Bulletin of
Freed-Hardeman College
Henderson, Tennessee 38340
A CO-EDUCATIONAL JUNIOR COLLEGE

Fully Accredited by the
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Member of
American Council on Education
American Association of Junior Colleges
Southern Association of Junior Colleges
Tennessee College Association
National Junior College Athletic Association
and
Approved by
Tennessee State Board of Education

Telephone Number—Area Code 901—989-4611
Annual Catalog Number
Announcements for 1967-68

ANNOUNCEMENT OF BEGINNING DATES
Summer Term ............................................. June 12, 1967
Fall Semester .......................................... September 12, 1967
Spring Semester ....................................... January 22, 1968

The Bulletin of Freed-Hardeman College is published quarterly. Entered at the Post Office at Henderson, Tennessee as second-class matter under Act of Congress, August 24, 1912.
College Calendar, 1967-1968

1967

Summer Term

First Term  Second Term
June 12  July 19  Registration
June 13  July 20  Class work begins
June 13  July 20  Late Registration fee charged
June 16  July 24  Last day for change of Schedule
June 16  July 24  Last day for full registration

Fall Semester, 1967-68

September 11  Faculty conference
September 12  8:00 a.m., Dormitories open
September 12  7:00 a.m., Cafeteria opens
September 12  Freshmen orientation  
(All entering freshmen should be present beginning 2:00 p.m. September 12.)
September 13  Sophomore registration
September 14  Freshmen registration
September 14  Faculty reception for freshmen
September 15  Class work begins, 8:00 a.m.
September 15  Formal Opening, 10:00 a.m.
September 15  Late registration fee charged
September 21  Board of Directors Meeting
September 25  Last day for change of schedule
September 25  Last day for full registration
October 3  Faculty Meeting
November 7  Faculty Meeting
November 9  Mid-Semester
November 23  Thanksgiving Day. Homecoming  
(All students expected to be present)
November 23-26  Thanksgiving Holidays

Spring Semester, 1968

December 5  Faculty Meeting
December 20  Christmas Holidays begin, 12 noon
January 3  Classes resume after holidays
January 9  Faculty Meeting
January 13, 15-18  Semester examinations
January 18  Fall Semester ends

January 22, 23  Spring Semester registration
January 24  Late registration fee charged
January 24  Class work begins
February 4-9  Annual Bible Lectureship
February 6  Last day for change of schedule
February 6  Last day for full registration
February 13  Faculty Meeting
March 5  Faculty Meeting
March 7  Board of Directors Meeting
March 22  Mid-Semester
March 24-31  Spring Holidays
April 2  Faculty Meeting
May 7  Faculty Meeting
May 24, 25, 27-29  Spring Semester examinations
May 26  Baccalaureate Sermon, 7:00 p.m.
May 30  Commencement Exercises, 10 a.m.
May 30  Spring Semester ends
Freed-Hardeman College in Brief...

1. Freed-Hardeman College is a Christian college located at Henderson, Tennessee. It is a co-educational liberal arts junior college.

2. Freed-Hardeman College was founded by A. G. Freed and N. B. Hardeman in 1908. Its predecessors in Henderson date back to 1869.

3. Freed-Hardeman College provides for the development of Christian character. It maintains a sound academic program. It is dedicated to the development of a full personality.

4. Enrollment for the fall term of 1965-67 was 769.

5. The minimum expenses for one year for room, board, tuition (16 hours) and regular fees are $1525.50.

6. Freed-Hardeman College is fully accredited by the Southern Association of Colleges and Secondary Schools. It is approved by the Tennessee State Board of Education. It is a member of the American Association of Junior Colleges, Southern Association of Junior Colleges, and Tennessee College Association. It is approved to train veterans.

7. Freed-Hardeman College offers courses in the following departments: Art, Bible, Business Administration, Education and Psychology, English, Health and Physical Education, Home Economics, Mathematics, Modern Languages, Music, Natural Science, Social Science, Speech. A student may pursue a course in Pre-Medical, Pre-Engineering, Pre-Dental, Pre-Pharmacy, Pre-Nursing, Pre-Agriculture, Pre-Law, Pre-Medical Technology, and others. A student may earn the Associate in Arts Degree.

8. Freed-Hardeman College has an interesting extra-curricular program. It has intercollegiate and intramural sports.

9. Freed-Hardeman College offers unexcelled Bible instruction, a devoted faculty, thorough instruction and a friendly atmosphere.

10. Freed-Hardeman College endeavors to develop good citizenship and good sportsmanship.
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Jean Thornton .......... Booneville, Mississippi
H. L. Vange .......... Portageville, Missouri
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Jack Phelps .......... Milan, Tennessee
Jesse Finley .......... Huntingdon, Tennessee
Paul Rognard .......... Jackson, Tennessee
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ADDRESS OF OFFICE: FREED-HARDEMAN COLLEGE, HENDERSON, TENNESSEE.
The Faculty

H. A. DIXON, B.A., LL.D.
President
Bible

Student in Murfreesboro State Teachers College and Freed-Hardeman College;
B.A., University of Alabama; LL.D., Harding College, 1961; LL.D., Pepperdine
College, 1961; Freed-Hardeman College, 1942-43, President, 1953—

G. K. WALLACE, B.A.
Vice-President
Bible

B.A., Abilene Christian College, 1928; Freed-Hardeman College, 1956—

E. CLAUDE GARDNER, B.S., M.A., LL.D.
Dean-Registrar
Bible

Graduate of Freed-Hardeman College, 1944; B.S., Abilene Christian College, 1946;
M.A., Southwest Texas State College, 1947; graduate study, George Peabody Col-
lege; LL.D., Magic Valley Christian College, 1962; Freed-Hardeman College, 1949—

PAULINE ANDERSON, B.S., M.A.
Business Administration

Graduate of Freed-Hardeman College, 1928; B.S., Memphis State College, 1928;
M.A., George Peabody College, 1946; Freed-Hardeman College, 1942—

WENDELL BLOOMINGBURG, B.A., M.A.
Social Science, Bible

Graduate of Freed-Hardeman College, 1947; B.A., David Lipscomb College, 1949;
M.A., George Peabody College, 1950; special study in Concordia Seminary;
fall, 1960-61, 1964; 1966-67; Freed-Hardeman College, 1956—

MRS. WENDELL BLOOMINGBURG, B.S.
Modern Languages

B.S., Southwest Missouri State Teachers College, 1944; Freed-Hardeman College.
1955—

W. A. BRADFIELD, B.S., M.A.
Education, Bible

Graduate of Freed-Hardeman College, 1934; B.S., Memphis State College, 1937;
M.A., George Peabody College, 1947; Freed-Hardeman College, 1949—

DALE BUCKLEY, B.S., M.A., M.B.E.
Business Administration

Graduate of Freed-Hardeman College, 1922; B.S., David Lipscomb College, 1924;
M.A., Harding College, 1935; M.B.E., University of Mississippi, 1939; Student, Uni-
versity of Glasgow, 1951-52; Freed-Hardeman College, 1955-56; 1962—

MRS. RUTH CAMPBELL, B.S., M.A.
English

B.S., George Peabody College; M.A., George Peabody College; graduate study;
Duke University, summer, 1959; Vanderbilt University, 1959-60; Freed-Hardeman
College, 1953-1962, 1966—

DIRECTORY

KELLEY B. DOYLE, B.A., M.A.
Music

B.A., David Lipscomb College, 1939; M.A., George Peabody College, 1953; Freed-
Hardeman College, 1956—

ROY HOLLAND ENCH, B.A., M.A.
Speech

Graduate of Freed-Hardeman College, 1955; B.A., Murray State College, 1901; M.A.,
Southern Illinois University, 1963; additional graduate study, Southern Illinois
University, 1964-66; Candidate for Ph.D.; Freed-Hardeman College, 1956—

JAMES W. EVANS, B.S., M.S.
Science

B.S., Austin Peay State College, 1965; M.S., University of Mississippi, 1967; Freed-
Hardeman College, 1967—

RAYMOND GERALD FULKERSON, B.A., M.A.
Speech

A.A., Freed-Hardeman College, 1961; B.A., David Lipscomb College, 1963; M.A.,
University of Illinois, 1965; additional graduate study, University of Illinois.
1965-67; Candidate for Ph.D.; Freed-Hardeman College, 1965—

JOHN ROBERT HALL, B.A., M.A.
Speech

A. A., Freed-Hardeman College, 1962; Student in Harding College, 1962-63; George
Peabody College, 1963-64; B.A., Morehead State College, 1966; M.A., Morehead
State University, 1966; Freed-Hardeman College, 1966—

MRS. JOHN ROBERT HALL, B.S., M.A.
Business Administration

A.A., Freed-Hardeman College, 1962; Student in Harding College, 1962-63; B.S.,
George Peabody College, 1964; M.A., Morehead State University, 1966; Freed-
Hardeman College, 1966—

JOE P. HARRIN, B.S., M.B.A., C.P.A.
Business Administration

Graduate of Freed-Hardeman College, 1954; B.S., David Lipscomb College, 1956;
Certified Public Accountant, 1965; M.B.A., Memphis State University, 1966; Freed-
Hardeman College, 1966—

DINIE LYNN HARVEY, B.A., M.M.
Music

B.A., David Lipscomb College, 1963; graduate study, George Peabody College,
summer, 1966; M.M., Indiana University, 1966; additional graduate study, Indiana
University, 1956-57; Freed-Hardeman College, 1967—

*EUGENE PROSSER HODGSON, B.A., M.A., M.S.
Science

Student in Freed-Hardeman College; B.A., David Lipscomb College, 1955; M.A.,
University of Alabama, 1956-57; N.S.F. Institute, University of Mississippi, summer,
1960; M.S., University of Mississippi, 1955; graduate study, University of Missis-
sippi, 1955-66; Freed-Hardeman College, 1956—

*THOMAS H. HOLLAND, B.A., M.A.
Speech

Graduate of Freed-Hardeman College, 1931; B.A., David Lipscomb College, 1934;
M.A., Abilene Christian College, 1964; Freed-Hardeman College, 1952—
ELVIS H. HUFFARD, B.S., M.S.
Bible, Psychology
Student in David Lipscomb College, Southeast Missouri State Teachers College: B.S., Austin Peay State College; M.S., Trinity University, 1957; Freed-Hardeman College, 1961—

LEONARD C. JOHNSON, B.A., M.S.
Education and Psychology, Bible
Student in David Lipscomb College, 1928-30; B.A., Harding College, 1935; M.S., Auburn University, 1946; additional graduate study, Auburn University, 1952-54; University of Tennessee, 1955; University of Oklahoma, 1952-64; Freed-Hardeman College, 1964—

SYLVIA G. JOHNSON, B.A., M. A.
Physical Education

MRS. DAPHNE KENNEDY, B.A., M.A.
Modern Languages

WILLIAM PORTER KING, B.S., M.A.
English

HOYT KIRK, B.S., M.A.
Health and Physical Education
B.S., David Lipscomb College, 1957; M.A., George Peabody College, 1958; Southeast Missouri State College, 1959; Freed-Hardeman College, 1963—

FRED J. KITRELL, B.A., M.B.A.
Business Administration

*ROBERT F. LANDON, B.A., M.A., Ed.S.
Mathematics, Science

ALBERT G. LEMMONS, B.A., M.A., M.R.E.
Bible
Graduate of Freed-Hardeman College, 1956; Student in Freed-Hardeman College, 1955-57; M.A., Harding College, 1958; M.R.E., Harding College Graduate School of Religion 1960; additional graduate study, Harding College Graduate School of Religion, 1960-61; Student in University of Miami, 1963; M.R.E., Harding College Graduate School of Religion, 1965; Freed-Hardeman College, 1965—

GAIL R. MCKAIN, B.S., M.S.
Science
A.A., Freed-Hardeman College, 1962; Student in Harding College, fall semester 1962-63; B.S., Memphis State University, 1964; graduate study, Louisiana State University, 1964; M.S., Memphis State University, 1966; Freed-Hardeman College, 1966—

*JOHN A. MCDONALD, B.A., M.M.
Music
B.A., David Lipscomb College, 1959; M.M., Northwestern University, 1961; graduate study, Northwestern University, summers of 1955 and 1956; Freed-Hardeman College, 1961—

JAMES R. MCGILL, B.A., M.A., Ed.S.
Modern Languages, English

LARRY T. MENNAGE, B.A., M.A.
Speech

B. J. NAYLOR, B.S., M.A., Ed.D.
Education and Psychology

HOWARD REED OLIVER, Sr., B.A., M.A.
Science
Certificate in radio, University of Wisconsin, 1942-43; graduate of Freed-Hardeman College, 1949; B.A., David Lipscomb College, 1951; George Peabody College, 1951; M.A., East Tennessee State University, 1955; M.A., University of Chicago, 1957; National Science Foundation Institutes: University of Mississippi, summer, 1957; Marquette University, summer, 1968; George Peabody College, summer, 1960; Freed-Hardeman College, 1959—

R. C. OLIVER, B.S., M.A.
English
Diploma, Freed-Hardeman College, 1948; Student in Akron University; Student in Marietta College; B.S., East Tennessee State University, 1955; M.A., East Tennessee State University, 1961; additional graduate study, Michigan State University; Freed-Hardeman College, 1965—

MYRNA G. PERRY, B.S., M.A. (L.S.)
Librarian
B.S., David Lipscomb College, 1956; M.A. (L.S.), George Peabody College, 1958; Freed-Hardeman College, 1961—

SUE REIGL, B.A., M.A.T.
Science
C. P. Roland, B.S., M.A.

Bible, History
Graduate of National Teachers Normal and Business College, 1918; Graduate of West Tennessee Normal, 1916; B.S., Union University, 1928; M.A., Vanderbilt University, 1929; Freed-Hardeman College, 1928–

Thomas Scott, B.A., M.A.

Social Science

Mrs. Thomas Scott, B.A., M.A.

English
Fort Smith Junior College, 1933-36; Freed-Hardeman College, 1934-37; B.A., University of Arkansas, 1942; M.A., Memphis State University, 1954; Freed-Hardeman College, 1954–

Willard E. Smith, I.L.B.

Business Administration
Student in Freed-Hardeman College, 1934-35; Student in Union University, 1935-36; LL.B., Cumberland University, 1938; Freed-Hardeman College, 1933–

R. W. Stewart, B.A., M.A.

Physical Education, Social Science
B.A., Union University, 1929; M.A., George Peabody College, 1944; Freed-Hardeman College, 1944–

B. L. Taylor, B.F.A., M.A.

Art

Joseph M. Taylor, B.A., M.A.

Mathematics, Science
A.A., Freed-Hardeman College, 1957; B.A., Glenville State College, 1962; Summer Institute, Bowling Green State University, 1964; B.A., Ohio State University, 1967; Freed-Hardeman College, 1967–

John David Thomas, B.A., M.A., Ph.D.

Speech
B.A., David Lipscomb College, 1957; Student in University of Illinois, 1958; M.A., University of Florida, 1960; Harding College, School of Bible and Religion, fall, 1960-61; Ph.D., University of Illinois, 1960; Freed-Hardeman College, 1959–

Mrs. David Thomas, B.S., M.S.

Home Economics
B.S., University of Alabama, 1935; M.S., University of Alabama, 1958; Freed-Hardeman College, 1958–

Hugh Larimore Trigg, B.A., M.A.

Social Science

Howard Trull, B.S., M.A.

Science
Graduate of Freed-Hardeman College, 1956; B.S., Middle Tennessee State College, 1937; M.A., George Peabody College, 1956; N.S.F. Institute, Vanderbilt, summer, 1960; N.S.F. Institute, Purdue, summer, 1962; Freed-Hardeman College, 1958–

*Milton Tucker, B.S., M.S.

Science
A.A., Freed-Hardeman College, 1966; B.S., Memphis State University, 1962; M.S., University of Wisconsin, 1964; Freed-Hardeman College, 1965–

Thomas B. Warren, B.S., M.A.

Bible
Student in Trinity University, Oklahoma State University; B.S., Abilene Christian College, 1947; graduate study in Southwestern Baptist Theological Seminary, 1950-51; M.A., University of Houston, 1960; Graduate work in Texas Christian University, 1961-64; graduate study, Harding College School of Bible and Religion, 1964-65; graduate study, Vanderbilt University, 1966-67; Candidate for Ph.D.; Freed-Hardeman College, 1964–

J. Walker Whittle, B.A., LL.B., M.A., M.B.A.

Business Administration

Robert L. Witt, B.S., M.A.

Mathematics
Graduate of Freed-Hardeman College, 1951; B.S., Murray State College, 1953; M.A., George Peabody College, 1951; George Peabody College, 1945; National Science Foundation Institute, University of Southern California, summer, 1950; Auburn University, summer, 1952; Freed-Hardeman College, 1953–


Bible

William E. Woodson, B.A., M.A.

Bible
Student in Bible, David Lipscomb College, Freed-Hardeman College, B.A., Union University, 1957; M.A., Harding College, 1959; Harding College School of Bible and Religion, fall, 1960-61, 1964-65; Freed-Hardeman College, 1959–

Cecil N. Wright, B.S., M.A.

Bible
Graduate of Freed-Hardeman College, 1933; B.S., Sam Houston State College, 1935; M.A., Harding College Graduate School of Religion, 1957; Freed-Hardeman College, 1967–

* On leave of absence.
STAFF AND ASSISTANTS

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MRS. KELLEY DOYLE .......... Secretary to Dean-Registrar
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EDGAR SMITH .......... Maintenance
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JERRY HENDERSON .......... Director of Data Processing and Printing
WARRIN GRIFFIN, C. J. RECORD, C. G. SMITH .......... Campus Policemen
DAVID THOMAS .......... Director of Research

GENERAL INFORMATION

History
Aims
Location
Endowment
The Junior College Movement and F.H.C.
The Campus
Alumni Association
Youth Camp
Annual Bible Lectureship
Ministerial Course
Information for Veterans
HISTORY

For almost a century private schools have operated in Henderson. Freed-Hardeman College dates from 1908. During 1987-88 the college celebrated its fiftieth anniversary.

The first school, The Masonic Male and Female Institute, was established in 1869, and operated until 1884. In 1884 West Tennessee Christian College was organized by a Mr. Inman and Bible became a part of the curricula in addition to secular subjects. Within a few years the Southern Tennessee Normal College, of Eassy Springs, forty miles from Henderson, established in 1889; A. G. Freed, was united with it. In 1895 Freed became president. Two years later the name was changed to Georige Robertson Christian College honoring the deceased daughter of a resident of Crockett Mills, Tennessee, who donated $5,000 in her memory. This college flourished and attracted large numbers of students for an additional ten years and then closed.

A. G. Freed, along with N. B. Hardeman, who was on the faculty, severed their connection with the school in 1905. A. G. Freed went to Texas to work in a Christian school in Denton. In 1908 he returned to Henderson to assist in organizing and launching a new school. Freed and Hardeman built the present administration building and began operation in the fall of 1908 under the name of National Teachers' Normal and Business College. At that time it was under a board of trustees, although in reality, it was a private enterprise built, financed, and owned by Freed and Hardeman. After ten years a movement was inaugurated by certain members of the church of Christ in this territory to raise money to buy the school, and place in 1919 the school was re-chartered by the state of Tennessee under the name of Freed-Hardeman College, with Freed serving as president and Hardeman, vice-president. This arrangement continued until 1928 at which time both men severed connection with the school. W. Claude Hall became president and C. P. Roland became dean. During the two succeeding years efforts were begun to standardize the curricula and to gain accreditation. This was realized in 1925 by receiving approval by the Tennessee State Board of Education of the Tennessee Association of Colleges. The college has retained its as a teacher training institution, and by becoming a member of the Tennessee Association of Colleges. Its ties has retained its and membership in both of these. It has also long been a member of the American Association of Junior Colleges. It was one of the first members in the national association of junior colleges. In 1923 N. B. Hardeman and Hall C. Calhoun were elected associates president. At the close of the session Calhoun resigned and from then to May 24, 1929, Hardeman served as president continuously. In 1950 H. A. Dixon was selected president.

The college is an endowed, private, non-profit organization. It is not owned or operated by a church or a combination of churches of any religious faith or those who have not affiliated with any religion.

The college was accredited by the Southern Association of Colleges and Schools in December, 1956.

Aims

Freed-Hardeman College was founded and has largely been supported by members of churches of Christ to provide a liberal arts education under the influence of primitive Christianity. It exists primarily to serve the youth of this group, although it admits any qualified student regardless of religious affiliation. The continuing support of the college by members of churches of Christ indicates their dedication to an ideal, an ideal to which the college is committed and which it strives to achieve for each student.

The college believes the Bible is God's inerrant and inspired word and seeks to teach the liberal arts and pre-professional subjects within the perspectives of Biblical truth.

The college holds that the intellectual and spiritual growth of each student should be its major concern. It also believes that physical and social growth are basic and should be promoted by the college. It believes that this fourfold development is best promoted where a faculty of Christians teach and inspire students to learn, and where all instruction and activities recognize and honor Biblical truth, values, and principles. The college holds that these factors create the environment most conducive to the development of Christian character and good citizenship in home, church, community, nation, and world.

Freed-Hardeman College is committed to teaching how to live and how to make a living. It seeks excellence in higher education by providing a situation wherein students and faculty pursue intellectual, social, physical, and spiritual maturity.

The purpose of Freed-Hardeman College is to provide an educational experience, environment, and opportunity which will nourish and develop those intellectual, religious, social, and physical qualities necessary to a meaningful, useful, and satisfying life.

