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HISTORY OF GREENVILLE COLLEGE
WITH SPECIAL REFERENCE TO THE CURRICULUM

by
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CHAPTER ONE

INTRODUCTION

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INTRODUCTION

A. The Problem

Today, as in all ages, the problem of living is that which man is ever attempting to solve. Man is placed in this world of human relationships entirely apart from his own choice. For a space of a few short months of childhood, he is free from responsibility and care, and is apparently insensible to his relationship to the world-order about him. However, he soon begins to recognize the fact of his surroundings and his relationship to others. Instead of being a lone individual in a world all his own, he finds himself a member of human society. He realizes that there are others like himself with whom he must be constantly making adjustments. As he grows older, his contacts become more numerous, which increases, both in number and complexity, the situations to which he must adjust himself.

In a broad sense, this constant process of adjustments is education. One of the definitions of education is "the changing of human nature through experience".¹ In recognizing the importance of the changes that are made, man has instituted a policy of formal education, whereby he has attempted to change human nature in supposedly the most desirable way by means of controlled situations. Every educational institution that was ever established had for its purpose the changing of human nature in one

1. Marston, "The Christian Ideal in Education", Greenville College Quarterly, January, 1929.

way or another.¹ As a result of this attempt to change human nature through a process of controlled situations, a system of education has been established which is today perhaps the most important factor governing human relationships.² We have our elementary schools, junior high schools, high schools, colleges, universities, normal schools, private academies, tutorage systems, and what not, all established for the purpose of changing human nature one way or another.³

Among all these institutions, there has been one type that has

1. Ibid.
2. It is significant to note what Germany did through her school system prior to the World War. Germany "developed a system of education that was all inclusive; she trained every member of every caste to become an efficient instrument of the imperial will. She developed a program of social legislation--industrial insurance, protection against unemployment, old age safeguards--that won admiration in many enlightened quarters. Monarchical Russia, on the other hand, was an example of a state that blindly followed the belief that in the perpetuation of the ignorance and the helplessness of the masses lay her permanence. In the time of stress of the World War, Russia soon cracked under the strain but Germany successfully withstood, for many years, the united pressure of the World". (cf. Contemporary Education, Its Principles and Practice, Paul Klapper, p. 4.) "Before the war illiteracy in Germany was .05%--the lowest percentage in the world". (cf Public Education in Modern Europe, A. E. Meyer, p. 91.) "In 1806 the Prussians were utterly defeated by Napoleon at Jena after a month's campaign, and their humiliation was completed a year later by the terms of the Treaty of Tilsit....Then with dramatic suddenness came a national renaissance, out of which arose the Prussia that made Germany great.....Education came first; and here the philosopher Johann Gottlieb Fichte (1762-1814) led the way in his Addresses to the German People, delivered in Berlin while the French were still in possession.....Education, he pointed out, was the only domain in which the French had left them free to act. Let them take advantage of their freedom to raise up a generation of men and women more original, more intelligent, and more patriotic than their predecessors". (cf. The History of Western Education, William Boyd, p. 353.) We here see the vital connection between education and the rise of Germany as one of the greatest of world powers.
3. According to statistics found in the World Almanac of 1931, the United States alone has invested \$5,423,380,092 in school property, pays \$2,184,336,638 annually in salaries, and accommodates more than

played an apparently minor role, but a very important one, we believe, in the changing of human nature; namely, the Christian College. It is the purpose of this thesis to study one such institution in its attempt to change human nature, in order to note the type of change toward which it has been striving, to see how it has been accomplishing its purpose, and thus to discover just wherein this institution of learning has been influenced thereby. This will, of course, lead to an evaluation and, we trust, a new appreciation of the work of this institution.

B. Definition of Curriculum

Since education is the changing of human nature through experience, the type of change brought about will be largely dependent upon the type of experience through which the student passes, which experience we desire to designate as the meaning of curriculum in this thesis. Dewey has defined education as "the conscious, purposive, and continuous reconstruction of experience."¹ With similar emphasis, Bower has defined the curriculum as "experience under intelligent and purposive control."² With this conception of the curriculum, we are obliged to include much more under this term than has been traditionally included. In this sense,

25,000,000 pupils each year. Add to this the enrollment of private and parochial schools, etc., and that of foreign countries, and a fair estimate is reached of the importance of our present-day system of education. It appears from this that the future of our country will be more largely dependent upon our school system than upon any other single factor, and suggests the importance of making this system what it should be.

1. Dewey, Democracy and Education, p. 89.
2. Bower, The Curriculum of Religious Education, p. 36.

the curriculum cannot be isolated simply as a course of study organized around classroom activities, entirely independent and distinct from the other phases of student experience, but it includes every activity of the student's experience which is in any way controlled or directed toward proper ends. Dr. Soares in a discussion of the meaning of curriculum defines it as the "educational program", including all activities progressively arranged with a view to achieving the educational goal".¹ Inasmuch as this thesis deals with the student's experience in a small Christian College, where the life of the student is directed by the administration much more in detail than in larger educational institutions, we shall think of the curriculum as including every activity entering into the experience of the student, which is in any way controlled or directed by the administration of the College. With such a conception as this, education is as broad as life itself.²

C. Value of the Problem

A noted educator has said "I do not believe you are going to make the right kind of citizens by a godless education and then, afterwards, adding on religion. The idea is wrong. Education and religion must go hand in hand".³ This quotation states our conviction regarding the proper type of education. We feel that education should not only teach people

1. Soares, Religious Education, p. 150.

2. cf. Greenville College Quarterly, April, 1930, p. 12.

3. Hadley, Quoted by B. N. Minor, Greenville College Quarterly, July, 1930, p. 28.

how to earn a living, but should also teach people how to live.¹

Many of our larger institutions of learning have become so intensely interested in technical and professional training, that they have sacrificed the essential element of teaching students how to live, and have placed their main emphasis on teaching them how to earn a living. In doing this, they have largely loosened their grip on the life of the student aside from classroom activities, and the modern campus is characterized by the present-day individualism, where each student sets his own social and moral standards, and conforms his life to the pattern which best suits him, if indeed, there be any pattern, for many of our modern youth have seemingly lost sight of all basic patterns and fixed principles, and have no proper sense of moral and spiritual values. They have no organizing center around which the interests of their lives revolve. They have no banks to their stream

1. cf. Faunce, "The Aim and Scope of the New England College", in The American College, p. 17 ff., who says "We must equip men not only for pulpit and bar, but for mill and store and farm; men who can earn their living without losing their life. Our Colleges must see to it that the mechanic is trained in exact science, and that the man who plants corn shall understand the laws of heredity. We want the architect to be familiar with the bequest of Greece and Rome, the engineer to construct highways for human progress, the mill-owner to care not only for his products but for the producers. We want the storekeeper to know something of the great trade routes of civilization, and the selectman of the village to understand his relation to Magna Charta and the compact signed by the Pilgrims on the Mayflower. We want all modern men to see their daily toil as a part of the task of rebuilding the world. We want the stone-cutter to understand his relation to Praxiteles and Michael Angelo, the farmer to know something of Virgil's Georgics and the songs of Theocritus, and the school-teacher to be a student of Plato's Republic and More's Utopia. Our high vocation is to receive the torch of enlightenment from past generations and hand it to the generations that follow. A man's vocation is to be a good citizen, a faithful husband, a pure-blooded father, a helpful neighbor, a dynamic in his community."

of life. There is no controlling purpose pervading all their activities, properly unifying and controlling all the interests of their lives, but each individual interest at times dominates, often to the detriment of other legitimate interests. We are reminded by this of the Children of Israel in their sad situation pictured in the closing verse of the Book of Judges. "In those days there was no king in Israel: every man did that which was right in his own eyes".¹

Amid this maze of materialism and individualism stands this little College, bravely making an attempt to carry on an educational program of activities broad enough to include every phase of development toward a well-rounded personality. It has aimed at more than mere technical training. Its goal has been to teach students how to live.² It has realized that life should not be departmentalized and disintegrated, but that there should be some organizing center around which the activities and interests of life build themselves, and that the stream of life should not spread out in swampy marshes of moral and spiritual stagnation, nor break forth in the fury of a devastating flood of conflicting desires, but should flow through a well-directed course, bounded by proper standards and patterns. What is this organizing center to be, and what is to bound the stream of life? Greenville College has been of the conviction that the proper focus around which all of the activities of life should center is religion. Religion is the only interest that is

1. Judges 21:25.
2. cf. Soldan, *The Century and the School*, p. 151, where Sydney Smith is quoted as saying "The real object of education is to give children resources that will endure as long as life endures; habits that time will ameliorate, not destroy; occupation that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and useful and death less terrible".

broad enough to include all other legitimate interests. Centered around religion, all other interests are placed in proper perspective and relationship and are properly coordinated.¹ Hence, this institution has been attempting through the years to direct the experience of the student in such a way that religion will be the dominating interest around which all other legitimate interests group themselves.

A study of this attempt, and a survey of the results of it, will be of value, as it will lead us to a decision as to whether the existence of such an institution is justifiable. If Greenville College is only another College, struggling for an existence on a more or less competitive basis with hundreds of other well-endowed colleges and universities, it has no reason for existence. If it is a unique educational experiment, performing a significant function in the sphere in which it operates, then its existence is legitimate. From a historical standpoint, this study of the development of the work of this institution will be of interest to many students, alumni, and friends, who are closely bound to this little school "in the midst of rolling prairies" with ties that can ne'er be severed. We trust also, that a survey of the past four decades of the work of this institution, if found successful, may be of value to the administration of the school, regarding their conviction for the future. In speaking of the Reformation, Schaff says that "The Reformation went back to first principles in order to go forward. It struck its roots deep in the past, and bore rich fruits for the future".² We must go back to go forward. If this study will in

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1. cf. Marston, "Why Are We Here?", Greenville College Quarterly, October, 1930, p. 2 ff.
2. Schaff, History of the Christian Church, Vol. VI., p. 13.

any way make a contribution to the work of this institution, we shall feel that it has justified itself.

D. Mode of Procedure

It is our purpose to trace a short history of this institution, to state its purpose and ideals, and then to make a careful study of its attempt to accomplish its purpose from its very earliest beginnings to the present day, noting developments and changes along the way. Then, we will attempt to evaluate the work of the institution, chiefly by a survey of the alumni, noting to what extent the experience of the student has been geared to later life activities, and what measure of success has been attained by those who have passed through the experience provided at this institution. The material for this study will be gathered largely from direct source materials available in the catalogues and publications of this institution, from 1893 to the present time.

CHAPTER TWO

A SHORT SKETCH OF GREENVILLE COLLEGE

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To properly portray the activities of an institution in its endeavor to change human nature, a brief history of the institution will be requisite, showing the time-span covered in this discussion, and giving some facts which should be of interest and value in adequately appreciating the work done during this quota of years.

Every student who has ever attended Greenville College feels his breast swell with emotion as he sings "I know a little spot in Illinois, where the skies seem always blue".¹ This little spot is located on a comparatively high table land in the southern part of the state of Illinois, in the city of Greenville, the county-seat of Bond County, just fifty-one miles east of the city of St. Louis. The main line of the Pennsylvania Railroad finds its course through Greenville, and the campus of the College is bounded by the National Trail, the "main street of the nation".

The College was first established in the year 1855, as a school for young ladies only. Its founders were Stephen Morse and his wife, Almira Blanchard Morse. Under their administration, the school served for two years, when it was legally incorporated as Almira College, in the year 1857, by which name it was known until transferred to its present owners. Prof. John B. White, a class-mate of Mr. Morse in Brown

1. College Song.

University, was called as the first President, under whose administration the work of the College was faithfully carried on for twenty-three years. Owing to financial reverses, the College was then sold to Prof. James P. Blade, who operated it on a co-educational basis, until 1892, when it again changed hands.

In 1892, the property was purchased by the Central Illinois Conference of the Free Methodist Church, and the name of the institution was changed to Greenville College. Since that time the College has given unbroken service in the capacity of a Christian Educational Institution, being operated on a co-educational basis. The first President called to administer the affairs of the College in 1892 was the Rev. Wilson T. Hogue, Ph.D., LL.D., of Buffalo, N.Y., who served with distinction until the year 1904, when he resigned to take up his duties as General Superintendent of the Free Methodist Church, to which office he had been elected in the year 1903. During President Hogue's administration, the College equipment was all contained in one building, Old Main, which had been erected in 1855, and which still stands as the central figure of the campus.¹

Upon President Hogue's resignation, the Rev. Augustin Lucius Whitcomb, M.S., D.D., was called to head the administration of the school.

1. Nystrom, "Walls That Speak", Greenville College Quarterly, April, 1929, p. 3. "The high massive walls of Old Main are eloquent with a message--a message concerning a heritage of spirit made permanent through the poetry of architecture. This revered hall expresses the qualities of simplicity, sincerity and restraint; it personifies a people, Puritan in origin, conscientious, determined, conservative. Broad-paneled casements in chaste white, beautifully proportioned doors and windows, winding balustrade in somber walnut--in all, a picture of Puritan severity and classic simplicity fittingly memorializing its builders who were indeed men of destiny".

He served in this capacity for three and one-half years, until February of the year 1908. During his administration, a campaign was launched to raise sufficient funds for the construction of an additional building on the campus, inasmuch as the College was in dire need of extra classroom space and a public auditorium of adequate capacity. The funds were raised, and the new building was under construction in the year 1905. Two years later, in the year 1907, it was completed, being christened as the Auditorium Building. In connection with this, a central heating system for both buildings was installed, eliminating the use of the old wood-burning stoves in each individual room. The erection of this building was a definite step in the progress of the College, and stands today as a monument to President Whitcomb's administration.

In February of the year 1908, President Eldon Grant Burritt, A.M., LL.D., who was then serving as Vice-president of the College, was called to fill the vacancy left by President Whitcomb. He served as President longer than any other, holding the position until his death in the summer of 1927. During these twenty years of faithful service, the College made great strides towards its present status. The buildings on the campus were doubled in number. Due to inadequate physical educational facilities, a gymnasium was built in the year 1914, called the E. G. Burritt Gymnasium. It is a large, well-built building, which was the most modern gymnasium in that section of Southern Illinois at the time it was built. Seven years after this, in the year 1921, a campaign was launched to raise funds for the erection of a ladies' dormitory. Previous to this, the ladies and men had all been housed in Old Main, the men occupying the fourth floor, and the ladies the third. This space became inadequate to accommodate the need, due to the continual increase in registration, hence, the plans for the new dormitory were drawn up. In the

year 1921, this building was erected, built on the most modern plans, with sufficient space to comfortably house over eighty girls. Included in the building are studios for the music faculty, reception rooms, parlors, a finely equipped kitchen, a dining room seating two hundred forty persons, and a laundry of ample size to handle the work of the whole College family. These two buildings were an inestimable step forward in the progress of the College, and since their erection, the College has made rapid strides in equipping its scientific laboratories, which thing was before impossible because of lack of ample space to house them.

Not only were these two buildings erected during the administration of President Burritt, but another forward step of signal importance was taken, when an endowment campaign was launched in 1925. Throughout its history, the College has largely been supported by various contributions from individuals interested in Christian Education, and by the aid given from the patronizing territory of the denomination with which it is affiliated. To put the College on a safer financial basis, and to sufficiently establish it in a financial way to receive the proper endorsement and rating from the State Department of Education, President Burritt launched the endowment fund campaign. To this he gave his very best efforts, overcoming difficulties which were seemingly insurmountable, and finally, in the year 1927, the last year of his life, his goal of four hundred thousand dollars was reached. This was another landmark in the progress of the College, and shall always be connected with the name of President Burritt as one of the outstanding contributions which he made to the College. His was a cause! For it, he had a vision! To this cause and the institution which it represented, he gave his life!

At the time of President Burritt's death, in the summer of 1927, President Leslie Ray Marston, Ph.D., formerly Dean of the College, was called to fill the vacancy. At the time of his election to this office, his headquarters were in Washington, D.C., where he was Executive Secretary of the Committee on Child Development of the National Research Council, subsidized by the Rockefeller Foundation. Under the administrations of the three preceding Presidents, the College began, grew, and was established. President Marston's task was to take up the work at the point it had already reached, and to put the College on an educational basis second to none in its class. At the present time, under President Marston's direction, the Auditorium Building is being remodeled in such a way that more classroom and laboratory space will be available, and the auditorium will be sufficiently enlarged to better accommodate the gatherings which are held within its walls. However, it is not President Marston's ambition to materially enlarge the College, but to maintain a small, co-educational, Christian College, with a faculty, equipment, and curriculum which will equip young people to have a proper appreciation of values, and to realize to the fullest extent their relationship to their fellows and their Creator. Dr. Marston's administration has been short, but fruitful, and the strides that the College has been making during his four years of service will be considered later on, in a discussion of the present status of the Greenville College curriculum.¹

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1. The facts contained in this brief history have been collected from accounts of the history of the College given in its manual bulletins.

CHAPTER THREE

AIM AND IDEALS OF GREENVILLE COLLEGE

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AIM AND IDEALS OF GREENVILLE COLLEGE

Before we can intelligently proceed to a consideration of the work that this institution has been doing throughout the history of its existence, we must first state the purpose for which the College was founded, and the ideals toward which it has been striving. Then we will be in a position to make an investigation of the attempt which has been made to fulfill its purpose and to instil its ideals into the lives of its students.

