

Lincoln University Herald

VOL. XXVIII

MAY, 1934

No. 2

The Trustees, the Faculty and the Graduating Classes

cordially invite you to attend

The Eightieth Annual Commencement

of

Lincoln University

on

Tuesday Afternoon, June fifth

at two o'clock

Addresses will be made by

Dr. John H. Finley

of New York

President Mary McLeod Bethune

of Daytona Beach, Florida

Music by

The Lincoln University Glee Club

**You are also invited to all the other exercises of the
Commencement Season**

Published quarterly by the Faculty of Lincoln University,
WILLIAM HALLOCK JOHNSON, President

Entered as second-class matter at the Post Office at Lincoln University, Chester County, Penna.

Needs of Lincoln University

"An institution that has no needs has no reason for existence"

ISAAC NORTON RENDALL,

President of Lincoln University from 1865-1906.

I

Our generous friends of the General Education Board, New York, finding that we face a deficit of \$16,000 at the close of our fiscal year, June 30, have offered the sum of \$10,000 for current expenses, payable only if the University, with this gift, closes its fiscal year with all obligations met. We are confident that friends of the University will help us take advantage of this splendid offer.

II

The urgent and imperative need of a new Assembly Hall and Gymnasium, to take the place of Livingstone Hall, which was destroyed by fire, is set forth on another page. Such a building it is estimated will cost from \$50,000 to \$70,000.

III

As will be seen by every visitor, the University is sadly in need of a complete system of roads and walks, the athletic field needs to be graded, and the sewage disposal plant, now too conspicuous in the front part of the campus, needs to be removed into the woods, as already ordered by the State Health authorities. A large part of our present student body, who are unable in these difficult times to find employment during the summer, can profitably be employed in these greatly-needed improvements, if a fund of some \$20,000 is provided. No greater service could be done to these young men and to the University than by providing for the carrying out of these plans for student employment.

Fire Destroys Livingstone Hall

Livingstone Hall, a one-story frame building erected as a commencement hall in 1882 by the late Miss Susan Gorgas, of West Chester, Pa., was burnt to the ground by a fire of unknown origin on the night of February 9th. The building which was intended to take the place of the tent formerly used for commencement exercises had a seating capacity of about one thousand, and in late years had been equipped with gymnastic apparatus and was used for basketball practice and games and for many public gatherings. The building and its contents were covered by insurance. The activities of the University have been badly crippled by the fire, and it is left with no large assembly hall and with no provision for students during the winter months for healthful physical exercise and recreation.

An alumnus of the University said that his heart "leaped for joy" when he heard of the fire because he was sure that a better building would be erected. It is earnestly hoped that in response to the present need and emergency the generous friends of the University will make provision for a permanent and well-equipped gymnasium and assembly hall. Immediately after the fire the Rev. James Carter, D.D., professor emeritus of Church History, generously contributed \$100 to start a fund for this purpose.

Lincoln University Day

Several years ago Dr. Thomas M. Thomas, '95, pastor of the Fifth Presbyterian Church, of Chester, Pa., started a movement in his own church for the annual observance of a Lincoln University Day, in which the friends of the University might be gathered, the work of the institution could be presented, the attention of young men directed to the advantages offered on the campus and friends encouraged to give financial support. The movement was heartily endorsed by the alumni at their annual meeting last June and later by the trustees. So far the neighboring pastors who can supply a convenient meeting place in their churches have taken the lead in this movement. Dr. Thomas had his third annual Lincoln University Day celebration in his church on April 22nd, with Professor Philip S. Miller, Ph.D., as the principal speaker. Among other speakers were Professors James H. Grasty, '27, and Beverly Blow, '21, of the high school faculty in Chester, and Rev. John C. Link, '09. Greetings were read from Dr. Thomas A. Long, '89, of Johnson C. Smith University, and a check for \$25.00 was sent to Lincoln University. On April 15th President W. H. Johnson and the University Quartet attended a Lincoln Day meeting in the First African Presbyterian Church, Philadelphia, of which Rev. Eugene A. Mitchell, '92, is pastor. It was largely attended and an offering of \$25.03 was made to the University. Other speakers were Dr. D. W. Wyatt, '28, presi-

dent of the Philadelphia Alumni Association; Dr. T. Spotuas Burwell, '00, and Dr. Charles A. Lewis, '05, Rev. Arthur E. Rankin, '07, and Rev. John W. Lee, D.D., '99. On April 22nd President Johnson, with the Quartet, attended the Lincoln Day gathering in the Second Presbyterian Church, of West Chester, of which Rev. McLain C. Spann, '00, is pastor. A liberal offering was given to the University. The Philadelphia alumni are planning for a public celebration of Lincoln University Day on a large scale next year. The movement is spreading and if every Lincoln alumnus, whether ministerial or otherwise, would make himself a committee of one to promote the annual celebration of such a day, the prestige of the University would be increased, students would flock to its doors and the University treasury would overflow.

