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Southern Junior College

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Southern Junior College
Catalogue Number
1926 - 1927
Sulphur Springs, Tennessee
FOR WORD

No question comes to the management of Southern Junior College more often than:

"I wonder whether there isn’t a small tract of ground near the College where I could move, and live."

"Please advise me as to the cost of five or ten acres real close to the College."

"Would it be possible for me and my family to move there and settle down close to the College?"

In every instance we have discouraged our brethren and sisters’ moving to Collegedale. The objections are based on the following statements from the Spirit of Prophecy:

"The Lord would have the grounds about the school dedicated to Him as His own schoolroom. We are located where there is plenty of land, and the grounds near the school should not be occupied with private dwellings."


"The greater the number of families that settle around the school buildings, the more difficulties there will be in the way of teachers and students."—Id. p., 184.

"From letters received by those connected with our institutions, and by movements already made, we see that many desire to obtain homes near these institutions. My mind is weighed down with perplexity regarding this, because I have received instruction from the Lord in regard to the influence that would be exerted upon individuals and upon our work for our people selfishly to gather around our institutions.

God Not Pleased

"For years, in warnings often repeated, I have testified to our people that God was not pleased to see families leaving the smaller churches, and gathering into the places where our publishing houses, sanitariums, and schools are established, for their own convenience, ease, or worldly profit.
THE SOUTHLAND

CATALOGUE NUMBER
July 1926

PUBLISHED BY
The Associated Students Of
Southern Junior College
Ooltewah, Tennessee

Entered as second-class matter April 27, 1926, at Ooltewah, Tennessee, under
the act of March 3, 1879.
Calenbar 1926-1927

FIRST SEMESTER

Registration ........................................ Sept. 14, 15
Opening Address, 8 p. m. .......................... Sept. 14
Organization of Classes .......................... Sept. 16
Faculty Reception, 8 p. m. .......................... Sept. 18
Second Period Begins .......................... Oct. 26
Third Period Begins .......................... Dec. 7
First Semester Examinations ................. Jan. 12, 13, 14, 1927
First Semester Closes ......................... Jan. 17

SECOND SEMESTER

Second Semester Begins ......................... Jan. 18, 1927
Fifth Period Begins ........................ March 1
Sixth Period Begins ........................ April 12
Second Semester Examinations ........ May 17, 18, 19
Closing Vesper Service ......................... May 20
Baccalaureate Sermon ......................... May 21
Music Recital, 8 p. m. ......................... May 21
Commencement .................................. May 22

TUITION PAYMENTS DUE

Sept. 14  Dec. 21  March 15
Oct. 26  Jan. 18  April 12
Nov. 23  Feb. 15  May 10
BOARD OF MANAGEMENT

W. H. Heckman, President, Chattanooga, Tenn
Pres. So. Union Conf., Vice President, Nashville, Tenn.
Burton Castle, Nashville, Tenn.
J. I. Foster, Chattanooga, Tenn.
W. P. Bradley, Nashville, Tenn.
F. R. Isaac, Chattanooga, Tenn.
R. I. Keate, Charlotte, N. C.
W. R. Elliott, Jackson, Miss.
President Ga. Conf.
C. W. Curtis, Louisville, Ky.
B. F. Kneeland, Knoxville, Tenn.
H. E. Lysinger, Nashville, Tenn.
A. S. Booth, Orlando, Fla.
M. F. Knox, Nashville, Tenn.
C. B. Stephenson, Clanton, Ala.
Dr. L. L. Andrews, Orlando, Fla.
C. A. Rottmiller, Treasurer, Ooltewah, Tenn.
H. H. Hamilton, Secretary, Ooltewah, Tenn.

EXECUTIVE COMMITTEE

W. H. Heckman, Chairman, Chattanooga, Tenn.
G. W. Wells, Nashville, Tenn.
Burton Castle, Nashville, Tenn.
J. I. Foster, Chattanooga, Tenn.
H. H. Hamilton, Secretary, Ooltewah, Tenn.
B. F. Kneeland, Knoxville, Tenn.

THE FACULTY

H. H. Hamilton, President
J. H. Behrens, Bible, Pastoral Training
Frank W. Field, Bible History, Greek
Maude Jones, English, Language
Ethel M. Dart, Spanish
E. L. Parrish, Science, Mathematics
A. N. Atteberry, Registrar, History
Mabel N. Behrens, Director Normal Department
Bertha Lea Jacobs, Critic Teacher, Model School
Ruth Starr Parrish, Critic Teacher, Model School
Iva Dell Kirk, Piano
Rose B. Watt, Voice, Domestic Science
Malvina Zachary, Violin
Lorena Wilcox, Dean of Women
R. M. Falk, Dean of Men
Carl Rottmiller, Treasurer, Assistant Manager
Roy L. Carr, Accountant, Commercial Department
Helen M. Shull, Matron
Carter E. Ledford, Agriculture, Gardening
W. C. Starkey, Printing Arts
Nina B. Atteberry, Sewing
R. F. Gilman, Woodwork, Art
C. G. Stewart, Auto Mechanics
Presidents of Southern Training School

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Colcord</td>
<td>1893-1896</td>
</tr>
<tr>
<td>W. T. Bland</td>
<td>1896-1898</td>
</tr>
<tr>
<td>C. W. Irwin</td>
<td>1898-1900</td>
</tr>
<tr>
<td>N. W. Lawrence</td>
<td>1900-1901</td>
</tr>
<tr>
<td>J. E. Tenney</td>
<td>1901-1908</td>
</tr>
<tr>
<td>M. B. VanKirk</td>
<td>1908-1912</td>
</tr>
<tr>
<td>C. L. Stone</td>
<td>1912-1914</td>
</tr>
<tr>
<td>L. H. Wood</td>
<td>1914-1915</td>
</tr>
<tr>
<td>A. N. Atteberry</td>
<td>1915-1916</td>
</tr>
</tbody>
</table>

Presidents of Southern Junior College

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo Thiel</td>
<td>1916-1918</td>
</tr>
<tr>
<td>L. H. Wood</td>
<td>1918-1922</td>
</tr>
<tr>
<td>Leo Thiel</td>
<td>1922-1925</td>
</tr>
<tr>
<td>H. H. Hamilton</td>
<td>1925-</td>
</tr>
</tbody>
</table>

**Southern Junior College**

**HISTORY**

IN 1893 the educational work of the Seventh-day Adventists began in the South at Graysville, Tennessee, when Elder G. W. Colcord opened a small subscription school. The work was a success from the start. Soon the school outgrew the purpose of the founders. It no longer confined its work to the community, but undertook to train workers for the whole Southern field. The property and the direction of the work of the school were taken over by the denomination, and new buildings and equipment were provided from time to time as the need became apparent and the funds available.

In 1901 the name was changed from Southern Industrial School to Southern Training School. In 1907 the academy building was enlarged, increasing the number of class rooms to sixteen, thus enabling the school to accommodate about two hundred fifty students. On February 18, 1915, the young ladies' dormitory was destroyed by fire. The loss of the dormitory and the rapidly increasing constituency of the school raised a question as to the advisability of rebuilding and enlarging the school plant at Graysville.

There seemed to be need for a location entirely removed from village or city, where land might be provided for agricultural purposes and various industries. This would provide opportunity for many students to earn their own tuition, and also enable them to make practical studies an integral part of their education. It was felt that the school should have competent instructors in cooking, sewing, and other kinds of manual work, who should have charge of the ladies' department of labor;
and that regular instruction should be given to classes in these arts. It was also felt that manual labor should be given to the boys, who, under faithful supervision would receive a training in habits of industry and economy, as well as a knowledge of methods of obtaining a livelihood. This labor should include agriculture, gardening, dairying, fruit culture, printing, the use of simple mechanical tools, and other employments.

Acting in harmony with these ideals, the Southern Training School Board appointed a committee early in the spring of 1916 to look over sites that were centrally and conveniently located and to report at the biennial sessions of the Southern and Southeastern Union Conferences.

After full consideration, it was decided to purchase the Thatcher Farm, near Ooltewah, Tennessee. The two Union Conferences assumed the burden of raising the money to purchase the property. It was the desire of the constituency that the debt resting on the school at Graysville should be paid, and that no new obligation be incurred in making the move. Early in September the debt at Graysville had been paid, or provided for, and there were about twenty thousand dollars in cash, pledges, and deeded property to finance the establishing of the school in its new home. Accordingly, the farm was bought, and the Graysville equipment moved. At the same time the name was changed to Southern Junior College.

School was opened on the new farm October 18, 1916. There was a good enrollment at the beginning of the session, and in spite of many inconveniences strong school work was carried on. The enrollment at the close of registration week was over forty. Many of the small buildings on the farm were utilized for dwellings. The girls were located in the large farm house, which made a comfortable and commodious dormitory. This building also furnished place for the dining room and kitchen. Several old shacks, whose condition did not warrant their oc-
eighteen miles due east from Chattanooga, and is eminently adapted to the complete development of industrial, intellectual, and moral education.

The varied surface of the country, the clear streams, the woods, ravines, and coves, all furnish abundant opportunity for recreation without indulging in the harmful games or sports so prevalent today.

LAND

Southern Junior College farm comprises more than six hundred acres. The tillable portion consists of about three hundred acres of fertile valley and upland soil. There are a number of fruit trees of different varieties on the farm. One of the three large springs furnishes the water supply. The school raises on the farm the greater portion of its vegetables and stock feed. An orchard of some 3,000 trees is intended to supply the school with an abundance of apples, peaches and other fruits.

BUILDINGS

At present the buildings consist of a large ten-room house, which is being used for a teachers' residence; an administration building; a girls' dormitory; a boys' dormitory; a commodious barn, a large part of which is used as a dairy; a basket factory; a print shop; a garage; and numerous cottages.