Implicit in the philosophy and purpose of the college are the following specifics:

1. Christian Growth

Proper relationship with God and moral discernment are highly esteemed by the college. Effort is made to develop religious insights through proper respect for God, Christ, the Holy Spirit, and the Bible as God's revelation. The insights, discernment, and resulting moral choices underlie the whole life, relating temporal concerns to the eternal. In this way Christian growth is nurtured.

The moral and religious development achieved should lead to effective service to God and men, rendered through active participation in the church.

2. Understanding the Cultural Heritage

The student's understanding and appreciation for this cultural heritage are cultivated. In so doing he gains a perspective of his time and place in the world.

3. Effective Thinking and Communication

The college seeks to aid the student in developing his ability to
understand and evaluate the thoughts of others, and to communicate effectively with others through reading, writing, speaking, and listening.

4. Aesthetic Appreciation
   An appreciation for the good, the beautiful, and the elevating aspects of life is a mark of the genuinely educated person. The refinement of man's nature is sought through stimulating his response to the fine and practical arts, music, literature, and nature.

5. Responsible Home Life
   The integrity of the home and a wholesome family life are basic to any society. An obligation is felt to prepare each student to share in and contribute to a successful home life.

6. Understanding the Natural World
   The development of an understanding of and appreciation for the world is sought through acquaintance with the physical sciences. In this way better relation to and improvement of one's physical environment may be achieved.

7. Personal Health
   Physical, mental, and emotional well-being promote greater happiness. A responsibility is felt to encourage good health habits, with proper physical exercise, and to develop a sense of concern for the health and welfare of one's fellow citizens.

8. Democratic Citizenship
   The preservation of the American way of life depends on the participation of its citizens in its democratic processes. A responsibility is felt to provide studies and experiences which will foster intelligent and responsible participation in the democratic process. Likewise, intelligent and responsible concern must be given to one's responsibilities as a citizen of the world.

9. Social Development
   The attainment of social development is sought through varied social relationships and through working cooperatively with others. Individual development should find means for the wise use of leisure time. The need for recreational interests is encouraged through satisfying participation in creative and reflective experiences.

10. Occupational Preparation
    Personal satisfaction and useful contribution to others are achieved in one's chosen profession. Opportunity is provided for counsel in choosing one's career. Professional and pre-professional studies are taught with a view to acquaintance with one's later career.

LOCATION

Henderson is a town of more than twenty-five hundred inhabitants. The general atmosphere of the town is one of morality and refinement. It is the county seat of Chester. Two major highways, 100 and 45, intersect here. It is located about one hundred miles east of Memphis and one hundred forty miles west of Nashville. Bus travelers reach here by Trailway Bus Lines. Only 17 miles north is Jackson, where shopping and medical facilities are excellent. The college is located near several other colleges. This proximity enables the college to arrange profitable intercollegiate programs in sports, forensics, etc.

ENDOWMENT

Permanent
During the year 1945 R. W. Comer, president of Washington Manufacturing Company, Nashville, Tennessee, and his family made a donation of $200,000 to the college as a permanent endowment. To this has been added about $168,000. This, together with other donations, has enabled the school to keep on a sound financial basis.

Living Endowment
In the fall of 1949 a campaign was launched for regular donations to be made to Freed-Hardeman College known as the Loyalty Fund. Alumni and friends are encouraged to contribute either monthly or yearly. The purpose of the Loyalty Fund is to help support the college and to provide scholarships to worthy students.

National Booster Club
A booster club for the college was organized in 1987 at Jackson, Tennessee. Each person pledging and contributing $100 per year or more is entitled to membership in The National Booster Club of Freed-Hardeman College. Certificates are presented by the president of the parent chapter to indicate this membership. The Booster Club, together with the Living Endowment supporters, constitutes a life-line of the college.

The President's Club
The President's Club was organized in 1967. Membership is granted to all who contribute $1,000 or more annually to the college. A very attractive identification plaque is presented to each member.

THE JUNIOR COLLEGE MOVEMENT AND FREED-HARDEMAN COLLEGE

One of the youngest and most virile educational movements in the United States is the junior college which began in the early part of the twentieth century. Around 1900 there were eight such institutions with an enrollment of about 100 students. The junior college idea “caught on” and has enjoyed a phenomenal growth, especially in the last twenty-five years. In 1920 the American Association of Junior Colleges was formed and under energetic leadership of outstanding educators in the office of Executive Secretary the philosophy, the needs, and the role of the junior colleges have been advanced; junior colleges have definitely become an integral part of the American educational system. At the present about seven hundred junior colleges exist with an enrollment of almost one million students. “Approximately one out of every four college students in this country now
beginning work in a degree program is enrolling in a junior college,”
according to Edmund J. Glazer, Jr., Executive Director of the Ameri-
can Association of Junior Colleges. Prominent educators are predict-
ing and proposing the establishment of many additional junior and
community colleges to take care of the needs of all American youth
and to provide for the large increase in students now beginning to
show up on college campuses.

Today the two-year college is mature, confident, competent—
recognized as an integral part of American higher education.

Freed-Hardeman College became one of the earliest members of
the American Association of Junior Colleges. Membership was
attained in 1925. In December of 1954 it was accepted into the
Southern Association of Junior Colleges. From the beginning this
institution has given emphasis to a liberal arts curriculum. Not only
has it emphasized a university-parallel program but some considera-
tion has been given to terminal courses. Even the terminal program
has been slanted toward general education and less toward the technical,
manipulative skills approach.

THE PLACE OF A JUNIOR COLLEGE

A number of advantages in attending a junior college are evident. Here are a few of them:

1. Guidance. It bridges the gap between high school and a large
college or university. It is a vital link between the two types of institu-
tions. The confidence gained in the pursuit of a junior college course enables one to tackle the problems in a senior college or university with greater assurance.

2. Personal Attention. One is less apt to become “lost in the
crowd.” Probably closer personal relations exist between both faculty and
students. In a small student body one may know every student on the campus. A student may develop an intimate association with the faculty which is a great source of encouragement. Faculty and administration strive to maintain a personal interest in each student. Masterful classroom instruction is provided by men and women whose primary purpose is teaching.

3. Participation in Student Activities. In a small college students
have more opportunities to participate in extra-curricular activities
and to exercise their leadership.

4. Terminal Training. Since many students do not go beyond
the first two years in college, the junior college performs a useful
service in that it provides for the needs of many who finish at this point.

5. Excellent Academic Instruction. One who attends and then
transfers to a higher institution will have the contacts, acquaintances
and backing of both institutions. Studies have shown that junior
college graduates who have transferred have been adequately pre-
pared for upper division work. As a rule, they have done their
academic work in a junior college as satisfactorily as students whose

first two years were taken in the senior institution, and in some cases
even more satisfactorily.

6. Good Foundation Courses. Courses are provided that are
equivalent to lower-division work in senior colleges, leading to satisfac-
tory accomplishment in upper-division studies in liberal arts, educa-
tion, science and engineering.

7. Splendid General Education Program. Many freshmen are
undecided on a profession but while they get a broad general educa-
tion in junior college, they can definitely decide on their life’s work.
Some students while in junior college decide to continue in a senior
college who formerly had no such plans. Guidance is offered to help
the student discover his best talents, find a direction in life, and
prepare successfully for a vocation.

Freed-Hardeman College is an accredited junior college offering the above advantages plus a Christian environment.

THE CAMPUS

The massive oaks, the series of three terraces and the shrubbery
that adorn the campus comprise one’s first impression of it. The
administration building dominates the campus and clustered around
it are the dormitories, cafeteria, science building, gymnasium, play-
grounds, and shop. The campus is comprised of about thirty-six acres. This gives pace for not only the building but also the tennis courts, parking area, and playground. The grounds are planted with such shrubbery that adds seasonal richness of color.

In 1950 the college purchased the Purdy property which includes
eleven acres and a large colonial house.

Also, Mrs. Anna Wright gave the college two and one half acres
which joins the Purdy property.

In 1961 the Joe Rainey residence and large lot were purchased.

In 1963 Mr. and Mrs. Warren Kent donated about one-half acre of
land adjacent to the campus. In 1964 a lot was acquired from E. C.
Morris.

In 1963 the Georgie Robertson Christian College property was ac-
quired. This provides for classrooms, offices, dramatics and some
sports activities. It was renamed the Milan-Stika Building in 1966.

The R. B. Woods house and lot were purchased in 1965. The
Cal Horn property was purchased in 1966. The Katy Fields property
and the Ed Morris property were purchased in 1966-67.

ADMINISTRATION BUILDING

The administration building was constructed in 1908. It was
erected of ivory-beige brick, with triple-arched portico and well-dome
surmounting the roof. It faces main street in the block adjoining the
business district. On the first floor are classrooms and offices. On the
upper floor are classrooms and the auditorium, whose walls are
adorned with the likenesses of some of the greatest preachers who
have lived. In the summer of 1953 an annex was added to provide
additional office space and classrooms. The administrative offices occupy the first and second floor of the annex. Classrooms are on the third floor.

HALL-ROLAND HALL

The second building erected was the dormitory for young ladies. It has three floors and houses one hundred nineteen girls. Formerly called Oakland Hall, this dormitory was renamed Hall-Roland Hall at Homecoming, November 27, 1958, in appreciation of the long tenure and service of W. Claude Hall and C. P. Roland.

H. A. DIXON HALL

Dedication ceremonies of the new H. A. Dixon Hall were held at Homecoming, November 27, 1958. The beautiful new home for young women was named in honor of President H. A. Dixon. One hundred thirty-six students reside in this home. Facilities are provided for washing and ironing.

NEW DORMITORY FOR MEN

A new dormitory for young men was completed in 1964.

HOME ECONOMICS HOUSE

The Moffitt residence, purchased from Col. Lawrence C. Moffitt in 1955, houses the Home Economics Department.

PAUL GRAY HALL

Through the generosity of Paul Gray of Detroit, the young men’s home was erected. To the original Paul Gray Hall an annex was built in 1949. Thirty-two rooms were added in this expansion. One hundred forty-two young men reside in this home. In 1964, new furniture was placed in each room.

WHITE STREET DORMITORIES

Two houses located on White Street are used to house forty young men.

THOMPSON HALL

Thompson Hall is prepared for eighteen young ladies.

APARTMENTS FOR MARRIED STUDENTS

The college will assist a married student in finding an apartment or house for reasonable rental. When writing please indicate number in the family, the desire for furnished or unfurnished quarters, etc.

CLASSROOM BUILDING

The building previously occupied by the cafeteria has been made into classrooms and reading room.

CAFETERIA- STUDENT SERVICES BUILDING

The Cafeteria-Student Services Building began operation in November, 1966. The cafeteria has a seating capacity of 550 and two private dining rooms seating 50 each. This air-conditioned, modernly equipped cafeteria is managed by the Morrison Food Services. It is inspected by the Tennessee Public Health Department of Chester County.

The Student Services area is located on the first floor. In it are the grill, post office, laundry, book store, PBX, game room, conference rooms, lounge, radio station, and offices.

GANO CAFETERIA

In 1967 the new cafeteria was named the Gano Cafeteria in honor of one of its benefactors, Mrs. Alice L. Gano, Leesburg, Florida and in memory of her husband, the late Cecil Renfro Gano.

SCIENCE BUILDING

The science building provides classrooms and laboratories for biology and chemistry.

SHOP

In order to keep the plant and equipment in a good state of repair a shop is maintained. Maintenance men are employed to insure that safe and hygienic conditions exist at all times.

BADER GYMNASIUM

A new gymnasium was erected in 1963 which provides for classrooms, swimming pool and other facilities necessary for an adequate physical education program. At Homecoming, 1963 dedication ceremonies were held. It was named the Bader Memorial Gymnasium in honor of the late Mr. and Mrs. J. W. Bader.

CHITOWOOD ATHLETIC FIELD

The Chitoood Athletic Field was provided by Mr. and Mrs. T. F. Chitoood of Resaca, Georgia. Students enjoy using it for intercollegiate baseball and intramural sports.

LAWHORN LIBRARY

Approximately 28,000 volumes are now catalogued in the library. Ample space is provided, the building is sufficiently lighted, and the administrative procedures conform to accepted modern practices.

The college received as a gift the library of the late M. C. Kurfess. Also, the personal libraries of such men as F. L. Rowe and T. Q. Martin have been donated to the collection of Bible and religious books, which makes this section especially strong. Many rare and valuable books are thus available to each student.

In 1960 Ben F. Taylor, gospel preacher, gave most of his personal library to the college.

In 1936 the library was housed in a new building provided by Mr. and Mrs. W. F. Lawhorn of Temple, Texas. In 1950 the Lawhorns enabled the college to almost double the size of the library. Honoring Mr. and Mrs. W. F. Lawhorn, the college named this building the Lawhorn Library.

The library consists of one large reading and reference room, a workshop, office, and rooms for stacks. Included also is a room which
houses the B. C. Goodpasture Collection. The room was dedicated in 1960 in honor of Mr. B. C. and the late Mrs. Cleveland Clift Goodpasture of Nashville, Tennessee. This building is air-conditioned. On the second floor there are additional library facilities and faculty offices.

*Goodpasture Collection.* Through the generosity of the learned B. C. Goodpasture, preacher and editor of the *Gospel Advocate*, Nashville, Tennessee, the college has available a large collection of books which are of special value to ministerial students. Many of these are publications of the Gospel Advocate Company.

**Stephens House**

The late Dr. J. B. Stephens made his residence available to the college at a special consideration in memory of his wife, the late Mittie Brigance Stephens. This residence is used for faculty offices.

**Brigance Hall**

In 1960 the large colonial house on the Purdy lot was dedicated in honor of the late L. L. Brigance, teacher in the college for about forty years, and head of the Bible Department of the college.

**Clopton-Loyd Education Building**

Dr. and Mrs. O. H. Clopton, Mr. and Mrs. Brad Brumley and the L. W. Loyd family enabled the college to purchase the residence and lot from Mr. and Mrs. Joe Rainey. In 1961 the house was dedicated to honor the Clopton and Loyd families. The house serves as the Education Building.

**Pre-Engineering Building**

The pre-engineering building provides facilities for physics and pre-engineering.

**Milan-Sitka Building**

The Milan-Sitka Building houses the departments of art, business administration, speech and modern languages. It is also used for general classrooms, offices and for the printing and mailing room.

In 1965 a number of friends from the Milan and Sitka communities, Milan, Tennessee, paid the indebtedness on the G. R. C. property. It was renamed as the Milan-Sitka Building in honor of the two communities that provided the funds.

**Milan-Sitka Gymnasium**

The Milan-Sitka Gymnasium is used for some of the physical education classes and intramural sports.

**Alumni Association**

The college maintains an alumni office with Albert Lemmons as Executive Secretary of the Alumni Association, directing its work. The general Alumni Association holds two meetings per year on the campus. One of these is held each Thanksgiving which also serves communities. At the present there are sixteen local chapters which have banquet meetings each year. The activities of the association are controlled by a nine-member board of Directors, three of whom are chosen each year for a three year term.

The Association publishes a monthly paper, *The Alumnagrams*, which gives alumni news as well as college news.

**Women’s Associates**

The Women’s Associates have organized in various communities for the purpose of promoting the work of Freed-Hardeman College. They have sponsored several worthwhile projects. They have provided a bus, a language laboratory and educational radio station.

**Youth Camp**

The college operates a Christian Youth Camp for young people between the ages of 9 and 18. The college operates the Mid-South Youth Camp which is located a short distance from Highway 45, about 3½ miles north of Henderson. Facilities include spacious cabins, bath houses, small shelters, a large pavilion, a combination administration building and dining hall, a junior-size Olympic swimming pool, and plenty of outdoor space for hiking, group games and sports. In 1964 the college acquired this 78 acre camp. The board of directors for the camp have been asked to serve as members of the advisory board of the college for the youth camp. For further information write the Camp Director.

**Annual Bible Lectureships**

Since January, 1937, the annual Bible lectureship has been unbroken. Prior to this time special lectures were presented at intervals but the interest from 1937 has been of such magnitude as to cause the college to continue it. The design originally was a short, special course for preachers. Not only is the program for preachers now but for elders and deacons, teachers and Christians in general.

Each spring an outstanding speaker is brought to the campus for lectures on vital Bible topics.

**Ministerial Course**

No class of men needs to be better educated than preachers of the gospel. The very minimum educational accomplishments should cover the standard courses, together with a thorough study of the entire Bible and related subjects. In order to help raise the quality of gospel preachers a well-rounded course of study is offered. It includes the regular junior college courses of study and study of the Bible and related subjects.

Freed-Hardeman College has been for a number of years recognized by the Selective Service System as a valid institution for the training of preachers. College officials have cooperated and worked with numerous Local Boards in the last twenty years. Ministerial students are granted the IV-D classification.

A student may pursue a ministerial course by taking those subjects recommended by the college. A student must earn credit on the
average of two or more courses in the Bible Department for each semester.

The college provides a course of study for preachers for the third year. For many years students have availed themselves of this supplementary preparation.

INFORMATION FOR VETERANS

Freed-Hardeman College is approved by the Veterans Administration to provide educational opportunities for veterans.

IBM

In 1966 the college installed IBM data processing equipment to provide improved service in the business office, mailing department, registration and grades.
GOVERNMENT

Good government lies at the foundation of all civilization and orderly progress of the human race. Without it the world would be in chaos. 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 college believes in good, sound, wholesome government. Students will fail, money will be wasted, and parents disappointed in the school where it is not exercised. The college shall do its utmost to encourage students to discipline themselves; but when they fail, then the college 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, the college shall not hesitate to expel disorderly students without delay. The right is reserved by the college to remove a student at any time, without preferring special charges, if it is thought that his influence is injurious.

GENERAL REGULATIONS

Church Attendance. In keeping with the ideals of the college every student is expected to attend church services regularly on Sunday.

Chapel Attendance. The college believes that the chapel hour is one of the most important periods of the day. It is attended by all faculty and students, and special attention is given to make it worthwhile. It consists of devotional services, lectures, talks and various programs by different members of the faculty and visitors. At intervals it is conducted by student groups.

Many students, after leaving school and taking their places in the various walks of life, have written that the inspiration and encouragement received from the “chapel talks” have been of inestimable value to them in achieving success in their undertakings.

Students are required to attend chapel unless excused.

Cheating. Cheating on examinations will not be tolerated.

General Student Conduct. Gambling, hazing, profanity, drinking, reading obscene literature, immorality, dancing, and such like are forbidden. Guns, firearms and ammunition are forbidden in the dormitory. The use of drugs is forbidden.

Tobacco. Women students are not permitted to smoke, and men may smoke only in their own dormitory rooms. It is not permitted on the campus. The college discourages the use of tobacco.

Student Marriages. Students who marry secretly while in school will be subject to suspension.

Dress for Young Ladies. Jeans may be worn for picnics and physical education classes. Formals will be needed for banquets and parties but they must be in keeping with the standard of modesty.

Boarding Students. Boarding students are required to live in the college dormitories unless approved by the college administration.

Day Students. Day or non-boarding students are required to observe college regulations while on the campus or when participating in college activities.

Borrowing and Lending. Students are requested not to borrow or lend money or run accounts in town. When occasion seems to demand, the administration should be consulted. Automobiles should not be borrowed.

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. Each student is expected to feel his responsibility toward his fellows in matters of sanitation and health.

Sponsors of Clubs. A club cannot be organized on the campus until its constitution and by-laws are approved by the administration. All clubs must have a faculty sponsor.

Automobiles. Men may bring cars if they are essential for business or transportation to and from home. All cars are to be registered. Young ladies may keep cars on the campus on a restricted basis by special approval. All automobiles must be insured to meet the legal requirements of the State of Tennessee.

Breakage or Damage. Occupants of all college dormitories and apartments are held responsible for all breakage or damage. The damage will be charged to the one doing the damage or to the occupant of the room. Students in laboratory science courses will be required to pay for breakage or shortage of equipment.

Drugs. Students are forbidden to use or peddle mind-affecting drugs which have been declared illegal.

STUDENT COUNCIL

The Student Council, composed of young men and women elected by the student body, was established as a liaison between the students and the administration and faculty. It serves in an advisory capacity on any matter affecting student life. This body also conducts student elections, plans recreational activities, and provides leadership among the students.

HEALTH SERVICE

Students must file a health certificate with the college giving evidence of their being in good physical condition in order to satisfactorily pursue a college course. A certificate from the family physician within 30 days prior to entrance is acceptable. Local clinics render adequate health service to students. Each student is responsible for settlement of his medical or hospital fees, etc.

The college maintains a health service under the direction of the college nurse and in cooperation with the doctors of the local clinic. No fee is charged for services of the nurse but a charge will be made for medicines used. This service does not include laboratory work, X-ray examinations, consultations with specialists, or special nurse.
A health fee included in the student’s charges covers first visit from (or to) the doctor for diagnosis and first aid treatment each semester.

In case of serious sickness or injury, the college will notify the parents. A student who participates in basketball, tennis or any other activity in college life will do so at his own risk.

The Tennessee Health Department makes available the Tuberculin Skin Tests. Also, students may arrange to take any necessary chest X-rays by the mobile unit.

Students are urged to carry some type of reputable hospitalization insurance. The college recommends the Blue Cross special program for college students at the rate of $21 per calendar year. Broad benefits are assured under this contract. At registration at the beginning of each semester the student has an opportunity to apply for the insurance.

