regular contributor to religious journals; Author of book of poems. Member Faculty of Freed-Hardeman College (part time) past three years.

MRS. E. D. BRIGANCE

MRS. EDNA MITCHELL

Primary Grades

TO BE SUPPLIED

Home Economics

LULU ALLEN

Head, Business Department

Graduate, Gregg School, of Chicago; Student, Bowling Green Business College, 1924; Head of Department of Stenography and Typewriting, Freed-Hardeman College, 1916-1930; Student, Peabody College, summer of 1926.

MRS. N. B. HARDEMAN

Instrumental Music and Voice

A. B., A. M., Georgia Robertson Christian College; Student in Music under Franz J. Strahn, Monticello; J. G. Gerbig, Florence Geyer Taylor; and Emma Adams, Memphis; Chicago Musical College; Director, Department of Music, Freed-Hardeman College, fourteen years.

FANNIE MARIE MOODY

Assistant in Music

Student of Piano for twelve years with Mrs. Emil Winkler at Ward's Conservatory, Ward-Belmont College, and the Winkler Music Studios, Nashville, Tenn.; Student of Harmony, History of Music, Theory and Pedagogy, under Mrs. Harry R. Pierce, Mrs. Winkler and Dr. Emil Winkler, in the Winkler Studios; Fifteen years' experience as teacher in the Winkler Studios, David Lipscomb College, Harper College, and Harding College; Head of Music Department in Harding College for past six years.

EVA LINDSEY

Orchestral Instruments

Violin, Saxophone, Cornet, Clarinet, Trombone, Hawaiian Guitar and Banjo.

KATHLEEN CUMBER, B. A., B. M.

Expression and Voice

Southern College, Valparaiso University, Dramatics, Williams School of Dramatics; Public School Music, Ithaca Conservatory of Music. Pupil of Madam Stevens, Chicago. Pupil of Marcus Kellerman, Detroit.

MRS. JESSIE BURNS

Matron, Oakland Home

MRS. D. D. WOODY

Matron, Gray's Hall

TO BE SUPPLIED

Supervisor, Dining Hall

HENDERSON

The Town in General

Henderson is a beautiful town of about 2,000 population, situated on the Mobile and Ohio Railroad, between Jackson, Tenn., and Corinth, Miss. It is the county seat of Chester County and the home of Freed-Hardeman College. It is a live, wide-awake, enterprising, progressive little city. It has miles of good concrete sidewalks; some fine, smoothly paved streets; a good system of electric lights, water, and sewage. It is a town of beautiful homes, shady streets, and cool, grassy lawns. There is not a more wide-awake, progressive town of its size in the country.

How to Reach It

Henderson is on the main line of the Mobile and Ohio Railroad, running from St. Louis, Mo., to Mobile, Ala. Coming from the north, students will change for Henderson (Mobile and Ohio Railroad) at Cairo, Ill.; Union City, Rives, Humboldt, and Jackson, Tenn. From the south, they change at Meridian, Artesia, West Point, Tupelo, and Corinth, Miss.

The Mississippi Valley Highway, a great national highway, running from the Dominion of Canada to the Gulf of Mexico, passes right through Henderson. This great roadway intersects all the principal highways of the continent. Henderson is easily reached, therefore, either by railroad or automobile. Bus lines run out of Henderson to points north, south, and east, on regular schedules every day. Other important highways are being laid out and built into the town.

Healthfulness

No town or city can show a better health record than Henderson. It is situated on rolling highlands, is perfectly drained, is kept clean and sanitary, and has water that is absolutely free from impurities. Malaria, typhoid fever, and all other diseases that might be due to local causes are practically unknown. The town has several good doctors, but they have plenty of leisure.

Its People

It would probably be safe to say that no town on earth has a better class of citizens in it than Henderson, Tenn. It has a few undesirables, of course; but they are few and far between. Henderson has been the home of schools and colleges for more than half a century. Its people are cultured, refined, and religious. They are noted for their kindness and friendliness. Strangers soon note these qualities and remark about them. They are used to the presence of students in their midst, and are glad to have them. They show them every attention and consideration.

FREED-HARDEMAN COLLEGE

Moral and Religious Atmosphere

The moral atmosphere of Henderson is the very best. There is nothing here to attract any other class of people. Boys and girls in school here will be subjected to the very minimum of temptation. There is no safer place for them to go to school than in the town of Henderson. It needs no proof that a small town that is clean, sanitary and moral, and a small college of the same character, is the best place in which to educate the young. Henderson has no poolrooms, dance halls, or gambling dens to lead the young astray.

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 co-operation 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.

BUILDINGS AND GROUNDS

Administration Building

General Description

The administration building is an elegant brick edifice, two stories with basement, finished in buff pressed brick, trimmed with white dressed stone steps, belts, and keystones, modern in architecture, one hundred twenty-five feet front by ninety-two feet deep, seventeen rooms, spacious halls and stairways, large lobbies, magnificent recitation rooms especially designed for light, fine observatory.

The walls surrounding the various rooms are solid brick, and thus the entire building is practically fireproof.

The CHAPEL HALL is one of the best auditoriums anywhere.

Equipment

The BUSINESS DEPARTMENT is furnished with oak tables and easy chairs, new typewriters, and desks.

The CHAPEL HALL is seated with new opera chairs.

The RECITATION ROOMS have easy chairs, teachers' desks, and chairs.

The LIBRARY is a large, airy, well lighted room, furnished with elegant library tables, chairs, and bookcases.

FREED-HARDENMAN COLLEGE

The PRIMARY and PREPARATORY DEPARTMENTS are equipped with single desks, teachers' tables, and chairs.
The MUSIC ROOMS have good pianos and other instruments for instruction and practice.

Heating Plants

During the past year a new, central, steam heating plant for the administration building, girls' dormitory, dining hall and gymnasium was installed at a cost of about \$12,500.00. This plant is modern in every respect and embodies the very latest and most efficient in heating systems. The past winter was unusually cold, but all our buildings were perfectly comfortable.
Gray's Hall has a separate heating plant of its own which supplies that building with abundant heat in the coldest weather.

Oakland Home—Girls' Dormitory

General Description

On the campus, close to the Administration Building, is the home for girls. It is an elegant three-story, brick structure, with basement, electric lights, baths, running water (hot and cold) on each floor, reception halls, sun parlors, well-lighted and ventilated rooms for two girls to each room, laundry room, and everything necessary to make a real home for our girls.

Supervision

This home is under the control and supervision of the Faculty and the Matron. The lady teachers will live here and assist the girls in every way possible. Their conduct and general welfare are carefully guarded. No safer place for girls can be found. Many fine lessons aside from books are here taught. An atmosphere of culture, refinement, and contentment prevails. These characteristics have been favorably commented on by visitors who have been in our midst.

Furnishings

The rooms of Oakland Home are furnished with dresser, library table, chairs, sanitary steel bedsteads, springs, mattress, pillows, etc. Each one has a large closet.
Three bathrooms, with hot and cold water, are found on each floor.

Gray's Hall—Boys' Dormitory

Through the generosity of Paul R. Gray, of Detroit, Mich., this building has been made possible. His donation of \$50,000 for the erection of this home for boys is the largest single benefaction the school has so far received.

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This dormitory harmonizes with the other buildings in architectural design and color. The first unit has thirty-four rooms, besides lobbies, hallways, bathrooms, etc. Every modern comfort and convenience is in this home—electric lights, steam heat, shower baths, running water in the rooms, both hot and cold, etc. There are shower baths, barber shop, pressing shop, and gymnasium in the basement. Competent and reliable persons will have the oversight of this building and look after the conduct and general welfare of the boys. Some of the men teachers live here.

Dining Hall and Gymnasium

Just to the rear of the Administration Building, and also of the girls' dormitory, is a large dining hall and gymnasium. This building is 54x90 feet and two-stories high. It is built of brick and concrete and is in harmony with the other buildings in every way—heated with steam, lighted by electricity, and well furnished.

The dining room occupies the lower floor and is large enough to accommodate 200 students at one sitting. The boys and girls from both dormitories eat together.

The gymnasium occupies the entire second story. It is up to date in every respect and large enough to take care of all indoor athletics. It contains a standard basketball court, dressing room, shower baths, etc. We regard this as one of the most important buildings in our splendid group.

Athletic Grounds

The school has been greatly handicapped in the past by not having sufficient grounds on which to carry on its outdoor activities. This difficulty is now a thing of the past. Recently about six acres have been added to our campus in the rear, which gives us abundant room for all kinds of games, sports, and athletic activities. Already much work has been done in putting these grounds in proper condition, and before this project is finished we expect to have one of the prettiest and best athletic parks in the country. A baseball diamond, tennis courts, and croquet grounds have been put in condition and are in daily use. We expect to continue the work of laying out and beautifying these grounds in the future.

GOVERNMENT

General Statement

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

Our Sentiments

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 school 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."

Some Students Not Wanted

Freed-Hardeman College is not a reform school. It is not a dumping ground for bad boys and wayward girls.

Willful, disobedient students, who have not been controlled at home and have been troublesome in other schools, are not wanted. All, however, who desire to learn and be benefited by the College will be welcomed gladly. It will be the constant aim of the Faculty to maintain such order and deportment that parents and guardians may feel perfectly safe in committing their sons, daughters, and wards to their care.

