MARCH, 1935

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Contents

Governing Body and Board ........................................ 4
College Calendar .................................................. 5
Administrative Officers ........................................... 6
Faculty .......................................................... 7
Faculty Committees ............................................... 10
Historical Development ......................................... 11
  Purposes of Taylor University .............................. 12
  Objective—An Effective Christian College .................. 13
  Academic Standing ........................................... 14
  Location ..................................................... 14
Educational Equipment ........................................... 15
Grounds and Buildings ........................................... 16
General Information .............................................. 17
  Student Organizations ....................................... 17
  Publications ............................................... 18
  Standing Required for Contests .............................. 18
  Intercollegiate Debating .................................... 19
  Athletics .................................................... 19
Regulations ....................................................... 19
Expenses .......................................................... 20
  Board ....................................................... 20
  Rooms ...................................................... 21
  Tuition and Fees .......................................... 21
  Settlement of Bills ......................................... 23
Contests and Prizes ............................................... 24
Scholarships ....................................................... 24
Administration .................................................... 25
  Admission ............................................... 25
  Advisers ............................................... 25
  Government ............................................... 25
  Personnel Service ......................................... 26
  Social Life ............................................... 27
  Study Hours and Lights .................................... 27
  Class Absence ............................................ 27
  Changing Courses ......................................... 27
  Student Load .............................................. 28
  Hour Schedule ............................................ 28
  Grade System .............................................. 28
The William Taylor Foundation

Rev. L. G. Jacobs, D.D., President
Linton A. Wood, Vice-President
Forrest C. Miller, Secretary
Dr. Otto U. King, Treasurer
Rev. F. K. Dougherty, D.D., Endowment Treasurer

Board of Directors

Term Expires 1935
W. H. Polhemus .................................. Daleville, Ind.
Linton A. Wood .................................. Worthington, Ohio

Term Expires 1936
Dr. Otto U. King ................................ Huntington, Ind.
Mrs. Ella G. Magee ............................... Bloomsburg, Pa.
Grover Van Duyn ................................. Indianapolis, Ind.

Term Expires 1937
Forrest C. Miller ................................. Upland, Ind.
Rev. A. W. Pugh ................................. Noblesville, Ind.
Judge C. L. Walters .............................. Decatur, Ind.

Committees of the Board

Finance—O. U. King, Forrest C. Miller, A. W. Pugh.
Faculty—Grover Van Duyn, F. K. Dougherty, C. L. Walters.
College Calendar

1935 - 1936

First Semester

September 9, Monday, 7 P. M. .................. Faculty Meeting
September 10, Tuesday ......................... Freshman Day
September 11, 12, Wednesday and Thursday ...... Registration
November 4-8, Monday to Friday ............. Mid-semester Tests
November 28, 29, Thursday and Friday ..... Thanksgiving Recess
December 20, Friday, 4 P. M. ............ Christmas Vacation begins
January 6, Monday, 7:45 A. M. ............. Class Work resumed
January 23-28 ................................. Final Examinations

Second Semester

January 29, Wednesday ......................... Registration
March 23-27, Monday to Friday .............. Mid-semester Tests
April 10, Friday, 4 P. M. ..................... Easter Recess begins
April 15, Wednesday, 7:45 A. M. ............. Class Work resumed
May 2, Saturday .............................. Bishop Taylor's Birthday
May 26-29 ..................................... Final Examinations
May 31, Sunday ............................... Baccalaureate Sunday
June 1, Monday ............................... Annual Meeting of Trustees
June 1, Monday ............................... Alumni Reunion
June 2, Tuesday ............................... Commencement
Administrative Officers

Robert Lee Stuart - - - President
Burt W. Ayres - - - Vice-President
J. Arthur Howard - - - Dean of College
George Evans - - - Registrar
Theodora Bothwell - Director of Music School
Willis Holiman - - - Dean of Men
Ethel Foust - - - Dean of Women
Guy Duckwall - - - Office Manager
Irma Dare - - - Dietitian
Ivel Guiler - - - Librarian
Faculty

COLLEGE OF LIBERAL ARTS AND SCIENCES

ROBERT LEE STUART, D.D.
President
Taylor University, Ph.B., D.D.

(1931)*

GERALDINE ALLBRITTEN, A. M.
Assistant Professor of English and Assistant Director of Physical Education
Southwestern College, A.B.; University of Kansas, A.M.

(1934)

BURT W. AYRES, A.M., Ph.D.
Vice-President and Associate Professor of Philosophy
Taylor University, B.S.; A.M.; Ph.D.

(1897-1906) (1910)

JAMES CHARBONNIER, A.M., B.D.
Professor of Bible, Theology and Greek
Geneva University College, A.B.; Yale University, A.M.; Drew Theological Seminary, B.D.; Graduate student Geneva University, Doctorate in Belles-Lettres, In pectore.

(1934)

ROSS EARL CONNELLY, A.M.; Ph.D.
Assistant Professor of Psychology
Indiana University, A.B.; A.M. University of Pittsburgh, Ph.D.

(1934)

A. HERSHEY COrNWELL, Ph.M.
Assistant Professor of History, Economics and Director of Physical Education
Southwestern College, A.B.; University of Wisconsin, Ph.M.

(1931)

IRMA DARE, A.M.
Assistant Professor of Home Economics
Taylor University, A.B.; Columbia University, A.M.

(1925)

*The year of appointment is given after each name.
WILBUR COOKMAN DENNIS, A.M.
Assistant Professor of Speech.
Ohio Wesleyan University, A.B.; Taylor University, A.M. Graduate student, Northwestern University, five terms, Ohio Wesleyan University, two years. (Not all work beyond A.M.)

OLIVE MAY DRAPER, A.M.
Professor of Mathematics and Physics.
Taylor University, A. B.; University of Michigan, A.M. Graduate student, Columbia University, summer 1927; State University of Iowa, summers 1928, 1929, 1930 and 1931.

GEORGE EVANS, A.M., D.D.
Registrar and Professor of Latin
Lawrence College, A.B., A.M., D.D. Graduate student, Johns Hopkins University, 1904-1906, 1912-1913; University of Chicago, summer 1911.

G. HARLOWE EVANS, M.S., Ph.D.
Professor of Chemistry
Taylor University, A.B.; Michigan University, B.S., M.S., Ph.D. in chemistry.

GEORGE FENSTERMACHER, A.M.
Professor of German
Taylor University, A.B.; University of Chicago, A.M.

ETHEL LENORE FOUST, A.M., M.R.E.
Dean of Women and Assistant Professor of Bible and Religious Education.
Wheaton College, A.B.; Columbia University, Teachers College, A.M.; Biblical Seminary, M.R.E.

SUSAN B. GIBSON, A.M.
Associate Professor of French
Albion College, A.B.; University of Michigan, A.M. Graduate student, Columbia University, summer 1918; University of California, summer 1923; University of Wisconsin, summer 1924; Pennsylvania State College, summer 1926; University of Grenoble, France, summer 1928; University of Michigan, summer 1931.
IVEL GUILER
Librarian (1924)
Taylor University, A.B. One year of Library Science at the University of Michigan and Columbia University. One summer toward M.A. in Library Science at the University of Michigan.

WILLIS HOLIMAN, A.M.
Dean of Men and Professor of Education (1932)
Central Normal College, B.S.; Indiana University, A.B., A.M. Graduate student, Indiana University, second semester, 1928-1929, summer 1929; University of Cincinnati, summer 1930; Indiana University, 1931-1932, summers 1932, 1934.

J. ARTHUR HOWARD, A.M.
Dean and Professor of Sociology (1926)
Occidental College, A.B.; University of Wisconsin, A.M.; Graduate student, University of Wisconsin, summer 1926; State University of Iowa, summers 1927, 1928, 1929 and 1930.

MARY F. JONES, A.M.
(Supply Instructor) (1922)
Taylor University, A.B., A.M. One year resident work in Classical Languages University of Chicago and University of Michigan.

GEORGE T. OBORN, A.M., Ph.D.
Professor of History (1933)
DePauw University, A.B.; Boston University, S.T.B., A.M.; University of Chicago, Ph.D.

WILLIAM J. TINKLE, A.M., Ph.D.
Professor of Biology (1933)
Manchester College, A.B.; Bethany Biblical Seminary, 1919-1920; University of Wisconsin, Stone Laboratory; Ohio State University, A.M., Ph. D.
Faculty Committees

(First named is chairman of Committee)

Athletics—Cornwell, Allbritten, Oborn.

Commencement Program—President Stuart, Dean Howard, Bothwell.

Credits—The Dean, The Vice-President, Registrar, Oborn, Tinkle, Holiman.

Honorary Degrees—Ayres, Tinkle, Fenstermacher.

Intercollegiate Debating—Dennis, Allbritten, Foust.

Library—Guiler, Gibson, Connelly.

Lyceum—Bothwell, Charbonnier, Howard.

Museum—Tinkle, Oborn, H. Evans.

Registration—The Dean, Ayres for Seniors, G. Evans for Juniors, Draper for Sophomores, Fenstermacher, Oborn, Holiman, Tinkle for Freshmen.

Scholarships—Ayres, Holiman, G. Evans.

Social Activities—Oborn, Dare, Jones.

Student Finance—Duckwall, Cornwell, Ayres.

Student Organizations and Publications—Fenstermacher, Cornwell, H. Evans.

Vespers—Kreiner, Guiler, Betzold.
Historical Development

Taylor University was first known as the Fort Wayne Female College, which was organized in 1846, by the Indiana Conference of the Methodist Episcopal Church. In 1852 it was united with the Collegiate Institute of the same place and became the Fort Wayne Methodist Episcopal College, a co-educational school. In 1890 it passed under the control of the National Association of Local Preachers of the Methodist Episcopal Church and its name was changed to Taylor University. It was named for the missionary bishop, William Taylor, called in Hurst’s history, the modern St. Paul.

On July 31, 1893, the institution was rechartered and moved to its present location. Rev. T. C. Reade, LL.D., was President at the time the location was changed from Fort Wayne to Upland. In its new location it began with a campus of ten acres of land and $10,000.00 donated by the citizens of Upland. The energy, consecration and self-sacrifice of President Reade and his helpers built up the institution from these small beginnings. The rates were made extremely low that a college education might be placed within the reach of the common people.

After personal visitation and examination into the character and work of the college, Bishop Taylor gave it his hearty endorsement, prayed for it three times every day and assisted it by his influence and with his means. It found a place in his great heart because of its spirituality, its missionary enthusiasm and its interest in students needing financial assistance. All who have become familiar with its output of Christian manhood and womanhood heartily endorse his statement that “this work is of God.” There is a sacred memory in connection with the fact that Bishop Taylor helped to lay the corner stone of the present administration building.

In 1921 the National Association of Local Preachers of the Methodist Episcopal Church transferred Taylor University to the Alumni Association. The Alumni Association in turn conveyed it to The Legal Hundred of Taylor University. Later The William Taylor Foundation was organized and to this body passed the control of Taylor University.

It is felt that this Foundation is very fittingly named, since Taylor University still holds to the same traditional policies of world evangelism, and the spreading of Scriptural Holiness which were dear to the heart of Bishop William Taylor.

The William Taylor Foundation is a regularly incorporated body according to the state laws of Indiana; and is made up of a Board of Directors of fifteen persons. Section two of the Articles of Association says the directors of the Foundation shall be chosen as follows:

“Three (one each year) by the members of The William Taylor Foundation at its annual meeting.

Three (one each year) by the Alumni Association of Taylor University at its annual meeting.

Three (one each year) by the North Indiana Annual
Conference of the Methodist Episcopal Church. These
may be ministers or laymen.
The President of Taylor University shall be ex officio
a member of the Board.
The five remaining members shall be elected by the
ten members as above constituted; the election shall be
by ballot and a majority vote is required for election.
The members of the Board of Directors of The Wil-
liam Taylor Foundation shall be persons of high and
recognized Christian character; and shall be members of
some protestant evangelical church; and in sympathy
with the traditional policies of Taylor University."

These men must be sympathetic with Taylor University's
missionary and evangelistic policies, and its attitude to the Holy
Scriptures as the Word of God.

You can readily see the thought of this body is the perpetu-
ating of an institution that will be interdenominational in service.
The Board has desired from the beginning to have Taylor Uni-
versity definitely strengthen the work of the evangelical churches
and to send the young people back into their church groups to
be loyal to the Christ of these churches.

The educational work in the college is intrusted to an ad-
ministrative group elected by the Board of Directors. This group
has to do with the carrying out of the details of the educational
task of Taylor University. It is composed of the President of
the college, the Vice-President, Dean, Head of the Department
of Education, and Business Manager.

PURPOSES OF TAYLOR UNIVERSITY

In order that the friends of an effective Christian college may
see something of the background of this institution, you will find
below Article IV of the Articles of Association of The William
Taylor Foundation:

"For the purpose of more explicitly setting forth the
meaning of Christian Education as used by the framers
of this charter and the methods and policies by which
the proposed results are to be achieved, through Taylor
University, or any affiliated educational institution under
the control of this Foundation, the following statement
of belief and practice is set forth:

The fundamental doctrines of evangelical Christianity
as set forth in the common Christian creeds are accepted.
The Bible is recognized as the Word of God showing
God's progressive revelation of His own thought and
will to man.
The integrity of the Holy Scriptures and the personal
identity of the Holy Spirit in the work of glorifying
Christ are not questioned.
The subject of the Bible is redemption, inspired by the
love of God the Father, grounded in the atoning sacri-
fice of God the Eternal Son, and made effective to the
human soul by God the Eternal Spirit.
The great reproducible experiences of evangelical Christianity as taught in the Bible, such as the new birth, or conversion of the sinner, and the baptism of the Holy Spirit for the believer, are taught as the privilege of every one.

As a result of these blessed experiences coming to us through this glorious Gospel we joyfully acknowledge our obligation to carry the good news of God's grace to all men everywhere.

A part of Article V:

"The school, Taylor University, shall be interdenomina- nation in its service; and a member of any Christian denomination who is in harmony with the doctrine and policy of the school as set forth in Article IV, shall be (admitted to the student body). Taylor University shall be maintained with its traditional missionary and evangelistic policies and its attitude to the Holy Scriptures as the Word of God. It shall seek to maintain an atmosphere stimulating to spiritual aspiration and to the practice of Christian ethics. It shall cultivate an attitude of respect for and interest in the organized church."

No institution that has caught the spirit of Bishop William Taylor could be local or provincial in its outlook. Students come to us from many states and foreign countries. These world-wide influences in the midst of a splendid intellectual life give the students who come to Taylor University a distinct advantage.

The task intrusted to the faculty of Taylor University is to build Christian character in the youth who enter her halls. The emphasis is made daily upon the ethical and spiritual in education. It is felt that this character must be built upon the enduring foundation of the Gospel of our Lord and Saviour Jesus Christ.

The doors are open to Christian youth who desire a standard college education in the midst of an ideal spiritual atmosphere. Students are taught to think and to face the facts of life, but always to feel that they have an anchor that is sure and steadfast through the great Divine redemption wrought out by Jesus Christ.

OBJECTIVE—AN EFFECTIVE CHRISTIAN COLLEGE

Education and religion are God's surpassing gifts to the youth today. Everything that education has to offer is welcomed and used in the reaching of the objective, but always with the thought that it must be controlled and directed by the Spirit of Christ. Education and religion must not be divorced. While all of this vast field of education which is so rich in its offerings is used, in order for it to be effective it must be presented by highly trained men and women who are definitely Christian themselves and who help to create a sane, Christian atmosphere. Such influences are brought to the student life that whether ministerial or lay they are made to feel themselves a part of the great on-going Christian educational movement which they will later be called to lead.
ACADEMIC STANDING

Taylor University is a standard College of Liberal Arts. It has been given this rating by the State Board of Education and appears listed among other standard colleges of the state in Bulletin No. 19 of the United States Department of the Interior.

Taylor University students enter the great universities of America and receive full credit for standard liberal arts work.

LOCATION

Taylor University is located in Upland, Indiana, on the Pennsylvania Railroad between Columbus, Ohio, and Chicago, Illinois; one hundred forty-five miles from Columbus and one hundred sixty-nine miles from Chicago. It is twelve miles east of Marion, seven miles west of Hartford City, and seventy-five miles northeast of Indianapolis.

The University grounds are one mile south of the railroad station on Indiana state routes 22 and 221. The main campus lies in the corporate limits of Upland. It occupies a slightly elevated position which gives a commanding view of the surrounding country.

Upland may be reached by way of Hartford City, seven miles east, by interurban from Fort Wayne and other points; Jonesboro, six miles west, by Big Four trains (C.C.C. & St. L.) from Louisville, Cincinnati and northern points, and Chesapeake and Ohio trains from Cincinnati or Chicago.

Passengers from Detroit and eastern lines will intersect the Pennsylvania line through Upland at Union City, Indiana. Passengers from Indianapolis may come to Jonesboro on the Big Four, or to Hartford City on the traction line.

A state chartered bus line operates between Marion and Hartford City. This bus service makes connections at Marion, Jonesboro, Gas City, and Hartford City for passengers enroute to Upland.
Educational Equipment

The Mooney Library is housed on the main floor of the Administration building. It contains 13,000 bound volumes and a large number of pamphlets. The reading room is well lighted and has a capacity for seating eighty persons. The library is open during the day and evening of each week day, except Friday evening.

A good selection of current periodicals, including several technical journals are available in the reading room. The adjoining room and hallways are used for book stacks and the reserve section. All books are accessible to the faculty and students, and are classified according to the Dewey Decimal system and cataloged by author, subject and title. Some recent additions include: the Cambridge Modern History, Dictionary of Applied Chemistry, Encyclopedia of the Social Sciences and the Dictionary of American Biography.

The Clippinger Observatory is located on the south side of the campus. It is named in honor of Dr. Charles L. Clippinger, former dean of the college. The telescope is a ten and one-half inch reflector, equatorially mounted.

The Science Lecture Room has forty tablet-arm opera chairs, a lecture desk, and a large combination projection lantern. The desk is fitted with gas, water, steam, compressed air, and both direct and alternating currents of electricity. The direct current is supplied from a four and one-half K. W. motor-generator set.

The Physics Laboratory is equipped with the necessary apparatus for laboratory and demonstration work. The room has gas, water, and both direct and alternating currents of electricity.

The Chemical Laboratories, occupying the north half of the ground floor of Maria Wright building, equipped with ventilating fans, are fashioned to meet latest standard requirements.

The Biological Laboratories are equipped with dissection tables, instruments, standard compound microscopes with table lamps for same, lenses, microtome, electric oven, aquaria, large terrarium, preservation tanks, herbarium, mankin, human skeletons, life-size model of human body and twelve others, life history demonstrations, balances, and various nets.

The Walker Museum is located in a large room on the first floor of Sickler Hall and is one of the points of interest on the campus. It includes mounted skeletons of the elephant, llama, lion and several others; and the bones of the famous mastodon discovered near Taylor in 1928. Collections of minerals, fossils, and ores also are displayed here. Of great interest is the collection of weapons, idols, and other articles of handicraft donated by Dr. John C. Wengatz, missionary to Africa. The college would welcome similar gifts from others.

The Athletic Field is located just west of the gymnasium. It is equipped with tennis courts, baseball diamond and track.
Grounds and Buildings

The grounds of Taylor University now total one hundred and sixty acres, a square block, one-half mile in either direction, beginning at the south edge of Upland and fronting an extension of Main Street. Added to this is a number of city lots north of the campus, some of which are improved with cottages or bungalows, used by professors or rented to patrons. "University Place" is a pleasant residential section.

**H. Maria Wright Hall** is the main building and is located near the center of the campus. It contains administrative offices, recitation rooms, laboratories and library. The third floor of this building has been remodeled to include a well equipped small auditorium for the department of Speech. It is known as Speirs Hall.

**Helena Memorial Music Hall** is located southeast of H. Maria Wright Hall. This building was made possible by the bequest of Mrs. Helena Gehman of Urbana, Ohio. The name was designated in the will. A bronze tablet bears this inscription: "Erected in honor of Rev. R. W. Gehman, a Pioneer Local Preacher of Urbana, Ohio, 1911." While the building was made possible by this bequest it was supplemented by a very substantial gift from Mr. and Mrs. Israel B. Shreiner, and by other smaller gifts.

The School of Music occupies the main floor of this building. The second floor is the Chapel, known as Shreiner Auditorium. It is equipped with Pipe Organ and Grand Piano.

**Magee-Campbell-Wisconsin Hall** is a building erected for women. The north unit is Stanley Magee Memorial. The middle unit is the John D. Campbell Building. The south unit is the Wisconsin Building. There are more than a hundred seventy bed rooms, with running water in each; a parlor; several lobbies and halls; a general dining room, (with section for luncheons); the Jay County kitchen and service room; a basement for laundering and another for recreation and social events; modern domestic science suite; twelve splendid porches, with stately oval pillars of concrete. The building is brick and tile, constructed on a massive steel frame.

**Swallow-Robin Hall** is a three-story dark brick building, that makes a very comfortable home; formerly for young women, but now for men. This was made possible by the gift of Dr. S. C. Swallow of the Central Pennsylvania Conference, and is called the Swallow-Robin Hall in honor of himself and his wife, whose maiden name was Robin. The rooms of this hall are named for those who contributed.

**Samuel Morris Hall** is a men's hall, located about a half block from the campus. It has been remodeled so as to provide guest rooms, and a reception room for the young men.

**Sickler Hall** is equipped with lecture rooms, Botany and Zoology laboratory, and museum and is located on the northern edge of the campus.
This modern structure provides rooms, dining hall, laundry, parlor and hospital units.
Maytag Gymnasium stands at the entrance of the athletic field. It is three stories high, and is equipped with a large sized basket ball floor and balconies. The basement is planned for an auxiliary gymnasium, swimming pool and showers. This floor is under process of completion.

Post Office Building is a frame structure in which is located the college post office, bookstore, restaurant, and grocery store, and some small apartments on the second floor.

Central Heating Plant is a new modern building, one of the best in the state. It has a storage capacity of ten car-loads of coal and is of sufficient size to meet expanding needs. It is equipped with three large boilers and space is left for three more.

