Mountain Parks

# THE BULLETIN

# OF

# MOUNTAIN

# PARK

# INSTITUTE

Volume II JUNE 1929 Number 1

# THE BULLETIN

OF

# Mountain Park Institute

## Catalog Number

**SEVENTH ANNUAL SESSION**
**1929-1930**

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We are all blind until we see
That in the human plan
Nothing is worth the making if
It does not make the man.
Why build these cities glorious
If man unbuilded goes?
In vain we build the work unless
The Builder also grows.

—Edwin Markham.

"The steady expansion of secular knowledge is the dominating fact in the lives of Christian people. It is exercising an ever more complete and irresistable authority over the conduct of mankind. But its authority is devoid of moral sanction. If the secularization of knowledge continues, it will ultimately wreck civilization. The integrity of the City of God can only be restored by the reunion of knowledge and religion."—The New Republic.

## CALENDAR 1929-1930

Wednesday, September 4—Registration.*

Thursday, September 5—Class work begins.

Friday, September 6—Convocation Address.

Saturday, September 7—Reception for Students and Faculty.

Friday (noon), November 1-3—Mid-term Holidays.

Thursday, November 28—Thanksgiving Holiday (only one day).

Wednesday, December 17-20—First semester examinations.

Friday, December 20—Christmas Holidays begin.

Thursday, January 2—Registration.

Friday, January 3—Class work begins.

Saturday, February 22—Holiday (Washington's Birthday).

Friday (noon) February 28—March 2—Mid-Term Holidays.

April 19-22—Second semester examinations.

April 22-24—Comencement Exercises.

*The Department of Business Administration and Secretarial Training continues for forty-eight weeks during year.

## BOARD OF DIRECTORS

| | |
|---|---|
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| W. J. Byerly | Mt. Airy, N. C. |
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## OFFICERS OF THE ADMINISTRATION

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Executive Secretary
(In charge Academic operation)

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Dean

P. H. STEPHENSON
Principal Preparatory Department

THETIS SHEPHERD
Director Department of Business Administration and Secretarial Training

NONA FAYE CLAYTON
Office Manager

# FACULTY

## J. H. Fulghum

President Mountain Park Institute, 1924—.
Martha Berry School, Mercer University

## John K. Williams, A. B.

Executive Secretary (In Charge Academic Operation)
Bible and Philosophy

Piedmont College, 1916-1918. National War Work Council, 1917. Chaplain, American Expeditionary Forces in France, 1918-1919. Mercer University, 1920-1922. Graduate Work Mercer University Summer School, 1923. Alumni Secretary Mercer University, 1923-1926. Financial Secretary, Board of Trustees Mercer University, 1926-1927. President Mountain View Institute, 1927-1928. Executive Secretary Mountain Park Institute, 1928—.

## Homer Ewell Hope, A. B., B. S., M. A.

Dean of the College. History and Political Science

1916-1917 and 1918-1920 Piedmont College. 1917-1918 Young Harris College, B. S. Degree. 1920-1921, Yale University, A. B., 1921. 1920-1922, Harvard Law School. 1922-1924, Graduate College of Princeton University, M. A., 1924. 1924-1925 Graduate of Columbia University. (Work towards the Ph. D. Degree). Summer of 1920, Emory University. Summer of 1923, Columbia University. 1920-1921, Instructor in English, Neighborhood Settlement House, New Haven, Conn. 1922-1924, Head of History Department, Princeton (N. J.) High School. 1924-1925, Instructor in English, Harlem Y. M. C. A., New York City. 1925-1927, Teacher of Civics and English at the Daniel C. O'Keefe Jr. High School, Atlanta, Ga. 1927-1928, Teacher of History, Boys' High School, Atlanta, Ga. Dean, Mountain Park Institute, 1928—.

## Wesley E. Wilson, A. B., M. A.

English

Georgia Military College, Diploma; Valparaiso University, A. B.; Lincoln Jefferson University, M. A.; University of Alabama, Graduate work. High School, Chesterfield, South Carolina, Principal; High School, Polkton, South Carolina, Principal; Public Schools; Jacksonville, Arkansas, Superintendent; Blue Ridge School for Boys, Hendersonville, History and Mathematics; Atlantic Christian College, History and Sociology. English, Mountain Park Institute, 1929—.

## Patrick Henry Stephenson, A. B., M. A.

French

Piedmont College, 1916-1918. Oglethorpe University, 1918-1919. University of Virginia, 1919-1920. A. B. 1920. Graduate work during two summer terms of 1924. Boston University Law School, 1921-1922. Yale Law School, 1922-1923. University of Georgia Summer School, 1925. University of Florida Summer School, 1926. Extension Course University of North Carolina, 1927-1928. Correspondence Course, George Peabody College, 1924. Correspondence Course, Columbia University, 1926-1927. Most of the Summer School work and extension course were in the Graduate Department of Education. Teacher: Ebony, Virginia, High School, Ebony, Va., 1920-1921, Mars Hill High School, Coleraine, N. C., 1923-1924; Pinehurst High School, Pinehurst, N. C., 1924-1928; Mountain Park Institute, 1928—.

## Science

To be elected

## R. H. Lankford, A. B.

Agriculture and Farm Extension

Bethel College; Southern Normal University; Various Summer Schools; N. C. College of Agriculture and Engineering; Summer School Work in Vocational Education. Superintendent Dekalb County (Tenn.) Public Schools; Superintendent Clinton (Tenn.) City Schools; Superintendent Jonesboro Tennessee City Schools; Superintendent Iredell County Farm Life School, 1914-1926. Mountain Park Institute, 1927—.

## Lilla Ermine Watkins, Art Graduate, A. B., B. S., M. A.

Education

Student of Agnes Scott College, 1920. Student at Cox College, 1920-1921; 1922-1923. Graduate in Art and China Painting from Cox College, 1923. Student at Bessie Tift College, 1924. Graduate of Bessie Tift College, 1925, (A. B.) Student at Mercer University Summer School, 1923-1924-1925-1926. Graduate Student M. A. Graduate, August, 1927. Teaching Experience: Art Assistant Teacher at Cox College, 1922-1923. Principal of Rural Schools in Georgia and North Carolina for three years. High School teacher in Lumpkin High School one year. Teacher of expression in this school for one year. Teacher of English, Mountain View Institute, 1927-1928. Mountain Park Institute, 1928—.

## Economics and Social Science

To be elected

### Mary Lucile Speer, A. B.

Mathematics

A. B. Meredith College, 1927. Mathematics, Mountain View Institute, 1927-1928. Graduate work University of North Carolina, Summer School, 1928 and 1929. Mathematics, Mountain Park Institute, 1928—.

### Thetis Shepherd, A. B.

Bookkeeping and Typewriting

A. B. North Carolina College for Women, 1926. Taught English Walnut Cove High School, 1926-1927. English Department, Siler City High School, 1927-1928. Two summers graduate work, commercial subjects. Bookkeeping and Shorthand, Mountain Park Institute 1928—.

### Mrs. J. H. Fulghum

Director Religious Life of Girls

### Sarah Lee Kincaid, B. M.

Piano and Voice

B. M. Salem College, 1928. Piano and Voice, Mountain Park Institute 1928—.

### Mrs. H. E. Hope, A. B.

Shorthand and Business Spelling

Graduate Georgia State College for Women, 1922. Summer School of University of Georgia, 1924; Summer School of Georgia State College for Women, 1924. Teacher, Dalton, Ga., Public Schools, 1922-1924; Teacher in the Fulton County Public Schools, Atlanta, Ga., 1924-1928. Shorthand and Business Spelling, Mountain Park Institute, 1928—.

### Dietitian and Dining Room Hostess

To be elected

### Aurelia Anna Likes, R. N.

School and Community Nurse

Graduate of Blessing Hospital Training School for Nurses, Quincy, Ill. Illinois State Registered Nurse. Training in Public Health Nursing taken with Chicago, Ill., Visiting Nurses' Association and Omaha, Nebr., Institute of School Health. School Nurse, Ottawa, Illinois. School Nurse, Roadhouse, Illinois. School Nurse, St. Cloud, Florida. School Nurse, Cathedral School, Orlando, Florida. School and Community Nurse, Mountain Park Institute, 1928—.

### Domestic Science and Home Economics

To be elected

### [illegible] L. White

(State College of Agriculture and Engineering)

[illegible] Manager

### Nora Kay Clayton

Office Manager

### Butrice Johnson

Office Secretary

### Librarian

To be elected

### Student Assistants

Alton Wicker
James Combs
Bernard Hege
Thomas Fox

## HISTORY OF MOUNTAIN PARK INSTITUTE AND JUNIOR COLLEGE

Mountain Park Institute, Incorporated, a Christian and industrial school for mountain boys and girls, was founded a little more than six years ago by Rev. John Henry Fulghum and his associates.

At the age of twenty-eight Mr. Fulghum was converted to the Christian faith in one of the large southern cities. After days of prayer and thought he felt the call to preach. At this time he could only read words of one syllable and he was now twenty-eight years old. He was fortunate enough to get into the Berry Schools at Rome, Georgia. Here he graduated under difficulties that are hard to tell, doing odd jobs and work of every kind to pay his way. He is often referred to by Miss Berry in the Berry School literature as John Henry.

After leaving the Berry school he went to Chicago, where he underwent special training for his new calling. From Chicago Mr. Fulghum returned to Georgia and entered Mercer University at Macon. After leaving Mercer he came back to North Carolina, his home State, and began preaching and doing community work among his own people.

Some time later Mr. Fulghum, laboring as a minister in his home State, was asking Senator R. L. Haymore for financial aid for his Alma Mater, the Berry School, and Senator Haymore replied to Mr. Fulghum's request by saying that he would rather help him do work similar to the Berry Schools in the mountains of North Carolina. Mr. Fulghum eagerly accepted the proposition and started forth to raise the necessary money.

Senator Haymore made possible the beginning of the work by an immediate donation of $30,000.00.

Previous to the work of Mountain Park Institute, a group of Baptist Associations in Surry and Yadkin counties had been conducting a denominational

under the name of Mountain Park School. Due to the accumulation of debt and financial difficulties this property was sold to satisfy a deed of trust given several years previous.

Senator Haymore purchased the property and later deeded it to the Trustees of Mountain Park Institute, Mountain Park, North Carolina.

## ORGANIZATION AND BEGINNING OF JUNIOR COLLEGE WORK

Under the charter granted the founders of Mountain Park Institute authority was given to do preparatory and industrial work, and at the discretion of the Board of Trustees, junior college work. It was not until 1928 that the Administration of the Institution felt that it had sufficient resources at its command to begin a program of work, not only covering the high school period but extending through the first two years of the college field. Accordingly, during the school year of 1928-1929, the first year of college work was offered.

The response to the program was such as to convince the Board of Trustees and the Administration that such a program of the junior college work should be developed. Following out this conviction, additional members of the faculty are being employed to enable the Institution to offer, begining with the 1929-1930 session, two full years of college work.

It has been felt, however, that due to the development of the High School Program of the State Board of Education and the limited dormitory facilities at the command of the Institution, that only the last two years of high school work should be offered. This will give Mountain Park Institute three departments: The College Department covering the first and second years of college work. The Preparatory Department embracing the last two years of high school work; and the Department of Business Administration and Secretarial Training.



## LOCATION

The Institution is located at Mountain Park, a small village in Surry County, ten miles from Elkin and twenty miles from Mount Airy. Mountain Park is surrounded by a beautiful and prosperous farming country, and is situated on one of the highest points of land between the North and South prongs of Mitchell's river. It is fifteen hundred feet above the sea. The scenery and atmosphere tend to elevate. The Blue Ridge of the Appalachian Mountain system is only six miles away and shelters the village from the winter winds. In the summer the cold air from the mountains takes the place of the heated air which rises forming what is known to the farmers of this section as the "Mountain Breeze."

### Buildings and Equipment

Mountain Park Institute has a large girls' dormitory which will accomodate about eighty girls, a boys' dormitory with room for about fifty boys, a teachers' home and office building, and an administration building with sufficient class room and auditorium space. It has splendid water and light systems. The school owns a live stock farm consisting of one of the finest herds of Guernsey cattle in the State, pure bred hogs and chickens.

A fine system of highways connects the Institution with points in every direction, Elkin being less than a thirty-minute drive and Mount Airy can be reached in less than an hour's time.

### Endowment

Upon the death of Senator R. L. Haymore it was found that he had bequeathed to the school $100,000.00 for the endowment of the institution, bringing his total benefactions up to $130,000.00.

### Financial Support

Due to the faithful and constructive work of the Institution men and women of wealth in North Carolina and

in the North and East have been found who have contributed generously to the support of the Institution's program. These people and many others of modest means who have assisted in the work, are responsible for the extended program of the Institution.

### Discipline

Holding to the ideals which it does, students at Mountain Park Institute will be expected to follow a very definite plan of life and work. The Institution believes in a very rigid system of discipline so far as moral conduct and school activities are concerned. This system will not be more, and students and parents will not expect it to be less than that required of ladies and gentlemen living and working together in any institution. Students who do not give their consent and whose consent cannot be secured by the faculty to this manner of living will not be allowed to continue in the Institution.

The Institution represents a serious and consecrated effort to give useful training under the very best conditions and at lowest possible cost. The Institution will, therefore, feel not only that it has the right, but that a very definite responsibility rests upon it to insist that all students use, in a purposeful way, their time and the advantages offered. Personal attention will be given to every student.

### Health Conditions

Mountain Park Institute is 1,500 feet above sea level. This elevation affords pure atmosphere and pure water, the first essentials of good health.

The sanitary conditions of the premises are guarded with the utmost care and precaution. The health of the student is carefully and constantly watched to see that it is not affected by exposure and impure food. Physicians from Elkin furnish skilled and faithful service when they are needed. Whenever practicable, the student's family is notified and the home physician is called.



### Visiting Away From the Campus

Since six full days of work will be required of students at Mountain Park Institute there will be very little opportunity for week-end or over-night visiting. Parents and students are urged to appreciate the necessity of this condition and not arrange or expect visits home, when such visits will interfere with the best type of work being done by the students. The administration reserves the privilege, should parents or students insist upon visiting to the extent that it interferes with the right kind of work, to insist that the student withdraw from the Institution. This attitude and view-point grows out of the conviction that education is a serious business and that students should be taught to regard their period of educational training as a part of the necessary responsibility of life and should therefore give to it intensive and continuous application.

### Industrial Work Required

It will be readily recognized that the prices quoted in this catalogue are considerably below the actual cost of the service offered. All students, therefore, will be expected to do one hour's work each day in addition to the amount paid as listed in the catalogue.

An effort will be made to assign, as far as possible, suitable and pleasant work to each student.

### Social Life

While the life of the boys and girls will be separate and distinct in the Institution, yet it is recognized that the mingling of boys and girls under the proper limitations is of mutual benefit. The presence of the one has a refining and stimulating influence upon the other. All the intellectual and social advantages springing from the companionship of the sexes are found here. It is a part of the training here that students shall be given a knowledge of correct social usage and customs, and instruction in the etiquette of the dining room and public places. During

the year there will be arranged a limited number of formal receptions which will contribute to the pleasure and equipment of the students.

### Religious Influence

This is a Christian Institution, founded and maintained by Christian people, and with a faculty composed of Christian men and women who value character above physical strength or scholarship. The principles of right thinking and correct living should be taught as carefully as the laws of mathematics or science. We shall seek to make the social atmosphere of the school so pure, the home life so genuine, and the religious ideals so real and practical that our students shall ever cherish as a sacred heritage the influence of their school days.

Students will be required to attend Church services on Sunday.

### Religious Organizations

Various organizations on the Campus furnish opportunities in the religious life of the students. The daily Chapel period is devoted to a brief devotional service with an occasional outstanding speaker to bring helpful messages concerning the problems of life.

The Y. W. C. A. among the young ladies meets each Wednesday evening at 7 o'clock. These services have been found to be of unusual help and interest.