Co-operation of Parents

We want the co-operation 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.

Parents or guardians are invited to communicate freely with the President or teachers in reference to the conduct, progress, and general welfare of students.

The College requests parents not to interfere with the regular duties of their children by withdrawing them during the session to spend a few days at home, or by infringing in any way upon the regulations of the College.

It gives the President pleasure to consult the wishes of patrons and pupils concerning rooms and roommates; but the right is reserved to make, at any time, such changes as the good of the pupil or the school in general may require. Parents who desire to make special requests for their sons or daughters should write directly to the President.

NO WORK FOR STUDENTS

We are in genuine sympathy with every boy and girl that wants an education and doesn't have the means with which to secure it. We would rejoice if we could help every such boy and girl in the world. As a rule they make the best students and turn out to be the most useful and successful men and women.

It is astonishing at the great number of calls we have for work to help pay expenses through school. We could easily double our enrollment if we could furnish something for students to do to pay their way. We regret our inability to furnish employment to every one that desires it, but the school has nothing for students to do whereby they might pay their way, and consequently we cannot accommodate them in this respect.

Besides, it takes time from their school work to do something else, and prolongs the period necessary to finish school. If any student can secure the means any other way, it is far better for him in the long run.

STUDENTS VISITING

It is not best for our students, either individually or collectively, to make visits during the school year. Parents should discourage their children in the matter of visiting in homes here in Henderson or elsewhere. It is not conducive to good work in school. Too frequent visits home during the year are not best, and while we appreciate the desire of parents to see their children, and vice versa, yet their interests in school should be given first consideration, and consequently everything that would disturb them or take their attention from their work should be avoided.

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MAKING UP WORK

Frequently students miss classes for one reason or another and get behind in their work. This makes extra trouble and work for the teacher, and besides it takes his time. Except when it is caused by sickness, there will be an extra charge for the time and trouble of the teacher in making up this work.

HOLIDAYS

Realizing that time is precious and that it requires diligent and close application for a long period to get an education, the school does not have a great many holidays. Frequently, however, when we do give holidays, students visit home and lose time unnecessarily. They leave school a day or two beforehand, and return a day or two late. If students want to receive their credits and maintain their standing they must remain until their last class recites, and return before they begin again.

INTOXICATING LIQUORS

Among the worst of all evils is the buying, selling or drinking of intoxicating liquors. It is not only illegal but it is immoral. Perhaps a young person could form no worse habit. It is the duty of the school to prevent its pupils from forming evil habits and to help them form good ones. It is likewise its duty to protect good students from bad ones and to shield them from temptation. Therefore, it will not tolerate any connection of its students with the illicit liquor business and the discovery of any such connection will lay the guilty party liable to immediate expulsion.

CIGARETTES NOT ALLOWED

We believe that the smoking of cigarettes is one of the worst habits that young people can form—injuring body, mind, and soul. We have ever exerted our influence against it. We shall continue so to do. However, we do not forbid it except on the campus and in the school buildings. Here we will not allow it.

AUTOMOBILES NOT ALLOWED

We do not believe it is best for boys and girls away from home in school, where there are abundant railroad and bus accommodations, to keep private automobiles. Many of the large colleges have already forbidden it. Our experience has convinced us that students will waste both time and money, that they will go to places where they ought not, and that they will fall short in their studies when they are allowed to do so. We have, therefore, decided not to allow any boarding student to keep an automobile, except by special arrangement.

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CHAPEL ATTENDANCE

It has been our observation for many years that those students who are regular attendants at chapel exercises do the best work. Letters from scores of old students have declared that they derived more benefit from the chapel period than from any other during the day. The talks by different members of the Faculty on moral, sociological, economic, and educational subjects have proved highly beneficial. All general announcements are made at this period, and no one can keep up with what is going on unless he is present at these exercises. Therefore we require all students to attend the chapel exercises.

A JUNIOR COLLEGE

Freed-Hardeman College maintains a Grammar School, High School, and Junior College. All of these departments are well organized and are doing a high grade of work.

We do not claim to be a senior college, nor propose to do senior-college work. We are concentrating all our efforts upon the first two years. It is our ambition to have the best junior college in the South. As a junior college, our work is standard, meets all requirements, and is fully recognized. Of course, we could offer and could do senior-college work; but the last two years of it would not be recognized by the educational world, and we do not want to deceive our friends and patrons by offering them something that is not worth a hundred cents in the dollar.

We are determined to be absolutely honest both in our work and in our advertising. We do not yet have sufficient equipment, endowment, and Faculty to do standard senior-college work. Should we ever decide to offer the last two years' work before we have such equipment, etc., we shall frankly state that it is not standard and will not be recognized.

OUR WORK FULLY RECOGNIZED

In years gone by Freed-Hardeman College was a nonconformist. It paid little attention to the standards set by other institutions or to State systems of education, but mapped out its own curriculum and policy and pursued its own course upon an independent basis. It did splendid work during these years, which was accepted at full value by other schools.

A change of conditions, however, has made necessary a change of policy upon our part. The school has been reorganized upon an entirely different basis. Its courses of study have been made to conform to accepted standards. Its departments and Faculty have been organized in harmony with the State system of education and the requirements of the Association of Colleges. Its work, there-

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fore, is standard in every respect, fully accredited and recognized. Graduates of our High School may enter any college in the State without examination, and graduates of our Junior College, upon entering other institutions, will be given credit for the first two years of college work.

Freed-Hardeman College is a member of the Tennessee Association of Colleges and the American Association of Junior Colleges.

MORAL AND RELIGIOUS CULTURE

While Freed-Hardeman College seeks the symmetrical development of all the powers of body, mind and spirit, it places special emphasis on moral and religious culture. It believes that usefulness, happiness, and success in life depend far more upon the right moral and spiritual attitude than they do upon keenness of intellect or breadth of knowledge. It also believes that all real morality is based upon Christianity and that one cannot exist without the other. Therefore, it teaches Christianity primarily and morality necessarily.

Bible Classes

The Bible is the source from which we learn all that is to be known about Christianity and morality. Several classes are taught during the day. They are open to all students without extra charge. Nearly all of our students are in some of them.

Chapel Exercises

Every morning at 8:30 the entire school assembles in the auditorium for devotional exercises. Reading of the Scriptures, prayer and the singing of sacred songs constitute a regular part of these programs. Addresses of a moral, religious and inspirational nature are made several times each week. Nearly always some of the pupils have a part in these programs.

Prayer Meetings

Each Wednesday night a prayer meeting service is held in the chapel to which all students are invited. These services are generally conducted by the student body—several different ones having a part in the program.

Bible Society

A regular Bible society meets once each week. The program consists of songs, prayers, Scripture reading and the discussion of religious questions. These programs give excellent training for leadership in the work and worship of the Church.

Sunday Bible Classes

There is a good congregation of Christians in Henderson who worship "as it is written." At present they meet in the college building

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and have a number of Bible classes on Sunday morning in the recitation rooms. All students are urged to attend some of these classes.

Preaching

The church has the gospel preached regularly each Lord's day—morning and evening—by some preacher of ability, usually some member of the Faculty. To all these services the students are welcomed gladly.

So, altogether, there are a great number of opportunities for moral and religious culture. Nearly all of our pupils enter heartily into these various services and receive training that prepares them for leadership in the churches wherever they go.

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 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. The school sometimes arranges for a high-class course of entertainments by a good lyceum company.

ATHLETICS

Need for Physical Culture

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.

How Secured

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.

After several years of observation and experience, the school has decided to give more attention to physical culture and to adopt a more liberal policy toward college athletics. Games and sports under the proper supervision can be made helpful physically, mentally, and morally. It shall be our aim to so direct the athletic activities of the school as to secure these ends. Athletics as an aid to more important things, and not as an end in itself, will be our policy. Every pupil will be encouraged to take part. Match games with other schools will be arranged from time to time.

INTER-COLLEGIATE CONTESTS

It is human and natural to enjoy a contest, either physical or intellectual. The desire to win is almost universal. It brings out our inmost abilities. Friendly rivalry in the classroom, in the debating society, on the play ground stir, stimulate, and inspire students to do their best. When properly directed and held within reasonable bounds contests develop in boys and girls alertness of mind, keenness of perception, decision, speed, accuracy as well as the desire and will to win. Inasmuch as life itself from the cradle to the grave is a great contest everyone needs all the preparation possible in order to win.

Basketball, baseball, football and tennis games are arranged all along through the year with other colleges. These athletic activities furnish an outlet for surplus physical energy, satisfy that love of sport characteristic of young people, and also give valuable training to those taking part in them.

Our students are forbidden to engage in any conduct or to use any language unbecoming to gentlemen and ladies on these occasions. They are taught in these contests to be fair, just and generous.

Intercollegiate debates are also arranged from time to time. These intellectual contests furnish the highest incentive and the finest training in the art of public speaking and argumentation.

PUBLICATIONS

Freed-Hardman College Bulletin
The regular College Bulletin is a four-page paper (except catalog number), containing information about the school in general, the work being done in the various departments, articles on educational, moral, and religious subjects, etc. It is edited and published by the Faculty of the institution, and is issued quarterly. It is mailed out free of charge to patrons and friends of the school. It will be sent to any one upon request.