General Information

STUDENT ORGANIZATIONS

The Literary Societies. There are two Literary Societies whose membership is open to both men and women. These societies are called the Philalethean and Thalonian.

The life of Taylor's two literary societies is given a new impetus each commencement season by an inter-society contest, in which the winners receive a certificate of honor. The societies elect the contestants, each society selecting one for each subject. A winner can not compete a second time.

The Debating Clubs. The young men have two debating clubs, the Eulogonian and the Eureka. The young women have likewise two—the Soangetaha and the Mnanka. The Debating Clubs are drilling their members to think logically and quickly, and to appear on the platform without embarrassment.

Taylor University Holiness League. This organization holds a meeting each Friday evening for the study of the Bible from the standpoint of the deeper Christian experience. It is a very spiritual meeting and helpful to all who participate. This is one of the organizations that help maintain the high spiritual standards of Taylor University.

The Prayer Band. This organization meets every week for an hour of prayer. It is a center of spiritual power. Not only is it a blessing to all the members and all who attend, but it is a great factor in the spiritual life of the institution.

The Student Volunteer Band. Spiritual power and the missionary spirit always go together. Knowing Taylor's spiritual status one would expect the missionary spirit to be strong. The Volunteer Band meets every other week. Many of its former members are now doing effective work in foreign fields.

Gospel Teams. These teams, under the direction of experienced leaders, afford ample opportunity for those wishing to take part in evangelistic work in the surrounding territory, sometimes extending to other states in the vacation seasons.
Ministerial Association. For mutual helpfulness, to avail themselves of special lectures from competent visitors, and to co-operate with the department of Theology in the college, the ministerial students are organized into an association.

Athletics. The policies for control of athletics are in the hands of a committee of the faculty of whom the Director of Physical Education is chairman. The T Club is an organization of the winners of the major letter of the college. Its purpose is to promote clean athletics and to improve the equipment of the gymnasium and the athletic field. It functions as an organization in the student body with the faculty committee in formulating and carrying out the policies of the athletic program of the school.

The Student Council. This Council shall consist of four members. In the second semester each class, except the senior class, shall elect one of its members to represent its class on the Council for the following school year. The election shall be by majority vote and the person receiving the second highest vote shall be considered the alternate. These three persons shall elect a fourth member from the incoming freshman class.

PUBLICATIONS

The college publishes a monthly Bulletin, one issue of which is the Catalog number.

A Student Hand Book is published to be distributed at the beginning of the fall semester. This gives general information concerning all phases of college life.

The students issue their own semi-monthly paper, The Echo, which reports the news of the institution, carries editorials and exchanges, and aims to assist in molding a proper college spirit.

The Gem is the name given by the students to their college annual, edited and published each year by the students.

STANDING REQUIRED FOR CONTESTS

Students who engage in contests, either athletic or literary, must be registered for at least twelve semester-hours; they must have made a passing grade in at least twelve semester-hours for the preceding semester and also for the current semester up to the time of participating in the contests. The student must have met completely the requirements for classification of classes and be a bona fide member of the organization participating in the contest. Eligibility for contests must be determined at least twenty-four hours previous to the date of the contest. Ineligibility arising from a record of conditional or incomplete work may be removed according to the usual rule. Students who participate in intercollegiate athletics must be registered for at least twelve semester-hours and must have made a passing grade in that many hours for the preceding semester and must be meeting that standard for the current semester at the time of participating in the contests. This eligibility rule is subject to revision according to the standards of the Indiana Intercollegiate Conference of which Taylor University is a member.
INTERCOLLEGIATE DEBATING

Taylor University is a member of the Indiana Debating League, and participates in the debating program of this league. Students interested in intercollegiate debating are advised to register for the course in Argumentation and Debate in the Department of Speech. No credit is allowed for intercollegiate debating unless the student has registered for the course, and the student's registration load will be taken into account for those engaging in intercollegiate debating. The selection of those to represent Taylor University is on a competitive basis. Candidates for the intercollegiate debate teams must be registered for at least twelve hours and must have made an average of not less than one and one-half honor points for each semester hour for which they are registered in the preceding semester in school. Freshmen will be permitted to participate in intercollegiate debate with the consent of the head of the Department of Speech and the Dean of the College.

ATHLETICS

Taylor University is committed to the policy of intramural sports and a program, varied enough to offer some form of activity for all the students. In season the following sports are encouraged: Tennis, basketball, volley ball, baseball and track. Taylor University also engages in a limited way in intercollegiate athletics, in basketball, baseball, track and tennis. The intramural program is under the supervision of the Director of Physical Education, working in cooperation with the student managers of the T Club. Students may bring athletic suits and equipment which they may possess.

Regulations

Attendance at Taylor University is a privilege and not a right. In order to safeguard those ideals of scholarship and that moral atmosphere which are the very purpose of its founding and maintenance, the college reserves the right and the student concedes to the college the right to require the withdrawal of any student at any time for any reason deemed sufficient to it, and no reason for requiring such withdrawal need be given.

It is the aim to have the discipline of the college firm, reasonable, and sympathetic. In all matters pertaining to personal conduct, students are expected to behave as responsible citizens and members of a Christian community. Any student who becomes antagonistic to the spirit and methods of the institution, or who fails to accomplish the object for which he is sent to college, thereby severs his connection with the college and will be dismissed whenever the general welfare may require it. Every effort will be made to stimulate the student to honest, conscientious effort, but the college is not willing to undertake the problem of disciplining students who are not in sympathy with its purposes.

Chapel exercises are held each school day when the entire school assembles for devotion, entertainment or instruction.
Every student is required to attend all chapel services. More
than three unexcused absences from chapel subject the student to
a fee of $1.00. If this fee is not paid within one week after the
notice is sent to the student, it is doubled and if not paid within
two weeks after, the student is automatically disenrolled. Excuse
for absence from chapel, in order to be honored, must be signed
by the Dean of Men or the Dean of Women, or by the school
nurse if the student is directly under her care, and must be filed
within one week of the absence. At the discretion of the Com-
mittee on Credits, an excess of unexcused absences may occasion
a reduction of grades.

Every student is required to attend the Sunday vesper service
except that Sunday School and church, or two church services, or
assisting in a service elsewhere will be accepted in lieu of the
Sunday vesper service.

The college has general oversight of all student rooming
houses. Students may reside only in such homes as have the
college approval.

The college is not responsible for loss of personal property
belonging to students in any building owned by the college
whether the loss occurs by theft, fire, or unknown cause.

Parents or guardians who register students with the college
thereby accept all the conditions as set forth in this catalog and
pledge their cooperation in making a wholesome environment pos-
sible.

The college also reserves the right, during the college year, to
make any changes which are deemed advisable in the rules and
regulations, and also in the fees.

Expenses

Board—Taylor University desires to offer the best in college
life at the lowest possible cost. In harmony with this desire,
board is furnished in the dining hall at the rate of $4.00 per week,
or $72.00 a semester, consecutive meals to the same person and
payable in advance. It is hoped to maintain the price of board
at this rate. Should commodity prices rise materially, the col-
lege may be forced to raise the rate, but it will only be advanced
to cover the extra cost.

For a single week or fraction of a semester, add $1.00 a week
to the semester rate.

No special rates or transfers are allowed on board.

Students rooming in the college dormitories will be expected
to board at the college dining hall.

The charge for students' guests is the same rate as for stu-
dents when not taken by semester.

The board we offer is not the commonplace, institutional
variety. The very best qualities of foods are purchased, the prep-
aration is supervised by a competent and experienced dietitian
and under strict sanitary conditions, producing a wholesome, ap-
petizing, well-balanced diet. In addition to this, the dignified
service which we offer is unexcelled, all of which combines to
make our board offering second to none.
Rooms—Taylor University is favored with an excellent health environment. Since it is situated on the edge of a small town, away from the smoke of the factory and the fumes of traffic, the student enjoys the advantages of pure air and sunshine with the repose of a beautiful campus and surrounding countryside.

Special attention is given to the health of the student. In fact, the health of students is a matter of first consideration at Taylor. The consistently low rate of illness among our students over the period of years gives added proof of the adequacy of our health program. There are sanitary hospital rooms equipped with regular hospital beds and special attention is given to the diet of the student when ill. The college employs registered nurses, who look after the health interests of the student. This service is open alike to men and women.

All rooms are furnished with window shades, bed, mattress, table, chairs, and dresser with mirror. Students must furnish everything necessary for the bed, with the exception of the mattress. They must also furnish their own towels. The college launders the sheets, pillowcases, and towels, four pieces free each week.

Standard amount of wattage for lights allowed for each room is sixty-five watts. Any increase of this amount requires an extra fee.

The college provides rooms for young women in Campbell Hall and Magee Hall, and for young men in Wisconsin Hall and Swallow-Robin Hall. The rental rate for rooms per person is $40.50 per semester of eighteen weeks for a double room and $58.50 per semester of eighteen weeks for a single room. Rooms are also provided in Sammy Morris Hall for men at $45 per semester of eighteen weeks for a single room.

Reservations may be secured by making a deposit of $5.00. This deposit automatically becomes a room deposit, and is refunded when the room is vacated and the room key is returned, less any charges for damage to the room and furniture. Deposits for reservation will not be refunded after September 1.

The college reserves all rights concerning the assignment and reassignment of rooms or the termination of their occupancy. Any change of room within the semester, made at the request of the student, entails a charge of $1.00.

Tuition and Fees—Tuition for not less than thirteen or more than fifteen semester-hours in the College of Liberal Arts is $75.00 per semester. For each hour less than thirteen or in excess of fifteen semester-hours, a charge of $6.00 per semester-hour is made. Persons not registered as students, desiring to attend a course as auditors, more or less regularly, without credit, may be admitted on authorization of the Dean of the College and the payment of $1.50 per semester hour.

Rate on a fraction of a semester's tuition is the same as a semester.

The incidental fee of $7.50 is charged each student enrolled at the beginning of each semester. This incidental fee covers the use of the library, athletic field, tennis courts, and gymnasium; admission to games and debates; subscription to the Gem and Echo; post office box rent; nurses' fee; and first transcripts.
ESTIMATED COST FOR ONE SEMESTER

A student taking a regular load of 13 to 15 hours in the College of Liberal Arts will find the semester’s expenses, exclusive of laboratory fees, to be as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>$ 72.00</td>
</tr>
<tr>
<td>Room</td>
<td>40.50</td>
</tr>
<tr>
<td>Tuition</td>
<td>75.00</td>
</tr>
<tr>
<td>Incidental Fee</td>
<td>7.50</td>
</tr>
</tbody>
</table>

Total ................................ $195.00

To this estimated total, providing a Laboratory Course is chosen, Laboratory Fees, per semester, in the amount corresponding to the course selected in the list following, must be added.

LABORATORY FEES

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology—201-202, 351, 431-432, 331-332</td>
<td>$ 6.00</td>
</tr>
<tr>
<td>Biology—241-242, 322</td>
<td>4.50</td>
</tr>
<tr>
<td>Biology—311-312, 362, 451-452</td>
<td>3.00</td>
</tr>
<tr>
<td>Chemistry—201-202</td>
<td>10.50</td>
</tr>
<tr>
<td>Chemistry—301, 302, 401-402</td>
<td>15.00</td>
</tr>
<tr>
<td>Home Economics—101-102, 201, 202, 311, 322</td>
<td>3.00</td>
</tr>
<tr>
<td>Home Economics—111-112, 301-302</td>
<td>6.00</td>
</tr>
<tr>
<td>Mathematics—231-232</td>
<td>1.50</td>
</tr>
<tr>
<td>Mathematics—221</td>
<td>2.25</td>
</tr>
<tr>
<td>Physics—211-212</td>
<td>4.50</td>
</tr>
<tr>
<td>Speech—211</td>
<td>3.00</td>
</tr>
<tr>
<td>Speech—311, 312, 321, 322</td>
<td>18.00</td>
</tr>
</tbody>
</table>

OTHER FEES AND EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Examination</td>
<td>$ 1.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>13.50</td>
</tr>
<tr>
<td>Late Registration</td>
<td>2.00</td>
</tr>
<tr>
<td>Change of Registration</td>
<td>.50</td>
</tr>
<tr>
<td>Physical Education, Junior and Senior year, per semester</td>
<td>5.00</td>
</tr>
<tr>
<td>Supervised Student Teaching, per semester</td>
<td>25.00</td>
</tr>
</tbody>
</table>

Laboratory Fees are charged for the use of apparatus and supplies.

The Special Examination Fee is charged for all special examinations or tests unless the absence is excused by the Dean of the College. Any student applying for such an examination or test must present a certificate from the Business Office showing that such a fee has been paid.

Graduation Fee is charged to all those who expect to graduate, and is payable six weeks before graduation. This will cover the cost of diploma and rental of cap and gown.

Late Registration Fee is charged each matriculated student who registers later than the registration time of any semester.

Change of Registration Fee is charged the student for each change made after the regular time of registration.
**EXPENSES**

**Physical Education Fee for Juniors and Seniors** is charged when the required Physical Education courses for Freshmen and Sophomores are delayed to the Junior or Senior year.

**Supervised Student Teaching Fee** is charged all students who take observation and student teaching under critic teachers in outside schools, recommended by the Department of Education of the College.

Books, stationery and supplies are extra and may be purchased at the College Bookstore.

Students needing hospital services will be expected to pay a fee to cover the actual expense. The college has sanitary hospital rooms, equipped with regular hospital beds, where the students, when it is deemed advisable, may be cared for by Taylor's registered nurses.

**SETTLEMENT OF BILLS**

It is increasingly evident that the college cannot be run except on a cash basis. Students, therefore, should be prepared to pay the semester’s expense on the day of registration. Money may be remitted in advance of enrollment if desired. Registration is considered incomplete until cash payment is made for at least one-half the total amount of the semester’s expense, there being no extension of time. The second payment for the first semester is due November 15th and for the second semester March 15th. Registration will be automatically cancelled if payment is not made within two weeks of these dates, except by special permission of the President.

Accounts of one semester must be adjusted in full before enrollment in the following semester will be permitted.

No degree will be conferred and no diploma, certificate, transcript of credit, letter of honorable dismissal or recommendation will be granted to students who have not discharged all financial obligations to the college.

Students who depend on current earnings may pay by installments, if they present a feasible plan of keeping well paid in advance.

A student leaving during the semester upon the order of his physician or upon the advice and consent of the Dean of Men or the Dean of Women will be allowed an 80% refund if he leaves during the first three weeks of the semester, a 60% refund if he leaves before the end of six weeks of the semester, and a 40% refund if he leaves during the remainder of the first half of the semester, and no refund if he leaves during the second half of the semester. A student leaving without the advice and consent of either of the Deans will receive no refund. To withdraw, a student must report to the office of the Dean of the College.

Fees are not refundable.

Students withdrawing before the end of the semester and those who are suspended or asked to withdraw from the college may not receive refund on account except at the discretion of the Administrative Committee of the Board of Directors.
CONTESTS AND PRIZES

All participants in contests for prizes must be regularly registered students in good standing. If assistants in the teaching staff, their student load must exceed their teaching load.

No student shall be eligible for scholarship or contest honors whose deportment record, in the estimation of the faculty, has rendered him unworthy of such honors.

The same musical or literary composition may not be used by any contestant on more than one contest.

Ayres-Hill Prize in Vocal Music. This prize is given by Dr. B. W. Ayres and Dr. Melvin J. Hill. It provides for two contests, one between the men and one between the women. In each of these contests there is a first prize of ten dollars, and a second prize of five dollars. Only those who are eligible who are students in music in Taylor University. Anyone not having received the first prize shall be eligible to participate. Judges shall be recognized non-resident singers or teachers of voice training. The date of the contest shall be arranged by the President of the University and the Director of Voice Training.

Skinner Piano Prize. Given each year by Howard Morse Skinner (Class '25), for excellence in piano playing. The contest is open to advanced students of piano who have studied at least one year in Taylor University. The person winning first place in contest is not eligible to enter the contest the following year. The prizes are $15.00 and $10.00.

Whipkey Bible Prize. A prize of five dollars is given each year by Rev. and Mrs. A. J. Whipkey, which is to be awarded to the student who makes the highest average grade in any full year Bible course.

The Rose Organ Prize. This prize is given by Mr. N. L. Rose, (Class '27). It provides for a first prize of $15 and a second prize of $10 for excellence in organ playing.

SCHOLARSHIPS

Through the gifts of friends, and certain monies set aside for this purpose, a limited number of scholarships are offered each year.

Selective Honor Scholarships—

Taylor University has for disposition a limited number of Selective Honor Scholarships which are given to some one in the upper ten percent of their graduating class. The one to whom this is given receives a $100.00 scholarship each year for the four years.

Good Will Scholarships—

A limited number of Good Will Scholarships, ranging from $50.00 to $100.00 a year are offered.

Service Scholarships—

From $25.00 to $100.00 a year is given in campus work.

There are a limited number of loans from $25.00 to $100.00 a year for students preparing for missionary work.

All teachers of Grant and Blackford Counties in service, are granted three semester hours free tuition in any department of the college. This does not include free laboratory fees in the case of the teacher.
Many historic memories center around this building.
Administration

ADMISSION

All candidates for admission to the college must give satisfactory evidence of good character, and those entering from other colleges must present letters of honorable dismissal.

Every student desiring admission to Taylor University must make application upon the blank provided by the college. This application must be approved by the Dean and recorded with the Vice-President who assigns the rooms. Room deposit of $5.00 should be sent ahead each year by those desiring room reservation. This is returnable up to September 1. It serves also as breakage and key deposit, and is refundable when the student leaves school.

New students should have a transcript of their high school records sent in advance and find out definitely whether or not they meet entrance condition to college. Those desiring advanced standing should have their credits sent to the Dean in advance before the days of registration. No transcript can be evaluated on registration days for advanced standing.

Students who do not wish to work toward a degree or mature students, who have not had the advantages of an earlier education, may enter Taylor University and take work in Biblical Literature and Religious Education in special preparation for religious service.

ADVISERS

Each student upon being admitted to the college will be assigned to a member of the faculty as his adviser. The duties of the adviser will be to assist the student in all his college problems through his Freshman and Sophomore years.

At the beginning of the Junior year, when the student has selected his major study, his major professor shall serve as his adviser throughout the remainder of his college courses.

The assignment of faculty advisers will be made by the Dean.

GOVERNMENT

The opportunities and privileges of the college are sincerely open to all who wish to develop their abilities and prepare for useful service to mankind.

Standards of behavior at Taylor University are determined by an understood code contained in a student handbook placed in the hands of each new student at the time of registration. Some of these rules are definitely stated in the admission blank.

A student is reminded that he has committed himself by signing this application blank to refrain from the use of tobacco, intoxicants, dancing, card playing and gambling while a student in Taylor University. Violation of this regulation makes the student subject to dismissal.

In the interest of modesty, economy and school democracy, young women are urged to provide for themselves a simple and conservative wardrobe.
Students who possess and desire to use automobiles must secure a permit from the Dean's office. The automobiles must not be loaned or hired to another without permission from proper authorities.

The student is also asked to give respectful encouragement to the religious activities of the school.

Every possible encouragement is offered a student in the formation of right habits and the development of Christian character, but those who are not favorable to these regulations and who do not care to conform should not apply for admission.

The Dean of Men and the Dean of Women are responsible for the enforcement of the regulations affecting conduct and for the administration of discipline respectively for the men and the women in cases affecting only the one sex; but jointly for cases in which both men and women are involved.

Cases of importance, involving questions of doubt in matters of evidence or penalty, shall be handled by the Dean of the College, the Dean of Men and the Dean of Women. In cases that are likely to lead to the severance of the student's relation to the school, the Vice-President and the President shall act with the deans in final adjudication. Parents should inform the President of any peculiarities in temperament, habits, or character of their children, that the faculty may better govern and direct them.

PERSONNEL SERVICE

It is the purpose of the college to render the most valuable service to every student who enters her halls.

Administrative officers, faculty advisers, various committees, and the viewpoint in organization all contribute to render this service to the student.

All students upon entering college are assigned to a member of the faculty who becomes the student's adviser. This faculty member gives advice on academic regulations and procedure and obtains data from the student which may be of material aid in the rendering of service to the student. See elsewhere for fuller explanation of this service.

A committee on student finance seeks to aid the student in the solution of his financial problems, and functioning at times with the committee on student loan, many times helps the bewildered student to find his way through this problem.

The Vice-President has direction of student self help and if the student has sufficient funds to warrant his entering college and lacks only a small fraction of the year's expense, he may be able to find assistance by this means in meeting the balance of his expenses. Each case is considered on its merits and must be taken up in advance.

The college, in its organization, employs a dean of men and a dean of women. These persons have their offices and have conferences with students, assisting them in their personal adjustments and seeking to guide them in all phases incident to college life.
Special attention is given to the health of the student. The college has sanitary hospital rooms equipped with regular hospital beds. The college provides a registered nurse who gives attention to the physical needs of the student. The aim is to prevent illness and keep the student physically fit rather than emphasize a cure after becoming ill.

A physical examination is given all freshmen upon entering college, by competent and licensed physicians. The results of this examination are placed in definite form signed by the physician and filed with the school nurse.

SOCIAL LIFE

Regulations concerning social life will be found in a handbook of general information for students covering this and other phases of student life. This handbook will be furnished each student. Students must not arrange for social class parties, or gatherings of any kind, without first obtaining permission from the Dean, and those outside the college who desire to have socials at their homes, should first arrange with the Dean if they desire students to attend. Parents should discourage excessive visiting of students to friends and relatives residing near the college, for this interferes with progress in their studies.

STUDY HOURS AND LIGHTS

Students in college halls are expected to observe the same rules of quietness and decorum that would be required in a high class hotel. Members of the management or proper officials of the college shall have the right to visit and inspect students' rooms at all times. Students should not engage in sport or congregate in each other's rooms during study hours. Study hours are from 7:45 a. m. to 3:50 p. m., except the noon hour, and 7:45 p. m. to 9:45 p. m. Light hours end at 10:30 p. m., except where special permits are secured by those who have good reasons to ask for later study hours. Campus games are not in order during study hours.