The Y. M. C. A. and B. O. B. Club offers the same opportunity among the young men.

### Literary Societies

There are three well organized literary societies—the Adelphia for the High School boys, the Kappa Delta for the High School girls, and the Aycock for the College students.

Mountain Park believes that the training acquired in the work of these literary societies is as important as any other work of the students. Too often the average college graduate is handicapped in his profession because



he is unable to impart the knowledge he has obtained. All knowledge that cannot be applied is useless to the individual and to the world. Today it is imperative that all who wish to advance in any particular work, be able to express their opinions clearly, suggest new ideas, and define issues forcibly. The ability to do these things comes entirely through drill and practice, and there is no better way to develop one's talents of expression than through the work of the literary society.

The aim of the literary societies is not only to train the student to speak intelligently before an audience. The purpose is to train him to think for himself and to express his opinions logically and convincingly before an audience, in the class room, and to all with whom he comes into contact in life. An effort is made to train him to hold his own with all individuals when he is convinced that his ideas and opinions upon the various questions and problems of the times are logical and right.

These societies hold weekly meetings for debates, orations, essays, declamations, recitations, readings, and other exercises.

Every student becomes a member of one of the societies, and is required to take the parts assigned to him by the committee on programs.

All students are graded on the work of the societies, and such work counts as one-eighth of their English course and grades.

The societies are governed by the students, but a teacher is present at all meetings to act as critic and to grade those taking any part in the program.

One student from each society is given a scholarship every year which pays one-half of all his (or her) expenses in the College or High School for the following year. Such students are selected on the basis of interest and effort in all their society work, improvement, and general excellence for the year.

Medals are awarded to winners in contests at commencement.

## LYCEUM ATTRACTIONS

The Piedmont Lyceum Bureau of Asheville, N. C., furnishes a program of entertainment for our students each quarter during the year. These programs bring to our Institution the outstanding entertainers and musicians of the country, and are believed to be not only of an entertainment but of a cultural value. These four programs are given somewhere near the middle of each quarter during the year.

## EXPENSE

### College Department

(For term of eight weeks—one-fourth year—one quarter)

| | |
|---|---|
| Table board | $24.00 |
| Room rent | 6.00 |
| Light, heat, etc. | 4.00 |
| Matriculation fee | 8.00 |
| Campus fee | 2.00 |
| Total expense for period of eight weeks or one quarter | $44.00 |
| Total expense for the year | $176.00 |

Matriculation fee covers cost of library and laboratory services, there being no tuition charges.

## EXPENSE

### Preparatory Department

(For term of eight weeks—one-fourth year—one quarter)

| | |
|---|---|
| Table board | $24.00 |
| Room rent | 6.00 |
| Light, heat, etc. | 4.00 |
| Matriculation fee | 4.00 |
| Campus fee | 2.00 |
| Total expense for period of eight weeks or one quarter | $40.00 |
| Total expense for the year | $160.00 |

Matriculation fee covers cost of library and laboratory services, there being no tuition charges.



## EXPENSE

### The Department of Business Administration and Secretarial Training

| Course | | Cost of Books | Time to Complete |
|---|---|---|---|
| Secretarial | $90.00 | $15.00 | 7-9 Months |
| Bookkeeping | $60.00 | $12.00 | 5-6 Months |
| Shorthand, Typewriting | $60.00 | $ 8.00 | 5-6 Months |

If one wishes to pay his tuition by the month, the rates are $10.00 per month as long as one receives instruction.

Included in the cost of books is all necessary text books and the first outfit of supplies. There might be an additional expenditure of one or two dollars for stationery.

### Concerning Payments

The Trustees set the price to be charged, pay the salaries of all teachers and officers, and instruct the Bursar to adhere strictly to the following terms of payment:

No. I. All bills must be paid for eight weeks in advance, uness by special action of the administration, the patron is given the privilege of paying monthly in advance.

No. II. Any change from these schedules described above must be made by previous arrangements before the date of registration.

No. III. No deduction in any department for absences for the first two weeks.

No. IV. Students will not be granted an honorable dismission nor will any transcript of their record be furnished until all accounts with the Institution are arranged satisfactorily.

### What to Bring

The dormitories are furnished with heavy articles of furniture but the student must bring from home bed linen, towels, pillow, napkins, coverings, etc.

## TERMS OF ADMISSION TO MOUNTAIN PARK COLLEGE

Application for admission to the Freshman class or to advanced standing in Mountain Park College should be made to Mr. John K. Williams, Executive Secretary, Mountain Park Institute, Mountain Park, N. C.

### General Statement

Admission to the Freshman class is based upon all evidence of preparation submitted, but chiefly upon the following, which are required of every applicant:

1. A complete official record of the four year secondary school course.
2. Certificates showing the results of the college entrance examinations for students form non-accredited high schools.
3. A statement from the principal or headmaster concerning the applicant's character and other essential qualifications.
4. A statement of honorable dismissal from the head of the applicant's school, covering the whole of the final school year.

No admission conditions will be imposed, as a rule. An unsatisfactory grade in school record or examinations will not of necessity disqualify an applicant for admission if his credentials as a whole show excellence. On the other hand, bare passing grades in all examinations will not insure admission.

### Subjects of Preparatory Study

In preparation for college work each applicant should complete with good grades a four-year secondary school course which includes consecutive, progressive work in English, foreign language, mathematics, science and history. A considerable degree of election is permitted within these subjects of study with a view of enabling the secondary school to provide without difficulty for the needs or aptitudes of candidates for admission to Mountain Park.



### Plans of Admission

There are three plans of admission to the Freshman class:

Plan A. By a certificate from an accredited four-year High School.

Plan B. By certificate and examination.

Plan C. By examination.

### Plan A—Certificate From Accredited School

A list of accredited schools is kept and revised from year to year. An applicant for admission to the Freshman class who brings from one of these schools a certificate properly made out and signed by the principal is given credit for the work certified and is admitted to the college without examination. Blank forms for recording the work done will be sent on request. Every applicant for admission by certificate is advised to secure a blank, have it properly filled out, signed, and forwarded to the Executive Secretary as soon as possible.

### Plan B—Certificate and Examination

Plan B is intended for candidates who have completed an approved four-year secondary school course with approved grades from a school not on the accredited list of secondary schools. Such candidates for admission to the Freshmen class are examined on the subjects pursued in such school, or upon such subjects as the faculty may decide. A student who submits a satisfactory record from a non-accredited school and passes satisfactory examinations will be admitted with full standing to the Freshman class.

### Plan C—By Examination

Students able to present at least fifteen units of high school work from work pursued in a standard business college, non-accredited high school, or through private tutoring, may be admitted to the Freshman class by an examination covering the entire course of study. The units of such students must conform to the course re-

quirements for admission to the College. Such students passing the entrance examinations are admitted on trial. If their work is satisfactory at the end of the first quarter they will be considered first-class Freshmen.

### Subjects of Preparatory Study

The requirements for admission are defined in terms of units. A unit as thus used means a subject of study pursued throughout an academic year at an accredited high school with five recitations a week, the prescribed amount of work being completed. Credit for fifteen units is required for admission to the College and the maximum amount of credit acceptable in each subject is given in the following table:

| | | | |
|---|---|---|---|
| English | 4 | Zoology | 1 |
| Latin | 4 | General Biology | 1 |
| Greek | 3 | Physical Geography | 1 |
| German | 3 | General Science | 1 |
| French | 3 | Agriculture | 2 |
| Spanish | 3 | Mechanical Drawing | 2 |
| Mathematics | 4 | Woodwork, Forging, and Machine Work | 2 |
| History and Civics | 4 | Household Economics | 2 |
| Physics | 1 | Commercial Subjects | 3 |
| Chemistry | 1 | | |
| Botany | 1 | | |

Minimum entrance credit of three units in English, one in history, two in mathematics, and two in foreign language. However, in case the fifteen units of credit for admission do not include the full requirements of foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

### Definition of Requirements

The candidate may offer for credit one unit from any of the following subjects. The examination will be based on material similar to that included in the books suggested. In lieu of the textbooks named, candidates may be examined on material contained in any of the courses



in history and civics suggested for high schools by the North Carolina Department of Public Instruction.

(a) Ancient History (one unit).
Webster's Ancient History, West's Anicent World, Wolfson's Essentials in Ancient History.

(b) Medieval and Modern History (one unit).
Harding's New Medieval and Modern History, Robinson's Western Europe, West's Modern World, Hazen's Modern Europe.

(c) English History (one unit).
Cheyney's Short History of England, Coman and Kendall's History of England, Larson's Short History of England, Walker's Essentials in English History.

(d) American History (one unit).
Ashley's American History, Shaw's History of the United States, Hart's Essentials of American History, James and Santford's American History, McLaughlin's History of the American Nation, Muzzey's American History, Forman's American History.

## ENGLISH—Three Units

### Grammar and Composition

The requirements in grammar and composition are a thorough knowledge of the essentials of English grammar, habitual correctness in spelling, punctuation, sentence structure, paragraphing, and ability to make unified and coherent outlines and to write accurately and clearly on familiar subjects.

### Literature

The classics to be studied in preparation for college English are divided in two classes, those intended for thorough study and those intended for general reading. Preparation in the former class should cover subject matter and the leading facts in those periods of English literary history to which the prescribed books belong; in the latter class it should consist of a general knowledge of the subject matter and of the lives of the authors. In

exceptional cases an equivalent amount of reading and study in other than prescribed works will be accepted.

Special attention is called to the minimum essential program as printed in the Manual of Study issued by the North Carolina Department of Public Instruction.

### MATHEMATICS—Three Units

1. College Algebra.
   (a) To Quadratics (one unit).
   (b) Quadratics to, and including, Progressions (one unit).
2. Plane Geometry (one unit).

### LATIN—Two or Four Units

1. Grammar and Composition (one unit).
2. Four Books of Caesar's Gallic Wars (one unit).
3. Six Books of Vergil's Aeneid (one unit).
4. Six Orations of Cicero (one unit).

The student must be able to convert simple English prose into Latin.

The Roman system of pronunciation is exclusively used in all the Latin work of the college course, and applicants for admission are expected to be well drilled in it.

### GREEK—Two Units.

1. Elmentary Grammar and Composition (one unit).
2. Xenophon's Anabasis, Books I-IV (one unit).

### FRENCH—Two Units

(1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

The work in French for the first year should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and



the elementary rules of syntax; (3) abundant easy exercises designed not only to fix in the memory the form and principles of grammar but also to cultivate readiness in casting the thought into French moulds of expression; (4) the reading of from 100 to 150 duodecimo pages of graduated text, with constant practice in translating into French easy variations of sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

A selection from the following lists of texts is recommended: Fraser and Squair's Shorter Course. Chardenal's Complete French Course; Koren and Champman's French Reader; Bruno's Le Tour de la France; Claretie's Pierrille; Basin's Contes Choisis; Lemaitre's Contes Extraits de Myrrha; Francois' Easy French Reading.

During the second year the work should comprise: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the uses of the subjunctive mood, (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose. A selection from the following lists of texts is recommended:

Buffum's French Short Stories; Chateaubriand's Atala; Daudet's La belle Nivernaise; Dumas's La Tulipe Noire; Labiche et Martin's Le Voyage de M. Perrichon; Laboulaye's Contes bleus; Malot's Sans Famille; Maupassant's Ten Short Stories; Michelet's Historie de France; Sand's La mare au diable; Sandeau's Mademoiselle de la Seigliere; Daudet's la Petit Chose; Loti's Pecheur d' Islande.

### GERMAN—Two Units

(1) Elementary grammar and at least 75 or 100 pages of approved reading; (2) elementary grammar completed and at least 150 to 200 pages of approved reading.

During the first year the work should comprise: (1) careful drill in pronunciation; (2) memorizing and frequent repeating of easy colloquial sentences; (3) drill in the rudiments of grammar, that is, in the inflection of the articles, of such nouns as belong to weak verbs, and the more usual strong verbs, also in use of the more common prepositions, the simple uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the form and the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations of sentences selected from the reading lesson (the teacher giving the English), and the reproduction from memory of sentences previously read.

During the second year the work should comprise; (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in translating into German easy variations of the matter read, and also in the offhand reproductions, sometimes oral and sometimes written, of the substance of short and easy selected passages; (3) continued drill in the rudiments of grammar to the end of enabling the pupil, first, to use his knowledge with facility in the formation of sentences and, secondly, to state his knowledge correctly in the technical language of the grammar.

Stories suitable for elementary reading can be selected from the following list: Anderson's, Marchen and Bilderbuch ohne Bilder; Arnold's, Fritz auf Ferien; Baumbach's, Die Nonna and Der Schwiegersohn; Gerstacker's, Germelshousen; Heye's, L'Arrabiata, Das Madchen von Treppi, and Aufang und Ende; Hillern's, Hoher als die Kirche; Jensen's, Die braune Erica; Leander's, Traiumerien and Kleine Geschicheten; Seidel's Marchen; Stokl's, Unter dem Christbaum; Storm's Immensee and Geschichten aus der Tonne; Zschokke's, Der zerbrochene Krug.



A good selection of reading matter for the second year would be Anderson's, Marchen or Bilderbuch or Leander's Traumereien, to the extent of, say, forty pages; after this, such a story as Hauff's Das kalte Herz or Zschokke's Der zerbrochene Krug; then Hoher als die Kirche or Immensee; next, a good story by Heyse, Baumbach or Seidel; lastly, Der Prozess.

### SPANISH—Two Units

(1) Elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading. The work for the first year should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of regular and more common irregular and radical-changing verbs; the plural of nouns, the inflection of adjectives and pronouns; uses of ser and estar, haber and tener; the use of personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence and the elementary rules of syntax; (3) abundant easy exercises designed not only to fix in the memory the form and principles of grammar, but also to cultivate readiness in casting the thought into Spanish moulds of expression; (4) the reading of from 100 to 150 duodecimo pages of graduated texts with constant practice in translating into Spanish easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing Spanish from dictation.

A selection from the following list of texts is recommended: Hills and Ford's First Spanish Course, or Espinosa and Allen's Elementary Spanish Grammar; Dorado's Espana Pintoresca, Nelson's Spanish-American Reader, Harrison's Spanish Commercial Reader, Schevell's A First reader in Spanish, Alarcon's El Capitan Veneno, Hill's and Reinhardt's Spanish Short Stories.

During the second year the work should comprise: (1) a thorough review of the grammar-work of the previous year and a study of the irregular verbs and of the use of

the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose. A selection from the following list of texts is recommended: Ibanez's, la Barraca; Galdo's, Marianela; Valdes's Jose; Valera's Pepita Jumenez; Caballero's, Un servilon y un liberalito; Nunez de Arce's, El haz de lena.

## ELECTIVE SUBJECTS FOR ENTRANCE CREDITS

A candidate may offer additional entrance credit from the following subjects:

### English

Students who have completed four years of English in an approved school will receive credit for one unit in addition to the three units required for admission to the freshman class.

### History and Civics

In addition to the unit required, a candidate may present credit from the subjects which he has not offered as required entrance in history or civics.

### Greek

Homer's Iliad, I-III, with prosody and sight translation, may be offered as elective credit for one unit.

### Latin

One or two units of work in any of the four subjects in Latin named above under the sub-topic, "Latin," under the topic, "Definition of Requirements," may be offered for elective credit. Students presenting two units of Latin as one of the foreign languages required for entrance may present an additional elective unit in Latin.

### French

A year's work in French done according to the method outlined under the above sub-topic, "French," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two



years of work in French, a student may present a third year's work done in an approved manner for an elective unit.

### German

A year's work in German done according to the methods outlined above under the sub-topic, "German," under the topic, "Definition of Requirements," may be offered for an elective credit of one unit. In addition to the two years of work in German, a student may present a third year's work done in an approved manner for an elective unit.

### Spanish

A year's work in Spanish done according to the methods outlined under the above sub-topic, "Definition of Requirements," under the topic, "Spanish" may be offered for an elective credit of one unit. In addition to the two years of work in Spanish, a student may present a third year's work done in an approved manner for an elective unit.

