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Freed-Hardeman College



BULLETIN

Henderson, Tennessee

1935 - 1936

Freed-Hardeman College

Bulletin

Volume 28

APRIL, 1935

Number 1

CATALOGUE NUMBER

1935-36

A JUNIOR COLLEGE

For

Young Men and Young Women

With

Preparatory and Business Schools

and Arts Departments

Accredited by

The Tennessee Association of Colleges

And

The American Association of Junior Colleges

Issued Four Times Per Year

By

Freed-Hardeman College

Henderson, Tennessee

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August 24, 1912

CALENDAR FOR 1935																			
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Calendar for School Year

1935

Registration	September 16-17
Formal Opening	September 17
Classes begin	September 18
End of Fall Teacher Training Course	October 26
Thanksgiving Day	November 28
Quarter Examinations	December 6-7
Second Quarter begins	December 10
Christmas Recess	December 19-December 31

1936

Quarter Examinations	March 6-7
Third Quarter begins	March 10
Spring Teacher Training Course begins	April 21
Third Quarter Examinations	May 25-26
Commencement	May 27-28
Summer Teacher Training Course begins	June 1
National Holiday	July 4
Summer Teacher Training Course ends	July 11

The School Year is thirty-six weeks in length, with fifty-five-minute recitation periods, five days a week.

The Dining Hall will open for supper, Sunday, September 15.

Freed-Hardeman Offers

Unsurpassed Living Conditions,
 Attractive Physical Environment,
 Healthful Location,
 Uplifting Associations,
 Friendly Atmosphere,
 Personal Interest and Attention,
 Excellent Meals,
 Unexcelled Bible Training,
 Delightful Recreations,
 Devoted Faculty,
 Thorough Instruction,
 Accredited Courses.

Fortunate Location

Freed-Hardeman is located in a town which enjoys every convenience and yet is free from most unwholesome temptations — large enough to be interesting, small enough to be conducive to good work.

Freed-Hardeman Goals

A Sound Body,	A Consecrated Heart,
A Cultured Mind,	A Transformed Spirit,
A Skillful Hand,	A Christian Character.

Choosing Freed-Hardeman Means Selecting

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 Tennessee and the American Associations of Colleges.

"Except the Lord build the house, they labour in vain that build it."—Psalms 127:1

Specific Aims and Means of Attainment

Some Particular Aims of the School Are:

Practical, usable knowledge, background for extended education, ability to spell, write and speak correctly, cultivation of sound health habits, culture and refinement in deportment and manners, ability to meet people, ability to earn a living, habits of cleanliness, punctuality, faithfulness, honesty, and obedience, self-control and self-restraint, sincerity in all matters, clear moral judgment, reverence, faith, and obedience to the Word of God.

To Be Reached By:

The sane, normal, living conditions that we maintain; the personal interest touch in guiding boys and girls toward better habits and ideals; the thorough, intensive, personal methods of instruction; the wholesome recreations afforded; the contact with men and women of intellectual and cultural attainments; associations with a superior group of classmates; constant exaltation of the Divine System.

"Manhood, not scholarship, is the first aim of education."—
Ernest Thompson Seton.

Freed-Hardeman Directors

J. C. SHEPHERD, <i>President</i>	Berry, Alabama
J. A. WARD, <i>Secretary and Treasurer</i>	Henderson, Tennessee
E. P. SMITH	Columbia, Tennessee
L. A. WINSTEAD	Martin, Tennessee
J. C. RAINEY	Cottage Grove, Tennessee
JOHN LEATHERS	Dickson, Tennessee
DR. W. F. ROBERTS	Troy, Tennessee
E. G. PROSSER	Florence, Alabama
S. G. GRABLE	Henry, Tennessee
JOHN W. ANDERSON	Sycamore Landing, Tennessee
J. C. DAWSON	Conway, Arkansas
I. A. DOUTHITT	Paducah, Kentucky
DR. J. W. PRUETT	St. Louis, Missouri
H. T. DAWKINS	Memphis, Tennessee
O. L. MASSEY	Memphis, Tennessee

History of the School

A. G. Freed came to Essary Springs, Tennessee, about twenty-five miles south of Henderson, and opened a school in the year 1889. It was known as the Southern Tennessee Normal College. It soon became a flourishing school, with an enrollment of two to three hundred pupils from the surrounding states. In the year 1884, West Tennessee Christian College was organized and began the teaching of the Bible. After a few years operation, these two schools were united. Freed moved the school from Essary Springs to Henderson and became president of West Tennessee Christian College in 1895. Two years later, the name was changed to Georgia Robertson Christian College, under which name it continued to flourish for ten years or more, reaching an enrollment of nearly six hundred pupils. Then Freed and Hardeman built just across the street the school that now bears their name and continued the same work with many of the same faculty and pupils.

This school was known as the National Teachers' Normal and Business College. It opened its doors in the fall of 1908 with an enrollment the first year of around four hundred and fifty pupils. While the school at this time was nominally under a board of trustees, it was really a private institution, having been built and financed by Freed and Hardeman and belonging to them. After ten years of successful operation, a movement was inaugurated by members of the Church of Christ in this territory to raise money and buy the school from Freed and Hardeman, place it in the hands of a new board of trustees and thus perpetuate it for the cause of Christ in case of the death of either or both of its founders. So, in 1919, it was re-chartered under the name of Freed-Hardeman College and continued with A. G. Freed, president, and N. B. Hardeman, vice-president. In 1923, Freed and Hardeman both severed connection with the school, Freed going to David Lipscomb College at Nashville where he remained till his death in 1932, and Hardeman entering the evangelistic field. At this time, the board of trustees selected W. Claude Hall and C. P. Roland to take charge of the school, Hall as president, and Roland as dean. Conditions had become such that the attendance had greatly fallen off, but Hall and Roland did the school a great service in standardizing its curricula and faculty and securing recognition for its work. In 1925, during the second year of their administration, it was admitted to membership in the Tennessee Association of Colleges.

At the close of the session of 1925, N. B. Hardeman was recalled to the school. The board also engaged H. L. Calhoun and these two became associate presidents. This arrangement continued for only one session, Calhoun retiring at the end of the year 1925-1926. Hardeman

then became president, which position he has held continuously up to the present time.

During the administration of President Hardeman, the school has made great progress. He has been tireless in his efforts to build it up and has succeeded in improving and enlarging it in many ways. He has secured some large donations that have been of inestimable value. He induced Paul Gray of Detroit, Michigan, to make a donation of \$50,000, which was used in the erection of our splendid boys' dormitory, Paul Gray Hall. J. W. Brooks of Athens, Alabama, made the school a deed to about thirteen hundred acres of land valued at forty or fifty thousand dollars. The sale of a part of this land to the TVA has saved the school in the matter of its indebtedness. A large dining hall and gymnasium have been erected during the present administration, several acres have been added to the campus, the library has been doubled, much laboratory and other equipment has been added and, perhaps, most important of all, the enrollment has been increased about 300 per cent.

The school has had a hard struggle during the depression but it is getting in better condition in every way and the ~~or~~ look is brighter than it has ever been.

"Wisdom hath builded her house, she hath hewn out her seven pillars."—Proverbs 9:1.

The Freed-Hardeman Plant

The Campus

Level, green terraces, studded with stately oaks, and towering walls of creamy brick, constitute one's first impression on viewing Freed-Hardeman. In all, the campus comprises eight acres, giving ample room for tennis courts, athletic field, and croquet plots, besides abundant spaces reserved for their beauty alone. The attractiveness of all the buildings and the grounds is enhanced by a profusion of lovely flowering shrubs, interspersed with the vivid emerald of well-placed evergreens. The campus affords a beautiful setting for the fine buildings that adorn it.

Administration Building

The administration building is an imposing two-story structure of cream-colored brick and white stone. It faces Main Street, in the block adjoining the business district of the town, and has a fine view of all the surroundings.

The excellent condition of this building, the spotlessness of the walls, the well-preserved furnishings, are a tribute to the careful attention it has received through its twenty-seven years of service. The classrooms are large, light and comfortable. Especially attractive features are the book-lined library, the handsome hardwood floors of lobby, offices and corridors, the lovely room which is Mason Memorial Hall, and the spacious auditorium, equipped with fine opera chairs and adorned with large pictures of our greatest preachers.

Girls' Home

The girls' home is a handsome edifice almost adjoining the main building, and of material and architecture similar to it. Three floors of girls' rooms and a large basement compose this building. On the two upper floors are delightful sun parlors, where the girls assemble in their leisure hours. The bedrooms are light, roomy and comfortable. There are nine bathrooms in the building, besides individual lavatories in all the rooms. The big, beautifully furnished lobby is the social center of the school. Two of its interesting features are an electric radio and an electric clock. An atmosphere of good taste and refinement pervades this home always.

Paul Gray Hall

Paul Gray Hall is a model of comfort and convenience. Nothing that could add to the pleasure of living, so far as physical factors are concerned, has been omitted. There are three floors of men's quarters, each room equipped with lavatory, hot and cold running water, built-in wardrobe and dresser, ceiling and reading lights, as well as good bed, library table and chairs. In addition, there are drinking fountains on each floor, two bathrooms to each floor, and three shower baths in the basement. In the basement are also rooms for barbering, pressing, shoe-shining, and recreation. The lobby is handsome with its array of long, easy divans, colorful occasional chairs, pictures, and its tables and rugs.

Dining Hall and Gymnasium

A substantial, two-story brick structure houses two very pleasant departments—on the first floor, the dining hall, and above it, our big gymnasium. The kitchen and service part of the first floor is a model of cleanliness, orderliness, and efficiency. A huge electric refrigerator keeps fresh and perfect all perishable foods. In this department is prepared a cuisine that is unexcelled anywhere. The dining room is furnished with tables and chairs in green, with touches of black. Flowers all the year round and gay cretonne curtains and pictures make this a most attractive spot.

The gymnasium is large and high, with comfortable seats along the walls, roomy balconies, and both boys' and girls' dressing rooms, provided with shower baths. This is the scene of many an exciting contest.

