

METHODIST COLLEGE

Fayetteville, N. C.

1964 - 1966



CORRESPONDENCE DIRECTORY

Address inquiries as follows to the office indicated
Methodist College, Fayetteville, North Carolina

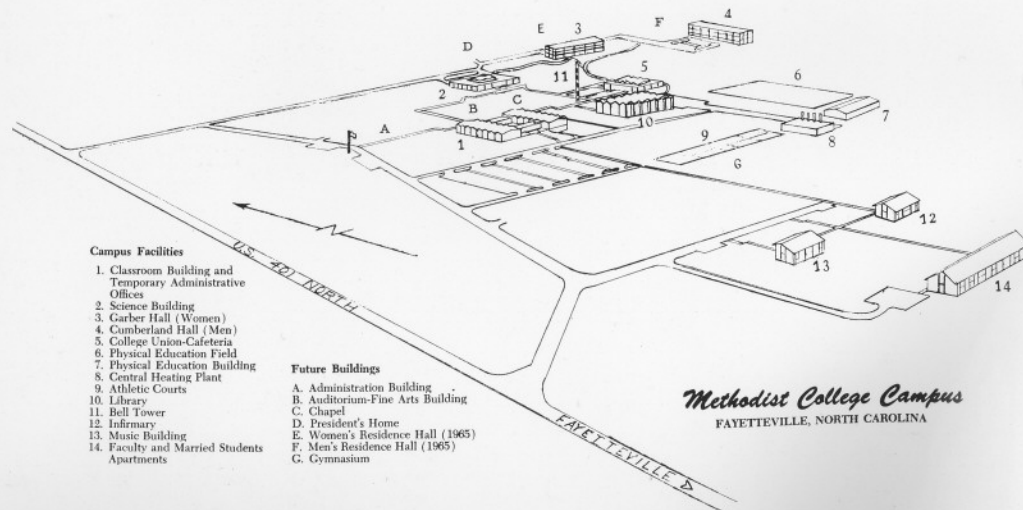
<i>Nature of Inquiry</i>	<i>Address to:</i>
Administrative Affairs and General Matters Concerning the College	The President
Admissions, Information for Prospective Students, Housing, Financial Assistance, Catalogues	Director of Admissions
Academic Affairs	The Academic Dean
Financial Matters	The Comptroller
Gifts and Bequests	The President or Director of Development
Public Relations	Director of Public Relations
Student Matters	Dean of Students

TELEPHONE DIRECTORY

Switchboard HE 2-4141
8:00 A.M. to 5:00 P.M. Monday through Friday
9 A.M. to Noon Saturday

INFORMATION FOR VISITORS

Visitors are always welcome on the campus, entrance to which is from U. S. Highway 401 just north of the City of Fayetteville. Administrative offices, pending the erection of the Administration Building, are located on the main floor of the Classroom Building. Visitors coming on specific business will find it more convenient to make advance appointments.



METHODIST COLLEGE BULLETIN

CATALOGUE NUMBER FOR

1964 - 66



VOLUME 5

SEPTEMBER, 1964

NUMBER 3

Published quarterly by Methodist College.
Second class postage paid at Fayetteville, North Carolina.

The Calendar for 1964 - 66

1964

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ACADEMIC CALENDAR

1964-65

September	13—Sunday	(1:00 p.m.)	Residence Halls Open
	14—Monday	(2:00 p.m.)	Faculty Conference— Library
	14—Monday	(7:00)	Faculty Banquet
September	14-16—Mon.-Wed.	(9:00 a.m.)	Freshman Orientation and Registration
September	16—Wednesday	(9:00 a.m.)	Upperclassmen Resident Students Return
September	17—Thursday	(8:30 a.m.)	Classes Begin
September	18—Friday	(11:30 a.m.)	Special Convocation
September	20—Sunday	(3:00 p.m.)	President's Reception for New Students and their Parents
September	24—Thursday		Last Day Permitted to Enter Classes
October	13—Tuesday		Last Day Permitted to Drop Classes Without Penalty
November	2—Monday		Founders' Day (noon) Meeting of Board of Trustees
November	7—Saturday		Mid-Term Grades Due in Registrar's Office
November	25—Wednesday	(noon)	Begin Thanksgiving Holidays
November	30—Monday	(noon)	Classes Resume
December	19—Saturday		Begin Christmas Holidays
January	4—Monday	(8:30)	Resume Classes
January	19-27—Tues.-Wed.		First Semester Examinations
February	1—Monday	(8:30 a.m.)	Begin Second Semester Classes
February	8—Monday		Last Day Permitted to Enter Classes
February	17—Wednesday		Last Day Permitted to Drop Classes Without Penalty
March	20—Saturday		Mid-Term Grades Due in Registrar's Office
April	16—Friday		Begin Easter Holidays
April	21—Wednesday	(8:30 a.m.)	Resume Classes
May	4—Tuesday		Meeting of Board of Trustees
May	20-28—Thurs.-Fri.		Second Semester Examinations
May	30—Sunday	(11:00 a.m.)	Baccalaureate Service
		(4:00 p.m.)	President's Reception for Graduates and their Parents
May	31—Monday	(10:30 a.m.)	Graduation Exercises

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GENERAL INFORMATION

HISTORY

On September 19, 1955, the Mayor of Fayetteville appointed a Steering Committee to seek the establishment of an institution of higher learning in or near Fayetteville. Enthusiasm was high and developments were rapid. On March 7, 1956, the Steering Committee made contact with Bishop Paul N. Garber of the Methodist Church and extended an invitation to establish a college in Fayetteville. On March 27, the announcement was made that the Bishop's Committee had selected Fayetteville as the location of a new Methodist college.

On May 14, 1956, a special session of the North Carolina Conference of the Methodist Church met in Goldsboro and approved the recommendation of the committee. Thus, Methodist College was established as a co-educational, senior college of liberal arts operated under the auspices of the North Carolina Conference of the Methodist Church.

The Methodist Church pledged \$2,000,000 for capital development and an annual sustaining fund which, under plans presently projected, will reach a total of \$180,000 per year.

The citizens of Fayetteville and Cumberland County agreed to provide a 600-acre site for the college, to contribute \$2,000,000 for capital development, and provide \$50,000 per year for continuing support. In addition, the City of Fayetteville assumed the expense of extending all municipal utilities to the college site and pledged police and fire protection.

The Board of Trustees, which was constituted by the Church, held its organizational meeting on July 3, 1956. Since its inception, the Board of Trustees has been headed by the Honorable Terry Sanford, prominent Fayetteville attorney and churchman, and now Governor of North Carolina. Mr. W. E. Horner of Sanford served as the first secretary.

On November 1, 1956, Methodist College was chartered by the state of North Carolina as a co-educational, senior college of liberal arts. The charter which was issued to the twenty-four-member Board of Trustees launched a new institution, conceived in the best American tradition by a people whose Christian heritage placed high value upon the bulwark of freedom assured through Christian higher education.

On June 22, 1957, the Board elected Lucius Stacy Weaver, Superintendent of Durham City Schools and church lay leader, as the first president of Methodist College, effective September 1, 1957. In accepting the appointment Dr. Weaver pledged the college to two fundamentals from the outset: "Academic excellence and the Christian concept of life." During the next two years building plans were approved and necessary administrative staff and faculty were secured to complete preparations for the college to admit its first freshman class on September 16, 1960.

STATEMENT OF PURPOSE

The purpose of Methodist College, as defined by the Charter, is to advance the cause of "Christian higher education and to extend the influence of science, art and Christian culture." To this end, the College aims to give its students every opportunity in a distinctively Christian orientation to build up the body, to kindle the imagination, to discipline the emotions, to train the mind, to strengthen the will, and to cultivate conscience.

The educational philosophy of the College is embodied not only in the course of study, but also in its informal student-faculty relationships and in the spirit which pervades the whole atmosphere of the institution. Methodist College is seeking to make higher education a thrilling experience in Christian living, learning, and life-service.

ACADEMIC RECOGNITIONS

Methodist College has received all of the recognitions which are available to a new institution. Based on the high quality of its academic program, the college has been able to secure official certifications from a number of regionally accredited institutions, each having graduate schools, that students on transfer from Methodist College will be accepted unconditionally. The college is listed in the official publication of educational institutions compiled by the U. S. Department of Health, Education and Welfare. Such listing qualifies the college for receiving students under the G. I. Bill, for participation in National Defense Education Act student loan funds, and for dormitory loans through the Community Facilities Administration of the Housing and Home Finance Agency.

The college is currently approved by the North Carolina Department of Public Instruction and the State Board of Education for the in-service preparation of public school teachers.

The college has been approved by the University Senate of the Methodist General Board of Education for the undergraduate training of ministers.

The college is a member of the North Carolina College Conference and operated in 1963-64 under standards required for accreditation as a senior college.

The college has a joint agreement with the engineering schools of North Carolina State College and Duke University for the training of engineers.



THE PHYSICAL PLANT

LOCATION

Methodist College is located at Fayetteville, a historical and cultural center of eastern North Carolina since pre-Revolutionary times. Many interesting landmarks of the American Revolution and War Between the States are found in and near Fayetteville. The city itself offers a large shopping district with a variety of attractive stores, medical specialists in every field, musical concerts, art exhibits, and many other cultural activities. Recreational opportunities include year-round golf.

CAMPUS

The scenic campus, which lies two miles north of the city limits, is beautifully situated on six hundred acres of rolling woodland between U. S. Highway 401 and the Cape Fear River. This attractive plot of land was selected after a careful survey and study of several alter-

nate locations on the perimeter of Fayetteville. It is considered an ideal location from the point of its natural beauty, its construction possibilities, and its potential for future developments.

The campus has been carefully planned as a unit so that its beautiful design and convenient plan should serve the educational needs of many generations in the future. The striking architectural scheme, by Stevens & Wilkinson of Atlanta, is carefully adapted to the climate and geography of this region. Its basic concept is the creation of a group of interlocking malls, each of which is defined by buildings related architecturally and by changes in elevation to suit the topography.

BUILDINGS

Individual buildings have been conceived in a style embodying contemporary building techniques and materials as well as classic principles of form. For its creativity and unity the design has received a citation from a national architectural magazine. Buildings have been planned to accommodate comfortably and efficiently an eventual enrollment of 1,200 students. All of the buildings are of modern, fireproof, reinforced concrete and steel construction. Entrance to each building is made convenient by a gently inclined ramp. The basic educational units have been completed and are arranged around three interlocking malls.

The Classroom Building, at a cost of one-half million dollars, offers twenty-three large lecture rooms, forty-six faculty offices, and other rooms for special educational services. The administrative offices are temporarily located in this building. One of the unique features of this building is the courtyard open to the sky and located in the center of the building so that it provides an attractive setting for receptions, teas, recitals, dramatic presentations, and many other such activities.



THE LIBRARY

The New Library is one of the most significant recent additions to the physical plant. As the intellectual focal point of the campus this new facility strengthens considerably the total academic program of the college.

The new air-conditioned building, which was completed in the fall of 1964, will house a minimum of 50,000 volumes and will seat up to 300 people for reading and study. The facilities include a spacious reading area, materials laboratory, music listening room, reference section, conference rooms, processing and storage rooms, staff offices and approximately 40 individual study carrels.

One room near the entrance contains a special collection of books and materials relating to North Carolina and Methodism. Many items in these collections have been donated by individuals interested in helping develop such collections.

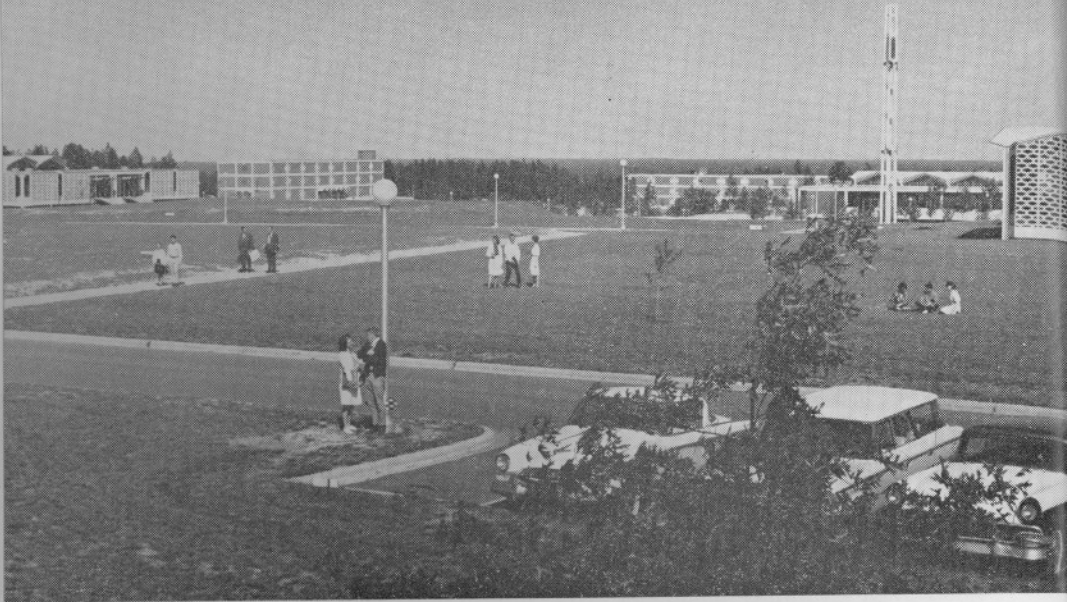
The Library subscribes to approximately 100 periodicals representing all fields in which courses are offered. Excellent collections of back issues of many periodicals to which the library subscribes are available. Standard periodical indexes are available.

A record collection, composed largely of classical records, is available for the use of students and faculty in the music listening room. A music score collection is also available as a supplement to the record collection.

An additional resource is the pamphlet collection designed to complement the book and periodical collection.