### Mathematics

One-half unit credit each is allowed for Solid Geometry and Plane Trigonometry.

### Physics

Credit for one elective unit will be allowed for a year's work in elementary physics consisting of (1) recitations based on such texts as Cahart and Chute's, High School Physics; Millikan and Gale's, First Course in Physics, or Mann and Twiss's, Physics, with adequate lecture-table experiments by the instructor; (2) at least thirty experiments worked out by students individually in the laboratory, on which a neat report is made in proper form (the number of experiments performed is not so important as the quality of work done); (3) lecture and recitations on the practical applications of the principles studied to the community life and to the home.

The aim should be to present a comparatively few principles in such a way that, by repetition through ex-

periments and discussions of applications, the student has them thoroughly at his command.

### Chemistry

A year's work in chemistry conducted according to the same method suggested for that in physics will be accepted for an elective unit of credit.

### Biology

An elective credit of one unit is allowed for a year's work in any of the following biological sciences:

General Biology.—One year's study of typical animals and plants by the laboratory method, covering the facts of morphology and physiology. Such texts as Linville and Kelley's, Zoology, and Bergen and Caldwell's, High School Botany, are recommended. Candidates for admission must present neatly kept laboratory notebooks.

Botany.—A year's work based on such a text as Coulter's Plant Structure and Plant Relations. Candidates for admission must present neatly kept notebooks.

Zoology.—A year's work based upon such a text as Pearse's, Zoology or Hegner's Introduction to Zoology. Candidates for admission must present neatly kept notebooks.

### Mechanical Drawing

Elective credits of two units may be offered in mechanical drawing. Each year's work must be satisfactory in both quantity and quality. Drawing-books or plates must be submitted by all candidates offering this subject.

### Physical Geography

The year's work in physical geography may be offered as one unit; it should be based on a modern text book and should include an approved laboratory and field-course of at least forty exercises performed by the student.



### Agriculture and Household Economics

Maximum elective credits of two units may be offered in either Agriculture or Household Economics by graduates of approved schools in which the teaching in these subjects has met the requirements of the North Carolina Department of Public Instruction.

### Woodworking, Forging and Machine Work

Graduates of approved schools offering a thorough course for one or two years in woodwork, forging and machine work will be given credit for each year of such work certified by the school authorities.

### Commercial Subjects

Graduates of approved schools offering thorough instruction in such subjects as commercial bookkeeping, stenography and commercial arithmetic may offer these subjects for credit for admission. Not more than three elective units of credit will be allowed for commercial subjects.

### General Science

A full year's work in General Science done in a high school of approved standing will be accepted for one unit of elective credit.

### Special Students

Students of mature age not fully prepared to enter the freshman class may be admitted as special students. Such students are required to pass the regular entrance examinations in the subjects they propose to take, and all are required to present for admission English, history and mathematics. They are required also to take fifteen hours of recitation work a week.

Applicants for admission to advanced standing in the College Department must furnish certificates showing the work done in other institutions of approved standing; otherwise they must stand written examinations on all work for which they are seeking credit. Further, a min-

imum of one full year in residence at Mountain Park College with the satisfactory completion of at least thirty semester-hours of approved work is required of all candidates for a diploma.

## REQUIREMENTS FOR GRADUATION

Graduation is based on two years of study beyond the high school course. Each year consists of thirty-two weeks of study, continued for six days each week. The work is measured in semester hours. One semester hour represents one hour of recitation, and two hours of preparation. To obtain a diploma a student is required to complete a minimum of sixty semester hours, together with the prescribed courses in Physical Training.

A diploma will not be given to any one who has done less than one year of work at Mountain Park College, and the last half year of the work required for the diploma must be done in residence. In the application of this rule fifteen semester hours will be considered one-half year's work.

### General Statement

In planning a college course two phases of work must be provided for. First, provision must be made for a widening of the intellectual horizon by excursions into the various fields of knowledge. Second, an opportunity must be provided for a student to do extensive study in the special field in which his interests lie. So far as the intellectual requirements for graduation go, the difference between the various colleges lie in their methods of meeting these two needs of the student.

Some colleges arrange the courses offered into three or more groups, and require the student to select a certain number from each group. Other colleges select from the different departments certain courses which they require all students to take. The assumption has been made that introductory courses taken in any order would adequately serve the purpose of widening one's culture.



The failure of the college graduate to have any general comprehension of the relationships of this knowledge to life's problems hardly justifies the assumption that an arbitrary selection of courses is efficient or even desirable.

A much better assumption is that it is desirable to bring this knowledge into practical relationship with life's problems. Furthermore, many students plan to attend other colleges after they have graduated at Mountain Park, and an arrangement must be made to meet the requirements of other colleges for the first two years of the college course. The courses offered at Mountain Park, therefore, are similar to courses given in the Freshman and Sophomore years at all the best colleges and universities. The courses are grouped in such a way that the student may pursue those in which his chief interests may lie, and, at the same time, prepare himself to enter the Junior class of any college or university he may desire to enter after his graduation from Mountain Park College.

In selecting the required subjects, an effort has been made to proceed in a historical and logical order. English, Foreign Language and Mathematics are considered tools with which one does intellectual work. They should, therefore, be mastered early in the college course. The natural sciences precede psychology and the social sciences in the order of their development, and they also, in a way, form the basis on which the other sciences are built. Biblical literature may well be considered a prerequisite to the study of Christian philosophy. By means of informal discussion groups a student will be able to point out the contributions that the natural and social sciences make to an understanding of our daily life and problems.

Proficiency in the use of the English language is required of all students, and no student will be granted a diploma until he has corrected the ordinary faults of English.

## The Groups

Every student of Mountain Park College must choose one of the following Groups of study when he enters college, and is expected to apply himself to the Group of his choice during the entire course.

## GROUP 1

### The General Course

This course is designed for students who have not decided upon what profession to enter after graduation, but who desire a general cultural course valuable to them in whatever work they may decide to do later on. The requirements for graduation are as follows:

| | |
|---|---|
| English | 10 Semester Hours |
| Mathematics | 5 Semester Hours |
| French | 10 Semester Hours |
| Bible | 5 Semester Hours |
| Science | 5 Semester Hours |
| History | 10 Semester Hours |
| Economics | 5 Semester Hours |
| Electives | 10 Semester Hours |
| Physical Training | ( The full course) |
| Total | 60 Semester Hours |

## GROUP 2

### The Business Administration Course

This course is designed for students who expect to enter the business world after graduation, and who wish to prepare themselves for executive positions.



| | |
|---|---|
| English | 10 Semester Hours |
| Mathematics | 5 Semester Hours |
| Bible | 5 Semester Hours |
| Science | 5 Semester Hours |
| History | 5 Semester Hours |
| Economics | 5 Semester Hours |
| Sociology | 5 Semester Hours |
| Physical Training | (The full course) |
| Group of Business Administration and Secretarial Training courses | 20 Semester Hours |
| Total | 60 Semester Hours |

## GROUP 3

### The School Administration Course

Students who wish to prepare themselves to teach in colleges and high schools, but who do not wish to take all their work in the Normal Department are urged to select the courses of this Group. Certain approved courses in Education given in the Normal Department will be accepted for work toward the College diploma.

| | |
|---|---|
| English | 10 Semester Hours |
| Mathematics | 5 Semester Hours |
| French | 10 Semester Hours |
| Bible | 5 Semester Hours |
| Science | 5 Semester Hours |
| History | 5 Semester Hours |
| Education | 20 Semester Hours |
| Physical Training | (The entire course) |
| Total | 60 Semester Hours |

## GROUP 4

### The Social Welfare Course

This course is recommended to students who expect to enter the ministry, or who desire to train themselves for any kind of social welfare work.

| | |
|---|---|
| English | 10 Semester Hours |
| Mathematics | 5 Semester Hours |
| Bible | 10 Semester Hours |
| History | 10 Semester Hours |
| Science | 10 Semester Hours |
| Economics | 10 Semester Hours |
| Ethics | 5 Semester Hours |
| Physical Training | (The entire course) |
| Total | 60 Semester Hours |

## GROUP 5

### The Pre-Medical Course

These courses are recommended to students who expect to study medicine, and who desire to meet the entrance requirements of the best medical schools.

| | |
|---|---|
| English | 10 Semester Hours |
| Mathematics | 10 Semester Hours |
| French | 10 Semester Hours |
| Bible | 5 Semester Hours |
| Science | 20 Semester Hours |
| Psychology | 5 Semester Hours |
| Physical Training | (The entire course) |
| Total | 60 Semester Hours |



## GROUP 6

### The Pre-Legal Course

The following courses will be valuable for students who contemplate the study of law.

| | |
|---|---|
| English | 10 Semester Hours |
| Mathematics | 5 Semester Hours |
| French | 10 Semester Hours |
| Bible | 5 Semester Hours |
| History | 10 Semester Hours |
| Economics | 5 Semester Hours |
| Sociology | 5 Semester Hours |
| Political Science | 5 Semester Hours |
| Science | 5 Semester Hours |
| Total | 60 Semester Hours |

(Together with Physical Training)

### QUALITY CREDITS

Although a grade of C Minus will pass a student in a course, his general average while in College must be C in order to entitle him to graduation. A system of credit-points is used to determine a student's general average or standing.

A student normally completes a certain number of hours and secures a number of points of credit each semester. Credit-points are a measure of the quality of the work done as hours are a measure of its amount.

A grade of C Minus is credited with 1 point for each hour completed.

A grade of C is credited with 2 points for each hour completed.

A grade of C Plus is credited with 3 points for each hour completed.

A grade of B Minus is credited with 4 points for each hour completed.

A grade of B is credited with 5 points for each hour completed.

A grade of B Plus is credited with 6 points for each hour completed.

A grade of A Minus is credited with 7 points for each hour completed.

A grade of A is credited with 8 points for each hour completed.

A grade of A Plus is credited with 9 points for each hour completed.

The standing of a student is the ratio of his total number of credit points to his total number of hours. For example, a student who makes an average of C Minus throughout his course of 60 semester hours would have 60 credit points and 60 hours, and a standing of one. An average of C would give him 120 credit points on 60 houres, and a standing of two. An average of A Plus on all his courses would give him 540 credit points on 60 semester hours, and a standing of nine.

A student must have at least a standing of two, or 120 credit points in order to receive the diploma.

Under certain circumstances, a student well above the average on his credit points, but with a standing of D on one course, may, with the consent of the faculty, receive the diploma without taking a re-examination on the conditioned course. Such privileges, however, are seldom or never granted.

## REGISTRY OF GRADUATES AND FORMER STUDENTS

A registry of all graduates and former students is kept and of their occupations. The College strives in every way to advance the interests of its Alumni and is glad always to have notices of places that desire Mountain Park graduates. The College never recommends a person for a position, unless it is sure that the person and the place are suited.



## EXAMINATION AND REPORTS

### Entrance Examinations

Entrance examinations for those that do not come from accredited high schools and for those that apply for advanced standing are held on the opening days of the First and Second Semesters.

### Semester Examinations

Semester examinations are given in December and April covering the work pursued through the period of sixteen weeks. These examinations must be taken by all students, and no student can be permanently excused from taking the examinations in any of the subjects that he pursues.

An average of 70 on every subject, including daily class standing, is required for advancement.

The system of grading adopted and used in Mountain Park College is as follows:

A Plus Equals 96-100.
A Equals 95.
A Minus Equals 90-94.
B Plus Equals 86-89.
B Equals 85.
B Minus Equals 80-84.
C Plus Equals 76-79.
C Equals 75.
C Minus Equals 70-74.
D Equals 60-69.
E Equals Below 60.

The standing of students is graded as passed, conditioned, or failed. Conditioned means that the student is allowed a re-examination at the beginning of the next semester, or, if the study is a continuous one and the grade of work done shall be satisfactory to the instructor in charge, he may be excused from a re-examination.

All students making a grade of D on a continuous subject may be conditioned. A grade of at least B Minus will

be required during the following semester to remove the condition without a re-examination. No conditions may be granted at the close of the second semester.

A student making a grade of E will be required to repeat the course in class.

### Rules Governing Examinations

Students who hand in papers at the regular examinations are considered to have relinquished any claim to special examinations for grades. Students who fail to attend regular examinations, or who fail to hand in papers, are regarded as handing in blank papers, unless they have been previously excused from examination.

Excuses from examination are granted only in case of absolute necessity. Such an excuse, to be valid, must be obtained from the Dean on or before the day of examination, and communicated officially on the day to the instructor holding the examination. Students engaged in work as a means of earning their way through College cannot offer such work, when conflicting, as an excuse from examination at the period scheduled for the examination.

No special examination may be held during the regular examination periods except such as the Schedule Committee may authorize on account of unfavorable conflicts.

A student wishing a special examination must deposit an application in the office of the Dean at least one week before the beginning of the period of special examinations.

A student who has been excused from examination may have an opportunity to make good his deficiency without taking the study over, provided a grade of not less than C Minus has been obtained at the following times:

1. At the period of special examinations in September preceding the regular work of the session.
2. At the regular examination of the same class a year from the time the deficiency was incurred.



3. By a special examination arranged with the instructor with the consent of the Dean.

No final examination will be held, except at the final examination period, without permission of the Dean.

Only those who have been excused from the regular examination may take another examination.

### Reports

Grade reports are sent at the close of each semester to parents or guardian. These reports show the standing of the student in all work covered.

### Summer School Credit

Work done in accredited summer schools will be accepted for full value in candidacy for a diploma, provided such courses are the same in value as similar courses given at Mountain Park. In all such cases it is advisable to get the approval of the Executive Secretary before registering for a summer course for credit. The final work for a diploma must be in residence at Mountain Park.

### Special Courses

Courses pursued off class during the College year cannot under any circumstances be credited towards graduation. The only courses that can be counted towards a diploma are year courses pursued in regular class, or in a summer school.

### Changes in Course

No new course may be entered after September 18th, in the First Semester, or after January 18th, in the Second Semester. After the first two weeks of each semester, a charge of $1.00 will be made for dropping, adding, or changing a course.

### The Sixty Per Cent. Rule

A student failing to pass in at least 60 per cent. of the work pursued will not be permitted to return the following year without special permission of the faculty.

## MISCELLANEOUS

### Absences

Every instructor will keep an accurate record of students absent from classes, and will investigate the causes for such absences. Every student will be held rigidly to account for all unexcused absences.

Absences from classes for any reason to the extent of 15 per cent. of the credit value of the course attaches a "no-credit" to the final grade in that particular subject. This applies to Church, Sunday School, Chapel, Physical Training, and all College duties for which attendance is required. Tardies count as one-half absence.

Absences from regularly scheduled tests count double. Absences on the day before and on the day after holidays and absences on the day before and the day after athletic games count double. This applies to the 15 per cent. rule as well as to the grade penalty system.

Students excused from class for any reason during the progress of a recitation shall be regarded as tardy.

### Amount of Work a Student May Carry

The normal amount of work that a student will be expected to carry will be eighteen hours of recitations a week. This will be equivalent to fifteen semester hours during the term, or thirty semester hours for the year. Students, as a rule, should not undertake to carry more hours than the normal number. However, if a student has an average of B, or above, on his courses, and desires additional work he may, by special action of the faculty, be allowed to carry three additional hours a week. This privilege will be a matter of discretion with the faculty. In every case such a student will be required to drop the additional course, if, after trial, it is found that he cannot well carry the additional work.

Every student will be required to carry at least fifteen hours of class work a week if he is a candidate for graduation. Special students not working for a diploma will be



allowed to carry as little as twelve hours a week. Some students will also be allowed to carry as many hours a week as they can pass satisfactorily if they desire to do so.

## COLLEGE COURSES TO BE OFFERED FOR THE SESSION OF 1929-1930

While the College has listed a number of courses in the catalogue, the attention of students is called to the fact that every course listed cannot be given until the number of students registered justifies the employment of more teachers. The students will be asked to select those courses that they prefer, and an effort will be made to offer any course listed for which there appears to be a sufficient demand.