The Skyrocket

This is a student publication. Its business and editorial staff is composed of students, with the exception of one or two members of the Faculty, who act in an advisory capacity. This paper is edited and managed by the pupils for the purpose of giving them experience and practice along literary and business lines. It is published monthly during the school session. It has been well managed and well edited in the past, and has created a great deal of interest, not only among students, but among the friends of the school as well. It is expected that it will become more important in the future. In order to pay expenses of publication, a small subscription fee of \$1.00 for each session is charged. Old students and friends of the school are requested to send in their subscription at the beginning of the session—September 17, 1930.

The Treasure Chest

This is the college annual. It is another student publication. In it are deposited the precious memories of school life. It reflects the activities and spirit of the school and preserves them for future years.

THE STUDY OF THE BIBLE

The Bible is taught daily in Freed-Hardman College. Several classes, suited to the age and advancement of the pupils, are maintained. We would like to see every student studying the Bible. We think it is far the most important book in the entire curriculum, so far as our interest both here and hereafter are concerned. But while this is so, we doubt the wisdom of compelling boys and girls to study it against their will. If they cannot be influenced and induced to do it willingly, perhaps more harm than good would result. *Therefore, we do not require students to take the Bible except where parents request it.* The interest in the sacred volume was such during the last session that, out of the entire student body, only a few were not in one or more classes. Some of these were from homes whose affiliation is with the denominations.

THE SCHOOL UNDENOMINATIONAL

This school is undenominational and nonsectarian. It is owned and controlled by members of the Church of Christ for the benefit of every one who wishes to take advantage of its opportunities, regardless of religious belief or affiliation. Every one is received upon the same basis and treated with the same consideration, it matters not who he may be or whence he may come. Merit is the standard by which every one is measured.

COEDUCATION

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 the commencement week. The Philomathian, Eupathian, Sigma Rho, and Bible Societies are the leading ones maintained. Some of these are chartered.

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 truest 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. Nearly all of our schools and colleges today emphasize physical and mental culture, to the neglect of the moral and spiritual. Most of the higher institutions of learning are teaching skepticism and infidelity under various guises or disguises. Freed-Hardeman College is being maintained today primarily because of these conditions.

A highly developed body and mind only makes a refined and cultivated animal, but not a real man or woman. We hope to make real men and women of the boys and girls that come here.

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. All students are encouraged to study it.

ATMOSPHERE OF OPTIMISM

There is 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 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 ATTEND FREED-HARDEMAN COLLEGE?

We think there are some good reasons why you should attend this school in preference to any other.

1. Because no skepticism of any kind is taught or tolerated.
2. Because the Bible is taught and revered.
3. Because it has the right location—a small, clean, sanitary, moral town.
4. Because it is a small college. The student gets more personal attention and influence from the Faculty.
5. Because no school among us has a stronger Faculty of Christian men and women.
6. Because the literary branches are taught here better than in many other schools.
7. Because every one, regardless of social or financial standing, receives the same consideration and attention.

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8. Because this school encourages and inspires its students to do and to be something in life.
9. 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.
10. Because the primary purpose of the school is to build character.

CHOOSING A COLLEGE FOR YOUR SON OR DAUGHTER

Some things to be considered in selecting a college for your son or daughter:

1. A college with a right ideal.
 2. A college that conserves moral values.
 3. A college that emphasizes the spiritual and the eternal.
 4. A college that does not lose sight of present day needs.
 5. A college that is expanding.
 6. A college where individual attention is assured.
 7. A college properly equipped with library, laboratories, and scientific apparatus.
 8. A college which selects its students by reason of their moral character and intellectual fitness.
 9. A college with a Faculty of high moral character, ripe scholarship and experience in teaching.
 10. A standard college, fully accredited by the American Association of Colleges.
- We believe Freed-Hardeman College meets all of the above conditions.

COURSES OFFERED

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

The number of literary subjects allowed to be taken in all courses will be determined by the number of extras taken, such as Voice, Instrumental Music, Expression, etc.

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

Preparatory

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

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COURSES OF STUDY

in

Junior and Senior High Schools

of

Freed-Hardeman College

All high-school conditions must be removed during the first two weeks after entrance.

Junior High School

First Year

Required:

English I—Grammar, Composition, and Classics	1 unit
Mathematics—Algebra I	1 unit

Elective:

Latin I—Beginner's	1 unit
General Science—With double periods for laboratory....	1 unit
Civics	1 unit

Second Year

Required:

English II—Rhetoric, Composition, and Classics	1 unit
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Elective:

Science II—Physiology and Physical Geography	1 unit
Latin II—Caesar	1 unit
Ancient History	1 unit
Mathematics II—Algebra II	1 unit

Senior High School

First Year

Required:

English III—American Literature and Classics.....	1 unit
Mathematics—Plane Geometry	1 unit
Home Economics (Required of girls)	1 unit

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Elective:

Latin III—Cicero	1 unit
Chemistry—With double periods for laboratory	1 unit
M. and M. History	1 unit
Spanish I	1 unit

Required:

English IV—English Literature and Classics	1 unit
American History and Problems of Democracy	1 unit

Elective:

Elementary Economics	1 unit
Latin IV—Vergil	1 unit
Science IV—Physics	1 unit
Spanish II	1 unit

Second Year

OUTLINE FOR CLASSICS

We conform to the suggestions made by the National Conference on Uniform Entrance Requirements and to the outline of the courses in English as made out by the Department of Education of the State of Tennessee. The required number of the following books or their equivalents will be used:

First Year

For Study:

1. Drama—Julius Caesar, The Tempest.
2. Poetry—Lady of the Lake, Lays of Ancient Rome, Selected Narrative Poems.
3. Prose—Representative Short Stories, The Autobiography, Treasure Island.

For Reading:

1. Drama—Midsummer Night's Dream, The Mouse Trap and Other Farces.
2. Poetry—Courtship of Miles Standish, Evangeline, The Solitary Reaper, Concord Hymn, Annabel Lee, etc.
3. Fiction—Little Women, Tom Sawyer, The Deer Slayer, David Copperfield, The Hoosier Schoolmaster, Tom Brown's School Days, etc.

Second Year

For Study:

1. Drama—Merchant of Venice, As You Like It.
2. Poetry—Sohrab and Rustum, Rime of the Ancient Mariner, Vision of Sir Launfal.

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3. Fiction—Silas Marner, Lorna Doone, A Tale of Two Cities, etc.
4. Other Prose—Selected Essays, The Sketch Book, The Oregon Trail, Bunker Hill Oration.

For Reading:

1. Drama—Jeanne D'Arc, King John, Henry V.
2. Poetry—Thanatopsis, The Deserted Village, Snow-Bound, Enoch Arden, Hiawatha, etc.
3. Fiction—The Grandissimes, Richard Carvel, Innocents Abroad, The Spy, The Talisman, Two Years Before the Mast, etc.

Third Year

For Study:

1. Drama—Macbeth.
2. Poetry—Southern Poems, Commemoration Ode, Browning's Short Poems, etc.
3. Fiction—Old Curiosity Shop, Mill on the Floss, The House of Seven Gables, etc.
4. Other Prose—Emerson's Essays, Washington's Farewell Address, Burke's Conciliation with America, Grady's The New South.

For Reading:

1. Drama—Drinkwater's Abraham Lincoln, Parker's Disraeli.
2. Poetry—Selected American Poems, Idylls of the King, Browning's Poems, etc.
3. Fiction—A Kentucky Cardinal, Don Quixote, Dombey and Son, Romola, Mosses from an Old Manse, The Light That Failed.
4. Short Stories—Old Creole Days, The Luck of Roaring Camp, The Great Stone Face, The Fall of the House of Usher, etc.
5. Other Prose—Pilgrim's Progress, Essays of Elia, Sesame and Lilies, Personal Recollections of Joan of Arc.

Fourth Year

For Study:

1. Drama—Hamlet.
2. Poetry—Milton's Minor Poems, Selections from Canterbury Tales, Palgrave's Golden Treasury, etc.
3. Prose—Carlyle's Essay on Burns, Macaulay's Life of Johnson, Bacon's Essays.

For Reading:

1. Drama—Pippa Passes, She Stoops to Conquer, The House of Rimmon, The Land of Heart's Desire.
2. Fiction—Pride and Prejudice, Nicholas Nickleby, Westward Ho! Kenilworth, Henry Esmond, The House of Mirth, etc.
3. Poetry—The Cotter's Saturday Night, The Deserted Village, Elegy in a Country Church Yard, Eve of St. Agnes, Paradise Lost (Books I and II), In Memoriam.
4. Other Prose—Boswell's Life of Johnson, Heroes and Hero Worship, Autocrat of the Breakfast Table, etc.

REQUIREMENTS FOR GRADUATION

High School—The satisfactory completion of sixteen units of study, including four in English, three in Mathematics, and one in American History and Civics, together with evidence of good moral character, will be required of all graduates in the High-School Department. Every student will be required to pass a reasonable examination in Spelling and to make an average of "C" on all subjects.

Junior College—Candidates for graduation in the Junior College Course must present 98 quarter hours of work, as follows: English, 18 hours, composed of 12 hours of courses 541, 542, and 543, or its equivalent, and 6 hours selected from courses above 600; Mathematics, 8 hours; History, 8 hours; and Bible, 8 hours. The above 42 hours are required and the remaining 56 are elective.

No student will be graduated with 20 per cent of his grades below "C."