A. Aim of the College

We shall first concern ourselves with the purpose for which this institution was originally founded, and for which it stands today. In the "First Annual Register of Greenville College", the first catalogue published by the College, printed in 1893, we find the following statement concerning the aim of the institution:

"The aim of this institution is to promote true and thorough Christian education. No means or effort will be spared in endeavoring to give every student the best of advantages for securing broad and thorough intellectual culture. But with that type of education which limits its aims to this world, rejecting the grand motive forces, drawn from a future life, this institution will have no sympathy. 'Education for Character' will be our motto. Hence the Bible will have a prominent place in all our work, and the claims of the Christian religion will be constantly presented and urged upon all".¹

.....

1. First Annual Register of Greenville College, 1892-93, pp.11,12.

Here we see the definite conviction of the founders of this institution regarding the purpose for which it was founded. They set out to establish a school where students might enjoy the educational advantages of other institutions of learning, but also have the added advantage of centering their education and their lives around the Christian religion. They believed that the Christian religion was the proper focal center around which all activities and all attitudes of life should be grouped, and they aimed to found an institution which would exemplify this conviction. Education, yes! But not exclusively intellectual in nature. They believed that a proper and complete education must have both a moral and spiritual emphasis. Not knowledge for its own sake, but "Education for Character".¹

We find this aim printed identically the same in the succeeding catalogues of the College until the year 1907, when we find a little different statement of the purpose. The central idea remains intact, with the addition of an emphasis which has been very significant in the development of the College. An emphasis on non-sectarianism. Al-

1. Faunce, "The Aim and Scope of the New England College", in The American College, p. 18f., says "The New England College affords some reconciliation of these opposing viewpoints. It declines to become a group of professional schools. It declines to interpret a man's vocation as the earning of his livelihood. It will never confine itself to the technique of a single profession. But it is equally averse to a vague self-culture divorced from purpose. It affirms that something must be done within the student in order that something may be done through him. It considers the self-realization of the student only a step in the realization of the entire social order. The opening of the eyes of the soul, the intellectual and spiritual rebirth, is the essential thing in the educational process. But this, as our fathers clearly saw, is never to be attained apart from the ethical purpose which makes the culture of the individual an equipment for the service of the state. The college still aims to equip human beings not to be ministered unto, but to minister".

though the administration of the College has stood four-square for the claims of the Christian religion, no sectarian views have ever been forced upon any student. This has made it possible for the College, even though a denominational school, to wield a wide influence outside its own Church circles. We find that representatives of various religious denominations have served on the Board of Trustees and the faculty from time to time, and the student body has included members from many denominations.¹ This emphasis we find in the statement of the aim found in the 1907 issue of the catalogue, as follows:

"The aim of this institution is to promote true and thorough Christian education. The distinct and avowed purpose of its founders was to give every student the best possible opportunity of securing a broad and thorough intellectual culture, and at the same time to provide conditions which are conducive to the development of moral character and the cultivation of the spiritual life. Strong emphasis is therefore laid on the ethical and spiritual ideals. While the direction of the College is in close accord with the views of the Church by which it has been founded, no effort is made to inculcate sectarian dogma. Therefore the Bible has a prominent place in the curriculum and the claims of the Christian religion are continually presented and urged upon all".²

Here, we see, after fifteen years of existence, the aim of the College is identically the same; namely, to develop lives organized around the Christian religion, as revealed in the Scriptures.

1. In the Greenville College Quarterly for October, 1929, p. 24, we find the following statement regarding the denominational status of the College: "The denominational connections of Greenville students indicate that the College is Free Methodist in fact as well as in name, and yet the liberal patronage of other religious groups precludes any narrow sectarianism." Of a total college registration of 227 (including extension and part-time students), 72 per cent have a Free Methodist affiliation, 10 per cent Methodist Episcopal, 5.5 per cent Presbyterian, 5 per cent Baptist, and the balance Nazarene, Christian, Lutheran, Covenanters, Reformed, Congregational, Evangelical, and unknown.
2. Greenville College Register for 1907-08, pp. 13-14.

This aim has been essentially preserved until the present time. In the recent catalogue for the year 1930-31, we find the following:

"Fundamental to a liberal education is the religious conception of life. The College is definitely Christian and stands unequivocally for the teachings of the Scriptures and for evangelical faith. Since an essential part of a true education is to make men righteous--to form right attitudes, right habits, to lead to the acceptance of right principles--college training must be given under conditions which are conducive to the development of moral character and the cultivation of spiritual life. Not only does the College plan its entire academic program to contribute to the development of the religious life, but it seeks to provide spiritual culture through definite religious exercises".¹

We see from this brief survey of statements of the purpose of the College that its original purpose has been maintained throughout the years of its existence. Its aim has been "Christian Culture in Education".² We shall see in our further study whether the method of striving toward this aim has been changed any during the life of the institution.

B. Ideals of the College

The ideals of the College might readily be deduced from the foregoing statements of its purpose. However, a few years ago, as a result of a contest with this end in view, the College officially adopted ten ideals which should be of value in this connection, in giving a clear idea of the end toward which it is striving in the development of its students. They are listed under the general aim of "Christian Culture in Education", and are as follows:³

1. Abundant health
2. Social grace

1. Greenville College Quarterly, Catalogue Number, April, 1930, p.13.
2. Greenville College Quarterly, April, 1929, p. 6.
3. cf. Ibid., p. 6 ff.

3. Aesthetic appreciation
4. Reverent scholarship
5. Comprehensive interests
6. Enduring loyalties
7. Dynamic spirituality
8. Purposeful choices
9. Consecrated service
10. World citizenship

A glance at these shows us the ends toward which all particulars of the student's life are directed, and gives us a view of the immensity of the task which this institution is undertaking. We shall next consider the method by which the College has been striving to accomplish this task, noting the development of this method through the years. An estimate of the success attained in instilling these ideals into the hearts and lives of the students who attend this school will be reserved to a later chapter, which will contain a survey of the alumni of the institution.

CHAPTER FOUR

INCEPTION AND INITIAL DEVELOPMENT

CHAPTER FOUR

INCEPTION AND INITIAL DEVELOPMENT

A. Introduction

Thus far, we have traced a short history of the institution we are studying, have stated the purpose for which it exists, and have listed the ideals toward which it has been striving. We are now ready to engage in a study of the method by which this institution has been striving to fulfill its purpose and reach its ideals. In this chapter, we will deal with the early stages of this process, considering the work of the College under the administration of its first President, Dr. Wilson T. Hogue. We shall first attempt to discover the procedure instituted at the time the College was founded, in 1892, and shall then note any development that was made during this first period, extending from 1892 to 1904.

As is true of many institutions of its kind, the actual course of study offered has no doubt varied somewhat from that printed in the yearly Register. Especially would this be true in the early years of the school's existence, which was a period of beginnings and adjustments. However, the catalogue offerings would indicate the general trend of the course of study, and would indicate the particular curriculum philosophy followed by the makers of the curriculum, so we shall base our findings on the material printed in the various catalogues.

B. Curriculum Status at Inception

In this section, we shall outline the work of the College in its first attempt to change human nature through experience. We shall base our findings solely on the "First Annual Register of Greenville College", published in the year 1893.

1. Course of Instruction

Our first consideration will be with that department of the curriculum which deals with the academic pursuits designed by the first administrators of the school. We shall investigate such matters as entrance requirements, course requirements while in attendance at the College, electives, and requirements for graduation.

a. College of Liberal Arts

The major portion of this investigation will center around the school of liberal arts, although a later discussion will include a statement regarding the associated schools.

(1) Entrance Requirements

The entrance requirements of a school are often an indication of the standard of work done in that particular school. Hence, a consideration of these will be of value here. We find that originally there were two methods of securing entrance to Greenville College. The first was by an examination covering the studies which were preparatory to the particular Collegiate course desired, and the second was by presentation of a diploma or certificate from Academies or Seminaries whose work was approved by the faculty of Greenville College, which was acceptable only insofar as these schools had covered the actual work required in the Preparatory

Course outlined by the College.

Inasmuch as the examination or certificate from another school was to cover the work required in the prescribed course of study in the Preparatory Department of the College, we shall look at this course as it is outlined in the catalogue, in order to determine the nature of these requirements. We find that there were two courses outlined in the Preparatory Department; namely, the Classical Course, and the Scientific Course. The College Department was likewise divided into two departments, classical and scientific. Completion of the corresponding courses in the Preparatory Department was required for entrance to either of the Collegiate courses.

We shall first examine the requirements for entrance to the Classical Course. We find this to be a three-year Preparatory Course, with a very interesting list of studies. The course was divided into three terms for each year. There is no credit or point system indicated in designating the different courses, so for purposes of convenience we will allow one course of one term's duration to receive one academic credit. There were three courses offered simultaneously each term. Allowing one credit for each of these, the student would complete nine credits in one year. The three-year course, then, would comprise a total of twenty-seven credits. It is interesting to note the distribution of the work over these three years, which is as follows: Of the twenty-seven credits necessary for graduation from this department, or for entrance to the Classical Collegiate Course, nine credits were required in Latin, six in Greek, six in Mathematics, three in History, and one each in Physiology, Rhetoric and Physical Geography. The work in Latin included lessons in Latin grammar, and work in Caesar, Cicero, and Virgil. The Greek prescribed included

Greek grammar, work in Xenophon's Anabasis, some Greek Prose, and some work in the Iliad. The Mathematics requirements included Algebra and Geometry.

We find these requirements to be exceedingly classical, leading up to the classical emphasis of the Collegiate Course, with the main emphasis on Latin, Greek, and Mathematics, while English, Science, and the Social Sciences are practically excluded. We shall consider this classical emphasis more fully in a later consideration of the Classical Collegiate Course.

We find the Scientific Course differing somewhat in its requirements, with the classical element not so pronounced, and the scientific element more outstanding. It is a four-year course, and has the following requirements: Total number of credits, thirty-six. Of these, nine are in Latin, six in History, six in Mathematics, three in French or German, two in English, and one each in Physiology, Botany, Zoology, Physics, Ethics, Logic, Mental Science, Church History, Physical Geography, and Geology.

Besides these requirements for entrance to the regular College work, we find a provision for students who do not desire to take the full College Course, whereby they may pursue courses in any department which they are prepared to enter. These courses, however, would not give credit toward graduation unless either the full Classical or full Scientific Course were completed.

This survey of entrance requirements suggests the fact that they were based largely on the old mental discipline philosophy of curriculum. This will be discussed more in detail in a later section dealing with the College work. This survey also suggests that the entrance requirements were rigid, and that the administration of this school was setting out to es-

tablish a college where the most thorough type of academic instruction and intellectual attainment would be available. We shall attempt to authenticate this conclusion more fully as we proceed in later sections of this study.

(2) Resident Requirements

We shall now turn our attention to the course requirements which were demanded of the student while in attendance at the College. As was noted before, students who were qualified to carry College work could select courses to their liking, if they were unable to take the full College Course. This fact shows us that the College was making an attempt to meet the various needs of every student who was desirous of increasing his abilities and enlarging his capacities. However, no student was given credit towards graduation without meeting all of the requirements of either one of the Collegiate Courses. Hence, it is our problem in this section to outline the course requirements imposed upon all regular College students working for the academic degrees.

This investigation will include what is traditionally known as the College curriculum. The Collegiate Department was divided into two separate courses, the Classical and the Scientific. We shall first deal with the Classical Course specified, and then compare the Scientific Course with it. We find the Classical Course exceedingly classical in many respects, although this element is more outstanding in the studies outlined for the first year. The first year course, with one exception, is confined to three subjects; namely, Mathematics, Latin, and Greek. The year was divided into three terms, and these three terms were given entirely to the study of these three subjects, with the exception of a

course in Roman History, which met once a week, for one term only, or one-third of the year. This course is included under the Latin heading, but was no doubt given in English, as a background for the work in the Latin language. This first year course would seem to indicate an emphasis on the mental discipline philosophy of education.

The second year course continued the three first year subjects, with a continued emphasis on Mathematics, but a decreased emphasis on the Latin and Greek. Added to these three subjects was another course in Roman History, meeting for one-third of the year only, a course in Old Testament History, a course in New Testament History, and the choice of a modern language, either French or German.

The third year course was broadened still more, including a much wider range of material. The Mathematics, which had been the outstanding emphasis of the first two years, is now completely dropped, with the exception of a course in Astronomy for one-third of the year, which may have had some mathematical characteristics. Latin and Greek were continued as before, with a slight decrease in emphasis. We find here the first traces of any English or Science, which are both introduced as the outstanding emphasis of the third year course. Added to these, we find a course in Church History, one in Evidences of Christianity, and one in Logic. In this year's course we see a broadening, with less of the classical emphasis, and the inclusion of a much wider range of subjects.

The fourth year course is similar to the third in its breadth of subject-matter. Latin and Greek are still in the curriculum, although they are given even less of an emphasis here. Logic is again included. Aside from these, we find several entirely new subjects introduced.

Psychology, Political Economy, Chemistry, Ethics, Geology, Elocution, and Biblical Theology all find a place in this year's course of study. The practical emphasis seems to be much more outstanding toward the close of the four year course, while the classical emphasis is the characteristic feature of the beginning of the course.

The following charts may be of interest and value in an analysis of the course of study under consideration.

COURSE OF STUDY

Freshman Year

Mathematics--Wentworth's Complete Algebra finished, beginning
with choice (5)

Latin--Livy and Latin Syntax (4); Roman History (1)

Greek--Lysias and Greek Prose Composition (4); Greek Testa-
ment (1)

Required Readings

Mathematics--Wentworth's Solid Geometry (5)

Latin--Cicero, De Senectute and Selections from Letters (4);
Sight Readings from Viri Illustres Romae (1)

Greek--Xenophon's Memorabilia and Greek History (4); Greek
Testament (1)

Required Readings

Mathematics--Wentworth's Plane Trigonometry (5)

Latin--Cicero, De Officiis; Latin Prose Composition; Sight
Readings from Nepos (5)

Greek--Herodotus and Greek Prose Composition (4); Greek
Testament (1)

Required Readings

The numbers following the course names indicate the number of
times the class met per week.

Math 15

Greek 15

Latin 14

Roman History 1

If, for the sake of convenience, we consider one meeting of a
class per week as one unit, then the total number of units per
year would be 45. Of these we see that 15 are allowed for math,
15 for Greek, 14 for Latin, and 1 for Roman History, as sort of
a supplement to the course in Latin. This shows us the classi-
cal emphasis of the first year course, and also shows us the con-
centration of the curriculum on a few subjects.

COURSE OF STUDY

Sophomore Year

Mathematics--General Geometry (5)
Latin--Horace (4); Roman History (1)
Modern Language--French or German (4)
Old Testament History (1)
Required Readings

Mathematics--Navigation and Surveying (5)
Greek--Demosthenes' Orations (4)
Modern Language--French or German (5)
Old Testament History (1)
Required Readings

Mathematics--Calculus (5)
Latin--Selections from Plautus and Terence (3)
Greek--Plato's Apology and Crito (3)
Modern Language--French or German (2)
New Testament History (2)
Required Readings

Math 15

French or German 11

Latin 7

Greek 7

Biblical History 4

Roman History 1

Here, we find the classical emphasis still apparent, but with a little broadening. Mathematics remains the same, while Latin and Greek receive only about half as much emphasis. A modern language is introduced, with an emphasis second only to Mathematics, and a course in Biblical History, introduced in accordance with the aim to emphasize the Christian religion. We find by this that one way by which the Christian religion was emphasized was by introducing it into the course of study. In this second year lineup, we see less of the mental discipline and a little more of the practical.

COURSE OF STUDY

Junior Year

Physics (3)
Rhetoric (2)
Latin--Tacitus' Germania (3)
Greek--Selections from Greek Tragedians (2)
Physiology and Histology (3)
Church History (2)
Required Readings
Physics (2)
Latin (2)
Greek (1)
Physiology and Histology (2)
Rhetoric (3)
English Literature (3)
Church History (2)
Required Readings
Astronomy (2)
English literature--Study of Masterpieces (2)
Latin (1)
Greek (1)
Botany (3)
Logic (2)
Evidences of Christianity (3)
Required Readings

Science 16

English 10

Latin 6

Greek 4

Church History 4

Evidences of Christianity 3

Logic 2

Here, in the outline of the third year course, we find still more of a broadening, with the introduction of science to the extent of 16 units. Physics, Astronomy, Physiology and Botany are all introduced. The mathematics disappears entirely here, except what little mathematical emphasis would be given to the course in Astronomy. The Latin and Greek continue throughout the entire course, but with diminishing emphasis. We again see the emphasis on religious subjects, and to an increasing extent in this year's course; 7 units instead of 4. There is evident a continual broadening, and more courses are introduced as the student advances.