CLASS ABSENCE

Each absence from classes immediately preceding and following a holiday or recess will count double. More than one-eighth of absences from a class requires a special examination. Three tardies make an absence. In all cases of class absence exceeding one-sixth of the total recitations for the semester, the teacher shall report the case, with the number of absences, to the Dean, and credit cannot be received for such semester's work without action of the Committee on Credits.

CHANGING COURSES

A change of study list may be made by the Dean during the first two weeks of any semester, but after that a change may be made only by petition to the Committee on Credits and in the latter case no refund will be made. A subject discontinued after
the sixth week of the semester will be recorded as a failure. The subjects of a student leaving school before the end of the semester will be recorded as withdrawn. The faculty reserves the right to withdraw any elective course for any semester if it is elected by fewer than five students.

**STUDENT LOAD**

The regular load for a student per semester is fifteen hours, besides physical education.

For special reasons the Dean may permit a student to carry one or two hours above regular work, but permission to carry eighteen hours must be secured by action of the Committee on Credits. A student may not reasonably expect to be permitted to carry extra work unless his average grade for the preceding semester has been high.

In estimating the amount of work to be carried, and credit to be received, three hours of practice in private work in Music or Speech will count as one period of regular class work.

**HOUR SCHEDULE**

All five hour courses meet daily, three hour courses meet on Monday, Wednesday and Friday, and two hour courses meet on Tuesday and Thursday, unless otherwise indicated. All four hour courses scheduled to meet in the afternoon do not recite on Friday and all four hour courses scheduled to meet in the morning do not recite on Monday.

**GRADE SYSTEM**

The letters and their percentage equivalents are as follows: A—93-100; B—85-92; C—77-84; D—70-76; E—60-69, Condition; F—below 60, Failure; Inc.—Incomplete; W—Withdrawn.

The passing grade is D. Quality points are given with the grades, as follows: 3 per credit hour with A, 2 with B, 1 with C.

A condition and an incomplete lapses into a failure if not removed the following semester. Any variation from this rule must be taken up with the Committee on Credits beforehand. When a condition is removed the grade attained cannot be higher than C.

**PROBATION**

It should be the aim of each student to maintain scholarship rating equivalent to at least one quality point for each credit hour for which he is registered. This is the minimum graduation standard for the college. The average scholarship rating in terms of quality points is found by dividing the total number of hours for which the student is registered into the total number of quality points earned. For example 15 scheduled hours and 15
quality points indicate a scholarship rating of 1.0, i.e. one quality point for each hour for which the student is registered.

A student shall be placed on probation if, in any semester, he earns fewer than eight quality points on a standard load (15 semester hours) or an equivalent ratio in less than a standard load, as based on the original mark as reported at the end of the semester.

A student on probation shall so continue until he earns quality points in any one semester equal to his scheduled hours for which he is registered.

The student on probation is required to report to a special committee for advice and guidance and this special committee at its discretion may require the student to reduce his academic load, to limit his extra-curricular activities and social privileges.

**IRREGULAR WORK**

Irregular work (by private instruction) is not permitted, except in a very rare case. In such a case instruction for credit is not allowed without being passed on, in advance, by the Committee on Credits. The college collects one-half regular tuition (irrespective of fees paid the teacher for such tuition) for such credit hours, regarded as extra load, before the credits shall be recorded on the books of the school; before such credits are allowed they must be passed to the Committee on Credit through the Dean of the College.

**ORGANIZATION FORM**

The school year is divided into two semesters of eighteen weeks in length. The student may enter at the beginning of either semester, but it is advisable that he register for the first semester.

The classification of students is made at the beginning of the school year on the following basis:

- **Freshmen:** Students deficient only one unit for entrance and who are carrying 12 semester hours of college work plus physical education.
- **Sophomores:** Students who have no entrance condition and have completed 24 semester hours and have earned 24 quality points plus physical education.
- **Juniors:** Students who have completed 54 semester hours and have earned 54 quality points.
- **Seniors:** Students who have completed 84 semester hours and have earned 84 quality points.

A student's classification may be raised during the year as deficiencies are removed. It may be reduced if regular requirements are not met, however, the student who desires to raise his classification during the current school year in estimating his semester hours and quality points must add the regular semester hours and quality points of the preceding semester to the minimum requirements listed above.
In order to graduate from any course in the College of Liberal Arts the student must have been in resident study for at least one school year, and to have received one hundred twenty semester hours, with the standing of one hundred twenty quality points, plus four hours of non-prepared physical education in accordance with the group requirements and the major and minor requirements.

The degree of Bachelor of Arts or Bachelor of Science will be conferred upon those who have met the requirements for such degree. See page 35 for the requirements for these degrees.

The degree of Bachelor of Science in Education will be conferred upon those who have met the requirements as listed on page 35 for such degree.

The degree of Bachelor of Religion will be conferred upon those who have met the requirements as listed on page 78 for such degree.

For the degree of Bachelor of Music see the School of Music.

The degree of Master of Arts in Theology will be conferred on those who have met the requirements to be found in the special bulletin on “Special Course for Christian Workers.”

Graduation will be declared at any time in the year that the work is complete. Formal announcement of graduation is made once a year only, in June; and all persons completing the conditions of graduation during the year are listed with the class of the ensuing June.

GRADUATION WITH HONORS

In recognition of special merit displayed by the students in their academic work, the faculty awards graduation with honors. Graduation with Magna Cum Laude includes those students who have an average of quality points of 2.6 for each credit hour of academic work. Graduation with Cum Laude includes those students who have made an average of quality points of 2.2 for each credit hour of academic work. These quality points have the following significance; Three quality points are given each semester hour with the grade A; two quality points are given for each semester hour with the grade B; and one quality point is given for each semester hour with the grade C. No quality points are awarded with the grade D which is the lowest passing grade.
College of
Liberal Arts
and Sciences
WHERE OPPORTUNITY BECKONS
Admission to College of Liberal Arts

ENTRANCE REQUIREMENTS

Standard high school graduation or the equivalency is required for classification as a first year college student. This supposes 16 units, especially for those entering for teacher training, and 15 units as a minimum for all. Description of options is as follows:

LIST A. —

(At least eleven units must be chosen from this group.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English—Required of all</td>
<td>3</td>
</tr>
<tr>
<td>Algebra—Required of all</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1-4</td>
</tr>
<tr>
<td>History</td>
<td>1-4</td>
</tr>
<tr>
<td>English (4th unit)</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Algebra</td>
<td>½-1</td>
</tr>
<tr>
<td>*Plane Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>½</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>½</td>
</tr>
<tr>
<td>Civics</td>
<td>½-1</td>
</tr>
<tr>
<td>Economics and Economic History</td>
<td>½-1</td>
</tr>
<tr>
<td>Sociology</td>
<td>½</td>
</tr>
<tr>
<td>Physiology</td>
<td>½-1</td>
</tr>
<tr>
<td>Zoology</td>
<td>½-1</td>
</tr>
<tr>
<td>Botany</td>
<td>½-1</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Physiology</td>
<td>½</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>General Science</td>
<td>½-1</td>
</tr>
</tbody>
</table>

LIST B.—Special or Vocational Electives:
(Four units may be chosen from this group.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1-2</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1</td>
</tr>
<tr>
<td>Business Law</td>
<td>½</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>½-1</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>½-1</td>
</tr>
<tr>
<td>Domestic Science</td>
<td>1-2</td>
</tr>
<tr>
<td>Drawing, Art and Design</td>
<td>½-1</td>
</tr>
<tr>
<td>Drawing, Mechanical</td>
<td>½-1</td>
</tr>
<tr>
<td>Manual Training or Farm Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1-2</td>
</tr>
<tr>
<td>Shorthand and Typewriting</td>
<td>1-2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 15

Note. Students who contemplate taking a classical course or a European language major are urged to provide themselves with at least two years of language, preferably Latin, for entrance.

*Required of those intending to take a Mathematics major.
Requirements for Graduation

GROUP REQUIREMENTS

Group I. Ancient and Modern Language.

The amount of work required from this group for graduation is related to the high school credits offered for entrance. If no credit in language or only one unit is offered for entrance, 20 semester-hours are required. If two or three units are offered, 12 or 14 semester-hours are required. If four units are offered, 6 semester-hours are required. If five or more units are offered, there are no further requirements from this group. Any language begun in college must be continued through at least the second year.

Group II. English Composition and Literature, Biblical Literature.

From this group sixteen semester-hours are required; six of these must be Course 101-102 in English, six in literature courses, and six in Biblical Literature.

Group III. Mathematics.

Stated in connection with Bachelor of Science courses requiring mathematics.

Group IV. Sciences.

A minimum of eight semester-hours of a laboratory science must be taken in one of the following fields: Physics, Chemistry or Biology. A student who does not offer for entrance a unit in one of the sciences mentioned must take an additional eight semester-hours in the laboratory sciences.

Group V. History, Economics, Sociology, and Psychology.

The students must complete six semester-hours in History; six semester-hours in Economics 201-202 or four semester-hours in Sociology 101-102 and four semester hours in Psychology 201-202.

Group VI. Physical Education.

Freshmen and Sophomores are required to register for Physical Education unless excused for physical disability in which case other work must be substituted. The classes meet two hours each week; a total of four hours is given for the two years.

MAJOR AND MINOR REQUIREMENTS

Each candidate for a degree must choose, not later than the beginning of the junior year, a major in which he must complete at least twenty-four semester-hours and a minor sixteen semester-hours. The student shall in every case select his major and minor in consultation with the head of his major department and shall give notice to the Dean in writing. No student will be permitted to change his major without consultation with the Dean.
**REQUIREMENTS FOR GRADUATION**

Majors for the Bachelor of Arts degree may be selected in the following:

- Latin
- Greek
- Modern Languages
- English
- Speech
- Education
- Psychology
- Biology
- Chemistry
- History
- Sociology
- Mathematics
- Music
- Philosophy
- Bible and Religious Education

Majors for the Bachelor of Science degree are limited to the field of science. The student who desires this degree is required to take a major in the field of science and a minor in a second field of science or mathematics.

Majors for the Bachelor of Science degree in Education are available in the subjects listed for the Bachelor of Arts majors, and in Home Economics.

Majors for the Bachelor of Music degree are offered in:

- Piano
- Organ
- Voice
- Violin

Majors for state certification are limited to the following:

- English
- Mathematics
- French
- Speech
- Latin
- Music (Regular certificate)
- Social Science (Option I, II and III)
- Science (Option I, II and III, Chemistry and Biology)

**CONDITIONS OF GRADUATION**

In order to graduate from any course in the College of Liberal Arts the students must have been in resident study for at least one school year, and to have received one hundred twenty semester-hour credits, with the standing of one hundred twenty quality points, besides two years of physical education.

Credits will not be counted toward graduation in which the grade falls below D. Juniors and Seniors are required to register for a minimum of forty of the one hundred twenty hours required for graduation in courses numbered 300 and above.
SUGGESTED SCHEDULE OF PRESCRIBED COURSES

Following is the suggested arrangement of courses by years. Students are expected to observe this arrangement unless there is good reason for change. If physical education is deferred to the Junior or Senior year a special charge is made.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101-102</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>8</td>
</tr>
<tr>
<td>History 101, 102 or 111, 112</td>
<td>6</td>
</tr>
<tr>
<td>Sociology 101-102</td>
<td>4</td>
</tr>
<tr>
<td>Biblcal Literature 101, 102 or 111, 112</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education 101, 102</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>6</td>
</tr>
<tr>
<td>Psychology 201-202</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>8 to 10</td>
</tr>
<tr>
<td>Electives</td>
<td>4 to 6</td>
</tr>
<tr>
<td>Physical Education 201, 202</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language (if required)</td>
<td>6</td>
</tr>
<tr>
<td>Major approximately</td>
<td>12</td>
</tr>
<tr>
<td>Minor approximately</td>
<td>8</td>
</tr>
<tr>
<td>Electives to total</td>
<td>30</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major approximately</td>
<td>12</td>
</tr>
<tr>
<td>Minor approximately</td>
<td>8</td>
</tr>
<tr>
<td>Electives to total</td>
<td>30</td>
</tr>
</tbody>
</table>

The student in making out his elective course for any year must give first attention to the group and major requirements for graduation as listed on pages 34 and 35.

(*) Students desiring to major in Mathematics or interested in scientific courses, should take Mathematics in their freshman year.
Organization of Departments and Courses of Study

On the following pages is given, in concise form, a description of each course offered in the various departments. Some of these courses are required and must receive first attention of each student during his Freshman and Sophomore years. During the Junior and Senior years, the major work must be given first attention by the student. Each student must consult with his major professor as to the sequence and articulation of his courses.

The number of courses is based on the following plan:

Course numbered 100-199 are primarily for Freshmen.
Course numbered 200-299 are intended primarily for Sophomores.
Course numbered 300-399 are designed primarily for Juniors.
Course numbered 400-499 are intended primarily for Seniors.

All numbers that end in 1 represent courses given in the first semester, and those ending in 2 represent second semester courses.

Courses whose numbers are separated by a hyphen thus: 101-102 are year courses and both semesters must be taken in order to receive credit in the course.

Courses whose numbers are separated by a comma thus: 101, 102 are year courses, but credit may be permitted by the semester.

Seniors may not register for a course numbered 100 to 199 without the approval of the Dean.

The college reserves the right to withdraw any course for which enrollment is not sufficient to warrant the organization of a class, except where such a course may be a major or minor subject of a student.

ANCIENT LANGUAGES—GREEK AND LATIN

Professor George Evans, Professor Charbonnier,
Instructor Mrs. Jones

GREEK

Professor Charbonnier

A minor of 16 semester hours is offered in Greek which may include Course 101-102 at the value of 4 semester hours.

The New Testament Greek may not be taken to meet the language requirement of Group I, but may be included in the minor mentioned above or taken as an elective.

Students who expect to teach Latin will find an acquaintance with Greek a great advantage, especially when planning for graduate courses.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201-202</td>
<td>ATTIC PROSE</td>
<td>3 hours</td>
</tr>
<tr>
<td>301-302</td>
<td>THE PHILOSOPHERS</td>
<td>3 hours</td>
</tr>
<tr>
<td>311-312</td>
<td>GREEK CIVILIZATION</td>
<td>2 hours</td>
</tr>
<tr>
<td>321-322</td>
<td>NEW TESTAMENT GREEK AND EXEGESIS</td>
<td>3 hours</td>
</tr>
<tr>
<td>401-402</td>
<td>THE HISTORIANS</td>
<td>4 hours</td>
</tr>
<tr>
<td>411-412</td>
<td>NEW TESTAMENT GREEK AND EXEGESIS</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

*Emphasis will be laid on the acquisition of a vocabulary and of a knowledge of the fundamental principles of Greek grammar. The class will read prose selections from Xenophon's Anabasis Book 1, or other authors and try to get an idea of Greek life. Prose composition. Prerequisite, Latin 101-102.

First and second semesters. — Four hours credit each.

Plato's Apology, Crito, Symposium. The Platonic Idealism will be interpreted. Assigned reading and papers. The Dramatists, selected plays of Aeschylus, Euripides and Aristophanes. Assigned reading and papers on the Greek Theater and Art.

First and second semesters. — Three hours credit each.

Survey of Greek Literature in English; mythology in comparison with the folklore of other peoples and with reference to their influence upon modern literature. Specimens of Palaeography will be studied; antiquities.

First and second semesters. — Two hours credit each.

The Gospels and Apocalypse will be studied, with due attention to the language of the New Testament, its relation to antecedent and contemporary Greek; comparison of variants, textual criticism. The peculiarities of the text will be noted. Archaeological discoveries and New Testament history. Assigned reading and reports. Prerequisite, Greek 101-102 and 201-202.

First and second semesters. — Three hours credit each.

The prose of Herodotus and Thucydides, selected writings, criticism and interpretation of the text. Assigned reading in Archaeology. The Rhetoricians, Lysias and Demosthenes, the place of oratory in Athens; study of political institutions. Collateral reading and reports.

First and second semesters. — Four hours credit each.

Grammatical and textual criticism as applied to the chief doctrinal and practical Epistles and to the Book of Acts. The question of the Canon will be discussed. Extensive reading at sight. If time will permit one or two of the post-apostolic Greek Epistles, or the "Teaching of the Twelve Apostles" will be read, commented and contrasted with New Testament Greek. Collateral reading. Prerequisite, Greek 321-322.

First and second semesters. — Three hours credit each.

*Significance of numbers, see page 37.
COURSES OF STUDY

LATIN

Professor George Evans

A major in Latin requires the completion of at least 24 semester hours, and a minor at least 16 semester hours, not including Courses 101-112. The major requires as collateral Courses, History 321 and 322.

*101-102—BEGINNING LATIN, CAESAR 5 hours

In the first semester special emphasis is laid on the mastery of forms and syntax. The fundamental relationship of the Latin to the English language is taught continually while the elementary principles of Latin are studied throughout the course. Simple selections in Latin are read with a view to preparing the student for Caesar.

In the second semester two or more books of Caesar’s Commentaries are read. Studies from the Latin grammar and prose composition are supplementary to the translation. First and second semesters. — Five hours credit each.

111—CICERO’S ORATIONS 3 hours

Selected orations, including some of those against Catiline, are read. Prose composition is continued. Attention is given to the study of Roman public and private life, and to Roman methods and attainments in education and law. Prerequisite, Course 101-102. First semester. — Three hours credit.

112—VIRGIL’S AENEID 3 hours

Some books of the Aeneid are read. The work also includes a study of various figures of speech, metrical reading, mythology and the literary merit of the poem. Prerequisite, Course 111. Second semester. — Three hours credit.

121—CICERO’S ESSAYS 4 hours

De Senectute and De Amicitia are read as representative of the Roman philosophical essay. A brief review is given of the philosophy adopted by the Romans. Alternates with Courses 201 and 211. Prerequisite, Course 111. First semester. — Four hours credit.

122—TACITUS, GERMANIA AND AGRICOLA 3 hours

These minor works of Tacitus depict life in western and central Europe in Roman times. Phases of ancient rhetoric are introduced. Alternates with Course 212. Prerequisite, Course 121. Second semester. — Three hours credit.

132—PROSE COMPOSITION 1 hour

This course includes with the writing of prose composition a comprehensive study of classical Latin grammar. It is most beneficial in giving a student a clear understanding of Latin syntax and style, and is especially necessary for those preparing to teach Latin. This course and No. 122 alternate with Course 212. Prerequisite, Course 121. Second semester. — One hour credit.

201—HORACE, ODES AND EPODES 2 hours

A study of Roman poetry of the classical period with careful attention to Horace’s metres. Alternates with Course 121. Prerequisite, Course 112.

First semester. — Two hours credit.

Omitted in 1935-36.

*Significance of numbers, see page 37.
211—PLINY  
Selections from the letters of Pliny the Younger. This course and No. 201 alternate with Course 121. Prerequisite, Course 112.  
First semester. —Two hours credit.  
Omitted in 1935-36.

212—LIVY  
Selections from Books I, XXI, XXII. Studies in the history of the Roman Republic. Brief study of Roman historians. Alternates with Courses 122 and 132. Prerequisite, Courses 201, 211.  
Second semester. —Four hours credit.  
Omitted in 1935-36.

301—TYPICAL LATIN LITERATURE  
Selections from the following: Plautus, Terence, Ovid, Petronius, Martial, Juvenal and other authors. Prerequisite, Two years of Latin in major work.  
First semester. —Two hours credit.

311—HISTORY OF ROMAN LITERATURE  
Recommended to students of Course 301 to give them an appreciation of the work and times of the authors read. Prerequisite, Two years of Latin in major work.  
First semester. —Two hours credit.

312—ADVANCED PROSE  
A special course in classical Latin grammar with continued practice in writing Latin. Correctness of expression and the cultivation of feeling for idiom and style are sought. Required of all who major in Latin. Prerequisite, Courses 301 and 311.  
Second semester.—Two hours credit.

322—ROMAN ARCHAEOLOGY  
An introduction to the study of the topography and ruins of Ancient Rome, with some attention to notable Roman remains elsewhere. Prerequisite, Courses 301 and 311.  
Second semester. —Two hours credit.

331—TEACHING OF LATIN  
This course prepares the student for the problems and methods of teaching Latin in secondary schools. The same as Education 322. Not allowed on a major in Latin. Prerequisite, Junior standing.  
First or second semester. —Two hours credit.  
Offered on demand.
COURSES OF STUDY

BIBLE, RELIGIOUS EDUCATION AND PHILOSOPHY

Professor Charbonnier, Associate Professor Ayres, Assistant Professor Foust

BIBLE

Professor Charbonnier, Assistant Professor Foust

*101—OLD TESTAMENT SURVEY 3 hours

This course is designated to acquaint the student with the scope and significance of Old Testament history and to awaken an appreciation of the great events, personalities and institutions of the Jewish nation. The study will stress the different types of literature and will open up the wealth of materials for devotional and practical purposes. A special feature of the course will be the art and principles of studying books as organized wholes and of seeing each as related to other books and to the Bible as a whole.
First semester. —Three hours credit.

102—NEW TESTAMENT SURVEY 3 hours

A study of the life and teachings of Jesus as based on the Gospel of Mark, and of the development of Christianity during the first century. Special attention will be given to the political, social and religious background of the early Christian Church. This course will seek to acquaint the student with a working knowledge of the New Testament and to give him an efficient method of book study as essential to his knowledge of the Bible.
Second semester. —Three hours credit.

111, 112—THE FOUR GOSPELS, INTRODUCED BY A SURVEY OF THE INTER-BIBLICAL PERIOD 3 hours

Comprehensive survey of the historical development, trends of civilization and characteristics of the three greatest forces of antiquity—Hebraism, Hellenism, and Romanism. Life of Christ with an inquiry as to the earliest sources. Literary and historical appreciation of the materials as found in the Gospels. A harmony of the life and teachings of Jesus. Assigned reading.
First and second semesters. —Three hours credit each.