In addition to the above qualifications, the candidate must be of good moral character.

COLLEGIATE DEPARTMENT

Entrance Requirement

Candidates for the College Department may be admitted (1) by the completion of the High-School work of this College as outlined on another page of this Catalogue; (2) by a certificate from any standard high school, fully accredited private academy, or secondary department of a normal school showing a satisfactory credit; (3) by examination. No credit is given for work done below the grades of 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 one condition. All certificates should be filed on our uniform blanks before matriculation.

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 elective studies. No pupil will be allowed to elect less than three units nor more than four units without special permission.

Any other classes will be organized that seem to be necessary for the efficient operation of the school for the student's benefit.

GROUP I Classical	GROUP II Modern Languages and Science	GROUP III Normal
<i>Freshman Year Hrs.</i>	<i>Freshman Year Hrs.</i>	<i>Freshman Year Hrs.</i>
English12	English12	English12
Mathematics8	Mathematics8	Mathematics8
Latin or Greek12	Modern Language12	Foreign Language8
Bible (Old Testament) 8	Chemistry12	or Chemistry12
History8	Bible4	Psychology12
		Bible12
		Bible4
<i>Sophomore Year Hrs.</i>	<i>Sophomore Year Hrs.</i>	<i>Sophomore Year Hrs.</i>
English6	English4	English6
Latin or Greek12	Mathematics4	Foreign Language6
Mathematics4	Biology12	or Biology12
Bible (New Testament) 4	Bible (Old Testament) 8	(Same as above)
Electives22	History8	Education6
	Electives10	Bible8
		History8
		Electives8

All College students, upon their first attendance, will be limited to 16 hours' credit per quarter. They may be allowed to take 18 hours' credit if their average is A or above during the first quarter. The students who have attended here before will be allowed to

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take 18 hours by special permission from the Program Committee. This permission is based upon previous records, and will be granted so long as the average is B plus or over; otherwise the credit hours will be diminished to 16.

GROUPING OF SUBJECTS REQUIRED FOR GRADUATION FROM JUNIOR COLLEGE

English, 18 hours—Composed of 12 hours of English 541-2-3 and 6 hours selected from courses above 600.
Mathematics, 8 hours.
Bible, 8 hours.
History, 8 hours.
OTHER REQUIREMENTS TOWARD CERTIFICATES AND SPECIAL DEGREES
Education, 18 hours—Composed of 12 hours of General Psychology 531-2-3 and 6 hours to be selected from courses above 600.
Chemistry, 12 hours.

DEPARTMENT OF EDUCATION

PSYCHOLOGY

531. *Fall Quarter. General Psychology. (4 hours.)*
Fundamentals of psychology for the beginner. The following subjects will be introduced: The nervous mechanism, attention, perception, memory, imagination, thought culture, emotion and will.

532. *Winter Quarter. Educational Psychology. (4 hours.)*
This includes the principles of teaching, the laws of learning, and the study of educational tests and measurements.

533. *Spring Quarter.*
First Term. Psychology of Adolescence. (2 hours.)
A more extensive study of psychology applied especially to the natural inclinations of young people for the purpose of better understanding and controlling their conduct.

Second Term. Psychology and Morals. (2 hours.)
The psychological basis of moral and ethical development is explained in terms of complexes and conduct influence of the subconscious and substitute adjustments. Character, duty, ideal, will and such terms are given a practical significance in the new psychology.

EDUCATION

631. *Fall Quarter.*
First Term. Child Study. (2 hours.)
Students entering this course are supposed to have had some general psychology. Our purpose is to give an understanding of child

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nature and the possibilities of children, so that we may be more able to interpret their conduct. Students will be better qualified to teach after this course is carefully followed.

Second Term. The Junior High School. (2 hours.)

The organization, administration, curriculum, methods of instruction, equipment, advantages and other phases of the junior high school are topics discussed in the course.

632. *Winter Quarter. History of Education. (4 hours.)*

This subject is designed primarily for senior-college students who are preparing to teach, and for juniors who have had some experience in teaching and desire better preparation. The course is an historic background of education from the early Greek and Roman period to the Renaissance, the educational ideals, practices, and institutions of the ancients, and the development of a more complex civilization which necessitated modern systems of education.

633. *Spring Quarter.*

First Term. Measurement of Intelligence. (2 hours.)

This course will include a study of Terman's Revision of the Binet-Simon Test, and other individual intelligence tests. Practice testing and laboratory work will be required.

Second Term. Educational Tests. (2 hours.)

Elementary statistical methods will be introduced in studying the scores obtained from standardized tests. The course will include instruction for devising the new type examination. Laboratory fee, 50 cents.

631½. *Fall Quarter. (2 hours.)*

Modern methods in the elementary school will be reviewed in this course. The aim is to become acquainted with various materials, aids, and devices, as well as gain a knowledge of the principles and methods of instruction.

632½. *Winter Quarter. (2 hours.)*

The teaching of History. Special methods and devices, lesson plans, notebooks, current events, types of recitations, and other means of making history a live subject will be emphasized. Text: The Teaching of History in the Junior and Senior High School, by Tryon.

633½. *Spring Quarter. (2 hours.)*

How to teach Mathematics in the High School. History and nature of the subject; reasons for study; place in the curriculum; visual aids and other methods in teaching.

6103. *Spring Quarter. French Literature.*
Study and reading of Dumas' *Les Trois Mousquetaires*, *Storie*
by Contemporary French Novelists, Pailleron's *Le Monde Ou L'On*
S'Ennuie.

MATHEMATICS

571. *Fall Quarter. College Algebra. (4 hours.)*

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

Course 571 is for all Freshman students who have had as much as one year and a half of High-School Algebra.

572. *Winter Quarter. College Algebra. (4 hours.)*

This course is a continuation of 571. Exponents, quadratics, progressions, and other important subjects will be studied intensively.

573. *Spring Quarter. Solid Geometry. (4 hours.)*

Elements of Solid Geometry; properties and measurements of surfaces and solids.

Such a review of Plane Geometry will be made in this course through parallel propositions that the student's knowledge of this part will be greatly increased. All students who have completed Plane Geometry and have not offered Solid Geometry for entrance credit may take this course.

671. *Fall Quarter. The Teaching of Arithmetic. (4 hours.)*

The first half of the term is spent in the study of Arithmetic, with special emphasis placed on the form of solution. The last half is given to the study of the foundation of Geometry and the nature of a geometric proof. The methods of presentation of these subjects will be brought out by means of a review of the subject matter.

672. *Winter Quarter. Plane Trigonometry. (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.

673. *Spring Quarter. Spherical Trigonometry. (4 hours.)*

Plane Trigonometry 671 is a prerequisite to this course. Derivation and use of formulae for right and oblique spherical triangles; the solution of right and spherical triangles.

ENGLISH

Students notably deficient in the fundamentals of English may elect or be required to carry, without credit, High-School Rhetoric until they overcome serious defects.

541. *Fall Quarter. Introduction to College English. (4 hours.)*

A practical course in the fundamental principles of composition, preparation of manuscripts, brief review of grammar. Practice in writing, reading, and informal speaking. Grose's *College Composition* is used as a text. Works of the best English and American authors are read and reported on as models of composition. One class period each week is devoted to study of current literature. English 541, 542, and 543 are required of all Freshmen.

542. *Winter Quarter. Types of Literature. (4 hours.)*

Detailed study of the four forms of discourse. Frequent themes in the fields of Exposition, Argument, Description, and Narration. Reading of classics and reports on them. Selective and comparative readings in *The Atlantic Monthly*, *The Century*, *Harper's*, *Scribner's*, and *The Forum*. Regular study of current authors.

543. *Spring Quarter. Sentences and Words. (4 hours.)*

Technical study of the smaller units of composition. Words are studied from the standpoint of precision, suggestiveness, freshness, wordiness, variety, and figures of speech. Vocabulary and standing of words are emphasized. Organized study of living authors continued, as well as readings in the classics and literary magazines. Practice in theme-writing.

641. *Fall Quarter. The Drama—Its Law and Technique. (4 hours.)*

Many problems of dramatic writing and the solution of experienced dramatists will be studied to make clear the fundamental principles. Readings from Early Greek, English, and French dramatists; also the *Book of Job*.

642 (A). *Winter Quarter. The Elizabethan Drama. (4 hours.)*

Representative plays of Marlowe, Ben Jonson, Beaumont and Fletcher, and John Webster will be studied. The plays of Shakespeare will be emphasized.

642 (B). *Victorian Poets. Tennyson and Browning. (2 hours.)*

643 (A). *Spring Quarter. The Modern Drama. (4 hours.)*

Intensive study of some of the best modern dramas of American English, Irish, French, German, Norwegian, and Russian writers. Special attention will be given to important tendencies and movements and to the contrasts between this period and other periods of the drama.

643 (B). *Spring Quarter. American Poetry. (2 hours.)*

This course may be substituted for 642 (A). It will include reading and interpretation of famous authors. Chief American Poets, by Curtiss Hidden Page, will be used as a text.

544. *Teachers' Grammar.*

A technical review of the principles of English grammar and dis-

cussion of the best methods of teaching it to pupils in the grades. Much actual work is done in parsing, diagramming, conjugating, etc. The aim is not only to stabilize the teacher's own grammar foundation but to enable him to impart his information in a logical and systematic way.