OWNERSHIP

Southern Junior College is owned and controlled by the Seventh-day Adventist denomination.

WHO ADMMITTED

The chief object of the school is to train workers for the various missionary enterprises which the denomination is carrying forward in all parts of the world; hence it wants an earnest class of students. The school welcomes young men and women of sound morals and earnest purpose. They may not be fully confirmed in their Christian experience; they may not have settled upon their life work; but if they are earnest and honest in their purpose to do right, and on general principles desire a liberal education, no matter what their future work may be, Southern Junior College welcomes them to useful courses of study and superior moral advantages. Students somewhat advanced in years but whose education has been limited will find special help here in courses fitted to their needs. In the past we have seen such men and women, after a short training, become valuable members of their communities.

The school is open to all worthy persons of either sex who come for the purpose of doing earnest, faithful work. The denomination believes in perfect religious liberty, and no religious test is applied. Those who have little desire to study, who are careless in their deportment, who are addicted to the use of tobacco or liquor, who use profane language or indulge in card playing and improper associations, will not, knowingly, be admitted or retained. Whether students make a profession of religion or not, all will be expected to give respect to the Word of God, and to observe the regulations of the institution. Candidates for admission will be required to furnish references, and should mail the application blank, properly filled out, before presenting themselves for admission.

It is distinctly understood that every one who presents himself for admission to Southern Junior College thereby pledges himself to observe the regulations. If this pledge is broken, it is also understood that by such a violation he forfeits his membership, and if longer retained it is only by the forbearance of the faculty. It is also a part of the student's contract that he will faithfully and to the best of his ability perform all duties assigned to him in connection with the school and the home, and will meet all financial obligations satisfactorily.
General Information

HOW TO REACH THE SCHOOL

OOLTEWAH is on the Atlanta Division of the Southern Railway, fifteen miles east of Chattanooga. Sixteen passenger trains each day pass here, and nearly all stop.

Students coming from west of Chattanooga should take the Southern Railway, if possible, to avoid changing depots there. From many points through trains to Ooltewah can be had. Those coming on the N. C. & St. L. Railway must change depots at Chattanooga. Tickets should be bought to Ooltewah, and baggage checked to that point.

All students taking the local trains from Chattanooga or Atlanta which stop at Collegedale, should buy their tickets and check their baggage to that point, and turn their baggage checks with their tickets over to the conductor in order to have baggage taken off at Collegedale. This will save time and trouble for both school and railroad company.

Those from the east should take the Southern Railway, if possible. Connections with this road can be made at Knoxville and Atlanta. Students should notify the school by letter or telegram, stating the hour of their arrival at Ooltewah. If this is done, a conveyance will meet them and bring them and their baggage directly to the school.

There is a commodious waiting-room in the Ooltewah depot. This should be utilized by students who find it necessary to wait.

GRADES AND RECORDS

The scholarship of every student is carefully noted and recorded for permanent reference. At the close of each period, reports, including the deportment and scholarship, will be made to students and to their parents or guardians. All those having credits from other schools should bring these. Students who do not present satisfactory credits from other schools will be expected to take entrance examinations to ascertain the grade of work they should take up. Those expecting to be graduated should present their credits as early in the school year as possible. The senior class is organized near the beginning of the second semester. In no case will a diploma be granted to a student whose credits are not presented before January 1.

No credits will be given or transferred until financial obligations have been settled or satisfactorily arranged.

LIBRARY AND LABORATORIES

The library contains approximately three thousand volumes, which afford material for research work assigned to the students. The school is endeavoring to make such additions to the library as will bring it entirely up to the standard set by the Department of Education. Well equipped laboratories enable thorough instruction to be given in physics, chemistry, domestic science, woodwork, and printing.

WHEN TO ENTER

We urge that all students lay their plans to be here on September 14. In all cases the work of the seniors is of such a nature as to make it imperative for those who are planning to graduate to enter school on the opening day.
Expenses

Board

The cafeteria plan of boarding is used, thus giving the students the privilege of selecting their food and paying only for what is desired. As nearly as possible, home life at the table is preserved. The minimum charge for board is $10 per month. There is a special charge to resident students who take meals in the school dining room.

Transportation

At the beginning of the year all students and their baggage will be transported from the railway station to the school free of charge, provided they arrive not later than Friday, September 17. They will also be granted free transportation at the close of the school year, on condition that they do not leave before Monday, May 23. All intermediate transportation will be charged to the students at a nominal rate.

Home Expense

The expense of room, including heat, light, plain washing, and bathroom privileges, is $63 for the year of nine months, or $7 for each month. The charge is made on the basis of two students to a room. If the school is so crowded that it is necessary for three students to occupy the room, the same charge applies.

All students living in the dormitories will be required to work ten hours per week in addition to these charges.

This labor, usually called domestic work or required time, is a part of the student's expense, and should be paid by the manual endeavor of the student. No one is given a permanent excuse from the performance of these duties unless he presents a doctor's certificate at the time of registration.

The purpose of this plan is very evident. Each student's working his required time encourages a democratic spirit in the school, reduces expenses, affords a restful change from brain weariness caused by study, and gives the student an appreciation of practical affairs.

Parents are urged to encourage their boys and girls in the faithful performance of this required work.

Temporary excuses from required time may be given because of a student's illness. Those desiring such an excuse must make written application within a week after resuming school work. Those electing to make up the required time may do so. A student to whom an excuse is granted is required to pay for all time excused.

No grades or diplomas are issued to those who are delinquent in required time.

Tuition

The rate of tuition for the different grades is as follows:

<table>
<thead>
<tr>
<th>Dormitory Students</th>
<th>Resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Mo.</td>
<td>Per Mo.</td>
</tr>
<tr>
<td>First Grade</td>
<td>$1.50</td>
</tr>
<tr>
<td>Second Grade</td>
<td>1.50</td>
</tr>
<tr>
<td>Third Grade</td>
<td>2.00</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>2.25</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>2.50</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>3.50</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>5.00</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>6.50</td>
</tr>
</tbody>
</table>

The tuition for the year for academic students is as follows:

<table>
<thead>
<tr>
<th>Dormitory Students</th>
<th>Resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four units</td>
<td>$81.00</td>
</tr>
<tr>
<td>Three units</td>
<td>67.50</td>
</tr>
</tbody>
</table>
In collegiate grades the tuition for the year is:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Dormitory Students</th>
<th>Resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirty-two</td>
<td>90.00</td>
<td>99.00</td>
</tr>
<tr>
<td>Twenty-four</td>
<td>75.00</td>
<td>84.00</td>
</tr>
<tr>
<td>Sixteen</td>
<td>60.00</td>
<td>69.00</td>
</tr>
<tr>
<td>Eight hours</td>
<td>45.00</td>
<td>54.00</td>
</tr>
<tr>
<td>Each hour</td>
<td>2.00</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Estimate of expense for dormitory students:

<table>
<thead>
<tr>
<th>Category</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$81.00</td>
<td>$81.00</td>
</tr>
<tr>
<td>Board</td>
<td>135.00</td>
<td>115.00</td>
</tr>
<tr>
<td>Room, laundry, heat, and light</td>
<td>63.00</td>
<td>63.00</td>
</tr>
<tr>
<td>Matriculation and Library fees</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Laboratory fees, approximately</td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Total</td>
<td>294.00</td>
<td>274.00</td>
</tr>
</tbody>
</table>

In addition to the above charges, each student living in the dormitories will be expected to work ten hours a week as required time. In case of illness, or inability for any other valid reason to work this required time, the student shall pay for the same at the regular rate he is paid by the school. This required time is expected of every dormitory student, regardless of the number of studies he takes.

**FEES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting I</td>
<td>$1.00</td>
</tr>
<tr>
<td>Chemistry, per semester</td>
<td>5.00</td>
</tr>
<tr>
<td>Diploma</td>
<td>3.50</td>
</tr>
<tr>
<td>Domestic Science, per semester</td>
<td>5.00</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1.00</td>
</tr>
<tr>
<td>Entrance Examination</td>
<td>1.00</td>
</tr>
<tr>
<td>Hydrotherapy, per semester</td>
<td>2.50</td>
</tr>
<tr>
<td>Iron Rental, per month</td>
<td>$0.20</td>
</tr>
<tr>
<td>Manual Arts I or II, per semester</td>
<td>2.50</td>
</tr>
<tr>
<td>Manual Training, Grade 5, 6, 7, or 8</td>
<td>2.00</td>
</tr>
<tr>
<td>Medical</td>
<td>1.00</td>
</tr>
<tr>
<td>Physics, per semester</td>
<td>4.00</td>
</tr>
<tr>
<td>Physiology</td>
<td>1.00</td>
</tr>
<tr>
<td>Piano Practice, per month, one hour a day</td>
<td>1.00</td>
</tr>
<tr>
<td>Printing, per semester</td>
<td>5.00</td>
</tr>
<tr>
<td>Sewing, per semester</td>
<td>5.00</td>
</tr>
<tr>
<td>Special Examination</td>
<td>1.00</td>
</tr>
<tr>
<td>Typewriting Practice, per month, one hour a day</td>
<td>1.00</td>
</tr>
<tr>
<td>Woodwork, per semester</td>
<td>5.00</td>
</tr>
</tbody>
</table>

**MUSIC**

Piano lessons will be charged for by the month at the rate of 75 cents per half-hour lesson. The rate for violin or voice lessons is 75 cents each; the charge for orchestra or chorus, which includes the cost of music used by these organizations, is $2.50 per semester. The music teacher sometimes finds that the hour set aside for a lesson is lost, because the pupil fails to appear. For this reason the student will be expected to take the lesson at the hour assigned. In no case will lessons which are lost on account of the student's absence be made up.
DISCOUNTS

No reduction from regular charges will be made for absence of a few weeks during any part of the year, unless in the judgment of the faculty such absence is absolutely necessary. In such cases arrangement will be made for such refund to the student as may seem just.