CLASSROOM BUILDING



BETWEEN CLASSES

The Science Building, which has been designed to include the most modern scientific teaching facilities, provides space for thirteen laboratories, four lecture rooms, a two hundred-seat lecture hall, faculty offices, equipment and supply rooms and a darkroom.

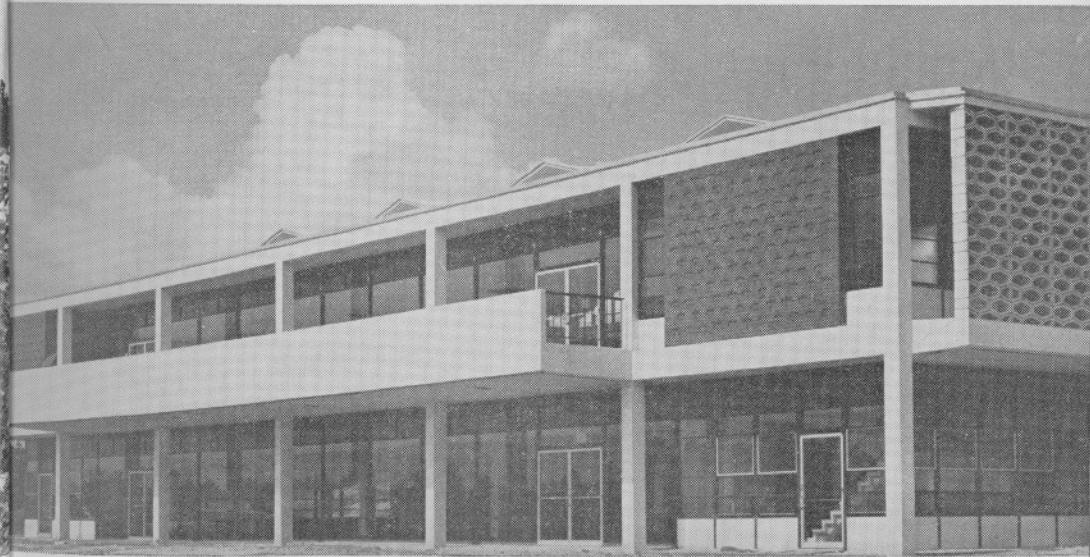


SCIENCE BUILDING



STUDENT UNION — FRONT ENTRANCE

The Student Union Building, which is located at the east of the central mall of the campus, is designed with balconies overlooking the bell-tower terrace to the west and the rolling woodland and Cape Fear Valley to the east. This building, which serves as the hub of student activities, offers a colorful and spacious lounge, snack bar, book store, mailboxes, lockers for day students, first aid rooms, and recreation room, all on the upper level. On the ground floor, surrounded by glass on three sides, is the cafeteria-dining hall which will accommodate 600 people banquet style or 1,000 to 1,200 cafeteria style. Folding partitions provide facilities for two private dining rooms in addition to a smaller permanent private dining room.

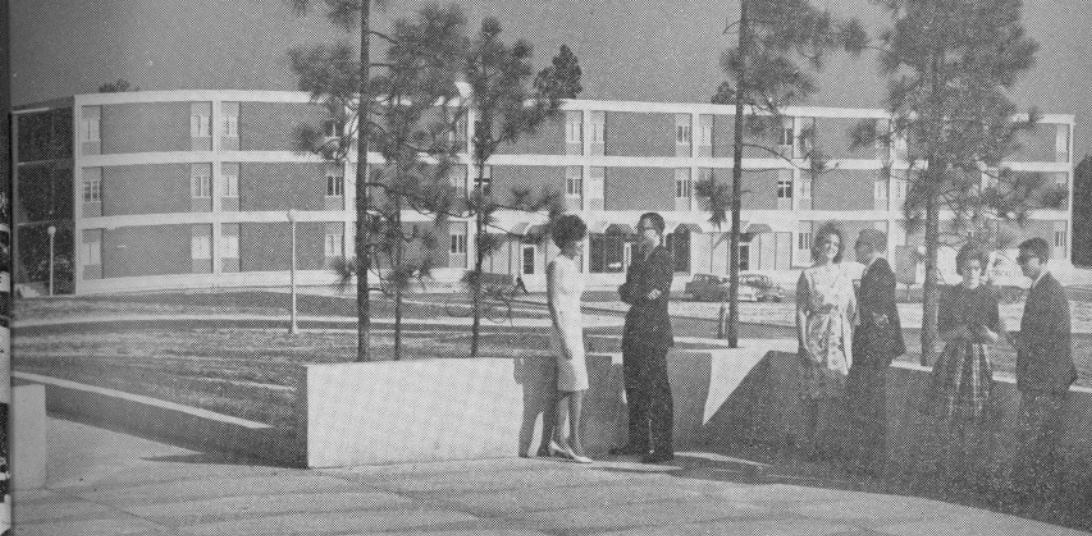


STUDENT UNION — EAST ENTRANCE TO DINING HALL



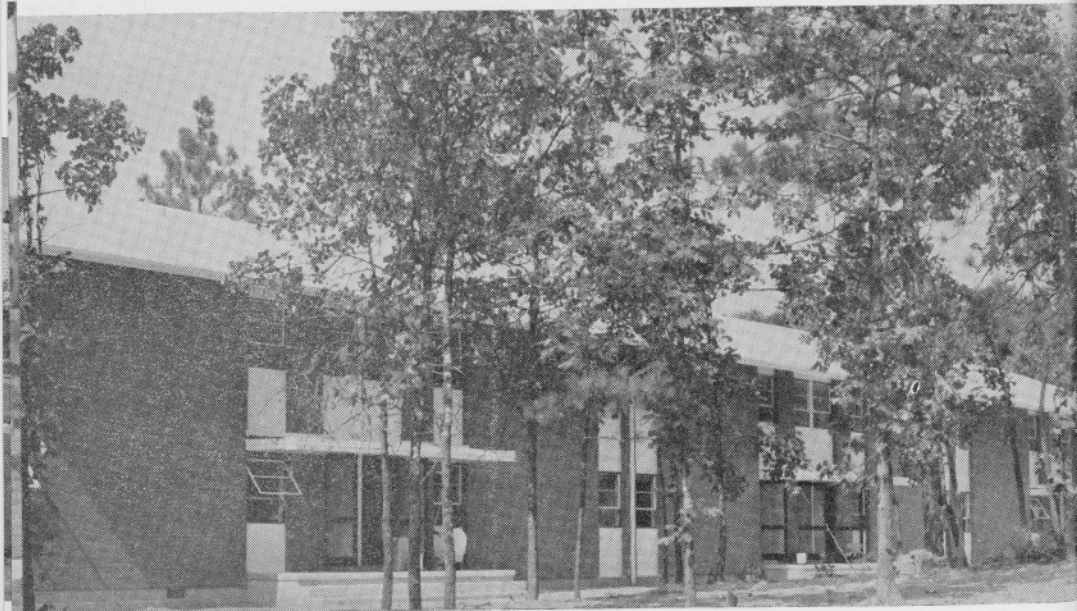
PORTION OF MAIN DINING HALL

The Dining Hall-Cafeteria, surrounded by glass on three sides, provides an attractive setting for regular meals and banquets. The dining hall will accommodate 600 people banquet style or 1200 cafeteria style. Folding partitions provide private dining room space for meetings and special groups.



MEN'S RESIDENCE HALL

Two Residence Halls are informally grouped in the wooded area northeast of the Student Union and overlooking the beautiful Cape Fear Valley—one of the most striking scenic views in eastern North Carolina. These two air-conditioned Residence Halls house 150 women and 160 men and were occupied for the first time in September, 1963. Two additional residence halls are under construction and are scheduled for occupancy in September, 1965.



MARRIED STUDENTS AND FACULTY APARTMENTS



LOUNGE — WOMEN'S RESIDENCE HALL

The Modern Central Heating Plant, located on the southern edge of the campus, is equipped with the latest in heating equipment which provides heat and hot water for the entire campus. It also serves as the center for the electrical distribution system.

A Physical Education Building, located at the south end of the physical education field, provides a full basketball court with cross courts, showers and dressing rooms. This building provides facilities for teaching required courses in health and physical education, as well as for conducting athletic activities for the entire student body.

The Bell Tower, located in the central mall of the campus, provides amplification for the carillon. The illuminated cross in the top of the 95-foot structure symbolizes the centrality of Christ in the total program of the college.

FUTURE BUILDING PROGRAM

The second phase of the building program is expected to continue in the near future. Excavations have been made, but left landscaped, for the subsequent buildings of the academic group, such as the administration building, auditorium-fine arts building, and the chapel.



MAY QUEEN AND HER COURT



REFRESHMENT TIME DURING SOCIAL EVENT

STUDENT LIFE AND SERVICES

It is the aim of Methodist College to be a Christian community, where persons learn to respect others; where everyone is offered the opportunity for cooperation and leadership as a meaningful experience, not only during college days, but also as a continuing quality of personality and a lasting contribution to society. As a church college, it does not simply offer courses in religion suitable to an education institution. Rather, the college in its entirety endeavors to be a religious program where every activity is permeated by Christian conviction, motivation, and concern.



THE PRESIDENT SPEAKS AT CHAPEL

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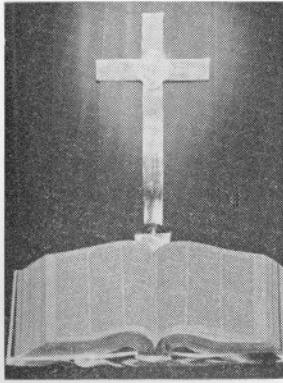
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THE PRESIDENT SPEAKS AT CHAPEL

RELIGIOUS ACTIVITIES PROGRAM



An extensive and well-balanced program of religious activities ministers to the moral and spiritual development of the student body. The chaplain of the college serves as director of religious life and coordinator of extracurricular religious activities. In the latter capacity he is assisted by the governing body of a non-denominational Student Christian Association, which correlates programs of various major denominational student groups on campus.

During the academic week student body and faculty convene for two 30-minute chapel periods at which attendance is required. Guest speakers at chapel programs include ministers from the Fayetteville and eastern Carolina area representing the various religious denominations with which students are affiliated. Outstanding denominational lay leaders or officials are often invited to appear. The president of the college, the chaplain and other members of the faculty are regularly scheduled as chapel speakers, and services are often conducted by students who are already serving as pastors or are preparing themselves for the Christian ministry. Officers and other representatives of the Student Christian Association are likewise leaders of various chapel programs.

On Sundays students are encouraged to attend morning worship services at community churches of their own denomination. On Sunday evening vesper services are held on campus under student direction. Both indoor and outdoor centers are available for such services.

On special occasions designated by the president of the college, convocations are held for both the college community and for friends of the college who desire to attend.

An annual observance of Religious Emphasis Week is a major highlight of the college year. Outstanding religious leaders are invited each year as speakers and counselors for a week of highly concentrated activity planned and directed by the Student Christian Association.

Ministerial and pre-ministerial students and those preparing themselves to become directors of Christian education have already established a tradition of coming together at regular intervals for prayer, meditation and worship in informal services to which all interested students are invited.

CULTURAL ACTIVITIES

Methodist College seeks to provide an atmosphere in which the total personality may be developed; therefore, opportunities for participation in cultural activities are made available.

A series of concerts and lectures is planned each year for the college campus. The Fayetteville Symphony Orchestra, under the direction of Dr. Willis Gates, professor of music at Methodist College, presents its winter and spring concerts in the College Union. In the spring, the college cooperates in the two weeks Fine Arts Festival of Fayetteville. Participation is in the areas of art, music, drama, and public lectures.

ORGANIZATIONS

The Board of Trustees delegates to the president and the faculty the management of both curricular and extracurricular affairs. General policies governing student affairs are therefore determined by the president and the faculty.

During the formative years of Methodist College, the conduct of extra class affairs was delegated to a Community Council composed of elected representatives of the student body and faculty members appointed by the president of the college. In the 1962-63 academic year the Student Government Association was formed. The constitution of the organization provides for the election of four general officers, and three Senators from each class. A Judiciary is provided for in the framework of the plan of student government composed of the four class

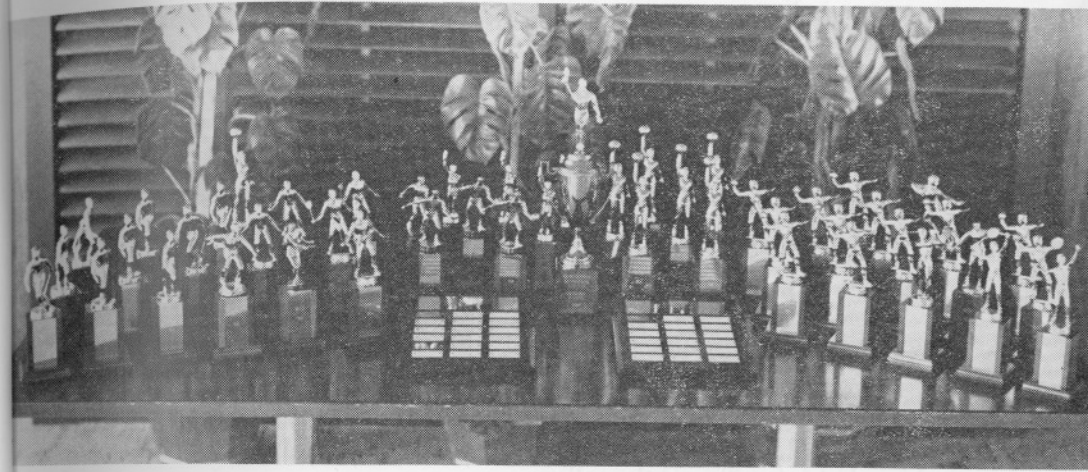


CAMPUS ELECTIONS

presidents and four members appointed by the S. G. A. president. A faculty adviser is appointed to the Senate and Judiciary by the president of the college. The organization functions as an executive body to guide and promote student life on the campus. It has no policy-making powers for the college.