## DEPARTMENT OF BIBLE

Mr. John K. Williams, Instructor

This institution believes that the cultivation and development of the moral and spiritual ideals of the students should be given the same careful consideration as is given the intellectual development of the student. A well rounded education requires that the student shall appreciate and understand the great religions of mankind. Special efforts are made to understand and appreciate the ideals and requirements of the Christian Religion. A satisfactory development and adherence to spiritual ideals can only be expected when each student is given an adequate understanding of the religious and social background out of which present day theological conceptions have come.

Reverence and appreciation of spiritual idealism are a necessary part of scholarly and creative effort. It is recognized that the great need of modern society is that its moral and spiritual resources shall be given the same splendid development that has come to the social and material resources of the world in recent years.

Mountain Park College is committed by its charter and by the attitude and ideals of its faculty to a spiritual interpretation of life. Every effort will be made to implant in the minds of the students an attitude of reverence and loyal appreciation of the Bible. Growing out of these considerations each student is required to take not less than five semester hours in the Department of Bible each year.

### OLD TESTAMENT INTRODUCTION

This course will embrace a thorough study of the various theories relating to the formation of the Old Testament Canon. An outline of the contents of the most important books of the Old Testament will be formed. Special attention will be given to the political, social, moral, and religious institutions and ideals of the Hebrew people.

Three hours a week first semester. Credit three semester hours.

### NEW TESTAMENT INTRODUCTION

This course will embrace a study of the social and religious conditions prevailing among the Hebrew people during two centuries preceding the birth of Jesus. The life of Jesus and his teachings will be studied in detail. The formation of New Testament Scriptures will be given consideration. An effort will be made to understand the teachings of Jesus in the light of modern social and economic conditions. This course will center primarily in an effort to understand the mind of Jesus and his Disciples, rather than to learn what others have said and written about them.

Three times a week during the second semester. Credit three semester hours.

### HISTORY OF RELIGION

In this course, an effort will be made to describe and understand the religious aspirations and practices of primitive people. The rise of religious consciousness will



be traced through the various religious systems in the order of their development. Special attention will be given to the development of the Hebrew religion as a background and foundation for the Christian Religion. A survey will be given of the various church and denominational divisions within the Christian Religion. Following this, an effort will be made to evaluate present day religious attitude and practice.

Three hours a week first semester. Credit three semester hours.

### HISTORY OF CHRISTIANITY

A detailed study of the spread of the Christian Religion over the Roman Empire and special attention to the historical development and claims of the Roman Catholic Church will be given. The doctrinal controversies of the first five centuries will be given consideration. Influences leading to the Reformation and its religious, moral and intellectual results will be considered. Religious development from the Reformation to the present is traced, special attention being given to the rise of the principle denominations and the influences of representative leaders.

Three hours a week during second semester. Credit three semester hours.

## DEPARTMENT OF ENGLISH

Mr. Wesley E. Wilson, Instructor

Eng. 1 THE PRINCIPLES OF ENGLISH COMPOSITION. This course is designed to give a thorough training in the theory and practice of English Composition. The theory is taught by lectures, recitations and text books while the practice is obtained in themes and exercises. The use of clear, correct, idiomatic English is insisted upon in all oral and written work. During the First Quarter the work of the course is divided between a study of sentence structure and composition; during the

Second Quarter the student will be required to read and write themes upon several representative works of English and American authors.

6 hours the First Semester. Credit, 6 Semester hours.

Eng. 2. A SURVEY OF ENGLISH LITERATURE. The purpose of this course is to acquaint the student with the chief works of English literature from the earliest times to the present. The history of English Literature will be taught from approved text books, but the student will be required to read selected works from the various periods, and make reports upon all outside reading. Special emphasis will be placed upon the literature of the Elizabethan period.

6 hours the First Semester. Credit, 6 Semester hours.

Eng. 3. AMERICAN LITERATURE. This course is a study of the greater American authors and poets, with the purpose of discovering the distinctly American elements, especially American ideals, in our literature. Beginning with the Colonial Period, the student will be required to read selected works from the earliest writers from Mather and Edwards on down to the present time. Special emphasis will be placed upon the lives and works of such authors as Irving, Bryant, Cooper, Hawthorne, Poe, Emerson, Lowell, Longfellow, Whittier, Holmes, Whitman, Lanier, Bret Harte and Mark Twain. Attention will be directed to the tendencies of the American fiction and poetry; also, to those writers who have given worthy expression of Southern life.

6 hours the First Semester. Credit, 6 Semester hours.

Eng. 4. ARGUMENTATION AND PUBLIC SPEAKING. This course is designed to aid students to speak accurately and convincingly before an audience. The course will be as practical as possible, and the needs of the individual student will be the main purpose. The fundamentals of speech; mechanism of the voice; stage diction and accent; enunciation and pronunciation; tone, color and pitch; with exercises designed to overcome the



defects of the individual voice will be given special attention. This course also includes the principles and practices of parliamentary law and the conduct of meetings. The major part of the course will be devoted to the theory and practice of debating, including the detection of fallacies, the gathering of material, and the developing of briefs.

6 hours the Second Semester. Credit, 6 Semester hours.

Eng. 5. SHAKESPEARE. This course will be a critical reading of several of the plays of Shakespeare. The plays will be taken in approximate chronological order, the first quarter being devoted, for the most part, to the chronical plays and comedies. The last quarter will be devoted to the work of the artist to the tragedies and romances. Emphasis will be laid on Shakespeare's place in Elizabethan drama, the development of his art, and the sources of the plays.

6 hours the First Semester. Credit, 6 Semester hours.

Eng. 6. CRITICAL SURVEY OF LITERARY MASTERPIECES. The history and problems of literary criticism are rapidly surveyed, and then some of the masterpieces of English and American literature are carefully read and discussed. The first quarter is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short story. Several written reports are required.

6 hours the Second Semester.

## DEPARTMENT OF ROMANCE LANGUAGES

**Mr. P. H. Stephenson, Instructor**

### Courses in French

French 3. SECOND YEAR FRENCH. This course will open with a review of grammatical principles, and a short drill on irregular verbs. The aim is to lay a foundation for more advanced work in French. The conversa-

tional method will be used, and the student will be required to write several themes in French based upon the texts read. Such texts as the following will be used: Hugo Daudet's Neuf Contes Choisis; Merimee's Colomba; Labiche and Martin's Le Voyage de M. Perrichon; Daudet's Tartarin de Tarascon; and selections from various French authors.

This is an advanced course in French open only to those who can present two units of high school French, or more.

6 hours the First Semester. Credit, 6 Semester hours.

French 4. SEVENTEENTH CENTURY LITERATURE. The aim of this course is to give a comprehensive view of the period and of the conditions under which it was produced. The following books will form the basis of the course: Corneile: Le Cid, Horace, Polyeucte, Le Menteur; Pascal: Les Provinciales; La Rochefoucauld; Maximes; Mme. de Sevigne: Lettres; Moliers: Les Precieuses Ridicules, Tartuffe, L'Avare; Racine: Berenice, Andromaque, Athalia; Boileau: L'Art Poetique; La Fontaine: Fables.

The course will give the student a general basis for more specific work in literature.

6 hours the Second Semester. Credit, 6 Semester hours.

French 5. FRENCH ROMANTICISM. The aim of this course is an intelligent appreciation of the Romantic Movement by means of lectures, reports on outside readings, and translations in class of representative examples of the poem, novel, and drama. The following are the most important texts to be considered during the current year: Chateaubriand: Les Martyrs; Mme. de Stael: De l'Allemagne; Hugo: Hernani, Selected poems; Lamartine: Meditations, Jocelyn; Musset: Selected Poems and Comedies; Vigny: Poemes Anciens et Modernes, Cinq-Mars; Dumas: Antony.

6 hours the First Semester. Credit, 6 Semester hours.



French 6. SPEAKING AND WRITING FRENCH. This course is conducted wholly in French. Its aim is to give a more intimate knowledge of France as it is today, and of French life and customs, together with the ability to carry on an ordinary conversation in French. There will be some consideration of geography and history as a necessary background, followed by a study of French national traits, home life and institutions. The texts used as a basis of the course vary from year to year.

This course may be chosen with the consent of the instructor.

6 hours the Second Semester. Credit, 6 Semester hours.

## SPANISH COURSES

Spanish 1. A THOROUGH REVIEW OF SPANISH GRAMMAR. Dictation, conversation and composition work. Elements of Spanish Syntax. Reading of works by modern Spanish and South-American authors.

6 hours per week the First Semester.

Spanish 2. RAPID REVIEW OF GRAMMAR. Conversation and composition work. Special attention is devoted to advanced grammar and syntax. Rapid survey of the history of Spanish Literature.

6 hours the Second Semester.

Spanish 3. Survey of the writers of the nineteenth century and of the present day. Lectures, readings, compositions, and reports,

6 hours the First Semester.

Spanish 4. A detailed study of the Spanish Literature up to the Golden Age and beyond. Lectures, reports, and Spanish conversation.

6 hours the Second Semester.

Note—The above courses will be offered as soon as possible and cannot be offered before the session of 1930-1931.

## DEPARTMENT OF MATHEMATICS

Miss Mary Speer, Instructor

Math. 1. SOLID GEOMETRY. The work begins with a review of a number of original exercises in Plane Geometry, and proceeds through Solid Geometry with a constant drill in the original exercises.

6 hours Quarter 1. Credit, 3 Semester hours.

Math 2. PLANE AND SPHERICAL TRIGONOMETRY. A complete course with constant drill in the solution of problems and exercises in the use of logarithms. Derivation of formulae with their applications; Trigonommetric equations; solution of right and oblique triangles; problems involving practical applications.

6 hours Quarter 2. Credit, 3 Semester hours.

Math. 3. COLLEGE ALGEBRA. The work begins with Quadratic Equations and proceeds with the study of the Binominal Formula, Convergence and Divergence of Series, and a special study of the Binominal, Exponential and Logarithmic series. The course closes with the study of Inequalities and Determinants and the Theory of Equations.

6 hours, Quarter 3. Credit, 3 Semester hours.

Math. 4. ANALYTIC GEOMETRY. The Class begins with the study of the Cartesian and Polar systems of coordinates and with numerous exercises in graphical representations. Special attention is paid to the straight line and the general equation of the first degree in two variables. During the latter part of the course, the time is given to the study of the circle and the conic sections, and to equations of the second degree.

6 hours, Quarter 4. Credit, 3 Semester hours.

Math. 5. DIFFERENTIAL CALCULUS. This course is devoted to the study of the differentiation of functions, with simple applications of the derivatives to rates, length of tangents, normals, and the like. After this the subjects of maxima and minima, curvature, rates and envelops are studied. Numerous problems and exercises are solved and thorough drills are given on every topic studied. The course closes with a drill on curve tracing.



6 hours, Quarter [illegible] Credit, 3 Semester hours.

Math. 6. INTEGRAL CALCULUS. Integration. The Constant of Integration. The Definite Integral. In addition to the study of the subjects mentioned, the student is given a thorough drill on the methods of integration. The object is to enable him to investigate without having to rely on any tables or on any set rules, and, after having learned the principles of integration, to apply them to such subjects as areas, lengths of curves, volumes of solids of revolution and areas of surfaces of revolution.

6 hours, Quarter [illegible] redit, 3 Semester hours.

## DEPARTMENT OF SCIENCE

Instructor [illegible]

Science 1. GENERAL COLLEGE BIOLOGY. This course is intended for all college students desiring an advanced acquaintance with plant and animal life. Intense emphasis is placed upon descriptive, practical, and economic Biology. Special attention is placed on comparative morphology, histology, physiology, development and environment adaptions. By keen observation and critical reasoning the student is brought to find the homologies and anologies as found in the dissections.

3 hours Classwork, and 4 hours laboratory work throughout the year. Credit, 6 Semester hours

Science 2. GENERAL CHEMISTRY. This course consists of a thorough study of the organic and inorganic elements and their compounds and the laws which govern them. A thorough study of the elements, especially of the metals, is made. Also the following physical chemical topics are studied: the kinetic-molecular hypothesis,

solutions, electrolysis, the chemical behavior of ionic substances, chemical equilibrium, and electro-motive chemistry.

3 hours Classwork, and 4 hours laboratory work throughout the year. Credit, 6 Semester hours.

Not offered in 1929-1930.

Science 3. QUANTITATIVE ANALYSIS. The lectures and recitations include the discussion of the methods used in the laboratory and the chemical calculations. The laboratory work consists in simple introductory determinations in gravimetric volumetric methods of analysis. Pure salts of known composition are first analyzed, followed by unknown specimens consisting of pure salts or mixtures of pure salts. In this way the student is prepared to analyze the more difficult substances, including both knowns and unknowns.

One hour a week is devoted to lectures and recitations, and six hours to laboratory work. Credit 6 Semester hours.

Not offered in 1929-1930.

Science 4. GENERAL PHYSICS. This course embraces the study of Mechanics, Heat, Sound, Light, Electricity, Acoustics, Optics, and Magnetism. There will be numerous examples and experiments given throughout the entire course, with a view to rendering the work practical. The course is planned to impart training to the manipulation of instruments employed in physical investigation, to teach the student to make accurate measurements with the use of the English and metric systems, to give practice in properly recording and reducing experimental data.

3 hours a week is devoted to lectures and recitations, and 4 hours to laboratory work. Credit, 6 Semester hours.

To be offered in 1930-1931.

Science 5. GENERAL GEOLOGY. This course will include a brief study of Astronomic and Physiographic



Geology. Investigations of the more common minerals and rocks will be made. A clear understanding of the formation, transportation and deposition of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans, is undertaken. The course ends with a brief study of Structural and Historical Geology. Class room, laboratory and field work.

6 hours the First Semester. Credit, 3 Semester hours.

Science 6. DESCRIPTIVE ASTRONOMY. This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc. of the heavenly bodies have been ascertained.

To be offered if the proper equipment is installed.

6 hours the Second Semester. Credit, 6 Semester hours.

## DEPARTMENT OF PHILOSOPHY

Mr. John K. Williams, Instructor

Philosophy 1. This is a general course in psychology given for the purpose of introducing the pupil to the fundamental principles of mental life and to orientate him in the modern world. The various activities of the individual, the formation of ideas, and the response of the individual to the various stimuli, and other phases of human activity, will be emphasized with a particular discussion of the modern mind in its relationship with the modern world. A study is made of the psychological basis of conduct, the growth of ideas of morality, the moral standard, and various practical moral problems.

3 hours a week during the First Semester. Credit, 3 Semester hours.

Philosophy 2. This is a practical course in Ethics. There will be readings and discussions of the great contributions to ethical thought, especially of those of Aristotle and Spinoza. The course will include a study of

the development of morality, ethical systems, ethical progress, modern problems of the individual and social morality, and the metaphysical implications of ethics. The purpose of the course is to show how the different schools of thinkers have approached and attempted to solve the various perplexing problems of life and conduct, and to enable the student to reason out his own every-day problems involving the question of what is right and what is wrong.

3 hours a week during the Second Semester. Credit, 3 Semester hours.

Philosophy 3. THE HISTORY OF PHILOSOPHY. This course will give a general survey of the development of philosophic thought. It will consider the influence of various dominant personalities upon speculative thought, and the relation between philosophic thought and the political, religious, and scientific movements. It will attempt to give to the student a method and point of view for considering the meaning of the world and human life.

3 hours a week during the First Semester. Credit, 3 Semester hours.

Not offered in 1929-1930.

Philosophy 4. INTRODUCTION TO PHILOSOPHY. This course will attempt to show the Relation of Philosophy to other viewpoints, such as that of the average man, of science, or history, and of religion. The fundamental problems of reality, the nature of being, the world problems, space and time, mechanism and teleology, the problem of knowledge, aesthetic, and religious problems are studied and discussed in class.

3 hours a week during the First Semester. Credit, 3 Semester hours.