201-202—WISDOM LITERATURE AND THE PSALMS, INTRODUCED BY HEBREW HISTORY CONNECTING WITH THE PENTATEUCH 2 hours

The book of Psalms, Proverbs, Song of Solomon, Ecclesiastes and Job will be the subject of exegesis with interpretation of their respective didactic and ethical teaching. The poetical composition of the Psalms will be classified according to Hebrew poetry. Literary qualities and the religious message of each book will be analyzed.
Apocryphal and Pseudepigraphical Wisdom Literature of the Inter-Biblical period of Hebrew history will acquaint the student with Hebrew thought during the pre-Christian era. Assigned reading.
First and second semesters. —Two hours credit each.

*Significance of numbers, see page 37.
221, 222—THE ACTS—PAUL AND HIS WRITINGS  3 hours

The Church of Pentecost and the beginnings of Christianity, the first century environment; earlier controversies; study of the thought, experience, teaching and activities of the first Christian disciples. Paul the thinker, the writer and the missionary; Paul the interpreter of Christ, as evidenced by his epistles. Semester essays. First and second semesters. —Three hours credit each.

301, 302—THE PENTATEUCH  3 hours

Preliminary study of the oriental background and history of the Semitic race; survey of the civilization of Egypt, Babylonia, Assyria, Canaan, and Persia. The Hebrew people, geography, archaeology, political and social life, with special emphasis upon their religious concepts, institutions and literature.

A study and critical evaluation of the composition, authorship, historicity and canonicity with the help of recent light from discoveries in Egypt. Contents and fundamental religious teaching of each book. Study of types in the light of New Testament fulfillment of the Divine plan and revelation. Exegetical and critical study of the Biblical records of Creation, the Sabbath, the Fall and the Flood with a comparison of extra-Biblical literature, notably the Babylonian. The Mosaic cosmogony is shown to be in full accord with Science. Collateral Reading. First and second semesters. —Three hours credit each.

311, 312—THE GENERAL EPISTLES AND THE REVELATION  2 hours

Interpretive exposition of the General Epistles. Consideration and appraisal of the Church in the field of history as the Revelation unfolds a real philosophy of history and validates those eternal principles determinative of the events of all time, until the final victory shall proclaim our Christ “Lord of Lords and King of Kings.” Assigned reading. First and second semesters. —Two hours credit each. Omitted in 1935-36.

401, 402—THE PROPHETIC PERIOD  2 hours

Introduction and interpretation of the prophetical books, both of the former and latter prophets. The nature and scope of prophetism in Israel; its outstanding figures and their messages are studied with due regard for their historical setting and the Hebrew civilization. Appreciation of literary characteristics. Critical questions and Messianic predictions. Whenever pertinent Messianic utterances are projected in modern times for the purpose of comparison. Assigned reading. First and second semesters. —Two hours credit each.
RELIGIOUS EDUCATION

ASSISTANT PROFESSOR FOUST

*201, 202—CHRISTIAN MISSIONS 2 hours

This course deals with the progress of world-wide Christian missions from the time of the Apostles to the present. It includes a study of the divine plan for the spread of the Gospel, a survey of the lives and work of the greatest missionary heroes, and a view of the conditions and needs of the principal modern mission fields. First and second semesters. —Two hours credit each.

301, 302—CHRISTIAN EVIDENCES 2 hours

The long established standard lines of defense are not neglected, but emphasis is placed on the new alignment between the opposing forces today as seen especially in the fundamental differences between Modernism and Conservative or Evangelical Christianity. Attention is given to the testimony of Archeology, science, anti-Christian theories, evolution, modern philosophy, comparative religion, the practical difficulties of the doubter, and the supreme argument for our Christian Faith, the Central Fact and Personality of our Religion, "the irreducible Christ" as revealed in the New Testament, as experienced in the larger spiritual life of the world, and as manifested in Christian history. Modern Liberalism is shown to be absolutely powerless as a remedy for the world's need; and faith is seen to be compelled, both logically and experimentally, in the Bible as the special and authoritative revelation of God and His will, and in Christ as alone sufficient for the individual, social and ethical redemption and regeneration of the world. First and second semesters. —Two hours credit each.

311—PRINCIPLES OF RELIGIOUS EDUCATION 2 hours

The student in this course seeks for the principles underlying a real Christian philosophy of life. He faces squarely the relation of religion and education, the true motives and vital objectives in religious education and the bearing of religious education on Christian character, ethical life and life's problems. The course gives vitally helpful instruction in the training of teachers for the home, the Sunday School and all other schools of every grade. The principles underlying the teaching of Jesus are found to determine all religious teaching—in fact, all teaching. The necessity for the new birth and the authority of the Bible are maintained as basic. First semester. —Two hours credit.

312—HOW TO TEACH RELIGION 2 hours

This course applies the principles discovered in Course 311 to the actual teaching of religion to all ages and classes. It reveals the teacher as one with a prophetic impulse, speaking for God, under a sense of responsibility to "give diligence to present himself approved unto God, a workman that needeth not to be ashamed, hold-

*Significance of numbers, see page 37.
ing a straight course in the Word of Truth.” In such a spirit it sets out to study all the beliefs and most scientific methods of making the teaching most effective in achieving the divinely appointed goal in the character and life of the pupil. Second semester. —Two hours credit.

321, 322—HISTORY OF RELIGION 2 hours

This course traces the history of religion from the earliest times to the present. Truth, as well as error, is recognized wherever found, and the religious struggles of all peoples are studied with sympathetic attention. The student is exhorted to be entirely unprejudiced and fair in his judgment of the various religions which have developed. This very attitude leads the student to see that the religion of the Bible is the only one that ever has caused men to “arrive” at that individual salvation and social reconstruction for which the adherents of other religions have been anxiously but blindly seeking down through the centuries.

First and second semesters. —Two hours credit each.

401—PSYCHOLOGY OF RELIGION 3 hours

The nature, origin and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate and to evaluate both the subjective and objective factors of the various religions and religious tendencies. Same as Philosophy 401. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

402—PHILOSOPHY OF RELIGION 3 hours

This course deals with the philosophical conceptions and principles of religion in general with the place of religion in human experience. It also deals with the principal conceptions and motives of the great historic religions. Special emphasis is given to the philosophy of the Christian religion. Same as Philosophy 402. Prerequisite, Philosophy 311, 312 or 321, 322.

Second semester. —Three hours credit.

432—ORGANIZATION AND ADMINISTRATION OF RELIGIOUS EDUCATION 2 hours

Beginning with a brief survey of the history of Religious Education, this course will deal with the theory and practice of Religious Education in the local church. The purpose will be to seek to understand the application of the best methods of organizing and administering Religious Education through the Bible School, the Daily Vacation Bible School, and week day religious education in connection with the public school. Some attention may be given to the curricula and the principle of unifying the program of Religious Education in the local church.

Second semester. —Two hours credit.

Note:—Students who hold baccalaureate degrees and are interested in special preparation for religious service or special students who have not completed a college course, but desire to spend a year or more in the study of the Bible and Theology, should send for the bulletin “Special Course for Christian Workers.”
PHILOSOPHY

ASSOCIATE PROFESSOR AYRES

Students majoring in this department must take Psychology 201-202 as a prerequisite, and must include in the major courses 301-302, 321, 322. The department offers more than the twenty-four hours required for a major, but as some of the courses are offered in alternate years, the student should carefully plan the work under the guidance of his major professor. Students wishing to take a minor in Philosophy must include either Courses 301-302 or 321, 322. For the student who wishes to elect courses for general culture, or as a basis for the interpretation of literature or history, these courses are strongly advised.

*301-302—LOGIC 2 hours

Both deductive and inductive logic are included in these courses. In the first part of the year the different kinds of terms, propositions, and syllogisms are studied, with the laws of validity. Exercises give the student practice in detecting fallacies, both formal and material. In the second semester most of the time is given to scientific methods, including Mill’s Canons, statistics, averages, correlation, etc. Prerequisite, Psychology 201-202; or may be taken at the same time by sophomores who expect to take their major in Philosophy. First and second semesters. —Two hours credit each.

311—INTRODUCTION TO PHILOSOPHY 3 hours

This course introduces the student to the meaning and methods of philosophy in contrast with those used in the various limited fields of science. It is intended to lead the student to see experience as a whole. The various problems which have divided philosophers, giving various interpretations and trends are considered. The purpose is to acquaint the student with the field of philosophy, to lead him into the ability to interpret philosophical language, and to do critical thinking, rather than to inculcate any particular world view. This course alternates with 321. Prerequisite, Psychology 201-202, with Philosophy 301-302 strongly advised, or to be taken at the same time.

First semester. —Three hours credit.

Omitted in 1935-36.

312—TYPES OF PHILOSOPHY 3 hours

This course considers the various types of philosophy which have historically developed from the various problems of philosophy, and their attempted solutions. It especially takes notice of the implications of any special solution as related to other problems. This course alternates with 322. Prerequisite, the same as in 311.

Second semester. —Three hours credit.

Omitted in 1935-36.

321—HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY 3 hours

This course begins with the early Greek philosophy, about 600 B. C., and covers the great philosophers, schools of thought and lines of development, through the period of scholasticism, to 1453. The thought movements are considered in relation to the general historic background, and there is an attempt to trace the continuity of certain dominating principles. Such biographical elements as add interest are *Significance of numbers, see page 37.
used. This course, with 322, furnishes not only the necessary groundwork for all more highly specialized courses, but an excellent preparation for an intelligent interpretation of literature, theology, and religion. This course alternates with 311. It makes very little difference which of these courses is taken first. Prerequisite, the same as in 311. First semester. — Three hours credit.

322—HISTORY OF MODERN PHILOSOPHY 3 hours

The transition to the modern period is included with the strictly modern period. The fundamental concepts and organizing principles of the great philosophers of this period are studied, with brief biographies of the most important. Selected readings from the works of many supplement the expositions and interpretations given by text writers and teachers. Some of these great philosophers are Bacon, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Fichte, Schelling, Hegel, Schopenhauer, Comte, Mill, Spencer, Lotze. This course, with 321, furnishes an almost indispensable background for the interpretation of the history, literature and conceptual life of the world. It alternates with 312. Prerequisite, same as in 311, and, in addition, course 321. Second semester. — Three hours credit.

331, 332—ETHICS 2 hours

The year's study of the moral ideal, or the way of the good life, will fall into two main divisions according to the factors emphasized. In the first semester the search for the *sumnum bonum*, or highest good, will be studied historically, beginning with Socrates, and coming through Plato, Aristotle, the Stoics, the Epicureans, Hobbes, Hume, the great English moralists, Utilitarianism, Kant's formalism, evolutionary ethics of Spencer.

In the second semester, there will be an earnest attempt to find the Christian ideal or way of life; to relate moral values to religion; and to consider the relation of moral values to other eternal values. Practical problems for discussion. These courses alternate with 411, 412. Prerequisite, 311, 312 or 321, 322; or this course may parallel either of these prerequisites.

First and second semesters. — Two hours credit each. Omitted in 1935-36.

342—ESTHETICS 2 hours

A brief consideration of the philosophy of esthetic values and the psychology of the esthetic experience. The principles will be illustrated in the various fields of the fine arts. This is an excellent cultural course for the general student. It will furnish principles for the criticism of art and will greatly aid in artistic appreciation. Prerequisite, Psychology 201-202. Second semester. — Two hours credit.

401—PSYCHOLOGY OF RELIGION 3 hours

The nature, origin, and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate the subjective and objective factors in religious experience. Symbolism, ritual, and ceremonial are considered in relation to religious and spiritual values. Mysticism in its various forms is studied with an attempt to find its essential elements. The Christian religious experience in childhood,
adolescence, and adulthood receives special attention. Prerequisite, Psychology 201-202.
First semester. —Three hours credit.
402—PHILOSOPHY OF RELIGION 3 hours
This course deals with the most fundamental conceptions of the great historic religions, their truth and value. Most attention is given to the Christian religion. Prerequisites, Philosophy 401 and at least two other courses in philosophy (two courses meaning two course-numbers). The courses to be preferred to meet this requirement are 311, 312 or 321, 322. This course may parallel these prerequisites.
Second semester. —Three hours credit.
411—CONTEMPORARY PHILOSOPHY 2 hours
The systems of recent and living philosophers, both European and American. This course alternates with 331. Prerequisite, 311, 312 or 321, 322, preferably 321, 322.
First semester. —Two hours credit.
412—PERSONALISM 2 hours
This course will deal with this special school of idealistic and theistic philosophy. It alternates with 332. Prerequisite, the same as for 411.
Second semester. —Two hours credit.

THEOLOGY

PROFESSOR CHARBONNIER

*301-302—HOMILETICS AND PRACTICAL THEOLOGY 2 hours
This course involves the consideration of the sources, selection and preparation of sermonic material; the organization and construction of topical, textual and expository types of sermon; a survey of the history of preaching with emphasis on the life and work of great preachers, both ancient and modern. The Pastoral Office; the minister in the pulpit; public worship; the minister and his congregation; the parish; the community. Collateral reading, sermon outlines. Practice preaching. Instruction by text book, lectures and class practice.
First and second semesters. —Two hours credit each.

321, 322—CHRISTIAN THEOLOGY (Systematic and Biblical) 2 hours
First and second semesters. —Two hours credit each.

*Significance of numbers, see page 37.
401, 402—HERMENEUTICS  
2 hours  
First and second semesters. —Two hours credit each.  
421—PLENARY INSPIRATION THE OLD AND NEW TESTAMENT CANON  
2 hours  
A vindication of Theopneusty in the light of recent findings and discoveries. Internal and external evidences; grammatical and philosophical controverted points are cleared by the aid of semantics and linguistics. Knowledge of Greek is required, and Hebrew will be referred to when necessary. Collateral reading and reports. 
First semester. —Two hours credit. 
Given on sufficient demand.  
422—THE THEOLOGY OF CRISIS AND PRESENT TRENDS IN RELIGIOUS BELIEF  
2 hours  
A summary of contemporaneous theological movements which seek to harmonize Christianity with the new intellectual environment. Barthianism as a modification of Schleiermacher's and Ritschl's Immanentism; the New Oxford Movement; mysticism and other related European theological tendencies. Supervised reading. Lecture course. 
Second semester. —Two hours credit. 
Given on sufficient demand.  

**BIOLOGY**

**Professor Tinkle**

Students who expect to take advanced work in Biology should take at least one year in Chemistry and, if possible, a year in Physics. Those who are majoring in the department should take enough courses giving Zoology credit so that the major can be counted in that field. Major work requires concentration.  
*201-202—ZOOLOGY  
4 hours  
A comprehensive study of the animal kingdom, beginning with the more abundant forms and continuing through more simple phyla, ending with the Vertebrates. Zoological principles are explained. Individual dissections and drawings are made. Required of those taking a major in Biology. Two hours discussion and four hours laboratory a week. 
First and second semesters. —Four hours credit each.  
241-242—BOTANY  
4 hours  
The structures and functions of plants, beginning with those most commonly dealt with and proceeding to forms less common. Classification, Ecology, and Physiology are emphasized. Students learn to recognize the plants of the neighborhood. Two hours discussion and four hours laboratory a week. 
First and second semesters. —Four hours credit each. 
Omitted in 1935-36.  
*Significance of numbers, see page 37.
One of the seven beautiful modern brick buildings which house the work of Taylor University.
311-312—HUMAN PHYSIOLOGY  
A course covering the structure, functions and care of the human mechanism, with emphasis upon the second. There are valuable demonstrations and drills. Three hours a week. Prerequisite, course 201-202 or permission of instructor. First and second semesters. —Three hours credit each.

322—ORNITHOLOGY  
A study of the anatomy, classification, life history and migrations of birds. Individual observation is required. Biological principles are illustrated well by this class of animals. One hour discussion and two hours laboratory or field work a week. Second semester. —Two hours credit.

331-332—COMPARATIVE ANATOMY  
A careful study of typical chordates, comparing their structures. The homologies of organs are traced. The dogfish shark, turtle, and cat are studied most carefully. Designed principally for premedical students. One hour discussion and two hours laboratory a week. Prerequisite, course 201-202. First and second semesters. —Two hours credit each.

351—ENTOMOLOGY  
A first-hand study of the most numerous class of animals. Insects are collected in the field and classified. Good practice is afforded in Taxonomy. Life history and economic importance are stressed. Principles of Ecology are illustrated. Two hours discussion and two hours laboratory or field work a week. Prerequisite, course 201-202. First semester. —Three hours credit.

362—GENETICS  
The principles which govern heredity and variation in plants, animals, and man are studied. Sufficient Cytology is included to explain the physical basis of heredity. Lectures are reinforced by demonstrations and problems. Recent discoveries have made this an important field. It furnishes part of the foundation for Psychology and Sociology. Three hours a week. Prerequisite, course 201-202 or 241-242. Second semester. —Three hours credit.

431-432—EMBRYOLOGY  
The development of the chordate embryo is studied, the principal basis being Amphioxus, frog, and chick. Both prepared slides and living embryos are employed. Designed principally for premedical students, but also is of value for general culture. One hour discussion and two hours laboratory a week. Prerequisite, course 201-202. First and second semesters. —Two hours credit each.
Omitted in 1935-36.
451, 452—ZOLOGICAL PROBLEMS

Open only to juniors and seniors who show sufficient ability to be permitted to make a beginning at research work. The student is assigned some course of study related to the courses he already has taken and also to his major interest. Thus his training becomes well rounded.

Hours and credit to be arranged.

471—TEACHING OF SCIENCE  

A practical study of the high school Biology course: its aims, methods, and problems. Open to juniors and seniors who are electing Biology as a subject in which to secure a teacher's license. Two hours a week. Same as Education 322.

First semester. —Two hours credit.

CHEMISTRY AND HOME ECONOMICS

Professor Harlowe Evans, Assistant Professor Dare

CHEMISTRY

Professor Evans

The department of Chemistry is intended primarily to prepare students to teach Chemistry in secondary schools, to enter graduate schools and to fill positions in chemical industries. Many students (find work in this department) in preparing for advanced study, undergraduate or graduate, in technical and professional schools, such as chemical or metallurgical engineering, medicine, nursing, dentistry, pharmacy and the various fields of agricultural specialization. It may be used also to fulfill the science requirement for those not primarily interested in science, but who wish to learn something of Chemistry's ever enlarging place in the modern scientific and industrial world.

A major in this department requires at least 24 semester hours of Chemistry, including courses 201-202, 301, 302, 401-402. (Chemistry 412 may be substituted for Chemistry 302 by permission of the professor.) Mathematics, Physics, Biology and Home Economics are satisfactory minors. Their selection should depend largely upon the phase of chemistry in which the student is especially interested.

It is recommended that those intending to major in Chemistry take Mathematics 111-112, 121, and 122 in their Freshman year and start their work in Chemistry not later than the Sophomore year.

For those students wishing to continue this science in Graduate school or desiring to enter a chemical industry, at least 30 hours of Chemistry, a reading knowledge of German and a course in Calculus are highly desirable.

Premedical students will need to take Chemistry 201-202, 301, 401-402. Some medical schools require also the equivalent of Chemistry 302. All preprofessional and technical students should consult with the professor about their needs at the beginning of their Freshman year.
**COURSES OF STUDY**

*201-202—GENERAL INORGANIC CHEMISTRY 5 hours*

A study of the laws and theories of chemistry; the preparations, physical and chemical properties and uses of the more important metallic and non-metallic substances. Some of the applications of Chemistry to modern life are studied. The periodic chart of the elements is used extensively in correlating the numerous relationships and properties studied in connection with the elements and their compounds. An attempt is made to promote the sense of unity of purpose in the physical universe. The laboratory work, devoted to experiments illustrating the various reactions and testing the numerous laws, is well correlated with the class discussions. This course is open to those studying Chemistry for the first time as well as to those who have had high school work in Chemistry. Three hours recitation and four hours laboratory.

First and second semesters. —Five hours credit each.

301—QUALITATIVE ANALYSIS 5 hours

A study of those theories of Chemistry and of those properties of the metallic salts which are useful in their separation and identification. The laboratory work consists of the systematic qualitative analysis of “known” and “unknown” compounds and mixtures in solution and in the solid state. Two hours recitation and six hours laboratory. Prerequisites, Chemistry 201-202.

First semester. —Five hours credit.

302—QUANTITATIVE ANALYSIS 5 hours

An elementary course in quantitative analysis including the theory and practice of gravimetric and volumetric analysis. The laboratory work is preceded by a detailed study of the methods to be used. Two hours recitation and six hours laboratory. Prerequisite, Chemistry 301.

Second semester. —Five hours credit.

401-402—ORGANIC CHEMISTRY 4 hours

A study of the chemistry of carbon compounds. The methods of preparation, the distinctive characteristics and reactions of the various types of aliphatic compounds and carbohydrates are studied the first semester. A similar study of the aromatic compounds with an introduction to special classes of compounds, such as: the proteins, terpenes, alkaloids and dyes is made the second semester. The laboratory work consists of preparation of various types of organic compounds, a study of their distinctive reactions and an introduction to qualitative organic analysis. Two hours recitation and four hours laboratory. Prerequisites, Chemistry 201-202.

First and second semesters. —Four hours credit each.

412—ELEMENTARY PHYSICAL CHEMISTRY 5 hours

A study of the fundamental laws and theories of Chemistry, such as: laws of gases, solutions, conductance, thermochemistry, photochemistry, colloids, homogeneous and heterogeneous equilibrium, chemical kinetics, electromotive force, radioactivity and atomic structure. Five hours recitation, collateral reading and reports. Prerequisites, Chemistry 301, 401-402 and Physics 211-212. Mathematics 211-212 is desirable.

Second semester. —Five hours credit.

Omitted in 1935-36.

*Significance of numbers, see page 37.
421—HISTORY OF CHEMISTRY  
A review of the lives and work of the men, and of the related scientific developments, which have been instrumental in the advance-
ment of Chemistry. Two hours recitation, collateral reading and re-
ports. Prerequisites, Chemistry 401-402. 
First semester. —Two hours credit. 
Omitted in 1935-36. 

431—ADVANCED ORGANIC CHEMISTRY  
A more complete study of some of the special classes of com-
ounds introduced in course 402, such as: the terpenes, dyes and pro-
teins. Also a study of some of the modern theories regarding color, 
molecular structure and stereoisomerism. Three hours recitation, 
collateral reading and reports. Prerequisite, Chemistry 401-402. 
First semester. —Three hours credit. 
Omitted in 1935-36. 