Members of the administration and faculty cooperate in provision for publications, and organizations that are needed to serve the wholesome interests of the student body. All organizations functioning on the campus must have the approval of the proper administrative authority and are open to all students on the basis of merit. These include the Student Christian Association, Association of Women Residents, Association of Men Residents, Intramural Athletic Council, Dramatics Club, Science Club, Music Club, Circle K Club, Young Democrats Club, and Young Republicans Club.

The inherent educational values and potential for leadership training of student organizations and activities is recognized. Students not on social or academic probation are eligible and encouraged to participate.



INTRAMURAL TROPHIES

INTERCOLLEGIATE ATHLETICS

Methodist College began its program of intercollegiate athletics in September, 1963. Competitive sports include basketball, bowling, tennis, cross country and golf. Baseball, track and soccer will be added in the near future.

Methodist College is a member of the newly-constituted Dixie Intercollegiate Athletic Conference which advocates no athletic scholarships. This means that every student will have an equal opportunity to compete for a place on one or more of the teams.

The other members of the conference include St. Andrews College of Laurinburg, N. C.; North Carolina Wesleyan College of Rocky Mount, N. C.; College of Charleston of Charleston, S. C.; Charlotte College of Charlotte, N. C.; and Lynchburg College of Lynchburg, Va.

RECREATION AND INTRAMURAL SPORTS

Methodist College attempts to provide facilities and instruction to encourage individual and group recreational activities. A program of intramural sports is organized in several areas.

PHYSICAL EDUCATION

Instruction is designed to develop the strength and agility of the body and to provide opportunities for individual interest in life-long recreational activities. Physical Education includes instruction in badminton, softball, touch football, volleyball, tennis, basketball, archery, and golf.

ADMISSION OF STUDENTS

Methodist College was chartered to provide high quality Christian higher education for those who are able to meet its standards. The college follows a policy of selected admissions, and enrollment will be limited to those who are best qualified to benefit from the distinctive educational program it offers. Students who are qualified are admitted regardless of their religious affiliations.

In the liberal arts atmosphere of Methodist College, men and women are most likely to be successful if they readily comprehend what they read, express themselves fluently and precisely in oral and written English, reason with intelligence, and understand numbers in terms of relationships. They must also demonstrate seriousness of purpose, emotional stability, social responsibility, physical fitness, and breadth of interest. When the student enrolls he agrees to adhere to all the college regulations. Methodist College expects each student to conduct himself everywhere in such a manner as to reflect credit upon himself, his family and the college.

REQUIREMENTS FOR ADMISSION

Methodist College will consider for admission graduates of an accredited high school or preparatory school who have completed a minimum of sixteen units of work, including the following or equivalents:

English	4
Mathematics	2
Foreign Language	2*
History	1
Science	1
Electives	6

Foreign language credits in either Latin or a modern language are acceptable, provided the two units are in the same language. A basic requirement for graduation from the college is a minimum equivalent of 2 years (12 semester hours) of foreign language in college. According to his score on his language placement test, a student may be placed in an advanced course of the language and required to complete only six semester hours; this basic requirement must be met by continuing work in the same language. A student who has completed two units of a foreign language in high school may earn a total of three hours of credit in the beginning college course (101-102) of the same language.

*In some special cases, the high school language requirement may be waived if students are otherwise qualified.

Students whose two units of mathematics do not include plane geometry must take a special course in plane geometry (Mathematics 91) in college without credit.

The best single index of college success is a better-than-average record in high school. The recommendation of the principal is therefore required.

Applicants are also expected to attain satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board. Arrangements to take this test should be made as early as possible before high school graduation.

Persons may be admitted as special students under certain circumstances to pursue courses without credit. A special student is one who is not regularly admitted to the college, but considered by the college as able to complete the requirements of the course or courses to which he is admitted.

HOW TO APPLY FOR ADMISSION

1. Write to the Admissions Office for application forms.
2. Complete every blank, answer each question, and give all the information required.
3. Return the completed forms with the \$10.00 application fee. This covers the cost of processing the application and is therefore not refundable.
4. Request your high school principal to send the official transcript of your high school record to Methodist College.
5. When you are notified that you have been accepted, reserve your place by making an advance payment of \$25.00 within thirty days after notification. This payment will be credited to the first semester's charges. It cannot be refunded after July 1st.
6. Students who wish to transfer from another college to Methodist College should write the Admissions Office for specific instructions.
7. A student who plans to room elsewhere than in his own home or a college dormitory must first secure the approval of the proposed arrangement by the Dean of Students.

GENERAL ACADEMIC REGULATIONS

REGISTRATION

The time for registration is designated in the Academic Calendar, as found on page 3. Students will not be permitted to attend any class until they have completed their registration. Registration is not complete until satisfactory arrangements have been made with the Comptroller's office.

Students will not be permitted to register after the date designated in the Academic Calendar as "last day permitted to enter classes." A penalty of \$5.00 is imposed when fees are paid on or after the date designated for "classes begin" in the Academic Calendar.

COURSE LOAD

The student's normal course load is 15 or 16 semester hours, not including activity courses. Special permission must be secured from the Dean before a student is allowed to register for courses in excess of this load. Students, who in exceptional circumstances, have course offerings approved above a normal load may be charged additional tuition.

CHANGE IN COURSES

Students will not be permitted, except in extraordinary cases, to make changes in courses later than the date specified for that purpose in the Academic Calendar. Thereafter, the dropping of a course entails a grade of WF, except in extenuating circumstances with permission of the Dean of the College and the Instructor. All changes in courses must have the approval of the student's adviser and the Dean of the College.

CLASSIFICATION OF STUDENTS

1. Full-time Students: Any student who is enrolled for 12 or more semester hours during a regular semester is classified a full-time student.

Freshmen: Students who have less than 26 semester hours credit.
 Sophomores: Students who have at least 26 semester hours credit.
 Juniors: Students who have at least 60 semester hours credit.
 Seniors: Students who have at least 86 semester hours credit.

(Note): A student who is retarded in his academic classification may be approved for social affiliation by the group with which he entered, but he is not permitted to hold office or vote in a class for which he has not attained academic qualification. Each class may use whatever method it wishes for granting social affiliation.

2. Part-time Students: Any student enrolled for less than 12 hours during a regular semester is classified as a part-time student.
3. Special Students: Persons may be admitted as special students under certain circumstances. A special student is one who is not regularly enrolled but considered by the college as able to complete the requirements of the course or courses to which he is admitted.

ACADEMIC REQUIREMENTS FOR CONTINUANCE IN COLLEGE

Full-time students are expected to make normal progress toward graduation, which requires a cumulative average of 2.0 or better. To be in good standing a student must attain and maintain the academic record indicated below:

<i>Semester Hours Attempted</i>	<i>Cumulative G.P.A.</i>
29 or less	1.25
30-45	1.50
46-60	1.75
60 or more	2.00

When a course is repeated, the semester hours attempted will be included only once, and the final grade earned is used in computing grade point averages.

A student who does not meet the above requirements would be placed on academic probation. Failure to remove this probation during the next regular semester that the student is enrolled would result in automatic suspension. A student suspended for academic ineligibility could apply for readmission after one semester. The Admissions Committee would determine whether or not a student will be readmitted after a period of suspension.

CLASS ATTENDANCE

Every student will be expected to attend every class regularly. It is recognized that sooner or later most students will need to be absent because of illness or for other reasons beyond their control. To allow for such contingencies, each student will be permitted without penalty one absence for each semester hour of the course. An absence from a concentrated course meeting on Tuesday and Thursday is charged as one and one-half absences. Each subsequent absence from the class must be satisfactorily accounted for with the Dean of Students within forty-eight hours or immediately upon the student's return from illness. Absences from the last class meeting of a course before official holidays and the first class meeting after holidays will be counted double. If the student exceeds the number of allowable absences in a course, he may be dropped from that course with the grade "F."

A student who is on academic probation is required to give a satisfactory formal accounting to the Dean of Students for every absence from class within forty-eight hours or immediately upon his return from an illness.

VOLUNTARY WITHDRAWAL FROM THE COLLEGE

In case a student voluntarily withdraws from the college before the end of a semester, the grade in each course will be WP (withdrew passing) or WF (withdrew failing) according to his standing at the time he withdrew.

PROGRESS REPORTS

Mid-semester and semester reports of the academic progress of each student will be provided students and copies mailed to parents or guardians.

GRADING SYSTEM

The quality of work of students in each course will be evaluated according to the following system:

Symbol	Quality Points	
	Per Hour	Meaning
A	4	Excellent
B	3	Good
C	2	Satisfactory
D	1	Passing
F	0	Failure
I		Incomplete
WP		Withdrew passing
WF		Withdrew failing

THE DEAN'S LIST

The Dean's List consists of the names of students who have achieved a 3.0 point grade average or better during the preceding semester on a total load of fifteen or more hours.

GRADUATION WITH HONORS

Students who have earned the prescribed point grade average may graduate with the following honors:

Summa Cum laude	3.75
Magna Cum laude	3.50
Cum laude	3.25

EXPENSES

Methodist College is a non-profit institution of Christian higher education supported financially by the North Carolina Conference of the Methodist Church; by income from endowment, tuitions and fees; by an annual sustaining pledge from the Fayetteville College Founda-

tion; and by gifts from individuals, business concerns, foundations and other organizations interested in the cause of better education at the college level.

STUDENT EXPENSES

Fees are due and payable upon registration at the beginning of each semester. No student will be admitted to class until arrangements concerning settlement of fees have been made at the Business Office of the college. For those regularly enrolled students whose financial condition requires it, subject to the approval of the Comptroller, payments on November 15 and March 15, respectively, of one-half tuition and board for the semester may be arranged. All other fees and charges must be paid on or before date designated for "classes begin" for the semester as specified by the Academic Calendar. A fee of \$5.00 will be assessed any student failing to meet his or her financial obligations to the college when due.

The following is a schedule of expenses by semester, effective September, 1965:

	DAY STUDENT	RESIDENT STUDENT
Tuition	\$275.00	\$275.00
General Fee	80.00	80.00
Health & Activity Fee	20.00	20.00
Board		225.00
Room Rent		150.00
TOTAL	\$375.00	\$750.00

SPECIAL FEES

Music

	Per Semester
Private lessons in organ, piano, voice, violin or viola:	
One 1/2-hour lesson per week	\$40.00
Two 1/2-hour lessons per week	70.00
(These fees are increased by \$10.00 for students not regularly enrolled in college)	
Laboratory fees	7.50
Physical Education fee	1.00
Car Registration (for regular college year)	1.00
Application Fee (non-recurring and non-refundable)	10.00
Deposit upon acceptance by college (not refundable after July 1, but credited to first semester charges)	25.00
Late registration fee (paid only if student pays fee on or after date designated for "classes begin")	5.00
Extra hours, in excess of normal load, per hour	20.00
Auditor in academic courses, per semester hour	20.00
Transcript, for each copy after first	1.00

Candidates for degree will be charged a fee of \$15.00 to cover the cost of cap and gown and diploma.

When the absence of a student from an announced intra-semester test entails a make-up test, he must first present the instructor with the Comptroller's receipt covering a special fee of \$2.00. Similarly a special final examination requires the pre-payment of \$5.00. The Dean of Students is authorized to waive the payment of this fee for absences for certain reasons.

In order to meet changing economic conditions, the Board of Trustees reserves the right to revise charges as conditions demand. No changes will be made during an academic year.

All charges are payable in advance at the Business Office. Registration is not completed until all bills are settled. Transcripts or other statements of work completed will not be released by the Registrar until all charges at the Business Office have been satisfactorily arranged.

EXPLANATION OF CHARGES

Tuition

The tuition charge is for a minimum or normal course load for a student regularly enrolled as a full-time student. Students, who in exceptional cases, have course offerings approved above the normal load will be charged additional tuition at the rate of ~~\$20.00~~ per semester hour. ^{\$23.00}

For students enrolled for less than 12 semester hours, the tuition charge is computed at the rate of ~~\$20.00~~ per hour. ^{\$23.00}

General Fee

A general fee is required of all students. It covers the cost of such items as registration, testing and guidance, library and other services.

For students enrolled for less than 12 semester hours, the general fee is ~~\$6.00~~ per semester hour, which also includes a pro-rated health and activity fee. ^{\$9.00}

Health and Activity Fee

This fee will be charged each full-time student enrolled for the purpose of providing infirmary service, including a full-time college nurse; to assist with the support of the athletic program; to supplement the financing of the concert-lecture series and other organized student activities.

Board

All students residing in College facilities must board at the College cafeteria. Dining facilities of the College include a cafeteria with multiple choice meals, which are served throughout the college year except during vacation periods. Non-transferrable meal tickets are

issued to boarding students. Commuting students are extended the privilege of food service for individual meals at announced prices in the College cafeteria.

Room

Two students are assigned to a dormitory room, which is furnished with bed, chest of drawers with attached mirror, study desk with lamp and chair for each occupant. In addition, storage space is available in clothes closets for each room. Students are expected to provide their own linen, curtains or drapes (hardware for which is already installed), rugs, and blankets.

No student may move from one room to another without the written permission of the dormitory counselor, approved by the Dean of Students, and permit filed with the Comptroller.

Damages to property will be charged to person or persons responsible. Any damages to individual rooms will be the responsibility of occupants.

Dormitories are ordinarily closed during college vacation and holiday periods.

REFUNDS

Students who withdraw from college either by suspension, dismissal, or voluntary withdrawal will receive no refunds, except in case of tuition paid in advance beyond the current quarter, or board paid in advance beyond the date of withdrawal. When a student is permitted to withdraw and adjustments are involved for board, any part of a week will be considered as a full week for purposes of board charges. Application for refunds must be made at the time of withdrawal.