COUNSELING PROGRAM

The college is anxious for each student to attain maximum development. One way to help the student is by providing friendly, interested and capable faculty advisers who will assist him throughout his stay in the college. At the beginning of the year each student is assigned an adviser who will counsel him on academic and personal problems. Regular conferences are encouraged.

Testing. The college is prepared to administer appropriate standardized tests in order to determine interests, aptitudes and accomplishments of students. Effort will be made to assist the student who is having difficulty in planning his career.

STUDENT ACTIVITIES

The college desires that all students participate in group activities and organizations. The majority are participants and thereby they develop their interests and talents. Many varied activities are encouraged for it is believed that experiences obtained in this manner are invaluable in the educational process. Even though these are accepted as co-curricular it is felt that these should not be given precedence. All campus organizations are democratic. All clubs are sponsored and supervised by a faculty member.

STUDENT PUBLICATIONS

The Sky Rocket. The monthly newspaper is published by students. It was begun in the fall of 1928. It gives opportunity for a number of students to gain experience in journalistic work each year. The faculty and administration select the editor.

The Treasure Chest, the college yearbook, had its beginning in senior class principally. Its editor and other top members of the staff are selected by the faculty and administration. This annual is a real treasure chest of memories of the activities of the year.

Sounds of F-HC, a record album of campus activities, has been produced by the Intercollegiate Debate Society since 1961. Proceeds from the sale of the album are used for Society activities and service projects.

ATHLETICS

The athletic activities are primarily for the purpose of providing sufficient exercise for the students. The program will make for better mental application, develop sportsmanship, provide a good social outlet, and afford recreation.

A lively intramural program of athletic activities is arranged in softball, touch football, volleyball and tennis. Horseshoe pitching, baseball, track, and badminton are quite popular.

A program of intercollegiate basketball, badminton and tennis is planned. The college is a member of the Dixie College Athletic Conference.

In 1960 the college became a member of the National Junior College Athletic Association.

TENNIS

During 1957-58 two tennis courts were constructed. In 1964 three courts were constructed. In intercollegiate tennis the teams have won a number of contests in recent years.

BADMINTON

College badminton teams provide additional interest in the sports program. Students participate in intercollegiate tournaments.

MUSIC ACTIVITIES

The college chorus of about fifty members, the madrigals of about forty members, and the quartet present many public performances on the campus, at high schools and churches in Tennessee and nearby states. The chorus and piano students are frequently called on to present recitals, appear before educational and civic organizations, and over radio and television programs.

The chorus records hymns for use on radio in many parts of the United States.

ARTIST SERIES

For the cultural value to the students the college brings to the campus outstanding artist programs annually. These may be musical, theatrical or lecture in nature.

INTRAMURAL SPEECH FESTIVAL

Annually an Intramural Speech Festival is held. Representatives of the social clubs and independents compete in debate, poetry reading, extempore speaking, original oratory, dramatic monologue, Bible reading, after-dinner speaking, and radio speaking. The festival is climax with an awards banquet.

INTRAMURAL ONE-ACT PLAY FESTIVAL

Each spring an intramural one-act play festival is held. Each of the five social clubs presents a one-act play. The plays are judged by a panel of local citizens, and awards are given for the best plays and best
actors and actresses. The winning play is presented on the afternoon of the spring high school day program.

CAMPUS ORGANIZATIONS

SOCIAL CLUBS

Social clubs furnish many occasions for fellowship and fun. These show much vigor and enthusiasm and are responsible in part for a wholesome school spirit. Activities include regular meetings, outings and parties. Competitive activities in sports, chapel programs, etc., are a part of the regular program. Each semester a trophy is awarded to the club that has been the winner in the areas of competition. The one which wins two semesters consecutively is permitted to retain the trophy. Each Thursday one of the clubs presents a chapel program.

Philomathean

The Philomathean Club is the oldest student organization in school. It dates back to the 1890's to Georgie Robertson Christian College, a predecessor of Freed-Hardeman College. It has earned its share of honors during its history, having produced many debaters, speakers, and musicians, as well as contending for its place in the athletic contests.

Sigma Rho

The Sigma Rho have a long and honorable history. The membership shows diversified talent which is displayed in the regular chapel programs and in the athletic rivalry.

Phi Kappa Alpha

Phi Kappa Alpha is a very vigorous and enterprising club. Phi Kappa has members talented in all lines of student activities.

Alpha Tau Lambda

Alpha Tau Lambda, the youngest club, was founded in 1943, and has been outstanding since its foundation. Association, truth, loyalty—around these pivotal aims hinge the functions of this club.

Eupathian

The Eupathian Club was revived in 1965. It was first begun in the early days of the college but then became defunct.

INTEREST GROUPS

Torchlight Club

Student National Education Association

The Future Teachers of America Chapter was organized February 27, 1952. The name was changed to Student National Education Association in 1957. This organization is affiliated with the State and national associations. Its membership is open to any student who is interested in teaching and who has the necessary qualities of character, scholarship, and leadership. The purpose will be to learn about the opportunities in teaching, to cultivate the qualities essential in a good teacher, to study lives of great teachers, and to foster the development of student leadership. The chapter at Freed-Hardeman College is called the Torchlight Club.

Phi Beta Lambda

The Freed-Hardeman College Chapter of Phi Beta Lambda was chartered January 4, 1957. The purpose of this organization is to develop competent and aggressive leadership among the students and at the same time strengthen their confidence. This is done through student participation in various club activities.

Home Economics Club

Home Economics Club members discuss domestic problems, study etiquette, entertain, and otherwise prepare for the duties and pleasures of real living.

Music Club

In 1951 students organized the Vivace, the music club. The group attends operas, concerts, and sponsors musical programs.

Science Club

This club has as its purpose to promote interest in the field of science and to provide an outlet for common interests.

Dramatics

The Thespians were organized in 1952 to provide a medium for development and appreciation of dramatic talent. A three-act play is presented each semester.

Intercollegiate Debate Society

Each year a forensics squad is selected to engage other college teams in debate on the national intercollegiate proposition and to compete in other intercollegiate speech contests. The squad attends a number of major tournaments.

Phi Rho Pi

Phi Rho Pi, the national honorary forensic society for junior colleges, chartered its Tennessee Beta chapter at Freed-Hardeman on November 23, 1960. Membership is open to members of the Intercollegiate Debate Society with outstanding achievement in debate, oratory, extemporaneous speaking, or other forensic events.

The Griftons-Tumbling Team

This club is made up of young men who are interested in advancing in tumbling and gymnastic ability. The Griftons present numerous programs on the campus and before high school groups.

P.E.M.M. Club

In 1960 the P.E.M.M. (Physical Education Majors and Minors) Club was organized. The purpose of the club shall be to foster a concern for progress in health education, physical education, and recreation education; advance the standards of the profession; and cooperate with the state and national education associations.
FREED-HARDEMAN COLLEGE

Art Club

To promote the interests of the Art Department the Art Club was begun in 1961.

INTERNATIONAL CLUB

In 1965 the International Club was organized by students of the Modern Language Department to advance interest in the history and culture of other countries and to promote friendship between foreign students on the campus and native students.

Social Science Club

The Social Science Club was organized in 1962 to promote the interests of the Social Science Department and to serve as a means for discussions on current events.

Honor

Kappa Upsilon

In March of 1960 Kappa Upsilon was established. It is a chapter of Phi Theta Kappa, the national junior college honorary scholastic society. The installation service for the chapter and charter members was held at the annual convention of the American Association of Junior Colleges in Louisville, Kentucky, on March 3, 1960. To be eligible for membership a student must be in the upper ten per cent of the college enrollment. The society endeavors to promote scholarship.

Religious Groups

Preachers' Club

The Preachers' Club has been in operation here for a number of years. Its purpose is to assist the young preacher in improving his methods and subject content in the spreading of the gospel.

Evangelistic Forum

The Evangelistic Forum began in 1952, fulfilling a desire of students and faculty who wanted an opportunity to keep informed about the "mission" efforts and fields throughout the world.

Debate Club

The Debate Club was organized in 1950 and continues as a very popular organization. It meets bi-monthly, offering a debate upon some controversial religious dogma. Debates and the art of debating are discussed.

Young Ladies' Training Class

This class was organized in 1952 and is designed to give the young women some practical help and training in their work of teaching children in Bible schools at home.

DEVOTIONALS

Each school day students and faculty file into Chapel Hall to hymn praises and petition God, and to read and meditate on the Bible. Here the inner man is strengthened day by day. Also, it is an inspiration to visit in either dormitory to witness and join in a simple devotional at the close of the day's labors.

RECREATION

Play and fun are a part of college life at Freed-Hardeman College. The association of young men and women in decent entertainment is one of the most natural and desirable means of preparation for the situations that will come in after-college years. Young people tend to form permanent friendships and ties among the people with whom they experience mutual enjoyment. Many and varied kinds of social activities are enjoyed.

Various clubs journey for pleasant outings to nearby Shiloh National Park, Chickasaw State Park, and to Pickwick Dam. Interest groups may visit Memphis, Nashville, or Jackson to enjoy concerts, plays, banquets, or they may tour big newspaper establishments or engage in athletic contests. Seasonal parties, wiener roasts, recitals, dramatic presentations, the junior-senior banquet, tennis matches, tournaments, intramural sports, etc., provide ample diversion from the rigors of study. All students are encouraged to perform and participate. In co-curricular activities, leadership is developed, interests and talents are expanded, social growth is evidenced, and Christian character is molded.

EDUCATIONAL FM

WFHC-FM, the student operated non-commercial, educational FM radio station of Freed-Hardeman College, began broadcasting late in the Spring of 1967. The equipment in the broadcasting studios, located on the ground floor of the new Student Services Building, was purchased by the Freed-Hardeman College Associates. The station equipment is the finest and newest available to the broadcasting industry. WFHC-FM is on the air six days a week in the afternoons and early evenings. Programs broadcast over WFHC-FM include student productions, programs by the faculty, and programs from the National Educational Radio Network. WFHC-FM is also a member of the Intercollegiate Broadcasting System. Staff members are selected from the student body by the Director of Broadcasting who is a member of the faculty.
Information for Prospective Students

HOW TO APPLY FOR ADMISSION

An Application for Admission should be filed with the Director of
Admissions if possible not later than the first semester of the senior
year in high school. The student should request the principal to
send his transcript. Two character references (blanks furnished by
the college) must be filed. When the Director of Admissions receives
all of the admission materials, a final letter of acceptance will be
written to the student.

ROOM RESERVATIONS

When making application for admission the student should send
$10 to reserve a room. The deposit is credited to room and board
for the first semester. The deposit is non-refundable.

The order for a choice of rooms for September will be: first, stu-
dents attending the spring semester; second, those who reserve a room
early (more than one year before starting date). The earliest ones
come up first; third, summer school students; fourth, others according
to date of room deposit.

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

All boarding students are required to pay the $10 (non-refun-
dable) room reservation deposit. Young men may reside in private
homes only after approval has been granted by the administration.
The college will assist the student in locating a room from the ap-
proved list of homes. The student will pay the college and then the
private home will be reimbursed. At anytime the college believes it
is proper and for the good of all concerned for a student to move
into a dormitory this action will be taken.

ADVANCE DEPOSIT

All freshmen and transfer students will be required to send a $25
deposit after they have been accepted for admission. This deposit
should be made by May 1 for students who will enroll for the sum-
mer or the fall semester. Spring semester applicants should have the
deposit on hand by December 1. The $25 deposit may be refunded
provided it is requested 30 days prior to the term the student has
been accepted for admission.

FURNISHINGS TO BRING

Each student will furnish his own pillows, bed spreads, bed lin-
en (twin bed size), blankets, rugs, clothes, racks, lamp, towels, etc.
LINEN SERVICE

Through a commercial linen service a student may have furnished weekly two sheets, one pillow case, two bath towels and a face towel for $12.50 per semester (plus three per cent sales tax). This service is optional.

REPORTING TO DORMITORY

The college calendar gives the opening dates of the dormitories which indicates the proper time a student should report to the campus. Students should not arrive on the campus before time unless special permission is granted.

DORMITORY LIFE

Dormitory life is a vital experience in college attendance. The personal, social, and educational contacts of such companionships are wonderful experiences in every college student's program.

Young men and women in their respective homes, in the dining hall, and on the campus enjoy an association that is cultural and refining. They are in close touch with the school spirit and activities. There is a community of interest that unites students into one large family. Music, singing, devotional, social hours, and games fill the atmosphere with joy and happiness.

Christian supervisors in the resident halls exercise care over the physical and spiritual welfare of their students. The sympathetic counseling of the dormitory supervisors and faculty are a constant encouragement to the general welfare of students.

ORIENTATION PROGRAM

For the first few days at the opening in September an effort is made to assist the freshmen in becoming acclimated to their new situation. The college wants them to be happy and therefore, the administration, faculty and senior students are available to lend a helping hand. General information is presented. Adequate counseling is provided throughout the year. Orientation is furthered through the Psychology of adjustment course which is taken by each freshman during his first semester on campus.

THE AMERICAN COLLEGE TESTING PROGRAM

The college participates in the ACT program. The college requires that seniors who are interested in Freed-Hardeman College take the tests.

INSTRUCTIONS FOR REGISTRATION

Each student is provided a manual on "Instructions on How to Register." The entire faculty is present on registration day to counsel the student on his program of study.

NOTE: A student who enrolls in the year round program beginning in summer school will have assistance in working out a schedule to meet his needs.

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Financial Information

Scholarships
Loan Funds
Student Aids and Awards
Expenses and Fees
Financial Information

SCHOLARSHIPS, LOAN FUNDS, STUDENT AIDS, AND AWARDS

WHAT FINANCIAL AIDS ARE AVAILABLE?

SCHOLARSHIPS

National Merit Finalist or Semi-Finalist. A scholarship of $500 per year for two academic years is awarded to the student who is certified to be a National Merit Finalist on the basis of the National Merit Scholarship Qualifying Test, the Scholastic Aptitude Test of the College Entrance Examination Board, and the endorsement of his high school. A scholarship of $400 per year for two academic years is awarded the student who has been certified as a National Merit Semi-Finalist on the basis of the National Merit Scholarship Qualifying Test. These awards are made only to students who have not received a National Merit Scholarship or a Sponsored Merit Scholarship.

Valedictorians. A scholarship of $300 per year for two years is provided for the valedictorian of high school classes. The principal should confirm the rank.

Salutatorians. A student ranking number two in his graduating class may qualify for a $200 per year scholarship good for two years. The principal should confirm the rank.

A.C.T. 25 Scholarship. A scholarship of $200 per year for two years is provided the student who has a composite score of 25 or more on tests in English, Mathematics, Social Studies, and Natural Sciences given by the American College Testing Program, Iowa City, Iowa, and also has a "B" average on courses in these areas in high school.

A.C.T. 20 Scholarship. A scholarship of $150 per year for two years is provided the student who has a composite score of 25 or more on tests in English, Mathematics, Social Studies, and Natural Sciences given by the American College Testing Program, Iowa City, Iowa, and also has a "B" (2.00) average on courses in these areas in high school.

Honor Roll Scholarship. A student who is placed on the Honor Roll at Freed-Harlem College for two consecutive semesters will be awarded a $300 scholarship for the next school year.

Dean's List Scholarship. A student who is placed on the Dean's List at Freed-Harlem College for two consecutive semesters will be awarded a $200 scholarship for the next school year.

Music Scholarships. A limited number of piano, voice and organ scholarships are available for those who are able to qualify. A music scholarship of $100 is given for one year. Applicants need not be music majors but they must show evidence of past and present interest in music. A student awarded this scholarship is required to maintain satisfactory progress in his course.

The Johnnie Donaghey Wallace Foundation Scholarship. In 1956 Miss Johnnie Donaghey Wallace of Conway, Arkansas, died leaving the major portion of her estate in a foundation. The net income from it is used by the Trustees of the foundation for the education of ministers of the gospel who qualify for assistance. Write for further information.

John Leathers Memorial Scholarship for Preachers is a $350 scholarship for one year made possible by Mrs. John Leathers, Dickson, Tennessee, in memory of her husband, the late John Leathers, who was a long-time member of the Board of Directors of Freed-Harlem College. It is given to a preacher student selected by the faculty on the basis of character and scholarship.

Wade Moore Memorial Scholarship is given by Mrs. Wade Moore in memory of her husband, the late Wade Moore of Obion, Tennessee. It is presented annually to a ministerial student selected by the faculty on the basis of character and scholarship.

D. E. Mitchell Freshman Honor Scholarship is a $250 award given by Mrs. Lillie Mitchell in honor of the late D. E. Mitchell to the freshman student who attains the highest academic standing during the year. To be eligible a student must have met entrance requirements and must have been enrolled for two full semesters taking general academic work.

W.O. Folwell Memorial Scholarship is given by Mrs. W.O. Folwell, Nashville, Tennessee, in memory of the late W. O. Folwell. This $100 award is provided a worthy student in the Business Administration Department. The selection of the student is made by the faculty.

Thurman Chitwood Smith Memorial Scholarship is a $150 scholarship for a young man from Georgia who plans to preach the gospel. The fund is contributed by Mr. and Mrs. Jerry Smith of Calhoun, Georgia, in memory of their infant son. The selection of a student is made by the faculty based on need, scholarship and character.

The Martha Dean Roberts Memorial Scholarship is given by W. D. Roberts, Jonesboro, Arkansas in memory of his late wife, Mrs. Martha Dean Roberts. The selection of the student to receive this tuition scholarship will be made by the faculty on the basis of need, character and scholarship.

The Leo King Memorial Scholarship was established in 1964 in memory of the late Leo King by his wife, Mrs. Leo King and his son, William S. King of Florence, Alabama. The fund will provide scholarships for students who qualify from Childhaven Home, Cullman, Alabama. Selection of worthy students will be made by the college.
THE FREMONT GOETZ MEMORIAL SCHOLARSHIP FUND was established by his children, Mandy Goetz Myers and Marky Goetz Goodpasture. Students eligible for this scholarship will be determined by the college.

THE H. I. HANCOCK SCHOLARSHIP is an award of $1,000 provided by H. I. Hancock of Tupelo, Mississippi. It is awarded annually to two young men who plan to preach the gospel. The selection of the students is made by the faculty based on need and character.

THE ARCH C. LEMMONS MEMORIAL SCHOLARSHIP of $200 was established in 1967 by Mrs. Arch Lemmons and her family in memory of Arch C. Lemmons. This scholarship is for a preacher student with preference to young men from Missouri and Arkansas who are preparing to preach.

Some alumni scholarships are for $200 each when they are awarded by regional alumni associations.

FOREIGN STUDENTS. Any student from abroad who plans to return to his native land as a preacher of the gospel will be granted a full scholarship for room, board and tuition. A student from an adjacent country may receive a $500 scholarship on similar condition. Other foreign students who apply for a full tuition scholarship will receive consideration.

SCHOLARSHIP REGULATIONS. All scholarships are awarded on an academic year basis, with the grant divided between the two semesters of the academic year. A student enrolled as a full time student during both terms of the summer session will receive one-half of the annual amount of the grant. A student who enrolls as a full time student for only one semester of the summer session may receive one-fourth of the annual amount of the grant. Summer awards are part of the total scholarship grants, and are not additional awards.

Students who qualify for academic scholarships must maintain a 2.50 cumulative grade point average in the first two semesters of college work in order to be eligible for the second year of a two-year need scholarship, except that those eligible for the ACT 20 Scholarship need maintain only a 2.00 cumulative grade point average to retain their eligibility.

In determining eligibility for academic scholarships, high school grades through the first semester of the senior year (or the junior year in the case of early admissions applicants) will be considered.

LOAN FUNDS

ALUMNI LOAN FUND now has in it through the loyalty of ex-students about $9,750. Reasonable interest charges will be made to keep the fund intact.

THE PAPER MISSION LOAN FUND of $400 was set up in 1945.

THE WALKER FUND amounts to $500.

NANNIE WALLACE LOAN FUND of $500 was furnished by the late Miss Johnnie Wallace in memory of her mother, Nannie M. Wallace.

FINANCIAL INFORMATION

THE R. L. JETER MEMORIAL LOAN FUND was established in memory of the late R. L. Jeter, prominent merchant of Dresden, Tennessee, by his widow, Mrs. Effie Jeter, and son, Robert G. Jeter, attorney, both of Dresden, Tennessee. They contributed $400 on January 2, 1955, to be used as a loan fund by needy students.

SHOULDERS PREACHERS SCHOLARSHIP LOAN. During 1955 Mr. and Mrs. E. F. Shoulders, Louisville, Kentucky, established a loan fund to young men who intend to devote their lives to the preaching of the gospel. This fund now totals $500.

PREACHERS' LOAN. Fifty loan scholarships for $150 per semester are available through the college to young men who preach or desire to preach, based upon the following considerations: need, recommendation by the elders where the student worships, satisfactory conduct, continuance of purpose to preach the gospel, taking a minimum of two Bible subjects each semester, a “C” average or more in grades. These loans will be made payable five years from the time issued.

THE NEWMAN LOAN FUND FOR PREACHERS was established in 1963 by Mr. and Mrs. O. V. Newman of Batesville, Mississippi. Loans will be made to preacher students selected by the administration based on need, ability, achievement, character, recommendation of the elders of the student's home congregation and interest in the church.

THE W. C. HALL LOAN FUND was established to assist worthy and needy students. It was started in 1959 under the leadership of Paul Kiddwell, a former student, of Grand Bay, Alabama. Other alumni and friends are working to promote this project.