432—ELEMENTARY COLLOID CHEMISTRY  
An introduction to the study of the fundamental principles of 
colloid chemistry. This course is designed to make a full year of 
advanced work with either course 421 or 431, hence the credit is 
made flexible. Two or three hours recitation, collateral reading and re-
ports. Prerequisite, Chemistry 401-402. 
Second semester. —Two or three hours credit. 
Omitted in 1935-36. 

471—TEACHING AND SCIENCE  
A practical study of the High School Chemistry course: its aims, 
methods, and problems. Open to juniors and seniors who are electing 
Chemistry as a subject in which to secure a teacher’s license. Two hours recitation, collateral reading and reports. This is the same 
course as Education 322 and does not count on a Chemistry major. 
Prerequisites, see Education 322. 
First semester. —Two hours credit. 

HOME ECONOMICS 
Assistant Professor Dare 

The courses offered in this field are planned so they are technical 
enough to meet the need of the student who wants to use it in the teaching field later on, yet the constant emphasis is to make the work practical so the young woman may really be fitted for her task as a home-maker. 

*101-102—CLOTHING  
A study of the basic principles in clothing selection with em-
phasis upon the analysis of the individual’s clothing problems. Labora-
tory work includes the fundamentals of clothing construction, the use and alteration of commercial patterns. Four hours laboratory each week. 
First and second semesters. —Two hours credit each. 
*Significance of numbers, see page 37.
COURSES OF STUDY

111-112—FOODS AND NUTRITION 3 hours
The composition and nutritive value of foods and the study of diet with special consideration of the energy requirement, protein, mineral and vitamin needs of the individual. A study of foods from the standpoint of costs, selection, preparation, meal planning and table service. Recitation and laboratory. First and second semesters. —Three hours credit each.

201—TEXTILES 2 hours
A study of the growth and development of the textile machinery and industries and the factors essential to the intelligent selection, use, laundry and care of textile materials. First semester. —Two hours credit.

202—COSTUME DESIGN 2 hours
This course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing, and the influence of the principles of garment construction on clothing design. Second semester. —Two hours credit.

301-302—DIETETICS 2 hours
This course deals with the varying requirements of the individual in health and disease from infancy to old age and the making of typical diets for the different periods. Special attention is given to the problem of satisfying the varying requirements of a family. Recitation and laboratory. Prerequisite, Home Economics 111, 112, Chemistry 201, 202. First and second semester. —Two hours credit each. Omitted in 1935-36.

311—THE HOUSE 2 hours
This course deals with the studying of house plans, the problems of plumbing, heating, lighting and ventilating, the study of household furnishings and equipment and the care of the household. First semester. —Two hours credit.

312—THE FAMILY 2 hours
A study of the family as a social group with emphasis on woman in her various relations such as: a citizen, a member of society and in the home. Second semester. —Two hours credit.

322—ADVANCED CLOTHING 2 hours
This course includes advanced problems in dressmaking with emphasis on adaptation of pattern to the individual and remodeling of garments. It includes the study of the trend of fashion and style in relation to good taste in dress. Prerequisites, Home Economics 101, 102. Second semester. —Two hours credit.

342—TEACHING OF HOME ECONOMICS 2 hours
The organization of material and planning of courses in Home Economics adapted to various types of high schools. Does not count on major. Same as Education 322. Second semester. —Two hours credit. Omitted in 1935-36.
ECONOMICS AND SOCIOLOGY

PROFESSOR HOWARD, ASSISTANT PROFESSOR CORNWELL

ECONOMICS

ASSISTANT PROFESSOR CORNWELL

*201-202—PRINCIPLES OF ECONOMICS 3 hours

A survey of the industrial life of society from an institutional approach. This course is designed to meet the needs of the student who wishes to secure a knowledge of the economic environment in which he lives. It is also outlined as a preliminary course for economic and sociology majors. Prerequisite to all other economic courses and required of sociology majors. Not open to freshmen. First and second semesters. —Three hours credit each.

301—LABOR HISTORY AND LEGISLATION 2 hours

A study of the development and organization of labor movements in Great Britain and the United States. Trade, industrial, and labor unionism. Principles and policies of labor and industry. Methods of procuring legislation; progress made; and recent tendencies. First semester. —Two hours credit.

302—LABOR PROBLEMS 2 hours

A study of the relationships between labor and free land; immigration; child labor; women in industry; insurance; working conditions; unemployment. An analysis of the problems involved in the labor-capital struggle and an investigation of the agencies for industrial peace. Second semester. —Two hours credit.

321, 322—FINANCIAL ORGANIZATION OF SOCIETY 2 hours

The purpose of this course is to give a broad general view of our whole financial system. Review of world finances up to 1791. The United States Bank; Independent Treasury System; state banks; coinage; note issue; legislation, especially after 1863 with the National Banking System. Detailed study is made of the functions of money and banking with special reference to the Federal Reserve System. First and second semesters. —Two hours credit each. Alternates with Economics 301, 302.

331—ECONOMIC HISTORY OF THE UNITED STATES 3 hours

See History 302. Student may elect to take as credit for either economics or history but not for both.

*Significance of numbers, see page 37.
SOCIOLOGY

Professor Howard

Courses 101-102 are prerequisites to all other courses in the department. A major in Sociology is twenty-four hours as a minimum. Economics 201-202 is required of those majoring in Sociology.

*101-102—INTRODUCTION TO SOCIETY 2 hours

A general survey of the Biological, Physical, Psychological, and Cultural factors in the development of human society; the social processes; social organization and social control. Prerequisite to all other courses in Sociology. First and second semesters. —Two hours credit each.

201—RURAL SOCIOLOGY 2 hours

A survey of the sociology of rural life; the Psychology of rural life; rural social values; the rural standard of living. Definite problems are studied as: the rural family, the school, the church, health, recreation, and farmer towns—country relationships. First semester. —Two hours credit. Omitted in 1935-36.

202—URBAN SOCIOLOGY 2 hours

A study of the location and growth of cities. Special attention is given to the social ecology of the city; the basis and nature of urban social types and urban social pathologies together with various corrective measures for social adjustment. Some significant consequences of urban growth and definite institutions of the urban population are considered. Second semester. —Two hours credit. Omitted in 1935-36.

211—THE AMERICAN RACE PROBLEM 2 hours

The racial composition of the American population; racial conflict and accommodation; the theory of social superiority; the growth of race consciousness; the role of the mulatto, and other phases of the racial problem in the American situation. First semester. —Two hours credit.

212—IMMIGRATION & ASSIMILATION 2 hours

A general survey of the history of immigration; the courses of migration; the cultural background of the immigrant; the influence of the presence of emigrants on American political, economic, and social institutions and the factors which effect the assimilation of the immigrant in American cultural life. Second semester. —Two hours credit.

311—POPULATION & EUGENICS 3 hours

A study of early theories and policies of population; the growth of population; the social factors of the birth and death rates; the social and biological significance of the differential birth rate and *Significance of numbers, see page 37.
the problem of quality involved in the differential growth of the economic and social classes. First semester. — Three hours credit. Omitted in 1935-36.

312—SOCIAL PSYCHOLOGY 3 hours
A study of personality and social adjustment. The dynamic effects of social contacts upon human behavior. Same as Psychology 401. Second semester. — Three hours credit.

321—CRIMINOLOGY 3 hours
The costs and causes of crime; the theories of punishment; penal institutions; the police and the detection of crime; the modern treatment of the criminal. First semester. — Three hours credit.

322—SOCIAL PATHOLOGY 3 hours
A study of the causes, extent and the factors involved in social pathology. The care and treatment of the social inadequate; preventive agencies and methods. Second semester. — Three hours credit.

411—THE FAMILY 3 hours
A historical survey of the background of the family. The psychology of family relationships and adjustments. The economic and social influences determining the changed status of the members of the family to each other. Factors causing family instability, and some suggestions for the conservation of the family. First semester. — Three hours credit. Omitted in 1935-36.

412—CHILD WELFARE 3 hours
A critical study of the various factors influencing the development of the child’s personality and the analysis of the environmental and educational factors which may influence behavior. Special attention will be given to the volitional and the emotional development of the child and the acquiring of personal habits and social traits. Second semester. — Three hours credit. Omitted in 1935-36.

431, 432—SOCIAL RESEARCH 2 hours
A course dealing with the major problems of contemporary American society. Intensive reading and investigation by the student on some definite assigned problem. Papers, reports, and class discussion. Prerequisite, sixteen hours in Sociology and consent of instructor. First and second semesters. — Two hours credit each.
EDUCATION AND PSYCHOLOGY
Professor Holiman, Assistant Professor Connelly

EDUCATION

CRITIC TEACHERS:
Bragg, Theodore S. - History - B. S. Ball State Teachers' College 1928 - Upland High School
Brownlee, Elizabeth - French - A. B. Earlham College 1925 - Marion High School
Kelley, Grace - Home Economics - B. S. Purdue University 1927 - Upland High School
Lewis, Howard C. - Chemistry, English, History - A. B. Indiana University 1926 - Upland High School
McGeath, Delight - English - A. B. Western College for Women 1925 - Hartford City High School
Nesbit, Esther E. - Music - B. Mus. in Ed. Illinois Wesleyan University School of Music 1930 - Hartford City High School
Pearson, Helen R. - Mathematics - A. B., A. M. Indiana University 1926, 1931 - Hartford City High School
Pugh, J. L. - Social Science - B. S. Ball State Teachers' College 1928 - Upland High School
Sturgeon, Mrs. Daisy K. - English, Latin - A. B. Indiana University 1904; A. M. Chicago University 1913 - Upland High School
Telle, George H. - Mathematics - A. B. Indiana University 1920 - Hartford City High School
Wilson, David - Mathematics - B. S. Ball State Teachers' College 1929 - Upland High School.

The Department of Education endeavors to meet the needs of those who desire the subject for state certification and those who desire it for its general educational value or its value in religious or social activities. The courses are planned with these two types of students in view.

If one desires a high school certificate at the time he receives his Bachelor's degree, selection of the courses in this department should be governed by the requirements of the student's home state. Our Indiana standard will meet the requirements of a number of states. Unless students desire it otherwise, courses are always arranged to meet the Indiana standard. It is highly important that students who desire to become teachers, make up their minds as early in their course as possible. Many who enter the Teacher Training curricula have their minds made up before they enter college. It is very often too late to begin in their Junior year. As soon as their minds are made up it is imperative that students keep in constant touch with the head of this department, who is the Director of Teacher Training in Taylor University. If a student knows as a Freshman that he will prepare to teach, he should during this year have his entire four year course planned. His Freshman program should include all the college requirements for his degree, e. g., English, Language, Social Science, Bible, and Physical Education. It is strongly advised that whenever possible,
one license subject, the three courses in Junior Education, and one Methods course be completed by the end of the Junior year. This will always make it possible to begin Student Teaching at the beginning of the Senior year.

**DEGREES:**

Students may take one of three degrees and prepare to teach—the Bachelor of Arts, the Bachelor of Science or the Bachelor of Science in Education. For each degree the closest of guidance is necessary.

**REQUIREMENTS for the Degree of Bachelor of Science in Education:**

Candidates for the degree of Bachelor of Science in Education must have completed one hundred twenty hours, with the standing of one hundred twenty quality points besides four credit hours in physical education.

### Subjects Required

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Rhetoric)</td>
<td>6</td>
</tr>
<tr>
<td>Psychology (General)</td>
<td>4</td>
</tr>
<tr>
<td>Science (Laboratory)</td>
<td>8</td>
</tr>
<tr>
<td>Bible</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (Note 1)</td>
<td>6-14</td>
</tr>
<tr>
<td>Education (Note 2)</td>
<td>24</td>
</tr>
<tr>
<td>One minor (Note 3)</td>
<td>16</td>
</tr>
<tr>
<td>An academic major</td>
<td>24</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>18-46</td>
</tr>
</tbody>
</table>

**Notes:**

1. If no language is offered for entrance, fourteen hours are required. If two or three units are offered, six hours in the same language are required. If four units are offered for entrance there is no further language requirement.

2. Required courses in Education are 211 or 231, 212, 231 or 232, 301-302 or 401-402, 311, 312, 341. Three or four hours of electives may be taken from other courses listed in Education or Adolescent Psychology. When a state department requires some course other than those mentioned, that course in Education may be substituted.

3. For Indiana teachers, and students of other states with like standards, the minor must be raised to twenty-four hours.

4. When possible to do so, the student is advised to use a part of his electives in other fields. If Music is taken as a teaching subject the student is advised to take more than the minimum of applied music.

For further information concerning licensing and certification of teachers in Indiana, other state requirements, and other courses in Education, write for special bulletin on Education.

**Professional Academic preparation for Indiana:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Education (Ed. 311)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Teaching in the High School (Ed. 312)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology (Ed. 341)</td>
<td>3</td>
</tr>
<tr>
<td>Methods in two teaching subjects (Ed. 321 or 322)</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching (Ed. 421 or 422)</td>
<td>3</td>
</tr>
</tbody>
</table>
Taylor University is accredited for certification in the following departments: English, French, Latin, Mathematics, Science (Options I, II, and Option III in Chemistry and Biology), Social Science (Options I, II, and III), Speech and Music (regular certificate only). Courses in English, Social Science, Science and Music are designated in special bulletin in Education for license options.

*211—INTRODUCTION TO EDUCATION 3 hours
This is a general survey course of the field of education and teaching. As its name implies, it introduces the students to the theory of education and principles underlying the same. The work is suitable to the needs of either the students preparing to teach or to those who do not desire to specialize in education.
First semester. —Three hours credit.

212—CLASSROOM MANAGEMENT 3 hours
In this course we deal with such topics as the following: Class membership and attendance, order and discipline, incentives, health of the pupil, grading and promotion, the curriculum, the daily program, the lesson assignment, supervised study, tests and measurements, formal and informal classes.
Second semester. —Three hours credit.

221—EDUCATIONAL SOCIOLOGY 2 hours
This course deals with education as a social process conditioned by social groups and institutions, social attitudes and values. It deals with the pupil as a member of various groups: the sociological basis of teaching and classroom organization. It also emphasizes the sociological aspects of the curriculum and the relation of the school to the community.
First semester. —Two hours credit.

231—PRINCIPLES OF EDUCATION 3 hours
This course is a treatment of the aims of Education, the nature of society, the sociological needs of contemporary life, the nature and function of the subject matter and methods. Particular attention is given to recent conceptions of the function of education in a democratic society.
First semester. —Three hours credit.

232—TESTS AND MEASUREMENTS 2 hours
This is an introductory course dealing with both standardized and informal new type tests. Problems involved in the building, administering, scoring and using, and interpreting the results of tests will be considered. Some attention will be given statistical methods to enable the student to classify data and to become familiar with some of the statistical terms.
Second semester. —Two hours credit.

301—HISTORY OF EDUCATION 2 hours
This course deals with growth of educational ideals in Europe. Emphasis is laid upon the political, social and economic conditions in so far as they have influenced the educational ideals of the times. The educational views of outstanding men like Socrates, Plato, Rabelais, Erasmus, John Calvin and others will be stressed. The influence of Christianity on Education will be discussed. The course will close with the influence of the Reformation.
First semester. —Two hours credit.

*Significance of numbers, see page 37.
302—HISTORY OF EDUCATION IN THE UNITED STATES 2 hours

The influence of European ideals upon the schools of the United States, on Colonial education; social, economic and political influence on the development of education; the rise and expansion of public education; the growth of the high school and the development of the teaching profession; support and control of public education; the entire period of education from the earliest Colonial effort down to the present time is covered. Intended for those students who desire to know about the origin and development of education in the United States.

Second semester. —Two hours credit.

311—SECONDARY EDUCATION 3 hours

In this course we make an effort to set forth the fundamental principles of secondary education. To do this we study briefly the secondary schools of Germany, England and France first and follow this with our own system. The main topics for class discussion center around (1) the general purpose of education, (2) the relation of secondary education to other levels of education, (3) selection of students for secondary schools, (4) the content and organization of the high school course of study, (5) the relation of secondary education and vocational education, (6) the qualifications of secondary teachers, (7) general methods of teaching, (8) progress in high school studies, and (9) comparison of results obtained.

First semester. —Three hours credit.

312—PRINCIPLES AND TECHNIQUE OF HIGH SCHOOL INSTRUCTION 3 hours

General methods for teaching in the high school constitute an important part of this course. Principles that underlie the teaching of every high school subject are stressed more than particular methods or devices for each subject. The teaching technique is emphasized. Only those preparing to teach are advised to take this course.

Second semester. —Three hours credit.

321 or 322—THE TEACHING OF HIGH SCHOOL SUBJECTS

Prerequisites: The work in the separate divisions of this course is given by two groups—in some cases by the instructors in the various departments and in some cases, as the time permits, by the teacher in the Department of Education. A student making a certain subject his major, or his first teaching subject, should take the course in the teaching of that subject in his Junior year in order that he may be qualified to do student teaching early in his Senior year. In all cases the special methods course is a necessary prerequisite to supervised teaching. A student may take the methods course in his second teaching subject in either his Junior or Senior year. Two hours of credit in each of these two courses is required of all candidates for the first grade high school license in Indiana. (When necessary, courses will be lengthened to meet the need of any state.)
The usual prerequisites for any course in the teaching of Junior or Senior high school subjects are as follows:

1. Sixty semester hours of credit or full Junior standing.
2. Approximately twenty semester hours in the subject in which the methods course is to be taken.
3. Psychology (general), Secondary Education (Ed. 311), Principles and Technique of High School Instruction (Ed. 312).

Any adjustments or variations from the above prerequisites will be made, where necessary, by the Director of Teacher Training.

The following courses deal with the organization and technique of the teaching of high school subjects. They aim to give thorough acquaintanceship with selection, organization and presentation of methods of instruction of such subjects.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi. The Teaching of Biology</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>Ch. The Teaching of Chemistry</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>En. The Teaching of English</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>Fr. The Teaching of French</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>HE. The Teaching of Home Economics</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>La. The Teaching of Latin</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>Ma. The Teaching of Mathematics</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>Mu. The Teaching of Music</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>Sp. The Teaching of Speech</td>
<td>T. Th. 2 hrs.</td>
</tr>
<tr>
<td>SS. The Teaching of Social Science</td>
<td>T. Th. 2 hrs.</td>
</tr>
</tbody>
</table>

331—CHILc PSYCHOLOGY

This course deals with the mind of the child from birth up to puberty. Such topics as the sensory life of the child, play, curiosity, imagination, memory, language, imitation, art, musical expression, moral nature, discipline, punishment and others will be subjects for study and class discussion. Members of the class will be asked to study some child for a period of time. Same as Psychology 331. First semester. —Three hours credit.

332—ADOLESCENT PSYCHOLOGY

This course will survey the literature bearing upon adolescence. Recent scientific discoveries will be brought out in class. Special attention will be paid to the interests, abilities and instinctive tendencies of youth. Some emphasis will be placed upon the more important phases of mental hygiene in its bearing upon adolescence. Members of the class will be given an opportunity to participate in some problem which deals with the relation of the adolescent to some institution such as the home, school, church, sports and games. The purpose of this course is to furnish the teacher a better understanding of the physical, intellectual and emotional life of youth and his problems. Same as Psychology 332. Second semester. —Three hours credit.

341—EDUCATIONAL PSYCHOLOGY

The purpose of this course is to give a better understanding of the principles of psychology which are used in later courses in Education. Some of the topics to be treated are learning, transfer of training, fatigue, effects of drugs, achievement testing and intelligence testing. The above topics will be related to teaching problems and the
building up of a course of study. This course is required in most states for teacher certification. It is recommended for any student of education. Prerequisites, Elementary or General Psychology. First semester. —Three hours credit.

401, 402—PHILOSOPHY OF EDUCATION 4 hours

An attempt is made in this course to present the educational theories that have been and are still influencing educational practices of today. Special consideration is given to the contributions made by Plato, Aristotle, Rosseau, Spencer, Herbart, and Froebel. The writings of such men as Harris, Hall, James, Eliot, Dewey and Horne of our own country are studied. From these theories, the students are led to form their own philosophy of education. First and second semesters. —Two hours credit each. Omitted in 1935-36.

412—SCHOOL ADMINISTRATION 3 hours

This course includes a brief statement of state, county and city administration, including boards of education. The work and duties of the superintendent, principal and teachers are considered. Educators are recognizing the fact that classroom teachers should understand certain phases of administration in order that they may better understand the necessity of cooperation with the administrative officers of the school. Second semester. —Three hours credit. Given on sufficient demand.

421 or 422—SUPERVISED STUDENT TEACHING AND OBSERVATION

Under the direction of the critic teacher each student assumes for one semester a portion of the responsibility for the instruction, discipline and grading of one class in the high school of Upland, Matthews, Hartford City, or in other high schools as there is need. The divisions of Education 421 or 422 are open to Seniors who have made a grade of C in Education 312 (Principles and Technique of High School Instruction) and in Education 321 or 322 (The Teaching of High School Subjects—the Special Methods of course in which the teaching is to be done). These students should have an average grade of B in the subject in which student teaching is to be done, and also in all Education courses taken prior to supervised student teaching. All such students should have credit for approximately 20 hours in the subject to be taught and be recommended by the department in charge of the subject. (These courses may be lengthened to meet 5 or 6 hour requirement of some states.)