APPLICATION AND ACCEPTANCE FEES

Each prospective student pays an application fee of \$10.00 when application for admission is submitted. This is a non-recurring fee which is not refundable. An acceptance or class reservation fee of \$25.00 is due when the applicant is accepted for admission. If the student intends to be a campus resident, this fee provides a reservation for a room in dormitory. Acceptance fees are not refundable after July 1, except upon a doctor's certificate of inability to enter. The acceptance or class reservation fee is applied to the student's account when he enters college. If the applicant is not otherwise enrolled in the College, a registration fee of \$1.00 per course per semester must be remitted with the application by students in applied music and/or auditors of academic courses.

STUDENT ACCIDENT AND SICKNESS INSURANCE

Methodist College makes available each year a student insurance program at a minimum cost for a period covering the academic year.

A letter and a brochure will be mailed to every student following his or her acceptance explaining this group policy in greater detail. The plan will cover serious illness and injury requiring hospitalization and surgery.

FINANCIAL AIDS

Financial aid provided for students comes from scholarships, loans, and self-help employment. The college is interested in the formal education of every capable student regardless of his financial status. To this end, there are available scholarships, loans, and self-help employment to help defray his expenses.

SCHOLARSHIPS

A number of scholarships have been made available for qualified applicants, as described below. Need is an important consideration in determining the amount awarded each individual.

Methodist College Merit Scholarships to be awarded annually to high school seniors who have been accepted for admission to the College. These scholarships, of varying amounts up to \$400.00 renewable annually, will be awarded on the basis of high school records, competitive examinations, Christian character, and financial need.

The J. Warren Pate Scholarship provides \$300.00 to be awarded each year to a graduating senior of Hope Mills High School, renewable for two years, making the scholarship worth a maximum of \$900.00 to the recipient. These funds are made available by Mrs. J. Warren Pate, J. W. Pate, Jr., and John C. Pate of Fayetteville.

The Cummings Scholarship, worth \$500.00 annually, has been established by Mr. Hugh M. Cummings of Burlington, N. C., in honor of his wife, Mrs. Rebecca Coble Cummings. Preference is to be given to a young man who plans to enter the ministry or a young woman who proposes to go into a full-time church vocation.

Radio Station WIDU, Fayetteville, N. C., has established a \$500.00 annual scholarship. This scholarship is available to one or more students each year.

The Alex Bethune Scholarship, established by Alex Bethune of Linden, N. C., is an annual scholarship of \$400.00 awarded according to the following priorities: first, to a student from the community of Linden; second, to any senior from the Pine Forest High School; third, to any student in Cumberland County.

The Terry Sanford Scholarship of \$500.00 annually, given by Mrs. Tom McLean, is in honor of Mr. Sanford, the first Chairman of the Board of Trustees. It is available to any student enrolled in the College from Fayetteville or Cumberland County, subject to certain requirements to be met for eligibility.

The D. Lacy McBryde Scholarship of \$250.00 to the first student from the town of Linden, North Carolina, to be accepted by the College.

The Reverend Frank Culbreth Scholarship, the proceeds of which will become available at a later date.

The Charles Rankin Memorial Scholarship fund of \$500.00 annually to be awarded to one or more students on the basis of scholarship and need—preference to be given to members of the First Presbyterian Church of Fayetteville. This endowed scholarship fund is established in memory of Charles Rankin by his mother, Mrs. Frances C. Rankin, and aunt and uncle, Mr. and Mrs. Henry Rankin, Jr., all of Fayetteville.

The Vernon C. Mason Scholarship Loan Fund has been established by the faculties of District 5, Cumberland County Schools, in honor of Mr. Mason who serves as District Principal. This fund is to be used to assist worthy students who are in need of financial assistance to complete their college education.

The Richard M. and Ashton Lilly Scholarship of \$400.00, given annually by the employees of *The Fayetteville Observer*, is in honor of Mr. and Mrs. Lilly, publishers of the newspaper.

The Lydia Lennon and George W. Applewhite Scholarship of \$200.00 annually is established in their memory by their son, Mr. Hackett Applewhite of Raleigh. The scholarship is to be awarded to any needy student meeting entrance requirements of the College.

The Lenora Auten and Lloyd Dunn Scholarship Fund is established in their memory by their son, the Reverend Millard C. Dunn, District Superintendent of the Fayetteville District of the Methodist Church. Proceeds from the fund will be available at a later date.

The Reverend W. F. Elliott Scholarship Fund has been established by Mr. Elliott and his children in honor of Mr. Elliott. The Reverend Mr. Elliott is a retired minister of the North Carolina Annual Conference of the Methodist Church. The amount of the scholarship varies from year to year.

The John W. Hensdale Scholarship of \$500.00 annually, established by John W. Hensdale of Fayetteville, is to be awarded annually to one or two applicants from Cumberland County. Awards to be made on the basis of need, citizenship and scholarship.

The **Margaret Bowman Martin Scholarship** established in her memory by her daughter, Mrs. Joel C. Layton of Lillington, North Carolina, provides for an annual scholarship of \$100.00. Preference to be given as follows: (1) to a student preparing for full-time church vocation; (2) boy or girl of high moral character in environs of Lillington, N. C.; (3) any deserving student in state of North Carolina.

The **Vara Bethune Kelly Scholarship** given by Carl Kelly of Lillington, N. C., is in honor of his wife, Vara Bethune Kelly. This scholarship provides annually \$100.00 for any ministerial student studying at the college. In the event that there is no candidate for this ministerial scholarship, then the scholarship will be awarded to any boy or girl from North Carolina entering Methodist College.

The **Mary Miller Brantley Scholarship** given by Dr. Allen P. Brantley, in honor of his wife. This scholarship provides \$100.00 annually for any student at Methodist College.

The **Belk-Hensdale Scholarship Fund**, established by the Belk-Hensdale Company of Fayetteville, will provide \$500.00 annually, to be awarded to one or more students from Cumberland County. Scholarships to be awarded on the basis of need, citizenship, and scholarship with the following priorities: (1) male applicants interested in retail profession; (2) applicants with Belk-Hensdale Company connections; (3) students planning to enter a full-time church vocation; (4) any student from Cumberland County, meeting the scholarship requirements.

The **Earl W. Brian Scholarship Fund** has been established by his wife, Mrs. Blanche Brian of Raleigh.

The **Fayetteville Woman's Club Scholarship** amounting to \$250.00 per year is to be awarded to any student meeting the college's academic requirements.

The **Woman's Society of Christian Service, North Carolina Conference of The Methodist Church, Scholarship**. Three \$500.00 scholarships available to Methodist girls in the North Carolina Conference planning to attend Methodist College, Louisburg College or North Carolina Wesleyan. Applications to be submitted to District President, W.S.C.S., not later than 10 days prior to announced spring meetings of the District Scholarship Committee.

The **Margaret McLeod Teabeaut Scholarship Fund** was provided by Mrs. Teabeaut in her will. Interest from the fund is to be used to help deserving students.

The **Pittman-Frizelle Scholarship**, established by Mr. and Mrs. J. B. Frizelle of Maury, N. C., is to aid young women from Greene County seeking a college education. The scholarship, amounting to

approximately \$600.00 annually, is to be used at Methodist College, Louisburg College and North Carolina Wesleyan. Methodist College applicants from Greene County interested in this scholarship should write the Executive Director, North Carolina Conference Commission on Higher Education, Box 1006, Raleigh, N. C.

The **Cumberland Insurance Exchange Scholarship** of \$100.00 has been made available for any student meeting the College's academic requirements.

The **R. A. Matheson Memorial Scholarship** in memory of Dr. Robert Arthur Matheson of Raeford, N. C., was established by Mrs. Matheson and friends following Dr. Matheson's death in 1960.

The **Arthur and Portia MacPhail Vann Memorial Scholarship** has been established by Mrs. Fannie Vann Simmons of Kenly, North Carolina, in memory of her parents. This is an endowed scholarship with first consideration being given to any blood relative of Mrs. Simmons. If there are no requests from this source, the scholarship may then be awarded to any worthy student for study in the field of religious education.

The **Clifton Brock Scholarship**, established by Clifton Brock of Lillington, North Carolina, provides an annual scholarship of \$100 to be used to assist worthy students who are in need of financial assistance to pursue or complete their college education.

The **Lela Croom Memorial Scholarship Fund** has been established by friends of Miss Croom who was an outstanding student of Methodist College and would have graduated in the Class of 1964. Proceeds from the fund will provide one or more scholarships each year for young women who possess the moral and academic qualities exemplified by Miss Croom and who give evidence of financial need.

The **Marie C. Fox Philosophy Scholarship**, established by the first Professor of Philosophy at Methodist College, is awarded annually in the Spring to any student who, in the study of philosophy that academic year, exhibits outstanding analytic ability, philosophical perspective and creative potential. The honorarium is a \$50 United States Government Bond.

The **George and Lillian Miller History Scholarship**, established by their daughter, Dr. Mary Emily Miller, first Dean of Women at Methodist College and a member of the History Department, is awarded annually in the Spring to the outstanding student in history, one who shows the most promise academically and who has completed 18 semester hours of history by or during the second semester of his or her junior year. The honorarium is \$50.

The **Circle K Scholarship**, established by the Methodist College Circle K Club, provides an annual award in the amount of \$100.00. Any full-time student with financial need is eligible to receive the scholarship.

The **Delta Kappa Gamma Grant-In-Aid**, established by the Alpha Tau Chapter of Cumberland and Hoke Counties, is to be awarded on the basis of merit and need. The award, a minimum of \$100.00 annually, is to be awarded to a girl who is a rising senior at Methodist College and is preparing to teach. The recipient must be a native of North Carolina with preference to Cumberland and Hoke Counties.

The **Fayetteville Post Office Employees Scholarship** in the amount of \$200.00 annually to be awarded to a graduate of Cumberland County or Fayetteville Senior High schools. The recipient must be a child of a Fayetteville Post Office employee.

LOAN FUNDS

1. Methodist College participates in the National Defense Student Loan Fund established by the National Defense Education Act of 1958. Assistance is in the form of loans which bear no interest until repayment begins, and the borrower is not required to begin repayment until one year after he ceases to pursue a full-time course of study. While the act provides that a student who can show a need for financial assistance may borrow up to \$1,000 per year for five years at 3% interest, payable over a period of 10 years, the College may place any limit it desires upon the available funds in order to serve the greatest number of applicants. Methodist College provides 10% of these funds from its own resources.

2. The Scholarship Loan Fund for Prospective Teachers has been established by the State of North Carolina to aid students preparing to teach in the public schools. Loans up to \$350.00 per year may be secured by qualified applicants. Each year's loan may be discharged by a year's teaching service in North Carolina within seven years after the completion of each loan. If the recipient does not teach in the public schools of North Carolina, the amount awarded is considered a loan and must be paid. Applications should be made directly to the State Department of Public Instruction, Raleigh, North Carolina.

3. Students who are members of Methodist families may apply for loans directly to the Methodist Student Loan Fund, Box 871, Nashville, Tennessee.

4. The **C. J. Wiggs, Jr., Student Memorial Loan Fund** is available to eligible applicants. Terms of repayment and other details are available from the Registrar.

5. The **Fayetteville Musical Arts Guild Student Loan Fund**, established by the guild, is to be loaned to students for tuition and other expenses. Recipients are not required to be majoring in music, but courses in music must be a part of their curriculum.

6. The **North Carolina Bankers Student Loan Plan**, administered by the College Foundation, Inc., Raleigh, North Carolina, makes available loans to North Carolina students who meet the requirements for admission at Methodist College. Application blanks may be obtained from and returned to the Student Aid Officer at Methodist College.

7. The **Winifred T. Smith Loan Fund** established by her friends in recognition of her forty-one-year career in the field of teaching. The fund is to aid worthy students majoring in mathematics or science.

8. Other loan funds and grants-in-aid will be available through the College, with limited self-help work opportunities to earn a part of essential expenses.

REMISSION OF TUITION

1. **Church Vocations:** Students preparing to enter full-time work in a church maintaining a paid ministry are granted remission of one-half tuition. Men or women who expect to enter the preaching or teaching ministry, to serve as directors of Christian Education, to serve as overseas missionaries or presently serving as such are eligible for this remission. Application for such remission of tuition must be made to and approved by the Department of Religion. Such students are required to sign a note at the beginning of each semester and must maintain at least a 2.0 average in academic marks. The notes for two college semesters are cancelled for each calendar year's service in a full-time church vocation. Acceptance of full employment in a vocation other than church-related will make the entire note payable immediately.

2. **Legal Dependents of Ministers:** Legal dependents of ministers who are members of the North Carolina Annual Conference of the Methodist Church, and legal dependents of ministers of all faiths residing in Cumberland County, North Carolina, are granted remission of one-half tuition. Only the legal dependents of ministers who are giving their full time to religious work, or are retired from the same, are eligible for this remission.

Students may qualify for either one or the other of the above provisions for remission of tuition, but not both at the same time.

APPLICATION FOR FINANCIAL AID

Application for scholarship, loan or grant-in-aid available through the college should be filed with the application for admission with the Director of Admissions. A financial statement is required also and the applicant must have been officially accepted for admission to the college prior to consideration for financial assistance.

Since scholarships and loans are generally awarded on an annual basis, an application for renewal must be filed for each succeeding academic year, but not later than April 1. Renewal or continued financial aid will be contingent upon financial need, satisfactory academic and character performance during the previous semester.

SELF-HELP EMPLOYMENT

In addition to scholarships, loans and grants-in-aid available to full-time students enrolled in the College, the Administration has developed a work program for the purpose of offering opportunities of self-help to those students whose financial status demands such assistance to continue their college education. Any student who wishes to be considered for such employment should contact the Director of Admissions for details.