Heating Plant

In the fall of 1929 the school installed a modern new heating plant at a cost of between twelve and thirteen thousand dollars. It is more than efficient and maintains a summer atmosphere in the dead of winter in the main building, the girls' home, the dining hall and gymnasium. Paul Gray Hall has its own good furnace. All our buildings are thus equipped with a most adequate system of hot-water heat, which keeps the whole plant uniformly warm and comfortable.

Playgrounds

The campus comprises eight acres. A good portion of this acreage is devoted to playgrounds. Just a few steps from the administration building is a big level space which serves as athletic field. To the rear of Paul Gray Hall lie the tennis courts, croquet ground, plot for horse-shoe pitching and other sports. The school has the advantage of having all playgrounds compact and readily accessible to students.

Library

The long, book-lined shelves that grace the walls of the library add dignity and an air of scholarliness to the school. The already comprehensive collection of books owned by Freed-Hardeman was greatly augmented and enriched by the gift, in March, 1931, of the valuable M. C. Kurfees library, the generous donation of the heirs of the late Brother Kurfees, of Louisville, Ky.

Equipment

Good desks, study tables, chairs, laboratory apparatus and materials, home economics apparatus, pianos, typewriters, lighting fixtures, etc., characterize the entire school plant. No more complete school equipment could be desired.

All our transportation needs are now adequately met by a splendid bus. It bears the College colors—green background with lettering of gold. It is roomy and handsome and is used not only for our athletic teams but also for many trips of interest, such as expeditions to nearby factories, pilgrimages to Shiloh, etc.

Recent Improvements

During the sessions of 1930-31-32, several valuable features were added to the school plant. One of the classrooms was beautifully redecorated by the Senior Class and dedicated to the memory of our beloved and martyred Brother M. S. Mason. It is known as M. S. Mason Memorial Bible Hall and is set aside particularly as a place for Bible instruction. It is a fitting tribute to one of the best friends Freed-Hardeman has ever had.

The Kurfees Library, previously mentioned, is another wonderful addition to our equipment and an excellent memorial to the man who was perhaps the greatest scholar in the brotherhood during his lifetime.

At the beginning of 1930-31 the school added nearly a thousand dollars' worth of equipment and supplies to its laboratories, leaving almost nothing to be desired in that line. Also, two new electric ranges were added to the Home Economics department, as well as new Singer sewing machines.

Several hundred feet of new concrete walks were laid on the campus, connecting all the buildings with fine pavement.

In the line of recreation, three major improvements were made. One was the completion of the gymnasium dressing rooms and the installation of shower baths therein; a second was the construction

"God be thanked for books. They are the voice of the distant and the dead, and make us heirs of the spiritual life of past ages."—

William E. Channing.

of two balconies for spectators in the gymnasium; and a third was a considerable amount of time and money spent in leveling, rolling, and otherwise improving our outdoor athletic field.

The most recent change for the better is the new office arrangement, whereby new space was converted into private offices, a book-keeper's office arranged, and new hardwood floors laid in these offices. As a result of this move the music department was assigned new studio facilities, new practice and instruction rooms being arranged on the second floor of the administration building.

Freed-Hardeman is constantly improving. There is no such thing as standing still in a well-organized school. Realizing this, yet ever from the standpoint of economy, the school is keeping up with modern educational ideas.

The Town

Henderson is a delightful town of about two thousand inhabitants. It is situated almost midway on an airline from Nashville to Memphis and on the Mobile and Ohio Railroad, between Jackson, Tennessee, and Corinth, Mississippi. It is at the intersection of two major state highways. The town has hard-surfaced streets, some of them paved with asphalt, an excellent system of concrete walkways, and a very efficient modern system of waterworks and electric lights. It is an up-to-date, progressive town, with good shopping facilities. In moral cleanliness, Henderson is above the average. The general atmosphere is one of morality and refinement. The town is large enough not to be backward or slow to progress, large enough to have all present day conveniences, and yet small enough to be clear of the disadvantages, distractions, and vice of a city. It is an ideal spot for an educational institution.

Closeness to Cities

Henderson is twenty minutes' drive from Jackson, with which it is connected by train and bus service. There, medical and hospital facilities are excellent, and the shopping district offers wide and varied array. Thus, Freed-Hardeman College is situated within reach of all the necessities and advantages that cities afford, having in addition the desirable factors of a small-town location.

A Glimpse of the Past

In September, 1908, The National Teachers' Normal and Business College opened its doors for the first session. It was a private enterprise, under the control of A. G. Freed and N. B. Hardeman. For eleven years it continued as a teacher training institution, private and independent. In 1919, however, it passed to the ownership and con-

trol of members of the Church of Christ, was re-chartered, and re-named in honor of the original founders. From that time dates a change in the purpose and aims of the school as well. The new organization became more strictly academic and religious in nature. In 1925 came the complete reorganization when, by virtue of standardization of curricula and faculty, it became a regulation junior college in the Tennessee Association of Colleges. In 1928 it attained membership in the American Association of Junior Colleges.

Since 1925 its growth in every way has been remarkable.

In scope, facilities, and standing, Freed-Hardeman is ever on the upgrade.

Those Who Guide and Teach

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; President, 1925—

C. P. ROLAND, B.S., A.M., Dean

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.

JAS. K. SHARP, B.S.

Mathematics

Graduate, Teachers College, Murfreesboro, 1928; taught in Perry County High Schools, three years; Principal and teacher of Mathematics, Linden, Tennessee, High School, 1930-1933.

JOE T. RIVENBARK, 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.

W. CLAUDE HALL, A.B.

English, Economics, Bible

Graduate, Peabody College, 1923; lacks only a few hours on M.A. from same College. Several years successful experience in school work.

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

English

Graduate, Freed-Hardeman College, 1924; A.B., Union University, 1925; A.M., George Peabody College, 1928; Teacher of English, Freed-Hardeman College, 1925—

J. R. ENDSLEY, B.S., M.A.

Science

Graduate, Freed-Hardeman College, 1926; B.S., Union University, 1928; M.A., George Peabody College, 1931; Some postgraduate work, State Teachers College, East Radford, Va., 1932. Member, Central Association of Science and Mathematics Teachers; Associate Member, Division of Chemical Education of the American Chemical Society. Science Instructor, Freed-Hardeman College, 1927-1930; Science Instructor, Blacksburg High School, Blacksburg, Va., 1931-1932.

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

Principal High School

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—

I. N. ROLAND

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—

EPPIE WILCOX, B.S.

Home Economics

Graduate, State Teachers College, Murray, Ky., 1930. Four years successful experience.

W. O. FOLWELL, A.C.A.

Commercial Department

A.C.A., Bowling Green Business University, 1929; A.B. degree, Murray State Teachers' College, 1932; one year head of Commercial Department, Fayette, Mississippi, 1929-1930; Head of Commercial Department, Freed-Hardeman College, 1930—

MRS. OSCAR FOY

Primary

MRS. N. B. HARDEMAN

Instrumental Music and Voice

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

MISS LA VELLE HODGES

Assistant in Music

MISS NONA SISCO

Violin

THOMAS SULLIVAN

Sight-Singing

The purpose of this department is to assure better singing in all the churches. Special attention is given to the training of leaders.

DICK STEWART, A.B.

Coach

Graduate, Union University, 1929. Teacher and Coach in Chester County High School, five years.

MISS RUBY LINDSEY, A.B.

Registrar

MRS. C. M. FOY

Bookkeeper and Stenographer

MRS. ROSE KENNER

Matron, Girls' Home

MRS. RUTH HAMILTON

Matron, Paul Gray Hall

MISS CHRISTINE LOWRANCE

Librarian

MRS. MARY TRAVIS

Supervisor, Dining Hall

"It is not in man that walketh to direct his steps."—Jeremiah 10:23.

Regulations and Control

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 destroy 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 at any time, without preferring special charges, if we think his influence is injurious.

SANITATION.—The health of students is considered of prime importance. The health of each person depends on the observance, by all, of the laws of cleanliness. Freed-Hardeman is clean—through and through. A corps of excellent servants is maintained to insure as near ideal sanitary conditions as possible. Each student is expected to feel his responsibility toward his fellows in matters of sanitation and health.

GENERAL.—In general, Freed-Hardeman prohibits anything that tends to degrade, harm, or endanger its students. For this reason,

boarding students are not allowed to keep automobiles, to have any intoxicating liquor, to go to questionable places, or do anything that will debase the mind, health or morals.

POST OFFICE.—The school maintains a post office of its own, which is run with absolute competence. Students call and receive their mail there at stated times. Excellent service is maintained with reference to transporting the mail—both incoming and outgoing.

DORMITORY.—Special rules with the welfare of the students' health and development in view, are made governing rising and retiring time, study hours, going to town, visits and visitors, etc., in the dormitories. These will be explained to the students at the beginning of the school year.

ABSENCE FROM CLASSES.—Class cutting is not permitted. If a student needs to miss a class, he should notify the instructor ahead of time and produce a justifiable excuse for the absence. Unexcused absences will result in lowering of final grade or loss of credit in the course.

One hour will be deducted from the credit of any student for each day's absence immediately preceding or following any holiday vacation.

CHAPEL ATTENDANCE.—Students are required to attend chapel exercise, unless excused by the Dean. Undoubtedly, the most valuable part of the day is the assembly period of prayer, scriptural song, lectures or lighter entertainment.

SPELLING.—Each student is required to take an examination in Spelling before he is permitted to graduate. This regulation is designed to help overcome the notable deficiency of modern students in spelling.

VISITING.—Students are not permitted to go out of town without notice to the faculty and permission from their parents. The parents should write the faculty direct upon receiving such a request from students, and then, if the destination is considered satisfactory by the faculty, the student may go. Week-end visits are discouraged.

CHURCH ATTENDANCE.—Every student is expected to attend church services, at least on Sunday morning.

"To achieve true happiness there is one person whose good opinion you must have—your own self."

The High School

ACCREDITED BY STATE DEPARTMENT OF
EDUCATION

Academy and High School Requirements and Courses

*"Knowledge is essential to conquest; only according to our ignorance
are we helpless."*—Anne Besant.