SCIENCE

CHEMISTRY

These courses are intended to provide instruction in the fundamentals of the science of chemistry through the study of a limited number of chemical elements and some of their compounds, to develop the power and habit of accurate observation and logical thinking, to stimulate and develop an appreciation for the laws of nature, and to point out the importance of the applications of chemistry to the problems of life. The work will be divided into three terms and no credit will be given for less than a term. Lectures and recitations two hours, and laboratory four hours, per week.

581. *General Chemistry. (4 hours.)*

This term's work shall include a study of the nature of matter and chemical change, the nomenclature of the science, the preparation, properties and uses of the more important nonmetallic elements and their compounds. A beginning will be made of the study of some of the fundamental principles of chemistry. Laboratory fee \$5.00.

582. *General Chemistry. (4 hours.)*

This is a continuation of chemistry 581. The principles will be completed, a brief notice of some familiar organic compound will be taken, a rapid study of the metals will be made as to typical methods of preparation, properties, and uses, with some emphasis qualitative tests for them. Laboratory fee \$5.00.

583. *Qualitative Analysis. (4 hours.)*

This term will be given to the study of elementary qualitative analysis. The class work shall consist of a review and more extended study of the principles of chemistry as applied to qualitative work; as: Principles of solubility, ionization, electrolytic dissociation, law of mass action, precipitation, oxidation and reduction, displacement, or, electromotive phenomena, the spectroscope and its uses. Some methods of technique. The laboratory work shall consist of a systematic separation and identification of the metals usually studied, and the detection and determination of the more common acid radicals. If time permits the more advanced students will be given practice in analyzing some natural compounds. Laboratory fee \$5.00.

PHYSICS

This course shall consist of a study of the fundamental phenomena of elementary college physics. It is intended to meet the needs of pre-dental and pre-medical students and to give a comprehensive view of the subject to those interested in this basic science. Three hours lectures and recitation, two hours laboratory, per week.

681. *Fall Term. Mechanics and Sound. (4 hours.)*

Laboratory fee \$4.00.

682. *Winter Term. Magnetism and Electricity. (4 hours.)*

Laboratory fee \$4.00.

683. *Spring Term. Heat and Light. (4 hours.)*

Laboratory fee \$4.00.

BIOLOGY

561. *Fall Term. General Biology. (3 hours.)*

A presentation of the fundamental properties of living matter and the relation of plants and animals to the inanimate world. Introduction to the methods of studying biology and to scientific thinking. Instruction in handling microscopes, dissection, and drawing. A study of some of the simpler animal types will be begun. Lectures and recitations two hours, laboratory two hours, per week. Laboratory fee \$3.00.

562. *Winter Term. General Biology. (3 hours.)*

A continuation of the type study through the invertebrates, considerable time being given to a study of: Digestive system, circulatory system, nervous system, muscular system, excretory system, and the reproductive system. Recitation and laboratory as above. Laboratory fee \$3.00.

563. *Spring Term. General Biology. (3 hours.)*

This term a vertebrate type will be studied intensively introducing the student to the more particular sciences of: Anatomy, histology, embryology, and physiology. Class work and laboratory as above. Laboratory fee \$3.00.

BOTANY

671. *Fall Term. General Botany. (3 hours.)*

The object of this course is to introduce the student to the structure and function of plants. The work shall consist of classroom study as presented in text-books, dissection and microscopic examination of plant tissues, demonstration of plant processes, and a limited study of living plants first hand. Emphasis will be given to plants as living mechanisms. Two hours lecture and recitation and two hours laboratory work per week. Laboratory fee \$3.00.

672. *Winter Term. Systematic Botany. (3 hours.)*

The work of this course will be given largely to a study of typical representatives of the different orders of plants. Class work and laboratory as in general botany. Laboratory fee \$3.00.

PHYSIOLOGY

691. *Spring Term. Human Physiology. (3 hours.)*

A detailed study of the general mechanism of the body. The more important tissues and organs will be studied and emphasis given to the structural fitness of each to perform its particular functions. Laboratory work will consist of use of microscope, microscopic drawing, dissection, demonstrations of the principal body processes. Two hours lecture and recitation and two hours laboratory per week. Prerequisite: Chemistry, and Biology advised. Laboratory fee \$3.00.

HYGIENE

The courses listed below are given especially for teachers and may be taken any term that there is sufficient demand to justify organizing a class. They are usually given during summer school, or the first half of the fall quarter, or last half of spring quarter.

521. *School Hygiene. (3 hours.)*

The general field of hygiene; the selection of a school lot and playgrounds; planning the building; ventilation, lighting, heating; desks and other furniture; toilets, lavatories, and water supply; cleaning, sweeping, disinfecting; the hygienic oversight of the children in their work; other topics of interest to teachers. Three hours lecture, recitation per week.

522. *Community Hygiene. (2 hours.)*

This course is designed to arouse interest in community health and give such information as will enable the teacher and other leaders to participate effectively in local efforts to promote better health. Two hours lecture, recitation per week.

523. *Personal Hygiene. (2 hours.)*

A study of some of the physiological facts of: Circulation; respiration; excretion; the endocrine system, and special senses. Attention will also be given proper diet and exercise. This course is intended to impart such information as to protect one against quackery of fakers and show the danger of delay in seeing a trained physician even when the symptoms do not appear serious. Two hours lecture and recitation.

ASTRONOMY

5121. *Descriptive Astronomy. (4 hours.)*

An introduction to general Descriptive Astronomy. Discussion

of the earth as an astronomical body, general methods of computation, and the most prominent constellations. One hour each week observation and telescopic work.

5122. *A Continuation of Course 5121. (4 hours.)*

Study of the solar system and theories concerning the motions, etc., of the sidereal universe. Library assignments and observations.

HISTORY

521. *Fall Quarter. History of Modern Europe from 1500 to 1815. (4 hours.)*

Text: Hay's Modern Europe.

522. *Winter Quarter. History of Modern Europe from 1815-1924. (4 hours.)*

523. *Spring Quarter. The British Empire.*

Text: Robinson, The Development of the British Empire.

521½. *Fall Quarter. Ancient Civilization. (4 hours.)*

A study of the contributions of the ancient world to European civilization.

522½. *Winter Quarter. History of Greece and Rome. (4 hours.)*

The development of the political, social, and economic life of the Greek people, and the growth of the Roman system of government.

523½. *Spring Quarter. Medieval Civilization. (4 hours.)*

A brief survey of the contribution of the Middle Ages to European civilization. Text: Thoendike's History of Medieval Europe.

621. *Fall Quarter. American History. (4 hours.)*

Discoveries, explorations, settlements, and colonization of the American Continent; the War of the Revolution and history of the United States to 1850.

622. *Winter Quarter. American History. (4 hours.)*

History of the United States from 1850. Special emphasis is placed on the Civil War, the struggle between the States and the Reconstruction Period.

623. *Spring Quarter. American History. (4 hours.)*

A study of the political, industrial, and social achievements of our country up to the present time, including America's part in the Great War.

ENGLISH HISTORY

524—

The purpose of this course is to give the student the foundation conditions of early English History. The course begins with a study

of the "Four Nations" and traces their settlements from 410 A. D. to 1154. Upon this background a study is made of the rising "National Sentiment," "Parliamentary Development," "Internal Conflict," and "Foreign Conquest" to the end of the Middle Ages. The course concludes with a study of the English Church through the reign of Henry VIII and his children. Every three weeks a paper is required to be developed from supplementary readings. Credit, 3 hours.

HOME ECONOMICS DEPARTMENT

TEXTILES AND CLOTHING

511. *Fall. Clothing and House Furnishing Problems. (4 hours.)*

Topics: Use and care of sewing machines; interpretation and use of commercial patterns; planning, construction, and care of typical undergarments; hand sewing; personal budget; art applied to the home; selection and arrangement of furnishings; care of bedroom.

512. *Winter. Textiles. (4 hours.)*

Topics: History and development of the textile industry; spinning and weaving of cotton, wool, silk, linen, and the unusual fibers; characteristics, uses, and cost of standard materials; simple tests for identifying fibers.

513. *Spring. Elementary Dressmaking. (4 hours.)*

This course includes a study of simple outer garments of wash materials.

Topics: Planning of garments suitable to the individual's use and income; care and renovation of garments, laundering qualities, etc.; adaptation of commercial patterns and construction. Other courses may be added as occasion demands.

FOODS AND NUTRITION

611. *Fall. Nutrition and Food Preparation. (4 hours.)*

This course includes a study of the selection, care, composition, and preparation of foods, combined and co-ordinated with a study of their nutritive value and digestion.

Food Topics: Fruits, vegetables, fats, milk and milk products, eggs, and beverages.

612. *Winter. Nutrition and Food Preparation. (4 hours.)*

This course is a continuation of the Fall course. In nutrition it deals with metabolism and forms a basis for planning of balanced meals suited to all members of the family and the sick.

Food Topics: Cereals, quick breads, yeast breads, meats, poultry, fish, and desserts.

613. *Spring. Home Cooking and Serving. (4 hours.)*

Topics: The home kitchen and dining room—their comfort, convenience, and beauty; their furnishings, equipment, and care; meal planning, nutritive value and cost; planning and serving of breakfast, luncheon, and dinner.