COURSE OF STUDY

Senior Year

Psychology (4)
Logic (2)
Political Economy (4)
Chemistry (3)
Latin--Pliny (1)
Greek Testament (1)
Required Readings
Ethics (3)
Logic (2)
Latin--Pliny and Seneca (3)
Chemistry (2)
Geology (4)
Greek Testament (1)
Required Readings

Elocution (4)
Ethics (1)
Chemistry (3)
Biblical Theology (2)

Chemistry 8

Psychology 4

Ethics 4

Political Economy 4

Geology 4

Logic 4

Latin 4

Elocution 4

Greek 2

Biblical Theology 2

Here, we find the fourth year of the course very similar to that of the third, inasmuch as it is broad, offering a variety of different courses, and lacking the super-classical emphasis. We find no mathematics, and less of an emphasis on science than we found in the third year course, and we find such subjects as Psychology, Ethics, Geology, Elocution, and Biblical Theology being introduced, making an course somewhat more varied, practical, and more akin to present day curricula. We note that the course is materially lightened during the third term of this year. This is to allow, no doubt, for the extra activities and varied interests of the final term of the senior year and the commencement exercises.

Summary

_____ Latin 31
 _____ Math 30
 _____ Greek 28
 _____ Science 24
 _____ Religion 13
 _____ Modern Language 11
 _____ English 10
 _____ Logic 6
 _____ Psychology 4
 _____ Ethics 4
 _____ Political Economy 4
 _____ Geology 4
 _____ Elocution 4
 _____ Roman History 2

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In this summary, we see that Latin, Greek, Mathematics, and Science received the outstanding emphasis in this early course of study. The first three show us a classical emphasis, while the fourth shows a tendency toward the modern scientific emphasis in the curriculum. Next to these in importance comes Religion, and, as we shall see later, it receives even a greater emphasis than is here indicated, as some of the work in Greek included the Greek Testament. We find the modern languages and English being introduced into the curriculum, although to a very limited extent. Psychology is also introduced, indicating a trend towards our present-day curriculum. We find the list of courses to be fairly broad and varied, indicating a tendency toward a liberal arts curriculum. There was a marked lack of history in this early course of study, since only two hours are given, and they are supplemental to two of the courses in Latin. English and Modern Languages received comparatively small emphasis, and the Social Sciences and Education are practically lacking.

RELIGIOUS EMPHASIS IN THE COLLEGE COURSE OF
STUDY

Greek Testament	5 units
Church History	4
Evidences of Christianity	3
Old Testament History	2
New Testament History	2
Biblical Theology	<u>2</u>
	18 Total

We see here a direct emphasis on Religion in the curriculum of the regular Collegiate Course, 18 units of religious work being required out of a total of 175 units. This is about one-ninth of the total course of study. We see that in this early stage, the College, in its emphasis on the Christian religion and in its striving towards its ideals, introduced religious subjects into the curriculum. We shall see later to what extent this has been continued through the years.

A study of these foregoing charts reveals several facts to us which are of interest. First, we may safely conclude from the line-up of courses, that it was the purpose from the very beginning to offer work that would be of a recognized academic standard. The list of courses indicates that the work was of full Collegiate rating, and was designed to comply with the statement of the aim, that "no means or effort would be spared in endeavoring to give every student the best of advantages for securing broad and thorough intellectual culture". We are able to see the effort to fulfill this aim throughout this outline of courses. Regarding the actual classroom work, we are left only to conjecture, but we must conclude from this survey that this course of study was designed to meet academic standards of full Collegiate rating and to give thorough intellectual training.

The next fact of interest revealed is the type of work outlined in the course of study. Our study would seem to indicate that the makers of this curriculum were in rather a transition period, when they were shifting from the old to the new. One of the outstanding facts revealed by this survey is that the first year's course was exceedingly classical, concentrating on a few subjects of rather an impractical nature, and that following this, the course gradually expanded in the number of courses offered, and the classical emphasis gradually disappeared.

This classical element seems to savor of the old conception of the curriculum as discipline. This has been defined by DeGarmo as "The doctrine of the applicability of mental power, however gained, to any department of human activity".¹ This was based on the theory that

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1. Dictionary of Philosophy and Psychology, Vol. 1, p. 392, edited by James Mark Baldwin; Article "Formal Culture", by Charles DeGarmo.

training in one type of intellectual activity was transferred to other types of activity. Hence, the value of education consisted not in the thing learned, but in the process of learning it. The President of a great American University once likened this theory to a workman grinding his axe. There was no actual participation in life activities, but only a shaping of the tools, as it were, in preparation for life. The student was given only a very limited number of courses, which usually had no connection whatever with his future needs, or with actual living, for the aim was to develop the mind in the art of thinking and reasoning and memorizing, so that these abilities would be useful in the processes of actual life.¹

1. cf. Bower, Curriculum of Religious Education, p. 4 ff. He states as follows: "The disciplinary theory was based upon the traditional "faculty" psychology. According to this view, the mind was made up of a number of isolated "faculties", such as perception, memory, imagination, reasoning. In any given activity only its corresponding faculty was supposed to be engaged, and no other. Thus, if one were engaged in perceiving the form or color of an object, only the faculty of perception would be engaged. Consequently, it was believed that if one faculty were trained in any given activity it would, by exercise, acquire a corresponding ability when turned to any other activity. In this way it was held, for example, that if the faculty of perception were trained in discerning noun or verb endings in declension or conjugation it would acquire skill in detecting the symptoms of disease or in discriminating between differences of form or color. Similarly, if memory were trained in mastering word forms or a vocabulary it would profit by that training in remembering names or localities; or if the reason were trained in the solving of mathematical problems it would be better able to meet the practical problems of life. It was also believed that in addition to a carry-over of training from one field to another there was built up through the exercise of one faculty, or a few faculties, a general store of mental energy that would make the mind more effective in any form of activity whatsoever. From this point of view it followed that the value of education consisted, not in the worth of the thing learned, but in the process of learning it. It also followed that the highest benefit from education came from training within a very narrow field of activity, since such limited training could be more intense and thorough. The training of specific faculties in specialized directions could be trusted to carry over into other activities, and the mental energy created by the exercise of a limited number of faculties could be trusted to diffuse it-

Training was usually given in a very narrow field, since limited and concentrated training could be more intense and thorough. The first year course outlined in our survey corresponds very well to this theory. The course is very limited and concentrated, only three subjects being stressed; namely, Latin, Greek, and Mathematics. All of these were formal and difficult, and in many ways distasteful. We have here a typical example of a curriculum built on the disciplinary basis.

However, as we go from the first year to the second, and third, and fourth, we find a broadening of the subject matter, and less of an emphasis on the formal and difficult subjects. We find subjects more interesting, less formal, and more diverse. This process seems to develop after the first year, and gradually progresses, and finally reaches its climax in the fourth year. The subjects most closely connected with actual living were reserved until near the end of the College course, when the student himself was nearest actual participation in life activities. The classical and disciplinary emphasis is not ruled out entirely, but is suppressed toward the close of the course.

These facts would seem to indicate rather a transition from the old to the new. An intensive training in formal, difficult, distasteful subjects to give the mind the proper training near the beginning of the Col-

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self over the other faculties of the entire mind. There was no need, therefore, that the training given should have any relation whatsoever to the relations and functions of real life or that it should be diversified in order to anticipate those divergent needs. Education had performed its function when it had developed within the mind that energy that might be drawn upon for any need.....Since the value of education consisted in the process of learning rather than in the thing learned, the subjects that were judged most valuable were the formal and difficult subjects. If a subject was distasteful as well as difficult, it was particularly appropriate".

lege course, and then a gradual transition to training in more practical lines which would adjust the student "to the actual situations on an on-going human life", which Bower says should be the aim of education.¹ We shall see later whether this tendency finally ruled out the old classical emphasis.

The last thing noted in this survey is the emphasis in the curriculum on religious training. We have noted above that the course of study revealed a definite attempt to reach the aim of supplying broad and thorough intellectual culture. Here we note the attempt to attain the other part of the aim; namely, an emphasis on the Christian religion. There were other ways in which an attempt was made to inculcate Christian principles into the lives of the students, which will be noted in a later discussion, but the fact is revealed here that a definite attempt was made to do this by means of the course of study. Out of a total of one hundred seventy-five units, eighteen were of a definitely religious nature. About one-ninth of the subjects in the curriculum were devoted to religion. What else could we look for, since this College was founded upon definite religious principles and convictions? We shall see later whether this emphasis on religious subjects in the course of study was continued.

The Scientific course parallels with the one just described with but few exceptions. The outstanding difference between the two courses is the fact that Greek is dropped entirely out of the Scientific Course, and Modern Languages are put in its place. Both French and German are required in this course, and are in the course of study throughout, ex-

1. Bower, The Curriculum of Religious Education, p.20.

cept the last term of the senior year, when the work is lightened to accommodate commencement activities. Instead of eleven units of modern language, we find thirty-one in the Scientific Course. The other courses remain practically the same, with a slight decrease in emphasis on Latin to allow for the introduction of a course in Book-keeping and one in the History of Art. In General, the conclusions regarding the Classical Course hold good for the Scientific course, except that the classical element is lessened by an emphasis on Modern Languages to the exclusion of Greek.

(3) Electives

We shall turn now to a consideration of electives, which is always an important consideration in the field of curriculum study. We find that at this early stage in the development of the College, no electives were permitted. In this respect, the curriculum definitely followed the old disciplinary theory. Bower says that the extremely narrow curriculum of the disciplinary theory was "rigidly prescribed". The principle of election is based upon individual interests and the bearing of certain subjects upon the expected future activities of the student. But, from the disciplinary point of view, interest should be repressed, and nothing was to be gained by diffused training in relation to future activities, since the narrow and more intense training was believed to be more effective in creating a fund of mental energy".¹ The fact of no electives very closely corresponds then, to the old theory, and was one

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1. Bower, The Curriculum of Religious Education, p. 10.

emphasis that had not yet been removed in the transition from the old to the new. We note also here that this had a direct connection with the courses in Religion, for these would be required for all, whether they desired them or not. The advisability of this we cannot here state, but it again emphasizes the fact that the makers of this curriculum were intent upon making the claims of the Christian religion uppermost at this institution.

(4) Graduation Requirements

The requirements for graduation are worthy of our attention here. There were two degrees given in the Collegiate Department, the degree of Bachelor of Arts and the degree of Bachelor of Science. Those completing the requirements of the Classical Course were given the Arts degree, and those completing the requirements of the Scientific Course were given the Science degree.

The interesting thing in connection with these requirements is the fact that a final examination covering the work of the four years was required of each student after the required number of units of class work had been completed. This fact especially attracts our attention when we realize that the system of a final comprehensive examination over the particular field of each student is one of the latest movements in education. When we see such a system outlined thirty-nine years ago, we wonder whether the new emphasis is as new as it might seem.

The fact of no electives being allowed would make it necessary for each student to complete the work required in either one of the courses. The amount of work required we have seen in a previous dis-

cussion. These requirements for graduation again speak for the earnest endeavor of the administrators of the school at this early date to establish an institution of the highest academic calibre.

b. Associated Schools

Affiliated with the College of Liberal Arts, although perhaps less developed than it was at this early stage in the life of the institution, were six departments; the Theological Department, the Preparatory Department, the Business Department, the Music Department, or School of Music, as it is termed in the First Annual Register, the School of Art, and the Primary School. We shall give brief attention to each of these.

(1) The Theological Department

In accordance with the general aim of the school, having its foundation in the Christian Religion, we would most naturally expect to find a Department of Theology. As was noted in the previous discussion concerning the Liberal Arts Department, a certain amount of definitely religious work was included in the formal course of study. Hence the necessity for this department. Yet, there was another reason for its existence. This being a Christian College, one of its main purposes would be to instruct those who were looking towards a career in the ministry or on the mission field. In the discussion of this department in the First Annual Register, we read, "Excellent advantages are afforded in this Department to lay the foundation for success in the work of the Gospel ministry", and "In connection with the Theological Department a special course of instruction and training will be given to students who

wish to prepare for foreign missionary work."

The course in this department was of two years duration, including a definitely stated list of subjects along with a number of required readings. The following is a survey:¹

First Year

First Term.--

Binney's Theological Compend.
Introduction to Bible Study.
Harper and Weidner's New Testament Greek Method
Wesley's Christian Perfection.

Required Readings,
Roberts' Fishers of Men.
Selections from Wesley's Sermons.

Second Term.--

Evidences of Christianity.
Inductive Bible Studies.
New Testament Greek Method.
Church History.

Required Readings,
Watson's Life of Wesley.
Selections from Wesley's Sermons.

Third Term.--

Church History.
Inductive Bible Studies.
New Testament Greek Method.
Biblical Geography.

Required Readings,
Arthur's Tongue of Fire.
Nelson on Infidelity.

1. Taken from First Annual Register of Greenville College, 1892-93.

Second Year

First Term.--

Systematic Theology.
Inductive Bible Studies.
New Testament Greek Method.
Outline Study of Man.

Required Readings,
Wood's Perfect Love.
Baxter's Reformed Pastor.

Second Term.--

Systematic Theology.
Inductive Bible Studies.
New Testament Greek Method.
Moral Science.

Required Readings,
Roberts' Why Another Sect.
Douglass Clark's Offices of the Holy Spirit.

Third Term.--

Butler's Analogy; Homiletics.
Pastoral Theology.

Required Readings,
Free Methodist Discipline.
Roberts' Holiness Teachings.

One of the first things that appears from this survey is the emphasis on the particular doctrinal beliefs of the group by whom the College was maintained.¹ Being Methodist in faith, the works of Wesley and those of like faith are very prominent.

1. Earlier in the discussion, the interdenominational freedom of the institution was mentioned. This does not detract from that, since we are dealing with only one department. Those of different faiths training for Christian service would no doubt prepare themselves at institutions whose doctrinal emphasis paralleled the beliefs of those under whose direction they expected to work.

Another point of interest is the comparative emphasis on the study of the English Bible. One course of Bible Study runs through the entire curriculum, and receives more emphasis than any other subject. The exact type of work offered in the English Bible cannot be determined, but the course title indicates that the inductive method of study was followed, which if properly conducted would serve as a fine supplement and check on the work in Systematic Theology. The course in Theology seems to have more freedom and breadth than the first years of the College Course. Practically every department of a well-rounded theological course finds its place somewhere. We find courses in English Bible, in Exegesis, in Systematic Theology, in Historical Theology, and in Practical Theology, and even a course in Biblical Geography. Some of these receive hardly a noticeable emphasis, yet they are present. The department of Practical Theology seems to receive the least attention.

Another interesting fact presents itself in the total absence of Hebrew from the curriculum. The study of the New Testament in its original language receives very prominent emphasis, but not so with the Old Testament.¹

As to the entrance requirements for those matriculating in this Department, the First Annual Register is not clear. No doubt there were those who took work in this department who were not enrolled as regular College students or as candidates for any degree, but came under the regulation listed in the general statement of requirements: "Students not desiring to take a full course may select such studies

1. Perhaps the lack of the study of Hebrew was due more to the limited faculty made necessary by financial hardship than to anything else.

in any department as they are found prepared to pursue to advantage". There is no mention made of any theological degree being granted, but diplomas were given to those who completed this course of study.

Those particularly interested in preparing for service in the interests of the missionary cause were given special work in Physiology, Hygiene, Medicine and Nursing, along with occasional lectures on the History of Missions and Methods of Missionary Work.

(2) The Preparatory Department

The Preparatory Department offered two courses corresponding to those offered in the College Department, the Classical Preparatory Course and the Scientific Preparatory Course. As in the College Department, students could choose studies from either course, but in order to graduate one or the other had to be completed. A glance at the aims of this Department is interesting.

"The instruction in this Department will be thorough, fully preparing for entrance to the best colleges, and giving special attention to preparing such as can not take the Collegiate Courses, for efficiency in such departments of service as they desire to enter. Especial pains will always be taken to train those who wish to become teachers for their wisely chosen work".¹

The aim was three-fold: to prepare for College entrance, to train those who found it impossible to attend College, and to train those who were interested in teaching. The high esteem in which the teaching profession was held by the founders of the College is here noticeable. The qualifications for teaching, however, were somewhat less exacting

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1. First Annual Register of Greenville College, 1892-93.

than at present, when teachers of any type must complete at least two years advanced work after their High School course before entering the profession.

It may be valuable to include the outline of studies in this department.

Classical Course.

First year.

First Term,-----Latin Lessons, General History, Physiology.
Second Term,-----Latin Lessons, General History, Composition and Rhetoric.
Third Term,-----Latin Lessons and Gradatim, General History, Physical Geography.

Second year.

First Term,-----Caesar, Greek Lessons, Algebra.
Second Term,-----Caesar, (Books II.-IV.) Greek Lessons, Algebra.
Third Term,-----Cicero, Anabasis, Algebra.

Third year.

First Term,-----Latin Prose, Anabasis (Books II.-IV.), Geometry.
Second Term,-----Virgil, Greek Prose, Geometry.
Third Term,-----Virgil (Books III.-VI.), Iliad, Astronomy.

Scientific Course.

First year.

First Term,-----Latin Lessons, Physiology, United States History.
Second Term,-----Latin Lessons, Composition and Rhetoric, Civics.
Third Term,-----Latin Lessons and Gradatim, Physical Geography, English History.

Second year.

First Term,-----Caesar, Algebra, Zoology.
Second Term,-----Caesar, Algebra, Physics.
Third Term,-----Cicero, Algebra, Botany.

Third year.

First Term,-----Latin Prose, General History, Geometry.
Second Term,-----Virgil, General History, Geometry.
Third Term,-----Virgil (Books III.-VI.), General History, Astronomy.