All charges will be made out in even weeks, so that a fraction of a week will always be counted as a week. The charges for board, room, and tuition are so low that the school will be unable to meet extra expenses incurred on account of illness of students. In such cases the actual cost of providing a physician or nurse, and a nominal sum extra for each meal sent to the room, will be charged to the student's account.

In many cases it will be better for parents to send money for expenses directly to Southern Junior College rather than to their children. In doing so, make all drafts, checks, money orders, etc., payable to Southern Junior College. Students need but little spending money and parents are urged to require a monthly statement of expenses from their children. In order that students may draw money on account from the business office for incidental expenses, a written order from their parents will be required.

SCHOLARSHIPS

The General Conference Publishing Department has recommended the following:

"a. That all our denominational colleges, junior colleges, academies, and intermediate schools join with our publishing houses and conference tract societies in offering scholarships at a discount of fifteen per cent to all who will earn such scholarships wholly by the sale of subscription books, or magazines.

"b. That one-half, or seven and one-half per cent, be borne by the publishing houses; one fourth, or three and three-fourths per cent, by the tract societies; and one fourth, or three and three-fourths per cent, by the schools, thus providing for the fifteen per cent mentioned in paragraph (a).

"c. That the conference tract society in which the work is done by the student, be the custodian of the scholarship funds, and turn over the money due any student on his scholarship direct to the school wherever the student decides to attend.

"d. That any person desiring to earn a scholarship make satisfactory arrangements with the conference tract society for doing so, and work in harmony with the regulations of the conference tract society, in order to be entitled to these scholarship benefits.

"e. That any person be entitled to draw the money due him on a scholarship at any time, from the conference tract society, if he wishes to do so, but in such event he would receive only the regular commission of fifty per cent on his sales, the same as other agents, it being understood that in drawing his money he withdraws from the scholarship endeavor and places himself upon the same basis as other agents.

"f. That all persons who have earned scholarships present to the managers of the schools which they wish to enter satisfactory evidence that the full amount of a scholarship has been earned, in harmony with the regulations governing the scholarship plan.

"g. That persons who have earned at least one-half a scholarship be allowed to receive the benefits from the same, on the same pro rata basis as outlined above.

"h. That in case any student after having earned a scholarship, is unable through sickness or other misfortune, to attend school himself, he may transfer his scholarship to any worthy person whom the officers of his conference tract society can recommend, and the authorities of the school can accept as a student."

For the year 1926-1927, the application of the scholarship plan will be as follows:
On the above basis, to earn an academic scholarship it will be necessary for a girl to sell 1553 copies of *The Watchman Magazine* or secure 311 annual subscriptions for the same publication. A girl may earn a collegiate scholarship by selling 1604 copies of *The Watchman Magazine* or by securing 321 annual subscriptions.

Scholarship credit applies only on tuition, board, room, laundry, heat, light, matriculation and other fees, as listed on pages nineteen and twenty.

No student is allowed to get more than one scholarship to apply to his personal account, but may upon arrangements with the tract society secure scholarships for other members of his family.

Any cash rebate made to the student at the close of the year will be discounted this additional fifteen per cent, giving him exactly the same as made by a regular colporteur.

Southern Junior College is anxious to co-operate in every way possible to carry out this plan. Colporteurs are welcome.

---

**CHARGES PAYABLE IN ADVANCE**

The school operates on a cash basis, and requires the student to do the same. We are instructed to shun debt as we would leprosy, and unless the student does this, it will be impossible for the school to do so. If a student is educated to pay cash for his school expenses he will certainly operate his finances on a cash basis when he leaves school and is given responsibilities in the work. Our conferences are so desperately in need of workers that several times lately they have asked for students before they have finished their course. It would be very embarrassing both to the student and the conference for a student to be required to settle a debt at the school before going on in the Lord's work. In order to avoid these perplexities and to assist both the student and the school in maintaining a proper financial rating, the School Board has voted:

That before matriculating a student must make a deposit of $40, this deposit not to appear on the statement until the last month the student is in attendance. In case of a work student, $40 will be deducted from his labor credit and held in the same fund. At the end of every four weeks a statement covering the student’s expenses for that time will be issued, and remittance should be made within fifteen days from the date of the statement. A student whose account is not settled by this time may be asked to drop school work until the account is paid.
Regulations

It is the design of Southern Junior College to develop character of the highest type, as well as scholarship of the best quality; and its discipline has respect to these ends. The government is administered upon the principle that character is a component part of heart and mind and hand through the free and intelligent choice of the individual. Students are led to place themselves upon honor, and to realize that a good name is a sacred trust committed to their keeping. They are taught that self-government is the only true government of the individual, and that it is only when they fail to govern themselves in harmony with the principles of right, that they will need help in government by others.

The following regulations have been tested for many years. They are believed to be in harmony with the principles already set forth, and hence to be for the best interest of all concerned, and will govern all students of the Southern Junior College.

GENERAL

Students will present grades or certificates of former school work to the registration committee, and will then be assigned to classes in accordance with the course under which they have registered. Students not having satisfactory credits to present may be required to take examinations in order to determine their classification.

Four units in the academy or thirty-two hours in the college constitute a full year's work. Requests for more than full work may be made to the faculty, and not more than five units in the academy, or thirty-six hours in the college will be granted to any student in an academic year of thirty-six weeks.

A class will not be organized for less than five students.

No student shall enter or leave any class of any department without first presenting to the teacher a permit from the president.

No student shall receive private lessons or engage in teaching except by permission of the faculty.

No student who does not take at least one study in class work shall remain in the school home, except in the case of those working up credit.

Any condition not removed within one calendar year shall operate to invalidate the credit.

Regular attendance at all school exercises is expected of every student. Because detention is in some cases unavoidable, excuses will be accepted for a limited number of absences. Each absence or tardiness must be explained before the student will be permitted to continue his school work. Excuses for tardiness or absence of resident students must be approved by parent or guardian. Young men must have their excuses approved by the dean of men; young ladies, by the dean of women. All absences not satisfactorily explained shall stand as unexcused. For such absence a student may be required to reregister, paying $1 as a reregistration fee; or be subject to such other discipline as in the judgment of the faculty may seem advisable. A student absent more than fifteen per cent of the total number of times a class meets thereby forfeits his grade in that subject unless this disability be removed by action of the faculty.

Experience has demonstrated that it is a great advantage to both students and college to have all enter at the beginning of the school year. When this is found impracticable, students will be admitted at other times; but no student will be permitted to enter classes late without special action of the faculty, in which case the amount of work he shall take will be determined by the amount of time lost. In case a student enters a class late, he shall make up all back work according to the requirements of the teacher in charge. If a student desires a full
semester's credit in any subject, he shall pay the tuition in that subject for the entire semester.

Southern Junior College recognizes the mutual benefits to be derived from the friendly association of students of the opposite sex, and affirms its belief and confidence in the principles of Christian courtesy and sobriety brought out in the Bible and the spirit of prophecy. The administration provides wholesome opportunities occasionally for large group association.

Mature young men of sound experience and good standing may be granted permission to call in the dormitory parlors upon young women of like standing, provided the conduct and scholarship of both are satisfactory, and upon the approval of parents or guardians.

Free and easy association, flirtation, strolling in couples, standing around the campus and public places in couples, or any other loose association, is not permitted.

Note and letter writing between students is out of harmony with the principles of the institution.

Students are positively forbidden to purchase anything in the name of the institution without a requisition from the business office. A student, under no circumstances, is allowed to use the name of the institution for credit in making personal purchases, nor shall students or student organizations in any way obligate the college in matters of this kind.

All persons are forbidden to cut any trees of any kind on college property.

Each student will be required to pay for damage done by him to school property.

A fine of five dollars is assessed against any student who, without permission, is found on a fire escape or the roof of any building.

Any student who does not have proper key and authority is positively forbidden to enter any door of any building; nor shall he enter any room by window or transom. Violation of this rule will merit strict discipline.

Students are not to paint or stain the woodwork in their rooms. This may be done by the management of the school.

Inasmuch as pictures tell their own story, the faculty would decry the promiscuous use of cameras and kodaks. Unconventional and questionable pictures do not rightly represent Southern Junior College, and the faculty reserves the right to censor the films.

Students are expected to deport themselves in such a way on the Sabbath as will be in harmony with the day, and to attend Sabbath school and public worship. In case of necessary absence the student's time should be spent in his own room. Students are not expected to make or receive calls on the Sabbath, or to spend the Sabbath away from the school, unless it be, with permission, to visit at the homes of near relatives, teachers, or conference workers. Each student will be asked to sign a weekly religious service record, certifying the services he has attended.

No student will be permitted to accept any invitation which will take him away from any school duty or exercise, unless those issuing the invitation shall have previously conferred with the president and obtained his permission.

Permission for absence from school is to be obtained from the president, who may first require a written statement from the parent or guardian.

The atmosphere of Southern Junior College is such that only the student who is in earnest and who desires to work will be happy. The college is not a pleasure resort; it is a training center. A student who is found to be out of sympathy with the spirit and the ideals of the school may be asked to withdraw even though he may not have broken any formal rules of the school.