Addresses by the Faculty

Dean George Johnson was the speaker at Founder's Day at Haines Institute, Augusta, Ga., on April 13th. Professor Samuel C. Hodge conducted a series of special meetings on the week before Easter at the Georgia N. and A. College, Albany, Ga., of which Dr. Joseph W. Holley, '00, is president. Dr. Walter L. Wright is often called upon for addresses at Rotary Clubs and other gatherings in neighboring communities. President W. H. Johnson, who has been speaking in churches in the interests of the University, preached the anniversary sermon on May 6th at Grace Presbyterian Church, Baltimore, of which Mr. John T. Colbert, '01, is pastor, and will speak on May 27th at the Shiloh Baptist Church, Trenton, N. J., of which Rev. John A. White, D.D., '97, is pastor.

Campus Notes

At the celebration of Negro Health Week on the afternoon of April 22nd instructive and helpful lectures were delivered by Dr. Walter G. Alexander, '99, president of the Alumni Association, by Dr. T. S. Burwell, '00, and by Dr. C. A. Lewis, '05.

Among the musical artists who have appeared in concerts during the year have been Miss Abbie Mitchell, Soprano; Mr. William Allyn Hill, '29, Tenor; Mr. Tourgee DeBose, Pianist; Mr. Louis Vaughan Jones, Violinist; Mr. Stanley Sprenger, Pianist; Mr. William D. Allen, Pianist; Mr. Harry Sprenger, Baritone; and Miss Anne Wiggins Brown, Soprano. These recitals were sponsored by the University Y. M. C. A.

Professor Leo Hansburry of Howard University gave two illustrated lectures recently on the early civilization of Ethiopia.

Dr. William Chalmers Covert, Secretary of the Presbyterian Board of Christian Education, preached in the Chapel in presenting to the University one hundred of the new Presbyterian Hymnals as a gift from the Board. Other recent preachers have been Dr. Francis Shunk Downs, of the Board of Trustees, now pastor of the First Presbyterian Church

of Berkeley, California; Dr. Joseph A. Stevenson and Dr. John R. Logan of Philadelphia; and Dean John W. Haywood, '03, of Morgan College, Baltimore.

The debating teams have completed an especially noteworthy season in which eight men have participated in nineteen debates. More than half of these contests were with white colleges, a fact which not only added stimulus to this activity, but made a valuable contribution towards interracial understanding, co-operation and friendship. Debates of particular interest were held with the British Union team at Atlantic City, N. J.; with Juniata College at Huntingdon, Pa.; with Bates College and with Ursinus College on the campus; and dual debates with New York University and Lebanon Valley College.

The Summer School

A new departure at Lincoln University is the establishment this summer of a coeducational Summer School for teachers and others. Attractive courses have been arranged under the direction of a strong faculty composed of the professors in the University with other prominent teachers. The new tennis courts will be available and there will be abundant opportunities for recreation on the campus and in excursions to nearby points of interest. The summer school will be held from July 2nd to August 11th. Full information can be obtained by addressing Director of the Summer School, Lincoln University, Chester County, Pennsylvania.

Alumni Notes

The mother of the late Dr. George E. Cannon, '91, president of the Alumni Association, was given a reception on April 8th at her home in Jersey City in honor of her ninetieth birthday.

Rev. Arthur D. Williams, '18, pastor of the Clark Memorial M. E. Church in Nashville, presented on March 5th before a large audience an unusual pageant showing the development of the life of the Negro in America. Some two hundred people took part in the cast and in the chorus. The pageant, which was highly spoken of in the press, was intended to promote racial cooperation.

Robert J. Douglass, '06, of New York, has written a Life of the late Miss Lucy C. Laney, founder and principal of Haines Institute, Augusta, Ga., which is being published by the Presbyterian Board of Christian Education. Several Lincoln men, including Drs. J. W. Holley, '00, of Albany, Ga., A. B. McCoy, '01, of Atlanta, and Rev. Herbert F. Anderson, '16, of Augusta, with Dr. A. C. Griggs, '03, treasurer of the school, took part in the funeral service for Miss Laney in September, 1933. President W. H. Johnson also spoke at the funeral and again at a memorial service for Miss Laney in Philadelphia in November.