Purpose of the Academy

There are three chief aims of the high school department of Freed-Hardeman. One is training for vocations, such as teaching, business, nursing, etc. A second is preparing for college courses. A third is preparation for living, for adjusting oneself to citizenship and association with people. All three are important and each aim is given emphasis.

Grade Standards

The minimum or "passing" grade in any subject or course pursued for credits is "C."

Unit of Credit

The unit of credit in the High School, as determined by State law, is one subject, pursued five recitation periods per week throughout the school year, 36 weeks.

Recitation Period

The period for high school courses is the same as that for junior college—55 minutes, including five minutes' intermission for changing classes.

Graduation

The successful completion of sixteen units of study, including four in English, two in Mathematics, and one in American History and Civics, ability to pass a reasonable examination in spelling, and evidence of good moral character, entitle a student to a high school diploma or certificate of graduation. This will be honored by the State of Tennessee for high school requirements and by all colleges for college entrance.

High School Courses of Study

Throughout the history of Freed-Hardeman College, it has maintained a standard four year high school. Due to a continued growth of the college department, and on account of changed conditions, it has decided to eliminate the first two years of high school work and give special attention to the last two years.

The courses in the eleventh and twelfth grades are regular and standard and lead to graduation. In order to enter this department, a student must have finished the usual courses of the first and second years.

THIRD YEAR

Required:

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

Elective:

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

FOURTH YEAR

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
Shorthand.....	1 unit
Typewriting.....	1 unit
Bookkeeping.....	1 unit
Commercial Law.....	½ unit
Salesmanship.....	½ unit

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:

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.

The Junior College

"Wisdom is the principal thing, therefore get wisdom; and with all thy getting, get understanding."—Proverbs 4:7.

The Junior College

Freed-Hardeman Junior College offers a two year program of regulation college work to students who have completed the standard high school or college preparatory requirements and to other people past the age of 20, who are termed special students and who receive credit on condition that they complete the necessary 15 units of high school work by the end of their college training.

Entrance Requirements

As prescribed by the Tennessee Department of Education, entrance requirements are either the school record of those who have completed a standard high school or a minimum of fifteen units, including three in English, two in Mathematics, and one in American History and Civics.

Unit of Credit

The unit of credit is the "quarter hour," which means fifty minutes of regular recitation work per week for one "quarter" of twelve weeks. For example, a French class reciting three times a week will count three credits or "hours" for the quarter, or nine for the year. In laboratory work, two periods must be spent for one hour of credit.

Recitation Period

Each recitation period is 55 minutes—fifty minutes of recitation and five minutes intermission for changes in room and class.

The Student Program

All college students, upon first attendance, will be limited to 16 hours' credit per quarter. They may be allowed, thereafter, to take 18 hours' credit if their average is "B-plus" or above during the first quarter.

Requirements for Graduation

The requirements necessary to obtain the Junior College Diploma are: evidence of good moral character, ability to pass a reasonable spelling examination, and the completion of 98 quarter hours of work including the following:

English, including courses 541, 543, 542a	minimum, 15 hours
Mathematics	minimum, 8 hours
Bible	minimum, 9 hours
History	minimum, 9 hours
Science	minimum, 9 hours
Elective	minimum, 48 hours

A candidate for graduation must present 98 quality credits in addition to the 98 hour credits. These are obtained as follows:

Two quality credits are given for each credit hour of "A" grade, one for each credit hour of "B" grade, and none for grades of "C."

One quality credit shall be subtracted for each hour of "D" grade, and two quality credits for each hour of "F" grade.

In addition to the above there will be one credit given each quarter on each of the following: chapel attendance, personal appearance, active society work, and deportment, making a total of twelve quality credits each year that may be obtained independent of classroom work.

"Thy word is a lamp unto my feet, and a light unto my path."—
Psalms 119:105.

Bible and Christian Education

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 one expects 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 view of the Bible, to those who cannot make a thorough and intensive study of it, will be offered.

The courses of study described and outlined below are designed especially for those preparing to preach the gospel. 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 compre-

hensive 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. 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 in deed and in truth a Bible Department. Other courses besides those announced below will be given if the need for them arises.

Bible

Three Quarters. History. (3 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. Prophecy and Poetry. (3 hours a quarter.)

Fall quarter covers the Revised Version from Ezra to the close of Psalms. Winter quarter provides the time to study critically the books of Proverbs, Ecclesiastes, Song of Solomon, Isaiah and Jeremiah. In the Spring quarter all the other books of the Old Testament are read and the Messianic prophecies are particularly noted.

W. Claude Hall.

Three Quarters. New Testament History. (3 hours a quarter.)

A chapter by chapter study 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. Brigrance.

Three Quarters. New Testament History. (3 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.

Biblical Geography

First Quarter. (3 hours.)

This course covers those subjects which, while not in the Bible, should go with it, furnishing a proper background for all other Bible

"You may be as orthodox as the Devil, and as wicked."—John Wesley.

courses. It includes Biblical geography and history, contemporaneous to both Old and New Testaments and intermediate.

N. B. Hardeman.

Evidences of Christianity

Second and Third Quarters. (3 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.

Spoken English

Third Quarter.

This course gives thorough training in the general principles of the science and art of correct English. It lays the foundation for all the other courses in this department.

Hermeneutics and Homiletics

Third Quarter. (3 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.

Church History

Three Quarters. (3 hours a quarter.)

This course covers the history of the church from Pentecost to the present. The first quarter will deal with the apostasy and the development of the Catholic hierarchy. The second quarter will be devoted to the Reformation in Europe and to the origin and progress of denominations. The third quarter will give special attention to an effort made to bring about a "Restoration of the ancient order of things."

C. P. Roland.
L. L. Brigance.

"Education—a debt due from present to future generations."—George Peabody.

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.

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, which runs throughout three quarters, reciting once each week.

N. B. Hardeman.

Education and Psychology

531. *Fall Quarter. General Psychology. (3 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. Elementary Teaching. (3 hours.)*

This course includes methods, devices and technique of teaching. Principles of teaching and laws of learning and the standardized tests are emphasized.

533. *Spring Quarter. Classroom Control. (3 hours.)*

School Management, with the various problems of discipline, attendance, curriculum, aims and functions of effective administration of the elementary school is an important course for prospective teachers.

533a. *Spring Quarter. Psychology and Morals. (3 hours.)*

The psychological basis of moral and ethical development is explained in terms of complexes and conduct, influence of the subconscious and substitute adjustment. Character, duty, ideal, will, and such terms are given a practical significance in the new psychology.

631. *Fall Quarter. Child Study. (3 hours.)*

Students entering this course are supposed to have had some general psychology. Our purpose is to give an understanding of child

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

632. *Winter Quarter. History of Education. (3 hours.)*

This subject is designed primarily for senior 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.

631a. *Fall Quarter. (3 hours.) Rural School Methods.*

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.

632a. *Winter Quarter. (3 hours.) Teachers' English.*

How to teach English in the grades. This course will be open for college students who contemplate teaching. The latest theories and methods in English teaching will be discussed and tested.

633a. *Spring Quarter. (2 hours.) Teachers' Mathematics.*

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

English

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

541. *Fall Quarter. Introduction to College English. (3 hours.)*

A practical course in the fundamental principles of composition, preparation of manuscript, 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. English 541, 542a, and 543 are required of all Freshmen.

A five thousand word theme is required for each student on a variety of subjects chosen by the student and approved by the instructor.

542. *Winter Quarter. Types of Literature. (3 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*, *The Bookman*, and the *Saturday Review of Literature*.

A five thousand word theme is required on a fiction narrative, a synopsis of which is selected from the entire group of Freshmen English students.

543. *Spring Quarter. Sentences and Words. (3 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.

A five thousand word theme is required upon a subject selected by the instructor.

641. *Fall Quarter. The Drama—Its Law and Technique. (3 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. *Winter Quarter. The Elizabethan Drama. (3 hours.)*

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

641c. *Fall Quarter. Journalism (Introductory). (3 hours.)*

This is an introductory course in the study of the newspaper, its contents, management and history—weekly, daily, collegiate newspapers. The study of news, where to get it and how to write it. Practice in gathering and writing news and feature stories for publication.

641b. *Victorian Poets. Tennyson and Browning. (2 hours.)*

642b. *Winter Quarter. Journalism (News Editing). (3 hours.)*

This course is open to those who have completed Journalism Introductory. It includes copy-reading, proof-reading, headline writing, newspaper make-up, and the mechanics of printing. Special attention

will be given to the editing of high-school papers and small publications.

642c. *Winter Quarter. Journalism (Editorial and Feature). (3 hours).*

This course is designed for advanced students in Journalism and English. It deals with the feature story, human interest and editorial and includes practice writing in these forms.

643. *Spring Quarter. The Modern Drama. (3 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.

641a. *Fall Quarter. American Prose. (3 hours.)*

Reading, study and discussion of the major prose works written in America up through the Civil War. Bronson's Anthology, American Prose, will be the basal text, accompanied by study of biography by Long and by Halleck, and outside reading and reports from the outstanding novels and volumes of essays of the period.

542a. *Winter Quarter. Teachers' Grammar. (2 hours.)*

A technical review of the principles of English grammar and discussion of the best methods of teaching it to pupils in the grades. Much actual work is done in parsing, diagraming, 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.

543a. *Spring Quarter. Teachers' Grammar, Continued. (3 hours.)*

Special emphasis on infinitives, participles, diagraming, and analysis.

642a. *Winter Quarter. American Poetry. (3 hours.)*

Studying, Reading, Interpreting and Memorizing the work of Whittier, Holmes, Lowell, Whitman, Lanier. Chief American poets, by Curtiss Hidden Page, will be used as a text.

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

A continuation of 642a, with special reference to Bryant, Poe, Emerson and Longfellow.

643b. *Spring Quarter. Modern Poetry. (2 hours.)*

A study of the work of the outstanding poets since 1875 and the major schools and tendencies in recent poetry, including contemporary and current productions.