The college may not be held responsible for the loss by students of money or other valuable, nor for the debts contracted by either students or teachers or class organizations. Money should be deposited with the bookkeeper for safe keeping.
CATALOGUE FOR 1926-27

The mail is carried to and from the school daily. When writing to students, correspondents should not fail to add the words "Southern Junior College" to the address so as to insure safe delivery. Students are not to rent boxes in the Ooltewah post office.

Any regulations adopted by the faculty and announced to the students will have the same force as if printed in this catalogue.

**COLLEGE HOMES**

It is understood that parents or guardians who place their children or wards under our care, accept the conditions stated in this catalogue.

The managers of the school are convinced of the great value of home life as an aid to the development of Christian character, and they earnestly recommend that all parents residing away from Ooltewah, who send their sons and daughters to school, make provision for them to live in the dormitories. Parents are assured that those who are sent to work for their board in the vicinity are, by that arrangement, deprived in a large measure of the special privileges and benefits which they might otherwise enjoy. In such cases the faculty cannot be expected to take the responsibility which they are willing to assume in the school dormitories.

All students who wish to live outside the dormitories will be required to submit to the faculty a written request, stating the reason. This regulation does not apply to those whose parents or guardians live here. The privilege for students to live outside the dormitories is not granted except to those whose parents or very near relatives live in the vicinity of the school.

Experience has shown that the purpose of a school can be most successfully attained by having the students board and room in the school buildings with the members of the faculty, thus constituting a large school family. The young people should receive a much broader training than that which comes merely from the study of books. The years spent in school constitute the best time to form habits of order, neatness, and Christian courtesy, and to obtain that general culture which comes from association with Christian people. Much care is taken to make the home life not only attractive, but efficient in the cultivation of the habits of life and graces of character which distinguish the refined Christian man and woman. Teachers and students share one family life with common aims and interests. The regulations are reasonable, and are adapted to secure rest, freedom, and happiness.

Students are required to care for their own rooms.

Students are not to be outside their own rooms during study hours, except in cases of necessity, and then only by the permission of the person in charge.

For obvious reasons, students are required to attend morning and evening worship. Promptness and regularity must be cultivated in home as well as school duties, and absences from these services are on the same basis as those from class exercises.

The dormitories are not public buildings. No lady or gentleman would think of entering a private house without permission, hence persons living outside in calling upon members of the home family, will kindly observe the customary civilities.

What to bring: Each student should be provided with the following articles: three sheets, three pillow cases, a pillow, a bedspread, blankets or comfortables for a double bed, six towels, four napkins, dressers, cover, cover for study table, and laundry bag. All students should bring with them suitable work clothes, mackintosh, umbrella, rubbers, and plenty of warm clothing. All students' clothing and bedding will be marked by the school laundry. House slippers should be used by both boys and girls during the evening study hour.

What not to bring: Chafing dishes, electric grills, irons, firearms, athletic equipment, radios, phonographs, objectionable literature, automobiles.
A matter in which the cooperation of the parents should be emphatic is that of students' eating between meals. It is fair to say that most of the sickness among students is due to over indulgence, the result of indiscriminate buying, and boxes from home. We fully appreciate the fact that parents do not like to refuse requests from their children for eatables, but the children do not need the food, and their having it not infrequently does them injury. We fully approve the sending of fruits. No flesh meats are served at Southern Junior College. Appreciative assistance on the part of parents will greatly aid us in a reasonable adjustment of this matter.

No guest should be invited to meals without the consent of the matron. All guests taking their meals with the college or remaining overnight in the dormitories are required to register in the office.

DRESS

"No education can be complete that does not teach right principles in regard to dress."—"Education," p. 246.

"At school, the girls are by unsuitable and uncomfortable clothing unfitted either for study or for recreation."—Id., p. 247.

"A person's character is judged by his style of dress. A refined taste, a cultivated mind, will be revealed in the choice of simple and appropriate attire. Chaste simplicity in dress, when united with modesty of demeanor, will go far toward surrounding a young woman with that atmosphere of sacred reserve which will be her shield from a thousand perils."—Id., p. 248.

Plain, neat, and healthful dress is expected of every student. It will in every case be required that the whole wardrobe be in harmony with modesty and the necessity of a good physical development. Extreme styles of hairdress, the wearing of jewelry, narrow heels or those more than one and one-half inches high, thin or conspicuous hosiery, extremely thin waists, short or narrow skirts, low necks, and sleeves not reaching to the inside bend of the elbows, are contrary to the principles of the school.
Description of Studies

**BIBLE**

The Bible stands without a peer as an educator for the entire man. No other book can be found that will so thoroughly discipline both mind and body, strengthen the reasoning faculties, and guide and direct the soul as the Bible. The Bible is the true source of science, history, philosophy, music, and literature. It is, therefore, the source book for all the basic principles which run through the entire curriculum.

**Preparatory—Grades One to Eight**

Lessons adapted to the needs of the pupil are prepared, beginning with the kindergarten and finishing with Old Testament history in the eighth grade. The textbooks are the "True Education Readers," "The Bible Reader," "Bible and Nature," and McKibben's "Bible Lessons." These books cover the elementary phases of Bible study. The story form, and biographical sketches of Bible characters of all times, constitute the real outline in these textbooks.

The Bible is the true source book for this entire course. "Patriarchs and Prophets" and any well known commentary will be used for reference texts.

**New Testament History**

This year is devoted to a connected study of the life of Christ as set forth in the four gospels, and to the study of the history of the early church as given in the Acts of the Apostles. Kern's "New Testament History" is used as an outline of the subject. "Desire of Ages" and "Acts of the Apostles" are used as commentaries, and students are required to have these books.

Two semesters. One unit.

**Old Testament History**

This year of Bible work is given to a study of the fundamental principles of the plan of salvation as enunciated and illustrated in the Old Testament Scriptures. The historical books of the Old Testament constitute the text for the year's work. The chief commentaries used are "Patriarchs and Prophets" and "Prophets and Kings." All students taking this subject are required to provide themselves with these books.

Two semesters. One unit.

**Denominational History**

This course comprehends a study of the rise and progress of the second advent movement from its beginning under William Miller to the present time. The rise of Seventh-day Adventists, their history, organization, and progress will be studied in detail.

One semester. One-half unit.

**Spirit of Prophecy**

This course covers a study of the place of this gift in the church, with topical lessons selected from the writings of Mrs. E. G. White. Each student should have the use of a full set of the "Testimonies for the Church," with as many other of Mrs. White's works as practicable.

One semester. One-half unit.

**Bible Doctrines**

This year's work is devoted to a careful study of the great truths of the gospel as held by the Seventh-day Adventist denomination.

Two semesters. One unit.

**Daniel and Revelation**

So many of the prophecies of these books focus in the last days, that their study is of special importance. The practical lessons in the historical chapters of Daniel also deserve careful attention. A verse-by-verse study of these books is required, with appropriate library work.

Two semesters. Six hours.
Epistles
A critical, careful, verse-by-verse study of the epistles of the New Testament. Appropriate textbook and library work to make the course interesting and profitable to students of mature minds.

Pastoral Training I
The provisions of this course are for those who have a very definite aim to enter the ministry, Bible work, or other gospel calling. Effort will be put forth to make the instruction given intensely practical, and so to combine it with actual soul-winning experiences that the students may have opportunity to test their ability, discover and remedy defects, and develop efficiency. The studies will cover the many phases of evangelistic labor, such as preparation and delivering of sermons and Bible readings, conduct of a series of meetings, methods in personal work, etc. “Gospel Workers” and other matter contained in the “Testimonies” will be given careful attention.

Pastoral Training II
A continuation of Pastoral Training I. Each student will be required to study a text on homiletics. The studies will cover conference and church organization, pulpit etiquette, parliamentary practice, voice control, history of preaching, and other phases of ministerial training.

Field Work
This course is outlined to meet the needs of those who engage in active evangelical work. It consists of the distribution of literature, the study of methods of personal work, the preparation of Bible readings, and practical field experience, such as preaching, and conducting cottage meetings and Sabbath schools under the direction of the instructor.

Church History
This course covers the conflict of Christianity with Paganism and Catholicism. Events are treated under the following divisions: The propagation of Christianity, persecution of Roman emperors, Christian fathers, monasticism, church and state in the East and the West, Saracenic conquests, theology in West and East, schism between the Greek and Latin churches, crusades, or holy wars, scholasticism, great schism of Roman church, persecution during Catholic supremacy, attempts of Catholic church at self-reformation, history of Wycliffites and Hussites, preparation for Reformation, Reformation and era of Protestant sects. Textbooks and reading.

History
The Bible gives us a broad view, a comprehensive outline, of the world’s history, especially as it concerns the work of God and His people.

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General History
It has been found best for the student of history to master a comprehensive outline of the world’s history before making a study of special periods. Besides, many
who cannot pursue the longer courses can, in this way, get a course in history complete in itself. The time covered is from creation to the present day. Library and notebook work. **Two Semesters. One unit.**

**American History and Government**
The study of American History and Government should give the student a fuller appreciation of our own government and its institutions, and should help him to see the plans and purposes of God as they are worked out in the development of this great republic. Consideration will be given to the important phases and periods of our history. The development of our colonial and national governments is stressed; the principles upon which they were founded, the relations and functions of their various departments, together with our individual duties and privileges as American citizens, being especially noted.