—Bi. Supervised Student Teaching in Biology
   Daily at hours to be arranged.
   Mr. Holiman, Miss Greene

—Ch. Supervised Student Teaching in Chemistry
   Daily at hours to be arranged.
   Mr. Holiman, Mr. Lewis

—En. Supervised Student Teaching in English
   Daily at hours to be arranged.
   Mr. Holiman, Mrs. Sturgeon, Miss McGeath
COURSES OF STUDY

Fr. Supervised Student Teaching in French
Daily at hours to be arranged.
Mr. Holiman, Miss Brownlee
3 hours

HE. Supervised Student Teaching in Home Economics
Daily at hours to be arranged.
Mr. Holiman, Miss Kelley
3 hours

La. Supervised Student Teaching in Latin
Daily at hours to be arranged.
Mr. Holiman, Mrs. Sturgeon
3 hours

Ma. Supervised Student Teaching in Mathematics
Daily at hours to be arranged.
Mr. Holiman, Mr. Wilson, Mr. Telle, Miss Pearson
3 hours

Mu. Supervised Student Teaching in Music
Daily at hours to be arranged.
Mr. Holiman, Miss Nesbit
3 hours

SS. Supervised Student Teaching in Social Science
Daily at hours to be arranged.
Mr. Holiman, Mr. Pugh, Mr. Bragg
3 hours

Sp. Supervised Student Teaching in Speech
Daily at hours to be arranged.
Mr. Holiman
3 hours

PSYCHOLOGY

Assistant Professor Connelly

*201-202—ELEMENTARY PSYCHOLOGY

2 hours

This course deals with the fundamental principles of the science of psychology. At the same time it is made practical enough so that the student taking but a single course in this field may derive lasting benefit from it. Required of all college students and should be taken in the sophomore year.

First and second semesters. —Two hours credit each.

301—MENTAL HYGIENE

A survey of the principles of mental health, with reference to mental efficiency, social and emotional adjustment, and personality development. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

302—ABNORMAL PSYCHOLOGY

A practical study of the nature of mental ill-health; its causes, means of prevention and the principal remedial techniques receive major attention. The course will be of special value to all who expect to engage in the education of the youth in either the field of secular or religious education. Prerequisites, Psychology 201-202.

Second semester. —Three hours credit.

311—PSYCHOLOGY OF LEARNING

The economy and technique of the learning process from the theoretical and experimental point of view. A review of the experimental literature and theoretical considerations pertinent to important

*Significance of numbers, see page 37.
problems in the field of memory and learning. Prerequisites, Psychology 201-202.
First semester. —Two hours credit.

312—VIEWPOINTS IN PSYCHOLOGY 2 hours
A critical evaluation of the contemporary points of view in psychology, disputed theories, and a study of texts representative of modern tendencies. Prerequisites, Psychology 201-202.
Second semester. —Two hours credit.

331—CHILD PSYCHOLOGY 2 hours
The life of the child is studied from the genetic standpoint. Original nature, the dawn and development of meaning, the psychology of play, habits, and fears, the beginning of the religious consciousness, are some of the subjects treated. The course is planned for all teachers, whether in classroom, home or pulpit. Prerequisites, Psychology 201-202.
First semester. —Two hours credit.

332—ADOLESCENT PSYCHOLOGY 2 hours
The peculiar problems of the high school pupil in school, in society, in church, and home receive major attention. The study of the religious consciousness begun in the preceding course is continued.
A study is made of the psychology of aesthetic appreciation. Prerequisites, Psychology 201-202.
Second semester. —Two hours credit.

341—PSYCHOLOGY OF THE AUDIENCE 3 hours
A course in applied psychology dealing definitely with a variety of organized situations in which one or more performers confront a group of auditors or spectators for the purpose of influencing them. The peculiar psychology of each type of audience is pointed out and the many reasons for the performer’s success or failure are indicated. The course points out the various devices for arousing and maintaining the interest of the audience and the effective methods of producing conviction. The influence of the audience on the performer is also analyzed. Prerequisites, Psychology 201-202.
First semester. —Three hours credit.

401—SOCIAL PSYCHOLOGY 3 hours
A study of fundamental human instincts; personality and social adjustment; interstimulation by communication, suggestion, imitation, discussion, and accommodation. A study of crowds, mobs, group opinions, group loyalties, group control and group agencies, leadership and social change. Prerequisites, Psychology 201-202.
First semester. —Three hours credit.

402—PSYCHOLOGY OF PERSONALITY 3 hours
The problem of personality has become one of dominant influence in scholastic, commercial, legal, and medical centers. Heredity, environment, temperament, instinct, emotion, habit, “drives,” intelligence, and kindred subjects are carefully examined with a view to the extraction of any contribution they may make to this absorbing and puzzling subject. The problem of creating personality receives attention. Prerequisites, Psychology 201-202.
Second semester. —Three hours credit.
ENGLISH AND SPEECH

Professor (to be supplied), Assistant Professor Allbritten, Assistant Professor Dennis

ENGLISH

Professor (to be supplied), Assistant Professor Allbritten

Major in English: At least thirty semester hours. A major must include courses 101, 102, 211, 212. The remaining courses should be selected so as to distribute the study as much as possible in the various periods of literature. Students majoring in English should take advanced courses in at least one foreign language. It is recommended that English majors take English History, some work in philosophy, and in related fields of language and literature.

English Composition and Rhetoric

*101, 102—FRESHMAN COMPOSITION 3 hours
The technique of writing. Weekly themes. Papers based on observation and on suggested collateral readings. Required of Freshmen. This course is a prerequisite to all other courses in the department of English.
First and second semesters. — Three hours credit each.

101a—GRAMMAR
Required of all Freshmen who are found deficient upon taking the entrance test in Grammar. An examination will be given at the end of the semester, and all who pass will not be required to continue in the course.
First semester. — Two hours with no credit.

201—FUNDAMENTALS OF JOURNALISM 3 hours
The fundamentals of newspaper practice: news values, gathering news, application of the principles of composition to news writing. Students report for The Echo, the school paper.
First semester. — Three hours credit.

302—ADVANCED COMPOSITION 3 hours
For students who have acquired some facility in writing and who need some practice in the technicalities of writing and the organization of ideas.
Second semester. — Three hours credit.

English Literature

211, 212—SURVEY OF ENGLISH LITERATURE 3 hours
A study of English literature and of literary history from Beowulf to the present. This course serves as an introduction to the advanced courses in English literature.
First and second semesters. — Three hours credit each.

221, 222—SURVEY OF AMERICAN LITERATURE 3 hours
A study of American literature and of literary history from its beginning to the present.
First and second semesters. — Three hours credit each.

311—CLASSIC BACKGROUNDS OF ENGLISH LITERATURE 2 hours
A study of some Greek and Roman classics in translation.
First Semester. — Two hours credit.

*Significance of numbers, see page 37.
312—THE ENGLISH ESSAY  
A study of the development of the English essay from Bacon to the present time.  
Second semester. —Two hours credit.

321—THE DEVELOPMENT OF THE ENGLISH DRAMA  
A study of the English drama from the beginnings to Shakespeare.  
First semester. —Three hours credit.  
Omitted in 1935-36.

322—SHAKESPEARE  
A study of the representative plays of Shakespeare.  
Second semester. —Three hours credit.  
Omitted in 1935-36.

331—CONTEMPORARY DRAMA  
A study of the trends of contemporary drama. Special attention given to the following dramatists: Ibsen, Hauptmann, Strindberg, Maeterlinck, Sudermann, Galsworthy, Rostand, Synge, Chekhov, Howard, Barrie.  
First semester. —Three hours credit.  
Omitted in 1935-36.

332—LITERARY CRITICISM  
A study of the principles of literary criticism from Aristotle to the present. Appreciation of literature.  
Second semester. —Three hours credit.  
Omitted in 1935-36.

342—MODERN AMERICAN AND BRITISH POETRY  
A study of the technique and interpretation of the spirit of contemporary verse.  
Second semester. —Three hours credit.  
Omitted in 1935-36.

401—MILTON  
A study of Milton's minor poems. Special attention given to the study of Paradise Lost.  
First semester. —Three hours credit.

402—DANTE  
A study of Dante's minor works. Special attention given to the study of Divine Comedy.  
Second semester. —Three hours credit.

411—THE ENGLISH NOVEL  
A study of the origin and development of the novel, with the reading of the novels of various periods.  
First semester. —Three hours credit.

412—THE ROMANTIC POETS  
A study of the Romantic movement with special attention to Wordsworth, Coleridge, Byron, Shelley and Keats.  
Second semester. —Three hours credit.

421—THE VICTORIAN POETS  
A study of the poetry of the age of Tennyson and Browning.  
First semester. —Three hours credit.  
Omitted in 1935-36.
SPEECH

Assistant Professor Dennis

*101-102—FUNDAMENTALS OF SPEECH. 2 hours

A course in the principles of Speech. The aim of this course is to develop the voice and expressional powers so as to make them "fit instruments to serve the mind and soul." The speaking voice, diction, interpretation, outlining and delivery of speeches are stressed. This course is a prerequisite to all succeeding courses in Speech, except by permission of the head of the department. First and second semesters. —Two hours credit each.

201, 202—ANALYSIS AND INTERPRETATION OF LITERATURE 2 hours

This course attempts to give the student the ability to grasp the meaning of some of the best literature and to express that meaning through voice and action. First and second semesters. —Two hours credit each.

211—PLAY PRODUCTION 3 hours

A course in the fundamentals of producing amateur dramatics. A brief survey of the development of dramatic art, practice in character interpretation, and directing of short plays. First semester. —Three hours credit.

212—SHAKESPEARE. 3 hours

This course aims to give the student a fairly thorough knowledge of one or two plays of Shakespeare with the view of producing one publicly. In this way the student gets not only an understanding of the text but the ability to interpret the characters. Second semester. —Three hours credit.

221—ARGUMENTATION AND DEBATE 3 hours

A study of the principles of argumentation, evidence, proof, brief-drawing and persuasive speaking. Class discussions on topics of current interest. Prerequisite to course 222. First semester. —Three hours credit.

222—INTERCOLLEGIATE DEBATING 1 hour

A course for those who participate in intercollegiate debating only, with meetings at least once a week. Several intercollegiate debates are scheduled each season. Second semester. —One hour credit.

301—SPEECH COMPOSITION 2 hours

An advanced course in public speaking, with emphasis on the analysis of speech models and the preparation of speeches for special occasions. Extemporaneous speaking is encouraged. First semester. —Two hours credit. Omitted in 1935-36.

302—THE ORATION 2 hours

A study of the great orators and their orations, and practice in the writing and delivery of original orations. This course offers an excellent training for those who expect to try out for the state contests. Second semester. —Two hours credit. Omitted in 1935-36.

*Significance of numbers, see page 37.
311, 312—PRIVATE LESSONS  
In this course special attention is given to the individual student's needs in speech. This is required of all majors in speech. First and second semesters. —One hour credit each.

401—SPEECH IN THE PULPIT  
A study of the various forms of pulpit discourse and sermons of great preachers with practice in the preparation and delivery of sermons. Attention will also be given to the reading of the Scripture and of hymns. First semester. —Three hours credit.

402—ADVANCED INTERPRETATION  
In this course the student will be expected to do some original work in interpretation and prepare for a public program. Only students who are outstanding in speech will be admitted to this class. Second semester. —Three hours credit.

412—THE TEACHING OF SPEECH  
This course is open only to majors and those who expect to teach speech. It will consist in a review of the fundamentals of speech and a study of the problems and methods of teaching speech. Does not count on a major in speech. Second semester. —Three hours credit. Given on a sufficient demand.

421, 422—PRIVATE LESSONS  
This is a continuation of 311-312 but more advanced and is for majors in speech. First and second semester. —One hour credit each. Omitted in 1935-36.

HISTORY AND POLITICAL SCIENCE

Professor Oborn, Assistant Professor Cornwell, Assistant Professor George Evans

As a general rule, courses 101, 102 or 111, 112 are prerequisite to courses in the higher levels and students expecting to continue in the department should take those courses during their Freshman and Sophomore years. All students deciding to major in history must consult the head of the department concerning their further courses of study.

*101, 102—HISTORY OF THE UNITED STATES  
A progressive study of the social, political, and cultural development of the people of the United States from the period of the colonization to the present time. The first semester will carry the narrative as far as the Presidential campaign of 1860. The second semester will begin at that point and complete the story to the present day. First and second semesters. —Three hours credit each.

111, 112—HISTORY OF MODERN EUROPE  
A study of the social, political, and cultural history of modern

*Significance of numbers, see page 37.
Europe which begins with a brief consideration of the Renaissance and the Commercial Revolution, and traces the development of nationalism, the Reformation, and the modern states with a view to understanding the problems of the present era. The first semester is designed to carry the account up to 1789. The second semester will continue the narrative to the present time. First and second semesters. — Three hours credit each.

201, 202—EUROPE IN THE MIDDLE AGES 2 hours

This course begins with a background survey of the Roman world and the German invasions and deals progressively with the papacy, feudalism, monasticism, the beginnings of modern nations, medieval culture, the crusades, the development of commerce, and the revival of learning. First and second semesters. — Two hours credit each.

211, 212—HISTORY OF ENGLAND 3 hours

A study of the entire course of English history from the earliest times to the present era. Special emphasis will be given to the social and political aspects of English development. First and second semesters. — Three hours credit each.

301—HISTORY OF THE AMERICAN FRONTIER 3 hours

A study of the progressive development and westward expansion of the American frontier from the colonial period to its final disappearance. Special emphasis will be given to the social and economic factors that molded the frontier, and to the varied influence of the frontier upon the development of American civilization. First semester. — Three hours credit.

302—AMERICAN ECONOMIC DEVELOPMENT 3 hours

A study of the history of the economic development of the people of the United States which begins with a survey of the colonial period and treats the agricultural and industrial progress, the rise of capitalism, and the present economic situation. Second semester. — Three hours credit.

311—HISTORY OF LATIN AMERICA 3 hours

An investigation of the social and political development of the countries of Central and South America which will deal with their origins, their struggles for independence, and their international relations. First semester. — Three hours credit. Omitted in 1935-36.

312—HISTORY OF AMERICAN FOREIGN RELATIONS 3 hours

A survey of the diplomatic relations of the United States from the beginning of our national history to the present time, which aims to acquaint the student with our foreign policies and diplomatic procedure. Second semester. — Three hours credit. Omitted in 1935-36.
321—GREEK HISTORY  3 hours
A study of the history of the people of Greece, including the
Aegean civilization, the classic period, and the Hellenistic kingdoms. Special attention is given to the political, economic, and cultural life of Athens.
First semester. — Three hours credit.

322—ROMAN HISTORY  3 hours
A study of the Roman people from their beginnings in Italy to the death of Justinian, with particular attention to their political, economic, social, and cultural institutions and their influence on modern civilization.
Second semester. — Three hours credit.

401-402—INTRODUCTION TO AMERICAN GOVERNMENT  2 hours
A study of the foundations of American government will be followed by a survey of the national, state, and local governments and administration. The aim is to prepare the student for intelligent participation in American citizenship.
First and second semesters. — Two hours credit each.

411-412—INTERNATIONAL LAW  2 hours
The purpose of this course is to give the student an understanding of the principles and procedure governing the relations between enlightened nations. A study is made of the nature of international law, the organization of the community of nations, the substantive rules of international law, international procedure for the settlement of conflict of claims, and the procedure by self-help for the enforcement of claims.
First and second semesters. — Two hours credit each.
Omitted in 1935-36.

421-422—THE WORLD SINCE 1914  3 hours
The purpose of this course is to acquaint the student with the principal developments throughout the world since the outbreak of the World War. Major emphasis will be given to conditions in Europe and the United States since 1918, with some attention given to Latin America and the Far East.
First and second semesters. — Three hours credit each.

431-432—HISTORY OF THE CHRISTIAN CHURCH  3 hours
A progressive study of the development of the Christian Church from its origin to the present day. Special attention will be given to the social and economic factors influencing its growth. This is primarily a lecture course with extensive collateral reading and occasional reports.
First and second semesters. — Three hours credit each.
Omitted in 1935-36.
MATHEMATICS AND PHYSICS

Professor Draper

MATHEMATICS

Professor Draper

Students expecting to major in Mathematics or Physics, and those preparing for scientific work, including engineering, should elect courses 111-112, 121, 122, in the freshman year. Course 211-212 is required for a major, and if Solid Geometry is not offered for entrance it must be taken in addition.

*101—SOLID GEOMETRY 2 hours
The usual demonstrative work, with emphasis upon computation. Offered when necessary for those majoring in Mathematics. Does not count toward a major. First semester. —Two hours credit.

111-112—COLLEGE ALGEBRA 2 hours
This course begins with a review of the fundamentals adapted to the needs of the class, and includes such topics as functions, graphs, logarithms, permutations, combinations and probability. First and second semesters. —Two hours credit each.

121—PLANE TRIGONOMETRY 3 hours
A study of the trigonometric functions, their relations to each other and their application to the solution of right and oblique triangles, with equations, identities, and logarithms. First semester. —Three hours credit.

122—ANALYTIC GEOMETRY 3 hours
A study of the straight line and the conic sections by the use of the algebraic equation; higher plane curves and related topics. Prerequisites, Mathematics 111, 121. Second semester. —Three hours credit.

211-212—DIFFERENTIAL AND INTEGRAL CALCULUS 4 hours
Derivatives, maxima and minima, partial and total differentials, single and double integration applied to the finding of areas, length of curves, and volumes. Prerequisites, Mathematics 111-112, 121, 122. First and second semesters. —Four hours credit each.

222—SPHERIC TRIGONOMETRY 2 hours
Solution of spherical triangles, with applications to the celestial sphere. Of especial value to those interested in Astronomy. Prerequisite, Mathematics 121. Second semester. —Two hours credit. Omitted in 1935-36.

221—SURVEYING 2 hours
Theory and practice in elementary surveying. Field work in land surveying, profile and topographical leveling. Triangulation in both horizontal and vertical planes. Prerequisite, Mathematics 121. First semester. —Two hours credit.

*Significance of numbers, see page 37.
231-232—ASTRONOMY  
A general course given for its cultural value. It includes a study of the solar system, the stars, and the use of star maps and of the telescope. Does not count toward a major.
First and second semesters. —Two hours credit each.
Omitted in 1935-36.

311—COLLEGE GEOMETRY  
Advanced Geometry based on the Plane Geometry of the high school. It deals with the more recent developments in the field of Euclidean Geometry, and is of especial value to the prospective teacher. Prerequisite, Mathematics 122.
First semester. —Three hours credit.

312—MATHEMATICAL THEORY OF INVESTMENT  
Compound and simple interest, annuities, depreciation, bonds, sinking funds, insurance and other problems of the business world. Prerequisite, Mathematics 122.
Second semester. —Three hours credit.

321—SOLID ANALYTIC GEOMETRY  
A study of the coordinate geometry of lines, planes, curves, and surfaces in three-dimensional space. Prerequisite, Mathematics 211-212.
First semester. —Three hours credit.

331—THEORY OF EQUATIONS  
Complex numbers, determinants, solution of cubic and biquadratic equations, relations between roots and coefficients of an equation, and related topics. Prerequisite, Mathematics 211-212.
First semester. —Two hours credit.
Omitted in 1935-36.

421—ADVANCED COLLEGE ALGEBRA  
A more thorough study of series, determinants, partial fractions, permutations, combinations, probability, and other topics selected according to the needs of the class. Prerequisite, Mathematics 211-212.
First semester. —Three hours credit.
Omitted in 1935-36.

422—PROJECTIVE GEOMETRY  
Projection and section applied to geometric figures, the principle of duality, cross ratio, and various theorems, such as the Pascal and Brianchon, are studied. Prerequisite, Mathematics 211-212.
Second semester. —Three hours credit.

431-432—DIFFERENTIAL EQUATIONS  
An introductory course in ordinary differential equations, with applications. Prerequisite, Mathematics 211-212.
First and second semesters. —Two hours credit each.
Omitted in 1935-36.

PHYSICS

Professor Draper

*211-212—GENERAL PHYSICS  
Mechanics, sound, heat, light, electricity, and magnetism. Three lectures and four hours laboratory work per week.
First and second semesters. —Five hours credit each.
*Significance of numbers, see page 37.
321—MODERN DEVELOPMENTS IN PHYSICS  3 hours
A study of the recent discoveries as to the nature of matter. It includes a study of the electron, X-rays, radio-activity, quantum theory and other current theories of the structure of matter. Prerequisite, Physics 211-212 and Calculus.
First semester. —Three hours credit.

322—LIGHT  3 hours
A study of the phenomena of light, including optics, dispersion, interference, diffraction, refraction and polarization, with a consideration of some of the theories dealing with the nature of light. Prerequisites, Physics 211-212 and Calculus.
Second semester. —Three hours credit.

MODERN LANGUAGES—FRENCH AND GERMAN

PROFESSOR FENSTERMACHER, ASSOCIATE PROFESSOR GIBSON

Students expecting to do graduate work in any university are advised to gain a reading knowledge of French and German. At least two year's study of each is needed. For those specializing in science French and German are advisable electives. A major requires 24 hours and a minor, 16. The first year of a modern language does not count on a major. It does count 4 hours on a minor. A course of European History and some knowledge of another language are suggested for those majoring in a modern language.

FRENCH

PROFESSOR GIBSON

*101-102—BEGINNING FRENCH  4 hours
As grammar is the foundation of any language, one aim of the first year's study is to gain a clear understanding of the relation of words in the sentence. An important aim for Americans is to obtain a reading knowledge of the language. Still another aim is to become familiar with the spoken language. These attainments will be aided by oral drill, by reading in class and outside, by memorizing easy poems and sentences, and by dictation. Phonetics will serve as an aid to correct pronunciation.
First and second semesters. —Four hours credit each.

201-202—SECOND YEAR  3 hours
Advanced work in grammar and review. Composition and conversation. Reading of French prose of average difficulty, such as Jules Verne: Le Tour du Monde en Quatre-vingts Jours; Dumas: Le Comte de Monte-Cristo; Bordeaux: La Peur de Vivre; Pargment: La France et les Francais. The texts change from year to year. Reports on outside reading are given throughout the year. Prerequisite, Course 101-102 or two years of high school French.
First and second semesters. —Three hours credit each.

301, 302—SEVENTEENTH CENTURY LITERATURE  3 hours
The Classical Period. Intensive study of the plays of Corneille, Moliere, and Racine. Collateral readings from these and other writings during the reign of Louis XIV with written reports. Grammar review and exercises to aid in correct use of the language. Alter—

*Significance of numbers, see page 37.
nates with Course 311, 312. Prerequisite, Course 201-202.
First and second semesters. — Three hours credit each.
Omitted in 1935-36.