Philosophy 5. THE PSYCHOLOGY OF RELIGION. An investigation of the validity of religious beliefs



in relation to their historical development. Text-book, assigned readings, and class discussions.

3 hours a week during the Second Semester. Credit, 3 Semester hours.

## THE SCHOOL OF EDUCATION

Miss Lilla Ermine Watkins, Supervisor

The School of Education will open for the Session of 1929-1930. For some time there has been a need for a department to train teachers for positions in the elementary and high schools of this part of the state, but the officials of Mountain Park College did not think it advisable to offer courses in education until it was certain that such courses could be arranged to meet the requirements of all persons who may desire to take a full two year's standard course in Methods and Education. With edequate class-rooms, library, and equipment for the coming year, the courses offered in the School of Education will meet the requirements of all that wish to prepare themselves for the profession of teaching, or for teachers who desire further training for their work.

### The Purpose of the School of Education

The purpose of the School of Education is to develop in the student an appreciation of the value of the school as an institution; to impart a knowledge of educational principles and methods of teaching; and to equip him for service as teacher in the elementary and secondary schools of North Carolina, or elsewhere.

### Terms of Admission

The work done in the School of Education is strictly college work. Ordinarily a student, to be admitted, must conform to the requirements for college entrance. However, a student not able to present the necessary fifteen units required for admission to the College, may be admitted by consent of the Supervisor and the Executive Secretary.

### Rules and Regulations

Students taking the work of the School of Education are regarded as College students, and are under the same rules and regulations as college students.

### Observation and Practice

Students of the School of Education will have opportunities to observe the work of the Mountain Park High School, and it is planned that a few visits be made to nearby elementary schools. Advanced students will be expected to do a reasonable amount of teaching in the High School under the supervision of the teacher in charge.

### Expenses

The cost of attending the School of Education is listed under the Expense Information of the College.

### Information

Any further information desired by the student may be obtained by writing to the Executive Secretary, Mr. John K. Williams, Mountain Park College, Mountain Park, N. C.

### Courses of Instruction

Ed. 1. THE HISTORY OF EDUCATION. This course aims to provide the knowledge of the development of educational institutions and the solutions of the problems of the past necessary to a sound approach to the problems of the present day. The topics considered are a study of educational practice from the time of the Renaissance to the time of Rousseau; a study of educational theory as advanced by Erasmus, Luther, Comenius, Locke, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Montessori, and Dewey; a study of the development of public education in the United States and a consideration of the persistent problems of education in their modern solution.

6 hours the First Semester. Credit, 3 Semester hours.



Ed. 2. ELEMENTARY SCHOOL METHODS. This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

6 hours the Second Quarter. Credit, 3 Semester hours.

Ed. 3. HIGH SCHOOL METHODS. After a preliminary survey of the psychology of high school subjects the practical problems of teaching these subjects are covered in considerable detail. The aim of this course is twofold: first, to give the student a knowledge of the nature of high school subject matter; second, to give him a working knowledge of the methods of high school instruction.

6 hours the Third Quarter. Credit, 3 Semester hours.

Ed. 4. PRINCIPLES OF SECONDARY EDUCATION. This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found embedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

6 hours the Fourth Quarter. Credit, 3 Semester hours.

Ed. 5. RURAL SCHOOL EDUCATION AND PROBLEMS. This is an introductory study of the rural school and its problems. Study will be made of rural life problems and the school in relation to the social economic forces that dominate rural life. The function of the teacher; program making; educative seat work; teaching

children to study; regular attendance; lunches and play are some of the topics studied. Special attention will be given to the redirection of the small unit school; the problems of consolidated schools; the teacher's relationship to community life. This course is especially designed for students expecting to teach in the rural schools.

6 hours the First Quarter Credit, 3 Semester hours.

Ed. 6. PSYCHOLOGY OF CHILDHOOD. This is a course in child and adoloscense psychology designed to furnish the student with a thorough knowledge of this field. The major topics are: Methods and technique of child study; growth and training; learned abnormal behavior and its correction; theories of play, moral and social development; the development of personality traits and the growth of ideals and character under school guidance; conditions of adjustment in the home, the school, to companions, etc.

6 hours the Second Quarter. Credit, 3 Semester hours.

Ed. 7. THE PRINCIPAL AND HIS SCHOOL. It is the aim of this course to analyze the work of the principal and to furnish him with such information on the supervision and administration of his school that he may be able to do better the work he must perform in his position. Some of the topics considered in this course are: The two-fold function of the principal, supervision and administration; the principal and the organization of the school; schedules and programs; discipline; patrons; buildings and grounds; extra-curricular activities; office routine; reports and studies on his problems; the principal and the supervision of instruction; the course of study; classification of children; promotions; rating of teachers; teacher's meetings; testing results of instruction; remedial measures; conferences with teachers; the parent-teacher associations.

6 hours the Third Quarter. Credit, 3 Semester hours.



Ed. 8. MATERIALS AND METHODS FOR TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (SIXTH AND SEVENTH GRADES). The purpose of this course is to give to the student a definite understanding of the specific aims of the social studies in the sixth and seventh grades, and a comprehensive knowledge of the materials of instruction together with the understanding of the methods of instruction. The following topics will be considered: The objective of the social studies in the sixth and seventh grades; the unique problems in the teaching of the social sciences presented by grades six and seven; the principle of teaching applied; courses of study analyzed and compared; the making of a course of study in the social circles of the sixth and seventh grades; the collection and organization of materials of instructions; methods of instruction studied and compared; observation of teaching of the social studies in the use of current events; testing the result of social study instruction; bibliography of the student.

6 hours the Fourth Quarter. Credit, 3 Semester hours.

Ed. 9. ART STRUCTURE. This course is designed to develop intelligent choice and judgment in the daily use of Art, also to give certain skills that are fundamental to the Art teacher. Structural elements and design principles will be taught by means of exercises, and through the application of these in illustration, representation, color, and decoration.

3 hours the First Semester. Credit, 3 Semester hours.

Ed. 10. CHILDREN'S LITERATURE. This course will include an extensive study of children's literature. The principles underlying the selection and organization of literary material for primary grades will be studied. Dramatization and story telling; and other factors including the activities of the children which influence oral and written speech. This course includes systematic observation in an elementary school.

3 hours the Second Semester. Credit, 3 Semester hours.

## DEPARTMENT OF MUSIC

Miss Sarah Kincaid, Instructor

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land. A knowledge of classical music is considered one of the essentials of a well-rounded education.

It is the aim of the Department of Music to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects.

The Department of Music has a three-fold purpose: First, to provide a thorough, comprehensive course for those wishing to become teachers, or to give a definite background for a professional career; Second, to offer students courses so arranged that they may be combined with the complete literary course in the College; and Third, to give to the College and community the cultural advantages which the Department of Music offers in its various phases.

### General Information

There are no formal entrance requirements beyond the evidence of ability to profit by the instruction offered. Students with any degree of proficiency in music may enter any of the music courses. The work is divided into two semesters, and it is best for students to enter at the beginning of the semester. However, private lessons may be taken up at any time with the permission of the Instructor.

All students must take part in recitals when assigned to such duties by the Instructor.

### Courses of Instruction

Music 1. HISTORY AND APPRECIATION OF MUSIC. This is a lecture course with supplementary reading, giving the student a general idea of the growth and development of music, and a more specific insight into



musical literature. The course includes the study of folk-music; classical, romantic and modern music; form; symphonic music; the orchestra; religious music of all the ages.

Music 2. ELEMENTARY THEORY. This course includes rhythmic and melodic construction, sight-reading and easy ear-training exercises, and other foundation work for general musicanship.

Music 3. PIANO 1. Elementary Grade. To complete this grade a student must know six scales; must have mastered rythmic form and notation; must be able to play at sight an easy piece; and shall play from memory before an examining board, two pieces of the grade of the following: Schumann, Happy Farmer; Mozart, Menuetto; selections from Tschaikowski Album for the Young.

Music 4. PIANO 2. Intermediate Grade. To complete this grade the student must know all major and minor scales; must be able to play two selections from Beginning Bach (Foote); and shall play from memory before an examining board two pieces of the grade of the following: Podini, Dancing Doll; Greig, Grandmother's Minuet; Schumann, Hunting Song.

Music 5. PIANO 3. Junior Grade. To complete this grade the student must be able to play all scales of four octaves, hands together; must have adequate technical training from Pischna studies, Hutchinson Elements of Piano Technique, or its equivalent; must be able to play the Haydn and one Mozart Sonata; two Bach, Little Preludes and Fugues; for examination, three of the following grade from memory: Chopin, Waltz A minor; Greig, Papillion; Schubert, Impromptu Op. 90 No. 4; Mendelssohn, Spring Song.

Music 6. COLLEGIATE FIRST GRADE. Careful study of Czerny, Op. 299, or its equivalent; Bach, Two-part Inventions and similar polyphonic studies; Beethoven Sonatas Op 14, Op. 79; and shall play from memory

four pieces of the following grade: Palmgren, The Sea; Mendelssohn, Prelude Op 35 No. 1; Schumann, Whims.

Music 7. COLLEGIATE SECOND GRADE. To complete this grade a pupil must have played in public a recital consisting of the following: a representative Prelude and Fugue from the Well Tempered Clavichord, a Beethoven Sonata of the grade of Op. 2 No. 2, Op. 7, Op. 22, Op. 28; a group of at least four short numbers of the grade of Chopin Preludes Op. 28 Nos. 22, 23, and one modern selection, Maxdowell, Hexentanz; Moskowski Valse E; Brahms, Rhapsody G Minor.

### Sight Singing

Music 8. ROTE SINGING. Folk songs, patriotic songs, breath control, tone production, phrasing and expression. Extended drills in rhythm. Introduction of sight singing, through tonic chord melodies. Rudiments of music.

Music 9. SIGHT SINGING 1. Simple songs to be used later as observation songs. Tonic chord songs; recognition of tonic chord in all positions in all common keys. Study of the phrase as a unit for thought in sight reading. Rote songs more difficult; recognition of notes other than tonic chord tunes. Continued sight reading exercises.

Music 10. SIGHT SINGING 2. Continuation and enlargement of the work above. Study of theory, signs of notation, major and minor keys, etc., use of pitch pipe. Extended practice in teaching rote songs and conducting the class in singing songs previously learned as rote songs.

### Voice Training

Music 11. ELEMENTARY GRADE. Careful attention is given to correct breath control, tone placing, blending of registers and development of resonance. Studies and songs will be used in so far as they lend themselves



to the accomplishment of these ends. Work in rudement and theory is required in order to obtain proficiency in sight reading.

Music 12. JUNIOR GRADE. Expression, phrasing, articulation, diction. Such vocal studies and exercises are selected as are best suited to the needs of the individual student. To complete this grade the student must be able to sing an easy song satisfactorily in a public recital.

Music 13. ADVANCED GRADE. Continuation of technical work; songs by Schumann, Schubert, Grieg and others; arias by Handel, Mendelssohn; the student shall give a recital of selections from the standard works of the great composers.

## DEPARTMENT OF PHYSICAL TRAINING

Mr. P. H. Stephenson, Director
Mr. Bernard Hege
Miss Mary Speer

The purpose of physical education is to develop not only the muscles but the culture of the entire organism. "A sound mind in a sound body is the greatest gift of God to man." Therefore, a sound body being the basis for normal development, it should be our aim to have healthy, alert, vigorous bodies abounding in life. This department will place emphasis on performing various functions, such as giving the student instruction in personal hygiene; taking the individual needs by means of examination and directing exercises to his needs; to provide exercises as may be necessary to preserve and promote health and develop vigor and vitality; develop muscle control; physical strength and judgment; organized play; to provide healthful recreative activities for leisure periods and the habit of regular exercise.

Every student is required, unless excused by the Executive Secretary with the advice of the nurse, to take the regular Physical Training courses. In case a student

has a physician's certificate to be excused from the work, correspondence will be entered upon with the physician to find out particulars regarding the student's weakness, and progressive exercises adapted to the student's needs will be prescribed and shall be required for a diploma in lieu of the regular work.

All classes will be given lectures on personal hygiene and sanitation; general care of the body; diet; physical efficiency in athletics; training for athletic contests and body building. An accurate record is kept of each student's daily standing in class work and a written examination period.

### Physical Training Courses For Men

Physical Training 1. Elementary calisthenics, marching tactics, free exercise without hand apparatus, breathing exercises, corrective standing, corrective walking and running, corrective work for undeveloped and unnatural parts of the body, elementary tumbling, progressive exercises in elementary apparatus work, working for form, games and contests, and chest-weight work.

Physical Training 2. Calisthenics, advanced marching tactics, advanced to more complicated maneuvers with figure marching and various ways of placing a class for drill and other work. The United States Military Manual is followed as far as practicable. Wrestling, boxing, advanced tumbling, advanced apparatus and acrobatic work, including a graded series of heavy work with dumb-bell and the standard lifts.

### Physical Training Courses For Women

Physical Training 1. Standing, marching. Swedish movements, games, folk steps, figure marching, drills.

Physical Training 2. Figure marching, Swedish gymnastics, body building, poising exercises, games, drills, contests and marches.

The courses outlined above are for students not engaging in athletics, or who do not engage in the regular



athletic contests. All students are encouraged to take a part in athletics whenever possible. The intercollegiate sports are football, basketball, handball, baseball, track, and tennis. Students taking an active part in the above named sports may, at the discretion of the instructors in charge, be excused from the regular courses in physical training.

## DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

Instructor to be elected

**Econ. 1.** PRINCIPLES OF ECONOMICS. **This is an introductory course to the study of Economics. Special attention is paid to the problems of the Industrial Revolution; the division of labor and control of production; the form of the business unit; large scale production and combination; the organization of marketing; transportation; the economic functions of government; the significance of price; demand and supply; competitive prices; cost of production; monopoly price; money and prices; the business cycle; foreign exchange; problems of business organization; the distribution of wealth and income; labor problems; and economic reforms.**

**6 hours the First Quarter. Credit, 3 Semester hours.**

**Econ. 2.** BANKING AND FINANCE. **The first half of this course will deal chiefly with Money and Banking. The following probems will be studied in detail: The bank's operations; the economic services of banks; elasticity of bank credit; domestic and foreign clearings and exchange; reserves; requisites of a sound banking system; foreign banking systems; banking in the United States before the Federal Reserve System; the Federal Reserve System in operation. The second part of this course will deal with Corporation Finance, and the following topics will be studied: Starting a business; forms of business organization; management of corporations; stock; borrowing; mortgages and mortgage bonds; classi-**

fication and description of bonds; extinction of bonded indebtedness; financial plan; working capital; selling securities; intercorporate relations; income and its management; business failures; receiverships and reorganization.

6 hours the Second Quarter. Credit, 3 Semester hours.

Econ. 3. MARKETING. This is a technical course covering such subjects as the following: The economics of marketing; marketing functions; types of middlemen; retail distribution; types of retail marketing agencies; middlemen of the wholesale market for manufactured goods; aggressive marketing methods; marketing convenience; marketing industrial goods; consumers' buying motives; buying motives for industrial goods; the economics of advertising; marketing of representative commodities in the field of manufactured goods, such as household furniture, groceries, textiles, tobacco, and hardware.

6 hours the Third Quarter. Credit, 3 Semester hours.

Econ. 4. BUSINESS LAW. This is an advanced course in commercial law. A thorough study of the following subjects is made: The law of contracts, sales, agency negotiable instruments, insurance, employment, partnership, corporations, real and personal property, wills, suretyship, bankruptcy, bailments, and common carriers as applied to business. Text-book, assigned readings, class work, and discussions.

6 hours the Fourth Quarter. Credit, 3 Semester hours.

## DEPARTMENT OF SOCIAL SCIENCE

Instructor to be elected

Soc. 1. PRINCIPLES OF SOCIOLOGY. An introduction to the scientific study of human society; the conditions which determine the type of social life; the application of sociological principles in the control of present-day social affairs. Special references will be made to the



forces that enter into the composition of life and society, accompanied by lectures and reports throughout. Poverty, Socialism, Social Pathology, Social Duties, Immigration, Congestion of Population, Race, Industry, Internationalism, and the other social and industrial problems of our day.