Fourth year.

First Term,----French or German, English Literature, Mental Science.

Second Term,----French or German, Logic, Church History.

Third Term,----French or German, Ethics, Geology.

The general outlay of the courses in this Department parallels the corresponding courses listed in the Collegiate Department.¹ It is at first surprising to find the Classical Course, which would naturally be expected to make the most demands, being of only three years duration, while the Scientific Course has four years of work outlined. The First Annual Register gives no explanation of this, but a footnote in the Fourth Annual Register gives the reason. It states that the fourth year is "for students wishing a more extended course than the preparatory courses, but who are unable to pursue the collegiate courses". In those days, it was far more difficult to obtain a College education than today. This provision for those who were unable to pursue their work on a College level is further evidence of the desire of the administration of the school to serve their students as far as possible.

(3) The Business Department

In accordance with the desire to serve students of all inclinations, the Business Department was established. The statement concerning this Department in the First Annual Register follows:

"This Department has been established and conducted on a basis that puts it on a level with the best Business Colleges, so far as thoroughness, comprehensiveness, and adaptability are concerned. Everything is taught necessary to give an accomplished business education.....Young men and young women wishing to prepare for business life or to study shorthand and typewriting can obtain exactly what they need, and at moderate cost, at Greenville College".

1. cf. p. 27 ff.

In this first year of the school's existence, the Business Department seems not to have been very highly developed. The course outlined is hardly commensurate with the above claims made for it. There is listed a one year course in Business and a course of similar length in Shorthand and Typewriting. Space cannot be allowed for a detailed indication of what these courses were. A brief list will suffice. The Business Course included Bookkeeping, Business Correspondence, Commercial Law, Business Practice, Commercial Arithmetic, Civil Government, Political Economy, Commercial Geography, and Penmanship. The Shorthand and Typewriting department offered courses in the Theory of Shorthand, Correspondence, Typewriting, Penmanship, Word Signs, Dictation, Reporting, and Office Work. Both these courses list an enormous amount of material to be covered in one year, and yet this does not seem so unusual when we remember that there are one year stenography courses given even today. Diplomas were given to those who completed either one of the above courses.

(4) The School of Music

In accordance with the liberal and cultural emphasis of this institution, a well-planned and highly developed Music Department was inaugurated and maintained. The aim of this Department was to offer "to its patrons excellent advantages for obtaining a practical and thorough musical education at very moderate rates". Yet the moderacy of the rates was not an indication of inferiority in this Department, as witnessed by the statement in the Register:

"It should be distinctly understood, however, that the College does not undertake to compete in prices with schools which furnish a cheap quality of instruction and correspondingly

inferior facilities. Assuming that the patrons of the school desire the best rather than the cheapest, the aim has been to provide the best, both as to instructors and facilities, and to fix upon rates as high as are required in order to accomplish this aim, and no higher".

In accordance with this statement, the instructors listed appear to be of the highest quality. The Director of the Department¹ was a product of the Leipsic Conservatory of Music in Germany, and her Assistant² had studied at the Organ School of Music, Toronto, Canada.

To augment the opportunities for work in this Department, a supply of musical instruments was owned by the school which were available to students of music. In addition to these the Public Parlors were "provided with a large and expensive Mason & Reich two-manual and bass pedal Vocalion Organ, on which instruction is given to all students wishing to acquire skill in pipe organ practice, or desiring the best possible facilities for acquiring perfect mastery in performing on the common or reed organ."³

The plan of instruction in this Department is interesting. The Conservatory plan was followed, combining "both the Class and Private Lesson Systems". The class instruction was designed to facilitate progress by competition. Those who planned this Department believed that "confidence, style, and character can, by many students, be more rapidly acquired in class teaching than by individual instruction." The classes were made up of four pupils and were of one hour's length. Each pupil received individual instruction besides deriving benefit from the observa-

1. Miss Jessie Augusta Duff.
2. Miss Catherine Hamilton Duff.
3. This organ is still in evidence at the College, but is out of use. A present-day estimate of its size and value would be much lower than the one given above.

tion and criticism of the work of the others. The merits of this system in the minds of those who conducted this Department are stated as follows:

"This mode of instruction excites emulation; ambition is aroused; the student is spurred on to greater efforts by observing the proficiency of those who have attained a higher degree of perfection; energy is directed into proper channels; and judgment is sharpened by the frequent opportunities afforded for hearing public performances of other pupils and comparing their respective merits".

This type of instruction at this early stage of the work of this Department is commendable.

(5) The School of Art

To afford additional opportunity for cultural and professional development a Department of Art was maintained. This Department was headed by an instructor¹ whose training had been received at the Chicago Art Institute, and who seems to have been well fitted to give instruction of the highest type. The First Annual Register contained an apology for a late opening of this Department, and the loss of considerable patronage on that account, but gave promise of better attention to this end of the work in the coming years. There was an enrollment of seven students recorded for this first year's work. A course of three year's duration was outlined, beginning with the simplest work, the training of the eye and hand, and advancing through the various stages of Charcoal Drawing and Shading, Crayon work, Oil Painting, and Life Work. Certificates were given upon the completion of each year's work. No requirements for en-

1. Mrs. Anna Sanford Brodhead.

trance to the courses in Art are listed. The School of Art no doubt existed partly for the benefit of the College students who desired to do some Art work on the side, but more particularly for those who desired to specialize in Art. Entrance to the Art Department must have been secured by the approval of the instructor.

(6) The Primary School

To accommodate certain families who took up residence in Greenville for the purpose of educating their children under Christian influences, a Primary School was established. A separate building was erected and furnished for the purpose, and the work was conducted under the supervision of the President's wife.¹ Nothing is given of the course of study or of the type of work done in this Department.

2. Controlled Student Activities Aside From the Course of Study

In line with our definition of the curriculum "including every activity entering into the experience of the student, which is in any way controlled or directed by the administration of the College", we must make a brief survey of the life of the student outside the classroom as indicated in The First Annual Register.

Since this was a boarding school, and the students were taken away from the supervision of parents and the usual direction and discipline of home life, the aim of the College was to order the life of the student as nearly as possible in accordance with the accepted standards

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1. Mrs. Emma L. Hogue.

of the typical Christian home. A general statement concerning discipline is as follows:

"The discipline of the institution will be in strict accord with the purpose of its establishment. The government of the College family will be parental, and the regulations such as should characterize every well-ordered Christian family. The college is not a Reformatory; hence vicious or immoral young persons should not apply for admission. If, however, any such persons should by concealment of facts, secure admission, they will be retained only until their evil character is ascertained".

We see from this that it was the intention of the administration of the school to direct the whole of the student's life toward the stated goal "Education for Character". The development of the mind had no place in this institution apart from its place in directing the whole of the experience of the student in accordance with definitely Christian principles. The student was not alone to develop his mind to solve intellectual problems, but his whole experience was to be directed toward the end of solving the great problem of life. Habits of moral conduct were to be formed, and the spiritual life was to be developed through definitely prescribed religious exercises. These habits of moral conduct and religious exercises were not optional with the student, but were meant for all, and as the above statement indicates, those refusing to comply were dismissed.

A further and more detailed account of the disciplinary policy of the College is given under the heading "Rules and Regulations", and reads as follows:

1. Prompt and cheerful compliance with the directions of the president and other members of the faculty will be required of all.
2. Quietness in the various rooms, in all movements through the building, and particularly during study hours, must be observed.
3. Cleanliness and neatness as to person, dress, room and furniture is required in all cases.

4. Courteous behavior and due respect for the rights of others must be observed at all times.
5. Students will be held responsible for injuring or defacing the buildings, furniture, or other property, and will be required to pay all expenses incurred in repairing such damages.
6. Students boarding in the College will be required to keep their own rooms in proper order, and subject to inspection whenever the president shall so direct.
7. Visiting on the Sabbath, remaining out of the building over night, or leaving the College premises without permission, are strictly prohibited.
8. Students residing in the building or boarding themselves outside will not be permitted to leave town during the term without special permission from the president.
9. Students are not allowed to entertain company in their own rooms, unless previous permission shall have been given by the president.
10. Students residing in the College are required to attend church on the Sabbath with the president and other members of the faculty. Those who live outside are expected to observe the same rule, except in cases where parents or guardians desire them to attend elsewhere.
11. All visitation between the sexes, except at hours and places designated for general social interviews is strictly prohibited.
12. Students are not allowed to attend theatres, dances, parties, shows, or any social gatherings which, in the judgment of the president, will interfere with their progress in college work, or prove otherwise detrimental to their good.
13. The use of profane or indecent language, playing billiards or games of chance, smoking or chewing tobacco upon the college premises or while boarding in the college building, using ardent spirits, visiting saloons or other questionable places, or indulgence in any other wicked practices, will subject the offender to expulsion.
14. All books, pamphlets, periodicals, and other reading matter brought into the College must be subject to the inspection of and approbation of the president, or some other member of the faculty designated by him to look after the matter.
15. All students are required to attend devotional exercises in the chapel at 8:45 a.m. daily.
16. The school hours are 8:45 a.m. to 12m., and 1:30 p.m. to 4:00 p.m. Evening study hours, 7:00 to 9:30 during the Fall and Winter terms, and 7:30 to 9:30 during the Spring term. Students are expected to retire at 10 o'clock.

17. Any student who persists in disregarding the foregoing regulations will be dismissed.

A glance at this list of rules and regulations indicates a rather marked degree of compulsion. Such expressions as "will be required", "must be observed", "strictly prohibited", and "students are not allowed", are greatly in evidence. It was the intention that all students should carefully observe each regulation, regardless of conflicting desires. This seems to be rather incommensurate with the present emphasis on direction and guidance instead of compulsion and coercion. In this respect it might well be criticized. However, a fair criticism can hardly be made upon the basis of a mere statement of rules. To criticize fairly one would have to be informed as to the method of enforcing these rules. If the students were made to feel that they were to comply with all regulations merely because they were regulations, then criticism would be just. However, if the rules were enforced with an emphasis upon keeping them because they were right and not merely because they were rules, then the right to criticize could be properly contested. It is proper to attempt to make the right path so interesting that one will be led into it without coercion, but when every attempt at this fails, then is it not better to compel and coerce than to passively sit by while the wrong path is chosen? We look to the example of Jehovah Himself, who of all beings would not be mistaken or unskilled in His efforts to guide and direct. Yet, in spite of all His efforts, His people often refused His direction and followed their inclination to go the wrong path. Did He sit idly by? Instead, He punished and brought judgment. This, of course, was a last resort always, and did not lead all the erring back to the right, but it at least hindered the wrongdoers in their designs, and caused some of them to respond to punishment and to

return to sane paths once more. Fair criticism could hardly be made either, until a survey of the result of this type of discipline is made. This survey will be made in the final chapter. It will be of rather minor importance, however, in this connection, for if the results were desirable, it might be "in spite of" this method of discipline rather than "because of" it.

The second very obvious thing in this outlay of rules is the comparative lack of freedom in the student's life. The very minutiae of his life were regulated by the administration. Such things as "visiting on the Sabbath", "leaving the college premises without permission", and the prohibition "to entertain company in their own rooms" might better be left to the discretion of the student. It gives the student a greater sense of self-respect and of respect for his superiors if he can feel that he is trusted in such matters as the company he keeps, his behavior off campus, and his relations with the opposite sex. Nevertheless, in a school with aims and ideals such as have been previously set forth, matters of moral conduct would necessarily have to be regulated quite carefully. In fact, to allow looseness and license would be foiling the very purpose for which the school was established. Again we would notice that the degree of desirability of this regulation would depend largely upon the method in which it was done, and upon the one administering the rules.

The standards of conduct set up might be termed outworn, or relics of a forgotten past, by some. At present, the order of the day in some circles seems to be looseness in matters of social relationships and personal practice. Individualism often wields the sceptre. In many places, he who can be most different gains widest recognition. He

He who breaks farthest away from the standards of the past is hailed by many to be the most progressive. He who lingers before the shrine of the past and patterns his life after the standards of a rather conservative preceding generation is classed by many among the fossilized and the archaic.

The foregoing list of rules might warrant criticism from a generation that is breaking away from all accepted standards of conduct to form their own, or, more often, to live without any at all. And even the most conservative of our present generation might look somewhat askance at the rigidity of these regulations. Yet, let us give credit where credit is due. The pendulum swings from one side to the other, and following every loose generation we find the recurrence of the principle of Puritanism, which has continually appeared in history. If the pendulum is held for a time on one side, and then loosed abruptly, it will swing to its farthest reach in the other direction. If it is let down gradually, it will not swing so far, but will hover much nearer a sane center position. Might not these administering this College have seen the dangers of departing suddenly from all that good people had insisted on in the past? Might not they have been carefully considering the advisability of more freedom, planning to let the pendulum down gradually where it seemed desirable?

Furthermore, when considered in the light of the purpose of the College, these standards of conduct do not seem so ludicrous. For some institutions, they may have been ridiculous, but not so here. This institution was formed for a definite purpose, and as far as that purpose was involved, was willing to be different and distinct. At the basis of the formation of this institution lay the principle that the religious conception of life was fundamental. Its founders felt that

the sincere followers of true religion should be different from the multitude of the worldly, and from those who were Christian in name only. Hence, in line with the type of students which they purposed to turn out, they formulated the foregoing standards of conduct. If their purpose was wrong, then perhaps the College should never have been founded. In line with their aim, however, the regulations for living are congruous and reasonable.

Again we note that the method of enforcement and the personnel involved would be large factors in the success of these rules of conduct, but assuming these to be ideal, we feel that a student who had embodied the standards suggested in his conduct would be a worthy world citizen. The broad scope of these regulations takes in practically every possible phase of the student's experience. Quietness and the proper carriage of oneself on all occasions was enjoined. Cleanliness and neatness of personal appearance and room were regarded as essential. Courtesy in manners, respect for superiors, proper reserve in social relationships, avoidance of reading or pleasure that was questionable, and regular habits of sleep, eating, and study were to become normal and customary. Beyond all this, and at the basis of it all, students were urged to seek and maintain that inward relationship with God which does away with internal conflict and brings the desirable fellowship with all mankind. We hold this to be highly desirable.

To fill the place of those questionable activities forbidden, we find that "Societies for social and literary improvement, and organizations for benevolent and religious work" were admissible, and that during this first year The Wilsonian Literary Society and the Greenville College Foreign Missionary Society were organized and carried on with

a marked degree of success. The close fellowship between the students and the family atmosphere maintained would permit of those spontaneous recreational activities which are wholesome and beneficial.

C. Developments and Changes During this Period

Having surveyed the status of the curriculum of the College at its inception in 1892, we shall now look for any changes or developments that were made in the period of its initial development under the first President during the years up to 1904.

1. College of Liberal Arts

a. Entrance Requirements

A decided change is made in the College entrance requirements during this period. The requirements were not clearly set forth in the First Annual Register, and had to be deduced on the basis of the College Preparatory Course. The Second Annual Register includes a definite statement of the requirements for College entrance, which is as follows:

Classical Course

In Mathematics: (1) Arithmetic (including Metric System); (2) Algebra, to choice; (3) Geometry, Plane.

In Latin: (1) Allen and Greenough's, or Harkness' Latin Grammar; (2) Jones' Latin Prose Composition; (3) four books of Caesar's Commentaries; (4) four Orations of Cicero, including that in behalf of Archias the Poet, and that in behalf of the Manilian Law; (5) six books of Virgil's Aeneid.

In Greek: (1) Goodwin's Greek Grammar; (2) White's Greek Lessons; (3) Harper and Castle's Greek Prose Composition, equivalent to 40 lessons in Jones; (4) three books of Xenophon's Anabasis; (5) three books of Homer's Iliad.

In History: (1) General History, as treated in Myer's General History, or its equivalent; (2) U.S. History, as treated in Montgomery's "Leading Facts of American History".

Scientific Course

The requirements are the same as for the Classical Course,

except Greek, with the addition of examinations upon the Elementary Principles of Physics, Physiology, Zoology and Botany.

Here the requirements include only Mathematics, Latin, Greek and History. This is in accordance with the Classical, disciplinary emphasis in the Collegiate Courses outlined.

In the Register for 1902-1903, we find a substantial addition to the entrance requirements, as follows:

In English: Seven terms of English required including (1) Grammar, (2) Composition, (3) Rhetoric and (4) Studies in English and American authors.

In Science: Elementary principles of (1) Physical geography, (2) Physiology, (3) Botany, (4) Zoology and (5) Physics.

Here the requirements begin to broaden out, and we find the first trace of English or Science, which marks a distinct advance towards a more liberal curriculum. This change in entrance requirements is perhaps indicative of a corresponding change in the resident requirements. We shall see as our investigation progresses.

An additional change is evidenced by the introduction of a Latin Scientific Course in addition to the Classical and Scientific courses mentioned in the list of requirements. The Sixth Annual Register, 1898-99, carries the first announcement of this, as follows:

"The requirements are the same as for the Classical Course, except Greek, with the addition of examinations upon the elementary principles of Physics, Physiology, Zoology and Botany".