311, 312—NINETEENTH CENTURY LITERATURE 3 hours
A critical study of Dumas pere, Dumas fils, Victor Hugo, Alfred de Musset, and George Sand. Collateral readings and reports from these and other writers of the century. Alternates with Course 301, 302. Prerequisite, Course 201-202.
First and second semesters. — Three hours credit each.

321—PHONETICS AND DICTATION 2 hours
First semester. — Two hours credit.
Omitted in 1935-36.

322—CONVERSATION 2 hours
Conversation and grammar review. Text, Knowles and Favard: Grammaire de la Conversation. Prerequisite, Course 201-202.
Second semester. — Two hours credit.
Omitted in 1935-36.

331-332—CONTEMPORARY WRITERS 2 hours
Alternates with Course 321, 322. Offered on sufficient demand. Prerequisite, Course 201-202.
First and second semesters. — Two hours credit each.

401-402—SURVEY COURSE IN FRENCH LITERATURE 2 hours
From the Renaissance to contemporary writers. Text, Harper's French Anthology. Alternates with Course 411-412. Prerequisite, Course 301, 302 or 311, 312.
First and second semesters. — Two hours credit each.

411-412 GRAMMAR AND ADVANCED COMPOSITION 2 hours
Especially for those who have a major in French and for prospective teachers. Prerequisite, Course 301, 302 or 311, 312.
First and second semesters. — Two hours credit each.
Omitted in 1935-36.

**GERMAN**

**PROFESSOR FENSTERMACHER**

*101-102—BEGINNING GERMAN 4 hours
Drill upon connected pronunciation and the rudiments of grammar; conversation and the training of the ear as well as of the eye. German is used in much of the class room instruction. During the year several hundred pages of easy prose are read.
First and second semesters. — Four hours credit each.

201-202—INTERMEDIATE GERMAN 3 hours
Grammar review. Intensive and extensive reading. Composition. Prerequisite, German 101-102 or two years of high school German.
First and second semesters. — Three hours credit each.
*Significance of numbers, see page 37.*
COURSES OF STUDY

301—GOETHE
A brief introduction to the life and works of Goethe. An intensive study of one or more of his works. Prerequisite, German 201-202. First semester. — Three hours credit. Omitted in 1935-36.

302—SCHILLER
A brief introduction to the life and works of Schiller. An intensive study of one or more of his works. Prerequisite, German 201-202. Second semester. — Three hours credit. Omitted in 1935-36.

321—GERMAN ROMANTICISM
A survey of German Romanticism with an intensive study of several of its chief works. Prerequisite, German 201-202. First semester. — Three hours credit.

322—LATE NINETEENTH CENTURY GERMAN LITERATURE
A study of the rise and character of the naturalistic school with an intensive study of one or more of its chief works. Prerequisite, German 201-202. Second semester. — Three hours credit.

331, 332—SCIENTIFIC GERMAN
Reading of material relating to various sciences. Open only to students in combined courses or majoring in science. Does not count toward major or minor. Prerequisite, German 201-202. First and second semesters. — Two hours credit each.

PHYSICAL EDUCATION

PROFESSOR CORNWELL, ASSISTANT PROFESSOR ALBREITEN

The aim of this department is to contribute to the education of the individual so that he may develop into a well balanced physical, mental, moral, and social being so that he can better serve himself and his fellowmen.

An organized program of intramural athletics is carried on throughout the year. As a rule the teams are selected on a class basis. Opportunity is given for all to take part. The purpose is that a number of games may be learned and it is expected that the student attain a reasonable degree of skill in one or more. In season the following sports are encouraged: Tennis, basket ball, volleyball, baseball, and track.

The college promotes a limited program of intercollegiate athletics as a factor in the activities of a modern college. It fosters high standards of scholarship and sportsmanship for all those that participate. Intercollegiate contests are held in basket ball, baseball, track and tennis.

A physical examination is required of all new students and of all those who take part in athletics. There is no extra charge for this examination. An examination card filled out and signed by the
home physician making a satisfactory report as to eyes, ears, nose, throat, heart, lungs, general health, etc., will be accepted in lieu of this examination. If it is believed that the student's health will not permit his participation in this work a signed statement to that effect from a physician must be filed in the Dean's office in order to be excused. In such case other prescribed work must be taken.

A white gym shirt, trunks, sweat shirt, and a pair of basket ball shoes are regulation equipment for men.

A blue, one-piece suit of Indian Head material and a pair of basket ball shoes are regulation equipment for women. Any part or all of your equipment may be obtained after arrival.

*101, 102—GENERAL PHYSICAL EDUCATION 1 hour

Free exercises, tactics, and games. Required of all freshman men and women.
First and second semesters. — One hour credit.

201, 202—GENERAL PHYSICAL EDUCATION 1 hour

First and second semesters. — One hour credit.
An extra fee is charged if delayed until the junior or senior year.

Pre-Professional Courses

Students doing work of the content as that of Purdue University and other technical institutions will receive full credit for same. Many men who are specialists in these technical fields feel that two years of such work may well be taken in the small college on account of the personal contacts and the enriching of the life of the student. In the atmosphere here the student is not lost in the crowd, but knows personally his fellow-students and has a vital contact with the members of the staff.

PRE MEDIC COURSE

Most authorities now urge that students looking forward to the medical profession complete the full four years in college and take their bachelor's degree with a science major before entering the School of Medicine.

It is assumed that a student entering upon a pre medic course of study has had Latin in his High School preparation. Whenever possible the student should make the selection of his Medical school at the beginning of his Junior year in order that he may meet the specific requirements for entrance of that school. Students expecting to enter a Medical school should make an average grade of B as the Medical schools require high scholastic work as one of their conditions for entrance.

The following outline of required courses will aid the student in the arrangement of his course of study.

Freshman Year

English 101-102 ..................................... 6 hours
German or French ................................. 8 hours

*Significance of numbers, see page 37.
Bible 101, 102 or 111, 112 ........................................ 6 hours
Sociology 101-102 ............................................... 4 hours
Mathematics 121 .................................................. 3 hours
Electives ............................................................. 3 hours
Physical Education 101, 102 .................................... 2 hours

**Sophomore Year**

English 211, 212 ............................................. 6 hours
German or French ............................................. 6 hours
Chemistry 201-202 ............................................ 10 hours
Biology 201-202 ............................................... 8 hours
Physical Education 201, 202 .................................. 2 hours

**Junior Year**

German or French (if required) ............................. 6 hours
Chemistry 401-402 ............................................. 8 hours
Biology 311-312 ................................................... 6 hours
Biology 331-332 ................................................... 4 hours
History 101, 102 or 111, 112 ................................ 6 hours

**Senior Year**

Psychology 201-202 ............................................ 4 hours
Biology 431-432 .................................................. 4 hours
Physics 211-212 .................................................. 10 hours
*Chemistry 301 (If desired) ................................. 5 hours
Biology 362 (If desired) ....................................... 3 hours
Electives ............................................................. 4 hours

*Some schools require this subject.

**PRE ENGINEERING COURSES**

Students who desire to prepare for engineering, pharmacy or forestry may well spend two years at Taylor University, and if their subjects are properly selected, they may enter a technical college with junior standing. The student must make good grades, for usually a grade of D will not receive credit.

The following are the courses which should be followed for the two years for mechanical engineering. These courses will vary some for the other professions. The student should consult the dean of the college before registering since variation may occur owing to the specific requirements of the school the students desire to enter.

**First Year**

English 101-102 .................................................. 6 semester hours
Chemistry 201-202 ............................................. 10 semester hours
Mathematics 111-112 and 121, 122 ............................. 10 semester hours
History 111, 112 .................................................. 6 semester hours
Physical Education 101, 102 .................................. 0 semester hours

**Second Year**

English 211 or 221 ............................................. 3 semester hours
Mathematics 211-212 ......................................... 8 semester hours
General Physics 211-212 ...................................... 10 semester hours
Economics 201, 202 ............................................. 6 semester hours
Speech 101-102 .................................................. 4 semester hours
Physical Education 201, 202 .................................. 0 semester hours
RURAL LIFE COURSE

There seems to be a demand for special training in rural life, such as rural sociology, rural economics, and rural psychology, with a very definite attempt to teach young people to live happily with themselves and to return to the farm and succeed not only in making a living from the farm but to learn how to really enjoy life. Taylor University is equipped to teach young people to do this very thing. Instead of educating young people away from their homes and churches and farms Taylor University is trying to educate them to be happy in these surroundings. Those who are vitally interested in this kind of training feel that Taylor University is ideally located to accomplish this very task.

Taylor University is cooperating with the United States Government and Farm Bureau groups who are trying to teach the people the art of living happily together and making their lives effective where ever they are placed.

Send for special bulletin describing this work.

BACHELOR OF RELIGION

In order to provide for students who desire special training in Biblical Literature, Theology, and Religious Education, a special course has been arranged leading to the degree of Bachelor of Religion (B. Rel.).

The conditions of admission to the Bachelor of Religion course are the same as for the Bachelor of Arts.

The degree of Bachelor of Religion will be conferred on those who have completed one hundred twenty semester-hour credits, with the standing of one hundred twenty quality points, besides two years of physical education. The student must complete a major with a minimum of thirty-two semester-hours and a minor with a minimum of twenty semester-hours. The major must be in the Biblical Literature department with a minor in the department of Religious Education, Theology, New Testament Greek, Philosophy and Psychology, or this order may be reversed for the major and minor.

The outline of the prescribed course is listed below, and the course has been arranged on the basis of the faculty's knowledge of the requirements for vocational efficiency. Students therefore are expected to follow the prescribed course with only such substitutions in special cases as may seem advisable upon the approval of the Dean. The electives to complete the one hundred twenty semester-hours should be selected with the advice of the Dean.

Freshman Year

Foreign Language (See below) 6 to 8 semester hours
English 101-102 .......................... 6 semester hours
Biblical Literature 111, 112 ............ 6 semester hours
History 111, 112 .......................... 6 semester hours
Sociology 101-102 .......................... 4 semester hours
Physical Education 101, 102 .......... 0 semester hours
### COURSES OF STUDY

#### Sophomore Year
- **Foreign Language** .................. 6 semester hours
- **Psychology 201-202** ................ 4 semester hours
- **Speech 101-102** ..................... 4 semester hours
- **Biblical Literature 221, 222** ...... 6 semester hours
- **Science** ............................. 8 to 10 semester hours
- **Physical Education 201, 202** ...... 0 semester hours

#### Junior Year
- **English 211, 212** ................... 6 semester hours
- **Speech 201, 202** .................... 4 semester hours
- **Biblical Literature 301, 302** ...... 6 semester hours
- **Religious Education 301, 302** ..... 4 semester hours
- **Religious Education 311, 312** ..... 4 semester hours
- **Elective to total** ................... 30 semester hours

#### Senior Year
- **Biblical Literature 401, 402** ...... 6 semester hours
- **Philosophy 311, 312 or 321, 322** .. 6 semester hours
- **Philosophy 401, 402** ................ 6 semester hours
- **Theology 321, 322** .................. 6 semester hours
- **Elective to total** ................... 30 semester hours

If no language is offered for entrance, two years are required. If two units are offered, one year is required if taken in the same language.

### ADVANCED AND SPECIAL WORK FOR CHRISTIAN SERVICE

Taylor University is offering some advanced work to students who wish to continue in special preparation for the ministry, missionary, or general religious activities. The work offered is a standard grade, and credit for more or less of this work is accepted in standard divinity schools, leading to a divinity degree according to the varying regulations of each school.

Taylor University has special advantages for those students who do not desire to work for a degree, or whose previous educational advantages have been limited, but who wish to spend some time in specific preparation for its cultural value and for better equipment for life's tasks.

Special advantages are offered in Bible study and Religious Education under a college atmosphere and in an environment that will prove of lasting value. The student who has not had the experience of a college home or felt its inspiration and force in character formation and equipment, should spend one year at least in such surroundings and influences.

Those who are interested in this special field should send for the bulletin which describes this course.
Alumni Directors

Rev. P. B. Smith, President
Bluffton, Indiana

Rev. B. D. Nysewander, Vice-President
Albion, Indiana

Mrs. Joyce Evans, Secretary
Upland, Indiana

Miss Ivel Guiler, Treasurer
Upland, Indiana

Rev. Roy Knight
Fowler, Indiana

Rev. Alva Beers
Crestline, Ohio.

Dr. J. F. Cottingham, Field Secretary
Upland, Indiana
FACULTY
School of Music

ROBERT LEE STUART, D.D.
President (1931)*

J. ARTHUR HOWARD, A.M.
Dean (1926)

THEODORA BOTHWELL, Mus. M.
Director of School of Music, Piano and Organ (1922)
Syracuse University, Mus. B.; Bush Conservatory, Mus. M.

RAYMOND F. KREINER, Mus. B.
Voice (1934)
Cornell College, Mus. B. Attendance, Teachers Conference, Chicago, summer 1934.

GEORGE FENSTERMACHER, A.M.
Violin (1922)
Taylor University, A. B.; University of Chicago, A.M., Pupil of Walter Logan, Cleveland; Pupil of Richard Czerwonky, Bush Conservatory, Chicago.

SADIE L. MILLER (1910)
Piano
Taylor University, Diploma in Piano.
*The year of appointment is given after each name.
School of Music

Taylor University School of Music is maintained for the purpose of providing higher education in Music, and to this end to bring the best methods and equipment for Music study into coordination with the stimulating environment of college life and the wholesome influence of the college community.

The work of the School is planned to develop substantial workmanship. The scheme of instruction is comprehensive and thorough, and the courses offered are designed to give the student knowledge in both Theoretical and Applied Music.

Furthermore, the close relation between the college and the School of Music permits the students in Music to take some of the work leading to a degree in Music in the college and thus enables them to have the benefit of the superior instruction received in the college.

The requirements for admission to the school are briefly stated: moral character, evidences of musical ability, and general intelligence and a serious purpose. The degree of advancement does not affect a student’s admission, but does affect his classification.

Equipment

All music work is taken in Helena Music Hall. This building contains Shreiner Auditorium, which seats about 500, and which is equipped with a large stage, a concert grand piano, and a large three manual organ. The music hall also contains fifteen practice rooms, two class rooms, nineteen practice pianos, a grand piano, pedal piano, small practice organ. The Victrola and an excellent library of records supplement the work in music history and in public school music. The music section of Mooney Library is noteworthy.

COURSES OF STUDY

Bachelor of Music

Taylor University offers the Bachelor of Music degree for those wishing to specialize in Music. The student must be a graduate of a standard high school if he expects to major in the department and receive a degree. Candidates for this degree who select as a major study Piano, Organ, Voice, or Violin, are required to pursue a second study for three years. As Piano is invaluable as a means of musical culture, one of the second studies must always be on that instrument. The major study will extend through a period of at least four years with studies in Theory for three years. During the Junior and Senior years, recitals must be given in the major study.

Public School Music

Music may be taken as one of the majors toward the degree of Bachelor of Science in Education. This course is approved by the Indiana State Department of Education.
Bachelor of Arts with Major in Music

This course is recommended for the student who has aptitude in music. It has the advantage that, if during the course, the student finds himself leaning toward some other profession, he can change courses without great loss of credit. It is particularly adapted to those students who desire a strong cultural knowledge of music.

This major must combine both theoretical and applied music. Applied music is offered in Piano, Organ, Voice, and Violin. It is expected that in Piano and Violin the student will have at least fourth grade proficiency before taking up this field of study. A high standard of work in applied music is demanded. A minimum of 30 semester hours is required for this major. For outline of requirements for this major see page 87.

COURSES OF STUDY LEADING TO THE BACHELOR OF MUSIC DEGREE

PIANO

Instruction in piano playing involves a special adaptation to the needs of each individual pupil. While technical foundation is insisted upon, musical feeling is cultivated from the outset. The courses indicated below are not arbitrary, but indicate the amount and character of the work that the student is expected to cover for his Music degree. Credit will be given for equivalent work pursued elsewhere prior to entering the college.

In adopting the plan outlined in the following courses Taylor University School of Music attempts to give definite classification in a music course as early as possible, but with the distinct understanding that the credits indicated in the Junior and Senior years can be given to those only who have fulfilled so well all the requirements that they have received junior classification by special vote of the faculty of the School of Music. This classification received, the student's courses are credited as earned in the usual way. If for any reason a student fails to receive junior classification in his third year, his credit in Theory and other classes will be counted, but no further credit for practical music will be given until this classification is attained. On the other hand, a student who is so advanced in music as to receive junior classification the second year, thereby receives advanced credit and may be able to finish the course in three years.

Applicants for admission to the course in Piano which leads to the Bachelor's degree in Music, will be expected to play music in the following grade, or its equivalent: easier sonatas by Haydn and Mozart; Czerny, op. 299, Books I and II; Heller, op. 47; easier Songs Without Words by Mendelssohn, and major and minor scales.

First Year
Technic: Czerny, op. 299; Bach, Two and Three Part Inventions; Haydn, Mozart or easier Beethoven Sonatas; romantic and modern pieces.

Second Year
Technic: Czerny, op. 740; Bach, Three Part Inventions and numbers from Suites; Beethoven sonatas of medium grade; romantic and modern pieces.
Third Year
Technic: Cramer studies; Bach, Well-tempered Clavichord; Beethoven Sonatas; romantic and modern pieces. Junior recital.

Fourth Year
Technic: Clementi studies, Chopin etudes; one concerto; romantic and modern pieces. Senior recital.

ORGAN
The three manual Tellers-Kent Organ provides an excellent means for the study of the organ. The course of instruction in this department of the School of Music is planned to develop a finished technique, and to give an adequate knowledge of organ literature, so that the student will know what to use and how to use it in playing and teaching. The church service and its requirements are always kept strongly in view. No student will be allowed to take up the study of the organ with a view toward graduation with it as major study, unless he can play piano selections of at least the fourth grade. Students making the organ a major study are required to take piano as a second study.

First Year
Preparatory work in Stainer or Clemens; Bach, Chorale Preludes and Little Preludes and Fugues; Easy Pieces. Hymn playing.

Second Year
Scale studies: Trios for Manuals and Pedals; Bach, Chorale Preludes, Bach, Fugues; Mendelssohn, Second Sonata; Pieces. Hymn playing.

Third Year
Bach, Chorale Preludes; Bach, Fugues; Mendelssohn, Third Sonata; Franck, Piece Heroique; Pieces. Junior recital.

Fourth Year
Bach, Chorale Preludes; Bach, Fugues; Vierne, Symphony; Widor, Symphony; Pieces. Senior recital.

VOICE
Tone cultivation of the voice in singing consists in the correct development of pure tone quality, ease, natural poise, enunciation, legato and sustained singing. This is accomplished by learning correct tonal placement and breath control.

Song literature of the classic and modern schools is studied to develop a deeper appreciation of good music.

Upon graduation a student must have a repertoire of arias from the standard oratorios and operas, as well as English, French, German and Italian songs.

All vocal students are required to sing in the Choral Society.

COURSES IN VOICE TRAINING

First Year
Diaphragmatic breathing, exercises for breath control and tone placement from Vaccai, Sieber and Randegger, Concone op. 9—Easy songs.

Second Year
Continued work in vocal technique, studies from Concone, Panofka, Marchesi. More difficult sacred and secular songs.
Third Year
Exercises in rapid scales, trills and arpeggios. Studies from various masters. Recitative and arias from the easier oratorios and German and English songs.

Fourth Year
Advanced vocal technique and studies, difficult songs. Study of Coloratura, Oratorio and Operatic arias in Italian, German and English.

VIOLIN
Special emphasis is laid at all times on such essential subjects as correct position of the body and the manner of holding the violin. Great care is taken in the development of the bow arm, in order to attain the freedom and ease in its use which modern violin composition requires. Quality of work is of greater consideration than quantity. Throughout the course careful attention is given to the development of a broad pure tone, careful intonation, and a mental understanding of what is being studied. Great emphasis is placed on habits and methods of practice.

While the studies given are always suited to the needs of the individual pupil, the following outline is suggestive of the work done.

First Year
Schradieck's Technics, Part I, Kayser op. 20, Books I, II, III. Major scales in two octaves. Solos with piano accompaniment by Dancla, Sitt, Bohm, etc.

Second Year
Schradieck's Technics, Kreutzer and Dont etudes, Sevcik trill and bowing studies. Major scales through two octaves, including the first five positions. Simple major arpeggios. Solos with piano accompaniment by Ries, Raff, Godard, Thome, etc.

Third Year
Etudes by Kreutzer, Sevcik bowings, Schradieck's scale and double stop studies. Three octave arpeggios through all keys. Solos and concertos by Viotti, de Beriot, Hauser, Handel, Wieniawski, etc.

Fourth Year
Etudes and studies by Rode, Fiorillo, Sauret, etc. Sonatas by Handel, Bach, Grieg. Solos and concertos by Wieniawski, Mendelssohn, Bruch, Spohr, etc.
## MODEL COURSE FOR PIANO, ORGAN, VOICE OR VIOLIN MAJOR

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Study</td>
<td>12</td>
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<tr>
<td>Minor Study</td>
<td>4</td>
</tr>
<tr>
<td>Music 121, 122</td>
<td>4</td>
</tr>
<tr>
<td>Music 131, 132</td>
<td>4</td>
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<tr>
<td>Music 111, 112</td>
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</tr>
<tr>
<td>Recitals</td>
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<tr>
<td>Physical Training 101, 102</td>
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### Second Year

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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Study</td>
<td>12</td>
</tr>
<tr>
<td>Minor Study</td>
<td>4</td>
</tr>
<tr>
<td>Music 201</td>
<td>2</td>
</tr>
<tr>
<td>Music 202</td>
<td>2</td>
</tr>
<tr>
<td>Music 222</td>
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</tr>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Recitals</td>
<td>2</td>
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<td><strong>Total</strong></td>
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</table>

### Third Year

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<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Major Study</td>
<td>12</td>
</tr>
<tr>
<td>Minor Study</td>
<td>4</td>
</tr>
<tr>
<td>Music 301</td>
<td>2</td>
</tr>
<tr>
<td>Modern Language or English 211, 212</td>
<td>6</td>
</tr>
<tr>
<td>*Music 311, 312</td>
<td>4</td>
</tr>
<tr>
<td>Recitals</td>
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<tr>
<td><strong>Total</strong></td>
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### Fourth Year

<table>
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<th>Course</th>
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<tbody>
<tr>
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<td>Minor Study (or elective)</td>
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<tr>
<td>Recital in Major</td>
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<tr>
<td>Music 401, 402</td>
<td>4</td>
</tr>
<tr>
<td>History 111, 112 or Modern Language</td>
<td>6</td>
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<tr>
<td>Recitals</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

Vocal students are required to sing in the college Chorus during entire course.