643c. *Spring Quarter. Children's Literature. (3 hours.)*

This course is planned to familiarize teachers and prospective teachers with the best classics of childhood, accurately graded according to age and development of the child, and to offer solutions to the common problems in presenting such literature. Practice in the presentation of stories and poems.

History

521. *Fall Quarter. History of Modern Europe from 1500 to 1815. (3 hours.)*

522. *Winter Quarter. History of Modern Europe from 1815 to 1924. (3 hours.)*

521½. *Fall Quarter. Ancient Civilization. (3 hours.)*

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

522½. *Winter Quarter. History of Greece and Rome. (3 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. (3 hours.)*

A brief survey of the contribution of the Middle Ages to European civilization.

621. *Fall Quarter. American History. (3 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. (3 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. (3 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.

523. *The British Empire. (3 hours.)*

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.

Economics

521a. *Fall Quarter. Elements of Economics.*

This course is a fundamental study of the principles of the science. Special emphasis is given to the following: factors of production, the industrial stages, the form of the business unit, the economic functions of the government, the laws of price, money, banking and exchange.

522a. *Winter Quarter. Elements of Economics.*

This is a continuation of the fall quarter's work. A close study of the problems of organization and the distribution of wealth and income will be made.

523a. *Spring Quarter. Elements of Economics.*

This course gives a thorough study of the economics of government, problems of labor and reform of the economic system.

Current Problems

622½.

This course is a brief survey of the current problems in the fields of history, economics, sociology, political science and literature. Emphasis is placed on selecting, organizing, standardizing material. Special attention is also given to world politics, national and international problems, together with an analysis of recent treaties and agreements. This course is especially recommended for pupils preparing to teach, ministerial students and public speaking students.

Text: Current History and Literary Digest.

These will be supplemented with other current literature.

Law

5132. *Winter Quarter. Practical Law. (2 hours.)*

This course is offered to familiarize the student with the legal significance of the more important business situations likely to arise in commercial and industrial life. The course includes government, courts, and procedure, contracts, real and personal property, negotiable instruments, partnership, corporation, insurance, etc. Practical applications and court cases are used.

5133. *Spring Quarter. Practical Law, Continued. (2 hours.)*

Home Economics Department Textiles and Clothing

511. *Fall. Clothing and House Furnishing Problems. (3 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. Laboratory fee, \$3.00.

511a. *Problems in the Home. (4 hours.)*

This is a study of family relationship, home management, the family income and expenditure, planning and furnishing the home, care of the home, the relation of the home to the community, child care and development. Laboratory fee, \$3.00.

512. *Winter. Textiles. (3 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. Laboratory fee, \$3.00.

513. *Spring. Elementary Dressmaking. (3 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. Laboratory fee, \$3.00.

Foods and Nutrition

611. *Fall. Nutrition and Food Preparation. (3 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. Laboratory fee, \$5.00.

612. *Winter. Nutrition and Food Preparation. (3 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. Special attention is given to the food of children and to the problems of malnutrition.

Food Topics: Cereals, quick breads, yeast breads, meats, poultry, fish, and desserts. Laboratory fee, \$5.00.

613. *Spring. Home Cooking and Serving. (3 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. Laboratory fee, \$5.00.

Languages—Classical Latin

561. *Fall Quarter. (3 hours.)*

De Amicitia; Sallust's Cataline may be substituted; Prose Composition.

562. *Winter Quarter. (3 hours.)*

Cicero's De Senectute; Study of Roman Life and Political Institutions in the Time of the Empire.

563. *Spring Quarter. (3 hours.)*

Livy; Selections Equivalent to the Usual College Course of Three Months; the Character and Value of Livy's History; the Syntax and Style of His Language; Exercises in Prose Composition.

661. *Fall Quarter. (3 hours.)*

Horace's Odes, Epodes, and a Few Satires; Study of Various Latin Meters; Temperament and Personality as Related to His Art and Age; Constant Comparisons with the English Lyrics.

662. *Winter Quarter. (3 hours.)*

Tacitus' Annals or Agricola and Germania; Roman Literature Compared With That of Other Nations and Ages; Roman Customs Reviewed; Some Collateral Readings.

663. *Spring Quarter. (3 hours.)*

The Roman Age; Political Institutions and Their Structure; the Roman's Religion; Study of the Roman People as a Whole, as Well as the Private Life and Customs of the Individual.

Greek

551. *Fall Quarter. Beginner's Greek. (3 hours.)*

A thorough study of Greek words, derivations, grammar, and composition. Easy selections are read from the Testament and other sources.

552. *Winter Quarter. Beginner's Greek. (3 hours.)*

A continuation of 551. Text used will be Huddleston's Essentials of New Testament Greek.

553. *Spring Quarter. Beginner's Greek. (3 hours.)*

Translation and study of the Gospel of John.

651. *Fall Quarter. (3 hours.)*

A study of Matthew and Mark in the original.

652. *Winter Quarter. (3 hours.)*

Translation and study of Luke and Acts.

653. *Spring Quarter. (3 hours.)*

Pauline Epistles.

Languages—Modern Spanish

5111. *Fall Quarter. Elementary Spanish. (3 hours.)*

Grammar, reading, composition, and conversation.

5112. *Winter Quarter. Elementary Spanish. (3 hours.)*

A continuation of 5111.

5113. *Spring Quarter. Elementary Spanish. (3 hours.)*

First Spanish Reader and Spoken Spanish.

6111. *Fall Quarter. Spanish Composition and Conversation. (3 hours.)*

Spanish literature and exercises.

6112. *Winter Quarter. Spanish Literature. (3 hours.)*

Cuentos De La América Espanola and other stories.

6113. *Spring Quarter. Advanced Spanish Literature. (3 hours.)*

The course will be devoted to the Spanish novel and drama.

French

5101. *Fall Quarter. Elementary French. (3 hours.)*

Beginner's course. Grammar, reading, composition, and conversation.

5102. *Winter Quarter. Elementary French. (3 hours.)*

A continuation of 5101. International correspondence.

5103. *Spring Quarter. Elementary French. (3 hours.)*

A French Reader, Aldrich and Foster.

6101. *Fall Quarter. (3 hours.)*

Reading of standard prose authors, composition, and conversation.

6102. *Winter Quarter. (3 hours.)*

Reading of Selected Stories from Maupassant, France's *Le Crime de Sylvestre Bonnard*, Beaumarchais' *Le Barbier de Séville*. Composition and exercises. Correspondence with students in French schools.

6103. *Spring Quarter. French Literature. (3 hours.)*

Study and reading of Dumas' *Les Trois Mousquetaires*, Stories 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 and one-half years of High School Algebra.

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

This course is a continuation of 571. Quadratics, progressions, permutations, combinations, probabilities and other important subjects will be intensively studied.

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 had 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.

573a. *College Geometry. (Credit 4 hours.)*

A course in modern plane geometry for those who are interested in a more advanced course in plane geometry and those who are prospective teachers.

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 the solution. The last half is given to the study of the best methods to be used in each grade with stress placed on the last four.

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

671a. *Fall Term. Analytic Geometry. (4 hours.)*

Elements of plane analytics, including the geometry of the conic sections, with an introduction to solid analytics. Prerequisite: Plane Trigonometry, College Algebra.

Science Chemistry

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

This course includes the nomenclature of the chemical elements and a detailed study of the most important nonmetallic elements, their history, occurrence, common methods of preparation, properties, and practical uses of many of the commonly used acids, bases, and salts. Two hours lecture-recitation and four hours laboratory work per week. Laboratory fee, \$5.00.

582. *Continuation of Course 581. (4 hours.)*

A study of the theory of inorganic chemistry and a brief study of some of the most common organic compounds. Recitation and laboratory as in above course. Laboratory fee, \$5.00.

583. *Continuation of Course 582. (4 hours.)*

The seven groups of metals will be studied. Their economic importance will be given especial consideration. Elementary qualitative analysis will be given in this quarter. Recitation and laboratory as in courses above. Laboratory fee, \$5.00.

NOTE.—A breakage deposit of \$5.00 will be required of all who take Chemistry.

Physics

This course will 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. Two hours lectures and recitations, four hours laboratory, per week.

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

Laboratory fee, \$5.00.

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

Laboratory fee, \$5.00.

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

Laboratory fee, \$5.00.

Biology

581. *Fall Quarter. Zoology. (4 hours.)*

This quarter will begin the study of the fundamental principles of zoology; a laboratory study will be made of many invertebrate specimens. Two hours lectures and four hours laboratory per week. Fee, \$5.00.

582. *Winter Quarter. Zoology. (4 hours.)*

During the first half of this quarter the study of fundamental principles will be completed and a thorough laboratory study of the frog will be made. The second half of this and the entire spring quarter will be devoted to the vertebrates. An intensive study with much dissection will be made of a few representative specimens. Two hours lectures and four hours laboratory per week. Fee, \$5.00.

583. *Spring Quarter. Zoology. (4 hours.)*

A continuation of work begun in the winter quarter. Two hours lectures and four hours laboratory per week. Fee, \$5.00.

General Biology

This course will be chiefly a study of the principles of general biology. The work will consist of lectures, recitations, assigned readings, demonstrations, and individual laboratory work. It is designed for students who expect to take only one year of science, especially in biology. Two recitations and two hours laboratory work per week.

681. *Fall Quarter. (3 hours.)*

Laboratory fee, \$3.00.

682. *Winter Quarter. (3 hours.)*

Laboratory fee, \$3.00.

683. *Spring Quarter. (3 hours.)*

Laboratory fee, \$3.00.

681A. *School Hygiene. (3 hours.)*

The course will stress such phases of hygiene as are particularly adapted to school needs. It is designed to meet the demands of some states that require this subject for certification of teachers.

681B. *Personal Hygiene. (3 hours.)*

A study of the care of the body so as to promote health and prevent disease is the aim of this course.

683C. *Spring Quarter. Nature Study. (3 hours.)*

This course will include a study of birds, insects, fish, turtles, snakes, mammals, flowers, trees, stars, fungi, fossils, weather and the general phases of nature in their seasonal activities. It is intended primarily for teachers and prospective teachers but may be taken by others. Much of the work will be done in the open. Laboratory fee, \$2.00.