Rev. Amos H. Carnegie, '23, has been working for the organization of the Negro National Hospital Fund. The headquarters of the movement is at 150 Fifth Avenue, New York, and its object is "to provide adequately for the hospitalization of the Negro race in America and for the proper training of Negro physicians, nurses and social workers."

Prince L. Edwoods, '16, is advertizing manager of the *Philadelphia Tribune*, of which Hon. E. Washington Rhodes, '21, is editor.

Rev. Frank C. Shirley, '13, has printed an address, A Ten Year Objective for Catawba Synod, delivered when he was retiring moderator of that body.

Attorney Robert Burk Johnson, '24, of Camden, N. J., married Miss Catharine A. Palmer on December 23, 1933.

Harry W. Greene, '17, professor of education in West Virginia State College, has published a study of the Criteria of Teaching Excellence. He also has an article on The Number of Negro Doctorates in *School and Society*, September 16, 1933.

Rev. C. N. Andrews, '16, is pastor of a Presbyterian church at Spur Tree P. O., Jamaica, B. W. I.

Dr. S. J. Bampfield, '93, has been appointed Superintendent of the Denmar Sanatorium, a state hospital for the treatment of tuberculosis in Pocohontas County, W. Va. The Logan (W. Va.) *Democrat* says: "This is the first time in the history of Logan County that a Negro citizen has been selected for high position by either of the two major political parties, and is regarded by many as the beginning of a 'New Deal' for Logan County Negroes in state administrative circles."

Blake E. Moore, '19, is Principal of the Fred Douglass School, Columbia, Mo.

T. Parker Smith, '88, President of the Smith Business College, Kansas City, Mo., was seriously wounded some months ago in an encounter with bandits who had held up a bank. Mr. Smith received the degree of Master of Arts given by the Trustees in November last.

James W. Geater, '24, of Anderson, is Executive Secretary of the Negro Welfare Association, which promoted an oratorical contest and songfest on Lincoln's Birthday, February 12, 1934.

Rev. P. J. A. Coxe, '01, was tendered a reception by the Ministerial Union of Louisville, Ky., before moving to Johnson City, Tenn., where he is now pastor of the Bethesda Presbyterian Church.

Isaac W. Howard, '92, died on January 8 in Wilmington, Del.

Dr. S. F. Taylor, '09, was recently appointed as Deputy U. S. Internal Revenue Collector. He is the head of the Lincoln Pharmacy, is a member of the Democratic State Committee, and President of the Massachusetts Colored Democratic League.

Rev. Charles D. Trusty, D.D., '89, pastor of the Siloam Presbyterian Church of Elizabeth, N. J., celebrated his fortieth year in the ministry on his birthday, December 12, 1933.

Dr. Albert S. Reed, '91, has been appointed to the local School Board by the Borough President of Queens County, N. Y.

Dr. G. Lake Imes, '04, Secretary of Tuskegee Institute, has printed the address which he gave at the dedication of the new chancel windows installed in the chapel at Tuskegee Institute, Alabama.

The Lincoln University Club of New York of one hundred thirty-two members, meets weekly in the Harlem Y. M. C. A.

Dr. John B. Rendall, D.D., '92, son of the late President John B. Rendall, and for more than twenty years pastor of the First Church, Muscatine, Iowa, died suddenly March 12th. On the 11th Dr. Rendall carried on his usual duties and preached a vigorous sermon in the morning. On Monday he arose as usual, but soon complained of being tired and returned to his room, and passed away within a few moments. Dr. Rendall was prominent in church and public affairs in the State of Iowa, and went to Muscatine after holding pastorates in Atglen, Mifflintown, Sharon and Greensburg, Pa. Funeral services were held in Muscatine and in Mifflintown, where the interment took place. Dr. Rendall is survived by his widow, the former Miss Nellie Musser, and by his three brothers, Rev. Hugh W. Rendall of Mandham, N. J.; Rev. Humphrey J. Rendall of Morrison, Ill.; and Rev. J. Hawley Rendall of Beverly, N. J.

Dr. Morgan E. Norris, '12, has been instrumental in erecting a fine modern school house in his home town, Kilmarnock, Va.