The fund was named in appreciation of a former Freed-Hardeman College president, the beloved W. C. Hall, who has served in Christian education for over one-third of a century. During these years he has assisted many young people to acquire a college education.

THE ELAINE MINER MEMORIAL LOAN FUND was established by Mrs. Minnie B. Miner, Baytown, Texas, in memory of her late husband, C. Harry Miner. This $1000 loan fund is made available to ministerial students.

THE BETTY BRUMLEY MEMORIAL LOAN FUND was established in 1965 in the memory of the late Betty Brumley who taught in the Department of Education and Psychology of Freed-Hardeman College for seven years. Students who plan to teach will be given first consideration.

THE BETTY BROOKS MEMORIAL LOAN FUND was established in 1962 in memory of the late Betty Brooks, daughter of Mr. and Mrs. M. L. Brooks of Macon, Georgia. This money will be lent to young men and women from Georgia who desire to attend Freed-Hardeman College.

THE OLAN L. HICKS MEMORIAL LOAN FUND was established by Mrs. Olan L. Hicks in 1958 in the memory of the late Olan L. Hicks,
who taught in the Bible Department of Freed-Hardeman College for seven years. This loan fund will be made available to ministerial students.

The Ernise R. Collins Memorial Loan Fund was established in 1965, by her husband, Harlan L. Collins, of Indianapolis, Indiana, in her memory. It is to be used as a memorial loan fund to help young men preparing to preach the gospel. The fund has $1,100 in it.

Della Nicholas Loan Fund for Preachers. In December, 1956, the college received through the trustees and elders of the church of Christ, 10th Avenue and 21st Street, Huntington, West Virginia, approximately $5,000 from the estate of the late Della Nicholas who lived at Huntington, West Virginia, which is to be used to help educate young preachers. This loan fund is available to worthy young men who have the ability and character to make faithful gospel preachers.

Romus W. and Ruth M. Massey Trust Fund. In 1959 $10,000 was received from the estate of the late Romus W. Massey of Jackson, Tennessee. The college received this as a trust fund to assist worthy young men and women while attending Freed-Hardeman College. Each year loans of $100 will be granted to five students at a moderate interest rate.

The Travis Usey Memorial Loan Fund was established in memory of the late Travis Usey by friends in Weakley County, Tennessee. The Freed-Hardeman College Associates of Greenfield, Tennessee, were instrumental in the inauguration of this fund. The money to students of Weakley County shall be granted, in event other merits are equal. The fund is now in excess of $1500.

The Noel B. Cuff Memorial Loan Fund was established in 1964 by Mrs. Stevie Cuff in memory of her late husband, Noel B. Cuff. This fund will be available to any worthy student approved by the administration.

The E. Clay Wright Memorial Loan Fund was established in 1964 by Mrs. Clay Wright, Belmont, Mississippi, in memory of her late husband, E. Clay Wright. This fund which now has $1000 in it will be made available to ministerial students.

The Lula B. Holloway Loan Fund was established in 1967 by her husband, S. C. Holloway, in honor of his companion. This loan fund workers in the kingdom of God. The fund consists of $2,500.

CHARGES ON COLLEGE LOANS

The Preachers' Loan listed above is interest free. On all other college loans a two per cent (2%) initial charge is made at the time the loan is granted to cover the cost of handling it. Interest is charged thereafter at the annual rate of four per cent (4%).

WRITE FOR APPLICATION BLANK

Anyone who is interested in any of the above scholarships or loans, please write for an application blank. If you desire further information, please write.

ESTABLISHING OTHER SCHOLARSHIPS AND LOAN FUNDS

Many worthy students are unable to get a college education because of finances. To assist these students is a sound investment that will pay wonderful dividends. Freed-Hardeman College invites others to establish similar scholarships through legacies and gifts. Write the college for suggestions.

OTHER STUDENT AIDS

STUDENT EMPLOYMENT. Many worthy young people desiring an education work to help pay expenses. Campus employment is available for many students.

Any student who works in the College Cafeteria or Student Center must acquire a Tennessee Food Handlers Certificate. Those students out of the state may acquire this certificate through a local doctor after arriving in Henderson.

CHILDREN OF DECEASED VETERANS are eligible in some cases to receive financial assistance in college. For further information contact the nearest office of the Veteran's Administration, or write the college for a bulletin on Public Law 584.

Pickett and Hatcher Fund. In order to assist a large number of worthy students go to college the Pickett and Hatcher Educational Fund makes loans available. For further information and application the student should write: Pickett and Hatcher Educational Fund, Box 1238, Columbus, Georgia.

The C. M. Gooch Foundation. The C. M. Gooch Foundation gives financial assistance to young people who are citizens of West Tennessee, North Mississippi and East Arkansas. For further information the student should write: The C. M. Gooch Foundation, 886-7 Shrine Building, Memphis 8, Tennessee.

Vocational Rehabilitation assistance and service are provided for disabled students at no cost to themselves, provided the vocational objective in college of the disabled persons is approved by the rehabilitation counselor. A student should apply directly to the vocational rehabilitation director of the Department of Education of his own state.

TENNESSEE EDUCATIONAL LOAN

The Tennessee Educational Loan is available to residents of Tennessee. Funds are borrowed through the student's home-town bank. Monthly payments begin the sixth month after the student leaves college. Write the Financial Aids Committee for an application blank.
UNITED STUDENT AID FUNDS, INC.

United Student Aid Funds are available to sophomores and third year students at Freed-Hardeman College through the student's local bank. The loan is guaranteed 100%, and the federal government pays the interest while the student is in school, and one-half of the interest during the repayment period. Applications may be obtained by writing to the Financial Aid Committee.

GUARANTEED LOANS

Under this program a student may borrow from a bank or other financial institution. A student from a family with an adjusted income of less than $15,000 a year pays no interest while he is in an eligible college, university, or technical school. Repayment of principal and interest begins when the student has ceased his course of study. At that time the Federal Government pays approximately one-half the interest and the student the remainder. A student from a family with an adjusted income higher than $15,000 a year pays the entire interest on the loan, but he may borrow under the Guaranteed Loan Program at 6-percent simple interest.

Write Financial Aids Committee for application.

FEDERAL AIDS

NATIONAL DEFENSE STUDENT LOANS. An undergraduate student may borrow up to $1,000 each academic year to a total of $5,000. The repayment period and the interest do not begin until 9 months after the student ends his studies. The loans bear interest at the rate of 5 percent per year and repayment of principal may be extended over a 10-year period, except that the institution may require a repayment of no less than $15 per month.

EDUCATIONAL OPPORTUNITY GRANTS. $200-$300 for 2 Semesters. This is a program of direct grants in which the student receives a non-obligating award of funds, based on exceptional financial need and evidence of academic or creative promise.

WORK STUDY. This is a program of employment in which the student, particularly one from a low income family, is compensated for the number of hours he works for the institution at a minimum of $1.25 per hour.

ESTABLISHING FINANCIAL NEED

To obtain any type of financial aid except scholarships at Freed-Hardeman College a student must fill out the ACT Family Financial Statement or CSS/Parent's Confidential Statement for an analysis of the financial need of the family. A form can be obtained from a high school counselor by writing to the Financial Aids Committee.

AWARDS

TIMOTHY AWARD. The Timothy Award is given to the outstanding Bible student of the Third Year Class. The award is a Bible provided by the members of the faculty and the Bible Department.

FACULTY SCHOLARSHIP-LEADERSHIP MEDAL. In 1988 the faculty began awarding on each Commencement Day a medal to the student in the graduating class who possessed to the highest degree the following attributes: ability, quality of work, accuracy, love of knowledge, and leadership.

PROJECT TROPHY AWARD. A trophy is awarded annually to the campus organization which is adjudged to have presented to the college the best project of the year.

UNDERWOOD AWARDS. Through the Underwood Corporation two awards are given to students in the Business Administration Department. The "Award of Merit" is presented to the outstanding business education student. The "Best Typist Award" is given to the typist of the year determined by competitive examinations.

EXPENSES AND FEES

Freed-Hardeman College does not exist for the purpose of making money. It does not receive support from taxes or other public support. The expenses are as low as is consistent with the character of work done and the good living conditions that are offered. Effort is made to economize and to spend all income judiciously for services to students. Charges paid by students do not provide for all the costs of services provided by the college. The remainder is made up by gifts and endowment funds from alumni and friends.

ACCOUNTS

1. Regular terms for payment of tuition, fees, room and board are cash in advance for the semester at the time of enrollment. Payment in full is desirable, but if necessary arrangements to pay by installment can be made.
2. Charges are based on the college month and not on the basis of calendar months.
3. Charges are subject to change without notice of such if conditions warrant.
4. Credit will not be given any student until his account is paid in full or satisfactorily arranged. Accounts should be settled two weeks before the end of the session.
5. Transcripts to other schools cannot be released until all accounts are paid in full. A student will not be permitted to take examinations or to graduate from the college until he makes satisfactory settlement of all his financial accounts.

CHARGES EACH FALL OR SPRING SEMESTER (Estimated)

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>Dormitory Students</th>
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</thead>
<tbody>
<tr>
<td>Day Students</td>
<td>$336.00</td>
<td>$336.00</td>
<td></td>
</tr>
<tr>
<td>Room and Board</td>
<td>$220.00</td>
<td>$220.00</td>
<td></td>
</tr>
<tr>
<td>Sales Tax</td>
<td></td>
<td>6.75</td>
<td></td>
</tr>
<tr>
<td>Total Per Semester</td>
<td>$342.75</td>
<td>$662.75</td>
<td></td>
</tr>
</tbody>
</table>

*Tuition and Fees (Estimate based on average of 16 hours at $21 per semester hour)
## CHARGES EACH SUMMER TERM (Estimated)

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day Students</strong></td>
<td><strong>Dormitory Students</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>$147.00</td>
<td>$147.00</td>
</tr>
<tr>
<td>(Estimate based on seven hours at $21 per semester hour)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room and Board</td>
<td>101.50</td>
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<tr>
<td>Sales Tax</td>
<td>2.10</td>
<td></td>
</tr>
<tr>
<td>Total per term</td>
<td>$147.00</td>
<td>$250.60</td>
</tr>
</tbody>
</table>

*This includes all special course fees, registration fee, maintenance fee, library fee, home hall games, artist series, school publications, keeping records, swimming privileges, post office box, I.D. card, electrical appliances, and other services. This does not include private lessons. Neither are the costs of books and insurance included.

The minimum cost to a resident student for room, board, tuition (32 hours) and fees is $1325.50 per school year (nine months). The non-boarding student can meet expenses of tuition for $972 (for 32 hours).

The minimum cost to a resident student for the full summer session is $861.20 for room, board, tuition (14 hours) and fees. The non-boarding student can meet expenses for tuition for $294 (for 14 hours).

## ROOM AND BOARD

Rooms in all dormitories rent for $95 per semester. Boarding students take their meals at the college cafeteria. Meals in the cafeteria are $295 (plus $9.75 sales tax) per semester. This does not include the Christmas vacation or other holiday periods.

The college reserves the right to change the price and plan for meals without prior notice if circumstances warrant and in the event of drastic increase in food costs.

## MORRISON FOOD SERVICES

The college employs Morrison Food Services, Inc., of Mobile, Alabama, to operate the campus food facilities. The same high quality of food is provided that is served in the Morrison chain of cafeterias and restaurants. The student is assured a balanced meal three times per day seven days per week.

## TUITION

The tuition for a full-time student is $21 per semester hour. This charge includes the registration and special course fees. It does not include the fees for private lessons. It also includes the fees for: newspaper, yearbook, health service, swimming privileges, and laboratory.

Part-time students (which are those who register for less than twelve hours) are charged $23 per semester hour.

The yearbook will be given only to those who are enrolled both semesters and who average twelve hours per semester. All others may purchase a copy for $8.00. Students who enroll for one semester for a full load may purchase a copy for $4.00.
sent to a parent or guardian on request; the amount due must be paid in 10 days.

2. Students who have been approved for campus work may maintain an open account for up to $100 per semester to be paid through their earnings. After a student account is clear, the student will receive payment for his work in cash.

3. Students or parents who wish to pay college expenses in installments should make arrangements with their local bank or credit union or an institution such as Education Funds, Inc., in advance so that the student's account may be paid at the time of enrollment.

4. Scholarships and other financial aid awards of which the student has been notified will be credited to the student's account proportionately or as indicated on the announcement of the award.

5. Charges are based on the college fund and not on the basis of conventional calendar months.

6. Charges are subject to change without notice if conditions warrant.

7. No refunds of money paid for room, board, tuition, or fees are made for temporary absences.

8. Transcripts of credit earned cannot be released to other colleges until all obligations to the college have been paid or arranged.

9. Students may receive only one academic scholarship from college in any one term. This does not apply to endowed or contributed scholarships, such as memorial, orphans', or class scholarships or to special ability scholarships, such as the music scholarship.

EDUCATION FUNDS, INC.

Some parents prefer to pay tuition and other school charges in equal monthly installments, rather than at the beginning of each semester. For these parents, Freed-Hardeman College makes available the services of Education Funds Inc., of Providence, Rhode Island, a national organization specializing in education financing. The EFI Program is low in cost. It includes life insurance on the student and life and total and permanent disability insurance on the parent with trust administration in the event of the parent's death or disability. The EFI agreement may include any and all fees (room, tuition, etc.) charged by the school, or the balance due the school after scholarships, other financial aids, and direct payments have been deducted. Agreements for one and two years of education expenses are available, with 8, 12, 20, or 24 payment plans.

Parents desiring further information concerning this deferred payment plan should contact the college Business Office or Education Funds Inc., 10 Dorrance Street, Providence, Rhode Island 02901. Arrangements for an EFI agreement should be made at least four weeks prior to registration.

THE TUITION PLAN

Since some parents prefer to pay tuition and other school fees in equal installments during the academic year, Freed-Hardeman College is happy to offer this convenience under the Tuition Plan. The following plans are available at the cost indicated:

- Eight payments: 4% more than cash price
- Nine payments: 4 1/2% more than cash price
- Twenty payments for two years: 5% more than cash price
- Thirty payments for two years: 6% more than cash price

The twenty and thirty payment plans include Parent Life Insurance for qualified parents. This insurance provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet may be obtained in the Business Office. The Tuition Plan is optional and is offered solely as convenience.
Academic Information

ACCREDITATION

Freed-Hardeman College is fully accredited by the Southern Association of Colleges and Secondary Schools. Its work is accepted at full value by colleges and universities throughout the United States.

MEMBERSHIP AND APPROVAL IN EDUCATION ASSOCIATIONS AND AGENCIES

The Tennessee State Board of Education has approved the college and its work to offer a teacher education program. The college is on the approved list of educational institutions maintained by the Veterans Administration. It is a member of the Tennessee College Association, Southern Association of Junior Colleges, and the American Association of Junior Colleges. It is also listed in Education Directory, Part 3, Higher Education, Office of Education, U. S. Department of Health, Education and Welfare. It is a member of the American Council on Education.

ADMISSION REQUIREMENTS

To be accepted in Freed-Hardeman College a student must submit in writing an application for admission which must be approved by the Admissions Committee. In order to learn of the applicant's seriousness of purpose and morals, at least two references will be required for a recommendation. Whether the conditions for admission are met will be decided by the committee as the final judge. Qualified applicants of any race will be considered for admission.

SCHOLASTIC REQUIREMENTS

Students are admitted by one of the following plans:

Plan 1. By graduation from an approved high school with a minimum of fifteen acceptable units. Applicants for admission must have a high school average of 2.25 or above or make 17 or above on A.C.T. A student whose high school and A.C.T. records indicate deficiencies will be asked to demonstrate his ability to do college work by initial registration in the summer or spring term. He will be admitted on scholastic probation.

High school averages are calculated in the same manner as college grade point averages.

Plan 2. By examination and special approval. Students who are twenty-one or above may be admitted by making a satisfactory score on the G. E. D. examinations or the ACT battery.

Plan 3. By transfer from other colleges.

A student must present an official transcript from the last college attended. He is not permitted to enroll if he were not so permitted in the prior institution except by special permission of the Admissions Committee. A student will be admitted on scholastic probation if he
had less than 1.5 grade average on his last semester of college work. Courses presented from other institutions that are not parallel with the offerings of Freed-Hardeman College will be evaluated by the dean. All credits are transferred at their original grade; if the quality point average on such transferred credit is less than "C," the cumulative quality point average must be brought up to a "C" by higher grades at Freed-Hardeman College before the student can qualify for graduation. Every student must qualify for graduation on the basis of every course attempted, here and elsewhere.

EARLY ADMISSION OF SUPERIOR STUDENTS

The Southern Association of Colleges and Schools has granted Freed-Hardeman College permission to admit superior students to college courses during the summer following the junior year in high school. Juniors will be admitted to the summer school program upon the recommendation of the high school principal or counselor. The student must have a 3.50 on "solids" (through January of the junior year) or 23 composite on A.C.T. After the student has spent the summer in college, he will return to his high school for his senior year of work. The early admission program should prove to be a great advantage to academically talented young people.

Juniors applying for early admission are required to take the ACT before or upon enrollment. It is recommended that they take A.C.T. either in February or May of their junior year. In scoring the tests, appropriate adjustments are made so that no systematic advantage or disadvantage applies to taking the tests prior to the senior year.

G. E. D. EXAMINATIONS

Students who have not completed high school and are 21 or above, may take the General Education Development Examination High School Level, to meet entrance requirements. The student must make an average score of 45 or more. These tests cover the following areas: English, social studies, natural sciences, literature and mathematics.

PROFICIENCY EXAMINATIONS

A student who has had sufficient training and experience in a subject to merit the establishment of credit may apply to take proficiency of "B" the student may be given credit toward graduation. A maximum examination fee will be $2 per semester hour. If credit is awarded, the student will be charged $10 per semester hour.

ADVANCED PLACEMENT CREDIT

Freed-Hardeman College will grant college credit for courses successfully completed in the Advanced Placement Program of the College in high school. For scores of 5, 4, and 3 the grades assigned will be "A," "B," and "C," respectively, and the semester hours of credit permitted will be that allowed for the corresponding freshman course.

at Freed-Hardeman. Students earning advanced placement credit may take as freshmen sophomore-level course in the academic area in which the credit was earned.

EDUCATIONAL EXPERIENCES IN THE ARMED FORCES

Evaluation of armed services credit follows the recommendations of the Guide to the Evaluation of Educational Experiences in the Armed Forces, published by the American Council on Education. Basic or recruit training in any branch of the Armed Forces will waive the physical education requirement for graduation.

CERTIFICATION FOR TEACHERS

The Tennessee State Board of Education has approved Freed-Hardeman College and its teacher education program. By meeting the certification requirements a student may be issued a valid certificate to teach in public schools. Contact the dean for additional information.

UNIT OF CREDIT

The unit of credit is the semester hour, which means that one semester hour of credit is granted for one recitation or lecture throughout the semester. Two hours of laboratory work are equivalent to one hour of recitation or lecture.

CLASSIFICATION OF STUDENTS

Students are classified as follows:

Freshman. Regular students who have met entrance requirements and have completed fewer than 28 semester hours are classified as freshmen.

Sophomore. Regular students who have met entrance requirements and have completed 28 semester hours.

Special. Mature students who cannot receive college credit because they have not finished high school or its equivalent or otherwise do not meet admission requirements.

Post-Graduate. Students enrolled who have degrees or have graduated from Freed-Hardeman College and who are taking additional courses. Students in the Third Year Bible Program who have graduated will be classified with this group.

ACADEMIC REGULATIONS

Student Load. The normal load for freshmen is sixteen or seventeen hours per semester. Students may register for not more than seventeen hours unless during the preceding semester they made an average of "B" or above except by the dean's approval.

Students on Scholastic Probation should register for not more than fifteen hours except by approval of the dean.
Full-time Course. To pursue a full-time course a student must register for twelve or more hours.

Bible. All full-time students must register for one Bible course each semester. Four semesters (eight hours) are required for graduation. A student may take only one course outside the Biblical Text division of the Bible Department to satisfy the requirement in Bible.

Limitation of Credit. A course duplicated will not receive credit. The last grade earned in the course repeated is the one that stands.

Two hours is the maximum credit to be earned in Band, or Spoken English.

Scholastic Probation. A student who makes below 1.50 quality point average in any semester will be placed on scholastic probation throughout the following semester. He is given one semester to remove probation. Failure to remove probation will result in suspension for one term. The summer session cannot be counted as the term of suspension. A student who fails more than fifty per cent of the hours for which he is enrolled will be given academic dismissal. Students who were dropped because of low scholarship may be re-admitted provisionally after a lapse of one semester upon the approval of the Admissions Committee. One or both terms of Summer School will be counted as a semester in determining scholastic probation.

Examinations. No examination will be given in advance or later except by permission of the dean. Examinations out of time carry a fee of $2 to be paid to the Business Office.

Late Enrollment. Students who enroll after the date set for registration are charged a fee of $5.

Change of Course. A student may change his schedule by adding or dropping by permission of the dean and the instructor of the class for a specified period (see the catalog calendar). Changes require a fee of $2.00. Additions are changes and require a fee.

Chapel Attendance. Daily chapel attendance is required. Excused absences will be allowed for illness, death in immediate family, official business and representing the college officially. One hour and three quality points will be deducted for each unexcused absence. Persistent absenteeism may result in probation or suspension. A student who is tardy three times will be charged with one absence.