Attention is given throughout to efficiency in planning, buying, and working; to sanitation; to artistic furnishings, garnishing, and serving.

SUMMER SCHOOL

Freed-Hardeman College began operating a summer school immediately after the close of the regular session of 1927-28. It was somewhat of an experiment, and the first session was only six weeks in length. It proved so successful and satisfactory that it has been decided to continue it in the future. It will probably be lengthened to twelve weeks hereafter. It will include both high-school and college subjects, and will meet all requirements for renewal of certificates and credits. Further announcements, with description of courses of study, will be made during the year.

SCHOOL OF BUSINESS

LULU ALLEN, Principal

Since its beginning, Freed-Hardeman College has always maintained a strong course in business and commercial branches. This department has been very popular. The classes have been large and enthusiastic.

Opportunity for Those Prepared

"What can you do?" is the question that every business man will ask, and one's answer will determine his success or failure. One cannot guess or bluff in business—he must know. There is no demand for untrained employees in any line, and yet almost every high-grade business house in the country is on the lookout for keen, alert, well-trained men and young women who can do some one thing well—who can keep books, write shorthand, manage an office, sell goods, meet customers, handle the details of a business; and for men and women who can do any of these things the door of opportunity is always wide open. The man who KNOWS is in big demand at big pay. Big business as well as little business is looking for the trained mind and the skilled hand. Almost any man or woman can forge ahead to the good positions and pay, if he or she is willing to pay the price. The price is time, knowledge, brains, and a business training such as the Business Department of Freed-Hardeman College can give. A GOOD COMMERCIAL EDUCATION will fit one for the best business positions and pay, and is the sure road to success.

For the young man fired with ambition to make good, or the young lady anxious to be independent or to help out a little at home, or for one who is compelled to provide for self and loved ones because of unexpected changes in income, there is one proved way that will lead directly to the desired end, and one's first important move toward that end is to make this school his goal. We teach those things for which there is a demand, for which the business man will pay, and teach them in the shortest possible time consistent with thoroughness.

Scope of the Work

Thorough courses of study in the following will be offered:

Commercial Arithmetic and Rapid Calculation.

Spelling.

Commercial Law.

Banking.

Twentieth-Century Bookkeeping, Sets 1, 2, and 3.

Supplementary Sets.

Every student entering the business classes must have sufficient literary training to do the work successfully.

SHORTHAND AND TYPEWRITING DEPARTMENT

LULU ALLEN, *Principal*

Miss Allen is a graduate of the Gregg School, Chicago, and has also taught in this famous institution. She has taught in Freed-Hardeman College for the past several years. Hundreds of students have been trained in this department during that time.

SHORTHAND

The Gregg System of Shorthand is the one taught. It has become so popular that it has almost displaced all other systems. About 80 per cent of all the schools, both public and private, that teach shorthand use this system. Every bright boy or girl that applies himself soon becomes proficient. Many fine stenographers have gone out from this department.

TYPEWRITING

This department is supplied with the latest type of Underwood typewriters. 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 students 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.

The touch system is used altogether. We also use the Rational Rhythm Records—the very latest method of training for regularity and speed. The student learns to type to music, and thus gains a regularity and evenness of touch which cannot be obtained any other way.

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.



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.

DEPARTMENT OF MUSIC

MRS. N. B. HARDEMAN, *Director*

MISS FANNIE MARIE MOODY, *Assistant*

INTRODUCTORY STATEMENT

Music is an education. The study of music does much to strengthen the memory. It stimulates the imagination, the appreciation of beauty, all the finer sensibilities. And it perhaps brings more happiness to more people than any other of the arts.

CURRICULUM

Piano-forte, Harmony, Theory, Musical History, Voice.

PIANO-FORTE

The very best-known methods of instruction are employed in de-

veloping perfect technical skill. The individual needs of the pupil are studied, and special exercises are given where needed. The real meaning of music is made clear to the pupil; musical temperament is awakened and developed so that the student has a legitimate reason for hard and conscientious work in touch, phrasing, pedaling, and all the essentials that form sound piano musicianship.

HARMONY

Harmony, which deals with chord formation and procession, is a vital part of musical knowledge, and is necessary for the understanding of what one plays and hears. It bears the relation to music that grammar does to language, and is an essential part of a musician's equipment.

OUTLINE OF PIANO STUDY

In the elementary grades a thorough study of notation, keys, signatures, and time is given, including major scales—hands separately.

William's First Year at the Piano and Hilbro's Kindergarten Book are used. Pieces by Schumann, Gurlitt, Burgmüller, Spaulding, and other well-known composers are given.

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 Loeschhorn, Heller, Czerny 299, Cramer, Bach's two-part and three-part inventions, Czerny 740, and Beethoven's Sonatas.

Pieces are selected from the best modern and classic composers. The compositions here named represent only in a general way the stages of advancement. Such works are, of course, accompanied by the necessary technical studies and selections in free form.

Our curriculum is chosen from the very best modern European and American writers. It is unnecessary to state the list in detail.

MUSICAL THEORY AND HISTORY

This study includes harmony, counterpoint, canon and fugue, instrumentation, acoustics, musical form, and history of music.

REQUIREMENTS FOR CERTIFICATE IN PIANO

Technic:

1. Major Scales (minimum speed, four notes to M. M. 112), played with both hands in parallel motion through 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 Triads: Major Scales (each hand alone).

A candidate for a certificate, in addition to the above technical requirements, must have Theory and Harmony, History of Music, and must have acquired a vocabulary embracing the musical terms in common use and their abbreviations, Sight Reading, Sight Singing, Diploma from High School. Memory work to be determined by the teacher.

REQUIREMENTS FOR JUNIOR COLLEGE DIPLOMA IN MUSIC

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

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

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

In addition to the above technical requirements, the candidate for a diploma in music must have Harmony, History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations; Sight Singing and High-School Diploma. Memory work determined by the teacher.

Candidates must pass a strict examination in piano playing, harmony, and musical history.

VOICE

Cultivation of the voice in singing is now regarded as an important branch of education.

Instruction in this department includes voice culture, based on the proper use of the breath—singing—which includes phrasing, articulation, expression, style, etc. The studies used are Vocal Technic, by Ancella M. Fox, Selber, Concone, Vacci, Marchesi, and others. No ironclad method is forced on the pupil, but individual exercises, helpful suggestions, and encouragement guide the student.

to practical knowledge of the singing voice and how to use it. Songs by the old masters and by the best modern composers are taught and interpreted in a way that interests and inspires the pupil.

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, children should be taught how to read simple, easy music. The general deficiency in singing and lack of good leaders of song is one of the deplorable conditions of today. This school is doing all it can to overcome these conditions, and, therefore, is maintaining at considerable expense a department of vocal music. The director of this department has had wide experience as a student, teacher, and leader of song. 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.

EXPRESSION AND PUBLIC SPEAKING

The ability to stand before an audience and to speak clearly, forcibly, and in a pleasing manner what is in one's mind is one of the greatest of all human accomplishments. Ability to speak fluently and convincingly is one of the greatest assets any one can possess. In this age, in which all classes of men meet together to discuss their problems and interests, the science and art of public speaking has become increasingly important. It is often the means of advancement and prominence. The time was when none but preachers, lawyers, and politicians were expected to speak in public; but that day has passed. Now doctors, business men, farmers, mechanics, and others have their conventions and associations, and it is important that they be able to address them.

The work in this department is designed to cover the entire field of Expression and Public Speaking, and to give to every pupil that course of instruction that is suited to his age, advancement, and needs.

COLLEGE OF THE BIBLE

Faculty { N. B. HARDEMAN
L. L. BRIGANCE
D. D. WOODY
C. P. ROLAND

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.

Classes, the purpose of which is to give a general outline of the Bible to those who cannot make a thorough and intensive study of it, will be offered. The work in these classes is not outlined.

The courses of study described and outlined below are designed especially for those preparing to preach the gospel, and will be taught by those whose names are attached thereto.

They will also be of great value to those preparing for active Christian work along any line. The aim of the courses in this department is to impart a thorough knowledge of the entire Bible to those taking them, to so train the students in the science and art of expression that they will be able to impart this knowledge in a correct and pleasing manner, and to use good English in their speaking and writing.

The number of courses offered in this department is not large, but those which are offered are deemed the ones most important for a preacher to know, and it is intended to make these courses as comprehensive and thorough as possible. Every book, chapter, and verse in the Bible will be studied carefully, and all difficult and important subjects will be discussed at length. It is our purpose to have it said that no school offers a more thorough course in the Bible than ours does. We hope to train men who will be able to preach the Word in its purity, completeness, and beauty, and to proclaim it so as to commend it to all who hear them. We shall strive to make the teaching in this department of such a character that it may be indeed and in truth a Bible Department. Other courses besides those announced below will be given if the need for them arises.

BIBLE

First Quarter. Biblical Geography. (4 hours.)

This course covers those subjects which, while not in the Bible, should go with it, furnishing a proper background for all other Bible courses. It includes Biblical geography, history, contemporaneous to both Old and New Testaments and intermediate. N. B. Hardeman.

Three Quarters. History. (4 hours a quarter.)

What the English Bible has to say concerning the world in general and the people descended from Abraham until the establishment of the Hebrew kingdom. Covers Pentateuch, Joshua, Judges, Ruth, and Job. C. P. Roland.