James Henry Grasty, '27, who is teaching in the high school in Chester, Pa., married Miss Vivian A. Hannum of Philadelphia on March 21st.

Horace Mann Bond, '23, Associate Professor of Education in Fisk University, is the author of a book on "The Education of the Negro in the American Social Order," to be published by the Prentice-Hall Company, New York, in July next. The book will be in three parts: Part I, History of the Education of Negroes in the South, 1860-1933; Part II, Economics and Finance; Part III, Current Problems.

The Class of 1904 are preparing to return in large numbers for their Thirtieth Reunion at the Commencement Season, June 3-5. The Class of 1884 are also planning for their Fiftieth Reunion.

Athletic News

The University basketball team has recently completed a very reputable season, despite the loss of their home floor by the burning of Livingstone Hall on the night of February 9. Games of special interest included two victories with Hampton Institute, two victories and one defeat with Howard University, and one victory and three defeats with Morgan College. The scholastic standing of the team is one of the highest of any of the University teams for a number of years.

Six new tennis courts, now under construction, are to be ready for the National Tournament of the American Tennis Association, which is to be held on the campus in August. Alfred W. Walker, valedictorian of the Senior Class and son of William W. Walker, D.D., College '97, Seminary '00, won the Singles Championship in the 1933 C. T. A. A. tournament and was ranked sixth in the rating of the National Tennis Association.

A team from our campus participated in the First Colored Intercollegiate Wrestling Meet, which was recently held at Howard University. This meet received very favorable comment from the press and those concerned with the physical welfare in our colleges. R. M. Hamilton, of York, Pa., a member of our Freshman Class, won the championship in the 115 pound class.

LINCOLN UNIVERSITY
(HERALD)

Summer School
CO-EDUCATIONAL



GRADUATE

UNDERGRADUATE

Bulletin

1934

July 2

August 11

Entered at the Post Office at Lincoln University, Pa., as second-class matter
under Act of Congress, July 16, 1894

Officers of Administration

WILLIAM HALLOCK JOHNSON
President of the University

JOSEPH NEWTON HILL
Director of the Summer School

HAROLD FETTER GRIM
Treasurer

ARTHUR EDWIN JAMES
Registrar

Faculty

The regular faculty of the University is being augmented by specialists in their several fields. A complete list of the faculty will be forwarded to each student desiring this information, within a few days. This list will include *experienced* teachers in the fields of Education, Art, Dramatics, and in any other department where an increase in the teaching staff may be necessary.

Foreword

Lincoln University, a pioneer institution in the training of youth in the United States, has been recognized for about eighty years as having one of the most beautiful campus sites of any of our eastern schools. The inauguration of this Summer School comes as a result of our conviction that such procedure is warranted in the light of several major factors: A reputable faculty, a sound and accredited college, an excellent site, and the availability of the entire combination of factors at a very reasonable cost.

The accessibility of the University and its proximity to several cities and seashore resorts should increase the popularity of the Summer School for those students who live in or who would visit our great Eastern area.

After all, one seeks, primarily, fundamental training in education and in character—a liberal education, one which neither stoops to the adoption of every fad that may be offered in the name of education, nor spurns those factors which are new and which have obvious merit in them.

Such is the judgment which has guided us in offering these courses in our first Summer School. It is not a venture, but a logical step in the intellectual growth of the American people.

Lincoln University is situated in picturesque Chester County, Pennsylvania. It is far enough removed from the noise and bustle of the city to insure quietude and an atmosphere conducive to study, yet not so far as to make communication difficult. The exact location of the University is on the Baltimore Pike (U. S. and Pa. Route 1), forty-six miles from Philadelphia and sixty-three miles from Baltimore.

The grounds consist of 275 acres of land divided into campus, woodlands and farms; the buildings are all equipped with modern facilities, and Rendall Hall, which is to be occupied by the women students, is a new and especially attractive dormitory; the Vail Memorial Library contains approximately 30,000 volumes.

The Lincoln University station of the Pennsylvania Railroad, Octararo Branch, is one-half mile from the campus, and the University may be also reached by the Nevins, Greyhound and Short Line buses.

The Lincoln University Summer School

ADMISSION:

There are no formal requirements for admission.

No person will be admitted as a participant to any course unless qualified to do the work required.

The minimum requirement is graduation from a standard high school, and consequent ability to enroll in the Freshman class of a standard college.