This seems to be sort of a cross between the classical and scientific courses. It is significant that this same Register carries the first announcement of an additional degree, the degree of Ph.B. Since both

these innovations appear in the same Register, we conclude that the requirements listed in the Latin Scientific Course are prescribed for those who desired to receive the Ph.B. degree.

b. Resident Requirements

We discover no change in the resident requirements until the Fifth Annual Register appears for 1897-98. Here the curriculum is based on the "credit system". "One credit is given for the satisfactory completion of work equivalent to one recitation a week during one semester". One hundred and twenty credits were necessary for graduation. Of these, ninety-two were required, and the rest could be elected from various fields of study. Since these requirements are listed with no reference to the respective years in which they were to be taken, we will take a look into the Register for 1902-03, where they are listed with reference to the year in which they were to be studied.

The following outline of courses will be of interest:

COURSE OF STUDY

Freshman Year

First Semester

Greek.....	(2) ¹
Latin.....	(4)
English.....	(2)
History.....	(2)
Mathematics.....	(5)
Bible.....	(1)

Second Semester

Greek.....	(4)
Latin.....	(2)
English.....	(2)
History.....	(2)
Mathematics.....	(5)
Bible.....	(1)

There were no electives, even yet, during the first year. Sixteen hours of work for each semester was required and prescribed. We find the course of study much broadened, however, in comparing it with the original layout. (See p. 30). Mathematics, Greek and Latin are still required, and given the most emphasis, but their importance is diminished by the introduction of English, History and Bible. We see an indication of a gradual progression toward a much more practical and liberal curriculum.

1. The numbers in parentheses indicate the number of semester hours, or credits given for each course. One credit was given "for the satisfactory completion of work equivalent to one recitation a week during one semester".

COURSE OF STUDY

Sophomore Year

First Semester

ENGLISH.....	(2)
HISTORY.....	(3)
CHEMISTRY.....	(2)
BIBLE.....	(1)
Greek.....	(4)
Latin.....	(4)
French.....	(4)
German.....	(4)
Mathematics.....	(4)

Second Semester

ENGLISH.....	(2)
HISTORY.....	(3)
CHEMISTRY.....	(2)
BIBLE.....	(1)
Greek.....	(4)
Latin.....	(4)
French.....	(4)
German.....	(4)
Mathematics.....	(4)

The courses capitalized represent those required. The others are electives. A total of sixteen hours was required for each semester. Of these, only eight were definitely prescribed, while the remaining eight could be selected in accordance with the student's desires. There were five courses from which to choose. This is another definite step towards liberalization and freedom. Here the Latin,¹ Greek and Mathematics, which were so stressed heretofore, are relegated to a position among the electives, although one of the three would likely be elected, since there seems to be an indication that those who took one of the modern languages would not take the other one also. There are however, nine courses offered, as compared to seven in the previous survey.

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1. The elimination of Latin or Greek from the required list in the Register was either an error, or an extremely short-lived policy, for the requirement of either Latin or Greek reappears in the Register for the following year and remains as a requirement during the Sophomore year clear down to the year 1915.

COURSE OF STUDY

Junior Year

First Semester

HISTORY.....	(2)
ECONOMICS.....	(3)
PHYSICS.....	(3)
GEOLOGY.....	(3)
BIBLE.....	(1)
Greek.....	(2)
Latin.....	(2)
French.....	(4)
German.....	(4)
Music.....	(2)
English.....	(2)
History.....	(2)
Philosophy.....	(2)
Mathematics.....	(2)
Chemistry.....	(2)

Second Semester

ENGLISH.....	(1)
ECONOMICS.....	(3)
PHYSICS.....	(3)
PHILOSOPHY.....	(3)
BIBLE.....	(1)
Greek.....	(2)
Latin.....	(2)
French.....	(4)
German.....	(4)
Music.....	(2)
English.....	(2)
History.....	(2)
Mathematics.....	(2)
Chemistry.....	(2)

Here we find the required list increased, and the electives decreased. Twelve hours are prescribed for the first semester, and eleven for the second. The list of electives is greatly increased, however, allowing more freedom of choice. Economics, Philosophy and Physics are added to the required list, leaving nine courses from which to elect. This is a still further indication of a gradual broadening. The reason for the increase in prescribed work must be that new subjects are introduced into the course of study at this point which were felt to be important; hence, each student was required to take them. There are fifteen courses offered, as compared with seven in the previous survey.

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1. This is a different course in English than the one listed in the prescribed requirements.

COURSE OF STUDY

Senior Year

First Semester

BIOLOGY.....	(3)
BIBLE.....	(1)
Greek.....	(2)
Latin.....	(2)
French.....	(4)
German.....	(3)
English.....	(2)
History.....	(2)
Economics.....	(2)
Mathematics.....	(2)
Physics.....	(2)
Astronomy.....	(3)
Biology.....	(2)

Second Semester

PHILOSOPHY.....	(2)
BIBLE.....	(1)
Greek.....	(2)
Latin.....	(2)
French.....	(4)
German.....	(3)
English.....	(1)
History.....	(3)
Philosophy.....	(3)
Economics.....	(3)
Mathematics.....	(2)
Physics.....	(2)
Biology.....	(2)

Here an almost astounding innovation is apparent. Only four hours are prescribed for the first semester and three for the second. This allows great freedom for the student to follow the lines of his own interest. There is still, however, the limitation of a rather restricted number of courses, so that there really is not as much freedom as would appear at first. It is an indication, nevertheless, of progress toward a more modern view of the curriculum. There are fifteen courses in all from which to choose, while the Senior year, at the beginning, gave only a range of ten courses.

We concluded in our previous survey that the makers of the original curriculum of the College were in a transition period, shifting from the exceedingly classical and impractical to a broader and more liberal viewpoint. We discover in this later survey that the shift is now much more decided, and the curriculum is beginning to look more like that found in a present-day course of study.

The mental discipline philosophy underlying the former set-up is fading away. Rather than to develop the mind in the art of thinking and reasoning and memorizing, entirely apart from any connection with life, a group of studies is introduced which carries the student into a more practical knowledge of himself and the world around him. Studies of a cultural nature are much more in evidence also. The whole curriculum is moving towards a more cultural, practical and liberal emphasis.

There is still a marked emphasis on religious training in the course of study. One course is required throughout the four years. This requirement consists of but one hour each semester, however, making the total number of hours of Bible required eight. This is but one-fifteenth of the total number of hours necessary for graduation. In the earlier survey, we found that about one-ninth of the total course of study was taken up with religious training. There is a distinct change evident here. The purpose of the College has not changed at all, but the method of arriving at the goal is changing.

The cultivation of the religious life of each student will depend now more definitely on the religious activities and religious atmosphere surrounding the student in his experience outside the classroom. The method now seems to be to keep each student in constant touch with the Bible by requiring just one hour each semester, but not to interfere

with a student's desire to take other work by prescribing an excessive amount of Bible.

Another interesting fact is evidenced by this change. Although the College was founded on a religious basis, yet the purpose was to establish a real educational institution with academic standards equal to other institutions of learning. The school was not a Seminary, not a Reformatory, not a factory for turning out preachers and teachers, but its primary purpose was to give complete scholastic training of the highest type in a religious atmosphere. The whole of life was to be centered around religion, yet the actual study of religious subjects was not to crowd out the usual and proper amount of academic work. Being Church-founded and emphasizing religion, it was natural that religious subjects should find a large place in the beginning of the work. But the reduction of required courses in religion indicates the ever-increasing realization that the purpose of the school was to give the regular type of academic work, preparing students for all walks of life, yet to give it all on a Christian basis, and in a definitely Christian atmosphere. Christian education is not the study of religious subjects, although this may be included, but it is the centering of all of the experience of life around one central and dominant focus, religion.

Another significant innovation in the Liberal Arts Department was the announcement in the Third Annual Register of 1895-96 of the possibility of obtaining the M. A. degree. The statement is as follows:

"The degree of Master of Arts will be given to those holding the Bachelor of Arts degree whenever they shall have completed three years of professional work." Later, in the Fifth Annual Register of 1897-98, we

find the statement that "those holding either of the Bachelor degrees" would be eligible for the Master's degree when meeting the above requirements. Then, in the Sixth Annual Register of 1898-99, the following is revealed: "The Master's degree will be given to those holding any of the Bachelor degrees, whenever they shall have completed a prescribed course of study equivalent to one year's resident work." In the Register for 1902-03 provision is made for students to take the work for the Master's degree in absentia, and the requirement is recorded that all candidates must take a final examination before an examining committee at the College and must present a satisfactory thesis. This addition to the curriculum of the work for the Master's degree is very significant, as the records of the Alumni show that several of these Master's degrees were granted.

c. Electives

As has been noted in the survey of the changes in the resident requirements during this period, there was a marked change in the matter of electives. Beginning with no electives whatsoever, and continuing thus for some years, we find a marked change in the Annual Register for 1897-98, where electives are rather suddenly introduced to a marked degree. Perhaps more electives were permitted previously than the earlier Registers indicated, but we find them here frankly inserted in black and white. Of the one hundred and twenty hours required for graduation, ninety-two were definitely prescribed, while the remaining twenty-eight were electives. The list of requirements here recorded gives no indication of the respective years in which the courses were to be taken. It was not until the Register for the year 1902-03 appeared that we find

any clue concerning the spread of electives over the four years of the course. Here we find that during the first year the older system of a total prescription of courses was adhered to. Half of the work was elective during the second year. A slightly smaller number of units of electives was permitted during the junior year, although individual freedom was increased by the introduction of a larger number of courses from which to choose. The senior year permitted the student largely to follow his own interests, with practically no limitations but the necessity of completing work begun in earlier years and the restriction of a limited number of courses. The total number of prescribed units had been reduced from ninety-two to seventy-seven, while the graduation requirements had been increased to a total of one hundred twenty-eight units. This permitted fifty-one units to be elective. There is a marked swing here towards the principle of elective affinity in the choice of subject matter, which again indicates the rather gradual, but continuous movement towards a more modern view of the curriculum.

d. Graduation Requirements

As was earlier stated, the original requirements for graduation included the completion of all the prescribed work in any given course. (no electives being permitted), and the satisfactory passing of a comprehensive examination covering the work of the four years. The Fifth Annual Register for 1897-98 reveals a change in the curriculum which placed it on the credit basis. The requirements for graduation were then listed as one hundred twenty credits, including the prescribed work and the electives which were considered in the resident requirements. The comprehensive examination is here omitted, and does not reappear

to the present time.

The Register for the year 1902-03 indicates an increase in the requirements for graduation, one hundred-twenty-eight now being necessary instead of one hundred twenty. This was perhaps done in line with the constant effort to develop an institution of recognized standing in the educational world.

2. Associated Schools

a. The Theological Department

The Second Annual Register carries a decided change in the Theological Department. The two-year course previously outlined is reduced to a slightly less difficult one called the Shorter Course. This was designed for those who desired some work of a theological nature, but were unable to take the regular collegiate work along with it. A diploma was granted to those who completed this course. Along with this we find a more difficult three-year course announced, called the Degree Course. This was designed for those who had taken the regular academic work in the collegiate department, yet desired to continue studying in the field of theology.

Along with this degree course was the announcement of a theological degree which was available to candidates desiring it. The statement concerning this is as follows: "Those who pass either Collegiate Course and the Degree Course in Theology will receive the degree of Bachelor of Divinity". No B.D. degrees were granted, however, until the year 1930.

Contrary to the marked emphasis on English Bible in the previous course, we find it disappearing in the Degree Course. The four traditional departments in the field of theology are almost exclusively

stressed; exegetical theology, systematic theology, historical theology, and practical theology. More of the English Bible work is maintained in the Shorter Course. It had apparently not yet been discovered that the study of the English Bible could be given as high an academic rating as the studies mentioned above.

The lack of Hebrew noticed in the earlier outline of courses is here recompensed, for the study of Hebrew is introduced in the department of exegetical theology.

In the Register of 1902-03 a theological correspondence department is introduced for students "who desire to pursue theological studies in a systematic way, and under the general supervision of the institution, though unable to attend". This is in harmony with the statement carried in the same Register that "One of the particular aims of the founders of the institution was that of providing for the theological training of those who are called to enter the Christian ministry". Every effort was made by the administration to be of service to as large a group of students as possible. Scholastic credit was given for this work and a diploma awarded upon the completion of it.

b. The Preparatory Department

We find the scope of the Preparatory Department enlarged materially in the Register of 1902-03. In addition to the two previously offered courses, the Classical Course and the Scientific Course, a third course was introduced, called the English Course. This course was of a far more liberal nature than the other two, since both Latin and Greek were dropped altogether and English, History and Civics were introduced in a greater abundance. Such courses as English Literature, Psychology, and

Political Economy were offered, besides a year of a modern language, which was before unheard-of, except in the extra work outlined for the Scientific Course.¹

In the Classical and Scientific Courses themselves we see changes in the direction indicated by the introduction of the English Course. Courses in English, English Literature and American Literature were introduced into the Classical Course. These same courses, along with a course in Psychology and one in Bookkeeping were added to the Scientific Course.

These changes all add evidence to the fact that the curriculum was becoming more liberalized. The introduction of English in such abundance, and the appearance of such courses as English and American Literature, psychology, and a modern language all form the sequel to our previous conclusion that the original curriculum was in a state of transition from a more disciplinary and classical setup to a more liberal and practical one.

c. The Business Department.

Just a word in this connection will show a marked degree of progress in the Business Department. In place of the two one-year courses previously offered, we find the following in the Register for 1903-04:

"The School of Business Science comprises three distinct courses. (1) A four years course leading to the degree of Bachelor of Commercial Science. (2) The Shorter Business Course. (3) A one-year course in Stenography and Typewriting".

There is every evidence that these courses were actually offered, for a classified list of registered students in the Register indicates the

1. cf. p. 48.

presence of those who had matriculated in each of the above mentioned courses.

d. The School of Music

Enlargement, rather than change, is the characteristic picture brought to us by a scrutiny of the development of the work of this Department. Two general divisions of the music curriculum are in evidence. First, the academic division, which was "open to all persons with or without any previous knowledge of music", for the purpose of meeting "the wants of amateurs who have not the time or inclination to enter upon an extended course of study, but who desire the best possible instruction during the time they may decide to devote to it".¹ The second division was called the collegiate, which was "designed for students preparing for the profession as teachers and artists".² This division was "subdivided into (1) the Artist's course, and (2) the Normal or Teacher's course".³ In addition, instruction in voice was available. The full course of study in the collegiate division was "intended to occupy a period of at least three years, but advanced pupils are graded in this department according to their proficiency on entering". This set-up gives every indication of a progressive and constantly developing School of Music.

e. The School of Art

In place of the apology previously referred to in the First Annual

1. Greenville College Register, 1903-04, p. 45.
2. Ibid.
3. Ibid.

Register concerning this Department, we find in the Register for 1902-03 a well-developed School of Art. A three-year diploma course was offered for those desiring to specialize in this field, and opportunity was given for regular Collegiate students to elect some work in art if they so desired. The course of study is materially broadened, including china work, instruction in paints, floral, fruit and game decorations, raised paste, jewels and all gold work. Figure work and kiln firing were included, too.

f. The Primary School.

There is no change whatsoever in this phase of the work, for the statement regarding it in the Register for 1903-04 is practically a verbatim repetition of the statement carried in the First Annual Register.

g. The Normal School.

A new school, called the Normal School, was established in 1896. The Catalogue for 1896-97 carries the following statement regarding this:

"A normal department with classical and English courses was added last year. The first of these courses is designed to give those who complete it honorably such preparation for their work as will enable them to command State certificates. Both courses are intended to prepare the student for remunerative positions".

Being a denominational College, Greenville was more or less under obligation to meet the needs of all young people in whatever line their interests lay. The introduction of this school of normal instruction seems to be indicative of the fact that an increasing demand was made upon the College by those who desired to prepare in the shortest possible time for the teaching profession. Hence, the introduction of this department was not a departure

from the ideal of a Liberal Education but was an attempt to aid those who desired to take this somewhat professional work in the atmosphere of a Liberal Arts College.

3. Controlled Student Activities Aside From
The Course of Study.

But three changes are noted during this period with respect to the life of the student while on the campus. In the Second Annual Register, for the year 1893-94, the following is appended to rule No. 3 regarding personal appearance:

"All are requested to dress plainly, and to refrain from wearing jewelry while connected with the college".

This emphasis is parallel to the attitude of the Church to which this college belongs, whose book of Discipline carries the statement that all members "should continue to evidence their desire of salvation...by avoiding...the putting on of gold or costly apparel".¹ It is to be noted, however, that this admonition is in the form of a request rather than a binding regulation. This is commendable, since it would not exclude from attendance at the college those who might differ in their views regarding the point in question. The request was observed quite rigidly among Free Methodist students, and in varying degrees among others.

The next change is evident in the Fourth Annual Register, where the rule prohibiting the "visitation between the sexes, except at hours and places designated for general social interviews" was dispensed with. This was no doubt in line with a general new freedom between the sexes which has characterized the modern age.

1. Free Methodist Discipline, 1931 Edition, p. 21.

In the formation of a society known as "The Collegiate Club" we find the third change in student activities.¹ This organization seems to have been instituted at the desire of the students in the Collegiate Department for an exclusive organization of their own. The Wilsonian Literary Society, formed earlier, appears to have included students of all Departments. Hence, the College students, feeling the need of an organization distinctly collegiate in character, formed the new organization, which was no doubt the forerunner of the present College Literary Societies.