6 hours the First Quarter. Credit, 3 Semester hours.

Soc. 2. RURAL SOCIOLOGY. The social evolution of American country life; structure of rural society; the rural mind; rural leadership; movements for the improvements of rural conditions, especially of the family, the school, the church, the social center, etc. Social technique of rural homes and communities; importance of agriculture; co-operative marketing; good roads; consolidated schools; organization of the rural community, and rural control.

6 hours the Second Quarter. Credit, 3 Semester hours.

Soc. 3. RACE PROBLEMS. A study of the origin and nature of race; the cultural development and present status of races. Especial attention is given to the effects of slavery and freedom on the economic, political, social, and religious life of the South and to the national problem resulting from the recent negro migrations and possible adjustments between the negro and white groups in the United States. The problem of the American Indian is considered, and a portion of the course deals with the race problems of other lands.

6 hours the Third Quarter. Credit, 3 Semester hours.

Soc. 4. MUNICIPAL SOCIOLOGY. This course deals with the place of the city in social organization. Comparison of the ancient, medieval and modern cities. A special study is made of the racial, cultural and economic groupings of population in the large cities of the world. A study is made of the problems of city planning, housing, health, intellectual, and aesthetic satisfaction. The problem of the control of vice and crime, and the

formation of agencies for the cultivation and expression of civic interests is included in the study of this course.

6 hours the Fourth Quarter. Credit, 3 Semester hours.

Soc. 5. FAMILY WELFARE. A rational study of the family, and its functions in human society; the elements of normal family life, and the conditions that enable a family to meet household expenses. Elementary studies and practices are made in the treatment of social family ailments and the readjustments of disordered families to the normal life of the community. Practical work will be done in the field.

A 6 hour Quarter Course with a credit value of 3 Semester hours. Not offered in 1929-1930.

## DEPARTMENT OF HISTORY

Mr. H. E. Hope, Instructor

History 1. THE DEVELOPMENT OF MODERN EUROPE. This course is designed as a guide to the study of the forces that have produced Europe as it is today. Attention is given to the forces that eventuated in the current social conventions and in the nation and state. The aim is to guide the student to an understanding of the present confused conditions in the affairs of the world, social, national and international. The principal topics studied will be of the period when the principle of "divine right of kingship" seemed to prevail in European governments; the age which produced such monarchs as Louis XIV of France, Peter the Great of Russia, and Frederick the Great of Prussia; a brief survey of social, economic, and intellectual conditions in Europe under the Old Regime; the French Revolution and Napoleon; a study of the Industrial Revolution and the problems to which it gave rise; the growth of nationalism, liberalism, radicalism, and other important currents in the political, economic, social, and cultural life of the nineteenth century;



Imperialism; the World War and its aftermath. Emphasis will be placed on a study of contemporary world problems in their recent historical setting.

6 hours the First Semester. Credit, 6 Semester hours.

History 2. THE HISTORY OF THE UNITED STATES. The aim of this course is to give the student the background for understanding some of the more important factors in present day American civilization. This course begins with the Colonial period and emphasizes the movement towards separation, the Revolution, the formation of the Union, and the problems facing the new government. Special attention will be given to the constitutional theories and sectional controversies, the rise of secession, the military strategy and conduct of the Civil War, constitutional and economic problems of the Union and of the Confederacy, and the political and economic adjustments during reconstruction. The course will close with a survey of inherited political and economic questions, the industrial transformation since 1870, movements of political and social unrest, the course of party development and political reform, imperialism, foreign relations, and recent developments.

6 hours the Second Semester. Credit, 6 Semester hours.

History 3. THE BRITISH EMPIRE. This is an extensive course of the rise and expansion of the British Empire. The principal topics to be studied are the following: The early foundations for the empire; the rise of English sea power under the Tudors; the establishment of colonies in the East and West Indies; India, Africa and North America under the Stuarts; the struggle with Spain, Holland, and France for world dominion; mercantalism and colonial administration; the American Revolution; problems in the Near and Far East; India, South Africa, Egypt, Australia, New Zealand, and Canada: protectorates, mandates, and "spheres of influence"; the

world importance of the British Empire, and the recent developments in British Dominion Government.

3 hours throughout the Year. Credit, 6 Semester hours.

Not offered in 1929-1930.

## DEPARTMENT OF POLITICAL SCIENCE

Mr. H. E. Hope, Instructor

Gov. 1. AMERICAN GOVERNMENT AND POLITICS. The aim of this course is to provide a general survey of the principles and practice of American government as exemplified in the nation, in the states, and in several areas of local administration. Not only the form and functions of the American political system is studied, but the origin and purpose of institutions are treated to show how they have been developed by law and usage. Study is made of the present-day workings, merits, and defects of the machinery of government, and the political institutions of the United States is contrasted with analogous institutions in other lands. Special attention is given to the Powers and Functions of the President; the Powers of Congress; the Cabinet; and the rise and influence of political parties.

6 hours the First Quarter. Credit, 3 Semester hours.

Gov. 2. COMPARATIVE POLITICS. In this course a thorough comparison is made of the various governments of Europe. The rise and influence of the Parliamentary system of government is carefully studied and discussed. The first part of the course will be devoted to the study of the Government of England. All the forces and instruments that influenced the making of the American system of government will be carefully traced. The relationship of England with the Dominions, as well as the forms of governments in the principal Dominions, will be emphasized. The Government of France will receive special attention, and a survey will be made of the other European governments and the changes brought



about by the World War. The course closes with a brief study of the principal governments of Asia and the South American Republics.

6 hours the Second Quarter. Credit, 3 Semester hours.

Gov. 3. AMERICAN CONSTITUTIONAL GOVERNMENT AND THEORY. This course is a study of Constitutional law, and the regular case method used in the leading law schools will be used. The student will be required to study the cases, and be able to repeat the facts of the assigned cases and the reasoning of the court in such cases. The class period will be devoted to a discussion of the cases. The leading opinions of the Supreme Court of the United States on Commerce, the Fourteenth Amendment, and the Powers of Congress and of the President will be studied.

6 hours the Third Quarter. Credit, 3 Semester hours.

Gov. 4. INTERNATIONAL LAW AND DIPLOMACY. This course deals with the laws of nations. Treaties, court decisions, diplomatic correspondence, decisions of boards of arbitration, and state papers in so far as they throw light upon the rules of law respected by the nations, will be studied. Since a great deal of the principles of International Law are derived from text writers, the student will be required to master a regular text book on the subject. The regular case method, however, will be employed for the most part. Special attention is given to such subjects as the Hague Tribunal, and the League of Nations.

6 hours the Fourth Quarter. Credit, 3 Semester hours.

## THE HIGH SCHOOL

### General Information

Mountain Park High School is an Accredited School of the Southern Association of Colleges and Secondary Schools. Beginning with the session of 1929-1930 the first two years of the High School will be discontinued, and only the last two years of High School work be offered. Students who were in the High School department during the session of 1928-1929, however, will be allowed to return and special courses will be arranged to meet their requirements. No new students taking work below the 10th Grade will be admitted.

### Terms of Admission

Since Mountain Park is an Accredited High School on the list of the Southern Association of Schools and Colleges, students applying for admission from non-accredited high schools will be required to pass examinations on the courses pursued elsewhere. Students from accredited high schools will be admitted on certificate to the class for which they are prepared.

Students must have at least seven high school units in order to be admitted to Mountain Park High School, and they are advised not to undertake the work unless they have credits of eight high school units. Four units constitute a normal year's work in the best high schools, and it is unwise for a student to undertake a larger amount of work.

### How to Apply for Admission

Students prepared to enter the third year of high school work, and who desire to pursue their studies at Mountain Park High School, should make application to Mr. John K. Williams, Executive Secretary, Mountain Park Institute, Mountain Park, N. C. Since the High

School Department will be limited, it is desirable that all students contemplating entrance send their applications as early as possible.

### Requirements for Graduation

Sixteen units of High School work will be required for graduation and the diploma. A unit consists of six periods of high school work a week for thirty-two weeks. The periods are 45 minutes in length.

Every student will be required to take courses aggregating four units of work during the school year.

### The System of Grading

The student must maintain a general average of 70 per cent on every subject in order to receive credit for the course. Frequent tests are given throughout the year, and final examinations are given in all courses in December and in April. The grades that a student may earn and their values are as follows:

A Plus Equals 96-100.
A Equals 95.
A Minus Equals 90-94.
B Plus Equals 86-89.
B Equals 85.
B Minus Equals 80-84.
C Plus Equals 76-79.
C Equals 75.
C Minus Equals 70-74.
D Equals 60-69.
E Equals Grades Below 60.

A student receiving a grade of D in any course is graded as "Conditioned," and may under certain circumstances make up the work without repeating it in course. A grade of E denotes a failure, and the work will have to be repeated in class for credit.



### Honor Students

Students making an average of 90, or above on their courses will be rated as Honor Students, and their names printed in the current issue of "The Pilot." At the discretion of the teacher of the subject in which a student makes an average of 90 per cent. or above, the student may be exempt from the final examinations in the subject.

## COURSES OF INSTRUCTION

In order to conform to the requirements of the State Board of Education the following units of work are required for graduation. The student must take courses to meet these requirements.

| | |
|---|---|
| English | 4 units |
| Mathematics | 2 units |
| Science | 1 unit |
| History | 2 units |
| Foreign Language | 2 units |
| Elective | 4 units |

All students are required to elect Bible courses each year of their high school course. One-half unit of credit will be given for this work each year.

## DESCRIPTION OF COURSES

### BIBLE

Mr. John K. Williams, Instructor

Bible 1. This course will embrace a simple outline of the make-up and teachings of the Old Testament. The literary portions of the Old Testament will be studied in detail. An effort will be made to give the student something of the social and religious and economic background out of which the different books and major characters of the Old Testament appear. This is a non-theological course dealing with the Bible as literature and portraying the ethical and spiritual teachings of the Hebrew leaders and prophets.

Bible 2. This course will first embrace a review of the conditions prevailing at the birth of Jesus in both Jewish and non-Jewish life. A detailed study of the life of Jesus will be made, including the missionary efforts of Paul and his associates. The purpose will be to develop an appreciation and understanding of Jesus and his teachings. Attention will be given to the literary make-up of the New Testament Scriptures.

Each of the above courses will count one-half unit. All students will be required to take these courses.

## MATHEMATICS

Miss Mary Speer, Instructor

Math. 1. ACADEMIC ALGEBRA. A full year's course covering quadratics, inequalities, ratio, proportion, variations, the progressions, the binominal theorem, and the graphical solution of equations.

6 periods a week, Credit, one unit.

Math. 2. PLANE GEOMETRY. A thorough course emphasizing the original exercises. The development of independence and originality, accuracy and finish, together with the application of Geometry to every day life, is the object of this course.

6 periods a week. Credit, one unit.

## ENGLISH

Mr. Wesley E. Wilson, Instructor

English 3. Advanced work in composition, with special study of the paragraph as the unit of composition, making and developing outlines, briefs, abstracts, reports, exposition, argumentation, debates, and themes from every day life.

6 periods a week. Credit, one unit.

English 4. This course is a History of English Literature. A careful study is made of the periods of English Literature with particular attention to the Elizabethan



and Victorians eras. Extensive reading is required. A study is made of selected masterpieces. Formal and informal reports are given.

6 periods a week. Credit, one unit.

## FRENCH

Mr. P. H. Stephenson, Instructor

French 1. This is a course for beginners. It includes the study of French composition and grammar, the reading of easy texts and training in pronunciation and conversational French. This course is for those who have had no work in French.

6 periods a week. Credit, one unit.

French 2. This course is for students who have passed the first course in French. A rapid review of French Grammar and composition is made. Compositions and themes are required in French, and students are expected to be able to recite their lessons in French. About eight hundred pages from such authors as Verne, Erckmann-Chatrian, and Halevy are read.

6 periods a week. Credit, one unit.

## HISTORY AND GOVERNMENT

Mr. H. E. Hope, Instructor

History 1. AMERICAN HISTORY. This is a thorough course covering the entire field of American History. The French-English contest for territory, the Revolution, the Formation of the Union, the Civil War, Reconstruction, currency and the tariff, the rise and fall of political parties, and the forces that have made the United States a world power are studied in detail.

6 periods a week. Credit, one unit.

History 2. AMERICAN GOVERNMENT. This course is designed to acquaint the student with the structure and workings of the various departments of national, state

and local government. Emphasis is placed upon the origin of American political institutions, political parties, party methods and machinery, and the problems of the American people as a nation.

6 periods a week. Credit, one unit.

## SCIENCE

Instructor to be elected

Science 1. GENERAL SCIENCE. This is an elementary course for students beginning the study of science. A general but necessarily brief introduction to the major fields of science in showing the greater possibilities of these larger, special fields, will be given. The practical application of the principles of science to life and living will be stressed, with special emphasis on the study and practice of health rules. Laboratory work accompanies this course.

6 periods a week. Credit one unit.

Science 2. BIOLOGY. Biology is the study of all living things, both plant and animal. The study will be divided between the study of Plant Life, Animal Life, and Human Biology. Hygiene and Sanitation will be taken up in some detail. Special emphasis will be placed on the Cure of Diseases. A practical laboratory course in Biology will accompany this course. Several field trips will be taken the better to study plants and animals in their native habitats.

6 periods a week. Credit, one unit.

## PIANO DEPARTMENT

Miss Sarah Kincaid, Instructor

Music 1. PREPARATORY TECHNICAL EXERCISES. All major scales, one octave, separate hands. Arpeggios in major and minor triads, two octaves. Presser's Beginner's Book; Duvernoy-Studies, Opus 176; Kohler-Studies, Opus 190, Opus 149, Opus 218; Gurlitt-Studies, Opus 197.



Music 2. TECHNICAL CONTINUED. All major and minor scales, two octaves, separate hands, one and two notes, M. M. 72; Major and minor triads, alternating hands, one and two notes, M. M. 60. Kohler-Studies, Opus 157; Burgmuller-Studies, Opus 100; Gurlitt-Studies, Opus 198; Czerny-Studies, Opus 198, Vol 1, Part 1. (Germer).

Music 3 TECHNIQUE WORK CONTINUED. All major and minor scales, one, two, three and four notes, hands together, M. M. 60. Arpeggios, in major and minor triads; dominant and diminished sevenths, one and two notes, M. M. 80. Burgmuller-Studies, Opus 100, Book 11; Heller-Studies, Opus 125; Czerny-Studies, Vol. 1, Part 11, (Germer); Bach, First Year Bach (Foote).

Music 4. FURTHER STUDY IN TECHNIQUE. All major and minor scales, four octaves, one two, three, and four notes, M. M. 88; Arpeggios in major and minor triads; dominant and diminished seventh chords, hands separate, one, two, three, and four notes, M. M. 60. Duvernoy-Studies, Opus 120; Heller-Studies, Opus 47; Bach-Little Preludes; Sonatina Album (Presser).

## DEPARTMENT OF BUSINESS ADMINISTRATION AND SECRETARIAL TRAINING

**Reasons why young people who are planning to prepare for a career in business should secure their training in the department of business administration in Mountain Park College.**

I. We have a competent and adequately trained faculty.

II. The purpose of our institution is not to make money but to give effective training and inspiration in meeting the problems of life.

III. Our equipment is adequate for the courses we offer.

IV. A full investigation will establish the fact that it actually costs less than half the amount usually charged for this service to attend Mountain Park.

V. Careful supervision—wholesome recreational life—Christian ideals and environment.

VI. Schedule of six full days of work each week—thus reducing the time required to complete the course.

VII. The supervision and co-operation of the Draughon Business College of Winston-Salem gives us the experience and counsel of a well-established and recognized group of business colleges.

VIII. Positions secured for all our students completing the course in a satisfactory manner.

IX. Additional work in college or preparatory department may be secured without extra cost.

X. Students who have completed three years of high school work may take our special Vocational Course and receive high school diploma and complete business training within a period of ten months.