Class Attendance. Class attendance is required. Cuts are not allowed. A teacher will deduct by two points the student's final grade average for each unexcused absence. A student must obtain an excuse for any absence within one week from the date he returns to class or else declare that it is unexcused. A student who is tardy three times will be charged with one absence. Six unexcused absences will cause a student to be given an "F." Three unexcused absences in a summer term will cause a student to be given an "F." Unexcused absences in any class may cause the student to be dropped from the course or even suspended from college. Teachers will report unsatisfactory attendance to the dean. Each teacher may excuse absences for illness, death in immediate family, official business or representing the college. Arrangements for excused absences should be made with the teacher in advance when possible. A student is held responsible for any work he has missed by reason of absence. Absences are counted from the first regular class meeting of each semester.

Absences immediately preceding and immediately following stated college holidays may be counted by the instructor as a double cut.

Grades. Achievement and quality of work of the student in each course are expressed as follows:

A—Excellent 4 quality points per semester hour
B—Good 3 quality points per semester hour
C—Average 2 quality points per semester hour
D—Low Passing 1 quality point per semester hour
F—Failing 0 quality point per semester hour
I—Incomplete 0 quality point per semester hour
E—Withdrawn 0 quality point per semester hour
W—Withdrawn Passing
X—Absent from examination
S—Satisfactory
U—Unsatisfactory
N—Non-credit

A grade of "W" will not be permitted after mid-term during a semester except in cases of dire and obvious necessity as determined by the teacher of the class.

A student who has an Incomplete grade should make it up in the next semester in which he is enrolled.

A failing grade may be removed only by repeating the course.

Withdrawal. A student who drops a course after the specified period of changing courses will receive a grade of "E" or "W." Grade of "W" will be given upon the approval of the dean.

Students who withdraw from the institution will have recorded on the permanent records "E" (withdrew failing) or "W" (withdrew passing) depending on the grade in a course at the time of dropping.

A student who is expelled from the institution will receive "F" grades. He forfeits all honors.

"W" (withdrew passing) grades are not used to determine scholarship level.

Report of Grades. Reports of mid-term and semester grades are sent to parents or guardians, except for adults who pay their own expenses.

Transcripts. The first transcript is free but on each additional one a fee of $1 is charged. A transcript is not released until the account is paid in full.

Correspondence and Extension Work. The college does not offer correspondence or extension work. The college will accept in transfer one-fourth of the requirements for graduation.
Class Size. A class must have as many as six members before it can be taught except with the approval of the dean.

Orientation. All full-time freshmen are required to take Psychology of Adjustment except by special permission of the dean.

COURSE NUMBERS
Courses numbered from 100 to 199 are primarily for freshmen; from 200 to 299 are primarily for sophomores; 300 to 399 are for third year students. Courses with the digit ending with one are generally offered in the fall semester; those ending with two are generally offered in the spring semester. Courses ending in zero may be offered any semester. However, there may be a few exceptions to the preceding pattern.

HONORS

Honor Roll. Any full-time student who earns a 3.50 or above quality point average is placed on the Honor Roll. A student who has a grade below a "C" is disqualified (except W).

A student is disqualified as an honor student if he has any grade below "C" at mid-semester during the last semester of his enrollment.

Dean's List. Any full-time student who earns a 3.00 or above quality point average will be placed on the Dean's List provided he does not have any grade below a "C" (except W).

Quality Points. The student's quality point average is determined by dividing the total number of quality points by the number of credit hours attempted.

Honors. The honors for the graduating class will be awarded according to the following plan:

- Summa Cum Laude: 3.85 quality point average
- Magna Cum Laude: 3.60 quality point average
- Cum Laude: 3.50 quality point average

Examination Exemptions. Exemption from the final examination of the last semester is permitted for all honor students of the graduating class provided the student has a "B" average on the subject in progress.

ASSOCIATE IN ARTS
The Associate in Arts Degree is awarded candidates who meet the graduation requirements.

CLASS RING
A class ring was adopted in 1957. All graduates of the institution are entitled to wear the ring.

REQUIREMENTS FOR GRADUATION

General Requirements
1. A student must be of good moral character.

2. A student must have a "C" average on all work attempted (i.e., an average of 2 quality points for each semester hour attempted, excluding courses for which a WP grade has been recorded).

3. A student must be in residence at least one year taking a full-time course. A minimum of twenty-four hours shall be taken in residence during the sophomore year.

4. A student must be approved by the faculty.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible (four semesters)</td>
<td>8</td>
</tr>
<tr>
<td>English (101, 102; 221, 222)</td>
<td>12</td>
</tr>
<tr>
<td>Social Science (History, Government or Economics)</td>
<td>6</td>
</tr>
<tr>
<td>Science (Laboratory)</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education (2 hours must be activity courses)</td>
<td>2</td>
</tr>
<tr>
<td>Speech</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>25</td>
</tr>
</tbody>
</table>

TYPE OF JUNIOR COLLEGE
Freed-Hardeman College is a two-year junior college. In addition it offers a third year of Bible for ministerial students. On the successful completion of two years the Associate in Arts degree is granted; on the successful completion of the third year a Certificate of Achievement in Bible is awarded.

THIRD YEAR CERTIFICATE OF ACHIEVEMENT IN BIBLE

For many years several young men have remained for a third year of Bible work. Some students plan to terminate their college career at the end of their third year. The college has an arrangement with senior Christian colleges whereby a student may transfer to one of these institutions after his third year in Freed-Hardeman College and have his credits be accepted subject to the institutional requirements. Often a student is able to complete his degree in Bible in one additional year.

A Certificate of Achievement is awarded upon the successful completion of a course of study in Bible as prescribed by the college. A certificate is given at the end of the third year of work. The student must meet the following stipulations:

1. He must be of good moral character.

2. He must have been admitted to the college by one of the plans for admission set up by the college. The student must graduate from the regular junior college by the time this certificate is awarded.

3. Six semesters shall be taken in residence and a minimum of 94 semester hours with a "C" average must be presented for the three year certificate. He must have a minimum of twenty-one hours of three hundred level courses.

English 101 will be waived and credit given if a student is able to establish proficiency.
CURRICULA

The following curricula are offered: Art, Liberal Arts, Bible, Business Administration, Home Economics, Music, Education, Health and Physical Education, Speech and Pre-professional in: Law, Medicine, Dentistry, Nursing, Pharmacy, Engineering, Agriculture, Medical Technology, Veterinary, Optometry, Social Work.

GLOSSARY OF TERMS

For your convenience and information a number of terms are defined below:

*Ability, Academic.* Refers to a combination of abilities useful in higher education. Emphasis is on verbal or linguistic accomplishment and numerical or mathematical facility.

*Academic Year.* The period of the annual session, exclusive of summer school, September through June, divided into two semesters.

*Accredit.* To designate an educational institution as being of acceptable quality in criteria of excellence established by a recognized accrediting agency or association.

*Action, Disciplinary.* An action, including counseling and penalties, taken by the officers or agencies responsible for handling disciplinary problems, after consideration of the disciplinary problem.

*Activities, Extracurricular.* Activities that are part of student life and generally considered to be of benefit to the student but are not part of the curriculum.

*Admission.* Acceptance of a candidate for enrollment.

*Admission Requirements.* Educational, personal, health, place of residence, and other qualifications established as requisites for admission. Requirements reflect the admission policy and implement it.

*Advisor; Adviser.* Your adviser or counselor is the instructor assigned by the college to help you with your problems. You are called the advisee.

*Application Blank for Admission.* A record form for collecting educational and other data on candidates for admission. It is the means by which formal communication is initiated between the candidate and the college.

*Class Card.* The official form that authorizes admission to a course or course section.

*Classification.* A student's status in respect to progress toward the completion of his curriculum—freshman, sophomore, etc.—usually based upon the number of hours or courses to his credit at the time of registration. Classification is for extracurricular as well as academic purposes.

*Counseling.* Assisting the student to clarify his educational objectives and to plan his program wisely. Assisting him to think through and solve any problem, which if neglected, might hinder scholastic, personal, or professional success.

*Counselor.* One assigned to help the student with academic and personal problems, generally on the basis of a reciprocal exchange of ideas.

*Course.* Organized subject matter in which instruction is offered within a given period of time and for which credit toward graduation or certification is usually given.

*Course, Survey.* One designed to give a general view of an area of study. May be designed to introduce an unfamiliar field to students before they undertake specialized work, or to provide them with broad, general concepts about an area in which they may or may not plan to specialize.

*Course Prerequisite.* The preliminary requirement that must be met before a certain course can be taken.

*Course Title.* The descriptive name of the course. It gives a general idea of the content of the course.

*Credit Hour.* Defined by the number of hours per week in class, and the number of weeks in the session. One credit hour is usually assigned to a class that meets fifty minutes a week over a period of a semester; or laboratory, field work, drawing, music, practical art, physical education or other type of instruction, that meets two hours a week for a semester.

*Curriculum.* A body of courses required for a degree or diploma, or constituting a major field of study.

*Cut.* An unexcused absence.

*Degree, Associate.* The title conferred for completion of an educational program of less than four years of college work or for the completion of the curriculum of a junior college.

*Department.* A division of the college which offers instruction in a particular branch of knowledge: the Department of Music.

*Dismissal, Academic.* Involuntary separation of a student from his college because he has not met the academic requirements.

*Dismissal, Disciplinary.* Involuntary separation of a student from his college as a result of action taken because of misconduct.

*Fee, Special.* A fee paid by certain students only, and under the conditions indicated, such as a fee entitling a student to private instruction in music.

*Fee, Tuition.* The fee for educational services that the college assesses its students each time they register.

*General Education.* A program of education designed to help the student discover the relatedness of knowledge and acquire a core of information, attitudes, and skills basic to his formal college education and his continuing education throughout life.

*Good Standing.* As a record or transcript notation it signifies that the student is eligible to continue, to return, or to transfer elsewhere. It implies good academic standing as well as good citizenship.

*Graduation Requirements.* A specified group of minimum achievements or other qualifications necessary to qualify for a degree.
Humanities. Pertaining to the liberal arts.

Liberal Arts. Studies designed to improve the ability of an individual to choose well among alternatives and to exercise responsible citizenship.

Orientation. Designed to help the new student become acquainted with the college, its campus, its ideals and traditions. As a part of the counseling program for freshmen it is a period during which standardized tests are administered.

Registration. The act of enrolling in classes, usually at the beginning of a semester. This involves choosing your classes with the help of your counselor.

Schedule. A list of the courses you are taking each quarter. Your schedule is your program of studies.

Suspension. Suspension is an involuntary separation of the student from the college but it differs from dismissal in that it implies and states a time when return will be possible. Thus suspension may extend for one semester or until a specified date, or until a stated condition is met.

Term. Refers to an academic calendar unit, as for example, semester.

Test, Achievement. One that measures one's knowledge or mastery of subject matter.

Transcript. A college transcript is defined as an unabridged and certified academic record prepared for the purpose of communicating information concerning a student from one institution or agency to another institution or agency.
MAJORS IN FREED-HARDEMAN COLLEGE

BIBLE (Bible)

BUSINESS
  Business Administration Transfer (Bus. Ad. Tran.)
  Business Administration Terminal (Bus. Ad. Term.)
  General Office (Bus.—Gen. Off.)
  Secretarial (Bus.—Secr.)
  Business Education (Bus.—Ed.)

EDUCATION
  Elementary Education (Elem. Ed.)
  Secondary Education (Major—Ed.)

HOME ECONOMICS (Home Ec.; Home Ec.—Ed.)

HEALTH AND PHYSICAL EDUCATION (H. & P.E.)

LIBERAL ARTS CURRICULA
  General (Gen. Lib. Arts; Gen. L. A.—Ed.)
  Art (Art; Art—Ed.)
  English (Eng.; Engl.—Ed.)
  Mathematics (Math.; Math.—Ed.)
  Modern Languages (Mod. Lang.; Mod. Lang.—Ed.)
  Music (Music; Music—Ed.)
  Natural Sciences (Nat. Sci.; Nat. Sci.—Ed.)
  Psychology (Psych.)
  Social Sciences (Soc. Sci.; Soc. Sci.—Ed.)
  Speech (Speech; Speech—Ed.)

PRE-PROFESSIONAL CURRICULA
  Agriculture (Pre-Ag.)
  Engineering (Pre-Eng.)
  Health Arts
    Dentistry (Pre-Dent.)
    Medical Technology (Pre-M.T.)
    Medicine (Pre-Med.)
    Nursing Pre-Nur.
    Optometry (Pre-Opt.)
    Pharmacy (Pre-Pharm.)
  Veterinary (Pre-Vet.)
  Law (Pre-Law)
  Journalism (Pre-Jour.)
  Social Work (Pre-S. W.)

Use one of the designations in parentheses on your registration form and whenever your major is requested. If you are undecided, use "Gen. Lib. Arts.” If you plan to teach in high school but are undecided as to teaching field(s), use “Gen. L.A.—Ed.”

Organization for Instruction

Numbers in parentheses following the course titles indicate semester hours credit offered.
SUMMER SCHOOL

Students who wish to pursue an accelerated program, to make up deficiencies, or to reduce their course load during the regular academic year may do so by attending summer school. The two 5½-week summer terms count together as a regular semester in determining probation, class standing, etc. A student may register for a maximum of 8 hours credit per term up to a total of 14 semester hours credit for both terms. Six hours each term is the minimum full-time load. Each full-time summer student must take one Bible course during the summer, and usually it must be taken during the first summer term in which he is enrolled.

Capable students may be able to earn the Associate in Arts degree in four successive semesters—summer, fall, spring, and summer. To do this, they must earn 64 hours credit (ordinarily by taking 14, 18, 18, and 14 hour loads) and must meet all course and other requirements for graduation.

Since some sophomore-level courses are not offered in the summer, students pursuing an accelerated program should take prerequisites for sophomore courses during the first summer term. For example, a student who will need Nat. Sci. 221-222, Organic Chemistry, should take Nat. Sci. 121-122, General Chemistry, during the first summer term so that he may take Organic Chemistry during the regular academic year. English Literature may be deferred until the second summer, since it is regularly offered in summer school.

The following programs are divided into the four semesters of two regular academic years. In summer school, fall semester courses are usually offered in the first term and spring semester courses in the second term. Faculty advisors will help their advisees adjust the programs of study appropriately.

The Curricula

The programs of study are set up to provide a sound course of instruction in general education and terminal work to those who plan to enter the professions and who will continue their specialization in a senior college or university, as well as for those who will terminate at this institution.

The programs listed in this division are planned to adequately meet the needs of the students. A well-rounded course has been planned for each area. The graduation requirements are incorporated in each program. If circumstances warrant, a program may be revised for a student's benefit. Special approval must be obtained from the dean.

GENERAL EDUCATION

The emphasis in the curricula has been for several decades on general education. Even vocational courses have had a large amount of general education content. The college is concerned with preparing the student for life as well as for earning a living.

The college believes that a part of its educational program should be designed to provide preparation for life's responsibilities without regard to vocational choices. Regardless of life pursuits, mankind has in common certain needs, interests, values, goals, principles, attitudes, knowledge, and skills. All men should have these similar experiences in order to become an effective worker, a congenial and cooperative member of the family, and an informed and responsible citizen in the community, the nation, and the world.

Effort is made to help the students to accomplish the following objectives of general education: (1) learn to communicate effectively; (2) learn to improve and maintain good physical and mental health; (3) learn about self and how to cooperate and contribute in a home and a democratic citizenship; (4) learn to understand the natural world around us and our relationships to it; (5) learn to do logical and imaginative thinking; and (6) learn to discriminate in moral and spiritual values, and to develop insights and appreciation of the beautiful.

Every student in any curriculum is required to take 39 hours in general education which is good for the development of a cultured, well-rounded Christian citizen.

LIBERAL ARTS PROGRAM

A large number of students have not made a definite choice as to a vocation or a major field of study. Indeed this is not imperative in the first two years since the areas of specialization are largely in the upper division college work. Many of the professions are now requiring a larger proportion of general education, especially in the first two years in college. Students who are not definite on a course of study should choose the following general curriculum.
### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>Eng. 101 English Composition</td>
<td>Eng. 102 English Composition</td>
</tr>
<tr>
<td>Soc.S. History</td>
<td>Soc.S. History</td>
</tr>
<tr>
<td>M.La. Spanish or French or German or Latin</td>
<td>M.La. Spanish or French or German or Latin</td>
</tr>
<tr>
<td>H&amp;P.E. Physical Education</td>
<td>H&amp;P.E. Physical Education</td>
</tr>
</tbody>
</table>

**Total Hours Credit:** 14

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Appreciation or Music Appreciation</td>
<td>Bible</td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>Eng. 221 Survey of English Literature</td>
<td>Eng. 222 Survey of English Literature</td>
</tr>
<tr>
<td>M.La. Inter Spanish or French or German or Latin</td>
<td>M.La. Inter Spanish or French or German or Latin</td>
</tr>
<tr>
<td>Sci. Laboratory Science</td>
<td>Sci. Laboratory Science</td>
</tr>
<tr>
<td><em>Electives</em></td>
<td><em>Electives</em></td>
</tr>
</tbody>
</table>

**Total Hours Credit:** 17

*The electives should be chosen from: Art, Mathematics, Science, Psychology, Music, Speech, Social Science, and a few courses in Business Administration (Typing and Accounting).*

### PRE-PROFESSIONAL CURRICULA

Pre-professional work is provided in several fields. The dean and faculty advisors will offer special assistance to the student in planning an acceptable program. A student should study the catalog of the institution where he will transfer.

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 121 College Algebra and Trigonometry</td>
<td>Math 122 College Algebra and Calculus</td>
</tr>
<tr>
<td>Sci. 121 General Chemistry</td>
<td>Sci. 122 General Chemistry</td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>Eng. 101 English Composition</td>
<td>Eng. 102 English Composition</td>
</tr>
<tr>
<td>Ed. &amp;</td>
<td>Speech 111 Fundamentals of Speech</td>
</tr>
<tr>
<td>Psy. 100 Psy. of Adj.</td>
<td>Psy. 100 Psy. of Adj.</td>
</tr>
</tbody>
</table>

**Total Hours Credit:** 18

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 201 Analysis and Calculus</td>
<td>Math 202 Analysis and Calculus</td>
</tr>
<tr>
<td>Sci. 201 General Physics</td>
<td>Sci. 202 General Physics</td>
</tr>
<tr>
<td>Eng. 221 Survey of English Literature</td>
<td>Eng. 222 Survey of English Literature</td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>H&amp;P.E. Physical Education</td>
<td>H&amp;P.E. Physical Education</td>
</tr>
</tbody>
</table>

**Total Hours Credit:** 20

### Pre-Medical Year

#### Fall Semester

- Sci. 121 General Chemistry
- Sci. 111 General Biology
- Bible
- Eng. 101 English Composition
- *Math 101 College Algebra*
- Ed. &
- Psy. 100 Psy. of Adj.

**Total Hours Credit:** 17

#### Spring Semester

- Sci. 122 General Chemistry
- Sci. 112 General Biology
- Bible
- Eng. 102 English Composition
- *Math 102 Plane Trigonometry*
- H&P.E. Physical Education

**Total Hours Credit:** 17

*Or a foreign language.*

### Sophomore Year

#### Fall Semester

- Sci. 201 General Physics
- Sci. 202 Organic Chemistry
- Eng. 221 Survey of English Literature
- H&P.E. Physical Education
- Soc.S. History
- Bible

**Total Hours Credit:** 17

#### Spring Semester

- Sci. 202 General Physics
- Sci. 222 Organic Chemistry
- Eng. 222 Survey of English Literature
- Soc.S. History
- Bible
- Speech 111 Fundamentals of Speech

**Total Hours Credit:** 19

### Pre-Dental Year

#### Fall Semester

- Sci. 121 General Chemistry
- Sci. 111 General Biology
- Eng. 101 English Composition
- Bible
- H&P.E. Physical Education
- Speech 111 Fundamentals of Speech

**Total Hours Credit:** 18

#### Spring Semester

- Sci. 122 General Chemistry
- Sci. 112 General Biology
- Bible
- Eng. 102 English Composition
- Math 101 College Algebra

**Total Hours Credit:** 16
### Freed-Hardeman College

#### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Sci. 221 Organic Chemistry</td>
<td>Sci. 222 Organic Chemistry</td>
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<tr>
<td>Sci. 201 General Physics</td>
<td>Sci. 202 General Physics</td>
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<tr>
<td>Eng. 221 Survey of English Literature</td>
<td>Eng. 222 Survey of English Literature</td>
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<tr>
<td>Bible</td>
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<tr>
<td>Soc.S. History of Economics</td>
<td>Soc.S. History of Economics</td>
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<tr>
<td>H.A.P.E. Physical Education</td>
<td>H.A.P.E. Physical Education</td>
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#### Pre-pharmacy

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<tbody>
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<td>Eng. 101 English Composition</td>
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<tr>
<td>H.A.P.E. Physical Education</td>
<td>Math College Algebra</td>
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<td>Speech 111 Fundamentals of Speech</td>
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<tr>
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#### Sophomore Year

<table>
<thead>
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<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Sci. 221 Organic Chemistry</td>
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<tr>
<td>Sci. 201 General Physics</td>
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#### Pre-nursing (One Year Pre-nursing Program)

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<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>Sci. 111 General Biology</td>
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<tr>
<td>Bible</td>
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<td>Eng. 101 English Composition</td>
<td>Math 110 Fundamentals of Math</td>
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<td>Soc.S. 101 Survey of Civilization</td>
<td>Eng. 102 English Composition</td>
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<td>Ed. &amp; Psy. 102 General Psychology</td>
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<td>Ed. &amp; Psy. 100 Psy. of Adj.</td>
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<tr>
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**Note:** The program above is recommended for those who plan to enroll in the College of Nursing, University of Tennessee.