**History of Greece, Rome, and the Middle Ages**
Special emphasis is laid upon such epochs as the Macedonian supremacy and the kingdoms of Alexander's successors, the historical connection of the Old and New Testaments, the rise of Christianity, the decline and fall of the Roman Empire, the ten kingdoms of prophecy, the rise and development of the Papacy, Mohammedanism, the Crusades, and the Renaissance. Library work and theses. **Two semesters. Eight hours.**

**History of Modern Europe**
This course covers the period of the last four centuries. The principal topics treated are: the Protestant Reformation; the Catholic reaction; wars of religion; struggle for constitutional liberty in England; the ascendency of France under Louis XIII and Louis XIV; the rise of Russia and Prussia; French society and the state before the Revolution; the French Revolution: Napoleon and the establishment of his empire; the Napoleonic Wars; deadly wound of the Papacy; development of the modern constitutions of European countries; European alliances; the

**Eastern Question; the World War; present national relations and world conditions.**
**Two semesters. Six hours.**

**Modern and Contemporary Europe**
Prerequisite, History of Modern Europe.
Attention is focused upon the social, religious, and economic developments during the period.
Our present economic and industrial systems are studied as to their origin and functions. The Eastern Question in its bearing on prophecy and the policies of European Nations, events and conditions, are emphasized.
Text books, lectures, library reading, and themes. **Two semesters. Six hours.**

**LANGUAGE**
While Latin is not offered as a subject, a class in Latin II will be formed, if of a sufficient number, for those who have had Latin I in other schools, and who desire to secure two years of language credit. If college credit in Spanish is desired, six hours will be granted for each year's work.

**Spanish I**
Fundamentals of grammar, pronunciation, composition, and reading of easy Spanish prose constitute the work of the first year. **Two semesters. Six hours. One unit.**

**Spanish II**
Advanced syntax and reading of Spanish literature. Spanish prose compositions will be given. Selections for reading will be made from the Bible, from Spanish periodicals, and from Spanish authors. **Two semesters. Six hours. One unit.**

**Greek I**
A thorough study of Huddleston's "Essentials of New Testament Greek" will constitute the basis of the first year's work. The three epistles of John, or their equivalent, will be read. **Two Semesters. Eight hours.**
Greek II
The aim of the second year's work is to familiarize the student with the writings of the New Testament in the original. Selected books and portions of books are read and translated. Special attention is given to the syntax of the language. The elements of textual criticism are studied, and some time is devoted to a study of common English words of Greek origin.

Two semesters. Eight hours.

ENGLISH

"More important than the acquirement of foreign languages, living or dead, is the ability to write and speak one's mother tongue with ease and accuracy." — "Education," p. 234.

A clear understanding of every branch taught depends upon the ability of the student to understand English and to use it correctly. Early in the student's work he is encouraged to cultivate a love for good literature and appreciation of the beautiful in language. The work in composition assists the student to a free and easy use of pure English.

Composition
A review of English grammar, alternating with oral and written composition, is given. The aim of this course is to acquaint the student with the fundamentals of composition. In connection with the course, outside reading is required in selected literary classics that will inspire an appreciation of good literature.

Two semesters. One unit.

Elementary Rhetoric
This course offers a practical study of the four main types of discourse. Short themes are required on an average of twice a week; long themes once in four weeks. Themes are corrected and handed back for revision and filing in notebooks. Oral composition is stressed for the purpose of training the student to express his ideas.

Two semesters. Six hours.

One term is devoted to the study of American literature. The best American classics are studied.

Classical and Biblical Literature
The object of this course is to give the student a knowledge of the facts in the history of English literature necessary for intelligent and profitable reading and study of literary masterpieces. During the last term special attention will be given to the study of "Biblical Masterpieces," giving the student a deeper appreciation of the Bible from the viewpoint of literature. The course includes the study of carefully selected classics.

Two semesters. One unit.

College Rhetoric
Prerequisite, three years academic English. This course is devoted to the study of principles of organization of material and modes of paragraph development, followed by special study of description, narration, exposition, and argumentation. Reading from standard authors is required.

Two semesters. Six hours.

Fundamentals of English
One hour a week is given to a review of the fundamentals of English. It is especially helpful for all students above the tenth grade who are deficient in English grammar, construction, composition, spelling, punctuation, and sentence structure. Students who have not been in school for a few years and who desire to review the English language will find this course especially adapted to their requirements.

Two semesters. Two hours.

Journalism and Press Reporting
The press is becoming an ever-increasing power, and the youth should be trained to make the utmost use of it. The structure and art of writing, preparation of manuscript for the press, and proof reading, will be given careful study, and will be taken up in a practical way.

Two semesters. Four hours.
Algebra I
Prerequisite, the completion of standard arithmetic as taught in the grades. Fundamental operations; integral equations; factoring; fractions; simultaneous equations, with graphs; involution and evolution; theory of exponents and quadratics are studied in this course.
Two semesters. One unit.

Algebra II
This course serves as a complement to the work done in Algebra I, and consists of the study of progressions, limits, logarithms, ratio and proportion, imaginary quantities, and the binomial theorem.
One semester. Four hours.

Plane Geometry
Prerequisite, Algebra I. The five books of plane geometry are covered thoroughly. A large number of original problems are required. Close attention is given to the logical development of every proof, and special emphasis is placed upon individual reasoning.
Two semesters. One unit.

Solid Geometry
This course in connection with Algebra II and trigonometry constitutes one year's work. The topics studied are: lines and planes in space, polyhedrons, cylinders and cones, the sphere, and conic sections.
One semester. Four hours.

Trigonometry
The following topics are studied: functions of acute angles, solution of right triangles, functions of any angle and of the sum or difference of two angles, the oblique triangle, trigonometric equations, graphs of functions. The principles studied are applied to surveying and other practical problems. Prerequisite, Algebra II.
One semester. Four hours.

Physiology
Health is largely dependent on intelligent compliance with the laws of the body. These laws of our being can be understood only through a study of the anatomy and function of the various organs which compose it. It is the purpose of this course to give this fundamental knowledge, to develop health habits in the student, and to teach the importance of giving intelligent thought to all that concerns his physical being. Emphasis will be laid also on the connection between physical and spiritual law.
One semester. One-half unit.

General Science
The course is not only introductory to the study of the common sciences usually offered in later academic or college courses, but it stresses the close connection between science and the everyday life of the individual. The habit of careful observation which should be formed by this year's study, will enrich the later years and add greatly to the efficiency of the life work.
One semester. One-half unit.

Physics
Prerequisite, Algebra I, and preferably Plane Geometry. This course is introductory to general physics, and consists of recitations, laboratory work, and classroom demonstrations. The usual subjects—mechanics of fluids and solids, heat, molecular physics, sound, light, magnetism, and electricity—are studied. A large number of experiments are performed and duly recorded. Laboratory work, four hours per week. Laboratory notebooks required.
Two semesters. One unit.

Chemistry
This course in general chemistry comprises a systematic study of the principal elements and their compounds, including a brief survey of organic chemistry. Especial attention will be given to the practical applications of chemistry to agriculture and other useful arts,
THE NORMAL DEPARTMENT

“To the teacher is committed the most important work, a work which he should not enter without careful and thorough preparation.”—“Counsels to Teachers,” p. 229.

In keeping with the above statement the normal department of Southern Junior College has been organized. The constant and urgent demands that come to us for normal-trained teachers prove that there is a great need for such a department. All teaching should stand for complete development, and the department will have as its aim for both teachers and pupils, “the harmonious development of the physical, the mental, and the spiritual powers.”

To train the human mind is the nicest work ever intrusted to man, and those who enter the normal department should love children and youth and regard work for them as real missionary work of the highest character. They should have a high moral standard, should be tactful, patient, and above all should be thoroughly grounded in the principles of the third angel’s message. They should be those who day by day have a living connection with the great Teacher.

Teachers’ Training School

The practical side of the teacher’s training will be emphasized as an essential feature of the normal course. The practice work will be carried on in grades one to eight, under the supervision of critic teachers. The rooms will be in charge of competent teachers all the time, under the general supervision of the normal director.

The work which the student will have assigned to him will represent, as far as possible, the actual work he will have to do in his own school. It is here that he will have an opportunity to put into practice the theories of education which he has been studying, and his ability to do successful work in the school room will be demonstrated to the critic teacher and the director.

The work at first will consist largely in observing the work of the regular teachers in charge of grades, and careful notes on the observation will be required. Each normal student will be required to spend some time during the year in the training department. Helpful criticisms and suggestions will be offered.

A regular critic meeting will be held one hour each week, at which time the progress of the student teachers will be freely discussed by those in charge. The object of these discussions will be to help make the work of the teacher stronger. All assignments in practice teaching and changes in the same are made by the normal director; and before a student is assigned a class in practice teaching, he will be expected to pass an examination in the subject he is to teach.

The student teacher will be required to hand in carefully written plans of the work for the week, and no teaching will be done unless the plans are carefully prepared. “Every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish.”—“Education,” pp. 233, 234.

If lesson plans are not in the critic teacher’s hands by Friday noon of the week preceding, the student teacher will not be allowed to teach her class. This is to give sufficient time for a careful perusal of lesson plans.

All candidates for the normal course should have had sight-singing; the young women should have had academic sewing and domestic science; the young men should have had woodwork.
Education I

Principles of Education.—Under this subject are studied such topics as the following: aim of education, principles of true Christian education, the Bible as an educator, and character building.

Text:—“Education,” “Counsels to Teachers”—White. Four hours' credit.

Psychology.—This course in psychology will be devoted to a general view of the mental processes and development. Careful study will be made of certain topics of special interest to the teachers in dealing with the minds of the young. Some of the topics are memory, imagination, instinct, habit.

Text:— “Psychology in the Schoolroom”—Dexter and Garlick. Three hours' credit.

Pedagogy.—The object of this course is to give the student a clear idea of the laws underlying the teaching process.

Text:—“Brief Course in the Teaching Process”—Strayer. One hour credit. Two Semesters. Eight hours.

Education II

History of Education.—This course gives a systematic study of the growth and development of education from the earliest times down to our own time.