1. Greenville College Register, 1902-03, p. 11.

CHAPTER FIVE

GROWTH AND ESTABLISHMENT

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GROWTH AND ESTABLISHMENT

A. Introduction

Up to this point, we have dealt with the status of the curriculum at the time of Greenville's beginning, and have traced the changes and developments down to the close of the term of the first President, Dr. Wilson T. Hogue. We now continue our study with a view to locating further significant changes in the period which follows, which we have designated as the period of Growth and Establishment. This period includes the terms of President Whitcomb and President Burritt, extending from 1904 to 1927.

We shall deal with the material in this section in less detail than the preceding section. In order to lay a satisfactory background, and because of the compelling interest which the days further removed from our own hold for us, we have described the earlier section quite in detail. We are not now interested in every minute change that has been made in the succeeding years, but we will look for those significant changes which took place as the College advanced from a struggling infancy to the status of a well-developed and recognized institution of learning.

B. Developments and Changes During This Period.

We shall first deal with the course of instruction in the College of Liberal Arts and the Associated Schools, and then consider those ele-

ments of student life which, though apart from the actual course of study, are yet controlled by the administration of the College.

1. COURSE OF INSTRUCTION

a. College of Liberal Arts

(1) Entrance Requirements

The changes in the requirements for entrance are comparatively few, but somewhat significant. The first change is found in the Greenville College Register for 1907-08, where the privilege of electives is introduced to a slight degree. A total of fifteen units is required, only seven of which are definitely prescribed. Of the remaining eight, six additional units are prescribed for entrance to the course leading to the degree of A.B., and two are left entirely to the choice of the student. For entrance to the two courses leading to the degrees of Ph.D. and B.S., only four additional units are prescribed, leaving four to the discretion of the student. The requirements as listed in the Register are as follows:

English.....at least 3 units.
Mathematics.....at least 2 units, preferably 3.
(Algebra complete and geometry plane and solid).
History.....at least 1 unit.
Physics.....at least 1 unit.
Total.....7 units, or 8 preferred.

In addition to the above, to enter the course leading to the degree of A.B., there must be offered:

Latin.....4 units.
Greek.....2 units.

to the degree of Ph.D.,
Latin.....4 units.

to the degree of B.S.,
German.....3 units or German 2 units and French 2 units.
History.....1 additional unit.

Here we see the beginning of a trend to allow more freedom in the entrance

requirements, and to adapt them to the particular course that the student was to pursue while in college. Only seven were prescribed definitely for all students. Of the remaining, some were prescribed in accordance with the particular course chosen by the student, and the remaining were left entirely to the discretion of the individual. This indicates the continuance of the swing towards practicality and towards an adaptation of subject matter to individual needs and preferences, the beginning of which was noticed in an earlier chapter.¹

A further tendency in this same direction is seen in the entrance requirements listed in the College Catalogue for the year 1915-16. Here, instead of requirements based on the particular degree for which the candidate was matriculated, the requirements were based on the major interest of the student. The student could major in several particular fields which would lead to the A.B. degree, and likewise for the B.S. degree. Hence, if the student wished to choose Ancient Languages as his major, he was required to present work in Latin and Greek for entrance. If he desired to work towards the A.B. degree, but wished to major in Modern Languages, or English and Philosophy, or Economics, the Latin and Greek were not required. This worked out similarly in the course leading to the B.S. degree. Here again the requirements lean towards freedom, practicality, and the principle of elective affinity. The student's needs and desires were beginning to be reckoned with in earnest.

We again see this tendency in the Catalogue for 1920. Here, as before, one and one-half units of Algebra are prescribed, but this is fol-

1. cf. p. 65 f.

lowed by the statement that "One unit of Algebra will be accepted in the case of students not registering for College mathematics". The requirements were reduced for those not majoring in this field.

Another very interesting thing comes to light in the Catalogue for the year 1921, where history is not named in the required list for entrance, and two units of social science are introduced. This is indicative of the fact that Greenville responded similarly to other institutions when the social sciences began to come into their own. The following year reveals a slight backward swing of the pendulum in this regard, since one of these two hours of social science could give place to an extra hour of a natural science, if the student so desired. This reveals the continued emphasis on individual freedom of choice in subject matter.

In this survey of entrance requirements, it is interesting to note at least two attempts of the College to maintain a high standard of work and to keep the curriculum on a level with other recognized institutions. In the Catalogue of 1920 we find the following requirement: "Not more than two units of vocational subjects, such as Bookkeeping, Manual training and Domestic Science, will count toward admission". In the Catalogue of 1922, following the list of entrance requirements, we find, "Not more than three, however, may be in vocational subjects and the fine arts, such as Bookkeeping, Typewriting, Agriculture, Domestic Science, Music and Drawing". Though the curriculum was broadening out, and becoming more practical, yet it was not the purpose of the administration to allow student desires to lower the academic standards of the school. This restriction is significant in this respect. However, to indicate the deep concern manifested for the welfare of the students, provision was

made for those who were unable to pass the bar of this restriction. In the Catalogue of the following year, the following provision is made:

"An applicant presenting fifteen units including the prescribed seven, but whose offering in vocational subjects and the fine arts exceeds the three units specified above, may be admitted to the college but with additional requirements for graduation. Five credits in excess of the 128 ordinarily required for graduation must be completed for each unit of vocational subjects and fine arts in excess of three".

Here we see the whole-hearted attempt of the administration to work out a policy which would meet the needs of all types of students, yet would not meet them by changing the academic standards to conform entirely to the students whose training had been chiefly vocational.

The second attempt to maintain, or even raise, the curriculum standards is seen in the Catalogue of 1923, where a new emphasis is placed on foreign languages. Here we see the following statement:

"No foreign language is required for admission, but the student who offers none will be required to complete twenty-four credits instead of the regular sixteen before receiving a degree. At least sixteen of the twenty-four must be in one language".

It is not so stated, but one does not need to read between the lines to any extreme degree to see here another attempt on the part of the administration of the College to carry out their policy of maintaining educational standards which would equal those set by all recognized institutions of higher learning, while admitting students who had not studied foreign languages.

(2) Resident Requirements

There seems to be little or no change in the resident requirements during this period, until the Register for 1907-08 makes its appearance.

The change here noted does not partake so much of alteration, as of increase. The courses do not change, but added courses very markedly amplify the scope of the work offered.

Two additional courses are listed in the field of Chemistry. The description of the courses in this field differs somewhat from that previously given in the earlier Registers, but that is not of importance in this connection. The significant fact to be noted is that the department, as it grows, is beginning to cover a wider scope of material, thus making it possible for students of Chemistry to better equip themselves with the desired knowledge of their subject.

The Social Science department similarly indicates a definite broadening of the work offered. In place of six courses heretofore offered, we find ten now listed. Here, too, the description of the courses differs somewhat from that previously given, but our chief concern is with the enlarging of the work. The changed description of the courses seems to be rather incidental, although there is some indication that the work was divided up a little more systematically and logically.

The most important and interesting innovation at this stage of the College's development is the introduction of a long list of courses in the field of education. Previous to this, no education courses were offered whatsoever. Now ten different courses appear, as it were, overnight, including educational history, educational psychology, educational method, child psychology, the study of adolescence, supervision and the curriculum problem, classic educational essays of the past, and the survey of current educational literature. This additional group of courses appearing in the curriculum at first captivates our attention as a new field of thought which would widen the limits of the work offered, and

make for a more liberal education commensurate with the ideal of a Liberal Arts College. However, since the work appears so suddenly, and since so many courses are immediately offered, we are made to wonder whether a note of professionalism has not here crept in which, of course, would be a departure from the liberal ideal. There is no objective evidence apparent, and the Register distinctly states that the courses offered "aim to provide a liberal education and a broad foundation for graduate professional study", yet it would seem that the purpose behind the introduction of so much work in education was to equip teachers who did not intend to pursue their studies in a graduate professional school. The natural deduction would be that as the requirements for teaching were gradually raised, the College attempted to meet this need, thus becoming professional to that extent.

We can hardly make too much of this inference, however, because of the character of the school. Being a definitely Christian and denominational College, many who desired to avail themselves of the benefits accruing from the type of schooling there offered would no doubt be looking toward the teaching profession. Yet, most of them would be unable to spend four years in College, then do further graduate work to equip themselves to teach. Thus, rather than a departure from the ideal of a Liberal Arts College being in evidence, we see merely the attempt of the College to adjust its course offerings to meet the needs of those who desired training in education, yet wished to receive this training on the campus and in the atmosphere of a Liberal Arts College with a definite Christian ideal.

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1. cf. Kelly, The American Arts College, p. 20. In Kelly's statement of aims, he includes the vocational aim as one belonging to the Lib-

Two further additions to the course of study are noticeable in the introduction of six courses in Hebrew and two courses in Spanish. The Hebrew offering is without significance, no doubt, since courses in Hebrew were previously offered in the Department of Theology, and it would have been possible for students desiring Hebrew to have there taken it. The change here, then, is merely a change on paper. The two courses in Spanish merely indicate the gradual widening of limits in the work offered, and point to an effort on the part of the College to keep up with the growing emphasis on modern languages.

The next interesting innovation is disclosed in the Catalogue of 1911-12, where Bible is omitted among the list of required studies. It does not reappear as a requirement until the Catalogue of 1917-18, when four hours are re-introduced in the specified list of courses. This is indeed a strange phenomenon, for the College aim still carries the statement that "the Bible has a prominent place in the curriculum". We would

eral Arts College. His statement is as follows: "Vocational: At the appropriate place in the educational period of every young man or woman, opportunity should be available in either apprenticeship or in vocational and professional schools to prepare for earning a living. What part of this vocational training should be given within a college organization is determined largely by the exigencies of the situation. It is not an intrinsic part of a liberal arts and science curriculum. However, economy, and probably efficiency as well, prompts the inclusion within the college of the following:

- a. So far as it can be given more effectively and economically in college than in apprenticeship, the college should afford such knowledge and skill in those vocations which are dependent to a large degree upon general culture, as will most nearly assure success in a given vocation with a minimum term of apprenticeship.
- b. In connection with those vocations calling for highly specialized curricula, the college should afford those pre-vocational studies which are basic for the specialized curricula, but which are not themselves specialized to any considerable extent".

be inclined to wonder if the exclusion of Bible from the required list were not merely a misprint, save that a letter from President Marston, the present head of the institution, reports that he spent the period from the fall of 1912 to 1916 at Greenville, during which time "no requirement was in force" regarding the Bible. We find no explanation for this innovation during this period, since the College to the present day requires each student to take at least three hours of Bible to qualify for graduation.

Some work in Oratory and expression is introduced in the set-up of courses for 1912-13. This was coincident with the addition of a School of Oratory, which will be mentioned later in a further consideration of the Associated Schools during this period.

The largest number of significant changes found during this whole period appear in the Catalogue for 1915-16. The first and most important of these is the re-organization of the curriculum on the basis of "The Group System". The Catalogue statement of this is as follows:

"This plan provides for a certain number of required courses which constitute a nucleus for a liberal education, and for a generous election to meet the adaptation to individual requirements".

Thus each student was required to take a core of subjects designed to give a good liberal foundation. This group consisted of courses in Mathematics, English, Philosophy, and Economics. In addition to this, each student was required to take sixteen credits in a foreign language of their own choosing. Then, added to both, twenty credits in each of two related departments were required.

The Catalogue for 1921-22 further develops this system. Instead of dividing the organization of the curriculum into two parts, it in-

troduced three as follows:

- A. A minimum core of courses required of all students.
- B. A generous choice of subjects within certain required groups to secure breadth of culture.
- C. Major requirements within groups of the student's choice to secure intensive training in special fields.

This plan is still in force at the present time. English, Bible, Public Speaking, and Physical Education are required of all. Further, sixteen credits each of a Foreign Language, Mathematics and Natural Science, and Social Science and Philosophy are required of all to insure a broad cultural background. However, the student is allowed a certain freedom of choice in this, for he may choose his own courses in these three general fields. Then, intensive work must be done to the extent of twenty hours in each of two majors, to insure proficiency in these specialized lines. This specialization, of course, departs somewhat from the ideal of a liberal education. Yet, since a certain amount of specialization and vocational work is permissible in an Arts College, due to the exigencies of the situation, we find this outlay of work entirely commendable.¹

Three new types of work make their appearance in this Catalogue for 1915-16. Physical Education appears as a requirement for all. The reason for this is obvious. Previous to 1914 the College had no gymnasium, and work in Physical Education was impractical, if not impossible. Upon the completion of the gymnasium, work in this department was required of all in the interests of the health of the students. In addition to this, a Missionary Medical Course was introduced for those especially interested in later work in foreign lands. This department of the work continued to function until 1923. A correspondence department also makes its first

1. cf. p. 84.

appearance at this time, with the purpose of placing "within the reach of those who cannot pursue residence study thorough instruction in several different lines". Full academic credit was given for work taken in this department. It was carried until 1920, when it makes its exit not to reappear.

The Ph.B. degree was at this time dropped, and from this time until the present only the degrees of A.B. and B.S. have been given in the Liberal Arts Department. Other degrees given from time to time will be discussed under the later section on the Associated Schools.

A further item of interest introduced at this stage of the work was the introduction of honors work. Final honors were given at graduation for special excellence throughout the college career. Preliminary honors were granted at the close of the Sophomore year to students who had maintained an average of eighty-eight throughout the Freshman and Sophomore years, and who had not been conditioned in any subject. But in addition to these, Departmental honors were given to those desiring to take them. To be eligible for Departmental honors, it was necessary to maintain a scholastic average of eighty-five percent throughout the four years of college work, and an average of ninety percent in the particular field in which honors were sought. In addition to this, the student receiving honors was required to present a thesis in his special department of work, and at the discretion of the professor, pass an oral examination. In lieu of the thesis, six semester hours of work in the field in which honors were to be taken, in addition to the hours required for graduation, might be presented. The offering of these Preliminary honors seems to have been a gesture to inspire more detailed and thorough work on the part of good students. No reward was entailed. No exemptions from

class attendance or graduation requirements were made, but the work had to be done entirely in addition to the regular work. This policy of granting Departmental honors abides until the present.

The Catalogue of 1918-19 brings to light two new courses. One in Household Science and another in Italian. These courses were no doubt introduced in line with a broadening of the curriculum to meet the varied needs of as many students as possible. Both were rather short-lived, however, for the work in Italian disappears in 1920, and the course in Household Science makes its egress in 1922.

The final significant changes in the curriculum during this period of growth and establishment become manifest in the Catalogue for 1920-21. Here the work in Education is re-organized, and a new Department of Psychology and Education is formed. Previous to this, some work had been given in Education. What little Psychology there was appeared under the general heading of Education or Philosophy. Under the new arrangement, added work in both Psychology and Education was introduced, and the new Department of Psychology and Education speaks of some specialization along this line. This was surely brought about by the increasing demands laid upon those looking for positions. If graduates from Greenville College were to be able to secure admirable teaching positions, they must have not only factual knowledge, but must be well trained in teaching method. This Department was no doubt formed in accordance with the needs of those who were preparing for the teaching profession.

A course in library science is found in this year's outline of work, but is hardly worth mentioning, as it was offered for this one year only.

The introduction of Pre-professional courses in 1920-21 is the last innovation noticeable during this period. Several courses are so grouped that "they prepare for further study at Professional Schools". In discussing this, the Catalogue points out that graduates of the College of Arts who have organized their work so as to include the proper courses would be granted a High School Certificate good for three years, without examination. In addition to this, Pre-professional work was offered in preparation for further professional study in Medicine, Engineering, Agriculture, Law, Business Administration, and Religious Education and Theology. This work was thus arranged so that those who desired to pursue professional studies might take their preliminary work for a period of two years at Greenville College, thus benefiting for those two years from the advantages which Greenville believes she offers in producing fully developed personalities.

(3) Electives

The new curriculum organization introduced in 1921-22 allows a very wide freedom in the choice of subject matter. The minimum core of course requirements included nineteen hours. Sixteen hours in each of three groups were required, totalling forty-eight. Then two majors were prescribed, some of which involved twenty credits of work and some twenty-six. Assuming that the average student would likely choose one twenty-hour major and one twenty-six-hour major, we have a total of forty-six hours here. The grand total of all these is one hundred thirteen. Since one hundred twenty-eight hours were required for graduation, this leaves fifteen hours for the student to elect in any work that he desired.

But, we must keep in mind that the particular group requirements and

the majors were chosen in line with the student's desires. So, in reality, only nineteen hours were definitely required of all students, while the remaining hours were chosen within a comparatively wide range of courses. We see here a shift from subject matter to the student as a center of interest. A certain amount of work was required in several different fields of study in order to keep the curriculum broad and liberal. But within these various fields, great liberty was allowed the student to develop according to his own interests. Instead of holding the view of education as the mastery of a certain amount of subject matter, subject matter was adjusted to the abilities and desires of the student. Thus the student was not forced to take a certain amount of prescribed work, but was free to develop himself to his fullest capacity in whatever way he chose. Education from then on at Greenville College was not mastery of subject matter, but the fullest possible development of well-rounded personalities, equipped to function adequately in their place in society.