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#### The Curricula

### Two-Year Pre-nursing

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Bible</td>
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<td>Eng. 101 English Composition</td>
<td>Eng. 102 English Composition</td>
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<tr>
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### Sophomore Year

<table>
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<th>Spring Semester</th>
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<tr>
<td>Bible</td>
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<tr>
<td>Eng. 101 English Composition</td>
<td>Eng. 102 English Composition</td>
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<td>Bible</td>
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(The dean will counsel students concerning the sophomore year of the Pre-Veterinary program.)

### Pre-veterinary

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<th>Fall Semester</th>
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<tbody>
<tr>
<td>Bible</td>
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<tr>
<td>Eng. 101 College Algebra</td>
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### Pre-law

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<tr>
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**Note:** Students should consult the Dean and faculty adviser about the second year of work and the advisability of continuing in this institution for another year.
## FREED-HARDEMAN COLLEGE

### SOPHOMORE YEAR

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<td>B.A. 231 Business Law</td>
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<td>Eng. 222 Survey of English</td>
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<tr>
<td>Bible</td>
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### PRE-AGRICULTURE

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### PRE-OPTOMETRY

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<td>Sci. 121 General Chemistry</td>
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<td>Math 101 College Algebra</td>
<td>Math 102 Plane Trigonometry</td>
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### THE CURRICULA

### PREPARATION FOR SOCIAL WORK

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<th>Freshman Year</th>
<th>Fall Semester</th>
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### SOPHOMORE YEAR

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<th>Spring Semester</th>
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<tr>
<td>Bible</td>
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<td>Soc.S. Principles of Economics</td>
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### PREPARATION FOR JOURNALISM

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### SOPHOMORE YEAR

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<tr>
<td>Soc.S. Principles of Economics</td>
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<tr>
<td>Total Hours Credit: 19</td>
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</table>
Department of Art
B. L. Taylor

AIMS

The aims of this department are: to help the student master a medium of expression and communication in line, value, texture, color, and design; to encourage the understanding, appreciation, and enjoyment of the outstanding art which the world has produced; to meet the needs of those who may transfer to other colleges and of those who may desire further study in the field of art; and to encourage the application of good design to the problems of life in the selection and arrangement of personal, family and community belongings.

ART CURRICULUM

FRESHMAN YEAR

| Art 101 | Drawing | 3 |
| Art 111 | Design | 3 |
| Eng 101 | English Composition | 3 |
| Bible | Bible | 2 |
| Soc. Sci. | 101 |
| H.A.P.E. | Physical Education | 1 |
| Psy. 100 | Psy. of Adj. | 1 |
| Total Hours Credit | 16 |

| Art 102 | Drawing | 3 |
| Art 120 | Art Appreciation | 2 |
| Eng 102 | English Composition | 3 |
| Bible | Bible | 2 |
| Soc. Sci. | 101 |
| H.A.P.E. | Physical Education | 1 |
| Elective | 1 |
| Total Hours Credit | 16 |

SOPHOMORE YEAR

| Art 201 | Painting | 3 |
| Art 202 | Art Education or approved elective | 3 |
| Eng 221 | Survey of English Literature | 3 |
| Bible | Bible | 2 |
| Sci. | Laboratory Science | 4 |
| Speech 111 | Fundamentals of Speech | 3 |
| Total Hours Credit | 18 |

| Art 222 | Painting | 3 |
| Art 211 | Applied Design | 3 |
| Eng 222 | Survey of English Literature | 3 |
| Bible | Bible | 2 |
| Sci. | Laboratory Science | 4 |
| Fundamentals of Speech | 3 |
| Total Hours Credit | 15 |

101, 102. DRAWING. (3, 3)
This is a basic course to introduce the student to light and shade, drawing, and color, through experimentation with varied media, such as charcoal, pastel, water color, ink, and pencil.

111. DESIGN. (3)
This course is an introduction to the elements and principles of design. The first half of the course consists of design fundamentals and the second half consists of application of these fundamentals to specific problems in design, which will be assigned according to the student's major field. Required for Art and Home Economics majors.

DEPARTMENT OF ART

211. APPLIED DESIGN. (3)
This course is an application of design elements and principles to specific problems in one of these three design fields: (1) Commercial Art, (2) Industrial Design, or (3) Interior Design (required for home economics majors). Prerequisite: Art 111.

120. ART APPRECIATION. (2)
This is an introductory course to acquaint the student with outstanding works of art of all periods and to form a discernment of art necessary to aesthetic enjoyment.

201. ART EDUCATION. (3)
An introduction is given to the problems of art education and the methods of teaching art in the public school.

221, 222. PAINTING. (3, 3)
An introduction to oil painting fundamentals and techniques. During the second semester emphasis is given to composition and creativity in painting.
Department of Bible

BIBLICAL TEXT
OLD TESTAMENT
NEW TESTAMENT
DOCTRINAL
HISTORICAL
PRACTICAL
RELIGIOUS EDUCATION
BIBLICAL LANGUAGES

Department of Bible

Mr. Warren, Mr. Dixon, Mr. Roland, Mr. Gardner, Mr. Witt, Mr. Scott, Mr. Bradfield, Mr. Whittle, Mr. Woodson, Mr. Bloomingburg, Mr. Wallace, Mr. Huffard, Mr. Holland, Mr. McGill, Mr. Buckley, Mr. Woods, Mr. Oliver, Mr. Johnson, Mr. Thomas, Mr. Wright, Mr. Kittrell

AIMS

In an effort to base the whole curriculum upon Christian principles and ideals, daily Bible classes are provided for all students. The eternal truths of the Bible are essential to success in any profession; they produce strength, dignity, and well adjusted lives. The proper amount of Bible study is integrated into the student's program. An effort is made to impress each one with the fact that this training will be helpful in any work he chooses. The Bible Department aims to give Freed-Hardeman College a strong religious emphasis.

Special courses are planned for the benefit of young men who expect to preach the gospel. The aim of these more advanced courses is to give a thorough knowledge of the Scriptures and related subjects, so that these men may be properly equipped for the work of evangelists. Chief attention is directed toward a knowledge of the Bible itself; but study is also made of various religious systems and practical problems.

BIBLE CURRICULUM

The following curriculum is recommended for those who desire a major in Bible. Students pursuing a ministerial course may pursue this program. If circumstances warrant, a student may be permitted to deviate from this sequence with special permission of the dean.

The student shall take 12 hours in Bible and a minimum of 9 hours in Religious Education, Bible School, or Biblical Language. When this program is satisfactorily completed and all graduation requirements are met the student is awarded an Associate in Arts in Bible.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>Bible</td>
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<tr>
<td>Old Testament</td>
<td>Old Testament</td>
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<td>Elective in Religious Education, Bible School</td>
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<td>Eng. 101 English Composition</td>
<td>Eng. 102 English Composition</td>
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<tr>
<td>Speech 111 Fundamentals of Speech</td>
<td>Speech 112 Fundamentals of Public Speech</td>
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<tr>
<td>Hist.</td>
<td>H&amp;P.E.</td>
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<tr>
<td>Pys. 100 Psych. of Adj.</td>
<td>Pys. of Adj.</td>
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<td>Total Hours Credit</td>
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</table>

17
DEPARTMENT OF BIBLE

of Israel beginning with the conquest of Canaan and continuing through the reign of David, the second king. The social customs, religious conditions, and the influences of Israel's great leaders of the nation's history are considered. Background is provided for understanding of the New Testament and an appreciation of inspired literature.

112. HISTORY OF ISRAEL. (2)
This course is a continuation of 111. The books of Kings, Chronicles, Ezra, Nehemiah, and Esther are studied.

131. SURVEY OF OLD TESTAMENT. (2)
The books of the Old Testament are studied with a view to acquainting the student with their contents, their relations to each other, and their relations to Bible and world history. This course covers all of the Old Testament.

201. POETICAL BOOKS. (2)
This is a study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon. Job is discussed from the standpoint of the great problem of why suffering enters into a person's life. The Psalms are classified and studied with particular emphasis on their literary beauty, style, and Messianic import. Ecclesiastes and Song of Solomon are read with special emphasis on the problem of life.

211. MAJOR PROPHETS. (2)
This course discusses the four major prophets of the Old Testament: Isaiah, Jeremiah, Ezekiel, and Daniel. Emphasis is given to the historical background in Israel and Judah. Attention is given to the world empires whose activities related to the ministry of these prophets. Insights into God's will are discussed and the relation of the prophetic to New Testament passages is considered.

212. THE MINOR PROPHETS. (2)
A continuation of 211. The same emphasis is given to historical background and surrounding empires for these 12 minor prophets. The chronological location of these prophets in relation to the Babylonian captivity is discussed.

NEW TESTAMENT

121. THE LIFE OF CHRIST. (2)
Matthew is used as the primary text in this course. A chapter by chapter study of Matthew is made, with extensive readings in Mark, Luke, and John. Attention is given to a harmony of the gospels and a chronological arrangement of the events in the life of Jesus. Both the historical and didactical phases of these books are emphasized,
with special attention given to the moral and doctrinal teachings of Christ.

122. ACTS OF APOSTLES. (2)
This is a continuation of New Testament 121 with Acts of Apostles as the text. The two courses together give a comprehensive view of the life of Jesus and the history of the early church. This course deals particularly with the history of the early church and the cases of conversion recorded in Acts.

132. SURVEY OF NEW TESTAMENT. (2)
The books of the New Testament are studied with a view of acquainting the student with their contents and their relations to each other. This course covers all of the New Testament.

221. PAUL'S EPISTLES. (2)
An intensive study is made of First and Second Corinthians, Galatians and Philippians. The purpose is to see how Christian principles were applied to the problems within the church at these places. A thorough analysis is made of these letters written to early Christians.

222. PAUL'S EPISTLES. (2)
This is a continuation of New Testament 221 covering Ephesians, Colossians, First and Second Thessalonians, First and Second Timothy, Titus and Philemon. In the study of Ephesians and Colossians, emphasis is placed upon God's eternal purpose as it was consummated in Christ and the church. Special consideration is given to the work of the gospel evangelist as that work is treated in the epistles to Timothy and Titus.

231. HEBREWS, ROMANS. (2)
This is a thorough investigation of these two vital books. Hebrews shows particularly that the gospel is to be distinguished from the Law of Moses, and Romans emphasizes the theme of the gospel, which is salvation by grace through faith.

232. GENERAL EPISTLES AND REVELATION. (2)
This is a study of James, Peter, John, Jude and Revelation. Special consideration is given to the book of Revelation.

DOCTRINAL

142. SCHEME OF REDEMPTION. (3)
In this course the Bible is discussed as a whole. It is also divided into special topics aimed at showing the development of God's plan through the ages and the consummation of this plan in the Lord's church. Special attention is given to the organization, doctrine, and worship of the church.

261. BIBLICAL INTERPRETATION. (3)
This is a course in how to study the Bible. It is a study of the rules and principles governing correct exegesis.

291. INTRODUCTION TO PHILOSOPHY. (3)
This course reviews the philosophies underlying ancient and modern views of truth, nature, man, and values. It compares naturalistic, idealistic, and Christian views.

292. CHRISTIAN ETHICS. (3)
This course is concerned with the Bible teaching concerning ethical conduct. It seeks to acquaint the student with ancient and modern systems of conduct which stand opposed to Bible truth. It also considers and evaluates these approaches in light of Bible truth.

301. CHRISTIAN EVIDENCES. (3)
This course is concerned with the evidences of the inspiration of the Bible and the sonship of Jesus Christ.

311. CRITICAL INTRODUCTION TO THE OLD TESTAMENT. (3)
This course is largely a study of General Introduction considering such subjects as inspiration, revelation, the Canon, and how the text came down to us. Thorough study is made of critical problems concerning the Pentateuch. A critical study is also made of the origin, authorship, historical background and religious values of several books of the Old Testament.

312. CRITICAL INTRODUCTION TO THE NEW TESTAMENT. (3)
This course is divided into General Introduction and Special Introduction. General Introduction considers the New Testament as a whole and inquires into such matters as the Canon, the materials of textual criticism, and the methods of textual criticism. Special Introduction is concerned with the origin, historical background, authorship and design of the individual books of the New Testament.

321. DENOMINATIONAL DOGMAS. (3)
This is a study of common religious errors, current as well as old. It is designed to help the young preacher meet the various issues of the day.

322. LOGIC. (3)
This is an introductory course in the principles of correct thinking. It is a study of inductive and deductive methods of reasoning with some application to religious problems.

331. TOPICAL BIBLE STUDIES. (3)
This course is a study of various Bible teachings with special emphasis on past controversies and current issues facing the church.

361. PHILOSOPHY OF RELIGION. (5)
This course primarily discusses the existence and nature of God. Various approaches in proving the existence of God are discussed and evaluated. Objections raised against the existence and nature of God are also discussed. This course is beneficial to orient the student in various controversies concerning the existence and nature of God.
HISTORICAL

141. BIBLE GEOGRAPHY. (3)
This course is a detailed study of Bible Lands. A knowledge of the geography and topography of these countries adds vividness and reality to the historic narratives of the Bible. Special attention is given to the nature of these lands and also to the relation of Bible events to them.

241, 242. CHURCH HISTORY. (3, 3)
The purpose of this course is to give a general summary of the history of the church from its establishment to modern times. The first semester will be devoted to a study of the developing apostasy, the rise and development of the Eastern and Western churches with special emphasis on Roman Catholicism to the height of its power under Innocent III. The second semester will deal with the decline of the medieval church, the Conciliar period, the Renaissance, the Reformation and Counter-Reformation to 1650, and the rise of modern denominationalism.

202. RESTORATION MOVEMENT. (3)
A comprehensive survey of the events, teachings, and leading figures of the Restoration Movement from its beginning to the present.

332. HISTORY OF THE ENGLISH BIBLE. (3)
This course studies how the Bible has come down to us through the centuries. Attention is given to the text, its transmission, and its translation. Special attention is given to English translations.

PRACTICAL

109. PERSONAL EVANGELISM. (3)
A study of the techniques of personal evangelism is made.

250. MARRIAGE AND THE FAMILY. (3) Same as Social Science 230

260. PREPARATION AND DELIVERY OF SERMONS. (3) Same as Speech 260.

271. THE PASTOR AND HIS WORK. (3)
This course considers the preacher and his work through discussion of his individual improvement as a servant of Christ and improved service and development of the church through visitation, instruction, and guidance.

302. WORLD EVANGELISM. (3)
The aim of this course is to acquaint the student with the various fields and the preparation needed for work in each field. It also will include a study of the Biblical basis and plan of world evangelism.

RELIGIOUS EDUCATION

161. MATERIALS AND METHODS IN THE BIBLE SCHOOL. (3)
This course is designed to prepare both men and women for more professional services as Bible teachers. A study is made of the nature and needs of students at all age levels. Work is done in building and evaluating curriculum materials and teaching units. Various methods of teaching are studied pointing out the advantages and disadvantages. Considerable emphasis is given to lesson planning and presentation.

542. ORGANIZATION AND ADMINISTRATION OF THE BIBLE SCHOOL. (3)
This course is a comprehensive study of the principles and techniques used in organizing and administering the educational program of the local church. Included in the course is a study of the relationship which should exist between the elders, preacher, educational director, and the membership. Some attention is given also to curriculum building in the interest of a well-rounded Bible study program in the local church.

BIBLICAL LANGUAGES

GREEK

151, 152. NEW TESTAMENT GREEK. (4, 4)
This introductory course in the Greek of the New Testament includes a study of forms, ability to read and translate, vocabulary drill and elementary syntax.

251, 252. NEW TESTAMENT GREEK. (3, 3)
This course in New Testament Greek involves the mastery of syntax, translation of selected passages, and the use of grammatical principles in interpretation.

HEBREW

351, 352. ELEMENTARY HEBREW. (4, 4)
This course involves the study of essential principles of the Hebrew language and grammar, acquisition of vocabulary, use of parts of speech and ability to read the narrative portions of the Hebrew Bible.
## Department of Business Administration

Mr. Whittle, Miss Anderson, Mr. Smith, Mr. Buckley,
Mrs. Hall, Mr. Hardin, Mr. Kittle

**AIMS**

The aim of this department is to assist the student in finding a useful place in society as it relates to employment in the field of business. This is to be done in the following ways:

1. The Business Administration Curriculum prepares the student for the continuation of study at the senior college level, leading to the bachelors degree.
2. The Business Education Curriculum prepares the student to continue advanced education for teaching in the secondary school and the college level.
3. The Business Administration Terminal Curriculum prepares those students for useful service who do not intend to pursue their studies to the completion of a degree. This study consists of a concentration in the business area, and it may be followed for either a one-year or two-year period. This program is comparable to a course of a similar nature that would be offered in the private business schools.
4. The General Office Curriculum may be taken either for one or two years, and it is designed primarily for young ladies who do not plan to become secretaries but would like to do general office work. This study consists of training in all the areas of general office work except that of shorthand. It is comparable to courses of this nature offered in the private business schools.
5. The Secretarial Curriculum can also be pursued for one or two years, and it is designed primarily for young ladies desiring to enter the secretarial field. Great emphasis is placed on shorthand theory and transcription. Related courses are offered to complete the course. Those who desire may continue their studies at the junior college level.

The programs of study for each of these areas of study are outlined below. In each instance where there is an option of either a one-year or two-year study, it is strongly recommended that the two-year course be followed. The suggested programs may be varied by permission. Some students do not need to pursue the beginning courses in shorthand or typing, but other business courses should be substituted for these.

### BUSINESS ADMINISTRATION CURRICULUM

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. 121 Principles of Accounting</td>
<td>B.A. 122 Principles of Accounting</td>
</tr>
<tr>
<td>Eng. 101 English Composition</td>
<td>Eng. 102 English Composition</td>
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<tr>
<td>Bible</td>
<td>Bible</td>
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<tr>
<td>Soc.S. History</td>
<td>Soc.S. History</td>
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<tr>
<td>Sci. Laboratory Science</td>
<td>Sci. Laboratory Science</td>
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<tr>
<td>H &amp; P.E. Physical Education</td>
<td>H &amp; P.E. Physical Education</td>
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<td>Psy. 100 Psy. of Adj.</td>
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#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>Eng. 221 Survey of English</td>
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<td>Bible</td>
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<tr>
<td>Science</td>
<td>Science</td>
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<tr>
<td>Speech 111 Fundamentals of Speech</td>
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### BUSINESS ADMINISTRATION TERMINAL CURRICULUM

#### FRESHMAN YEAR

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<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>B.A. 121 Principles of Accounting</td>
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<tr>
<td>Eng. 101 English Composition</td>
<td>Eng. 102 English Composition</td>
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<td>Soc.S. History</td>
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### GENERAL OFFICE CURRICULUM

#### FRESHMAN YEAR

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<td>B.A. 121 Principles of Accounting</td>
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#### SOPHOMORE YEAR

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<tbody>
<tr>
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<td>Science</td>
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<td>Speech 111 Fundamentals of Speech</td>
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SECRETARIAL CURRICULUM

FRESHMAN YEAR

Fall Semester

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<td>Typewriting</td>
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<td>B. Ad.</td>
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<tr>
<td>Shorthand</td>
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<tr>
<td>B. Ad.</td>
<td>2</td>
</tr>
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<td>Office Machines</td>
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<tr>
<td>B. Ad.</td>
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Spring Semester

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<td>Typewriting</td>
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<td>B. Ad.</td>
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<td>Shorthand</td>
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Sophomore Year

Fall Semester

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<td>Business Mathematics</td>
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<td>B. Ad.</td>
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<td>Eng.</td>
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<td>Lit.</td>
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Spring Semester

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<th>Hours</th>
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<tbody>
<tr>
<td>B. Ad.</td>
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<tr>
<td><strong>Shorthand</strong></td>
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<td>Bible</td>
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<td>Bible</td>
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<td>Total Hours Credit</td>
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*The second semester of typing will be waived if proficiency is acquired the first semester. Within the first two weeks of school, a series of typing tests will be given to those who have had one year or more of typewriting. Those who average 40 words per minute will take only one semester of typewriting.

**For those students who are able to acquire proficiency in advanced shorthand during the freshman year, shorthand will not be required the sophomore year. Within the first two weeks of school, tests will be given to determine the dictation rate of those having had one year or more of shorthand in high school. This will determine their placement in courses 102, 201, 202.

BUSINESS EDUCATION CURRICULUM

FRESHMAN YEAR

Fall Semester

<table>
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<th>Course</th>
<th>Hours</th>
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<td>Psy.</td>
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<td>Eng.</td>
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<td>Sci.</td>
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Spring Semester

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Sophomore Year

Fall Semester

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<tbody>
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<td>Ed.</td>
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<tr>
<td>Psy.</td>
<td>201</td>
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<tr>
<td>Human Growth and Dev.</td>
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<tr>
<td>Eng.</td>
<td>221</td>
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<tr>
<td>Bible</td>
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<tr>
<td>B. Ad.</td>
<td>4</td>
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<td>Physical Education</td>
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Spring Semester

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<td>Bus. Ad.</td>
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<td>Office Machines</td>
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<td>Speech</td>
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<td>Fundamentals of Speech</td>
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<tr>
<td>Total Hours Credit</td>
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ACCOUNTING

121. Principles of Accounting. (4)
A study of uses of accounting; interpretation of financial statements; proprietorship; controlling accounts; accruals and deferred items; practice set.