Special Spring, Summer, and Fall Courses

Many teachers in our territory are availing themselves of these courses and the enrollment in them has increased steadily.

Bible

Old Testament I—a.

A study of Genesis, with special emphasis on the Creation of man and his distribution over the Earth. A close study will be made of the lives, characters, and environment of the Patriarchs as well as the early Messianic prophecies.

Old Testament I—b.

The Book of Exodus. The miracles connected with Israel's coming into Canaan, their wanderings in the Wilderness, God's giving the Mosaic Law, the National Worship, etc., occupy leading places of interest in this course.

New Testament III—a.

The Life of Jesus as recorded by Matthew, Mark, Luke and John, is studied. His sayings, his ethics, his prophecies about the Church, his kingdom and his Great Commission form the scheme of division.

New Testament III—b.

Acts of the Apostles forms the text for this course. The study centers about the work of two great Apostles, Peter and Paul. In tracing their missionary activities much emphasis is placed on geography.

Education and Psychology

1544. *Methods in Physical Education. (2 hours.)*

A general survey of physical exercise, playground direction, calisthenics and general coaching methods.

534a. *Elementary School Methods.*

The aims of this course are to train students to appreciate the objectives in teaching the various subjects in the grades, and to give instruction in the methods of teaching.

534b. *Observation and Practice Teaching in the Elementary School.*

The purpose of this course is to give to the student a definite understanding of the specific aims of the various subjects taught in the grades, and some knowledge of the materials of instruction and of the methods of instruction.

534c. *Handwork for the Elementary Grades.*

The plan of this course is to teach the subject matter of Handwork suitable for the grades of the Elementary School and to suggest methods of presenting this material.

634b. *History of Education. (3 hours.)*

This subject provides the teacher with a broader conception of the development and philosophy of education. The course is a 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 that necessitated modern systems.

634c. *Educational Sociology.*

The fundamental institutions of society with principles of cooperation, organization and development of civilization applied to educational problems are studied in the course.

534d. *Psychology for Teachers. (3 hours.)*

This course is a combination of general and educational psychology, designed for prospective teachers.

534e. *Tests and Measurements. (3 hours.)*

The purpose of this course is to acquaint the teacher with the use of the standardized test. Both intelligence and educational tests are reviewed, given and scored for practice. Also such simple statistical devices as correlation, averages, deviation and normal curve are applied to test scores.

634a. *Rural School Methods. (3 hours.)*

Modern methods of the elementary school will be reviewed in this course. The aim is to familiarize the student with the various materials, aids, and devices as well as give him knowledge of the principles and methods of instruction.

English

641b. *Victorian Poets. Tennyson and Browning. (2 hours.)*641a. *American Prose. (3 hours.)*542a. *Teachers' Grammar. (2 hours.)*543a. *Teachers' Grammar, Continued. (3 hours.)*642a. *American Poetry. (3 hours.)*643a. *American Poetry. (3 hours.)*643b. *Modern Poetry. (2 hours.)*643c. *Children's Literature. (3 hours.)*

French

5104a. *Elementary French. (3 hours.) Summer.*5104b. *Elementary French. (Continuation of 5101.) (2 hours.) Fall.*5104c. *Elementary French. (Continuation of 5101 and 5102.) (3 hours.) Spring.*

Geography

584a. *Teachers' Geography.*

A study of the facts and principles of the geography of North America, with special emphasis on how to teach the subject in the elementary school.

584b. *Teachers' Geography.*

This course is a continuation of 584a, with especial reference to South America and Europe.

History

524a. *American History up to 1800.*

A study of the Colonization of North America and those principles that led to the making of a nation. The causes and effect of the Revolt from England, and the formation and putting into operation of the Constitution.

524b. *American History 1800 to 1860.*

A study of the Jeffersonian and the Jacksonian Democracy, and the growth and result of slavery.

524c. *British History 410 A.D. to 1688. (2 hours.)*

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 settlement, conflicts, and developments to 1154 A.D. Upon this background the study is then concluded by the rising of "National Sentiment" out of the conflicting forces of King, Church, and Parliament. Each 6 weeks a theme developed from supplementary readings is required.

624d. *British History 1688-1925. (3 hours.)*

This course is a continuation of course number 624c. The major phases of Britain, namely "Development of Constitutional Government," "Colonial Supremacy and Description," "National and Imperial Reconstruction," and "Rivalry of World Powers" are thoroughly traced with a viewpoint of interpreting her modern problems and influence.

Supplementary to textbook study a theme based on outside reading is required.

624e. *Greek History. Spring 6 Weeks.*

The mythical background and pre-historic period are briefly studied. Special emphasis is placed on development of democracy, outstanding weakness of the City-state, and Greek contributions to later civilization. Supplementary to the textbook assignments, a research theme and 300 pages of supplementary reading are required.

624f. *Roman History.*

A brief survey is made of early Roman traditions. This is followed by study of the growing power of the Plebeians, the economic and political expansion of Rome and her development into a world power. The last phase is constituted of special attention to Rome's system of government and causes of her decline.

624. *History Methods.*

This course deals with both the technique of teaching history and the organization of material for teaching purposes. Special attention is given to methods of procedure, history recitation, teaching pupils to study history, collateral reading problems, and the use of the textbook.

Text: Teaching of History in Secondary Schools, by Tryon.

624½. *Continuation of 624.*

614a. *Home Economics Methods.*

This course is for teachers and supervisors in home economics. It includes a study of the development of home economics, the change

in the scope of subject matter, emphasis, and methods of presentation. Special attention is also given to a study of present day projects and procedure, equipment, textbooks, and references.

Text: Teaching of Home Economics by Brown and Haley.

614b. *Applied Design.*

This course is planned especially for home economics students. Special attention is given to a study of simple lettering, line forms, and color theory.

Text: Art in Everyday Life by Goldstein.

Mathematics

574a. *College Algebra.*

This course consists of a rapid review of High School Algebra, graphic representation, determinants and theory of equations.

574b. *College Algebra.*

This course is a continuation of 574a. Quadratics, progressions and logarithms will be studied.

574c. *College Geometry.*

A course in plane geometry for those desiring a better knowledge of the subject, also for prospective teachers.

674a. *Teachers' Arithmetic.*

The principles of arithmetic are stressed in this course with the introduction of model solutions.

674b. *Teachers' Arithmetic.*

A continuation of 674a. Percentage, discount, mensuration, involution, evolution and other subjects are reviewed.

Science

681a. *School Hygiene. (3 hours.)*

(For description see regular course given in Fall Quarter.)

683a. *Principles of Geography. (3 hours.)*

(For description see regular course given in Spring Quarter.)

683b. *Nature Study.*

681, 682, 683. *General Biology.*

Credit for Special Courses

The general plan of credit on Spring, Summer, and Fall courses is 2 hours for each six weeks on Spring and Fall courses, and 3 hours on Summer courses.

Certification

Freed-Hardeman enjoys all certification privileges extended by the State to any Junior College. The regulations governing certificates, as laid down in "Public School Laws of Tennessee," are as follows:

(a) "A permanent professional certificate shall be issued to the applicant for the position of teacher in elementary schools who has completed a two-year curriculum for elementary teachers in a . . . college or university approved by the State Commissioner and State Board of Education, who has had at least eighteen quarter hours in education."

(b) "A professional certificate valid for a period of four years shall be issued to the applicant for the position of teacher in a two-year high school who has completed at least six quarters' work, a minimum of 90 quarter hours in . . . a . . . college or university approved by the State Commissioner and the State Board of Education, who has had at least eighteen quarter hours in education."

(c) "A professional certificate valid for a period of four years shall be issued to the applicant for the position of teacher in elementary schools who has completed at least three quarters' work"—a minimum of 45 hours—in a "college or university approved by the State Commissioner and State Board of Education, who has had at least nine quarter hours in methods and management of elementary schools."

(d) "The four-year certificate designated in paragraphs" (b) and (c) above "shall be renewed for four years on successful experience and the completion of one quarter's work of at least twelve quarter hours, three hours of which shall be in education in an institution approved by the State Commissioner and State Board of Education; provided, that holders of such certificates shall have taught at least two years within the four years of the duration of said certificate."

(e) "All the foregoing professional certificates shall be based on college work above the standard four-year high school course."

(f) "A limited training certificate valid for a period of one year in the elementary schools in any county in the State shall be issued to the applicant who is a graduate of an approved high school in this State, and has completed one quarter's work including three quarter hours in education in a . . . college or university approved by the State Commissioner and State Board of Education." This certificate "may be renewed from year to year upon the completion of an additional quarter's work of at least twelve quarter hours, three hours of which shall be in education, in an institution approved by the State Commissioner and State Board of Education."

(g) A second-class certificate, of the sort issued before 1925, may be renewed by six weeks' work and completion of three courses, totalling six quarter hours credit, in an institution approved by the State, during duration of said certificate.

The Departments School of Business

W. O. FOLWELL, *Principal*

In all its history, Freed-Hardeman has maintained a strong business department. Many fine stenographers, secretaries, bookkeepers, and typists, have gone out from our business school. It is becoming widely understood that the world is "going business" and that ability to type and knowledge of the rudiments of bookkeeping and commercial law are considered an indispensable part of the education of every student—not only those who have business careers in mind.

For the young man or woman who wants to enter the field of business, our courses offer wonderful opportunities. Thorough commercial training is one of the surest roads to gaining a livelihood. Freed-Hardeman offers complete and comprehensive courses in the major fields of business technique.

EQUIPMENT

Our equipment for teaching business is modern and adequate. The finest of standard typewriters, adding machines, mimeographs, etc., are furnished our pupils. Two rooms in the Administration Building are devoted to this department, and are splendidly furnished with library tables, chairs and filing cabinets.

CERTIFICATES

In addition to the medals and certificates awarded by the Gregg Publishing Company for proficiency in typing and shorthand, and by the Southwestern Publishing Company for successful completion of their bookkeeping course, the school also offers certificates on the completion, with reasonable ability and efficiency, of the various courses taught—called the Stenographer's Certificate and the Secretary's Certificate.