Three Quarters. History. (4 hours a quarter.)

The history from the establishment of the kingdom under Saul to the end of the history as contained in the Protestant English Bible. The poetic and prophetic books of the Old Testament are placed historically, and the setting of the message of each is considered. Covers Samuel, Kings, Chronicles, Ezra, Nehemiah, and Esther. D. D. Woody.

Three Quarters. New Testament History. (4 hours a quarter.)

A word-by-word story of the four Gospels; a study in detail of the life, works, and teachings of Jesus from His birth, with its antecedent circumstances, to His ascension. The student will be encouraged to memorize much of the teachings of Jesus. L. L. Briganee.

Three Quarters. New Testament History. (4 hours a quarter.)

A study of the Book of Acts, together with the historical matter found in all the Epistles; a study of the organization, worship, and work of the church of Christ from Pentecost to Patmos. N. B. Hardeman.

EVIDENCES OF CHRISTIANITY

Second and Third Quarters. (4 hours a quarter.)

In this course we will study the Integrity, Genuineness, Credibility, and Inspiration of the Bible. Necessarily, this will embrace a discussion of the Alleged Contradictions and History of the Book.

The divine origin of the Christian religion depends for its proof on the evidence that Jesus of Nazareth is "the Christ, the Son of the living God." This is the central thought of the entire Bible, and upon its truthfulness all else depends. N. B. Hardeman.

PUBLIC SPEAKING

Fundamentals.

This course gives thorough training in the general principles of the science and art of expression. It lays the foundation for all the other courses in this department. All ministerial students are expected to take this course.

Public Reading.

This course gives training in the selection, preparation, and presentation of all kinds of public readings, such as Bible readings, recitations, declamations, monologues, impersonations, etc. Thorough training in platform and pulpit decorum.

Polemics.

The science and art of discussion and debate are taught. All the most important subjects of controversy in the religious world will

be debated until the students taking this course are prepared to discuss them privately and publicly. All ministerial students are expected to take this course. N. B. Hardeman.

Singing.

A course teaching the principles of vocal music, enabling those who take it to learn songs and to lead singing. It includes training in the structure and composition of all kinds of songs and hymns.

Third Quarter. Hermeneutics and Homiletics. (4 hours.)

The preparation and delivery of sermons both in theory and practice will be taught carefully. Much time will be devoted to the preparation and delivery of sermons on first principles and on the more important controverted subjects. N. B. Hardeman.

Three Quarters. Church History. (12 hours.)

A study of the history of the church of Christ from its organization at Pentecost down to the present time. This course gives a good general knowledge of church history. It places special emphasis upon the apostolic church and upon the history of the Restoration Movement led by the Campbells. C. P. Roland.

ENGLISH

The courses in English required of ministerial students who graduate are catalogued under the English Department. They include such courses as will enable those who take them to speak and write correct English.

SPECIAL COURSE FOR PREACHERS AND OTHER CHURCH WORKERS

M. S. MASON, in Charge

Beginning on March 3rd and continuing till April 25th, a period of eight weeks—a special course of study and training for preachers and other workers in the church will be given. Brother M. S. Mason, of Springfield, Mo., will be in charge of this work. Brother Mason is a man of scholarship, fine sense, and wide experience as a preacher and Bible teacher. He is the author of a book of poems as well as a prolific and interesting writer along other lines. He has demonstrated his fitness for this work during the past three years by conducting similar courses of study for several weeks each year in Freed-Hardeman College.

This course will include Bible Geography, Church History, A Special Course in the Bible, and a Study of Church Work in General. He will be assisted in this work by N. B. Hardeman, L. L. Briganee, C. P. Roland, and perhaps other members of the faculty. Those taking this course will have access to other classes, such as Vocal Music, English, etc.

FREED-HARDEMAN COLLEGE

In addition to the regular class work it is planned to have a preacher of outstanding ability deliver a lecture on some important and related subject each week during the course.

There will be no charge to any one for this work. It is done in the interest of the church and the gospel of Christ. Board can be had at very reasonable rates.

FREED-HARDEMAN COLLEGE

EXPENSES

	Fall Quarter (12 wks.)	Winter Quarter (12 wks.)	Spring Quarter (12 wks.)
Tuition			
Primary—First four grades	\$ 7.50	\$ 7.50	\$ 7.50
Intermediate—Second four grades	15.00	15.00	15.00
High School	30.00	30.00	30.00
College	36.00	36.00	36.00
Business	30.00	30.00	30.00
Stenographic	30.00	30.00	30.00
Typewriting	18.00	18.00	18.00
Shorthand and Typewriting	37.50	37.50	37.50
Business and Typewriting	37.50	37.50	37.50
Business, Shorthand and Typewriting ...	57.00	57.00	57.00
Music, Piano	18.00	18.00	18.00
Music, Voice	18.00	18.00	18.00
Piano and Voice	30.00	30.00	30.00
Expression	18.00	18.00	18.00
Home Economics	15.00	15.00	15.00

Bible only—no charge

Special Examination Fee \$3.00 (in advance).

Matriculation Fee per quarter \$2.00, charged only in case student does not continue in school.

Library Fee per quarter \$2.00.

Student Activities Fee per quarter \$3.00.

Late Registration Fee per quarter \$1.50.

Table board in the dining hall, \$18.75 per month.

Room rent, light, water, and heat, \$6.25 per month.

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 \$300.00. Books and supplies should not exceed \$25.00, and laundry for the session about \$25.00. Any expenses 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 \$400.00.

No money will be allowed any student unless a deposit has first been made with us by the parent or guardian. When this is done, the Faculty will be glad to advise, and even demand, a minimum amount per week for each person.

We have found that the students who spend the most money are the ones who make the lowest and most unsatisfactory grades.

SPECIAL PROPOSITIONS

Shorthand

For \$60.00 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 \$95.00 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 \$60.00 we give an unlimited scholarship in Business. The student may remain with us until the course is mastered.

Business, Shorthand, and Typewriting

For \$130.00 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

Gray's Hall is a beautiful dormitory for boys, which is now completed. It is a magnificent building of brick and concrete construction, harmonizing in architecture, color, and general appearance with the other buildings. It is the gift of Paul R. Gray, of Detroit, Mich. It is three stories high, with basement. The

basement, besides furnace rooms, contains janitor's room, pressing room, barber shop, shower baths, and gymnasium. The stories above contain bedrooms, lobbies, hallways, bathrooms, stairways, etc. The bedrooms have lavatory with hot and cold water, closet, built-in dresser, and electric lights. They are heated with steam and furnished with study table, chairs, bedstead, springs, mattress, rug, table lamp, etc.

Boys will room in this building and take their meals with the girls in the common dining hall.

Each one will furnish for his room the following articles: One pair sheets, one pair blankets, one pair pillow cases, one counterpane, one pillow, towels, soap, and toilet necessities.

Room in Gray's Hall and meals in the dining hall will cost \$25.00 per month.

For Girls

The girls will find Oakland 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 pillow cases, one counterpane, one pillow, one dresser cover, towels, soap, and toilet necessities.

Board, room, heat, light, water, etc., will cost \$25.00 per month. Special rooms reserved by the payment of \$5.00 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.

Parents sometimes desire their girls to do light housekeeping or to board out in town. In such cases we will do our best to assist them in every way, but will not assume the responsibility for their safety. We believe it far better for girls to live in our dormitory under the direct care of the school.

We cannot extend credit to any student for board. This is a cash proposition for the school, and it is not able to make it a matter of credit to students.

Meals

It has been the policy of the school all along to furnish the very best living conditions possible for our students. We are in a better position now than ever before to do this. There are no better dormitories, with more comforts and conveniences, anywhere than we have. Our new dining hall is another added attraction. But in addition to these splendid buildings we have, always heretofore and will continue in the future to furnish unusually good meals to our students. There will be an abundance of well-prepared and well-served food at all meals. We are determined to give our pupils no reasonable ground to complain at our table fare.

RESERVED ROOMS

Students who desire to make certain of a good room may have the same reserved by the payment of \$5.00 in advance. This will be credited to their accounts at the opening of school. Application blank for reservations will be found in back of this catalogue.

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 duobill for lost time. This duobill 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 arrangements.
 10. Neither grades nor credits will be given at the close of school until all accounts are satisfactorily settled.
 11. Boarding students will not be allowed to keep automobiles, except by special arrangement with the Faculty.
- 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.

A catalogue will be put into the hands of each merchant, so all may understand the school's attitude toward the crediting of our students.

A FINAL WORD

The things you have read in this catalogue give you as fair an idea of the school and its work as could be presented in words. It is hoped that you have been favorably impressed with the school, and that you have already decided or will decide to enter at the opening—September 17, 1930.

It is our candid opinion that no school can or will do more for you than Freed-Hardeman College. We pledge ourselves to see that every student gets the maximum service that the school can render him.

If you are not interested, pass this catalogue on to those who are. Write for any further information. Address

FREED-HARDEMAN COLLEGE,
HENDERSON, TENN.