Text:—“A Brief Course in the History of Education”—Monroe. Four hours' credit.

Child Study.—In this course the physiology and psychology of childhood are studied with special reference to the principles of teaching involved. Particular attention is given to the general laws of growth, especially of defective children, also to types of children, simple mental and physical tests.

Text:—“The Psychology of Childhood”—Norsworthy and Whitley. Three hours' credit.

School Administration.—A study of school organization; relation of teacher to patrons, school boards, the superintendents; duties and powers of teachers, school boards, and superintendents; State laws affecting our schools; records; etc.

One hour credit. Two Semesters. Eight hours.

Teaching I

School Management.—A study of the successful management of the schoolroom. Topics such as the following are considered: daily program, study period, discipline, lesson assignment, qualifications of the teacher.

Text:—“School Management”—Bagley. Two hours' credit.

Observation.—A study to direct observation in the practice school on the part of superintendents. The following topics are among those considered: nature, purpose and value of observation; the teacher and the pupils; different types of lessons; questioning; class management; physical features of the school.

Practice Teaching.—After a student has successfully pursued a subject in Methods I he may teach that subject in the primary grades in the training school under the supervision of the critic teacher. Carefully prepared lesson plans will be required by the critic teacher before each lesson is taught.

Four hours' credit. Two semesters. Six hours.

Teaching II

School Hygiene.—A study of conditions that make for the betterment of school sanitation and hygiene.

Text:—“School Hygiene”—Dresslar. Two hours' credit.

Practice Teaching.—After a grammar grade subject has been carefully studied in Methods II as to the best method of presentation, the student may teach this subject in the training school under the supervision of the critic teacher. Carefully prepared lesson plans are required for each lesson taught.

Four hours' credit. Two semesters. Six hours.
Manual Arts I
This course prepares the student to teach manual training in grades one to four inclusive. It includes work in cardboard construction, blackboard drawing, normal art, and school gardening. Two semesters. Four hours.

Manual Arts II
This course will prepare the student to teach manual training in grades five to eight. The following subjects are studied: woodwork, sewing, cooking. Two semesters. Four hours.

Methods I
This course covers methods of teaching in the primary and the intermediate grades. The following subjects are taken up: primary Bible, story-telling, primary reading and language, primary numbers and construction, school music, spelling, penmanship, nature and home geography. Two semesters. Eight hours.

Methods II
This course will prepare the student to teach the grammar grade subjects. Arithmetic, Bible, civics, grammar, history, physiology, and geography will be studied—not from the viewpoint of the subjects, but of the best methods of teaching them. Two semesters. Eight hours.

Commercial
Because of the need of training in commercial branches, a one-year course that will prepare young people for conference and tract society work is given. The subjects are placed in the twelfth grade because eleven grades are needed as a solid foundation. Experience has clearly shown the need of a general education as a preparation for stenography or office work. Students not having completed eleven grades or their equivalent should not plan on taking commercial subjects.

Bookkeeping
A practical standard course in bookkeeping will be used in the instruction in this subject. This will begin with the simpler problems and forms of entry in the elementary stages and increase in complexity and scope as the pupil is able to proceed. Two semesters. One unit.

Accounting I
Before taking this subject the student is given a brief review of the principles of elementary bookkeeping. Special attention is given to the relation of accounts and to financial statements. Much of the time is spent in applying the principles learned, which includes a series of problems to test the student’s grasp of the subject. Two semesters. Six hours.

Shorthand
The ever increasing demand for competent stenographic help in the different lines of denominational work is sufficient to justify the taking up of this line of work by all who are qualified to do so. The prerequisite to this course is eleven grades. It is the aim to turn out students who may become experts. To gain this object, thoroughness, neatness, and accuracy will be required in all general class work; and to obtain final grades each student will be required to write one hundred twenty words a minute for three consecutive minutes, with fifteen minutes to transcribe his notes. At least three months’ practice work will be given before the completion of the course. Two semesters. Two units.

Commercial Law
“No one can become accomplished in the transaction of business without first having mastered the principles by which business is governed.” Every one is obliged to carry on business transactions of greater or less magnitude. The object of commercial law is to train the student so that he can conduct his business intelligently. One semester. One-half unit.
Typewriting

It is very necessary that the student of shorthand become an accurate typist, for his success as a stenographer depends upon his ability to turn out, quickly and accurately, first-class manuscript; therefore special attention will be given to this branch of stenographic work. Only the “touch system” of typing will be taught, through the use of the standard keyboard. Training will be given in manifolding, letter copying, and filing. A speed of forty words a minute is required for credit in this subject. Typewriting will also be given as a drill, a speed of twenty-five words a minute being required. Each student of shorthand will take typewriting.

Two semesters. One-half unit.

INDUSTRIAL

Fundamental Principles

“Provision should have been made in past generations for education upon a large scale. In connection with the schools there should have been agricultural and manufacturing establishments. There should also have been teachers of household labor. And a portion of the time each day should have been devoted to labor, that the physical and mental powers might be equally exercised. If schools had been established on the plan we have mentioned, there would not now be so many unbalanced minds.

‘Had there been agricultural and manufacturing establishments connected with our schools, and had competent teachers been employed to educate the youth in the different branches of study and labor, devoting a portion of each day to mental improvement and a portion to physical labor, there would now be a more elevated class of youth to come upon the stage of action, to have influence in molding society. Many of the youth graduated from such institutions would come forth with stability of character. They would have perseverance, fortitude, and courage to surmount obstacles, and such principles that they would not be swayed by a wrong influence, however popular.

“There should have been experienced teachers to give lessons to young ladies in the cooking department. Young girls should have been taught to cut, make, and mend garments, and thus become educated for the practical duties of life. For young men there should have been establishments where they could learn different trades, which would bring into exercise their muscles as well as their mental powers.

“If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages to health and life, or a knowledge of labor for practical life? We unhesitatingly answer, ‘The latter.’ If one must be neglected, let it be the study of books.”—“Counsels to Teachers,” pp. 288, 289.

“For the lady students there are many employments which should be provided, that they may have a comprehensive and practical education. They should be taught dressmaking and gardening. Flowers should be cultivated and strawberries planted. Thus, while being educated in useful labor, they will have healthful outdoor exercise.”—“Counsels to Teachers,” p. 312.

“Study in agricultural lines should be the A, B, and C of the education given in our schools. Our youth need an education in felling trees and tilling the soil as well as in literary lines.”—“Testimonies for the Church,” Vol. VI, p. 179.

“Let the teachers in our schools take their students with them into the garden and field, and teach them how to work the soil in the best manner.”

“Agriculture will open resources for self-support. Other lines of work, adapted to different students, may also be carried on. But the cultivation of the land will bring a special blessing to the workers.”—“Counsels to Teachers,” p. 311.
"God's people are not to crowd into the cities. He wants them to take their families out of the cities, that they may be better prepared for eternal life. In a little while they will have to leave the cities. Get out of the cities as soon as possible, and purchase a little piece of land where your children can watch the flowers growing, and learn from them lessons of simplicity and purity."

**Printing I**

This year's work is devoted to a study of the following topics: straight hand and job composition, type calculation, proofreading, locking up forms, imposition, use and care of mitering machines, trimmers, and lead cutters. Job press work will constitute a part of the course.

Text: "Printing for School and Shop."—Henry.

*Two semesters. One unit. Six hours.*

**Printing II**

Job press work will be continued, and the student will be required to turn out first class work. The theory and practice of cylinder press work will be studied. Some time will be devoted to methods of estimating the cost of jobs, and of figuring overhead expense and depreciation.

Text: "The Practice of Presswork."—Spicher.

*Two semesters. One unit. Six hours.*

**Woodwork I**

This course is intended to give the student an accurate knowledge of the handling of different tools, and to teach him how to sharpen and keep in good condition the various tools he is required to use. Blueprint exercises, involving the use of all the fundamental tools, will be worked out at the bench. Mechanical drawing forms a definite part of this course.

*Two semesters. One unit. Six hours.*

**Woodwork II**

A continuation of Woodwork I, involving furniture making and architectural design and construction. The student is familiarized with the methods of making house plans and blueprints. He studies the economy of construction in various forms of material.

*Two semesters. One unit.*

**Woodwork III**

Cabinet-making. The principles learned in Woodwork I and II are put into daily practice in the making of intricate designs and patterns. The use of woodworking machinery is thoroughly studied. Furniture making and mill cabinet work constitute an important part of this course.

*Two semesters. One unit. Six hours.*

**Home Economics I**

The purpose of this course is to give a working knowledge of the general principles of cookery, and the application of these principles to a wide range of food materials. The work will include the study and preparation of breads, beverages, eggs, milk and its products, meat substitutes, vegetables, and fruits.

*Two semesters. One unit.*

**Home Economics II**

A continuation of Home Economics I. Groups of students will plan and serve meals. The menu will be considered from its dietic, economic, and aesthetic aspects. A study is made of housewifery, simple cookery for invalids, and the serving of trays.

*Two semesters. One unit.*

**Home Economics III**

Institutional cookery and management. The object of this course is to acquaint the student with the methods of preparation of foods in large quantities, the utensils used, the apportioning of foods to large numbers of people, and the routine work of the various types of kitchens and storerooms. Special problems in institutional administration will be assigned to each student taking this course. The course is conducted in the school kitchen under the direction of the one in charge.

*Two semesters. One unit. Six hours.*

**Sewing I**

The first year's work will include the study of the Christian's dress from the Bible and the spirit of prophecy; study of textiles,—cotton and linen; selection and care of materials; setting colors; shrinking materials; intelligent shopping; making household linens; making of essential stitches.
and seams; use and care of the sewing machine; hand and machine sewing; seam finishes; hemming; hand and machine felling; French seams; buttonhole stitches; decorative stitches; selecting, testing, use, and care of commercial patterns; taking measurements; the making of muslin models.