STENOGRAPHER'S COURSE

The demand for well-trained stenographers is increasing with the vast expansion of business. We propose to turn out only those stenographers who are competent to hold the most responsible positions. Before completing a course in Stenography, one must meet the following requirements:

- Shorthand Manual (Drill in principles, word signs, etc.).
- Beginning Dictation (Letters, articles, etc. 60 words per minute).
- Advanced Dictation (80 to 100 words per minute).
- Typewriting (Copy work, speed tests, transcription).
- Spelling (Satisfactory grade).
- Business English (Punctuation, capitalization, paragraphing, letter composition, parts of letter, etc.).

Office Training (Filing, billing, and other required duties of an office. Managing of an office in general.)

SECRETARIAL COURSE

- Typewriting—Sufficient copy work—forty words per minute.
- Shorthand—Successfully complete the Gregg Manual—be able to take dictation at the rate of seventy-five words per minute.
- Penmanship—(Passing grade).
- Bookkeeping—Sets 1, 2, and 3, and Supplementary exercises.
- Spelling—Satisfactory grade.
- Business English—One half year.
- Business Law—One half year.
- Office Training—Satisfactory grade.
- Machine Drill—Satisfactory grade.

BOOKKEEPING

Our courses in Bookkeeping are very thorough and complete. Students who graduate from our Bookkeeping Department are prepared to keep books for any type of concern. We use the 20th Century system of Bookkeeping, the following sets being offered:

- Set One (Journalizing).
 - Set Two (Single Proprietorship).
 - Set Three (Discount and Interest).
 - Set Four (Partnership).
 - Set Five (Corporation).
 - Set Six (Garage).
 - Set Seven (Banking).
 - Set Eight (Cost). This includes Manufacturing, Farming, etc.
- Satisfactory work in Machine Drill, Rapid Calculation, Business Law, and Penmanship must be done before a Certificate in Bookkeeping is granted.

SHORTHAND

The Gregg System of Shorthand is the system taught. Due to its popularity, it has almost taken the place of the other systems of shorthand. About 80 per cent of all the schools, both public and private, that teach shorthand use this system.

TYPEWRITING

This department is supplied with the latest type of standard typewriters. Nothing inferior will be found here. We offer 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.

The School of Music

MRS. N. B. HARDEMAN, *Director*

Freed-Hardeman maintains an excellent music department. The numerous recitals, operettas, and other programs presented during the year by the music pupils are representative of the superior work done in this line.

EQUIPMENT

There are two studios, one each for the director and the assistant director of music. The school owns seven good pianos. One of these is a fine old Knabe concert grand, which affords rare opportunities for practice and performance. It is located in the College Auditorium and from its mellow strings many a lovely melody has issued.

CERTIFICATES

Certificates of Efficiency are issued in both Piano and Voice, on completion of the required courses in these two lines.

COURSES OF STUDY

(A) SIGHT SINGING

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 the 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, maintains at considerable expense a department of vocal music. The work in this department will embrace courses of instruction in Rudiments, Harmony, Sight Singing, etc. The director will organize choruses, quartets, and special classes for teachers and leaders.

(B) BAND AND ORCHESTRA

Courses in this department include study of violin, saxophone, cornet, clarinet, trombone, Hawaiian guitar, and banjo.

(C) VOICE

Instruction in this department includes voice culture, based on the proper use of the breath—singing, which includes phrasing, articula-

"Let the love for literature, painting, sculpture, architecture, and, above all, music, enter into your lives."—Theodore Roosevelt.

tion, expression, style, etc. The studies used are Vocal Technic, by Ancella M. Fox, Seiber, Concone, Vaccai, 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.

(D) MUSICAL THEORY, HISTORY AND HARMONY

Musical Theory and History study includes harmony, counterpoint, canon and fugue, instrumentation, acoustic, musical form, and history of great composers and famous compositions.

Harmony, which deals with chord formation and procession, is a vital part of musical knowledge, and it 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.

(E) PIANO

The very best-known methods of instruction are employed in developing 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.

Outline of Piano Study

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

Williams' First Year at the Piano and Bilbro's Kindergarten Book are used. Pieces by Schumann, Gurlitt, Burgmuller, 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 Loeschorn, 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.

"Where song is heard, there sit in peace secure—wicked men have no songs."—Old German Proverb.

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

Requirements for Certificate in Piano

Technic:

1. Major Scales (minimum speed, for 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, Diplomas 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

"Words fitly spoken are like apples of gold in pictures of silver."—Proverbs 25:11.

Diploma. Memory work determined by the teacher.

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

School of Expression, Dramatics, 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 every pupil that course of instruction that is suited to his age, advancement, and needs.

EQUIPMENT

A large, well-furnished stage is the setting for the work of this department. A varied system of lighting is a convenience in dramatic work. The stage scenery is unexcelled. It consists of five different scenes—three drops and two sectional backgrounds. The front drop and the wings have pictured on them a beautiful likeness of the home of the Master Dramatist at Stratford-on-Avon.

CERTIFICATES

Certificates of efficiency will be issued to those who finish the course in expression and give evidence of ability in that line.

Primary and Intermediate Departments

MRS. OSCAR FOY, *Principal*

To accommodate those parents who wish to have their small children in the Freed-Hardeman atmosphere, we maintain a grades department. These pupils are given careful, individual, attention in their regular work and have their own Bible lessons every day. They have good seats and other equipment and plenty of space for play.

Train up a child in the way he should go; and when he is old, he will not depart from it.

School Activities and Organizations

The school encourages all students to participate in all school activities and organizations. We believe in self-expression by the student in every desirable form. These extra-curricular features, however, do not overshadow the more practical curricular ones, but are accompaniments of them and offer pleasure and variety.

ATHLETICS

Our athletic activities are primarily for the purpose of providing sufficient exercise for our student body. Good health depends largely upon proper exercise. Since a close application to mental work provides little opportunity for muscular development, we have inaugurated a plan by which all the students will be allowed to have the finest training under expert directors. This insures the most scientific bodily development in the least possible time. Our large gymnasium furnishes adequate space for drills, games, and any other features for body development which may be devised. Our intention is to have each student participate in some exercise each day which will develop his muscles, encourage circulation, and strengthen his body, thus insuring better health. We believe such arrangements will be conducive to more and better mental application for all the boys and girls.

Heretofore, most of the exercise has been provided for those who are already robust and strong, leaving the weaker ones to go without these activities which they so much need. Furthermore, there will be no danger of having injuries which might prove detrimental in after years, but instead will have a tendency to build up a strong and healthy body.

PUBLICATIONS

School Bulletin. The school publishes quarterly a bulletin, describing the school, its doings, and its progress. This is mainly a faculty publication and frequently takes the form of a picture folder.

The Sky Rocket is the name of our monthly student publication. It is entirely a student activity and offers very valuable practice in journalism, essay, poetry, and short-story writing. It is an interesting and popular periodical.

The Treasure Chest is a collection of memories of college days. This is the title of our students' annual. It affords to its staff invaluable experience in advertising, financial management and budget, editorship, composition and originality. The finished product is indeed considered a treasure chest by the students.

"Play . . . is a fit preparation for more important tasks."—
Stanley Hall.

DEBATING

The time-honored art and science of forensics is an interesting activity at Freed-Hardeman College. Intercollegiate debates are an interesting feature of the spring months. In addition, each literary society and the Bible society have debating contests weekly. We have had both boys' and girls' intercollegiate teams and they have acquitted themselves creditably. Some of the more recent propositions debated with other colleges are: Installment Buying is Socially and Economically Desirable; The Nations Should Adopt a Policy of Complete Disarmament, Except Such Forces as are Needed for Police Protection; and The Nations Should Adopt a Policy of Free Trade.

LITERARY SOCIETIES

To appear before the public and talk intelligently is an accomplishment coveted by most people. Our literary societies are designed to accomplish this very thing. Here, all are encouraged to participate in the programs which are varied in character and thorough in their nature. Songs, music, essays, jokes, plays and all kinds of wholesome entertainment are engaged in during the year. Parliamentary rules are learned and used properly in these society deliberations. No better opportunities can be found anywhere than are offered here for development along this line.

In addition to our literary work, we have a Bible society in which the young preachers are constantly engaged in the discussion of Bible questions of all descriptions. When these young men have attended this society each week for a year and engaged earnestly in the programs, they are more able then to cope with the troublesome questions which arise in church life. Many of our successful preachers attribute much of their success in the field of polemics to the start made in these societies.

One of the faculty members gives addresses suitable for young preachers two or three times per month. This is exceedingly profitable and encouraging to the society. Oftentimes, we have other noted preachers from a distance to give these young men some of the benefits of their experience.

CLUBS

The Home Economics Club is an honorary organization for girls who are particularly ambitious in the field of the arts and sciences of the home. It is a very pleasant activity and one that girls strive to attain.

The Glee Club is composed of both boys and girls. They prepare and render songs and specialties for varied kinds of programs. Their

work is of a very interesting nature and gives a chance to every boy and girl with any ability to sing.

Chapel Programs

Each Thursday morning the regular chapel program is varied. One of the organizations in school or one of the departments prepares a special program of song, orchestra numbers, piano numbers, readings, jokes, playlets, charades, mock faculty meetings, short operettas or some other fascinating feature of entertainment. These mornings are eagerly looked forward to but they are no less significant than the thoughtful, practical and serious or humorous lectures that occupy the other chapel periods, together with prayer and hymns.

Dining Hall Programs

At stated times a student is appointed to prepare a discourse on etiquette and to deliver it at the evening meal at the dining hall. These are interesting, entertaining and exceedingly helpful. Every visitor to our dining hall is impressed and delighted with the charming manners that are in evidence there. It is no common "food-grabbing" arrangement, but a pleasant, refined place, where boys and girls meet and enjoy their food in an atmosphere of good breeding. This is fine training for the social contacts that all people who do anything in life must make. The idea back of our dining hall system is that of instilling good taste and a sense of appropriateness and culture in every boy and girl.