FIRST-YEAR COLLEGE CLASS, 1929-1930

AARON, WILLIE	Tennessee
ALEXANDER, L. F.	Tennessee
ALEXANDER, MAMIE	Tennessee
AUSTIN, BERNICE	Tennessee
ANTHONY, TEXONA	Alabama
ABERNATHY, MRS. GLEN	Tennessee
ANDERSON, S. D.	Tennessee
BUTLER, GERTRUDE	Tennessee
BROWN, LEONA	Tennessee
BAKER, I. H.	Florida
BOSWELL, RUTH	Tennessee
BAIN, W. S.	Tennessee
BETHUNK, DOVIE	Tennessee
BREWINGTON, EULA	Mississippi
BRUMLEY, DEW DROP	Tennessee
BINGHAM, GARMELIA	Tennessee
BAIN, MRS. W. S.	Kentucky
COTHAM, PERRY	Tennessee
COMPTON, ANNA	Mississippi
CRESOP, J. HERMAN	Tennessee
CHRISTOPHER, REBECCA	Tennessee
EMMONS, JIM TOM	Tennessee
FRANKS, CLARA LEE	Tennessee
DAVIS, COLA	Tennessee
DYE, GLADYS	Tennessee
DREADEN, ARNETT	Tennessee
DREADEN, BEATRICE	Tennessee
DAVIDSON, ETHEL	Tennessee
DANCER, RUDY	Tennessee
DUNCAN, BEATRICE	Tennessee
FARRIS, FRANKIE	Tennessee
GAGE, LORRAIN	Tennessee
GALBRAITH, JOE N.	Tennessee
GREEN, MAUD	Illinois
GERRARD, HELEN	Texas
GOATES, ALLINE	Illinois
GOULD, FRANK W.	Alabama
HACKWORTH, L. E.	Tennessee
HINKLE, MRS. H. O.	Tennessee
HODGES, DAVID	Mississippi
HOPKINS, ZILPHA	Tennessee
HOLLAND, BEULAH	

HODGES, J. C.	Tennessee
HIGGINBOTTOM, A. F.	Tennessee
HENDERSON, LOIS	Tennessee
HYSMITH, A. D.	Tennessee
HOLLEY, EVELYN	Alabama
HARRIS, WILLIE L.	Kentucky
HURST, LUCILLE	Tennessee
ICE, ARITA	Ohio
IRVING, MRS. JAMES S.	Tennessee
JONES, GARVIN	Mississippi
KAISER, MRS. C. E.	Tennessee
KAISER, OCIE	Tennessee
KIRK, MRS. CLARA	Tennessee
KERNODLE, LOUISE	Tennessee
LINDBARGER, JENNIE MAI	Mississippi
LINAM, PAULINE	Tennessee
LAY, WILMA	Tennessee
LOWRANCE, CHRISTINE	Tennessee
LANCASTER, LOUISE	Tennessee
LADEN, JACKIE	Tennessee
LOTT, ELVIE	Tennessee
MAKER, ALTON H.	Georgia
MAXWELL, HADLEY	Tennessee
MITCHELL, NALLIE FAYE	Georgia
MILLIGAN, JAMES	Mississippi
MOORE, LANTIE B.	Tennessee
MOORE, BENTON M.	Tennessee
MANESS, BONNIE	Tennessee
MILLIGAN, MARCEL A.	Tennessee
MOORE, W. E.	Tennessee
MOSTER, DALE	Indiana
MORROW, MARGARET	Tennessee
MOORE, GEORGE W.	Tennessee
MCCORD, HUGO	Missouri
MCCALER, J. B.	Missouri
MCCALL, MRS. JUNELEE	Tennessee
MCCNUTT, J. ALTON	Mississippi
MCBRIDE, SUE	Mississippi
MCBRIDE, ALMA	Mississippi
OUTLAW, MRS. D. H.	Tennessee
PHILLIPS, BILLIE	Tennessee
PATE, STONY	Tennessee
PRITCHARD, THELUS	Tennessee
PRITCHARD, MRS. VIOLA	Tennessee
PAULK, BERNICE	Tennessee
PEDDY, EVA	Tennessee
PARKER, PEARL	Tennessee
PARRISH, LEON	Tennessee
PERKINS, MRS. VERNEAL	Tennessee

FREED-HARDMAN COLLEGE

PLUNK, ARNIE	Tennessee
PLUNK, HERMAN	Tennessee
PEAL, ESTHER	Tennessee
PARRISH, SCOTT	Tennessee
PLUNK, RUBY	Tennessee
PERKINS, DOUGLAS	Alabama
PERKINS, ERELL	Tennessee
ROBERTS, WILLIAM B.	Mississippi
ROBERTS, ALTON	Tennessee
ROSS, J. A.	Tennessee
RILEY, MRS. LOIS	Tennessee
RILEY, GRADY	Tennessee
RIDELL, ROBERTA	Tennessee
RIDWICK, MARTHA NEAL	Alabama
ROBINSON, ELIZABETH	Alabama
ROBINSON, MILHED	Tennessee
ROSS, OPAL	Tennessee
SMITH, ANNIE	Illinois
SWISHER, RUTH	Tennessee
SHARP, NEEBY	Arkansas
SMITH, FAYE	Tennessee
STOVALL, LANE	Tennessee
SMITH, FLOISE	Tennessee
STEELE, ROSCOE	Arkansas
STARNES, MRS. LEE	Illinois
SWISHER, GLADYS	Tennessee
SMITH, MARY	Tennessee
SHELLY, PERKINE	Tennessee
STOCKARD, J. R.	Tennessee
STORY, OPAL	Tennessee
SHARP, WILSON	Tennessee
TARPLEY, BESS	Tennessee
TURNEVILLE, RUBY	Tennessee
TUCKER, WILL CLARK	Tennessee
TUCKER, RUBENA	Tennessee
TUCKER, MAE	Tennessee
TOMLINSON, MARTHA EVELYN	South Dakota
WHITE, JAMES	Mississippi
WOOD, H. L.	Mississippi
WRIGHT, P. G.	Tennessee
WALL, VIVIAN	Tennessee
WALKER, CRYSTAL	Tennessee
WHITE, ELSIE	Tennessee
WRIGHT, CORNELIA	Tennessee
WITT, ROBERT L.	Tennessee
WINSTEAD, MONTEZ	Tennessee
WALLACE, MRS. LENA	Tennessee
WILSON, MRS. C. M.	Tennessee
WELLS, KIRKLAND	Tennessee

FREED-HARDMAN COLLEGE

WINSTEAD, W. L.	Tennessee
WATWOOD, CLARA NEIL	Tennessee
WADE, RITA M.	Tennessee

SECOND-YEAR COLLEGE CLASS, 1929-1930

BASSHAM, HUGH A.	Tennessee
BURKHEAD, EDWIN	Tennessee
BRATTON, MURPHY	Alabama
BARLOW, MRS. TULA	Arkansas
BREWER, MRS. MATTIE	Tennessee
BINHOF, SULA	Tennessee
EASON, ERAH	Tennessee
DORAN, ADON	Kentucky
DEPRIEST, MRS. J. T.	Tennessee
DUCK, MABEL	Tennessee
DAVIS, ALLINE	Tennessee
DUNCAN, RALPH	Mississippi
DAVIS, MARY	Tennessee
DROKE, CARL	Missouri
HOLMES, THERON	Missouri
HEFFINGTON, ELAM	Tennessee
HARDMAN, ALLINE	Tennessee
HARR, COBA	Tennessee
HARR, PEARL	Tennessee
HOOVER, MILHEED	Tennessee
HARDIN, HOWARD	Missouri
JOHNSON, HELEN	Tennessee
JOHNSON, GLADYS	Tennessee
KILLUM, ETHAN ALLEN	Michigan
L. E. KIRK	Tennessee
LEDBETTER, NELLE	Tennessee
LINDSEY, RUDY	Tennessee
MILLIGAN, MRS. M. A.	Mississippi
MCCORKLE, ROBBIE	Tennessee
MCCALLER, IRENE	Missouri
NICHOLS, ANNE	Tennessee
OKR, BURLEAN	Tennessee
PLUNK, VAUDIE	Tennessee
PEIDY, RUTH	Tennessee
SINGLETON, JOSIE	Tennessee
SIMS, JOHN I.	Tennessee
SHARPE, MARY	Tennessee
STAFFORD, LOURIE	Tennessee
STARNES, LEE	Illinois
SHARP, CASSIE	Arkansas
SWISHER, GRACE	Tennessee
SMITH, MONNIE	Illinois

FREED-HARDEN COLLEGE

TEAGUE, J. B.	Tennessee
TEAGUE, MRS. J. B.	Tennessee
THOMPSON, W. N.	Mississippi
TUCKER, BUFORD	Kentucky
TUCKER, ALLINE	Tennessee
WILLIAMS, JAMES	Tennessee
WEST, HELEN	Alabama
WARD, GEORGE	Tennessee
WARD, NORINE	Kentucky

APPLICATION *for* RESERVATION



Please fill the following at an early date and mail to Freed-Hardeman College. Reservations will be made for you.

I expect to leave (Place) _____

for Henderson, Tenn., (Date) _____

Name _____

Address _____

Parent or Guardian _____

Rooms in either dormitory will be reserved on payment of Five Dollars. Credit for this will be given upon entering.

Quarterly Report

Amount for the quarter ending on the 31st day of March, 1900

Amount for the quarter

Amount

Amount

(Total) Amount for the quarter

(Total) Amount for the quarter

Amount for the quarter

Amount for the quarter ending on the 31st day of March, 1900

APPLICATION FOR RESERVATION