Violin students are required to play in the college Orchestra during entire course.

OUTLINE FOR TEACHER'S CERTIFICATE IN MUSIC

This work is required for Indiana Certification. Students from other states will follow outline with slight variations.

A. Theoretical and Applied ................. 12 semester hours
   *Piano and Voice .................. 4 semester hours
   Music 121, 122 .................. 4 semester hours
   Music 111, 112 .................. 4 semester hours

B. Methods ................................ 12 semester hours
   Music 131, 132 .................. 4 semester hours
   Music 401, 402 .................. 4 semester hours
   Music 331-332 .................. 4 semester hours

C. Professional methods .................... 2 semester hours
   Music 342 .................... 2 semester hours
   *1 lesson each week and 1 hour daily practice give 1 semester hour of credit.

Students taking music as a license subject are strongly urged to elect additional semester hours in theoretical and applied music. This to be done after conference with Director of Music School.

OUTLINE FOR MUSIC MAJOR ON BACHELOR OF ARTS DEGREE

A minimum of 30 semester hours is required, but if this course will permit, the student may take additional hours on the major.

A. Required Courses:

I. Theoretical .......................... 18 semester hours
   Music 121, 122 ................. 4 semester hours
   Music 201 .................... 2 semester hours
   Music 202 .................... 2 semester hours
   Music 111, 112 ............... 4 semester hours
   Music 131, 132 ............... 4 semester hours
   Music 222 .................... 2 semester hours

II. Applied (Piano, Organ, Voice or Violin) 1 lesson each week and 1 hour of daily practice for four years.
    6 to 8 semester hours
    (1 lesson and 1 hour of daily practice give 1 semester hour credit.)

B. Electives:
   A minimum of four semester hours selected from this group.
   Music 351-352 .................. 2 semester hours
   Music 301 .................... 2 semester hours
   Music 302 .................... 2 semester hours
   Music 311-312 .................. 2 semester hours
Courses of Instruction

Courses 111, 112; 121, 122; 201, 202; 222; 301 and 302 are accepted for credit in the College of Arts and Sciences, up to the limit of hourage.

*100—NORMAL TRAINING IN PIANO 2 hours
Preparation for teaching Piano.
First semester. —Two hours credit.

101, 102—ELEMENTARY MUSIC TRAINING
A course especially designed for ministerial students and Christian workers, and for those whose early musical education may have been neglected. This course covers work in elementary ear training, sight singing, notation and terminology.
First and second semesters. —Two hours—no credit.

111, 112—HISTORY AND APPRECIATION OF MUSIC 2 hours
This course may be described as music appreciation with a historic basis; the aim of the course not being to give a series of facts in Music History, but to enable the student to understand and enjoy the work of all periods of musical development. Abundant illustrations are given of every school and phase of musical development, by the teacher and with aid of the victrola. Required for graduation in Music and for a Teacher's Certificate in Public School Music.
First and second semesters. —Two hours credit each.

121, 122—FIRST YEAR HARMONY 2 hours
Music notation, keys, scales, intervals, chord connection, part writing, chords of the seventh, modulation, original work. Required for graduation in Music.
First and second semesters. —Two hours credit each.

131, 132—EAR TRAINING AND SIGHT SINGING 5 hours
Required for graduation in Music.
First and second semesters. —Two hours credit each.

201—ADVANCED HARMONY 2 hours
Transposition, chromatically altered chords, enharmonic changes, suspension, retardation, anticipation, embellishment, pedal point, original compositions in all musical forms. Required for graduation in Music.
First semester. —Two hours credit.

202—HARMONIC ANALYSIS 2 hours
The analysis of illustrative passages of harmony from all schools of composition. Required for graduation in Music.
Second semester. —Two hours credit.

222—FORM 2 hours
Elements of music form from the motive and primary form through the development of the composite forms, with analysis of important types, both classic and modern. Required for graduation in Music.
Second semester. —Two hours credit.

*Significance of numbers, see page 37.
301—SIMPLE COUNTERPOINT  
Two, three and four-part writing in the various species. Required for graduation in Music.  
First semester. —Two hours credit.

302—COUNTERPOINT  
Advanced studies in four-part double counterpoint, five to eight-part writing.  
Second semester. —Two hours credit.

311, 312—KEYBOARD HARMONY  
Practical application at piano of work done in Music 121, 122, 201. Required for graduation in Music with a piano, organ or voice major.  
First and second semesters. —Two hours credit each.

321, 322—ENSEMBLE PLAYING  
This course is divided into two parts. Three hours are given to playing in string ensembles, such as violin trios and quartets, string quartets, etc. The three remaining hours are given to playing principal sonatas for violin and piano, or in rehearsing with various orchestral combinations. Required for graduation in Music with violin major.  
First and second semesters. —Two hours credit each.

331-332—SCHOOL MUSIC METHODS  
Materials and methods for primary and intermediate grades. Presentation of the rote song, treatment of monotones, problems of rhythm and of notation; development of music reading. Care of the child voice and of the changing voice; music appreciation.  
First and second semesters. —Two hours credit each.

342—PROFESSIONAL METHODS  
Testing and classification of voices, disciplinary problems, school assemblies, judging contracts, tests and measurements. Professional relationships.  
Second semester. —Two hours credit.

351-352—MUSIC IN THE HISTORY OF THE CHURCH  
This course is offered to students who are preparing for active Christian work. It comprises the study of hymns and tunes of the various epochs in the history of the Christian Church. Opportunity is given for the discussion of the problems to be met in the music of the present day church. Required of students majoring in Organ.  
First and second semesters. —Two hours credit each.

401—ORCHESTRATION  
Study of orchestral instruments with a view to practical and effective writing. Arranging of compositions for strings and for full orchestra. Required for graduation in Bachelor of Music courses, and for a major in Public School Music.  
First semester. —Two hours credit.

402—CONDUCTING  
Technic of the baton, vocal and instrumental score reading, methods and materials for choir, chorus and orchestra. Required for graduation in Music and for a major in Public School Music.  
Second semester. —Two hours credit.
TRAINING COURSE FOR EVANGELISTIC SINGERS

Taylor University offers to those who are preparing for leadership in Evangelistic Singing a practical training course which includes Sight Singing and Ear Training, Harmony, Music in the History of the Church, Conducting, Bible, Voice.

The course carries two years of work. All students who undertake this course must maintain a high standard of musicianship.

MUSICAL ORGANIZATIONS

Orchestra

The college Orchestra affords an opportunity for those in the school who play orchestral instruments to obtain experience in ensemble playing. This organization gives a concert in the fall of each year and is one of the features of the Commencement season. Those wishing to apply for entrance into the Orchestra should make their desire known to the leader during the first week of the first semester.

Quartets

A unique feature of Taylor University is the interest which is shown in quartet singing by both men and women. Quartets are supervised by the Voice teacher so that excellent training in the smaller forms of ensemble singing is to be had in this way.

Choral Society

The Choral Society is an organization of nearly one hundred college students who are selected by voice tryouts at the beginning of the school year. Rehearsals are held weekly. Several Oratorios and choral programs are given each year under the direction of the Voice teacher.

Student Recitals

One of the most important incidental advantages of the School of Music is the weekly student recital. Through these informal programs, students are enabled to become familiar with a larger number of musical compositions which they would not have time to study individually. The recitals also serve to develop in the students self-control and ease in public performance. Attendance is required of all students taking any form of music work.

It is a distinct understanding that any student who registers for any kind of music work, will take part in recitals when asked to do so by the teacher. All Music students who are working for degrees must play in recitals once in the freshman year, and once each semester in the three following years.

REGULATIONS

Students are expected to consult the Director before arranging to take part in any public program.

The rental of pianos and assignment of practice periods are exclusively in the hands of the Director of the Department. All students in piano or private work in voice, except those who have pianos in their own homes, are expected to take at least one practice period a day at the Music Hall. Students may not use the pianos beyond the specified time for which payment is made (except by special permission) and no use of the pianos is allowed on Sunday.

All students in any major subject are required to take at least two years of work with the Head of the Department in which major is elected.
## Expenses

### SCHOOL OF MUSIC

Rates per Semester on Private Instruction

#### PIANO

**Collegiate Department**

<table>
<thead>
<tr>
<th>Type of Lesson</th>
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<tbody>
<tr>
<td>Two thirty minute lessons each week</td>
<td>$52.00</td>
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**Children's Department**

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#### ORGAN

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<td>$52.00</td>
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<td>One thirty minute lesson each week</td>
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#### VOICE

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<th>Type of Lesson</th>
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<tr>
<td>Class (groups of 5), thirty minute lessons each week, per person</td>
<td>7.50</td>
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#### VIOLIN

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<td>$37.00</td>
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<tr>
<td>One thirty minute lesson each week</td>
<td>22.00</td>
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#### Other Rates

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<td>Class work per semester hour</td>
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</tr>
<tr>
<td>Piano Rental one hour per day per semester</td>
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Organ Rental—two hours or less, at the rate of 35c per hour and three or more hours at the rate of 25c per hour. The small Organ rate is 15c per hour for two hours or less and 10c per hour for three or more hours.
Bequests and Memorials

"The American college represents our Westminster Abbey for treasuring the money and the memory of man. The man who gives an adequate gift to a well-equipped American college is more sure of an earthly immortality than any other private citizen. He has given his name into the keeping of an institution which is sure to treasure his memory so long as clear thinking, right feeling, and high character are the best parts of humanity."

President Thwing.

Taylor University is doing such an effective piece of Christian education that it is appealing to many friends as a place where enduring investments can be made. On account of the high scholastic work done at Taylor University, coupled with a blessed, sane, spiritual life many friends have been putting their funds into Taylor University. What more enduring memorial could you have than by helping to continue the work of a college that has Christian laymen, missionaries and preachers circling the globe today? A memorial scholarship or certain memorial buildings that are needed can be built as an enduring memorial to some dear friend or relative.

For those persons who may have any such memorials in mind, these suggested forms are given:

Legal Forms of Bequest

Absolute Bequest: I give (devise) and bequeath to Taylor University of The William Taylor Foundation of Grant County, Upland, Indiana, and its successors forever the sum of ........... dollars (or otherwise describe the gift) for its general corporate purposes (or name a particular corporate purpose).

Testamentary Trust—Bank or Trust Company, Trustee: In pursuance of the resolution and declaration of trust known as The Uniform Trust for Public Uses adopted by the ............ (Here insert the name of the bank or trust company to act as trustees) on the ........day of .........19........ (The correct date must be inserted) and upon the terms and conditions therein expressed I give (devise) and bequeath to said William Taylor Foundation of Grant County, Upland, Indiana, and its successors forever the sum of ........... dollars (or otherwise describe the gift) to be held and administered as a charitable trust (If desired add: in memory of ........... , or to endow a chair, or to build a new library, or to build some other building ........... by whose name the fund shall be known) to collect and pay over or apply the income arising therefrom to the use of Taylor University of The William Taylor Foundation of Grant County, Upland, Indiana, for the general corporate purposes (or name a particular corporate purpose).
Student Roll
1934 — 1935

GRADUATE STUDENTS

Hodges, Ivan C.  Indiana  LePage, Herbert  Ohio

SENIORS
Abby, Derward L.  New York  Lewis, Dorothy  Ohio
Allee, Wayne  Kansas  Lewis, Mary Louise  Indiana
Bastian, Nelson  Wisconsin  Lewis, Ralph  New York
Bell, Mollie  Ohio  Lockridge, Crystal  Indiana
Bishop, Blanche  Indiana  Long, Bethel  Indiana
Brothers, Mac  Indiana  McClelland, William  New Jersey
Coby, Ruth  Indiana  Miller, Clarence  Ohio
Dennis, Robert  Massachusetts  Pascoe, Peter  New Jersey
Findley, Ralph  Pennsylvania  Persons, Milton  Minnesota
Fowler, DeWitt  New York  Severn, Olive  Ohio
Frey, Mabel  California  Smith, Ethel  Indiana
Gibbs, Clara V.  Indiana  Stuart, Charles  Indiana
Herrmann, Gordon  Indiana  Tinkle, Lula  Indiana
Jacobs, Robert  Indiana  Titus, Robert  Pennsylvania
Jacobs, Russell  Indiana  Weaver, Robert  Ohio
Kendall, Evelyn  Michigan  York, Lauren  New York
Kruschwitz, Verlin  Michigan  

JUNIORS
Ayres, Herbert  Indiana  Johnson, Paul  Indiana
Beckrink, Virginia  New York  Kellar, Margaret  Indiana
Betzold, John  New Jersey  Manley, George  New York
Byer, Everett  Kansas  Miller, Philip  Indiana
ChapPELL, Van Ness  Florida  Porter, Lorena  Florida
Cline, Louise  Indiana  Shaw, Evelyn  Michigan
Coby, Lois  Indiana  Stokes, Kenneth  Ohio
Cookingham, Charles  Indiana  Strong, Alvin  Indiana
English, Carmen  Pennsylvania  Talbott, Rebekah  Indiana
Goldenbogen, Arthur  Michigan  Taylor, Florence  Ontario
Grace, Frances  Ohio  White, Marjorie  New York
Grile, Virgie  Indiana  Yingling, Paul  Indiana
Herrmann, Esta  Indiana  

SOPHOMORES
Aldridge, Owen  New York  Lewis, Edith  Indiana
Baker, Esther  Indiana  Linn, Kenneth  India
Black, Lewis  Indiana  MacKellar, Marjorie  Michigan
Bloss, Hazel  Michigan  McLaury, Dorothy  New York
Brothers, Joseph  Indiana  Miller, Chester  Kansas
Brown, Frank  Wisconsin  Miller, Jack  New York
Catlin, Aileen  New York  Norman, Lucille  Washington
DeWolfe, Crosby  New Jersey  Peck, Betty Lee  Ohio
Duckwall, William  Indiana  Phillips, Marion  New York
Eller, Carroll  Indiana  Poitevin, Pauline  Nebraska
Haines, Perry  Pennsylvania  Royster, Marion  Indiana
Hall, Grace  Pennsylvania  Shaffer, Leon  Indiana
Hammann, Cecil  New York  Steedman, Garfield  New York
Hawkins, Crystal  Indiana  Steele, Clayton  Connecticut
Holder, Norman  Pennsylvania  Stephenson, Paul  Indiana
Hotchkiss, Edwin  Michigan  Trefz, Margaret  Ohio
Hunter, Alfred  Indiana  Washmouth, Leonard  Indiana
Jerome, Norman  New York  White, Ethel  Ohio
Kimbrel, Joseph  Ohio  York, Ethel  New York
Lautenschlager, R. M.  Ohio  Yunker, Robert  Indiana
STUDENT ROLL

FRESHMEN

Allee, Adeline, Kansas
Alspaugh, Emma, Indiana
Alton, Leonard, Indiana
Ballard, Roy, New York
Bane, David, Maryland
Bane, John, Maryland
Bantle, Martha, New York
Bell, Clarice, New York
Benedict, Grace, Ohio
Branch, John, India
Cagley, Esther, Indiana
Caplinger, Earl, Indiana
Carlsten, Mabel, New York
Carman, Lawrence, Ohio
Chappell, Catherine, Florida
Cline, Virginia, Indiana
Crannell, Dorothy, Indiana
Crites, Lois, Indiana
Dahlstrand, Arthur, Pennsylvania
Danforth, Josephine, New York
Dillon, Ralph, Indiana
Duckwall, Anne, Indiana
English, Helen, Michigan
Engstrom, Theodore, Ohio
Ferguson, James, New York
Fletcher, Ruth, New Jersey
Givens, Arthur, Indiana
Grinstead, Floyd, Indiana
Haines, Robert, Pennsylvania
Haley, Richard, Indiana
Halfast, Richard, Pennsylvania
Bert, Earl, Indiana
Hatch, Marilouise, Ohio
Heinen, Ivan, Ohio
Heinen, Russell, Ohio
Heiler, R. B., Indiana
Helm, Louis, Indiana
Hinshaw, Gerald, Indiana
Hubner, Evelyn, Indiana
Hunter, Frances, Pennsylvania
Jolly, Irene, Indiana
Kelver, Gerald, Indiana
Knights, Lois, Indiana
Kruschwitz, Lucille, Michigan

Lachmiller, Roger, Ohio
Larmore, William, Indiana
Lewin, John, Indiana
Longnecker, John, Iowa
Macy, Mildred, Indiana
McKee, Doris, Indiana
Miller, Luther, Indiana
Morris, Margaret, Pennsylvania
Myers, Charles, Ohio
Myers, Mary, Ohio
Negangard, Willard, Indiana
Osmon, James, New Jersey
Patton, Luther, New York
Peck, Frances, Ohio
Persons, Edith, Minnesota
Polk, Edith, Indiana
Porter, Dorothy, Florida
Powell, John, Indiana
Randall, Walter, Pennsylvania
Reppert, Carl, Indiana
Richardson, Grace, Ohio
Richardson, Martha, Indiana
Rickard, Paul, Indiana
Royster, Ruth, Indiana
Scha, Wallace, North Dakota
Sharp, Thelma, Indiana
Shugart, Janet, Indiana
Siebenthal, Edgar, Indiana
Smith, Hazel, Indiana
Smith, Norman, Indiana
Smithurst, Chester, Massachusetts
Smithurst, Gilbert, Massachusetts
Sobel, Ruth, Indiana
Soo-Hoo, Gw, China
Straw, Richard, Michigan
Stuart, Paul, Indiana
Sutch, Mariel, Ohio
Sutton, Glenber, Indiana
Switzer, Robert, Indiana
Tuttle, Sophia, Illinois
Walker, Elizabeth, Indiana
Way, Stanley, Ohio
Weaver, Dorothy, Indiana
Wheeler, Rebecca, Indiana

UNCLASSIFIED

Brennan, Mary, California
Byr, Charles, Indiana
Byr, Isaac, Pennsylvania

MUSIC STUDENTS

Allee, Adeline, Kansas
Atkinson, Martha Jane, Indiana
Bane, David, Maryland
Benedict, Grace, Ohio
Betzold, John, New Jersey
Bishop, Blaine, Indiana
Blessing, Jeannette, Indiana
Brown, Frank, Wisconsin
Byr, Naomi, Indiana
Byr, Nelma, Indiana
Carman, Lawrence, Ohio
Chappell, Van Ness, Florida
Charbonne, Edith, Indiana
Coby, Ruth, Indiana

Miller, Sadie Louise, Indiana
Myers, Claire, Ohio
Myers, Mary, Ohio
Null, Virginia, Indiana
Oborn, Robert, Indiana
Opfer, Betty, Indiana
Opfer, Margaret, Indiana
Peck, Frances, Ohio
Persons, Edith, Minnesota
Phillips, Marion, New York
Polk, Edith, Indiana
Porter, Dorothy, Florida
Porter, Loma, Florida
Puckett, Joan, Indiana
Cookingham, Charles .......... Indiana  
Puckett, Richard .......... Indiana  
Cottrill, Richard .......... Indiana  
Pugh, John Edward .......... Indiana  
Cripe, Ralph .......... Indiana  
Reiter, F. H. .......... Indiana  
Deeren, Martha .......... Indiana  
Reppert, Carl .......... Indiana  
Dillon, Ralph .......... Indiana  
Reynolds, Martha .......... Indiana  
Duckwall, Leta .......... Indiana  
Richardson, Grace .......... Ohio  
Fensternacher, Dorothy .......... Indiana  
Richardson, Martha .......... Indiana  
Fensternacher, Robert .......... Indiana  
Riebeling, Elizabeth .......... Indiana  
Fox, Edward .......... Indiana  
Royster, Virginia .......... Indiana  
Gibbs, Gene .......... Indiana  
Scea, Wallace .......... North Dakota  
Givens, Helen .......... Indiana  
Severn, Olive .......... Ohio  
Grile, Birdie May .......... Indiana  
Shugart, Janet .......... Indiana  
Grile, Glendora .......... Indiana  
Smith, Dorothy .......... New York  
Haines, Perry .......... Pennsylvania  
Smith, Martha .......... Indiana  
Hall, Grace .......... Pennsylvania  
Stuart, Josephine .......... Indiana  
Hamann, Cecil .......... New York  
Stuart, Paul .......... Indiana  
Helm, Loran .......... Indiana  
Talbott, Rebekah .......... Indiana  
Huber, Mildred .......... Ohio  
Tennant, Irene .......... Indiana  
Irwin, Elizabeth .......... Indiana  
Tinkle, David .......... Indiana  
Irwin, Mildred .......... Indiana  
Tinkle, Helen .......... Indiana  
Jacobs, Robert .......... Indiana  
Titus, Robert .......... Pennsylvania  
Jerome, Norman .......... New York  
Washmuth, Mary Irene .......... Indiana  
Jones, Mary Ellen .......... Indiana  
Washmuth, Norma .......... Indiana  
Kelver, Gerald .......... Indiana  
Weaver, Dorothy .......... Ohio  
Kimbel, Joseph .......... Ohio  
Wheeler, Rebecca .......... Indiana  
Lautenschlager, Robert .......... Ohio  
Yingling, Paul .......... Indiana  
Lewis, Edith .......... Indiana  
Longnecker, Louise .......... Iowa  
York, Lauren .......... New York  
Miller, Dawn .......... Indiana  
Yunker, Robert .......... Indiana  

SUMMARY

Graduate Students .................................................................... 2  
Seniors .................................................................................... 33  
Juniors ................................................................................... 25  
Sophomores ............................................................................ 40  
Unclassified ........................................................................... 5  
Freshmen ................................................................................ 88  
Music ...................................................................................... 85  
States represented .................................................................. 19  
Foreign countries represented .................................................. 3

ENROLLMENT BY STATES AND COUNTRIES

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