An application for self-help assistance is reviewed by the Director of Admissions and Comptroller, who then assigns those applicants accepted to areas of employment as requested by various departments. Only those students whose financial profile sheets indicate need can be accepted. The number of work opportunities are limited, with job assignments based on the merits of each case. Two hundred dollars (\$200.00) is the maximum amount which any one student is allowed to earn each academic year in the self-help program. Student assistants are currently assigned to Cafeteria, Student Supply Store, Telephone Exchange, Library, Science Laboratories, Public Relations and Maintenance departments.

The College reserves the right to apply any reimbursement against any unpaid balances currently due on the student's account.

BUDGET PAYMENT PLANS

The idea of budgeting tuition and other expenses is becoming popular with many families; therefore, Methodist College provides through cooperation with First-Citizens Bank and Trust Company, Raleigh, North Carolina, a monthly payment plan for those who desire to make application directly to the bank. Brochure of the plan may be secured from the Business Office of the College.

Offered solely as a convenience for those parents who prefer to pay tuition and other fees in equal installments, Tuition Plan, Incorporated, One Park Avenue, New York 16, New York, makes several optional plans available to those who are interested. Descriptive pamphlets are available upon request from the office of the Comptroller at Methodist College.



IN THE CLASSROOM

PROGRAM OF INSTRUCTION

DEGREES AWARDED

As a liberal arts college, Methodist College emphasizes the humanities and basic sciences. Methodist College will confer the two standard baccalaureate degrees, the B.A. and B.S., upon those students who complete all the stated requirements. The basic requirements for a Bachelor's degree, are the same; the distinction lies in the student's choice of his area of concentration. Students who choose to concentrate in the Area of Science and Mathematics will be awarded the Bachelor of Science degree. All others will be awarded the Bachelor of Arts.

AREAS OF STUDY

The organization of the courses of study at Methodist College is intended to be an expression of its general philosophy of education (see Statement of Purpose). The Curriculum is grouped into six Areas of Study.

- I. LANGUAGES AND LITERATURE: English, Dramatics, French, German and Spanish.
- II. RELIGION AND PHILOSOPHY.
- III. EDUCATION AND PSYCHOLOGY.
- IV. SCIENCE AND MATHEMATICS: Biology, Chemistry, Physics, and Mathematics.
- V. SOCIAL SCIENCE: Economics and Business Administration, Geography, History, Political Science, and Sociology.
- VI. FINE ARTS: Art and Music.

This type of course organization aims to avoid the tendency toward a piecemeal education and the intellectual divisiveness which sometimes accompanies excessive departmentalization of studies. This fairly natural grouping of courses is to facilitate a larger degree of coherence among allied courses and to promote meaningful integration of the various areas of study, thus encouraging a synthesis or wholeness of the college experience.

BASIC COURSE REQUIREMENTS

Because graduates of a liberal arts college ought to possess a certain common core of knowledge, experience and intellectual competence, Methodist College has set the following specific course requirements for all candidates for a degree:

<i>Areas</i>	<i>Semester Hours Required</i>
I. LANGUAGE AND LITERATURE:	
Freshman English (101-102)	6
Sophomore English (201-202)	6
Foreign Language	6
(Above the elementary level)	
II. RELIGION AND PHILOSOPHY:	
Bible	6
Philosophy	3
III. EDUCATION AND PSYCHOLOGY:	
General Psychology (201)	3
IV. SCIENCE AND MATHEMATICS:	
Science (101-102)	8
Mathematics (101, 102 or 105, 106)	6
V. SOCIAL SCIENCE	
History 101, 102	
Ec. 151-152, Geog. 252, Pol. Sc. 151,	
or Soc. 151	
(These six hours must be in two areas)	
VI. FINE ARTS:	
Art 151, Music 151 or Fine Arts 151-152	3
	59

In addition to the above, all students are required to complete Physical Education 101, 102, 201 and 202.

FIELDS OF CONCENTRATION

During their freshman and sophomore years students are expected to complete as many of their basic course requirements as possible.

Enrollment is required in English and physical education each term until the requirements in these subjects are fulfilled.

Before the end of the sophomore year, students will choose their field of concentration and departmental major.

The junior and senior years are devoted primarily to the completion of the requirements in the chosen field of concentration. A major consists of 24-36 semester hours in one department, supplemented by a minimum of 15-18 semester hours of supporting courses in closely related departments, or in education. The following departmental majors are offered:

Biology	History
Chemistry	Mathematics
Economics and Business	Music
Administration	Religion
English	French

In addition the college offers a curricular program designed to prepare teachers for the elementary school.

SUMMARY OF REQUIREMENTS FOR GRADUATION

Methodist College will confer a Bachelor's degree upon a student when he has fulfilled all the following requirements:

1. Is in good standing in character, conduct and financial obligations to the college;
2. Has earned at least 128 semester hours of credit with a 2.0 grade point average;
3. Has satisfactorily completed the basic courses required of all students;
4. Has continuously maintained satisfactory competence in written and oral expression;
5. Has completed all the requirements of his chosen field of concentration, including a departmental major and the required related work.

VOCATIONAL OR PROFESSIONAL INTERESTS

Building on a firm foundation of essential arts courses, certain vocational or professional curricula are offered. Students may choose courses of study leading to the Christian ministry, Christian education work, overseas missionary service, public school teaching, government service, law, medicine, dentistry, engineering, business administration, music, and others.

PRE-THEOLOGICAL COURSE OF STUDY

Students preparing themselves for further training in seminaries or divinity schools will find that more and more such institutions are emphasizing the importance of a major in Religion at the undergraduate level. This is not necessarily a requirement but provides the student

with certain advantages at the seminary level. The American Association of Theological Schools does recommend that pre-seminary training include a total of 90 semester hours in the areas of English, History, Philosophy, Psychology (and other Social Sciences) and a foreign language (French, German, Latin, Hebrew or Greek), as well as Religion. The minimums in each case should be as follows:

	<i>Sem. Hours</i>
English	15
Composition, Literature and Speech	
History	6
Ancient, Modern European, American	
Philosophy	3
History, Content and Method	
Religion	6-12
Psychology	3
Other Social Sciences	9
Education, Sociology, Political Science	

The student may choose his area of concentration from among Religion and Philosophy, Language and Literature, or Social Science. Students preparing themselves for service as Directors of Christian Education or Assistant Directors of Education should consider the major in Religion with special emphasis upon those courses offered in the field of Christian Education.

PRE-ENGINEERING COURSE OF STUDY

The "3-2 Program" has been established in co-operation with the Schools of Engineering of Duke University and of N. C. State College. The student may transfer from Methodist College to Duke or to N. C. State at the end of his junior year. A two year course of study is given by the engineering school enabling the student to complete both his liberal arts degree and his professional degree in five years. When the student has qualified for his professional degree from the approved institution, he will be awarded the B.S. degree from Methodist College.

An illustrative program for students who are interested in transferring to Duke or N. C. State follows:

	<i>First Semester</i>	<i>Second Semester</i>
Freshman Year		
English 101-102	3	3
Mathematics 105, 106	3	3
History 101, 102	3	3
Chemistry 101, 102	4	4
Religion 101, 102	3	3
Physical Education 101, 102	—	—
	<hr/>	<hr/>
	16	16
Sophomore Year		
English 201, 202	3	3
Mathematics 251, 252	3	3
Physics 101, 102	4	4
Foreign Language	3	3
Chemistry 251	4	0
Economics 151	0	3
Physical Education 201, 202	—	—
	<hr/>	<hr/>
	17	16
Junior Year		
Mathematics 253, 321	3	3
Mathematics 293, 294	2	2
Fine Arts 151-152	2	2
Philosophy 201, Psychology 201	3	3
Physics 255, 264	4	4
Foreign Language or Elective	3	3
	<hr/>	<hr/>
	17	17
Senior Year		
Enrolled at Duke University or N. C. State College School of Engineering.		

PRE-MEDICAL PROGRAM

Pre-medical, pre-dental, and pre-nursing students are advised to secure as fundamental and broad a preparation in the humanities as is possible and consistent with thorough preparation in the sciences. The requirements of the different schools vary somewhat; therefore, it is advisable that the student familiarize himself with the entrance requirements of the particular school which he hopes to attend. The usual requirements include general biology, inorganic and organic chemistry, general physics, English, foreign language, and history.

TEACHER EDUCATION

One of the primary concerns of the college, as well as one of its principal opportunities for service, is in the field of teacher education. The college desires to make a maximum contribution toward meeting the need for well-trained and dedicated teachers for the public schools. It recognizes teacher education as an institution-wide responsibility. Through its Teacher Education Committee the college will bring to bear the effective cooperation of all the departments of the institution in carrying out its program of teacher education.

Graduates of the college in 1964-65, who are preparing to teach, will be certified under the present State requirements. Under these requirements, for 1964-65, the college will prepare elementary school teachers, secondary school teachers of English, French, Mathematics, Science and Social Studies and the special subject teacher of General Music. The present curricula requirements follow.

ELEMENTARY SCHOOL TEACHER (PRIMARY AND GRAMMAR GRADE CLASS A CERTIFICATE)

	<i>Semester Hours</i>
A. PROFESSIONAL REQUIREMENTS	18
1. The Pupil	6
2. The School	6
3. Practice Teaching	6
B. ACADEMIC REQUIREMENTS	
1. English	12
Required: Children's Literature	
2. American History	6
3. Government	2- 3
4. Geography	6
5. Art	6
6. Music	6
7. Health and Physical Education	6
(May not include Service Courses)	

SECONDARY SCHOOL AND SPECIAL SUBJECT TEACHER
(CLASS A CERTIFICATE)

A. Professional Requirements

The quantitative professional requirements are the same as for the elementary school teacher.

B. Academic Requirements

1. ENGLISH	30
Required:	
Shakespeare	3
American Literature	3
Advanced Grammar and Composition	3
Recommended from:	
Speech	3
English or American Literature	6
Teaching of Reading	3
Young People's Literature	3
2. FRENCH	24-30
24 semester hours based upon two or more high school units; otherwise 30 semester hours.	
Spoken Language	6
3. MATHEMATICS	21
Required:	
College Algebra	3
Trigonometry	3
Analytic Geometry	3
Recommended from:	
Differential and Integral Calculus	6
History of Mathematics	3
Mechanical Drawing	3
Surveying	3
Application of Mathematics to Science, Engineering, Commerce and Industry	3
Statistics	3
Consumer Mathematics	3
College Physics	3
Navigation	3
Astronomy	3
4. SCIENCE	30
a. Biology	6
b. Chemistry	6
c. Physics	6
d. Geography or Geology	3
e. Electives from a, b, c, or d	9

Individual certification will be granted in any of the specific areas, a, b, c, or d, in which 12 semester hours credit is presented. Certification for the subject of General Science will require credit for 18 semester hours from three of the four areas a, b, c, and d.

5. SOCIAL STUDIES	30
a. European History or World History	6
b. American History	6
c. Government, Geography, Economics, or Sociology	12
d. Electives from any of above	6
Individual certification will be granted in any of the specific areas: History, Government, Geography, Economics and Sociology, in which 12 semester hours credit is presented. Certification for Citizenship, or Civics, or Problems in Amer- ican Democracy, requires credit for at least 18 semester hours from Government, Economics and Sociology.	
6. GENERAL MUSIC	36
a. Applied Music	18
Piano	6
Voice	6
(At least one-half the voice credit shall be voice training.)	
b. Theory of Music (Harmony, form, ear-training)	12
c. History and Appreciation of Music	6
Music—Instrumental	36
a. Applied Music	21
This shall include:	
Major instrument	6-12
(At least two minor instruments (piano advised to be one; voice permitted as one)	
	9-15
b. Theory of Music (Harmony, form, ear-training)	9
c. History and Appreciation of Music	6



THE STATE'S NEW TEACHER EDUCATION PROGRAM

The state has inaugurated a new teacher education program which becomes effective September 1, 1966. Methodist College expects to prepare teachers under that program. The first college graduates required to be certified under the new program will be the 1966-67 graduates. Entering freshmen in 1963-64 will be prepared to teach under that program. While the present requirements for the certification of teachers will be optional until September 1, 1966, it is the deliberate plan of the college to have its graduates approved under the new program before that date.

Under the new plan of teacher education, each curriculum for the preparation of teachers shall include the areas of general education, subject matter specialization or concentration, and professional education. These areas are expressed in terms of *guidelines* which give direction to the nature, scope, sequence and relative emphasis to the parts of which they are composed. As presently organized, the college will prepare elementary school teachers, secondary school teachers of English, French, Mathematics, Science, Social Studies and the special subject teacher of General Music.

In planning its curricula for the preparation of teachers, the college had as its guide, Publication No. 353, Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education, and Publication No. 357, Teaching in North Carolina: Certification, Employment Procedures and Salary Policies, both issued by the State Department of Public Instruction. The curriculum design at Methodist College provides for general education, subject matter specialization or concentration, and professional education, in accordance with the Guidelines.

GENERAL EDUCATION

Under the Guidelines, about 40 per cent of the undergraduate program would be in general education. This is a common requirement for all teachers and may be satisfied through the basic course requirements of the college.

ELEMENTARY SCHOOL TEACHERS

	<i>Semester Hours</i>
A. Professional Education	24
1. Educational Psychology	3
2. Child Psychology	3
3. Introduction to Education in the	

Public Schools	3
4. Education in the Elementary School ...	3
5. Materials and Methods in the Elementary School	6
6. Student Teaching	6
B. Subject Matter Preparation	48
C. Subject Concentration	18
Secondary School and Special Subject Teachers	
A. Professional Education	21
1. Educational Psychology	3
2. Adolescent Psychology	3
3. Introduction to Education in the Public Schools	3
4. Education in the Secondary School ...	3
5. Materials and Methods in the Secondary Schools	3
6. Student Teaching	6
B. Subject Matter Preparation	
1. English	36
2. French	24-30
3. Mathematics	30
4. Science (includes 12 in Math.)	60
5. Social Studies	51
6. General Music	48

COURSES OF STUDY

COURSE NUMBERING

All courses are numbered according to the following system:

- 101-199 Primarily for freshmen.
- 201-299 Primarily for sophomores.
- 301-399 Primarily for juniors.
- 401-499 Primarily for seniors.