122. Principles of Accounting. (4)
Partnerships; corporations; manufacturing and cost accounts; using accounting information; practice set. Prerequisite: 121.

290. IBM Summary Key-Punch. (2)
Keyboard training will be developed by simulation on IBM Selectric typewriters, and individual instruction will then be provided on the IBM Summary Key-Punch machine until carry over on the keyboard is accomplished and the fundamentals of the actual key-punch machine is learned.

261. Intermediate Accounting. (4)
Fundamental processes; working capital; non-current items. Prerequisite: 121 and 122.

262. Intermediate Accounting. (4)
Non-current items continued; corporate capital; analytical processes. Prerequisite: 261.

Preparation of individual income tax return. Income; deductions; individual returns; payment of taxes; employment tax; and related items.

ECONOMICS

251. Principles of Economics. (5)
Production and economic growth; the allocation and pricing process; and the distribution of income.

252. Principles of Economics. (5)
National income and related matters; international economics; and comparative economic systems.

GENERAL BUSINESS

100. Introduction to Business. (3)
A business orientation course; organization; management; finance; psychology; and related subjects.

131. Business Mathematics. (3)
Practical mathematical problems of the business world including the theory of compound interest, annuities, depreciation and basic operations.

221. Salesmanship. (3)
Sales fundamentals; sales strategy and techniques; sales management; demonstrations.
231. Business Law. (3)
Law from the businessman's point of view. Contracts; negotiable instruments; property; bailments; agency and legal forms.
232. Business Law. (3)
Continuation of 231.
271. Principles of Management (3)
Designed to acquaint the student with the background, methods, techniques, and problems in the field of business management.

SECRETARIAL SCIENCE

101. Fundamentals of Shorthand. (3)
This course is for beginners only. Those who have had one year of shorthand in high school will not be permitted to take this course for credit. It deals with principles of Gregg Shorthand simplified for colleges; penmanship; brief forms; phrase drills; reading and dictation at 60 words per minute.
102. Fundamentals of Shorthand. (3)
Continuation of 101; 80 words per minute transcribed at an acceptable speed; application of letter writing; records.
201. Advanced Shorthand. (3)
Primarily dictation and transcription; some reading and theory; 90-100 words per minute with acceptable proficiency required to enter course.
202. Advanced Shorthand. (3)
Continuation of 201; acceptable transcription on dictation at 120 words per minute by end of semester. For all shorthand students, access to a record player is desirable.
130. Office Machines. (2)
An acquaintance ship level of calculations, adding machines, duplicating, mimeoscope, dictaphone, ediphone, bookkeeping machine, stencil typing, and electric typewriting.
223. Secretarial Office Practice. (3)
Personality; etiquette; ethics; correspondence; filing; travel information; telephone techniques; office machines; and related items.
111. Beginning Typewriting. (3)
A mastery of the keyboard and practice in the basic skills and techniques of the touch system of typewriting, for personal or vocational use.
112. Intermediate Typewriting. (3)
Prerequisite: Typewriting 111 or demonstrated proficiency. Special drills for perfecting the techniques necessary for accuracy and speed in typewriting, particularly in business letters, tabulations, reports, and other forms.
211. Advanced Typewriting. (3)
Designed to acquaint the student with office forms and business literature, and to develop occupational competence and production skills. Prerequisite: Typewriting 112 or its equivalent.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Department of Education and Psychology
Mr. Naylor, Mr. Johnson, Mr. Huffard, Mr. Thomas

AIMS

The aims of this department are:
(a) Professional. This department proposes to develop such competencies as are conducive to successful teaching. An effort is made to acquaint the student with the work of the teacher and to develop effective methods of lesson presentation.
(b) Self-Understanding and Guidance. An effort is made to develop an understanding of the factors that contribute to the behavior of individuals. Each student develops a better understanding of himself and is thereby more competent to provide guidance as a teacher.

Freed-Hardeman College has been approved by the Tennessee State Board of Education to offer a program of teacher education. It is approved to offer the first two years of a four-year program for elementary and secondary teachers. A student can receive the Teacher's Temporary Certificate.

Note: The Elementary Education Curriculum is for students planning to transfer to Tennessee colleges; students with other plans should confer with the department chairman.

ELEMENTARY EDUCATION CURRICULUM

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>Eng. 102 General Psychology</td>
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SOPHOMORE YEAR

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Total Hours Credit 17 | Total Hours Credit 15 |
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(Note: For the Business Education Curriculum see page 90.)

**EDUCATION**

101. **Introduction to Education.** (3)

The inter-disciplinary approach is used to show the contributions of various disciplines to the field of education. The prospective teacher is introduced to the field of teaching, the history and philosophy of education, the issues and trends in this field and the professional organizations and literature. The student has an opportunity to observe classroom teaching in the local schools.

260. **Audio-Visual Aids.** (3)

This course is designed to acquaint the student with the various means of audio-visual presentation. The students will be expected to become acquainted with the various projectors and the techniques of presentation.

**PSYCHOLOGY**

100. **Psychology of Adjustment.** (1)

This course required of freshmen deals with social and personal adjustments. College problems of personal, vocational, social and academic nature will be considered.

102. **General Psychology.** (3)

This course is an introduction to the science of psychology. The student learns better how to understand, predict, and control the conditions and situations that he meets in his environment and within himself. Emphasis is placed on the personal application of the principles of psychology to one's own life. The course provides the student with a groundwork for further study in the science of human behavior.

291. **Human Growth and Development.** (3)

This course is a study of the physical, mental, emotional, and social development of an individual from the moment of conception to maturity. Prerequisite: General Psychology.
Department of English

Mr. McGill, Mr. King, Mrs. Scott, Mr. Oliver, Mrs. Campbell

AIMS

The aims of this department are to aid the student in the development of habits of more effective communication through the arts of reading, writing, speaking and listening; and to lead him to a greater appreciation of literature.

101. ENGLISH COMPOSITION. (3)

Diction, vocabulary improvement, and the elements of grammar and punctuation are studied with the aim of enabling the student to secure the qualities of correctness, clearness and effectiveness in his choice of words and sentence structure. A study is also made of the following: the application of the principles of unity, coherence and emphasis to the development of the paragraph; the selection of a subject; organization and outlining of material; and the writing of themes.

102. ENGLISH COMPOSITION. (3)

In this course emphasis is given to the types of writing, including a study of research methods followed by the writing of a term paper based upon library investigation. Selected readings are assigned as examples of the various forms of writing and serve as an introduction to the study of literature.

221. SURVEY OF ENGLISH LITERATURE. (3)

This course offers a study of backgrounds, trends, and selected literature from the Anglo-Saxon period through the Neo-Classical Age (1660-1784).

222. SURVEY OF ENGLISH LITERATURE. (3)

This is a continuation of 221. The period covered is from 1760 to the present.

JOURNALISM

231. INTRODUCTION TO JOURNALISM. (3)

This is a general survey of the field of journalism, with attention given to the role of journalism in a free society.

232. NEWS REPORTING AND NEWS WRITING. (3)

A study of the principles of gathering and writing the news. Work on the "Skyrocket" provides practical experience.

Department of Health and Physical Education

Mr. Kirk, Mr. Stewart, Miss Johnson

AIMS

This department aims to help the student develop physically, mentally, socially, emotionally and spiritually. Students are taught a healthier way of living personally, in the home and in the community. Students learn to work and play together. They learn to be leaders as well as to be followers. During and after school the physical education facilities are workshops for Christian living and emotional adjustment and development.

Instruction is offered in various sports and activities which may be used in post-school life for recreation purposes.

A two-year professional program is offered to those desiring to become teachers of health and physical education.

HEALTH AND PHYSICAL EDUCATION CURRICULUM

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>P.E. 151</td>
<td>P.E. 161</td>
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<tr>
<td>Teaching of Ind. and Dual Sports</td>
<td>Teaching of Team</td>
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<tr>
<td>H&amp;K Physical Education</td>
<td>P.E. 138 Sports</td>
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<tr>
<td>Ed &amp; P.E.</td>
<td>P.E. 102 First Aid</td>
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SOPHOMORE YEAR

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<tr>
<td>P.E. 241 Schools</td>
<td>H&amp;K Personal and Community</td>
</tr>
<tr>
<td>H&amp;K Physical Education</td>
<td>P.E. 201 Health</td>
</tr>
<tr>
<td>Ed &amp; P.E. Human Growth and Development</td>
<td>P.E. 222 First Aid</td>
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<td>Wh. E. 212 Bacteriology</td>
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PHYSICAL EDUCATION

ACTIVITY COURSES

Any two of the following activity courses will meet the physical education requirement for graduation. This requirement is waived for veterans of the Armed Forces. A student may take more than two hours if he desires. Emphasis is placed upon the rules, the fundamental skills, the safety practices and the terminology of each sport.

101. CONDITIONING EXERCISES. (1)
102. TUMBLING. (1)
103. ADVANCED TUMBLING. (1)
104. TRACK AND FIELD. (1)
111. ARCHERY. (1)
112. BADMINTON. (1)
113. BOWLING. (1)
114. TENNIS. (1)
121. TOUCH FOOTBALL AND VOLLEYBALL. (1)
122. BASKETBALL AND SOFTBALL. (1)
123. VOLLEYBALL AND SPEEDBALL. (1)
131. BEGINNING SWIMMING. (1)
132. INTERMEDIATE SWIMMING. (1)
135. ADVANCED SWIMMING. (1)
134. WATER SAFETY. (1)
(Note: All students in swimming courses may qualify by meeting certain requirements for certificates from the American Red Cross.)

141. RECREATION GAMES. (1)
142. ADAPTIVE PHYSICAL EDUCATION. (1)
143. CHEERLEADING. (1)
144. CAMPING. (1)

PROFESSIONAL PROGRAM

151. INTRODUCTION TO PHYSICAL EDUCATION. (3)
The purpose of this course is to orient the student in the field of physical education.

161. TEACHING OF TUMBLING AND GYMNASTICS. (2)
The methods of teaching tumbling and gymnastics by sequence and progressions are studied. Emphasis is placed upon safety devices, terminology, and knowledge of steps involved in teaching each stunt or routine.
Department of Home Economics
Mrs. Thomas

AIMS
The aims of the department of Home Economics of Freed Hardeman College are twofold: to prepare young women for the important work of Christian homemaking and to provide a foundation for professional education in this area. The courses are planned for the purpose of meeting the needs of those who may transfer to other colleges and for the students who will terminate college study in one or two years.

A kindergarten-nursery is operated under the supervision of the Home Economics Department.

HOME ECONOMICS CURRICULUM
FRESHMAN YEAR

FALL SEMESTER

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TOTAL HOURS CREDIT: 18

SPRING SEMESTER

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TOTAL HOURS CREDIT: 18

SOPHOMORE YEAR

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<td>Home Nursing</td>
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TOTAL HOURS CREDIT: 18

ORIENTATION AND GUIDANCE

100. ORIENTATION IN HOME ECONOMICS. (3)
This course is an introduction to the area of home economics and a study of professional opportunities. One lecture.

FAMILY RELATIONSHIPS

231. CHILD DEVELOPMENT. (3)
Consideration is given to the growth and guidance of children through the preschool years and their relationship with others with emphasis on the ways in which the fundamental needs of young children may be met in daily living. Directed observation and participation in the kindergarten. Three lectures, two hour observation.

DEPARTMENT OF HOME ECONOMICS

FOODS AND NUTRITION

101. ELEMENTARY NUTRITION. (3)
This is a basic study of the nutritive value of foods and their relation to health and income. Two lectures.

102. ELEMENTARY FOODS. (3)
This is a basic course in food selection and preparation with an introduction to the planning and serving of meals. One lecture, two laboratories.

232. MEAL PLANNING AND TABLE SERVICE. (3)
Emphasis is given to planning, preparing and serving nutritionally adequate meals for families adapted to their food habits, customs, economic and social needs. Emphasis on organization and management related to individual abilities, present trends in home arrangement, table appointments and their use.

TEXTILES AND CLOTHING

111. CLOTHING. (3)
This course is designed to help the student to better analyze herself and others in relation to color and design and to develop discrimination in the selection and purchase of wearing apparel, fabrics, and commercial patterns. It includes a study of color and line and their use and care of the sewing machine, and basic construction techniques. A cotton blouse and a cotton dress will be constructed. One lecture, two laboratories.

112. CLOTHING. (3)
This is a continuation of 111. Further study is made of the various fabrics and their construction, and clothing for the family is considered. A garment made of a synthetic fiber, a wool dress, and a sweater. An added motion of a synthetic fiber is included. Child's garment will be constructed using additional construction techniques. One lecture, two laboratories.

221. TEXTILES. (3)
This is a study of natural and man-made fibers and their development into fabrics. Fundamental weaves, yarns, color, and finishes will be analyzed as to their selection, maintenance and serviceability.

HOME MANAGEMENT

222. HOME NURSING. (2)
This course deals with the preparation of homemakers for intelligent guidance of their families in promoting good health, preventing illness and caring for the sick in the home. There is a basic study of the family and personal and family health. The laboratory work is first aid and personal and family health. Two lectures, one laboratory.
Department of Mathematics

Mr. Witt, Mr. Roland, Mr. Landon, Mr. Taylor

AIMS

This department has as its aims: to develop an understanding of the basic concepts of mathematics; to assist the student in "straight thinking" by analogy of the nature of proof; to give a broad background for work on a higher level, i.e., for engineering students, mathematics majors, etc.; to cultivate a desire for accuracy in expression as well as in calculations; to appreciate our heritage as a result of the work of the great men who have contributed to the development of mathematics.

MATHEMATICS

101. College Algebra. (3)
This course is designed both as a terminal course and as prerequisite for trigonometry. Variables, functions, set notation, equations, progressions, and determinants compose the major portion of the course.

102. Plane Trigonometry. (5)
This course is a study of: trigonometric functions; solution of triangles; trigonometric identities; solution of trigonometric equations; inverse trigonometric functions; study of functions by means of graphs; problems in heights and distances; spherical trigonometry.

110. Fundamental Concepts of Mathematics. (2)
Logic or nature of proof, numbers and number bases, algebraic function, graphs and averages, measurements and approximation are covered. It is the purpose of the course to acquaint the student with the basic concepts of mathematics; to emphasize logical thinking; to be of cultural value in general education.

121. College Algebra and Trigonometry. (5)
This course is designed for mathematics majors and pre-engineering students. Students taking this course should have had a strong mathematical program previously. The fundamentals of college algebra and plane trigonometry are integrated and emphasis is given to concepts of number, set, and function.

122. Analytics and Calculus. (5)
The fundamentals of analytic geometry are blended with simple differentiation and integration. Algebraic, transcendental and hyperbolic functions are introduced and differentiated.

201. Analytics and Calculus. (4)
This is a continuation of 122. Transforms, solid analytic geometry, integration completed, indeterminate forms and some partial differentiation are the main topics of this course.

202. Analytics and Calculus. (4)
This is a continuation of 201. Applications of integration and partial differentiation, multiple integrals, infinite series, and differential equations will be studied.

ENGINEERING

111. Engineering Graphics. (5)
These units are covered: technical sketching, lettering, use of instruments; geometry of technical drawings; projection drawing; sectioning; isometric drawing; oblique drawing; graphical representation and analysis of data.

112. Engineering Graphics. (5)
These topics are taught: advanced topics in auxiliary views and oblique views; line and plane problems; surfaces and developments; surfaces and intersections; warped surfaces; engineering problems. Prerequisites: 111 Engineering Graphics.

These topics are taught: principles of statics; resultants of force system, equilibrium of force systems, analysis of structures, friction, force system in space, centroids and centers of gravity, moments of inertia.

These units are taught: principles of dynamics; rectilinear translation; curvilinear translation; rotation; plane motion; work and energy; impulse and momentum; mechanical vibrations; graphic methods of solution.
DEPARTMENT OF MODERN LANGUAGES

Department of Modern Languages
Mrs. Kennedy, Mrs. Scott, Mrs. Bloomingburg, Mr. McGill, Miss Harvey

AIMS

The Department of Modern Languages seeks to encourage and guide students in attaining proficiency in various modern foreign languages in order to enable them to discharge more effectively their responsibilities as world citizens; in obtaining a knowledge of the culture of our world neighbors, thereby developing a better understanding and a deeper appreciation of them; and in acquiring a more thorough understanding of the backgrounds and meanings of words, thus leading to increased ability in the effective use of the English language.

A modern language laboratory and a planned audio-lingual program enable the students to understand and converse with native speakers of the foreign language studied.

SPANISH

101. Elementary Spanish. (4)
This course is open to students who have had no previous work in Spanish. Attention is given to pronunciation, grammar, reading, and composition. Some information is given about the Spanish-speaking peoples, especially in this hemisphere, as to their thinking and culture to inspire the students a better understanding and appreciation of our neighbors. No credit is given for this course toward graduation until Spanish 102 is completed.

102. Elementary Spanish. (3)
This is a continuation of 101.

201. Intermediate Spanish. (3)
This course is open to students who have had two years of high school Spanish or a course in elementary Spanish in college. The course includes much practice in oral Spanish, in composition, in reading and in dictation. Recordings are used to improve pronunciation and comprehension.

202. Intermediate Spanish. (3)
This is a continuation of 201 with more emphasis on the literature of the Spanish-speaking peoples.

FRENCH

111. Elementary French. (4)
This course is open to students who have had no previous work in French. It includes pronunciation, elementary conversation, the fundamentals of grammar, the reading of simple selections and some composition with emphasis on the development of audio-lingual, reading and writing skills in the order named. The reading material is so selected as to provide information about the French people, their country and their culture. Four hours of class work and four hours of laboratory practice per week. (No credit is given for this course toward graduation until French 112 is completed.)

112. Elementary French. (4)
This is a continuation of French 111.

211. Intermediate French. (3)
This course includes a review of the fundamentals of grammar, the reading of short stories, and a study of the history composition. The culture of France with the principal emphasis on reading. The development of audio-lingual skills is continued through class discussions and laboratory practice. Three hours of class work and three hours of laboratory practice per week. Prerequisite: two years of high school French or a course in elementary French in college.

212. Intermediate French. (3)
This is a continuation of French 112 involving more extensive reading. Masterpieces of various literary periods are studied.

GERMAN

131. Elementary German. (4)
This course is open to students who have had no previous work in German. Reading and writing, along with speaking and understanding. An introduction is given to the life, manners and customs of German-speaking peoples of Germany, Austria and Switzerland. No credit is given for this course toward graduation until German 152 is completed.

132. Elementary German. (4)
This is a continuation of 131.

231. Intermediate German. (3)
This course is open to students who have had a course in elementary German. It involves extensive use of the language laboratory. It increases proficiency in speaking and in understanding spoken German and also includes much reading.

232. Intermediate German. (3)
This is a continuation of 231.

LATIN

(Note: Latin is not a modern foreign language but the following courses are listed in this department which are offered upon sufficient demand.)

121, 122. Elementary Latin. (3, 3)

221, 222. Cicero's Orations; Vergil's Aeneid. (3, 3)

JAPANESE

141, 142. Elementary Japanese. (4, 4)
This is a beginning Japanese language course with emphasis on speaking and reading.
**DEPARTMENT OF MUSIC**

107

191, 192. **ELEMENTARY HARMONY** (3, 3)

This course begins with a study of the triads and continues through the dominant ninth chord.

**APPLIED MUSIC**

151, 152. **VOICE** (1 or 2 hours each semester)

Instruction in this course includes voice culture, based on the proper use of the breath; singing, which includes phrasing, articulation, expression, style, etc.

251, 252. **VOICE** (1 or 2 hours each semester)

Second year voice. A study of art songs and vocal literature. Prerequisite: Voice 151, 152.

160. **CLASS PIANO FOR BEGINNERS** (1)

160. **CLASS PIANO** (1)

This course is for those who have had no previous training in piano. Basic techniques are emphasized as preparation for private study.

151, 162. **PIANO** (1 or 2 hours each semester)

The development of technical facility, musical interpretation, and broadening the repertoire are emphasized. Selected works of Bach, Haydn, Beethoven, and romantic composers are studied.

251, 252. **PIANO** (1 or 2 hours each semester)

Technical studies are continued. Accompanying and solo performing are stressed. The larger works of Bach, Beethoven, and selected romantic composers are studied. Prerequisite: 161, 162.

181, 182. **ORGAN** (1 or 2 hours each semester)

Thorough training in piano is prerequisite to the study of organ. The student should have played the easier sonatas of Haydn and the two-part inventions of J. S. Bach. In the first year basic organ techniques, including manual and pedal playing, are emphasized. The student is required to study and perform selected pieces from the works of Bach, Haydn, and selected pieces are studied.

281, 282. **ORGAN** (1 or 2 hours each semester)

Technical studies are continued. Selected compositions from the easier pre-Bach period, the larger Preludes and Fugues of J. S. Bach, and selected pieces by Cesar Franck, Widor and modern composers are studied. Prerequisite: 181, 182.

**APPRCATION AND MUSIC EDUCATION**

110. **MUSIC APPRECIATION** (2)

This is a study of the principles and techniques which underlie art creation in music such as form, theme, rhythm, mood, tone, and the relation to principles in other art media.