Applicants who cannot offer these qualifications may be admitted as unclassified students.

HOW TO APPLY FOR ADMISSION:

All who wish to attend the Summer School should write to the Director of the Summer School, Lincoln University, Pennsylvania, for an application blank. This blank, and a program card, indicating the subjects desired, must be filled out by the applicant and returned with registration fee of five dollars. The check or money order should be made payable to Lincoln University. Personal checks are not acceptable unless certified by the bank on which drawn. No rooms can be reserved until the registration fee has been paid and the applicant accepted. Applications not made out on the prescribed form and not accompanied with registration fee will not be considered. Applications should be made not later than June 1, 1934.

DATE:

The Summer School will extend from July 2 to August 11. Rooms will be ready for occupancy after 9.00 a. m. on Monday, July 2. The first meal served will be luncheon on Monday, July 2, and the last will be luncheon on Saturday, August 11. The dormitories will close on Saturday, August 11, at 6.00 p. m., when students will be expected to vacate their rooms. Exception is made in the case of those who have examinations Saturday afternoon. Such students may give the Director notice of their plans during the last week of the session.

DORMITORY ACCOMMODATIONS:

Rendall Hall will be reserved for women. Cresson Hall for men. Board at the University Dining Hall and the care of rooms are included in the dormitory fee. All the rooms are furnished and a moderate supply of linen is provided. Except in special cases, rooms are assigned only to persons registered in the Summer School, and for the entire six weeks.

FEES:

Tuition	\$45.00
Board	27.00
Library Fee	3.00
Room	10.00
Registration	5.00
	<hr/>
Total	\$90.00

A laboratory fee for students enrolled in science courses will be determined by the Professor in charge. This approximates three dollars per semester hour.

APPLICATIONS:

Applications will be considered in order of receipt, but rooms will not be assigned until about May 30.

The Summer School authorities reserve the right to make any changes that may seem advisable after registration.

Reservations will be held until 12 noon, Daylight Saving Time, Monday, July 2. If students are prevented from arriving at that time, they are asked to notify the Director by telegraph or telephone (Oxford 57-R-3) so that their rooms will be reserved for them subject to the full payment of fee. Otherwise the reservation will be cancelled, the deposit forfeited, and the room may be assigned to another applicant.

DORMITORY REGULATIONS:

The following is the daily schedule:

Breakfast	7.00
Class Work	8.00-12.00
Luncheon	12.10
Class Work	1.30- 3.30
Dinner	6.00

FINAL EXAMINATIONS:

All final examinations will be three hours in length. They will be held on August 10 and 11. It is not compulsory to take them if the student does not wish credit. In such a case the student will be entered on the record as an "auditor."

SCHEDULE OF FINAL EXAMINATIONS

Eight o'clock classes.....	2.00 p. m., Fri., Aug. 10
Nine o'clock classes.....	8.00 a. m., Sat., Aug. 11
Ten o'clock classes.....	2.00 p. m., Sat., Aug. 11
Eleven o'clock classes.....	8.00 a. m., Fri., Aug. 10
One o'clock classes.....	10.00 a. m., Sat., Aug. 11
Two o'clock classes.....	10.00 a. m., Fri., Aug. 10

Sports

We cannot emphasize too much the fact that one generally combines work with recreation at a summer school. Lincoln University makes possible these two objectives. A spacious campus with a wooded area is very inviting to one who wishes to escape the heat of the day.

Then, there is the exceptional opportunity of following definite outdoor activities. A *golf course* is located directly on the campus. Although the number of holes is limited, one may pursue this sport with satisfaction.

The University is building several tennis courts for the American Tennis Association National Tournament in August. These courts, in splendid condition, will be available for summer school students. The growing national interest in tennis would seem to justify one's serious consideration of taking this opportunity to come out and perfect his game on courts which will probably never be over-crowded and which will therefore be available at practically all times.

For those who wish to play baseball, the diamond is in readiness.

Lincoln does not offer facilities for swimming. But one may easily drive to one of two nearby pools or even reach, over the weekend, the prominent New Jersey seashore resorts.

In short, the combination of work with play is entirely possible at the Summer School, and we invite you to enjoy it.

CALENDAR OF SOCIAL ACTIVITIES

July 2.....August 11

Opening Reception	6						
Lectures							
Plays				31			9
Concerts	12			29		5	
Dances		13	20	27	3		10
Teas			15	29		5	
Automobile Trips	14		22				
Card Tournaments							
Hikes			21	28	4		
Lawn Parties							

Social Activities

Students are requested to check this list of events as an indication of their desire to participate in the activities. Wherever expenses are involved, students must be responsible for a nominal pro rata cost.