Odd-numbered courses are usually offered in the first semester and even-numbered courses in the second semester; those ending in zero may be given either semester. Numbers separated by a hyphen indicate a continued two-semester course, all of which must be taken to receive credit unless special permission is granted by the instructor. The college reserves the right to cancel a course offered if there is insufficient registration. The courses listed in this catalogue are not exclusive. From time to time the college will add suitable courses and make revisions in the curriculum in its continuous effort to provide liberal arts education and professional training of the highest quality.

AREA I: LANGUAGE AND LITERATURE

ENGLISH

Requirements for an English major: 36 semester hours in the Department; fifteen or more hours of supporting courses, ordinarily numbered 250 or above, in closely related departments, as approved by the Adviser and the Dean.

101-102	Composition and Grammar	6 s.h.
	Stress is placed on achieving proficiency in the art of writing, the knowledge of grammar, and the evaluation of ideas.	
201-202	World Literature	6 s.h.
	Masterpieces of literature will be studied; the works chosen will be representative of the contributions made by various civilizations from ancient times to the modern period.	
220	Fundamentals of Reading	3 s.h.
	A basic course in reading, including the nature of the reading process; aims toward developing efficient reading techniques and skills; a familiarity with literature types as developed simultaneously with skills and techniques.	
251	Survey of American Literature	3 s.h.
	Introduction to major American writers from the beginning to the present. Prerequisite: English 101-102.	
301	Survey of English Literature	3 s.h.
	Introduction to major English writers. Prerequisite: English 201-202.	
310	Creative Writing	3 s.h.
	Practice in writing and criticizing short stories and poems.	
321	Shakespeare	3 s.h.
	An intense study of Shakespeare's most important plays.	

- 322 **Advanced Grammar** 3 s.h.
- 324 **Milton and the Seventeenth Century** 3 s.h.
Important writers of the early seventeenth century will be studied during the first half of the semester; Milton's major works will be considered during the second half of the semester.
- 361 **Literature for Children** 2 s.h.
The place of literature in the education of the child; children's interests in reading; types of literature for children; principles involved in teaching literature.
- 371 **Chaucer** 3 s.h.
A critical study of the Early English Renaissance, with particular emphasis on Chaucer's *Canterbury Tales* and *Troilus and Creseyde*.
- 401 **The Age of Romanticism** 3 s.h.
An examination of the dominant ideas and conventions of English romanticism as expressed through the major writers of the period.
- 410 **Modern Literature** 3 s.h.
Studies in selected British and American authors of the 20th century, reviewing cultural and social backgrounds.

SPEECH AND DRAMATICS

- 151 **Fundamentals of Speech** 3 s.h.
A basic course in the theory and practice of public speaking, giving training in thought processes necessary to organized speech content, personality, components of effective delivery, and use of voice, body and language.
- 152 **Public Speaking** 3 s.h.
This course emphasizes critical evaluation of and practice in presenting various types of speeches. Work will be done in speeches of persuasion, of information, and of entertainment.

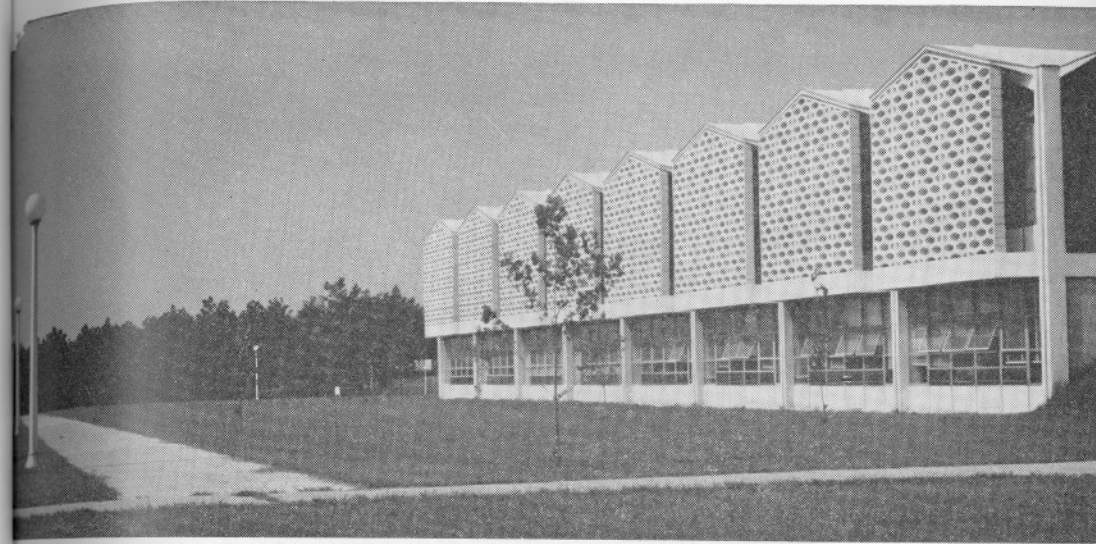
- 153 **Fundamentals of Oral Interpretation** 3 s.h.
Basic principles of interpretation of literature will be stressed. Practice in analysis and in reading of selections from prose, poetry and drama.
- 154 **Fundamentals of Acting** 3 s.h.
Fundamental theories, functions and practice in the art of acting and of dramatic interpretation will be stressed. Lecture and laboratory. Prerequisite: Speech 153.
- 251 **Appreciation of the Theatre** 3 s.h.
The purpose of this course is to enable students to become familiar with those aspects of theatre which will significantly increase their appreciation of this art form.
- 252 **American Drama** 3 s.h.
This course is a study of the plays illustrating the development of native drama from its beginnings in North Carolina to Eugene O'Neill.

FRENCH

Requirements for a French major: 24 semester hours beyond course 101-102; fifteen or more hours of supporting courses, ordinarily numbered 250 or above, in closely related departments, as approved by the Adviser and the Dean.

- 101-102 **Elementary French** 6 s.h.
Pronunciation, oral work, the elements of grammar, common idioms and vocabulary. Only three credits allowed for the year if the student has completed two years of French in high school.
- 151-152 **Intermediate French** 6 s.h.
A review and more detailed study of grammar, with selected readings, designed to assure mastery of the fundamental skills of understanding, speaking, reading and writing French of moderate difficulty. Prerequisite: French 101-102, or two years of high school French and a satisfactory score on achievement examination.

- 251-252 **Advanced Readings and Conversation** 6 s.h.
The study of selected works in prose and verse of a recognized literary quality, and the rapid reading of fairly easy books and articles on French history, art, institutions, and other aspects of civilization. Prerequisite: French 151-152, or three years of high school French and a satisfactory score on achievement examination. French 251-252 is normally a prerequisite for further work in French, but with the approval of the Adviser and Dean a higher course may be taken concurrently.
- 321 **Classicism** 3 s.h.
Literary theories and practices of leading writers of the seventeenth century, with primary emphasis on representative plays of Corneille, Racine and Moliere.
- 322 **Eighteenth Century Literature** 3 s.h.
Literary expression of the Age of Reason and background of the French Revolution, as found in the prose writings of Bayle, Fontinelle, Montesquieu, Voltaire, Diderot, Rousseau and others.
- 351 **Romanticism** 3 s.h.
The romantic movement in France as exemplified in the prose, drama and poetry of Chateaubriand, Hugo, Lamartine, Vigny, Musset and others.
- 352 **Realism and Naturalism** 3 s.h.
Representative novels and plays of selected authors of the nineteenth century after 1830.
- 411 **Twentieth Century Literature** 3 s.h.
Contemporary literary trends in France as illustrated by novels and plays of Rolland, Proust, Gide, Giraudoux, Claudel, Anouilh, Sartre and Camus.
- 420 **Phonetics and Conversation** 3 s.h.
Rigorous refinement of the student's pronunciation through application of phonetics to the vocabulary of everyday situations. Intended primarily for prospective teachers.



THE CLASSROOM BUILDING — EARLY MORNING

GERMAN

- 101-102 **Elementary German** 6 s.h.
Pronunciation, oral work, the elements of grammar, common idioms and vocabulary. Only three credits allowed for the year if the student has completed two years of German in high school.
- 151-152 **Intermediate German** 6 s.h.
A review and more detailed study of grammar, with selected readings, designed to assure mastery of the fundamental skills of understanding, speaking, reading and writing German of moderate difficulty. Prerequisite: German 101-102, or two years of high school German and a satisfactory score on achievement examination.
- 251, 252 **Advanced Readings and Conversation** 6 s.h.
The study of selected works in prose and verse of a recognized literary quality, and the rapid reading of fairly easy books and articles on German history, art, institutions, and other aspects of civilization. Prerequisite: German 151-152, or three years of high school German and a satisfactory score on achievement examination.

SPANISH

- 101-102 **Elementary Spanish** 6 s.h.
Pronunciation, oral work, the elements of grammar, common idioms and vocabulary. Only three credits allowed for the year if the student has completed two years of Spanish in high school.
- 151-152 **Intermediate Spanish** 6 s.h.
A review and more detailed study of grammar, with selected readings, designed to assure mastery of the fundamental skills of understanding, speaking, reading and writing Spanish of moderate difficulty. Prerequisite: Spanish 101-102, or two years of high school Spanish and a satisfactory score on achievement examination.
- 251, 252 **Advanced Readings and Conversation** 6 s.h.
The study of selected works in prose and verse of a recognized literary quality, and the rapid reading of fairly easy books and articles on Spanish history, art, institutions, and other aspects of civilization. Prerequisite: Spanish 151-152, or three years of high school Spanish and a satisfactory score on achievement examination.

AREA II: RELIGION AND PHILOSOPHY

RELIGION

The student who chooses Religion as his major will be required to complete satisfactorily a total of at least 30 semester hours of work in the department and a minimum of 15 semester hours of work in some field related to Religion as approved by this department. Of the 30 semester hours of work in Religion, completion of 6 semester hours in Bible (Old and New Testament) is required. Programs of study in this area are designed to prepare students to serve as Assistant Directors of Christian Education (certification as Directors of Christian Education requires one year of graduate study), Assistant and Supply Pastors, and to provide suitable background for those desiring Seminary or graduate training.

- 101 **Introduction to The Old Testament** 3 s.h.
A survey of Hebrew history and theology as set forth in Old Testament writings. Special attention is given to the developmental aspects of Israel's "covenant faith." The contributions of modern historical and literary criticism to a deeper understanding of that faith are utilized.
- 102 **Introduction to The New Testament** 3 s.h.
Planned as a sequel to Religion 101. A study of the fundamental truths of Christian faith, based upon the New Testament account and exemplified in the life of the early Christian community. The social and cultural environment of Christianity is considered, as are the insights offered by modern scholarship's historical, theological and literary inquiries.
- 251 **Religions of The World** 3 s.h.
A comparative study dealing with the extant religions of the East (Buddhism, Hinduism, Islam, etc.) and concluding with a survey of the religion (Christianity) and pseudo-religion (Communism) of the West. Prerequisite: permission of instructor.
- 252 **Religion in America** 3 s.h.
A survey of America's religious background is followed by detailed studies of the major religious groups and various Protestant denominations on the contemporary scene. Attention is given to doctrinal distinction, form of organization, worship, etc. Prerequisite: permission of instructor.
- 301 **The Old Testament Prophets** 3 s.h.
A general survey of the prophetic tradition in the life of the Israelite people and a study of the lives and messages of the major prophets from Elijah to Deutero-Isaiah. Prerequisite: Religion 101.
- 302 **The Life and Teachings of Jesus** 3 s.h.
A detailed study of the Gospel accounts, with special attention given to the various stages of Jesus' ministry, his teaching methods, content of his teaching, etc. Prerequisite: Religion 102.

- 320 **Principles of Religious Education** 3 s.h.
A general approach to the field of Christian education. This will include historical review, analysis of objectives, and consideration of materials and methods for teaching religion. Designed especially for those desiring to prepare themselves for service as assistant pastors or assistant directors of religious education in local churches.
- 321 **The Program of the Local Church** 3 s.h.
Planned as a sequel to Religion 320. Attention is given to the organization of the local church, the functions of its various leaders, the major foci of such activities as worship, education, social concern, etc.
- 392 **The Life and Letters of Paul** 3 s.h.
The content of the Pauline epistles and the historical account provided in Acts serve as the basic material for a study of the life of the great missionary apostle, the crucial events and major issues involved in the development and expansion of the early Church, and the major themes of Paul's writings. Prerequisite: Religion 102.
- 401 **The Poetry and Wisdom Literature of The Old Testament** 3 s.h.
The books of Psalms, Proverbs, Ecclesiastes and Job are studied from the standpoint of content, literary form and structure, and distinctive contributions to the understanding of Old Testament times, people and ideas. Prerequisite: Religion 101.
- 405 **History of Christian Thought** 3 s.h.
A study of the writings of selected Christian thinkers from Augustine to Barth, tracing the origin and development of various theological emphases. Prerequisite: permission of instructor.
- 406 **Basic Christian Beliefs** 3 s.h.
A survey of contemporary Christian views on certain fundamentals of the faith, such as doctrines of sin, salvation, the person and work of Christ, the nature of the Church, faith and reason. Prerequisite: permission of instructor.

PHILOSOPHY

This department has been organized to provide for the needs of (a) students who major in other fields but who want courses in philosophy that will provide a desirable theoretical background for such professions as law, education, business or the ministry; or (b) students who want to sample the philosophical discipline in their elective courses.