XI. Limited credit for work done in this department by our Junior College Department.

For further information and application blank, apply

JOHN K. WILLIAMS, Executive Secretary,
Mountain Park College,
Mountain Park, N. C.

### Prepare for a Business Career

Business is today the richest field of opportunity in the world for bright, ambitious men and women.

Business offers you golden opportunities—good positions paying good incomes and all the good things such incomes make possible.

Business wants—and appreciates—the trained young man or young woman. It has need for thousands of them. It is willing and anxious to pay good salaries from the beginning, and to put such young people in line for promotion for the choicest positions it has to offer.

Business is not so much concerned about your age or sex, your social or family connections, but its first and most important question is: "Are you trained and ready for its responsibilities and opportunities?" If you have the training and ambition, business wants you, and will use you.

How Can You Get This Training? There are several ways open to you—go in as you are now and get it by hard work, long hours and small pay; go to college at the cost of four years of your life and several thousands of dollars; or attend this modern business training school, where you may be prepared for the most wonderful opportunities of life at the cost of only a few months of your time and less than $200.00 for tuition and board.

Right Here you are offered a great short-cut to the good position you want and are entitled to. By supplementing your present education with the highly specialized courses we teach, you can create a wide market for your services.



You save from two to three years and 80 per cent to 90 per cent of the cost of a four to six year course, and get started in your business career from two to five years earlier—starting at a much larger salary and being ready for much quicker promotion.

The choice positions are the administrative and executive ones. Such are the positions that pay the larger salaries, and offer greater independence. And the executives that are trained in the business itself always get the choicest of these positions. So it behooves you to take an intensive business course, which will enable you to start years ahead of those who take the longer and more expensive way.

Are you interested in a high-salaried executive position? Are you interested in a position that offers young men and young women richer and quicker rewards than any trade or profession? Then decide now—Today—that you will prepare for such a position, by attending this modern business training school.

For many years the employers of this great country have looked to the modern business schools, such as this one, for employees whom they can trust and promote from year to year. More and more of them are coming to look to such schools for their best employees and future executives.

We specialize in training young men and young women for business and its wonderful opportunities. Each year Mountain Park Institute trains scores of people, starting their feet in the path of promotion and giving them a running start toward success.

### The Mountain Park Spirit

An institution, no less than an individual, is known by its outstanding characteristics. It stands for something that distinguishes it from the ordinary. It has a trade-mark in the moral world just as distinct as any trade-mark in the everyday world, and this trade-mark, or reputation, is the most valuable asset of an honorable institution.

e Mountain Park spirit is the gospel of work, the , determination and willingness to do a full day's every day. Our motto is: "Keep busy." This spirit es the entire school. The special characteristic Mountain Park student is "ambition." He wants ount to something, to do something, and he does it. ants to be somebody in the business world and he fore sets out to make a name and a place for him- this field. It is the spirit of a school that determines the future of its pupils, that decides whether its ates will be successful or fall by the wayside. The ion of a school, therefore, becomes a matter of the est importance. It is generally the turning point in life, the opening of the road to success or defeat. graduates go forth from our school imbued with the tain Park spirit and it leads them onward and up- . This characteristic spirit of a school is a thing of th. It can come only from long experience. At the tain Park School this spirit has been growing ger for years, and will continue to grow in the future the past. Its influence will become more and more rful until the Mountain Park graduate will become n all over the country, from the Atlantic to the ic coast, for his ability, ambition and energy.

### Our Purpose

t is our ambition to furnish to the youth of the South gh-grade business training, with an English educa- , at the least possible cost, and in the shortest time istent with thoroughness. To teach nothing that is rfluous, and omit nothing that is essential.

Truths, plainly stated, facts distinctly set down, pos- an eloquence that no flowers of speech, no tricks of toric, can heighten. And now, when business schools trying to out-do each other in exaggerated claims and culous assertions, it behooves Mountain Park Insti- more than ever to maintain the dignity of a high- de business training institution.



All we ask of our friends and prospective students is a visit and a careful, critical inspection of our equipment, course, and methods. If you do not find Mountain Park as represented, you will not be asked to enroll with us.

Our faculty, courses of training equipment, etc., will not suffer with comparison with the best, and in many respects we claim advantages superior to many others. This institution has passed the experimental stage, and each year its roots strike deeper and deeper into the confidence and esteem of the public.

### COURSES OFFERED

Four thorough and practical courses designed to meet all requirements of a successful business career. We teach the well-known system of Gregg Shorthand, Touch Method of Typewriting (to music), and the Draughon System of Bookkeeping.

#### No. 1—Secretarial Course

Secretarial Bookkeeping, Commercial Law, Commercial Arithmetic, Rapid Calculation, Touch Typewriting, Shorthand, Dictation, Spelling, English, Correspondence, Filing, Penmanship, and Practical Office Training.

#### No. 2—Bookkeeping Course

Bookkeeping, Typewriting, Commercial Arithmetic, Commercial Law, Rapid Calculation, English, Spelling, and Penmanship.

#### No. 3—Shorthand and Typewriting

Gregg Shorthand, Touch Typewriting, Spelling, Business English, Dictation, Correspondence, and general training in Office Practice.

#### No. 4—Elementary Bookkeeping

Bookkeeping, Commercial Arithmetic, Rapid Calculation, and Penmanship.

### Bookkeeping

Draughon's System of Double Entry Bookkeeping, used in the twenty-six Draughon Schools throughout the country, is taught. Study of law and organization of corporations, entries and accounts peculiar to a corporation, Capital Stock, stock values, manufacturing accounts, and balance sheet analysis. Also business papers, books and accounts applicable to small business concerns owned and operated by one person. Individual instruction. Diploma awarded those who pass final examination on bookkeeping, and make satisfactory grades in accompanying subjects.

### Commercial Law

A knowledge of law controlling or affecting ordinary business transactions increases the value of the services of a clerk, bookkeeper, or other office assistant. Course designed to make employee competent to make sales, offer contracts, decide upon acceptance or proposals, and to attend to other matters entrusted to him in the absence of his employer. Stress upon contracts, personal and real property, agency, negotiable instruments, insurance, deeds, mortgages, workmen's compensation, wills and inheritances.

### Business Arithmetic—Rapid Calculation

The subjects of Interest, Percentage, Stocks and Bonds, Insurance, Banking, Averaging Accounts, and Partnership Settlements receive special attention. Emphasis upon rapidity and accuracy in the four fundamentals; devices for shortening work. Draughon's Commercial Arithmetic used.

### Penmanship

The A. N. Palmer system of muscular movement is used to develop a rapid, legible business handwriting. Daily instruction given. Drills for muscular development, proper position, rythmical movement, followed by



practice in letters, figures, and business forms. Certificate from Palmer Company to those who qualify for it.

### Typewriting

Thorough drill in Touch System. Careful supervision to insure correct fingering, right position, and correct practice: typing to music to develop rythmical touch. Practice in business forms of typewritten material. Special attention given to speed and accuracy in transcribing shorthand notes.

### Shorthand—Dictation

An asset to any young man or young woman entering the business world. Individual instruction insures rapid progress of student. Thorough course in dictation of business letters, articles, etc., after completion of Gregg Shorthand Manual.

### English

First part of work is a review of grammatical forms and puntuation. Special study of troublesome verbs and business diction. Second part, study of business correspondence, principles of effective business writing and actual practice in correct letter-writing. Textbook: Applied Business Correspondence, by Rupert P. SoRelle.

### Spelling

Every student is required to study spelling. Recitations three times a week. Textbook: Words—Their Spelling, Pronunciation, Definition, and Application—Rupert P. SoRelle and Charles W. Kett.

### Positions

The Life Membership in our Employment Department also entitles you to a membership in the employment departments of all twenty-six of the great Draughon Schools. This means that positions will be open to you in almost any section of this vast country.

You should begin at once. Do not wait for circumstances to shape themselves so that you feel that you are perfectly ready. The time will never come when you feel that everything is just exactly right for you to begin. You must not put off, but begin now, to shape things so as to begin your preparation, if you expect to meet with success.

### Music in the School

Our students learn to touch the delicate typewriter keys by the tune of a popular song or perhaps a grand opera selection. We believe that music instills into the heart of the student a better feelling towards the world, makes them happier and gives a desire to do more and better work.

## GENERAL INFORMATION

### When to Enter

At any time you desire. The Draughon Business College runs twelve months during each year. Our system of individual instruction enables the students to enter without disadvantage at any time.

### Location of College

Mountain Park is located ten miles east of Elkin and six miles southwest of Dobson in Surry County. Transportation will be arranged from Elkin to Mountain Park when requested.

### Individual Instruction

We assure rapid progress to all students by giving individual instructions in bookkeeping, typewriting and shorthand.

### Prices

Scholarships range in price from thirty-five to ninety dollars, depending upon the course or courses selected. A monthly rate of tuition will be arranged. The tuition fee pays for all instructions and use of machines



in the course selected. No extra charge. Tuition and book fees are payable in advance, but time payments may be arranged if desired. We often aid ambitious students to earn part payment on board, and perhaps tuition. If you do not have the cash do not give up the idea of securing a business education—let us help you pay for it out of your earnings.

### Our Faculty

Realizing the success of the school and students depends largely upon the character of the instruction furnished, we employ competent, high-class, experienced teachers.

### Entrance Requirements

A knowledge of the common school branches. While a high school training is desirable, many students can do good work with only a grammar school education. We gladly coach those who need help in the English branches without charge.

### Examinations

We require no examinations upon entering, but the usual tests and examinations are required during the various courses for certificates and diplomas.

### Age Limit

There is practically no age limit. Those from fifteen to forty-five years of age, both sexes, are received in equal terms and given the same careful instruction.

### Time Required

This depends largely on the student's previous education, his aptitude for learning, and the diligence displayed in pursuing his studies. For all students having a high school education the time ranges from five to eight months.

### Progress

We do six days work each week thus covering much re work in a given time than a five-day week schedule uld permit.

### Attendance

Regular attendance is an essential factor to progress. nctuality is a necessary business qualification. As ours strictly a college of business we insist on our students cticing the elements of business success.

### Study Hours

A good part of the day is devoted to recitations and actice methods. The student is expected to study at ast three hours a day each evening.

### Discipline

The same rules and regulations governing students in e high school and college department in Mountain Park stitute will be maintained in the department of Busiess Administration and Industrial Training. All students are expected to conduct themselves as ladies and entlemen, and to comply with such rules and requirements as are found in all well regulated schools. No other ype of conduct will be tolerated.

### Reports

When requested by the parents or guardians we send monthly reports giving a true index of the student's attendance, deportment and progress.

### Positions

We assist, free of charge, all competent and worthy students in securing responsible positions. As a general rule the demand for graduates of Draughon Practical Business College is always in excess of the supply.

### Employment Bureau

For the benefit of our students and graduates we will maintain at considerable work and expense an employ-



ment bureau. No fee for enrollment is charged the students. The services of this bureau will be open to all students at any future time.

### Payment of Fees

We accept secured notes for tuition. These notes must be signed by the person who is purchasing the scholarship, and be endorsed by his parents or a responsible party making the note such that your home bank would consider it good. These notes draw six per cent interest, and usually run six months. The note plan is intended only for those students who are unable to pay cash for their tuition. We advise all students to make their arrangements if possible to enter on the cash plan, as the note plan is always approximately ten per cent higher. It is advisable in most cases to borrow the money and pay all of your tuition upon entering. Tuition may be paid month by month, in advance.

### Cost of Board

Good board, including room, lights, and hot and cold running water can be secured in our dormitories for fifteen dollars per month.

### Prepare for a Business Career

Increase your earning power. To have an education is a fine thing; but to have an education that will increase your earning power is really what you want. Such an education takes you out of the ranks of the poorly paid and puts you in the "well paid" class, with ever increasing opportunities. Such an education is available to you at this modern business school.

You can be anything you want to be in business if you are willing to pay the price of a little intensive study and hard work.

The aim of this school is not merely to train its students to become stenographers or bookkeepers. Our real purpose is to prepare our graduates to become the business leaders of the future.

## The Fascination of a Business Career

"Business" is one of the most fascinating games in the world today. It gives every man and woman an equal opportunity to earn a handsome income, own a fine home, and to have and enjoy the good things of life. "Business" offers the ambitious young man and young woman the greatest opportunities, the most money-making chances—and the time necessary for preparation for a business career is very short, the cost absurdly low.

Entering the business world is very easy nowadays—Mountain Park Institute offers a simple medium for the realization of your ambition. Results are quick and sure. We teach just what you need to make a success in business. Our graduates are thoroughly trained in the principles of modern business practice, and are assisted to just such positions as they like and are qualified to fill.

Mountain Park Institute consists of a fully accredited high school and Junior College department meeting every requirement prescribed by the standardizing agencies for such work. College credit may be obtained while taking courses in the department of Business Administration.



## TWO YEARS COURSE IN VOCATIONAL AGRICULTURE

**Designed to Prepare Boys to Manage Farms, Farm Animals, Dairy Herds, Poultry Plants, etc.**

Mr. R. H. Lankford, Instructor.

### FIRST YEAR

**Soils, Fertilizers, Crops and Farm Animals**

SOILS—Composition; formation; plant food deficiency; improvement; conservation; adaption to crops.

FERTILIZERS—Contents; sources; availibility; influence on plants; effects on diseases; home mixing.

FARM CROPS—Kinds to grow; adaption to soil; to season; seed selection; preparation and cultivation.

FARM ANIMALS—Judging; selecting; care; shelter; feeding; diseases.

### SECOND YEAR

**Horticulture, Dairying, Marketing, Farm Management**

GARDENING AND ORCHARDING—Planting; cultivation; care of trees and small fruits; diseases: cause and treatment; marketing.

DAIRYING—Feeding; breeding; records; reports; handling and marketing products.

FARM MANAGEMENT—Layout; corn rotation; tools; terracing; harvesting; storing; marketing.

45 minutes laboratory per day required. Each student must carry project for at least six months each year. A farm, garden, orchard, herd of animals, or flock of poultry make the best laboratory.

## REASONS WHY MOUNTAIN PARK INSTITUTE SHOULD BE CONSIDERED

### 1—Expense

Due to the complex living conditions of this age education, whether paid for out of tax money or by private or church donations, is very expensive. The social side, incident to life in a first class preparatory school or college, accounts for a large percentage of this expense.

Modern education, since the beginning of its development in New England has always been regarded as a social need and responsibility. In standard preparatory schools and colleges it has come to be the accepted principle that the student pays approximately one-half the cost and society, through the medium of the institution, pays the remaining half. Notwithstanding this generous attitude on the part of social-minded people educational training in standard preparatory schools and colleges costs so much that people of modest means and limited income can hardly avail themselves of its privilege.

A study of the first-class preparatory schools and colleges of the State indicates that the average necessary expense for the preparatory schools for one year is between $400 and $600 and for the reasonably priced colleges between $500 and $700 a year.

The total necessary expense, not including books for those attending the Junior College department of Mountain Park Institute, will be only $176; of this amount $160 will be spent in giving table board and room service. The remaining $16 will be spent for library, laboratory and medical service for the students.

No tuition will be charged.

For the high school department the total necessary expense, not including books, will be $160.

It will thus be seen that educational service furnished by Mountain Park Institute costs the students or their

arents less than half the amount charged by institutions hat employ similar high class teachers and that maintain imilar standards of service.

A limited number of students can be given work by which a part or all of their expense may be covered; also limited number of scholarships will be available.

### Time

The administration of Mountain Park College believes that too much time is lost by our present methods of education. Six full days of instruction and class room work will be required each week. By this method Mountain Park College will do the same amount of work in thirty-two weeks that is usually done in preparatory schools and colleges running full nine months.

In this way the student is saved one month's time which may be employed in useful work at home or in some position; and the parent is saved the expense of board and room for the month.