Entertainments

At frequent intervals Freed-Hardeman students attend entertainments given by the departments and organizations. Recitals by the music and expression departments, performances by imported artists, operettas and dramas offer agreeable diversion throughout the school year.

Shiloh Trip

Every year Freed-Hardeman students have an opportunity to go on a pilgrimage to Shiloh National Military Park—about forty miles distant, and spend a day there, having a picnic "spread." There they learn history first-hand, make pictures, feast and enjoy themselves greatly.

Expenses

Freed-Hardeman College does not exist for the purpose of making money. Its objective is to better fit young men and young women for usefulness here and for eternal joys in the Kingdom of God. All teachers are working on a small salary and economy is practiced in every way.

"Manners—the final and perfect flower of noble character."—William Winters.

Our expenses are as low as is consistent with the character of work done and the superior living conditions that are offered.

The following rates can be relied upon to cover all items mentioned.

WITHDRAWAL

In case of withdrawal, due to any cause, all money paid for board will be refunded from the day of leaving. Tuition and fees for the remainder of the month will not be returned.

TUITION

	(12 weeks)	
Primary—first four grades	per quarter	\$ 9.00
Intermediate—second four grades	per quarter	15.00
High School	per quarter	30.00
College	per quarter	36.00
Business—Bookkeeping course	per quarter	30.00
Stenographic course	per quarter	30.00
Typewriting course	per quarter	18.00
Shorthand and Typewriting course	per quarter	36.00
Bookkeeping and Typewriting course	per quarter	36.00
Bookkeeping, Shorthand and Typewriting course	per quarter	50.00
Music—Piano	per quarter	15.00
Piano practice	per quarter	3.00
Music—Voice	per quarter	15.00
Piano and Voice	per quarter	27.50
Expression	per quarter	15.00

FEES

High School, College, and Business	per quarter	\$10.00
This includes matriculation, library, student activities, subscription to college paper, pressing privileges, and P. O. box.		

A deposit of \$5.00 must be made by each student upon entrance to cover breakage. Whatever amount is left at his departure will be refunded; he will be charged with any damage or breakage in excess of \$5.00.

SPECIAL FEES AS FOLLOWS:

Home Economics, cooking	per quarter	\$ 5.00
Home Economics, sewing	per quarter	3.00
Chemistry	per quarter	5.00
Biology	per quarter	5.00
Physics	per quarter	5.00

BOARD

Board, room, fuel, lights and water in		
Girls' Home or Gray Hall.....	per quarter	\$67.50
If corner room is selected.....	per quarter	70.00

If a student desires a room to himself this can be had for \$5.00 the month extra, provided we have such room untaken by two students.

We are glad to respect the wishes of parents and pupils regarding the selection of roommates, but the right is reserved to make such changes as may be deemed best for the student and the school in general.

FURNISHINGS

Residents in the dormitories supply their own bed linen, blankets, towels, bureau and bed covers.

SUMMARY

For a student in first or second year college the following is ample for the year:

Board, including rooms, etc.....	\$202.50
Tuition	108.00
Fees	30.00
Total.....	\$340.50

For two students from same home we give 10 per cent reduction in tuition; for three students from same home we give 16 2-3 per cent reduction in tuition; for four students from same home we give 25 per cent reduction in tuition. We advise and urge the strictest economy, but after all, it is a matter for parents to determine. The students who make the greatest advancement in their courses spend the least money. To this there is scarcely an exception.

Special Help

There are many worthy boys and girls desiring an education who want to work in order to help pay expenses. There will be opportunity for a limited number. Not all who apply can be promised. References should accompany applications.

Reserved Rooms

Students who desire to make certain of a choice 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.

Regulations

1. Tuition and fees for one quarter are due on entering, and must be paid in advance or satisfactorily arranged.
 2. A tuition ticket, properly signed, is necessary for enrollment in any class.
 3. The Faculty will not furnish pupils money, except on direct advice, arrangement and deposit from parents or guardians.
 4. Students are earnestly requested not to lend or borrow money nor to run accounts in town. When occasion seems to demand either, both pupils and merchants should consult the Faculty.
 5. When students desire to make trips on business or otherwise from Henderson, they must get permission from the Faculty.
 6. Students must secure the advice and consent of the Faculty before changing boarding arrangements.
 7. Neither grades nor credits will be given at the close of school until all accounts are satisfactorily settled.
 8. Boarding students will not be allowed to keep automobiles, except by special arrangement with the Faculty.
 9. Honorable young men not connected with the school are at liberty to visit our girls in the dormitory only at same time and under same restrictions as the young men in school. Parents will please make no request to the contrary.
- 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.

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, 1935.

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.

"I congratulate poor young men upon being born to that ancient and honorable degree which renders it necessary that they should devote themselves to hard work."—Andrew Carnegie.

Freed-Hardeman College Song

(MELODY: Love's Old Sweet Song.)

BY MRS. W. B. POWERS

1. School days bring tasks for everyone to do,
Problems and heartaches, but compensations, too;
And when they've passed, how oft we're heard to say:
"Bring back those happy times if but for a day."

CHORUS—

Loyal songs of tribute, we will sing to thee,
Dearest Alma Mater, cherished F. H. C.
Memory's priceless treasure, may they ever be,
Days we've spent together, so joyously,
In our own F. H. C.

2. Stauncest affection is the debt that's due,
From all your children, Freed-Hardeman, to you.
How freely we own it, how gladly we pay,
Both debt and interest, as to you we say:
3. Dear College Home, we ever find in you,
Honor that's steadfast, ideals high and true;
Faith, hope, and charity, Christian graces three,
Service, perseverance firm, and verity.
4. Blithe college days, how swiftly you rush on!
Friends of the present, tomorrow will be gone.
But there'll be mem'ries and constant longings blue,
For years spent so happily and usefully, too.

REGISTER, 1934-35

FIRST YEAR STUDENTS

ADAMS, FRED	Tennessee
ALEXANDER, RUBLE	Tennessee
AUSTIN, THELMA	Tennessee
AUSTIN, LYLA	Tennessee
AUSTIN, IRBA JANE	Tennessee
AUSTIN, CURTIS	Tennessee
BARTHOLOMEW, M. F.	Tennessee
BAILEY, ALICE	Tennessee
BAIRD, WILLIAM	Tennessee
BARBER, MURRAY	Tennessee
BARTLEY, ROGER	Alabama
BLACKWOOD, RILE	Alabama
BLASINGAME, G. L.	Mississippi
BOLTON, ROBERT	Mississippi
BROOKSHIRE, DEAN	Texas
BELUE, ALVER	Mississippi
BRUMLEY, BRANDON	Mississippi
BURFORD, DAVID	Tennessee
BUCK, CLARA	Tennessee
CARTER, I. D.	Tennessee
CARTER, GERALDINE	Tennessee
CAMPBELL, LELAND	Tennessee
CHALK, BARNEY	Tennessee
CHANDLER, MARY	Tennessee
COLLEY, PAUL	Kentucky
COOKE EMILY	Tennessee
CONDER, CECIL	Tennessee
COPELAND, H. I. JR.	Tennessee
CRAFT, PAULINE	Tennessee
CRAIG, BILLIE	Mississippi
COMBS, EDNA	Tennessee
DANIELS, EVERETT	Tennessee
DAVIDSON, HOWARD	Tennessee
DEVORE, EDDYCE	Tennessee
DEMING, RAYMOND	Tennessee
DUKES, DARNELL	Tennessee
DUKES, FRED	Tennessee
DUNN, JACK	Arkansas
DURBIN, BEUTON	Tennessee
DYER, GUY	Tennessee
DOBSON, ROSALIND	Tennessee
EPLEY, BERNICE	Tennessee
EATON, E. R.	Mississippi
EATON, MRS. E. R.	Mississippi
FARLEY, RUBY LEE	Kentucky
FERGUSON, HAROLD	Tennessee
FIELDS, EVERETT	Tennessee
FOLWELL, IVAN	Kentucky
FORTNER, HOBERT	Tennessee

FOWLER, MRS. LYTL	Tennessee
GADD, ETHEL	Tennessee
GADDY, TRAVIS	Tennessee
GEE, COY	Tennessee
GIBSON, FAYE	Tennessee
GILLIAM, JEWEL	Tennessee
GILES, LOUISE	Alabama
GOFF, REDA	Tennessee
GRISSE, WAYNE	Oklahoma
GUINN, HAZEL	Tennessee
HARRIS, FRED JASPER	Tennessee
HAMILTON, DON	Tennessee
HARDEMAN, CAMILLE	Missouri
HARDIN, NELL	Tennessee
HARRIS, MARY FRANCES	Tennessee
HARRIS, MERLIN	Tennessee
HARRIS, O. C.	Tennessee
HARRIS, VIRGINIA	Tennessee
HARRISON, NOLA BETTY	Tennessee
HAYES, JAMES MITCHELL	Tennessee
HEARN, PAULINE	Tennessee
HEARINGTON, EDWARD	Tennessee
HOOVER, WAYNE	Tennessee
HOWELL, MARY ELIZABETH	Tennessee
HULL, CORDELL	Tennessee
HUTTON, VOYD	Arkansas
HOWELL, MAURICE	Tennessee
HUDSON, GAYTHA	Tennessee
JOHNSON, GEORGE L.	Tennessee
JOHNSON, LOYCE	Tennessee
JOHNSON, RUTH	Tennessee
JOHNSON, CLYDE	Mississippi
JUMPER, JOHN	Tennessee
KENNER, ELEANOR	Tennessee
KERBY, ANNIS	Tennessee
KIMBLE, PEARL	Tennessee
KINCHEN, SMITH	Tennessee
KOLWYCK, ARRA	Tennessee
LEEPER, JACK	Tennessee
LOWERY, FLORENCE	Tennessee
LUTTMAN, ANNIE PEARL	Tennessee
LYONS, JOHN	Tennessee
MANESS, HAZEL	Mississippi
MELTON, MARVIN	Tennessee
MANSFIELD, RUTH	Tennessee
MAYFIELD, HUGH	Tennessee
MINTON, MAE	Mississippi
MOHUNDRO, PHOEBE	Mississippi
MOORE, LEMUEL	Mississippi
MORGAN, CHARLEEN	Tennessee
MONTGOMERY, GOLIE	Oklahoma
MORRIS, VERNON	Arkansas
MORRISON, FRED	Texas
MOORE, ARLEY	Tennessee
MCCALL, MABEL	Tennessee
MCCAULEY, VERA	Tennessee
McLAIN, MADELYN	Tennessee