(4) Graduation Requirements

The graduation requirements remain the same throughout this period, and do not change to the present time. One hundred twenty-eight semester hours are required for graduation, with these hours aligned to the prescribed work outlined in the resident requirements for this period.

b. Associated Schools

Having outlined the status of the Associated Schools somewhat in detail as they appeared at the time the College opened, and having noted the significant changes in the early formative period of the work of the Col-

lege, a few statements of a general nature will suffice at this stage.

The Theological Department from the time we left it until the present has undergone very little change, with the exception of enlargement. Medical work and increased course offerings in Missions made the Department more practical in helping those preparing for work in foreign lands. Religious education courses were introduced, and further work in the regular line of biblical and theological studies was added. A statement from the Catalogue of 1922-23 well expresses the motive behind the enlargement and perfection of this Department. It is as follows:

"...the necessity has arisen for a more complete and thorough theological training than has been heretofore attempted. The Free Methodist Church ought to have one institution where here prospective ministers can receive as thorough and scholarly a training as is provided in the theological seminaries of other denominations".

The Preparatory Department continued in practically the same way until the year 1913-14, when a slight re-organization was effected, in which more freedom was allowed in the choice of subject matter. The work was organized on a group system somewhat like the group system previously considered in the Liberal Arts Department.¹ Six out of sixteen courses were required of everyone. The remaining ten courses could be chosen out of one or more of three other groups. This permitted the student to have more freedom in his choice of subject matter, and made it possible for any students who did not care to continue their schooling beyond the high school level to take some vocational work. The Preparatory Department was discontinued in the year 1927.

The Business Department continued its previous work, giving courses

1. cf. p. 86.

which led to the degree B.C.S., a Shorter Business course, and a one-year course in Stenography and Typing. In 1917-18, a three-year course above the high school level, plus one year's actual experience in the business field, qualified one to receive the degree of B.B.A. All degrees were finally abandoned in this Department in the year 1923. The work, however, did not slump, but rather took on new life. The Department continually developed, until in 1927 four courses were offered. A Teacher Training course, to prepare teachers for commercial teaching in high schools, a two-year Secretarial course, a one-year Bookkeeping course, and a one-year Stenographic course. This Department has flourished, and is very active to the present day in training business students.

The School of Music has constantly enlarged throughout this period, until it has departments of piano, voice, violin, theory and normal training. No degrees are offered, but diplomas and certificates are given in piano, voice, and public school music.

The School of Art continued to function with little change until the year 1918-19, when it was permanently discontinued.

The School of Primary instruction receives mention in each Catalogue until the year 1910-11, when it permanently disappears.

The Normal School is changed in the Catalogue for 1907-08 to the School of Education. The stated aim of this department will give us an adequate idea of the work it was doing.

"It is the aim of Greenville College in its School of Education to give a complete mastery over all the branches taught in the public schools, and also a knowledge of the science and art of education, that its students may be qualified for skillful work in teaching".

A teaching certificate was given to collegiate graduates who had elected at least twelve hours in this department. A two-year course taken by any

who had completed four years of high school work entitled the candidate to the degree of Ped.B. In addition to this, there was a four-year normal course given for those who had completed the eight grade, and desired to prepare themselves for teaching on the elementary level. Some work was also given to accommodate those who desired preparation to pass examinations for county certificates, and for those whose elementary work had not been completed, and who wished to resume it among older students. The School of Education maintained this status until the year 1917-18, when it lost its identity by being merged into the department of education in the College of Liberal Arts.

The Catalogue for 1912-13 carries the announcement of a new department, the School of Oratory, courses in which were "adapted to meet the needs of the platform speaker, teacher and the public reader". The course offered in this School was of two years duration. Those completing one year of the course received a diploma, and those successfully completing both years were given the degree B.O. The Catalogue for 1921-22 carries the last mention of this School, after which it became the department of Public Speaking in the Liberal Arts College.

A six-weeks Summer School was inaugurated in 1925-26. This Summer School has functioned each summer since then with an enrollment which adequately justifies its existence.

2. Controlled Student Activities Aside from The Course of Study

In surveying the life of the student outside the classroom during this period of growth and establishment, we notice but a slight change in the rules of discipline, and the introduction of a much greater vari-

ety of activities in which the student might engage.

The great number of rules and regulations included in the early Registers is somewhat reduced by the year 1927. The organization of secret societies, "the use of profane or indecent language, playing billiards or games of chance, using intoxicating liquors, attending theatres, dances or any social gatherings which, in the judgment of the faculty will interfere with their progress in college work, or prove detrimental to their good", and the use of tobacco are still strictly prohibited, on penalty of dismissal. The other prohibitions formerly included are not mentioned in the Catalogue, but most of them are still in force as unwritten law. The ideals for student conduct have not changed with the years save in minor details. The Administration of the College sees no reason for relinquishing old standards merely because practically everyone else has done so. And until it can be shown to them that the things above prohibited are beneficial to young lives being molded for future service to God and their fellow men, the prohibitions will likely remain.

The activities designed to benefit students outside the classroom were greatly increased in number and scope during this period of the institution's history. These developmental activities may have been in vogue sooner than they crept into the College Catalogues, but we give them as they there appear. Two new organizations of a religious nature were formed. The first appears in 1907-08. It was a Student Volunteer Band, organized for the benefit of those who were planning to give their lives in definite Christian service in foreign lands. The second was a Ministerial Association, "composed of prospective candidates for the ministry". This makes its appearance in the year 1910-11.

Besides the mention of these new organizations, the religious life of the College is described more in detail. Family worship is a feature of daily life, being conducted in the dining hall each morning and evening. Devotional exercises are conducted each morning in the chapel. A student prayer meeting is held in the chapel each Tuesday evening. Each day of the week, a short noon-day prayer meeting is scheduled immediately after lunch. A preaching service, conducted by the beloved Prof. John LaDue is featured each Sunday afternoon. This was discontinued in the year 1924-25. At least one, and usually two revival meetings are conducted each year. The students take an active part in the religious activities of the church, town and surrounding region. Attendance at these religious functions was compulsory, with the exception of the noon-day prayer meeting and the revival services. By these various means, the claims of the Christian religion are kept uppermost in each student's mind.

In a literary way, two additional societies were formed. One, the Qibbuc Club for men, the other the Philomathean Society for women, both made their appearance in the Register for 1907-08. The former was dropped in the year 1911-12, and the second continued to function until 1917-18, when the two College Literary Societies were formed which are in existence to the present, namely, the Phoenix Society, and the Aretanian Society.

During this period in the history of the College forensic activities were introduced and developed to a considerable degree. In the year 1911-12 we note the appearance of three forensic contests, the winners of which were awarded cash prizes. These were the F.P. Joy Prize contest, and the M. Seaman Prize contest, and the Prohibition League Prize contest. Two debating clubs were announced in the Catalogue for 1916-17, Las Cortes Club for men and Le Cercle for women. These societies continue to function at the present as the Agora Debating Society for men, and the Elpinice De-

bating Society for women. Intercollegiate debating was introduced this same year, and has been an active function of the College ever since. Annual debates are held with several of the surrounding Colleges and periodically a team is sent out on an extended tour. The Vista, a monthly paper, was the first announced at this time. It later became the College year book, and The Papyrus, a weekly newspaper, was added to the list of student activities. Two musical organizations were announced, the Apollo Club for the men and the Chaminade Club for the women. The Apollo club still functions as a musical organization for both men and women. Annually at Christmas and at Easter, a large choral group renders the Messiah and other noted Oratorios. And growing out of these musical organizations, the most famous musical organization on the campus is the A Cappella Choir, an unaccompanied choir of about forty voices, which makes a tour annually. Added to all this, athletics of all type are a major activity at the College. The slogan of the Athletic Department is "Sports for all within the walls". Only intra-mural contests are permitted. Thus every student in the College finds it possible to get both physical exercise and recreation.

Thus we have given a brief resume of the activities of the students, outside the classroom. These are definitely student activities, but the students are accountable to the administration of the College for anything that goes on in connection with any of them. Hence, they are kept in line with the definite Christian emphasis of the College. With all these activities available, the students are able to develop themselves to the fullest possible extent in a cultural way, and need waste no time looking for recreation. One may find a place in activities which develop journalistic ability, literary powers, musical appreciation and expression,

athletic skill, efficiency in public speaking, and a religious experience around which all the other activities of life center.

Because of the character of the institution and the training given, the students find happiness and successful living in centering all of these developmental and recreational activities around religion as the focal point. This is not forced, but grows naturally out of the atmosphere and instruction of the College. To illustrate, in a recent Papyrus article describing the annual all-college hike, the writer speaks of the fun and frolic with vivid expression. After speaking of "hilarious cheers", "rolls of bedding, cameras, pots and pans, and eats", "boisterous people", "hiking", "eating", and "paddling in the water", the following paragraph is introduced:

"One of the most impressive features of the hike was the sunset viewed from the top of the bluffs. As the golden red sphere slid slowly behind the distant hills, the thought of David, "The heavens declare the glory of God and the firmament sheweth His handiwork", seemed to burn itself across the sky".¹

In the thought of this student, there was no compartment for religion, and another for a good time. But in the midst of fun and frolic, one thought was dominant, God! The production of God-centered lives is the only reason Greenville College has for existence. This instance just quoted is but one of a thousand that show to us that the College is realizing its ideal in the lives of at least the majority of its students.

C. Conclusion

We have now traced the development of the work of the College from

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1. Papyrus, October 10, 1933.

its earliest beginnings to the year 1927-28, when President Marston assumed his duties upon the death of President Burritt. We have shown the development of the Liberal Arts College, the Associated Schools, and the student activities, and have arrived at a picture of the College much as it appears today. We shall, in the next chapter, take up the advance that has been made during the brief, but efficient, management of Dr. Marston.

CHAPTER SIX

MATURITY AND REFINEMENT

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MATURITY AND REFINEMENT

A. Introduction

We are now ready to observe the progress made by the College in the few years since 1927, under President Marston. The curricular set-up is much the same, with a slight enlargement. Some very significant and momentous changes have been made in the buildings and equipment, the educational rating of the College, and the student activities. It is to these developments that we now turn our attention.

B. Development During This Period

1. Curriculum

The general lay-out of the curriculum is unchanged during this period. The entrance requirements, the resident requirements, and the requirements for graduation remain substantially the same. There is a little development noticeable, however, in the addition of certain courses, giving a broader scope to the work offered, and gearing it a little closer to present-day problems. To the pre-professional work previously offered is added Engineering Drawing, and Surveying. In Sociology, such new courses as The Negro and Emigration and Immigration make their appearance. The Psychology of Thinking and General Comparative Psychology both serve to broaden the scope of work offered in the Department of Psychology. Hymnology, Choral Literature, and Conducting are introduced in the Music Department. These, along with a few other incidental course additions, serve to increase the opportunity for students to develop themselves more

adequately in their chosen fields of study.¹

2. Buildings and Equipment

A marked degree of advancement is manifest during this period, when the building and equipment improvements are observed. Extensive improvements have been made on two of the College's four buildings. Old Main building, which has been re-christened Wilson T. Hogue Hall, in honor of Greenville's first President, was the first to be improved. This improvement was largely the result of a gift from the Cincinnati Chapter of Greenville College Alumni.² Due to the addition of the two buildings on the north end of the campus, the north entrance to Old Main was more in use than the south entrance at the front of the building. The automobile entrance was also to be found at the north side of this building. Hence, a new north entrance to this building was badly needed. In the Spring of 1929, this project was undertaken. A large concrete plaza was laid at the rear entrance of the building. From this, three arched entrances lead into the ground floor of the building. Between these arches, two stairs rise from the plaza to a spacious balcony at the main floor level, where large French doors lead directly into the main lobby. The architecture was designed to fit the plan of the building. The stone used was dark Ozark granite, in rustic rubble, with white concrete copings, which well becomes the dark red structure to which it was added. Along with this improvement, the main lobby was reconditioned. The floor was re-covered

1. cf. recent College Catalogues.

2. cf. Greenville College Quarterly, April, 1929, p. 42.

with marbled rubber tiling, the walls newly decorated, and the stairs improved. Along with this improvement on Old Main building, two large pillars, a graduation gift from the Class of '29, were placed at the automobile entrance on the north side of the building.¹ Thus Old Main, though still enough like its former self to retain all the tradition connected with this oldest building of the institution, has been re-made, adding both to its beauty and adequacy as a part of a modern educational institution.

The most extensive building improvement in President Marston's progressive program was the remodeling of the Auditorium Building.² This project took shape as a desire to erect a memorial to the late Prof. John LaDue, whose thirty-two years of service in Greenville College was perhaps a greater factor than anything else in influencing young lives for good. It was completed in time to house the Commencement programs in the spring of 1931. The entire interior of the building was changed in this reconstruction. The classrooms at the rear of the Auditorium were removed, and that space thrown into the main room. The old balcony at each side was removed, and a large balcony built across the rear of the room. The old columns which obstructed the view of the platform at various places throughout the room were removed. The platform itself was greatly enlarged. The entire auditorium was re-seated and newly decorated. The result of all this was a large and spacious auditorium, modern and attractive, with a seating capacity of about six hundred fifty, adequate to meet the needs of any gathering at the College. This improvement was largely financed

1. Ibid., October, 1929, p. 28.
2. Ibid., January, 1930, p. 22 f.

by the sale of seats in the new Auditorium to students, Alumni, and friends.

Many very significant improvements have been made in the equipment available for student use in reaching their desired education goal. The Greenville College Quarterly for January, 1929, carries the announcement of several of these. The first is the enlargement and improvement of the Chemistry laboratory, which had been small and somewhat inadequate previously. The Quarterly statement concerning the enlarged laboratory is as follows:

"The chemistry suite now includes: (1) a large laboratory of more than twelve hundred feet floor area, equipped with up-to-date chemistry tables with locker capacity of one hundred eight students and with a thirty-four motor-driven fume-hood; (2) separate balance-room for accurate quantitative work; (3) supply and dispensing room; (4) spacious lecture room equipped with demonstration desk and modern tablet-arm chairs; (5) instructor's research laboratory; and (6) departmental office. These rooms are grouped around a central hall with exit directly to the campus. The suite occupies about twenty-seven hundred feet, the entire ground floor of the Auditorium Building, boiler-room excepted".

The second item of interest in the above-mentioned Quarterly is the announcement of the new biological laboratory. The new laboratory is located in the former academy study-hall, on the fourth floor of the Auditorium building. The Catalog Number of the Quarterly, April, 1930, carries a fuller and more detailed statement of the new laboratory and its equipment.

"The Biological Laboratory which accommodates fifty students at one time, is large, well-lighted, and equipped with the latest model compound microscopes, dissecting scopes, incubators, sterilizers, and other apparatus essential to courses in biology, botany, zoology, anatomy, physiology, embryology, bacteriology, and parasitology. Connecting with the main laboratory is a combined supply room, instructor's office, and research laboratory".

The previously mentioned Quarterly speaks of an enlarged physics

laboratory, but does not describe it in detail. The following number of the Quarterly, for April, 1929, however carries the announcement of the gift of a fine engineer's transit to the physics department, plus additional surveying equipment. Equipment for engineering-drawing was added the previous year, all of which has made "it possible for the Department of Mathematics and Physics to offer a standard surveying course". The statement is also added that "Following a conference with the Deans of Engineering at the University of Illinois . . . Greenville can now offer substantially the first two years of the regular Engineering course". Thus, from these statements, we see the rapid progress being made in recent years in laboratory equipment in the fields of chemistry, Biology and Physics, which has had a marked effect on the educational rating of the College.

Various advances have been made in the library facilities during the past few years. The Catalog for 1930-31 states that "The library has recently been enlarged to occupy the entire east end of the main floor of the Administration Building, and provides a seating capacity of one hundred twenty-five". The present status of the library is described as follows:

"The College has an excellent library of 11,000 volumes and 2,000 pamphlets, cataloged according to the Dewey system, and directed by a competent staff.

"An assortment of daily and weekly newspapers is available from cities of Canada and the United States. Over one hundred representative popular, scientific and religious journals are currently received.

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"Students of the college have access to the Greenville Carnegie Library. Drawing privileges are accorded the College Library by the Washington University Library of St. Louis, the Library of the University of Illinois, and the Illinois State Library of Springfield".

A new cork covering for the library floor was a distinct improvement.¹

Several of the classrooms have been redecorated, and most of them have been supplied with new standard tablet-arm chairs.² The parlors in Old Main building were redecorated in the fall of 1928, and are now used for conference rooms. Two large oak conference tables and twenty chairs, all finished in walnut brown, were given to make the old colonial room more attractive and commodious for the groups which it serves.³

The beauty of the campus has been greatly enhanced by the erection of several pieces of ornamental concrete in various positions around the Woman's building. These comprise four benches, two pedestal urns, and a sun-dial.⁴ Japanese barberry hedges set out in various somewhat barren places have added their part to the appearance of the campus.⁵ A new concrete walk on the north side of Old Main, connecting the new north entrance with the other campus walks, has replaced the rough, old brick walk of former years.⁶

Thus we see the progress that has been made, and is still being made, in the improvement of the buildings and equipment of the College. What effect on the standing of the College this progress has had, along with the improvements in instruction, will be seen in the next section.