- 251 **Introduction to Philosophy** 3 s.h.
An examination of the principal problems with which philosophy deals, with criticism of particular writings of the great philosophers in such areas as ethics, metaphysics, political theory, and epistemology.
- 252 **Basic Logic** 3 s.h.
A course introductory to the field of logic, including an examination of language as an instrument of reasoning, study of the rules and fallacies of deduction, and application of the methods of scientific inference to everyday problems.
- 351 **History of Philosophy** 3 s.h.
A survey of ancient, medieval, and modern philosophical thought. The writings of Plato, Descartes, Hume, Kant, and Hegel will receive special attention. Prerequisite: Philosophy 251 or permission of the instructor.
- 352 **Ethics** 3 s.h.
An investigation of the problem of moral decision by way of an analysis of particular cases of moral conflict and a consideration of the classical moralists who attempted to formulate general principles for the solution of such problems.
- 392 **Social and Political Philosophy** 3 s.h.
A study of the nature, functions and major types of political and social philosophy, with special emphasis on the historical and theoretical factors leading to democratic ideology.
- 402 **Contemporary Philosophical Thought** 3 s.h.
An examination of some contemporary exponents of idealism, pragmatism, existentialism, personalism, process philosophy, and logical empiricism. Prerequisite: Philosophy 251 or permission of the instructor.

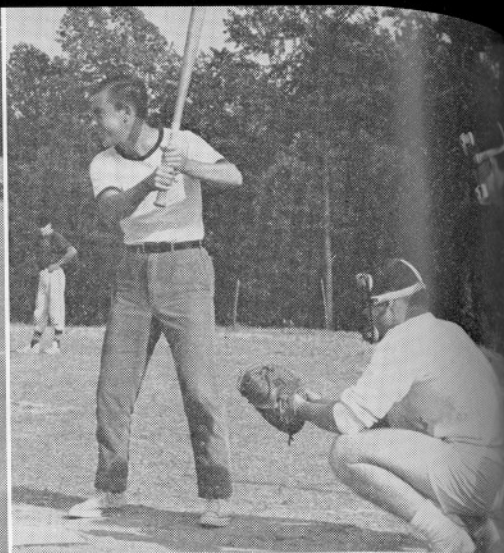
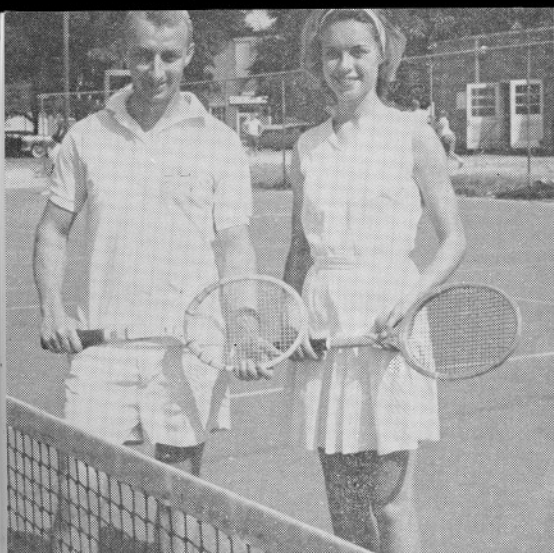
AREA III: EDUCATION AND PSYCHOLOGY

PSYCHOLOGY

- | | | |
|-----|---|--------|
| 201 | <p>General Psychology
An introduction to the field of psychology with emphasis upon the structure of the human organism and the areas of intelligence, personality, learning and motivation.</p> | 3 s.h. |
| 250 | <p>Educational Psychology
The principles of learning as applied to the classroom, including motivation, transfer, retention; emphasis will be placed on individual differences in learning and behavior and the subsequent need for guidance and counseling on both the elementary and secondary levels.</p> | 3 s.h. |
| 351 | <p>Child Psychology
A study of child development including physical, mental, emotional, and social growth. The course provides for observations of children and opportunities for individual student projects.</p> | 3 s.h. |
| 352 | <p>Adolescent Psychology
Developmental characteristics and potentialities of the adolescent boy and girl; the emotional, social and physical problems arising at this period and means for their solution.</p> | 3 s.h. |
| 361 | <p>Social Psychology
The psychology of interaction with emphasis on the difference between individual and social behavior; the processes through which the biological individual is transformed into a social being; effects of social interaction on motivation, perception and learning.</p> | 3 s.h. |
| 382 | <p>Psychology of Exceptional Children
The problems of the mentally deficient and of the mentally gifted, including emotional and volitional readjustments.</p> | 3 s.h. |

EDUCATION

- | | | |
|---------|--|--------|
| 250 | <p>Educational Psychology (See Psychology 250)</p> | 3 s.h. |
| 251 | <p>Introduction to Education in the Public Schools
The foundations, organization, control and functions of public education in America; teaching as a vocation; professional ethics; role of the teacher in the school and community.</p> | 3 s.h. |
| 252 | <p>Education in the Elementary School
The history, philosophy, aims, organization and management of the elementary school; theory and practice in curriculum construction; the place of testing and evaluation, including the construction of tests, their administration, and interpretation of test results; kinds of records and methods of reporting; teacher-pupil and teacher-parent relations.</p> | 3 s.h. |
| 254 | <p>Education in the Secondary School
Historical development of the American secondary school; its philosophy, aims, curriculum, organization and practices.</p> | 3 s.h. |
| 311 | <p>Testing and Evaluation</p> | 3 s.h. |
| 312 | <p>Guidance and Counseling</p> | 3 s.h. |
| 411 | <p>Materials and Methods in the Elementary School I
Analysis of various methods of teaching reading with emphasis on individual needs; survey of publications for children according to interest and vocabulary levels; oral and written expression, spelling, handwriting, listening; evaluation of materials and textbooks in the general area of language arts.</p> | 3 s.h. |
| 412 | <p>Materials and Methods in the Elementary School II
Study of the subject content in the elementary school courses in arithmetic, science and social studies, together with an evaluation of materials and methods to be used by the teacher, will include demonstrations and practice in methods and problems in art and music.</p> | 3 s.h. |
| 415 | <p>Materials and Methods in the Secondary Schools</p> | 3 s.h. |
| 421-422 | <p>Practice Teaching</p> | 6 s.h. |



PHYSICAL EDUCATION

- 101 **Freshman Physical Education** 1 s.h.
 (required of all students)
 Men: Development of skills in touch football, soccer and bowling, with emphasis on the historical background and strategy of each sport.
 Women: Development of skills in movement, soccer, speedball and bowling with emphasis on the historical background and strategy of each sport.
- 102 **Freshman Physical Education** 1 s.h.
 (required of all students)
 Men: Development of skills in basketball, badminton and softball, with emphasis on the historical background and strategy of each sport.
 Women: Development of skills in basketball, badminton and softball, with emphasis on the historical background and strategy of each sport.
- 201 **Sophomore Physical Education** 1 s.h.
 (required of all students)
 Men: Development of skills in speedball, track, field and wrestling, with emphasis on fitness and individual performance in each sport.
 Women: Development of skills in tennis, archery, field hockey, tumbling and trampoline, with emphasis on fitness and individual performance in each sport.

SCIENCE AND MATHEMATICS

- 202 **Sophomore Physical Education** 1 s.h.
 (required of all students)
 Men: Development of skills in tumbling, trampoline, weight training, volleyball, tennis and archery, with emphasis on fitness and individual performance in each activity.
 Women: Development of skills in modern dance, folk dance, volleyball and golf, with emphasis on fitness and individual performance in each activity.
- 301 **Physical Education in the Elementary School** 3 s.h.
 Modern methods and techniques involved in teaching physical education in grades one through eight, with emphasis on the physical, social, emotional and mental development of the child.
- 302 **Health in the Elementary School** 3 s.h.
 Modern methods and techniques involved in teaching health in grades one through eight, with emphasis on the child's knowledge of and attitudes toward his personal and environmental health.

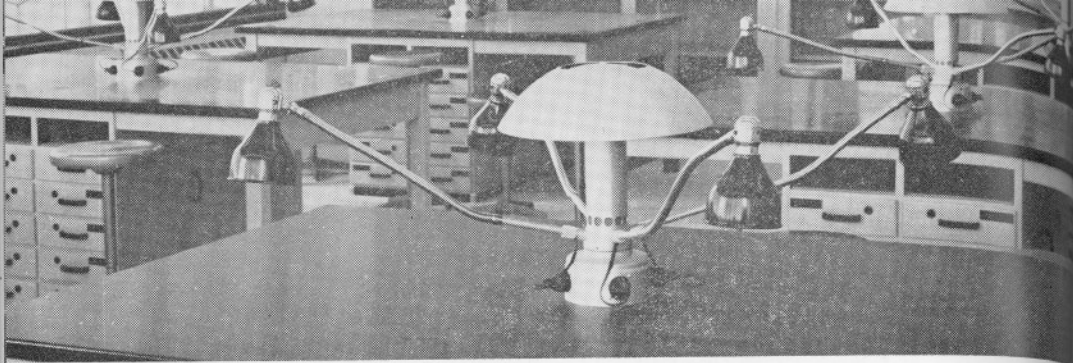
AREA IV: SCIENCE AND MATHEMATICS

BIOLOGY

The aim of the Department of Biology is to acquaint students with knowledge of living organisms. Students who are interested in entering various professional fields such as public school teaching, research, and public health, immediately after graduation, are offered a major sequence of courses which should complete a well-rounded view of the plant and animal world. The department also undertakes to meet the needs of pre-professional students in preparation for admission to post-graduate programs in medicine, dentistry, nursing, public health, and veterinary medicine.

Requirements for an undergraduate major in Biology: a minimum of 30 semester hours in the department; 14 or more semester hours of supporting courses including at least 8 hours in another laboratory science.

- 101 **Introduction to Zoology** 4 s.h.
 A foundation course covering the fundamentals of biology as related to animals. This course includes such topics as cell structure, cell and organ physiology, development of individuals and groups, heredity and evolution, and interdependence of animals.



ONE OF FOUR MODERN BIOLOGY LABORATORIES

- 102 **Introduction to Botany** 4 s.h.
 A foundation course covering primarily the morphology, physiology and economics of seed plants, with emphasis on their life processes, cell and organ physiology, development of individuals and groups, heredity and evolution, relationship to environment, and biological importance.
- 201 **Advanced Zoology** 4 s.h.
 A continuation of course 101. Basic facts and principles underlying animal life; nomenclature, classification, internal and external morphology, structures and functions of the animal kingdom and their scientific and practical application to man. Three lectures and one 2-hour laboratory per week.
- 202 **Advanced Botany** 4 s.h.
 A continuation of course 102. The structures, functions, nomenclature, classification and inheritance of plants and their relation to their environment. Prospective biology teachers must take this course. Three lectures and one 2-hour laboratory per week.
- 310 **Microbiology** 4 s.h.
 A study of bacteria plant parasites and animal parasites from the standpoint of nomenclature, classification, morphology, reproduction, and their relation to personal and community health and certain industries. Three lectures and one 2-hour laboratory period. Prerequisite: Biology, 8 hours; Chemistry, 4 hours or consent of instructor.
- 311 **Embryology** 4 s.h.
 The study of reproductive cells, fertilization, maturation, cleavage, gastrulation and the early embryonic development of the pig and human being. Intended for biology and pre-medical, pre-dental, pre-veterinary medical, pre-pharmacy and

- pre-nursing students. Three lectures and one 2-hour laboratory period per week. Prerequisite: Biology 101 and 102.
- 360 **Genetics** 3 s.h.
 A presentation of the facts and principles of biological inheritance with emphasis on the application of genetics to plant and animal breeding and to human problems. Prerequisite: Biology 101 and 102.
- 421 **Comparative Vertebrate Anatomy** 4 s.h.
 A course in which a comparative study is made of the nine systems of the vertebrate body. A study of the osteological specimens and dissections of an amphibian and mammal. Three lectures and one 2-hour laboratory period per week. Prerequisite: Biology 101 and 102.
- 422 **Human Anatomy and Physiology** 4 s.h.
 The study of the nine systems of the human body from the standpoint of structures and functions, nomenclature, classification, and hygiene. Three lectures and one 2-hour laboratory period per week. Prerequisite: Biology 101-102 or consent of instructor.
- 441 **Entomology** 4 s.h.
 The life history, behavior, and taxonomy of insects. The economic importance of insects. Three lectures and one 2-hour laboratory period per week. Prerequisite: Biology 101 and 102.
- 450 **Special Topics in Biology**
 Credit to be determined. Conferences, library and laboratory work. Open to Biology majors who wish to do more advanced work in some area of special interest.

CHEMISTRY

Requirements for a major in Chemistry: a minimum of 32 semester hours in the department; mathematics through calculus; and 8 semester hours in another science.

- 101, 102 **General Chemistry** 4, 4 s.h.
 Three lectures and four laboratory hours each week with quiz and discussion periods. An introduction to the study of the principal metallic and non-metallic elements and their compounds, and the fundamental laws and principles of chemistry.



AT WORK IN ONE OF FOUR MODERN CHEMISTRY LABORATORIES

- 251 **Qualitative Analysis** 4 s.h.
Two lectures, one quiz period, and six laboratory hours each week. The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using chiefly the semi-micro technique. Prerequisite: Chemistry 101-102. Offered alternate years.
- 252 **Quantitative Analysis** 4 s.h.
Two lectures, one quiz period, and six laboratory hours each week. A study is made of the principal methods of quantitative chemical analysis by means of lecture, discussion, laboratory work, and problems. Prerequisite: Chemistry 101, 102 and 251. Offered alternate years.
- 321, 322 **Organic Chemistry** 8 s.h.
Three lecture-quiz-recitation periods and six laboratory hours per week. A study of the aliphatic and the aromatic series; methods of preparing, purifying and identifying organic compounds. Prerequisite: Chemistry 101, 102. Offered alternate years.
- 351, 352 **Physical Chemistry** 8 s.h.
Three lectures and three laboratory hours per week. A study of the properties of solids, liquids, gases and solutions. Prerequisite: Chemistry 252, Physics 101 and 102, Mathematics 253 or permission of instructor.
- 450 **Special Topics in Chemistry.** Credit to be determined. Conferences, library and laboratory work. Open to Chemistry majors who wish to do more advanced work in some area of special interest.