McCALL, WILLIAM	Tennessee
McCoy, ISABEL	Mississippi
McCARTER, GLADYS	Mississippi
McHUGHES, WOODROW	Tennessee
NICHOLS, GRACIE	Alabama
ORICK, CARLEY	Mississippi
OUTLAW, MRS. D. H.	Tennessee
OAKLEY, BERNIS	Tennessee
OAKLEY, ERNIS	Tennessee
OUSLEY, L. H.	Texas
PARK, ROBERT	Tennessee
PATTERSON, MARY	Tennessee
PEARSON, MARTHA LAYTON	Tennessee
PHARR, GRACE	Mississippi
PHILLIPS, MARY WILLIE	Tennessee
POWELL, ELIZABETH	Tennessee
POWERS, CLOVIS	Tennessee
PRESLEY, RICHARD E.	Alabama
PUGH, LOWELL E.	Tennessee
PLUNK, PRINCE A.	Tennessee
PLUNK, CURTIS	Tennessee
RICHARDSON, LULA MAE	Tennessee
RICHARDSON, HELEN	Tennessee
ROBERTS, MILDRED	Tennessee
ROBERTS, STELLA MAE	Tennessee
ROLAND, CHARLES	Tennessee
ROWSEY, FRANK	Tennessee
ROBERTS, R. L.	Tennessee
SANDY, BERYL	Mississippi
SCATES, MABEL	Tennessee
SANDERS, RACHEL	Mississippi
SCATES, MAJOR	Tennessee
SCOTT, THOMAS	Tennessee
SCOGGINS, DOLORES	Tennessee
SIMPKINS, BERTHA	Mississippi
SHAPPLEY, PATTIE SUE	Mississippi
SHARPE, WALTON	Tennessee
SHEPHERD, SYDNEY	Illinois
SISCO, NONA	Tennessee
SMITH, RUBY A.	Tennessee
SMITH, WILLARD	Tennessee
SNODGRASS, HOMER	Tennessee
STANFILL, CECIL	Tennessee
STEPHENS, MARIE	Tennessee
STONE, HARLEY	Tennessee
STOVALL, DARWYN	Tennessee
SULLIVAN, THOMAS F.	Texas
SWEET, VENICE	Florida
SMITH, WILLIE RUTH	Tennessee
SMITH, TED	Tennessee
SMITH, MARY WARD	Tennessee
THOMPSON, JOHNNIE	Mississippi
TATE, MILDRED	Tennessee
TEAGUE, GEORGE A.	Tennessee
TEDFORD, REATHA JEAN	Tennessee
TODD, ELMO	Tennessee
TOLLEY, AARON W.	Tennessee

TURNER, ROBERT F.	Kentucky
TARPLEY, JOHN	Tennessee
VOLNER, VOID	Tennessee
WALLACE, E. E.	Michigan
WARD, LEONARD	Tennessee
WARD, EARL	Mississippi
WARD, ARDEN	Indiana
WALKER, BERNICE	Tennessee
WARD, GUSSIE	Texas
WEAVER, OLA MAE	Tennessee
WHAREY, JERE	Tennessee
WESTBROOK, PINKNEY	Tennessee
WILLIAMS, MARTHA	Tennessee
WILLIAMS, MARTHA JANE	Tennessee
WILLEFORD, JAMES	Texas
WIMBERLEY, HARMON	Mississippi
WARDLOW, NETTIE	Tennessee
WILDS, GRACE	Tennessee
WILLIAMS, HOWARD	Tennessee
YOUNG, FRANK	Tennessee
YOUNG, JOE	Tennessee
YOPP, LOLA	Tennessee
YOPP, CARL	Tennessee

REGISTER, 1934-35

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SECOND YEAR STUDENTS

ALLEN, NELSON	Alabama
ANDERSON, NEIL	Tennessee
AUSTIN, EVALIE	Tennessee
BAKER, FLORINE	Tennessee
BANKS, JOSEPHINE	Tennessee
BOBBITT, RUTH	Tennessee
BRADFIELD, LUTHER	Tennessee
BRADFIELD, MRS. HAZEL	Tennessee
BRIGANCE, MARY FRANCES	Tennessee
BROWDER, ABERNATHY	Tennessee
BRUMLEY, MARY NELL	Mississippi
BURCH, CURTIS	Oklahoma
BUCK, ODELL	Tennessee
BURKHEAD, REBECCA	Tennessee
BOYCE, WILTON	Tennessee
CARTER, MRS. O. J.	Tennessee
CARTER, O. J.	Tennessee
CLAYTON, CECIL	Tennessee
COUNCE, HOWARD	Tennessee
CRAFT, MONTEEN	Tennessee
CRAIG, NOLA	Tennessee
DEATON, FRANKIE	Tennessee
DE BERRY, MRS. PAUL J.	Tennessee
DEES, LESSIE	Tennessee
DE HOFF, GEORGE W.	Arkansas
DISMUKES, DOVIE	Tennessee
DOBSON, MAYA ANN	Tennessee
DOBSON, DORA LEE	Tennessee
DUDLEY, FAY N.	Tennessee
DUNAVANT, J. W.	Tennessee
EATON, O. T.	Mississippi
EPLEY, ERNEST	Tennessee
FARRIS, MARGARET	Tennessee
FESMIRE, JAMES L.	Tennessee
FESMIRE, MILDRED SELLERS	Tennessee
FIKE, LEON	Alabama
FINGER, D. R.	Tennessee
FREEMAN, LILA	Tennessee
GALBRAITH, JOE	Tennessee
GALBRAITH, MARY ANN	Tennessee
GIBSON, JANNICE	Tennessee
GIBSON, MERLE	Tennessee
GILLILAND, BILL	Mississippi
GOODGION, THELMA	Kentucky
GRAHAM, JAMES	Ohio
GRAY, LESTER	Tennessee
GRAHAM, MAGGIE	Tennessee
HATLEY, IRENE	Tennessee
HALTER, IDA	Tennessee

HARDIN, LEON	Oklahoma
HARRIS, GILBERT	Tennessee
HINKLE, MRS. H. O.	Tennessee
HODGES, RAYMOND	Tennessee
HOPPER, WILFORD	Mississippi
HOWELL, LILLIAN	Tennessee
HUDSON, WILLIE	Tennessee
HORNER, FLOYD M.	Tennessee
HUTTON, CURTIS	Tennessee
HINES, ICIE	Mississippi
HOLDER, A. G.	Tennessee
JONES, CLOIS	Tennessee
JOHNSON, GEORGE	Tennessee
JOHNSON, RAYE	Tennessee
KENT, MERLE	Tennessee
KOLWYCK, JAMES HENRY	Tennessee
LUTTRELL, MAMIE	Tennessee
LESLIE, JOE LEWIS	Tennessee
LEWIS, COVA	Tennessee
LONG, MRS. LUCILE	Tennessee
LEE, C. F.	Tennessee
MILAM, L. H.	Mississippi
MANN, MRS. W. H.	Mississippi
MANN, W. H.	Tennessee
MARTIN, ARLES	Tennessee
MAXWELL, HADLEY	Tennessee
MIDDLETON, RUTH	Tennessee
MILLIGAN, MRS. LILLIAN	Tennessee
MILLIGAN, WILFORD	Tennessee
MAYFIELD, ODELL	Tennessee
MITCHELL, TROY	Arkansas
MORRISON, VIRGIL	Tennessee
MORROW, MARGARET M.	Tennessee
MCADAMS, PAULINE	Tennessee
MCPEAKE, GLATHAM	Tennessee
MCNEIL, CURLAN	Tennessee
MCCOY, VONLEY	Tennessee
NOLEN, RUBY	Tennessee
NORDEN, RUTH	Tennessee
O'KELLEY, LUCILLE	Tennessee
PARNELL, DOVIE MARIE	Alabama
PAYNE, FRANK	Tennessee
PEARSON, ANNIE MARGARET	Tennessee
PIERCE, RENA MAE	Tennessee
PINKSTON, DELMA	Tennessee
PLUNK, VIVIAN	Tennessee
PHILLIPS, C. T.	Tennessee
PINKLEY, MARY	Tennessee
POWERS, GERTRUDE	Tennessee
POWERS, TIPTON	Missouri
REAGAN, WILLIAM	Tennessee
ROBINSON, VERNEAL	Tennessee
ROCHELLE, MARY BETH	Tennessee
ROWLAND, HERBERT	Tennessee
ROBERTS, MRS. CHARLES	Tennessee
RUSHING, LUCILLE	Tennessee
ROBERTSON, LOIS	Tennessee

RAST, GERTIE	Mississippi
SCOTT, EUGENE	Tennessee
SHAW, MRS. PEARL P.	Tennessee
STEGALL, MRS. WILLIE	Tennessee
STEWART, BERNICE	Tennessee
SUMMERS, NELLIE BESS	Tennessee
STEADMAN, THESTUS	Tennessee
SMITH, HAROLD A.	Tennessee
SCATES, MILAM	Tennessee
THURMAN, ROY B.	Tennessee
UPTON, MAURY I.	Tennessee
VERNON, EILEEN	Tennessee
WALKER, CORNELIA	Tennessee
WARD, MYRTLE	Tennessee
WALKER, HARDY	Tennessee
WALL, MARY FAYE	Tennessee
WALLACE, PAUL	Texas
WEEKS, JOHN	Tennessee
WHITE, ANNIE REA	Tennessee
WILLIAMS, EVELYN C.	Mississippi
WILLIAMS, EVELYN H.	Tennessee
WRIGHT, KATHLEEN	Tennessee