It is believed that a better type of educational work can be done and that the students will be happier by doing six days' work each week rather than by doing five days' work each week. The young people of this generation must learn the lesson of continuous and intensive application to the tasks of life.

### The Purpose of Mountain Park College

This Institution believes that to train the mind of the Youth of today without at the same time developing an appreciation of the moral and spiritual needs of life is an incomplete and dangerous kind of education. To divorce education from the authority and restraints of religion is to develop power, without creating the necessary moral character to rightly use that power. Scholarship and reverence for God and constituted authority should go hand in hand. A trained mind without a trained heart is not only dangerous but undesirable. The purpose of all



education is to produce character and ability to live well and to render useful service to the community.

### Christian Education

"To educate a man in body and not in morals is to educate a menace to society."—Theodore Roosevelt.

"Nine-tenths of the calamities which have befallen the human race had no other origin than the union of high intelligence with low desires."—Macauley.

"Mere intelligence is not enough. Enlightenment must be accompanied by that moral power which is the product of the home and of religion. Real education and true welfare for the people rest inevitably on this foundation which the government can approve and commend but which the people themselves must create." — President Coolidge's Message, Dec. 7, 1923.

"Extinguish the Colleges and you put out the eyes both of the Church and of the State."—Tyler.

"The Christian College is a manufactory which takes the finest raw material the church can furnish, multiplies its value a hundred fold and returns it to the church in a life-giving stream of intelligent faith, trained power, and consecrated leadership."—Henry L. Smith.

"Scholarship has usually been more fruitful when associated with religion, and scholarship has never, so far as I can recall, been associated with any religion except that of Jesus Christ."—Woodrow Wilson.

"Exclude religion from education and you have no foundation upon which to build moral character."—Eliot.

"Religion, like everything else of value, must be taught. It is possible to get more religion in industry and business only through the development of Christian education and leadership."—Roger Babson.

When Aristotle was asked how the educated man differed from the uneducated, he answered: "As the living differ from the dead."

"Man becomes man only through the process of education."—Kant.

"History is a race between education and disaster."—H. G. Wells.

"To produce character education must call to her assistance religion."—Ex-President Hadley of Yale.

"To receive no religious impression at all is exactly equivalent to receiving an impression that religion is unimportant."—George A. Coe.

"The peril today is not lack of knowledge but of moral principles. What the world needs so desperately in these critical days is a leadership that is not only intellectually strong but morally right."—Edgar P. Hill.

"We are living in a day when the moral structure of society is being shaken to its foundations. War from without, menacing forces from within, have forced democracy to a supreme test. The only power which can insure right social relations and right individual life is the gospel of Christ. To spread this gospel is the work of the church.

"There is no other way to do this task save by the seemingly slow process of training Christian leaders in every walk of life. Christian leadership is not an accident. Men and women capable of such leadership in this day are the product of thorough religious education."—B. Warren Brown.

**Mountain Park Institute Meets Fully the Requirements of a Standard Preparatory School and Junior College**

1—It has the necessary buildings and physical equipment.

2—The faculty has been fully trained in the best colleges and universities in the land. Only experienced high type teachers have been employed.

3—The necessary income. Mountain Park Institute has $100,000 paid in endowment, and generous friends provide the additional necessary money from year to year.



4—The laboratory equipment will be adequate for the courses in science offered.

5—The library, while small, is sufficiently large to meet our needs in a satisfactory way.

6—The physical education problem will care for the physical needs of every student.

7—A wholesome and well-planned social and recreational program will be provided.

8—The student body is small thus enabling the faculty to give individual instruction and care in developing the mental and moral life of the students.

**American Leaders and Their Education**

Anyone examining "Who's Who In America" will arrive at some startling conclusions with regard to the significance of the Christian school in American life.

8 of the 9 Justices were College men.

7 of the 8 were from Christian Colleges.

18 of the 27 Presidents were College graduates.

16 were from Christian Colleges.

18 out of 25 leading masters of American Letters were College men.

17 were from Christian Colleges.

Of the members of Congress whose efforts or prominence secured them a place in "Who's Who In America," two-thirds were graduates of Christian Colleges.

9—A sufficient number of courses to give the individual student the particular training needed will be offered.

10—Mountain Park Institute is located in a healthful rural section of Northwestern North Carolina. Its students are thus protected from the unwholesome and sometimes dangerous influences, incident to life in the city.

## Distinguished Men of America and Their Education

With no schooling—

Of 5 million only 31 attained distinction.

With elemetary schooling—

Of 33 million, 808 attained distinction.

With high school education—

Of 2 million 1245 attained distinction.

With college education—

Of 1 million 5768 attained distinction.

The child with no schooling has—

1 chance in 150,000 of performing distinguished service.

4 times the chance with elementary school education.

87 times the chance with high school education.

800 times the chance with college education.

Less than 1% of American men are college graduates, yet this 1% has furnished:

55% of our Presidents.

36% of the Members of Congress.

47% of the Speakers of the House.

62% of the Secretaries of State.

50% of the Secretaries of the Treasury.

67% of the Attorney Generals.

69% of the Justices of the Supreme Court.

11—The only purpose Mountain Park Institute has to serve is that of humanity and its needs. To give every boy and girl a fair chance at the game of life, and to train them to be productive, useful citizens with ideals of service, is the aim of this Institution.



## Benefits Obtained By Attending College

Figured on the basis of average earning power over a period of years, every day of schooling was estimated by the United States Bureau of Education to be worth $9 to the student.

Dean Lord of Boston University, after a careful study of this question last year, reports that the average college graduate during his working life earns $72,000 more than the man of high school training only.

He finds that the high school graduate goes to work at 18, reaches his maximum salary of approximately $2,-200 at $40, and continues on that level for the remainder of his active life. The college graduate begins at 22; at 28 his income equals that of the high school graduate at 40, and it continues to rise steadily. Since his income is dependent upon mental ability and training constantly improved by practice, it increases instead of diminishes with the years.

"To be at home in all lands and all ages; to count nature a familiar acquaintance and art an intimate friend; to carry the key to the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make friends among men of your age who are to be leaders in all walks of life; to lose oneself in generous enthusiasm and to co-operate with others for common ends; to learn manners from students who are gentlemen and form character under professors who are Christians —these are the returns of a college for the best four years of one's life."—President Hyde of Bowdoin College.

## STUDENT LIST 1928-1929

| | |
|---|---|
| Sidney Atkinson | Wake County |
| Fred Adams | Forsyth County |
| Ralph Alexander | Iredell County |
| Clayton Alexander | Wilkes County |
| Ethel Alexander | Iredell County |
| Ralph Beane | Surry County |
| J. Hill Barrett | Atlanta, Georgia |
| Melva Burton | Yadkin County |
| James Buie | Guilford County |
| Mildred Best | Duplin County |
| Doris Blackburn | Wilkes County |
| Eugenia Chadwick | Onslow County |
| Hallie Chilton | Surry County |
| Ruth Collins | Surry County |
| Mary Lee Carter | Davie County |
| Mildred Carter | Davie County |
| James Combs | Max, Va. |
| Mae Combs | Max, Va. |
| Nell Caudill | Wilkes County |
| Jarvis Collins | The Hollow, Va. |
| Alma Calloway | Surry County |
| Gertha Calloway | Surry County |
| Olivia Calloway | Surry County |
| Ila Cockerham | Surry County |
| Mollie Combs | Surry County |
| Free Calloway | Surry County |
| Raumond Durham | Wilkes County |
| Bertha Dukes | Lykesland, S. C. |
| Hal Dobbins | Wilkes County |
| Ruby Dobbins | Wilkes County |
| Berniece Day | Wilkes County |
| Ralph Dockery | Wilkes County |
| Clyde Davis | Wilkes County |
| Grace Dagenhart | Iredell County |

J. Dumont Eskridge ..... Wilkes County
Thomas Fox ..... Gainesville, Ga.
Alma Felts ..... Piper's Gap, Va.
Archie Glenn ..... Forsyth County
Kathleen Gray ..... Surry County
Odell Groce ..... Wilkes County
Byrd Gooch ..... Granville County
Conrad Gentry ..... Surry County
Toler Haynes ..... Yadkin County
Alton Hope ..... Gainesville, Ga.
Bessie Hemric ..... Wilkes County
Velma Hemric ..... Wilkes County
Bernard Hege ..... Forsyth County
Merle Hawks ..... Lambsburg, Va.
Grace Hiatt ..... The Hollow, Va.
Dewey Hodges ..... Surry County
Louise Hawkins ..... Boardman, Fla.
Edith Hawkins ..... Rockingham County
Paul Honeycutt ..... Iredell County
Richard Henson ..... Hagerstown, Md.
Phin Hine ..... Forsyth County
Robert Hine ..... Forsyth County
Gladys Hawks ..... Surry County
Nola Howard ..... Wilkes County
Claudius Higgins ..... Wilkes County
Ted Hudspeth ..... Surry County
Naomi Higgins ..... Wilkes County
Carrie Haynes ..... Davidson County
Clara Haynes ..... Davidson County
Ruth Haynes ..... Wilkes County
Shirley Hayes ..... Wilkes County
Lewis Hoppers ..... Alleghany County
Berniece Holbrook ..... Wilkes County
Spencer Howard ..... Wilkes County
Peggy Hine ..... Forsyth County
Basil Harris ..... Surry County
Frank Haynes ..... Surry County
Tom Hamby ..... Surry County
Mary Isaacs ..... Surry County
Howard Inscore ..... The Hollow, Va.
Louise Jackson ..... Surry County
Edna Johnson ..... Surry County



Butrice Johnson ..... Wilkes County
Vivian Jarvis ..... Surry County
Carolyn Johnson ..... Surry County
George Johnson ..... Surry County
Carlie Layell ..... Surry County
Lubin Legette ..... Robeson County
Robert Landreth ..... Alleghany County
Robert Lankford ..... Surry County
Coleene Lewallen ..... Guilford County
V. W. Luffman ..... Surry County
Phola Layell ..... Surry County
Allen McGee ..... Surry County
Stantley McKinnon ..... Ontario, Canada
Blanche McCarter ..... Wilkes County
Ralph McCuiston ..... Guilford County
Charles Myers ..... Wilkes County
Hetty Myers ..... Wilkes County
Guy Myers ..... Yadkin County
Pressley Myers ..... Wilkes County
Jevelyn Moore ..... Jones County
Virginia Moody ..... Buncombe County
Carmen Murray ..... Surry County
Mabel Murray ..... Surry County
Baine Martin ..... Guilford County
Martha Mumford ..... Wayne County
Eula Measamer ..... Lee County
Allen Moore ..... Iredell County
James Moorehead ..... Bowersville, Ga.
Ruby Norman ..... Surry County
Cleaty Nicks ..... Wilkes County
Ruby Nicks ..... Wilkes County
Frank Neal ..... Cabarrus County
Stanton Naylor ..... Jackson, Mich.
Erma Nixon ..... Surry County
Ruth Norman ..... Surry County
Mary Lee Nixon ..... Surry County
Thelma Norman ..... Surry County
Russell Pardue ..... Surry County
Robert Parker ..... Surry County
Mozelle Price ..... Alexander County
Newby Parrish ..... Granville County
Arlie Rhoades ..... Wilkes County
William Royster ..... Montgomery County
Walter Reaner ..... Forsyth County
Hal Reese ..... Iredell County
Earl Ramey ..... Surry County

| | |
|---|---|
| Mae Royall | Surry County |
| Callie Roberts | Surry County |
| Earl Roberts | Surry County |
| Mina Siske | Rockingham County |
| Ruth Steele | Rockingham County |
| Melvin Steele | Rockingham County |
| Anna Lou Sale | Wilkes County |
| Flossie Souther | Wilkes County |
| Gaither Sprinkle | Surry County |
| Ira Stoker | Surry County |
| Kathryn Sigmon | Catawba County |
| Pearl Sebastian | Wilkes County |
| Lucille Sidden | Surry County |
| Ruby Stonestreet | Surry County |
| Rufus Sprinkle | Surry County |
| Doyle Stonestreet | Surry County |
| Hallie Simmons | Surry County |
| Odessa Swift | Surry County |
| Edgar Thompson | Surry County |
| Otus Thomas | Randolph County |
| York Tucker | Forsyth County |
| Edna Thompson | Surry County |
| Emma Thompson | Surry County |
| Myrtis Thomas | Guilford County |
| Gladys Thompson | Surry County |
| Mary Thompson | Surry County |
| Elwood Tesh | Forsyth County |
| Pearl Thompson | Surry County |
| Marvin Venable | Rockingham County |
| Penina Wooten | Wayne County |
| Floyd Williams | Tallulah Falls, Ga. |
| Livingston Williams | Surry County |
| Mary Williams | Surry County |
| Ola Williams | Surry County |
| Paris Wood | Surry County |
| Garnett Welch | Flowery Branch, Ga. |
| Robert Ward | Lambsburg, Va. |
| Zada White | Surry County |
| James White | Iredell County |
| Mason White | Surry County |
| Lincoln White | Surry County |
| Edith Whicker | Forsyth County |
| Orville Whitley | Wilkes County |
| Alton Whicker | Moore County |
| Percy Walters | Wilkes County |
| Sarah Young | Henry, Virginia |



## JUNIOR COLLEGE DEPARTMENT

| | |
|---|---|
| J. Hill Barrett | Atlanta, Ga. |
| Melva Burton | Yadkin County |
| James Combs | Max, Va. |
| Mae Combs | Max, Va. |
| Raymond Durham | Wilkes County |
| Bertha Dukes | Lykesland, S. C. |
| Berniece Day | Wilkes County |
| J. Dumont Eskridge | Wilkes County |
| Thomas Fox | Gainesville, Ga. |
| Byrd Gooch | Granville County |
| Toler Haynes | Yadkin County |
| Alton Hope | Gainesville, Ga. |
| Bernard Hege | Forsyth County |
| Grace Hiatt | The Hollow, Va. |
| Louise Hawkins | Boardman, Fla. |
| Edith Hawkins | Rockingham County |
| Claudius Higgins | Wilkes County |
| Edna Johnson | Surry County |
| Lubin Legette | Robeson County |
| Jevelyn Moore | Jones County |
| Arlie Rhoades | Wilkes County |
| Ruth Steele | Rockingham County |
| Anna Lou Sale | Wilkes County |
| Katheryn Sigmon | Catawba County |
| Otus Thomas | Randolph County |
| Garnett Welch | Flowery Branch, Ga. |
| Zada White | Surry County |
| Edith Whicker | Forsyth County |
| Orville Whitley | Wilkes County |
| Alton Whicker | Moore County |

## DEPARTMENT OF BUSINESS ADMINISTRATION AND SECRETARIAL TRAINING

| | |
|---|---|
| Ethel Alexander | Iredell County |
| Mildred Best | Duplin County |
| Doris Blackburn | Wilkes County |
| Nell Caudill | Wilkes County |
| Ralph Dockery | Wilkes County |
| Clyde Davis | Wilkes County |
| Grace Dagenhart | Iredell County |
| Ted Hudspeth | Surry County |
| Naomi Higgins | Wilkes County |
| Carrie Haynes | Davidson County |
| Clara Haynes | Davidson County |
| Ruth Haynes | Wilkes County |
| Shirley Hayes | Wilkes County |
| Lewis Hoppers | Alleghany County |
| Berniece Holbrook | Wilkes County |
| Spencer Howard | Wilkes County |
| Peggy Hine | Forsyth County |
| Butrice Johnson | Wilkes County |
| Robert Lankford | Surry County |
| V. W. Luffman | Surry County |
| Charles Myers | Wilkes County |
| Martha Mumford | Wayne County |
| Eula Measamer | Lee County |
| Allen Moore | Iredell County |
| Mozelle Price | Alexander County |
| Newby Parish | Granville County |
| Hal Reese | Iredell County |
| Earl Ramey | Surry County |
| Pearl Sebastian | Wilkes County |
| Edgar Thompson | Surry County |
| Marvin Venable | Rockingham County |
| Penina Wooten | Wayne County |
| Percy Walters | Wilkes County |