Trips may be made to 'Camp Horseshoe, where swimming may be enjoyed; Hikes to nearby historic points; Old Friends' Meeting Houses; Revolutionary battle-grounds; and Underground Railroad Stations. The following places of interest may also be included in our excursions:

1. The famous Dupont-Longwood Gardens (one of the most beautiful places of its kind in the East).
2. The Brandywine Valley.
3. The Valley Forge Area.
4. The Conowingo Dam and Power Plant.
5. The Cloister at Ephrata.
6. The Philadelphia Area.
 - (a) Independence Hall.
 - (b) Franklin Institute.
 - (c) Robin Hood Dell (site of the Philadelphia Symphony Orchestra Concerts).

Courses

*Courses marked with asterisk carry graduate credit

Modern Language

ENGLISH—Literature and Composition

COMPOSITION AND GRAMMAR for Teachers.

A review of the major problems in composition writing and in grammar as they arise in the teaching of composition courses. Syntax—Good usage—Mechanics, Forms of Composition. Credit. Two semester hours. Undergraduate.

ENGLISH LITERATURE.

A careful study of the major works in the General field of English Literature, with emphasis on the historical backgrounds. Credit. Two semester hours. Undergraduate credit.

THE HISTORY OF THE SHORT STORY.

This course will trace the development of the Short Story as a distinct genre in American Literature, and will deal with the recognized features in the technique of the Short Story. Credit. Two semester hours. Undergraduate.

THE PROGRESS OF DRAMA.* (For Advanced Students.)

The Progress of the drama from the early Greek plays through Roman and Continental dramas to Nineteenth Century drama.
(Text-book: R. M. Stauffer—"Progress of Drama Through the Centuries.")
Credit. Two semester hours. Graduate.

GERMAN

INTERMEDIATE GERMAN.

Careful reading of modern German texts and a review of grammar. Practice in pronunciation and conversation.

ADVANCED GERMAN.*

Careful reading of modern texts combined with rapid reading, conversation and composition.

FRENCH

INTERMEDIATE FRENCH.

Careful reading of modern French texts and a review of grammar. Practice in pronunciation and conversation.

ADVANCED FRENCH.*

Careful reading of modern texts combined with rapid reading, conversation and composition.

SPANISH**SPANISH FOR BEGINNERS.**

The fundamentals of grammar, composition and reading. A part of each hour will be devoted to practice in pronunciation and conversation.
(Marden & Tarr—*A First Spanish Grammar*.)

INTERMEDIATE SPANISH.

Careful reading of modern texts, composition and a review of grammar. Practice in pronunciation and conversation.
(*El sombrero de tres picos*: Alarcon.)

ADVANCED SPANISH.*

Careful reading of modern texts combined with rapid reading, conversation and composition.

Ancient Language**LATIN**

VERGIL: Aeneid I, II, III and IV.

LATIN LITERATURE IN ENGLISH: The comedies of Plautus and Terence.
Loeb Library translations will be used.

CICERO: De Senectute and De Amicitia.

Methods of Teaching Latin in Secondary Schools.

Dramatics and Speech

PUBLIC SPEAKING. Attention will be given to voice and platform work as well as to content of speeches. Special drill with emphasis on the interpretation of speech work. Readings and constant exercises with a view to the essentials of delivery. Records are used for illustrative work. Credit. Two semester hours. Undergraduate.

PLAY PRODUCTION.* (Students taking this course are advised not to elect more than one other course in the Summer School.)

A play production laboratory is organized for developing specific performances. Members of the class may be called upon to participate in any aspects of the work. Each student must specialize in two divisions of the practical work: Acting; Costumes; Make-up; Scene-Construction and Design; Pantomime. Credit. Two semester hours. Undergraduate.

Science

BOTANY

GENERAL BOTANY—"Textbook of General Botany" (Wisconsin authors).

A general consideration of plant anatomy and physiology with study of the characteristics of local flora.

BIOLOGY

GENERAL BIOLOGY AND FIELD WORK—"Fundamentals of Biology"—WOODRUFF.

A study of general principles of function and organization with special reference to local fauna and flora.

VERTEBRATE EMBRYOLOGY*—"Embryology of Vertebrates"—McEWEN.