100. **MUSIC FOR SONG LEADERS** (2)

This course is designed to teach the student the proper way to conduct congregational singing, and to build a foundation for music reading.

101, 102. **SIGHT SINGING AND EAR TRAINING** (2, 2)

A complete study of keys and intervals, with emphasis placed on sight singing and also hearing tonality.

**THEORY**

**MUSIC CURRICULUM**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Mus. 101 Sight Singing and Ear Training</td>
<td>Mus. 102 Sight Singing and Ear Training</td>
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<tr>
<td>Mus. 101 Voice or Piano</td>
<td>Mus. 102 Voice or Piano</td>
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<tr>
<td>Eng. 101 English Composition</td>
<td>Eng. 102 English Composition</td>
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<td>Sci.</td>
<td>Lab. Science</td>
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<tr>
<td>Mus. 111 Intro to Music</td>
<td>Mus. 112 Intro to Music</td>
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<td>H&amp;P.E.</td>
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**SOPHOMORE YEAR**

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<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Mus. 211 Elementary Harmony</td>
<td>Mus. 212 Elementary Harmony</td>
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<tr>
<td>Mus. 211 Voice or Piano</td>
<td>Mus. 212 Voice or Piano</td>
</tr>
<tr>
<td>Soc.S. History</td>
<td>Soc.S. History</td>
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<tr>
<td>Eng. 211 Survey of English Literature</td>
<td>Eng. 212 Survey of English Literature</td>
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<td>Bible</td>
<td>Bible</td>
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<tr>
<td>Speech</td>
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<tr>
<td>Total Hours Credit</td>
<td>16</td>
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</table>

(Students who wish to major in music education should confer with the chairman of the music department.)
Department of Natural Sciences

Mr. Trull, Mr. Witt, Mr. Oliver, Mr. Landon, Miss McClain
Mr. Evans, Mr. Taylor, Miss Reich

AIMS

The aims of this department are as follows: (1) to acquaint the student with the world of nature in terms of principles rather than facts alone and to add to the general education and cultural background; (2) to impart an understanding of the scientific methods; (3) to meet the requirements for pre-professional and pre-technical courses; (4) to serve as a foundation for advanced study in the various fields of science.

GENERAL SCIENCE

101. PHYSICAL SCIENCE. (2)

This is an introduction to the philosophy and methodology of science; it deals with some of the basic concepts in some of the physical sciences. In this semester will be included astronomy, geology, meteorology, and nature study. The work shall consist of lectures, demonstrations, field trips, etc.

110. PHYSICAL SCIENCE. (2)

This is a continuation of 101. This semester will be given to physics and chemistry.

BIOLOGICAL SCIENCE

111. GENERAL BIOLOGY. (4)

This semester emphasizes the study of plants. It includes a survey of the main plant groups. Two hours of lecture and four hours of laboratory per week.

112. GENERAL BIOLOGY. (4)

This semester includes a study of animals, including a survey of the main animal groups. Two hours of lecture and four hours of laboratory per week.

211. HUMAN PHYSIOLOGY. (4)

This is an introductory study of the human body with emphasis upon how it functions. Two hours of lecture and four hours of laboratory per week.

212. BACTERIOLOGY. (4)

An effort is made to make this study as practical as possible by emphasizing the role of bacteria in human welfare. Methods of growing and studying bacteria are practiced in the laboratory. Prerequisite: one semester of a biological science or chemistry. Two hours lecture and four hours laboratory per week.
PHYSICAL SCIENCE

CHEMISTRY

121. GENERAL CHEMISTRY. (4 or 5)
A study of the fundamental principles of chemistry, the preparation and properties of selected elements, the gas laws, and the electron theory. Special emphasis on equation writing and chemical calculations is given. Groups I and VII of the periodic table are studied. Three hours of lectures and three hours of laboratory per week. Students who elect the five-hour course will be expected to meet one additional laboratory period per week for supplementary experimentation. These will also receive additional assignments in lecture-recitations.

122. GENERAL CHEMISTRY. (4 or 5)
This is a continuation in the basic principles of chemistry. Groups IV, V, and VI of the periodic table are studied. Metals and carbon compounds are studied. The laboratory periods are devoted primarily to elementary qualitative analysis. Lecture-recitation and laboratory periods are the same as 121. Prerequisite: 121.

221, 222. ORGANIC CHEMISTRY. (4, 4)
This course is a study of carbon compounds; their structure, nomenclature, properties, preparations, reactions, and uses. The first semester deals with aliphatic compounds; the second with proteins, carbohydrates, aromatic, alicyclic and heterocyclic compounds, dyes, hormones, and vitamins. Three hours lecture and three hours laboratory per week.

230. QUANTITATIVE ANALYSIS. (4)
A study is made of the principles and techniques of gravimetric chemical analysis. Two lectures and two two-hour laboratory periods per week. Prerequisite: Chemistry 121, 122.

PHYSICS

201. GENERAL PHYSICS. (4)
A study is made of mechanics, heat and sound. Three hours lecture and recitation and three hours laboratory per week.

202. GENERAL PHYSICS. (4)
The purpose of this unit of work is to acquaint the student with the laws governing light, magnetism and electricity. Three hours lecture and recitation and three hours laboratory per week.

DEPARTMENT OF SPEECH

Department of Social Sciences

Mr. Scott, Mr. Bloomingburg, Mr. Whittle, Mr. Bradfield, Mr. Huffard, Mr. Stewart, Mr. Trigg

AIMS

The Department of Social Sciences exists to offer background courses needed by students who may have majors in other academic fields and to provide the majors in history, political science, and sociology, the basic courses they need in lower division college work. It is the aim of the department to give the student an overview of the progress of man in coping with the problems of his environment. The roles played by great men, economies, and government will be stressed. The development of cultures is followed and civilizations are analyzed.

HISTORY

101. A SURVEY OF CIVILIZATION. (3)
A glance into pre-history brings a viewing of the theories of the origin of the universe and man. Man's theories and Biblical teaching are compared and contrasted. The major civilizations of East and West are analyzed as they continue into the seventeenth century. The cultural approach to the ancient and Medieval World dominates the study. The economic and political background for the Protestant Reformation is presented.

102. A SURVEY OF CIVILIZATION. (3)
This is a continuation of 101. The cultural approach to the history of the modern world begins with the sixteenth century and continues to the present. Absolutism, colonization, imperialism, nationalism, and new patterns in statecraft are investigated. The causes and effects of the great modern military conflicts are examined.

201. AMERICAN HISTORY. (3)
The relationships between the old world and the new are studied in light of studies, explorations, settlements, and colonization of the North American continent. The cultural, political, economic, and social sphere of history are integrated by a general survey of American History through 1865.

202. AMERICAN HISTORY. (3)
This is a continuation of 201. The social, political, industrial, and military history of the United States since the middle of the nineteenth century is followed. Twentieth century conflicts, their causes and consequences, are emphasized.


POLITICAL SCIENCE

211. AMERICAN GOVERNMENT. (3)
This is an introductory course to government and political science. Political theories responsible for the development of democratic gov-
212. American Government. (3)

This is a continuation of 211. State and local government is emphasized. The roles of the federal, state, and local government are given a critical study. Tennessee state and local governments are used as examples of organization and function.

Economics

251, 252. Principles of Economics. (3, 3)

This is the same as Business Administration 251, 252.

Sociology

230. Marriage and the Family. (3)

The problems of dating, courtship, and selection of a companion are treated in this course with a view to a proper preparation for a successful marriage. The design of marriage and various marital problems are studied. The causes and evils of divorce are also stressed.

261. General Sociology. (3)

This course is an introduction to the general principles of sociology giving a broad perspective of the nature of society and its problems, terms of social institutions, forces, and changes.

262. Social Problems. (3)

This course is a study of contemporary problems in modern society.

Department of Speech

Mr. Thomas, Mr. Holland, Mr. Fulkerson, Mr. Hall, Mr. Enoch, Mr. Menefee

AIMS

The three primary aims of the speech department are to assist every student in developing his ability in effective speaking and listening, to prepare students who desire further study in the field of speech, and to give special assistance and opportunities to students who demonstrate exceptional ability in speech. Speech education is believed to aid the student in social and educational adjustment, in assuming the responsibilities of Christian citizenship, and in becoming more productive in his chosen work.

Courses offered include the requirements for the first two years of an undergraduate speech major. Senior colleges offer specialization in the last two years in the following areas: public speaking and forensics, drama and oral interpretation, ministerial speech, radio and television, speech and hearing therapy, and speech education.

Intramural speech activities, dramatic productions, intercollegiate forensics contests, and the educational FM radio station afford additional experience for the student.

Modern recording facilities are available for pronunciation drills and for practicing readings and speeches.

Liberal Arts

Curriculum for Speech Major

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Bible</td>
<td>G.T. or N.T.</td>
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<td>Psy. 100</td>
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<tr>
<td>Eng. 101</td>
<td>English Composition</td>
<td>French or Latin</td>
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<tr>
<td>H&amp;PE</td>
<td>Activity</td>
<td>M. Lang.</td>
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<td>M. Lang.</td>
<td>French or Latin</td>
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<tr>
<td>Soc. Sci.</td>
<td>History</td>
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<tr>
<td>Speech 111</td>
<td>Fundamentals</td>
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<tr>
<td>Speech</td>
<td>*Workshop</td>
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SOPHOMORE YEAR

<table>
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<tr>
<th>Course</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Bible</td>
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<tr>
<td>N. Sci. 111</td>
<td>General Biology</td>
<td>N. Sci. 112 General Biology</td>
</tr>
<tr>
<td>Speech 230</td>
<td>Argumentation</td>
<td>Speech 270 Voice &amp; Phonetics</td>
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<tr>
<td>or 250 Intro, to Rocusing</td>
<td>Speech</td>
<td>Speech *Workshop</td>
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<tr>
<td>or 250 Oral Interp.</td>
<td>*Workshop</td>
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<td>Speech</td>
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<td>**Electives</td>
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<tr>
<td>Speech</td>
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<td>5-4</td>
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</table>

* Debate or Forensics Workshop, Theater Workshop, or Radio Workshop, depending on student's background and interests. Every student planning to major or minor in speech should participate in some co-curricular or extra-curricular activity—educational FM, Intercollegiate Debate Society, Preachers Club, Religious Debate Club, Thespians, or the intramural speech program consisting of the fall speech festival, oratorical contests, and the one-act play festival.

** Additional physical education activity courses, advanced language courses, or education courses may be advisable for transfer students. Consult the department chairman.
FRESHMAN YEAR

Fall Semester

Sophomore Year
Speech 221 Argumentation  2  Speech 220 Voice and Phonetics  2

Third Year
***Sp. 251 Oral Interp. of the Bible  2  ***Sp. 260 Preparation and Delivery of Sermons  3

Under some circumstances, ministerial students may wish to take Oral Interpretation of the Bible and/or Preparation and Delivery of Sermons in the sophomore year.

111. FUNDAMENTALS OF SPEECH.  (3)
Instruction and practice in the basic skills of oral communication, such as pronunciation, the preparation and delivery of short speeches, group discussion, and critical listening. Fall, Spring.
With 112 Fundamentals of Public Speaking, this course meets the requirement for liberal art students, speech majors and minors, Bible majors, and pre-law students.

112. FUNDAMENTALS OF PUBLIC SPEAKING.  (3)
An introduction to the rhetorical and psychological bases of speech with practice in audience analysis, research, and the preparation and delivery of various types of speeches. Prerequisite: Speech 111.

131, 231. DEBATE WORKSHOP.  (1, 1)
An introduction to college debate. Practice in intramural and intercollegiate debate, with emphasis on research techniques and case construction.

132, 232. FORENSICS WORKSHOP.  (1, 1)
A continuation of practice in debating. Emphasis is focused on other forensic activities—improvisation, extemp, after-dinner speaking, and oratory. Students participate in speaker's bureau programs and in tournaments.

141, 241. THEATER WORKSHOP: PRODUCTION.  (1, 1)
An introduction to educational theater. Supervised work in technical theater. Students do production work on the major fall semester play.

142, 242. THEATER WORKSHOP: ACTING.  (1, 1)
Beginning principles and practices of acting. Work in or with the intramural one act plays and the major spring production.

171, 271. RADIO WORKSHOP: ANNOUNCING AND OPERATION.  (1)
An introduction to radio station control room operation and microphone technique. Writing and announcing of news, spot announcements, and musical programs. One hour of lecture and two hours of laboratory work each week.

172, 272. RADIO WORKSHOP: PRODUCTION.  (1)
Writing and production of various types of radio programs, including educational programs for campus radio. One hour of lecture and two hours of laboratory work each week.

220. VOICE AND PHONETICS.  (3)
A course designed to improve the normal use of the speaking voice, articulation, and pronunciation.

230. ARGUMENTATION.  (2)
A study of the principles of argument and debate. May be taken in the freshman year by permission of the instructor.

240. INTRODUCTION TO THEATER.  (3)
This is an introductory study of the essential areas of theater which contribute to an appreciation of drama in art and life.

250. ORAL INTERPRETATION OF LITERATURE.  (3)
An introductory course in the field of oral reading with practice in the reading of creative literature. Offered upon sufficient demand.

251. ORAL INTERPRETATION OF THE BIBLE.  (2)
Study and practice in communicating the meaning of the Bible to an audience by reading the Bible aloud. Offered upon sufficient demand.

252. PREPARATION AND DELIVERY OF SERMONS.  (3)
A study of homiletics—the art of preparing and delivering sermons. Logical outlining and effective presentation of various types of sermons are studied and practiced. Prerequisite: sophomore standing and six hours of speech, or by permission of instructor.

270. INTRODUCTION TO BROADCASTING.  (3)
A general survey of the history, structure, and operations of commercial and educational radio and television in America. Students become familiar with the campus radio station.

275. RADIO ENGINEERING.  (3)
An introduction to the technical aspects of radio station studio and transmission equipment. Students prepare for the examination for a FCC Third Class Radiotelephone Operator's License with Broadcast Endorsement. Prerequisite: Speech 171, or by consent of the instructor.
### Student Roster, 1966-1967

**FRESHMEN**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Phone</th>
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<tbody>
<tr>
<td>ABBEY, David</td>
<td>R. R. 1, Carmi, Illinois</td>
<td>Carmi</td>
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<tr>
<td>ABBREY, EILEEN</td>
<td>R. R. 2, Box 32, Gary, Kentucky</td>
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<tr>
<td>ABBREY, REBECCA</td>
<td>R. R. 2, Box 21, Holly Springs, Missouri</td>
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<td>ABBREY, LINDA</td>
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<tr>
<td>ABBREY, LINDA</td>
<td>Box 305, Ridgely, Tennessee</td>
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<tr>
<td>ABBREY, LINNIE</td>
<td>770 E. 24th Street, Hialeah, Florida</td>
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<td>ABBREY, KENNETH</td>
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<td>ABBREY, JAMES PAUL</td>
<td>Bethel Springs, Virginia</td>
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<tr>
<td>AMBROSE, ANNE</td>
<td>2208 Lincoln Road, Maryville, Tennessee</td>
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<tr>
<td>AMBROSE, WENDY</td>
<td>493 Englewood Box 61, Franklin, Michigan</td>
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<tr>
<td>AMBROSE, WANDA</td>
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<td>AMBROSE, JIMMY</td>
<td>R. R. 1, Brownsville, Alabama</td>
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<td>AMBROSE, JUAN</td>
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<tr>
<td>AMBROSE, JACOB</td>
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<tr>
<td>AMBROSE, JEREMY</td>
<td>Box 344, Lexington, Kentucky</td>
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<td>ARMSTRONG, DIANNE</td>
<td>Hamilton, Alabama</td>
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<td>ARMSTRONG, KAY</td>
<td>R. R. 3, Tuscaloosa, Alabama</td>
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<tr>
<td>ASTON, JIMMY B.</td>
<td>108 Ford Street, Muscle Shoals, Alabama</td>
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<tr>
<td>ASTON, MARTHA</td>
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<td>ASTON, MARY</td>
<td>614 East Street, Murfreesboro, Tennessee</td>
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<tr>
<td>ASTON, RAYMOND</td>
<td>2119 Jefferson Ave, Point Pleasant, West Virginia</td>
<td>Point Pleasant</td>
<td>West Virginia</td>
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<tr>
<td>ASTON, RAYMOND</td>
<td>5820 Stewart Street, N. Charleston, South Carolina</td>
<td>N. Charleston</td>
<td>South Carolina</td>
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</tr>
<tr>
<td>ASTON, RAYMOND</td>
<td>405 Fleming Street, Columbia, South Carolina</td>
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<td>609 S. Narragansett, Chicago, Illinois</td>
<td>Chicago</td>
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<td>BLANKENSHIP, JAMES L.</td>
<td>8077 Archer Drive, Huntsville, Alabama</td>
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<td>Mountain City, Tennessee</td>
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HEDGES, DOROTHY ANN
Route 1, Tifton, Georgia 31701

HENEGAR, KAREN
Route 1, Morrison, Tennessee 37115
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<td>640 Euclid Avenue, Benton Harbor, Michigan</td>
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</table>
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Route 1, Box 28, Covington, Tennessee 38019

Yoff, Lynda  
Route 1, Box 28, Covington, Tennessee 38019

THIRD YEAR

Abbey, James Patton  
Route 1, Carmi, Illinois 62821

Ams, Graham  
Route 1, Carmi, Illinois 62821

Arminian, Francis  
Route 1, Carmi, Illinois 62821

Artigas, Thomas  
Route 1, Carmi, Illinois 62821

Bradford, Willie  
Route 1, Box 33, Hayti, Missouri 63051

Butler, Danny L.  
Route 2, Friendship, Tennessee 38064

Burks, Daniel  
Route 2, Friendship, Tennessee 38064

Chambers, Robert C.  
Route 1, Box 33, Hayti, Missouri 63051

Claudet, James Jr.  
Route 1, Box 33, Hayti, Missouri 63051

Colley, John R.  
Route 2, Friendship, Tennessee 38064

Dale, John Richard  
Route 2, Friendship, Tennessee 38064

Dale, John Wilson  
Route 1, Box 33, Hayti, Missouri 63051

Davis, Dwayne  
Route 1, Box 33, Hayti, Missouri 63051

Eddins, James T.  
Route 1, Box 33, Hayti, Missouri 63051

Fowler, Manley, Jr.  
Route 2, Friendship, Tennessee 38064

FOSTER, EUGENE

FREED-HARDEMAN COLLEGE

Golding, Robert T.  
Route 1, Carmi, Illinois 62821

Glover, Joseph F.  
Route 1, Carmi, Illinois 62821

Hale, Frank, Jr.  
Route 2, Friendship, Tennessee 38064

Hardy, John  
Route 2, Friendship, Tennessee 38064

Henderson, James  
Route 1, Box 33, Hayti, Missouri 63051

Huntley, Gary W.  
Route 1, Box 33, Hayti, Missouri 63051

James, Jonathan  
Route 2, Friendship, Tennessee 38064

Jones, Clifford, Jr.  
Route 2, Friendship, Tennessee 38064

Ketron, Maynard  
Route 2, Friendship, Tennessee 38064

Kidd, Ralph W.  
Route 2, Friendship, Tennessee 38064

Langford, Jerry  
Route 2, Friendship, Tennessee 38064

Lavender, Phil  
Route 2, Friendship, Tennessee 38064

Menner, Bryan  
Route 2, Friendship, Tennessee 38064

Mersch, Larry Paul  
Route 2, Friendship, Tennessee 38064

Meyers, John B.  
Route 2, Friendship, Tennessee 38064

Oliver, Robert D.  
Route 2, Friendship, Tennessee 38064

Patterson, Thomas D.  
Route 2, Friendship, Tennessee 38064

Reinhard, Gary R.  
Route 2, Friendship, Tennessee 38064

Vaughan, T. R.  
Route 2, Friendship, Tennessee 38064

Vesey, Jimmie R.  
Route 2, Friendship, Tennessee 38064

Wilsmon, Kenneth  
Route 2, Friendship, Tennessee 38064

Winston, Ralph C.  
Route 2, Friendship, Tennessee 38064

Winston, Ralph C.  
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Route 2, Friendship, Tennessee 38064

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Route 2, Friendship, Tennessee 38064
Application for Admission
FREED-HARDEMAN COLLEGE
(Preliminary)

Name (Mr., Mrs., Miss) (Last) (First) (Middle)
Permanent home address (Street or R.F.D.) (City) (County) (State)
Place of birth Date Sex Race
Church preference Member?
Married or single? If married, number of children
Are you a veteran? Do you expect to attend under "G. I. Bill"?

Father's name Living?
Mother's name Living?

Legal guardian, if not father
Occupation of father or guardian
I was (or will be) graduated from High School
at (City) (State) on
Have you attended college? Is so, where?
I wish to enter Freed-Hardeman College (Month) (Day) (Year)
In what course of study are you interested?
Name and address of principal
Minister's name and address
One other reference (please give address)
Name and address of Newspaper

I enclose $10.00 (non-refundable) for a room reservation , or for an apartment (for the married).

I have requested the principal of the high school from which I graduated (or Registrar of college attended) to send a copy of my transcript to: Registrar, Freed-Hardeman College, Henderson, Tennessee.

Signature of applicant
Date
McQuiddy Printing Company of Nashville, Tennessee has rendered wonderful service to Freed-Hardeman College for about one-half of a century. This outstanding firm is, as usual, responsible for the printing of these catalogs, and for the excellent quality of that service we are grateful.

H. A. Dixon, President