3. Educational Rating

In the fall of the year 1929, an inspection committee from the University of Illinois visited the Greenville campus to observe the type

1. Ibid., January, 1929, p. 42.
2. Ibid., p. 41.
3. Ibid., p. 42.
4. Ibid.
5. Ibid., April, 1929, p. 31.
6. Ibid.

of work done. The result of this visit was the raising of Greenville's educational rating from a basic "C" rating with qualified "B" privileges, to a basic "B" rating, with qualified "A" privileges.¹

Under this new rating, Greenville students may transfer to the University of Illinois, and thus to practically all other universities, receiving substantially full credit up to thirty credits a year. Recommended graduates are admitted to graduate schools with no limitations whatsoever. Graduates who are not specially recommended are admitted to graduate schools with a small initial handicap which may be removed by excellent work at the University.

If the statement of the inspection committee carries any weight, the only lack of qualifications which keeps Greenville College from a full basic rating of "A" are quantitative. A full "A" rating includes "minimal requirements in enrollment, curriculum, faculty preparation, salaries, buildings, laboratory and library equipment, and a guaranteed income for educational purposes from sources other than student fees of an amount equivalent to the income from an endowment of approximately \$500,000."² Though unable to measure up to all of these quantitative requirements, Greenville presented a pleasing picture to the committee from the standpoint of the quality of instruction offered and the calibre of the students. Their statement regarding this is as follows:

"Both your visitors are glad to report that we were very favorably impressed with all the instruction observed. The teachers are all very conscientious, well prepared for the work they are undertaking and efficient in the technique of instruc-

1. cf. Greenville College Quarterly, January, 1930, p. 6f.
2. Ibid.

tion. Students are earnest, well prepared and show an excellent spirit of cooperation with the instructors during the class periods. The faculty and student body at Greenville will compare very favorably with those of institutions which the Committee has placed in Class 'A'.¹

Thus we see the commendable progress Greenville has made in the educational world, working constantly under the severe handicap of a lack of funds. Dr. Marston is to be congratulated for this remarkable advance in the short period in which he has been in office. He, however, gives due credit to the life-long labors of his predecessor, President Burritt, who laid a sure foundation upon which he could build. The Endowment Fund Campaign instituted by President Burritt in 1925 yielded an increased endowment which aided materially in securing the new educational rating by the University committee.

4. Student Activities

A varied group of new student activities have been inaugurated during the last few years of the history of the College. One of the most important has been the organization of the A Cappella Choir, a group of about forty singers, which makes local appearances on various occasions, and takes an extensive ten-day tour each year.² This group sings sacred music entirely, and has been a vital force for good both in the lives of its members and among those for whom they sing. It has been one of the most effective means used by the College in getting itself before the public.

Further campus organizations during this period have served to meet

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1. Ibid.

2. Ibid., April, 1929, p. 44.

the needs of students whose diversified interests have carried them beyond the fields covered by the previous organizations. The Quarterly for January, 1929, carries the announcement of a French Club, Le Cercle Francais, a German organization, Der Deutsche Verein, a society of graduate nurses, the Florence Nightingale Club, and the Natural History Club.¹ All of these groups, though student organizations, are in hearty cooperation with the faculty, and each takes its place in helping to realize the Greenville ideal of "Christianity and Culture in Education".

The Quarterly for January, 1933, is indeed an interesting one, as it is devoted entirely to the Student Industries of the College. There are four divisions of these student industries. The Campus Department, the College Farm and Dairy, the Tower Press, and Tower Products. The first of these, the Campus Department, is not a new development. For years it was the only source of student employment, offering work of a janitorial, culinary and clerical nature. It remains at present one of the chief sources of student employment. The Quarterly reveals that about eighty students are at present employed in this department.

The College farm and Dairy furnish an entirely new means of employment for students, and prove advantageous to the culinary department of the College. The Farm was a gift of some years ago, but had always been rented, and no attempt had been made by the College to make it productive in its own interests and in the interest of student employment. A dairy herd has been purchased, and extensive building repairs made on the farm. All of the milk used by the College is now provided by the farm, and the present plans comprehend that in the near future, practically all of the meat, garden vegetables and fruits used in the

College dining hall will be produced on the farm by student employees.

The Tower Press represents a printing establishment, bought in February, 1932, the replacement cost of which is between twelve and fifteen thousand dollars. It occupies twelve hundred square feet on the ground floor of the Gymnasium building, and includes a modern linotype, a book press, two job presses, a power saw, power stitcher, paper cutter, a perforator, cut casting box, an abundance of display and job type, along with innumerable minor accessories of a printing plant. This press takes care of all printing for the College, the cost of which formerly amounted to about three thousand dollars. In addition to this, work outside the college is solicited. The Tower Press already gives employment to several students, and when it has had sufficient time to develop a worth-while business outside the College, it should give employment to many others.

The Tower Products is an industry developed solely for the purpose of giving students employment. It is not necessary to the operation of the College, but finds its entire usefulness in furnishing work for students. Household necessities and toilet articles are the chief products, the manufacture, packing and sale of which furnish opportunities to the students for economic assistance. These products are produced or packed in the Tower Laboratory, housed in a neat structure by itself. With the cost of production very low, it is possible to sell these products at a very reasonable rate, and still allow the student forty percent commission on his sales. On Saturdays and half-days when various students have no classes, many of them aid themselves financially by selling these products. The industry has grown remarkably during its short existence, and is already outgrowing its present quarters. It has spread out of

town in three ways. Students visit nearby towns during the school year, and many of them carry their products all over the country during the summer. Then, parents of students and prospective students are urged to be Tower Products representatives in their vicinities, in order to earn funds to educate their children. Again, Tower Scholarship Clubs have been formed in church and neighborhood groups, who agree to purchase Tower Products regularly in order to give the commission on these products to a scholarship fund for the education of students selected by these groups. The Tower Products industry is a pioneering experiment, but it has met with marked success thus far. If it continues to grow commensurately with its initial growth, it promises to be a strong factor in financially aiding needy students through their schooling.

We would again remind ourselves that the Christian ideal of Greenville penetrates into every nook and corner of these student industries. Each industry is manned by men of sterling Christian character and is operated on basic Christian principles. And as the students work with their superiors, with each other, and with those in society at large, they find ample opportunity to put their Christianity and Culture into practice. Religion then is made exceedingly real through experience. And in giving their services in these various student activities, the students learn further how to center every realm of life in religion, and discover more fully that God is the focal center around which all real life centers, and from whom all real life emanates.

C. Conclusion

We have now traced the development of the work of Greenville Col-

lege in changing lives down to the present. Our historical survey is complete. We now turn our attention to a brief consideration of the Alumni of the College, endeavoring to discover if they in any way justify the ideals for which the College stands and the method used in attempting to attain these ideals.

CHAPTER SEVEN

AN EVALUATION OF THE WORK OF THE COLLEGE

BY A SURVEY OF ITS ALUMNI

CHAPTER SEVEN
AN EVALUATION OF THE WORK OF THE COLLEGE
BY A SURVEY OF ITS ALUMNI

A. Introduction

Justification for the work of any producing agency should be found in its finished products. Valid testimony regarding the work of a College should be drawn from its Alumni. The material available concerning the Alumni of Greenville College is not as extensive as is desirable, but the limited amount at hand witnesses in a decided way to the value of the work done by the College as an educational institution in changing human nature. A significant Alumni survey of the period from 1898 to 1925 appears in the Greenville College Quarterly for January, 1930. Based largely on this survey, we formulate the following testimonies to the value of the work of the College.

B. Testimony of Alumni

1. Geographical Testimony

The picture formulated by a survey of the advanced educational institutions attended by the Alumni of Greenville, along with the wide geographical distribution of the locations where they find employment, shows that Greenville College is not a merely local institution, recognized only by its closely surrounding neighbors. It is an institution from whose walls graduates go forth to do acceptable work in a large number of graduate institutions, and to fill responsible positions in a very wide variety of places. Greenville graduates have received post-graduate degrees from the

following universities; Illinois, Michigan, Chicago, Northwestern, Harvard, California, Southern California, Stanford, Washington, Washington (St. Louis), Cornell, Wisconsin, Nebraska, South Dakota, Columbia, Rochester, Iowa, Ohio State, Kansas, New York, Toronto, Arizona, and Syracuse. This list is sufficient to demonstrate the fact that Greenville prepares graduates to do acceptable work in advanced institutions of a high type, and that her educational standing is recognized by universities all over the country.

A study of the places of employment of Greenville graduates bears similar testimony to the wide recognition of Greenville as an educational institution. Alumni are found in thirty-three different states and in six foreign countries. It is interesting to note that there is a close relationship between the centers where Greenville graduates are employed and the locations whence recent student bodies have been drawn. This is due in part, of course, to the denominational character of the College, yet this cannot wholly account for it. Students come to Greenville from places where Greenville graduates are located.

2. Scholastic Testimony

Greenville nurtures in her students the desire for a high type of scholastic training, and furnishes them with a basis that makes it possible for them to engage successfully in advanced study. Of the three hundred ninety-one graduates during the period of this survey, one hundred thirty, or one-third of the total number, have received one or more advanced degrees. Of these, one hundred ten, or twenty-eight per cent of the total, have been definitely post-graduate degrees, such as masters of arts and sciences, doctors of philosophy, bachelors of divinity and

sacred theology. The remainder were largely professional degrees, in medicine, law, and similar fields of study. When it is recalled that the majority of Greenville graduates come from the lower middle class economically, and that quite a few of them are from very poor homes, this record of graduate study becomes more significant. It testifies both to the fact that Greenville instills a true love for learning in her students, and that the scholastic preparation there received is of recognized worth, for in many cases it was necessary for students to obtain scholarships and fellowships in order to make graduate work possible, and theoretically, at least, these are given to students of high scholastic abilities.

The list of institutions given in the preceding section where Greenville graduates have done advanced work, is an additional testimonial to their scholastic ability. Students matriculate and receive advanced degrees in recognized universities throughout this country, and at least three Greenville graduates have been recipients of fellowships for study abroad under the John Simon Guggenheim memorial foundation in recent years. These facts, along with the large number of graduates who do advanced work in spite of tremendous financial handicaps, carry us back beyond the students to the institution which produced them, and bear testimony of the highest worth to Greenville College as a vital part of the educational world of today.

3. Vocational Testimony

The professional distribution of Greenville graduates is an interesting story. It is as follows:

Housewives	23.0%
Public school teaching and administration	22.0
College and university teaching and administration	17.0

The ministry	9.5%
Business	8.0
Technical professions, as engineering, medicine, law, etc.	6.0
Missions	5.0
Farming	1.0
Miscellaneous and unknown.	8.5

Since Greenville College is co-educational, it is natural and commendable that a large percentage of the female graduates should be housewives. Aside from these housewives, all but 9.5% of the total number of graduates are engaged in teaching, the ministry, missionary work, business, engineering, medicine, law, and such like. This indicates that Greenville graduates take places of leadership in the communities which they serve. Considering the ideals which the College attempts to instil into its students, it can hardly be doubted that these graduates take their occupations as opportunities of true usefulness and service to the society of which they are a part.

It is well, also, to devote special mention to those who are actively engaged in definite Christian leadership. When those who are ministers and missionaries, their wives, and those who teach in denominational schools are combined, it is discovered that about thirty percent of Greenville graduates are engaged in specific Christian service. If Christianity has any important role to play in modern life, Greenville College is making a significant contribution in giving to society this large number of young people who give their whole time and energy to definite Christian service.

4. Domestic Testimony

In a day of disintegrating families and wrecked homes, it is fitting to include a brief word concerning the domestic life of Greenville graduates.

In the first place, the College reveres the home as the most powerful force for the maintenance and improvement of the social struction of our nation. Women who desire a career are not looked upon with particular disfavor, but the first duty of the average woman is considered to be the building of a home where love reigns. Hence, it is significant that quite a large number of Greenville women marry.

And further, the domestic record of Greenville graduates indicates that the family is to them a most sacred institution. Of the total number of Greenville graduates, one hundred eighty-seven have married other students or graduates of the College. Of this number, only two have been marred by divorce. With divorce so common as it is at present, it seems quite significant that only two of all the College romances from 1892 to 1925 have terminated in divorce. At least a significant portion of this ideal of the sacredness of family ties may be attributed directly to the College. This again witnesses to the potency of the contribution the College is making to modern society in its sphere of influence.

C. Conclusion

Thus from the geographical, scholastic, vocational and domestic standpoints, Greenville alumni are a group of living witnesses, presenting valid testimony to the character of the work done by their Alma Mater in moulding life. This testimony indicates that the College is maintaining acceptable scholastic standards, yet withal is making a distinctive and unique Christian contribution to its students, which in turn serves to leaven the whole of society which is in any way influenced by Greenville graduates.

CHAPTER EIGHT

SUMMARY AND CONCLUSION

CHAPTER EIGHT

SUMMARY AND CONCLUSION

This study was undertaken with the purpose of making a historical survey of the particular method used by Greenville College in its attempt to change human nature. This survey was made preliminary to an evaluation of the work of the College in order to discover whether there is any justification for the existence of this institution in an already thickly populated College world.

In order to lay a background which would assist in a proper understanding of the type of work done at Greenville, a short historical sketch of the College was included, followed by a statement of its aim and ideals. Then, dividing the whole span of the existence of the College into three smaller periods, a survey was made of the means used in attempting to realize in the lives of the students the aim and ideals for which the institution stands. This historical study was followed by a glance at the graduates of the College with a view to the evaluation of its work.

It was first discovered that Greenville has a distinct pattern towards which it works in the attempt to change human nature. This pattern, though distinct and well-defined, is not fixed and static. It aims not to be so narrow that it thwarts the development of the individuality of the students, but it is designed to counteract a rash and imprudent individualism which wastes itself in a chaotic and entangled jumble of conflicting life interests. The Christian religion is considered to be the one all-inclusive interest which gives every other legitimate life interest a proper recognition and sacrifices none.

Throughout the history of the College, though working under serious financial handicaps, an attempt has been made to constantly improve and enlarge its equipment and facilities in order to keep abreast of the steadily rising standards in the educational world. This attempt has been successful in raising the educational standing of the College to the highest level possible for an institution of such meagre financial assets.

The distinctive contribution of Greenville College, then, is its attempt to give a high type of liberal academic training in an atmosphere permeated with the leavening influences of the Christian religion. It attempts not only to give knowledge and learning, but makes an effort to help the student discover how to translate properly his fund of learning into life. It is the aim of the College that students not only learn, but learn to live. The need for this is given in a modern educational book in the following interesting way:

"Greeting his pupils, the master asked:
What would you learn of me?

And the reply came:
How shall we care for our bodies?
How shall we rear our children?
How shall we work together?
How shall we live with our fellowmen?
How shall we play?
For what ends shall we live? . . .

And the teacher pondered these words,
and sorrow was in his heart, for his own
learning touched not these things."¹

The reason for the existence of Greenville College is not only to afford intellectual training, but it is to aid students in discovering answers to such questions as those above mentioned. Greenville's claims for ex-

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1. Chapman and Counts, Principles of Education, opposite title page.

istence are summed up in a statement made by President Marston in his inaugural address. He said:

"the Christian college is not a cloistered retreat from the problems of a changing world to the seclusion of which a few monkish professors withdraw to create, unchecked by the restrictions of reality, an ideal world of fixed forms and values to which they fit the minds of students likewise seeking release from the demands of a changing order. Neither is the Christian college the last feeble stand of a dying orthodoxy, the expiring protest of a lost cause. Rather it is at the axis of the world's thought; it seeks the fullest expression of truth; it is a foremost experiment on the frontier of educational advance."¹

What is the task of Greenville College as it faces the future?

The next step forward is the attainment of a full "A" educational rating and membership in the North Central Association of Colleges. The hindrances to the achievement of this goal are entirely quantitative. To remove these quantitative limitations, an increased financial endowment is necessary, which will make possible the improvement of buildings and instructional facilities to an extent necessary to attain the above goal. A library building is needed, and Halls of Music and Science would be highly desirable. A definite program leading towards the accomplishment of these desired ends is now being launched, sponsored largely by the executive secretary of the Alumni Association. The purpose of this attempt is to build increasingly

"a Greenville resting on the sure foundation of Christian faith and service; a Greenville in which Youth is achieving an education in a distinctively Christian environment; a Greenville which is daily building into lives a sense of spiritual vocation and opening long vistas of service to those who for a time abide within her walls; a Greenville whose influence is carried to frontiers of need everywhere by her children who embody her ideals; a Greenville constantly

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1. Marston, "The Christian Ideal in Education, Greenville College Quarterly, January, 1929, p. 16.

improving her instructional facilities and striving to meet more and more successfully the most exacting educational requirements".¹

The ultimate goal of the College is the establishment of a GREATER GREENVILLE which will truly interpret the Christian ideal for modern life while providing academic training with the best educational equipment and instruction available. The spirit of growth and enterprise which has brought this College to its present status must burst from "the outgrown shell" of its "low-vaulted past", until the vaster domes of "more stately mansions" rise ever higher and higher to grace the spot where this

" . . . friendly house of learning (stands),
With open door beside the broad highway".¹

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1. Van Dyke, "The Portals of Wittenberg", quoted on cover page of Greenville College Quarterly, October, 1929.

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