A general consideration of cleavage processes, germ layer formation, fundamental organogeny. Particular reference to chick and pig.

GENETICS—"Principles of Genetics"—SINNOTT & DUNN.

A study of problems of Mendelian inheritance with practical tests on back-crossing, linkage, crossing over and gene location.

Chemistry

INTRODUCTORY INORGANIC CHEMISTRY. Seven hours per week classroom and eight hours per week laboratory. Total credit: Four semester hours; classroom work only, three semester hours.

For students beginning the study of chemistry and for those who have had the subject in high school who wish to cover the subject more adequately. Text: Holmes' General Chemistry, Revised edition.

INTRODUCTORY ORGANIC CHEMISTRY. Five hours classroom and six hours laboratory per week. Total credit: three semester hours.

The more important carbon compounds of the aliphatic series will be considered from the point of view of their occurrence, method of preparation, relations, and uses. Text: Conant's Organic Chemistry.

THEORY OF ANALYTICAL CHEMISTRY. Five hours per week classroom. Credit: two semester hours.

A discussion of the theory underlying analytical chemistry from the point of view of physical chemistry.

Prerequisite: Inorganic Chemistry and qualitative analysis.

HISTORY OF CHEMISTRY. Five hours per weeks. lectures and reports. Credit: two semester hours.

A consideration of the history and development of the science with particular emphasis upon biography.

Prerequisite: Inorganic Chemistry and preferably Organic chemistry.

Geology

INTRODUCTORY GEOLOGY: A discussion of the general principles of the science of geology. Occasional excursions are taken in which local geological features are considered.

Physics

PHYSICS:

A general course covering mechanics and heat by means of lectures, work in the laboratory, and the solution of numerous problems. Text: Stewart, Physics.

or

PHYSICS:

A similar course covering electricity, sound and light. Text: Same as in Physics 1.

PHYSICS:*

Light. A course of lectures, library references and individual work in the laboratory. Among the topics considered are: interference and diffraction, refraction, spectra, lenses, polarization. No particular text is followed, but a good reference text is desirable. Examples are: Wood, Physical Optics; Edser, Light; Houston, A Treatise on Light. A working knowledge of general physics is assumed.

or

PHYSICS:

Electricity and Magnetism. A detailed study of direct current phenomena and magnetic circuits. Emphasis is placed on the solution of d. c. net-work problems. The vector method of solving a. c. problems is introduced. Individual laboratory problems are assigned. Text: Timbie, Elements of Electricity.

Mathematics

MATHEMATICS: College Algebra—Hart.

or

Trigonometry—Palmer.

Analytic Geometry—Smith-Gale, Neeley.

or

Calculus—Granville.

Education

EDUCATIONAL SOCIOLOGY: A study of the problems of education based on analysis of the nature of the individual and the nature of society.

or

HISTORY OF EDUCATION: A study of the progressive understanding of the child and the problem of his education with special reference to the period since Rousseau. Text: Graves, Students' History of Education.

EDUCATIONAL PSYCHOLOGY: A study of how the individual thinks, feels, learns and adjusts himself to his environment, having in view particularly modern school conditions. Text: Trow's Educational Psychology.

PRINCIPLES OF SECONDARY EDUCATION: A study of the present status of secondary education; its functions; programs; student body; and the relation of its teachers to the pupils, to the school and to society.

METHODS OF TEACHING IN JUNIOR HIGH SCHOOLS: The course will consider among others the following topics:
Classroom management; the factors that condition teaching and learning; the nature of the learning process; the larger meaning of method; types of teaching; visual aids in teaching.

METHODS OF TEACHING IN SENIOR HIGH SCHOOLS: The courses will cover much of the same ground as the foregoing and will consider such problems as are peculiar to the senior high schools.

TESTS AND MEASUREMENTS:* This course is planned to give the necessary training in statistical technique; considerable time is devoted to the new type tests, statistics and graphs, and many of the best standard achievement and intelligence tests are critically studied.

ADMINISTRATION:* This course will deal with concrete problems which are fundamental and practical in the efficient organization and administration of various school systems.

STUDENT PERSONNEL: This course will study the types of students of which classes are composed, the environments and backgrounds of the students with a view to making any curriculum changes which may be necessary.

PROBLEMS IN EDUCATION AMONG NEGROES: Making use of considerable statistical data at hand this course will consider the pertinent problems in Negro education.