The following garments will be included: aprons, night dresses, undergarments, blouses, garments with kimono and set-in sleeves, cotton dresses, skirts.

Textbook and library work; themes and class instruction.

Sewing II

Sewing I prerequisite. The second year's work will include the study of the Christian's dress from the Bible and the spirit of prophecy; appropriate dress; the place of color in dress; harmony in dress; dress designing; remodeling; shrinking wool; pressing; tailored seams, pockets, plackets, buttonholes; collars, cuffs and belts; measurements; the study of textiles—wool and silk.

The following garments will be included: lingerie, skirts, blouses, wool and silk dresses. Some commercial work will be required.

Textbook and library work; themes and class instruction.

Two semesters. One unit.

Sewing III

Sewing I and II prerequisite. Advanced dressmaking; tailoring; pattern drafting; tailored buttonholes, pockets, plackets.

The following garments will be included: tailored skirts, blouses, dresses, suits, coats, capes. Commercial work required.

Textbook and library work; themes and class instruction.

Two semesters. One unit. Six hours.

Hydrotherapy, First Aid, and Practical Nursing

A course giving the principles of hydrotherapy or water treatments, and explaining the application of these principles in the treatment of common diseases. In the laboratory work practical demonstrations of the technique of hydrotherapy treatments are given. Students will be given opportunity to care for the sick, and thorough instruction as to procedure in bedside nursing will be given. Students will be asked to assist in caring for the sick and needy as part of their practical work.

Two semesters. One unit. Six hours.

Elementary Agriculture

This is a study of the fundamental principles of agriculture under the following headings: farm plants, animals, soils, farm buildings, and weather. "The Essentials of Agriculture," by Waters, will be used.

One semester. One-half unit.

Gardening and Soils

This course will include the preparation of the seed bed, the construction and care of hotbeds, cold frames, and greenhouses, and the marketing or storing of crops. Study is given to such small fruits as can be grown in this climate. In soils, such topics as the following: soils, soil moisture, drainage, irrigation, plowing, cultivating, and fertilizers, are studied. This class will do garden work for the school, thus putting into practice the lessons learned. Green's text, "Vegetable Gardening," will be used.

One semester. One-half unit.

Farm Crops and Machinery

This course will consist of the study of our common farm crops, crop rotation, and the history and care of common farm machines.

One semester. One-half unit.

Animal Husbandry

This class will study and care for the farm animals
belonging to the College. Proper housing and feeding, care of milk and cream, and butter-making will be a part of the work considered. Text:—King's.

Agronomy, Chemistry of Agriculture, Project Gardening, and Farming

Although great stress is laid on the concrete class and laboratory instruction in the field, shop, and classroom, this is not sufficient. In order that an individual may really fix his knowledge of poultry husbandry, it is necessary for him to engage in the poultry business. In order that he may bring together all his knowledge of agronomy, it is necessary for him to grow a crop in accordance with what he has learned about crop production. It is the verification and application of the knowledge gained in the classroom and laboratory that is the real measure of the value of instruction in any subject. The supervised project gives full opportunity to apply the knowledge gained, and at the same time to acquire actual farm and garden experience. Waters and Elliff's "Agricultural Laboratory Exercises and Home Projects" will be used as a basis for this study.

Two semesters. One unit. Six hours.

MUSIC

"The melody of praise is the atmosphere of heaven, and when heaven comes in touch with earth, there is music and song.—‘thanksgiving and the voice of melody.’"

"There will be music there, and song, such music and song as, save in the visions of God, no mortal ear has heard or mind conceived." "As well the singers as the players on instruments shall be there."

Music is one of God's greatest gifts, and when consecrated to Him is of inestimable value in soul-saving efforts. It may be one of the strongest influences for good, or it may be used by Satan as a power for evil. It is the aim of this school to train the youth to be workers for God. To ministers and Bible workers the ability to sing and play is of great value. One of our leading educators recently said, "Music is far more important to the successful teacher than many studies that have found a place in our schools." In the home it is an influence for good. It is a language that all can understand. The study of music, as an intellectual and educational factor, is much underrated by many, although of all the arts and sciences it is most widely appreciated.

Pianoforte

The piano, because of its most varied harmonies and melodic possibilities, and its greater range and also greater wealth of literature, offers to the student a broader field of study than any other instrument. The development of no two students is the same, so the work is not offered in general classes, but by individual instruction. The average student can finish the academic work in four years, and the fourteenth grade collegiate in two years more. It is impossible to guarantee to finish in a certain time, for one student can make more rapid progress than another. Two lessons a week are considered full work. Regular lesson and practice periods which the student is expected to follow are assigned.

To receive credit in music, a student must have a grade for one year's work in the theory of music, and in order to be graduated from either music course, must meet the literary requirements. Those who finish the musical requirements for either course before completing the literary requirements will be given certificates showing completion of music. Proper credit will be given for work done elsewhere.

Academic Piano Course


Studies.—Jessie L. Gaynor's "Beginner's Book,"

**Pieces.**—Selections from standard modern works; also pieces from Chopin, Mozart, Schumann, Schubert, and other classic writers.

**Sight Reading.**—Pieces of the second grade.

### Collegiate Work

**Technique.**—Daily exercises. Scales and arpeggios. Scales in thirds, sixths, and tenths, and in varying rhythm, double thirds, major and minor, arpeggios, major and minor triads, diminished forms. Diminished seventh.


**Pieces.**—Pieces from standard and classic writers.

**Theory.**—Harmony I and 2. History and Music Appreciation.

**Drills.**—All students before graduation must have drill in chorus and orchestra work.

**Sight Reading.**—Solos and duets of the third grade. The student is required to practice three hours a day and take two lessons a week.

### Voice

Song uplifts our thoughts “from the trials and difficulties that beset our path; it soothes and calms the restlessness and the turbulence of our spirit and strengthens our faith.” “With a song, Jesus in His early life met temptation. Often when sharp, stinging words were spoken, often when the atmosphere about Him was heavy with gloom, with the dissatisfaction, distrust, or oppressive fear, was heard His song of faith and holy cheer.”

Before taking up the work offered in this course, a knowledge of some instrument is necessary. The work in sight-singing is a prerequisite.


**Year II.**—The study of fundamentals continued. Studies from Marchesi, Lutgen, Concone, Abt, and Seiber. Selections from standard works.

**Sight-singing.**—All should learn to be able to sing the easier grades of music at sight. It is the aim of the drill in this work first to cover the fundamentals such as time, rhythm, pitch, etc., then to take up easy melody and part studies. The class will meet twice a week.

**Two semesters. One-fourth unit. One hour.**

**Chorus.**—A chorus will be organized, first reviewing briefly the elements of sight-singing and then taking up some standard cantata. This class is open to all students who have had sight-singing, or have a fair knowledge of music.

**Two semesters. One-fourth unit. One hour.**

**Orchestra.**—The use of various small instruments played a great part in Hebrew worship anciently. It is said that the orchestra used in worship at the time of David numbered over three hundred. The ability to play some orchestral instrument should be a part of the education of every young person, and so an orchestra is organized each year.

**Two semesters. One-fourth unit. One hour.**

**Directing**

The object of this course is to develop the ability to lead in congregational singing. Thorough drill in the rudiments of music and development of rhythm in various forms. Applied work in beating time to the movements of different signatures, including hymns and simple chorals. Methods for inspiring congregational singing, and the organization of choirs. The class meets one hour each week.

**Two semesters. One-fourth unit. One hour.**
Theory and History

History of Music.—A knowledge of the development of music and its instruments is essential to the educated musician. A knowledge of the various composers and their lives will help to select that which is fit for Christian students. The work will cover two years, two classes a week.

Year I.—Among the subjects discussed are: music among the ancients; the earliest forms; its influence in the church; ancient musical instruments with their various changes; invention of the note system; troubadours and minnesingers; biographies of the great composers, teachers, and virtuosos. Two semesters. Four hours.

Year II.—American music; folk songs, and religious beginnings; foreign influence; national and patriotic music; American teachers and composers; hymns, the circumstances surrounding their composition; the development of song. Two semesters. Four hours.

Harmony.—Learning to play without understanding the foundation principles upon which the music is built is like learning a language without learning its grammar. The study of harmony enables one to read with greater ease, to judge the quality of music, to memorize more quickly, to harmonize bases and melodies. The work will extend over two years, two classes a week.

Year I.—In the first year, some of the subjects discussed are: natural scale, intervals, consonance and dissonance, triads, rhythm, harmonizing melodies. Chords of seventh, diminished triads, unfigured bass. Two semesters. Four hours.

Year II.—Modulations, altered chords, suspension, passing note, appoggiatura, harmonizing of embellished melodies, chords of ninth, eleventh, and thirteenth. Two semesters. Four hours.

Music Appreciation.—The average person listening to a piece of good music gets only a small fraction of what the composer or performer puts into it, and consequently derives but little enjoyment from it. The enjoyment of a painting is always in proportion to a person's understanding.

This course includes the following: the study of musical form, musical instruments, the voice, its classification, etc.; what music expresses, and what means composers use to express their ideas; how music is composed; the performer. This class meets once a week. Two semesters. Two hours.
Admission to the academic department requires the presentation of accredited grades, or an examination showing completion of work required in the first eight grades or its equivalent.

Figures 1 and 2, indicate the first and second semesters. A "unit" means one subject satisfactorily pursued during a year of thirty-six weeks, through forty-five minute recitation periods, five days a week; or the equivalent. An "hour" represents a subject pursued throughout a semester one hour of recitation per week; or its equivalent.