MENTAL HYGIENE: This course will discuss the problems of mental health, its relation to current social problems and the duty of the school with regard to it.

METHODS OF TEACHING ENGLISH: A consideration, through written reports based on experience, and through definite and constructive oral discussion, of such problems in the teaching of English, as arise in actual classroom procedure.

METHODS OF TEACHING FRENCH: This course will be devoted to the various methods of teaching French; the teaching of pronunciation; the teaching of grammar; vocabulary building; planning of courses; lesson plans; selection of textbooks; also with the technique of the teacher.

EPIGRAPHY:* An introduction to the study of Latin inscriptions.

METHODS OF TEACHING LATIN: This course will deal with the various methods of teaching Latin; the teaching of grammar and pronunciation; the building of vocabulary; planning of courses and lesson plans; also with the technique of the teacher.

METHODS OF TEACHING SOCIAL SCIENCES: This course will endeavor to survey the materials and methods of instruction best adapted to American junior and senior high schools. Among the topics studied will be the following:

The preparation of social science teachers, literature on materials and methods, aims and objectives, current history, collateral reading and standardized tests.

METHODS OF TEACHING GUIDANCE: This course will make a study of methods by which school children may be guided and taught self-guidance for school life, home membership, civic relationship, recreation and vocations through the use of the ordinary activities of school and life.

Philosophy

PHILOSOPHY:

Contemporary Philosophy.* A survey of present tendencies.

History of Ancient Philosophy. The development of philosophic thought from its beginnings in Ancient Greece to the beginning of the medieval period.

Introduction to Philosophy. A systematic presentation of the problems and methods of philosophy.

Aesthetics. The theories of the beautiful and the study of aesthetic experience.

Psychology

GENERAL PSYCHOLOGY: The fundamental principles and methods of psychological analysis.

Economics

ELEMENTARY ECONOMICS: A study of the underlying principles in Economics.

CURRENT ECONOMIC PROBLEMS: A study of the great economic problems that are agitating men's minds today.

Sociology

SOCIAL PATHOLOGY:* An investigation of the social problems created by abnormal conditions in society today, such as Poverty, Unemployment, Crime, Health, etc.

MARRIAGE AND THE FAMILY:* The whole question of marriage and the family life is under discussion today. This course is a frank facing of these new, as well as old, problems.

History

HISTORY OF WESTERN CIVILIZATION. A survey course on the nature, accomplishments and problems of Western culture. Ancient and mediæval civilizations will form a background for this study of the thoughts and institutions of the West.

CONTEMPORARY EUROPEAN HISTORY. The history of European states since 1870. The causes of the World War, together with the efforts toward internationalism. The role of the United States, the Far East, the Near East, Africa, and Latin-America, will be considered.

THE NEGRO IN AMERICAY HISTORY. The following topics will form part of the course: ethnographic background, the slave trade, colonization, anti-slavery movements, emancipation; social, political, and economic realities. The latter part of this study will analyze the intellectual revolution of the Afro-American.

Music

ELEMENTARY THEORY. Credit: Two semester hours. Primarily for grade school teachers. Basic instruction in musical notation and terminology, and elementary problems concerned with ear-training and sight-singing.

MUSIC HISTORY AND APPRECIATION. Credit: Two semester hours. The development of music as an art from primitive times to the nineteenth century. The music of Bach, Handel, Mozart and Beethoven. There will be copious examples of the works of each, illustrating his idiom.

CONDUCTING. Credit: Two semester hours. A thorough study is made of how to present ideas of rhythm and interpretation through use of the baton. This course is fundamental and is intended both for elementary and high school teachers.

Art

ART SURVEY.

A general course on the significance and history of art, covering architecture, sculpture, painting and the allied arts. This course is designed primarily as an introduction to the important monuments of art. Emphasis will be laid upon the cultural value of this acquaintance rather than upon specific stylistic development.

(Text-book: "Art Through the Ages," Helen Gardiner.)

HISTORY OF ARCHITECTURE.

A course covering the history of architecture to the present day, emphasizing those periods which have been most significant in the development of modern architecture. This course is preferably for students who have already had some work in the field of art, either practical or theoretical.

(Text-book: "Comparative History of Architecture," Banister-Fletcher.)

Or

ELEMENTARY DESIGN.

A course covering elementary graphics and mechanical drawing, with the essential elements of architectural draughting and design.

Religion

RELIGIOUS EDUCATION.

A study of the methods and content of religious education in churches, schools and colleges.



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