A grade of eighty-five per cent in spelling will be required of every graduate.

**ACADEMIC**

**First Year—Ninth Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Testament History</td>
<td>1, 2</td>
</tr>
<tr>
<td>Composition</td>
<td>1, 2</td>
</tr>
<tr>
<td>General Science</td>
<td>1</td>
</tr>
<tr>
<td>Physiology</td>
<td>1, 2</td>
</tr>
<tr>
<td>Vocational (Woodwork or Home Economics)</td>
<td>1, 2</td>
</tr>
<tr>
<td>Drill</td>
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</tbody>
</table>

**Second Year—Tenth Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament History</td>
<td>1, 2</td>
</tr>
<tr>
<td>General History</td>
<td>1, 2</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>1, 2</td>
</tr>
<tr>
<td>Vocational (9th continued, Agriculture, Printing, or Sewing I)</td>
<td>1, 2</td>
</tr>
<tr>
<td>Drill</td>
<td></td>
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</tbody>
</table>

**ACADEMIC MUSIC**

Before entering the third year of this course, each student will be required to have completed the first two grades in music.

**Third Year—Eleventh Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denominational History</td>
<td>1, 2</td>
</tr>
<tr>
<td>Spirit of Prophecy</td>
<td>2</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Literature</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Algebra</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Language I</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Agriculture</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Printing</td>
<td>1, 2</td>
</tr>
<tr>
<td>Drill</td>
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<tr>
<td>*Elective—choose two.</td>
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</tbody>
</table>

Note: Literature or Algebra required for graduation.

**Fourth Year—Twelfth Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible Doctrines</td>
<td>1, 2</td>
</tr>
<tr>
<td>American History and Government</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Physics</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Hydrotherapy, First Aid and Practical Nursing</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Language II</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Plane Geometry</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Printing</td>
<td>1, 2</td>
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<tr>
<td>Drill</td>
<td></td>
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<tr>
<td>*Elective—choose two.</td>
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</tbody>
</table>
Ninth and tenth grades, and the following:

**Third Year—Eleventh Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denominational History</td>
<td>1, ½</td>
</tr>
<tr>
<td>Spirit of Prophecy</td>
<td>2, ½</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1, 2</td>
</tr>
<tr>
<td>Piano</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Algebra</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Literature</td>
<td>1, 2</td>
</tr>
<tr>
<td>Drill</td>
<td>1</td>
</tr>
<tr>
<td>*Elective—choose one.</td>
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**Fourth Year—Twelfth Grade**

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<thead>
<tr>
<th>Semesters</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Bible Doctrines</td>
<td>1, 2</td>
</tr>
<tr>
<td>American History and Government</td>
<td>1, 2</td>
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<tr>
<td>Piano</td>
<td>1, 2</td>
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<tr>
<td>*Physics</td>
<td>1, 2</td>
</tr>
<tr>
<td>*Hydrotherapy</td>
<td>1, 2</td>
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<tr>
<td>Drill</td>
<td>1</td>
</tr>
<tr>
<td>*Elective—choose one.</td>
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</table>

**ACADEMIC COMMERCIAL**

Ninth and tenth grades, and the following:

**Third Year—Eleventh Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Denominational History</td>
<td>1, ½</td>
</tr>
<tr>
<td>Spirit of Prophecy</td>
<td>2, ½</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1, 2</td>
</tr>
<tr>
<td>Literature</td>
<td>1, 2</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>1, ½</td>
</tr>
<tr>
<td>Typewriting</td>
<td>1, 2</td>
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</table>

**Fourth Year—Twelfth Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible Doctrines</td>
<td>1, 2</td>
</tr>
<tr>
<td>Accounting I</td>
<td>1, 2</td>
</tr>
<tr>
<td>Shorthand</td>
<td>1, 2</td>
</tr>
<tr>
<td>Drill (Typewriting)</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

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**COLLEGIATE**

Prerequisite: Academic Course of twelve grades.

**First Year—Thirteenth Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Rhetoric</td>
<td>1, 2</td>
</tr>
<tr>
<td>Daniel and Revelation</td>
<td>1, 2</td>
</tr>
<tr>
<td>Education I</td>
<td>1, 2</td>
</tr>
<tr>
<td>Electives</td>
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</table>

**Second Year—Fourteenth Grade**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epistles</td>
<td>1, 2</td>
</tr>
<tr>
<td>History</td>
<td>1, 2</td>
</tr>
<tr>
<td>Electives</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

At least six hours of the electives must be chosen from each of the following groups:

**Group I**—Choose 6 hours.

- Bible
- English
- History
- Education

**Group II**—Choose 6 hours.

- Mathematics
- Science
- Language

**Group III**—Choose 6 hours.

- Vocational (Printing (Agronomy (Wooork III (Sewing III (Home Economics III

- Commercial
- Music
**Advanced Normal**

**Prerequisite:** First twelve grades, with eightingiding and sewing, domestic science, or woodwork.

<table>
<thead>
<tr>
<th>First Year—Thirteenth Grade</th>
<th>Semesters</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>History of Music</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Piano</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Placed Appreciation</td>
<td>1</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Second Year—Fourteenth Grade</th>
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**Remarks**

- I have read the above questions and find them correct.
- I also agree to the conditions herein stated.

*Monetary by Guarantor:*

- I have read the above questions and find them correct.
- I also agree to the conditions herein stated. The proceeds from the labor are applied on the school expenses of the students, and each student is to be met from other sources.

*Address:*

- Church elder:
- Guardian:

*Give Three References:*

*Signature:*
APPLICATION TO ENTER
THE SOUTHERN JUNIOR COLLEGE

This blank should be filled out in ink, in the applicant's handwriting

First name  Middle name  Last name

Home address

Date of application

Name of parent or guardian; state relationship:

Address of same:

Date of birth  Weight  Height

Of what church are you a member?  Where?

What school did you last attend?  How long?

State other schools attended, and length of time spent in each:

What grade in school have you completed?

Have you ever been dismissed from school?

When do you desire to enter the Southern Junior College?

How long do you plan on remaining?

Have you read the College catalog?  The booklet entitled "Policies?"

Will you obey the rules of the College?

What do you expect to make your life work?

Are you enjoying a Christian experience?

What experience have you had in Christian work?
Do you feel well and strong?

State physical condition regarding:

Eyes
  If glasses are necessary, have eyes fitted before entering

Teeth
  Have needed dental work done before entering

How do you plan to meet your school expenses?

If you must work part of your way, how much?

How much cash do you expect to pay per month?

Of what trades or crafts have you a working knowledge?

What kinds of manual labor can you do?

If you must work part of your way, will you agree to stay at least one year?

Note to applicants and parents:
  It is the plan of the Southern Junior College to give as much work as possible to
  worthy students. Ordinarily diligent, faithful students are able to defray varying portions
  of their expenses by labor. The proceeds from the labor are applied on the school expenses
  of the students. The institution does not pay cash for this work. Board, tuition, room
  rent, and other strictly school expenses are met in this way. Expenses for clothes and
  incidentals, and cash allowances should be met from other sources.

Statement by guardian: I have read the answers to the above questions, and find they
are correct. I also agree to the conditions herein stated.

Signed: ........................................... Parent or Guardian

Give Three References

Conference official: ........................................... Address:

Church elder: ........................................... Address:

Lay member: ........................................... Address:

Remarks

.................................................................

.................................................................

.................................................................
Do you feel well and strong?  
State physical condition regarding:  

**Junior Theological**

ALTHOUGH a diploma is granted to students completing the theological course, the school will be pleased to furnish to conference officials information in regard to the work done by students not having yet completed the course, and upon request, make recommendations to them that such students receive proper credentials.

**Affiliation**

This school is directly affiliated with the following institutions: Washington Missionary College, Takoma Park, Washington, D.C.; Emmanuel Missionary College, Berrien Springs, Mich.; Union College, College View, Nebr.; Atlantic Union College, South Lancaster, Mass.; Pacific Union College, Angwin, Calif.; Walla Walla College, College Place, Wash.; junior colleges and academies of this denomination.

**First Year—Thirteenth Grade**

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**Second Year—Fourteenth Grade**

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BIBLE WORKERS

Prerequisite: Twelve grades.

First Year—Thirteenth Grade

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Second Year—Fourteenth Grade

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ELECTIVES

Electives in collegiate courses may be chosen from the following subjects:

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In Australia, we went into the forest and secured a large tract of land for our school. Plans were laid to sell to our brethren building lots near the school homes and near the meeting house. But I was instructed to protest against permitting families to settle near our school homes. The counsel given was that it would be much better for families not to live near the school, and not to live too close to one another.”—Mrs. E. G. White, "Review and Herald," June 2, 1904.

It is the purpose of those conducting the Southern Junior College to have the school meet the needs of our young people. In order to do this, it is very essential that the beautiful rural location, with its splendid isolation, now the possession of the school, shall be maintained, and the believers should not move in and colonize near the institution.

VISITORS

In recent years there have been an increasing number of visitors at the College on the Sabbath. The Faculty and the Board of the Southern Junior College are very desirous that the brethren and sisters visit the institution. What the College is doing in its every department is open to inspection at all times. Sabbath visiting is not so desirable as week-day visiting, for three principal reasons: First, a very large proportion of the moral and spiritual training given the students must be given during the hours of the Sabbath. The task of entertainment during these hours necessarily detracts. Second, Sabbath visiting adds to the work of those in charge of various departments, especially the culinary and home departments. Third, there is a tendency on the part of those who visit on Sabbath to have the conversation and conduct degenerate to the plane of everyday visiting.

Visitors are welcome at the College; but if at all possible, they should come on some other day than the Sabbath.