MATHEMATICS

Requirements for a major in mathematics: a minimum of 30 semester hours in the department, not including Mathematics 101-102; 14 s.h. in supporting courses which must include Physics 101 and 102.

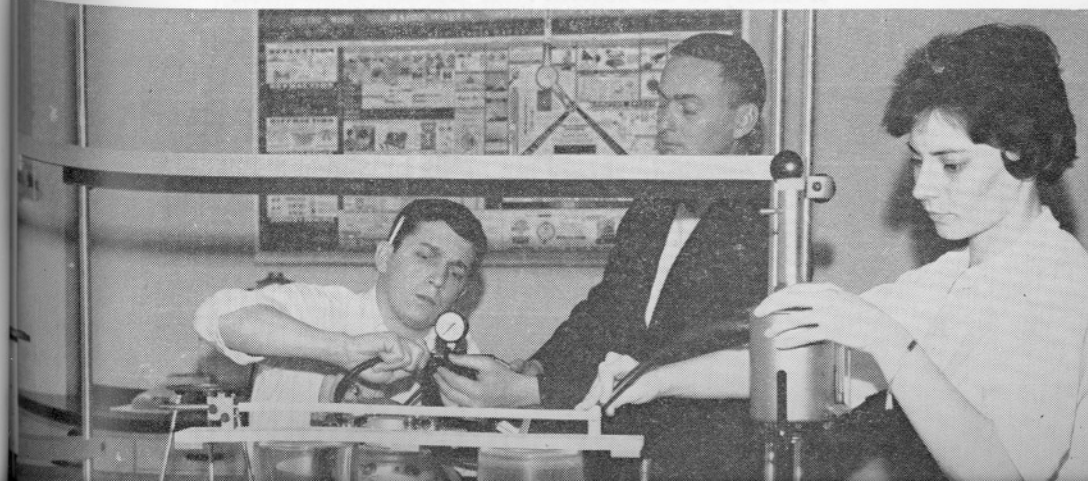
- 101-102 **Principles of Mathematics** 6 s.h.
A course in first year college mathematics, including topics from arithmetic, algebra, trigonometry, probability, statistics, and modern mathematics, with emphasis on the fundamental concepts and applications of mathematics rather than its formal techniques. It is designed to provide a suitable terminal course for students of the humanities.
- 105 **College Algebra** 3 s.h.
This course starts with a review of elementary algebra, and includes such topics as functions, graphs, ratio, proportion, variation, progressions, determinants, permutation, combinations, probability, complex numbers, mathematical induction, inequalities, and the general theory of equations. Prerequisite: One and one-half units of high school algebra and one unit of plane geometry.
- 106 **Plane Trigonometry** 3 s.h.
The study of the trigonometric functions, derivations of formulas, identities, radian measure, logarithms, inverse functions, and the solution of right and oblique triangles with practical applications.
- 251, 252 **Calculus with Analytic Geometry I & II** 6 s.h.
The derivation and integration of functions of one variable, including algebraic functions, transcendental functions, hyperbolic functions, polar coordinates, and parametric equations, with practical applications. Topics from analytic geometry are studied as they arise in the calculus. Prerequisite: Mathematics 106.
- 351 **Calculus with Analytic Geometry III** 3 s.h.
The study of the vectors and functions of several variables, including partial differentiation, multiple integrals, solid analytic geometry, infinite series, and expansion of functions. Prerequisite: Mathematics 252.
- 361 **Probability and Statistics** 3 s.h.
This course includes permutations and combina-

tions, binomial and normal distributions, analysis of data, sampling theory, testing hypotheses, random variables, and probability functions.

- 362 **Differential Equations** 3 s.h.
An introduction to differential equations of first and second order with applications to geometry and physics. Prerequisite: Mathematics 351 or equivalent.
- 405 **Modern Concepts of Arithmetic and Algebra** 3 s.h.
The purpose of this course is the development of the basic ideas of elementary mathematics, including the nature of number systems, the logical structure of arithmetic, informal geometry, computation, measurement, problem-solving, and functional relations. This course is designed primarily for teachers of arithmetic and junior high school mathematics. (Not credited toward a major in mathematics.)
- 411 **Theory of Equations** 3 s.h.
The study of algebraic equations from an advanced viewpoint including complex numbers, number and nature of roots, determinants, and matrices. This course is designed primarily for prospective teachers of secondary school mathematics. Prerequisite: Mathematics 252 or equivalent.
- 412 **Modern College Geometry** 3 s.h.
The study of advanced Euclidean geometry and an introduction to Non-Euclidean geometry. This course is designed primarily for prospective teachers of secondary school mathematics. Prerequisite: Mathematics 252 or equivalent.
- 421, 422 **Modern Algebra**
An introduction to modern algebraic concepts including the theory of numbers, matrix theory, set theory, theory of groups, rings, fields, integral domains, and linear algebra. Prerequisite: Math 252 or equivalent.
- 91 **Plane Geometry** no credit
For students who did not take this subject in high school.
- 92 **Algebra** no credit
For students who are deficient in high school algebra.

PHYSICS

- 101 **General Physics I** 4 s.h.
The physical aspects of mechanics, heat and sound are treated from a mathematical point of view in lecture, discussion, and laboratory with emphasis placed on systems of measurement and the development of skill in their application. Three hours of lecture and discussion and three hours of laboratory.
- 102 **General Physics II** 4 s.h.
Electricity, optics and modern physics are treated mathematically and physically in lecture, discussion and laboratory with emphasis placed on systems of more exact measurement and the development of skill in their application. Three hours of lecture and discussion and three hours of laboratory.
- 251 **Principles of Physical Science** 3 s.h.
Two lecture-discussion periods and one laboratory period per week. A thorough study of the fundamental laws and principles of physical science will be made. The use and constructions of simple apparatus from common inexpensive materials will be stressed.
- 255 **Electricity and Magnetism** 4 s.h.
Electricity and Magnetism are treated more fully from a mathematical point of view in lecture and discussion than in Physics 102. Laboratory work is more advanced and is approached with more precision. Three hours of lecture and three hours of laboratory.
- 264 **Mechanics of Solids and Fluids** 4 s.h.



AREA V: SOCIAL SCIENCE

HISTORY

Requirements for a major in History: a minimum of 30 semester hours in the department; fifteen or more hours of supporting courses in closely related departments, as approved by the Adviser and Dean.

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| 101 | Western Civilization I
The history of civilization in the western world beginning with prehistoric man and emphasizing the major events of ancient Mesopotamia, Egypt, Greece, Rome and early Medieval Europe. Particular stress is placed on cultural developments, political growth and economic factors. | 3 s.h. |
| 102 | Western Civilization II
A continuation of the study of western civilization beginning with the later Middle Ages and emphasizing the major events of the later Middle Ages, the Renaissance, the Enlightenment and the Industrial Revolution of the 19th and 20th centuries. | 3 s.h. |
| 201 | United States History I
Transit of civilization from Europe to America, beginning with Colonial settlements and emphasizing the historical developments in the United States of political, social and economic importance to 1890. | 3 s.h. |
| 202 | United States History II
A continuation of the study of the history of the United States since 1890 with emphasis on the emergence of this nation as a political, economic and social force in the modern world. | 3 s.h. |
| 311 | Ancient History
A history of the ancient Near Eastern civilization, the Hellenic, Hellenistic and Roman worlds. | 3 s.h. |
| 312 | Medieval History
A study of the medieval world from 300-1300, from the time of Diocletian to that of Dante. | 3 s.h. |
| 340 | Latin American History
Study of rise and progress of these independent nations since 1825 with special consideration to inter-American relations. | 3 s.h. |

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| 351 | English History I
A survey of English history from the earliest times to the end of the Tudor Period in 1603. | 3 s.h. |
| 352 | English History II
A continuation of the survey of English history from the Stuart Period to the present day. | 3 s.h. |
| 401 | History of Asia
A study of the history of China, Japan, Korea, India, and the lands of Southeast Asia, including Indonesia and the Philippines. Emphasis upon factors in the development and recent modifications of political, social, economic and intellectual traditions of those areas. | 3 s.h. |
| 411 | Soviet Russia and International Communism
An examination of the history of Russia during Tzarist regime, the 1917 revolution, and recent international developments emanating from the Marxist axis in Moscow. | 3 s.h. |
| 450 | Modern European History
A brief survey of the background to World War I, with concentration on pre- and post-World War II Europe. Map exercises and outside readings required. Prerequisites: History 101 and 102. | 3 s.h. |

ECONOMICS AND BUSINESS ADMINISTRATION

Requirements for a major: a minimum of 30 semester hours in the department; fifteen or more hours of supporting courses approved by the Adviser and the Dean. Course 151-152 is prerequisite for all other courses in the department.

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| 151-152 | Principles of Economics
Analysis of the principles underlying the operation of an economic system and their application to important questions of public policy. | 6 s.h. |
| 251 | Principles of Accounting I
A beginning course in the procedures of double entry accounting and the theory of underlying these proceedings. Accounting techniques applicable to simple business enterprises are studied, including adjusting and closing entries and the preparation of income statements and balance sheets. This course provides a foundation for all aspects of accounting including managerial applications. | 3 s.h. |

- 252 **Principles of Accounting II** 3 s.h.
Continued from Economics 251, this course deals with accounting theories and procedures applied to larger and more complex forms of business organizations, such as partnerships and manufacturing corporations. Prerequisite: 251.
- 301 **Business Organization and Administration** 3 s.h.
An introduction to the areas, principles and practices of modern American Business.
- 311 **Money and Banking** 3 s.h.
The money and banking institutions of the United States, past and present and prospective, including the Federal Reserve System, theories of the value of money, domestic and international monetary principles and policies.
- 312 **Public Finance** 3 s.h.
An introduction to governmental functions and expenditures, with emphasis on public administration, budgeting, borrowing and debt, on the local, state and national levels.
- 351 **Marketing** 3 s.h.
Study marketing channels and institutions including retail, wholesale and industrial marketing. An examination of merchandising techniques and the application of policy to various phases of marketing are also included.
- 352 **Business Law** 3 s.h.
Source of law; the courts, court procedures and legal terms, contracts and agency; personal property; negotiable instruments; security transactions; partnerships, corporations, business trusts, business torts and crimes.
- 411 **Corporation Finance** 3 s.h.
A study of the means by which capital formation aids specialization and division of labor to raise living standards. Channels for securing capital for corporate promotion, expansion and reorganization; financial plans; financial management analysis; bond contracts; dividend policies; valuation of the corporate enterprises.

- 412 **Industrial Relations and Personnel Management** 3 s.h.
A course intended to survey the fields of labor relations and personnel management and examine the most important techniques and procedures in current use. Attention is directed toward an analysis of the worker in organized and unorganized labor markets. The role of government in labor disputes is also evaluated.
- 420 **Comparative Economic Systems** 3 s.h.
Analysis of the major types of present day economic systems: liberal capitalism vs. authoritarian socialism (Soviet Communism); liberal capitalism vs. authoritarian capitalism (Fascism). Development of theories of planning collectivist economies; theories of economic stability of liberal capitalism.
- POLITICAL SCIENCE**
- 151 **American Government** 3 s.h.
The origin, structure, and operation of the U. S. government, with emphasis on the roles of the executive, legislative, and judicial branches in the Federal system of government. Applicable U. S. Supreme Court cases are analyzed. Some attention is given to the roles of state and local government.
- 152 **European Government** 3 s.h.
A study of current governmental institutions in the major European powers. Focus will be made on institutional organization, political parties, bureaucracy, and current policy problems.
- 253 **Introduction to Political Theory and Comparative Government** 3 s.h.
- 254 **American Constitutional Law** 3 s.h.
- 351 **American Diplomacy and International Relations** 3 s.h.
A study of American foreign policy from 1776 with emphasis on the development of governmental agencies which conduct foreign affairs. Special attention is given to the role of public opinion in the formation of foreign policy.
- 401 **The British Commonwealth of Nations** 3 s.h.
A study of the transition from Empire to Commonwealth, with emphasis on the development of representative and responsible governments in Canada, South Africa, and Australia.

SOCIOLOGY

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| 151 | Principles of Sociology
An introductory course in sociology designed to impart to the student a knowledge of himself and the social world. Inter-relations of personality, society, and culture are examined. The student is familiarized with major social processes and institutional functions. | 3 s.h. |
| 253 | Social Pathology | 3 s.h. |
| 254 | Rural Sociology | 3 s.h. |
| 356 | Cultural Anthropology | 3 s.h. |
| 361 | Social Work and Public Welfare | 3 s.h. |
| 372 | Marriage and the Family | 3 s.h. |

GEOGRAPHY

(Required of Elementary School Teachers)

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| 251 | Principles of Geography
Two lecture-discussion periods and one laboratory period per week. A thorough study of the fundamental laws and principles of physical science will be made. The use and construction of simple apparatus from common inexpensive materials will be stressed. | 3 s.h. |
| 252 | Regional Geography
For convenience in study, the earth is divided into regions which have some measure of unity. The topography, climate, and natural resources of each region are considered, chiefly as they relate to man's activities. | 3 s.h. |

AREA VI: THE FINE ARTS

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| 151-152 | Introduction to the Fine Arts
A study in appreciation which involves analysis of form, content, and media of the major arts. The course stresses interrelationships between music, painting, architecture and literature through the recognition of common art components.
Not open to students who have received credit for Music 151 or Art 151. | 4 s.h. |
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MUSIC

The Music Department is constituted to serve the college in 3 ways: (1) to provide courses and activities in music which will add value and enjoyment to the general college program; (2) to provide sequences of courses in music which, if successfully completed, will enable students to earn a major in this field; and (3) to provide the musical parts of curriculums which will prepare students for careers in teaching music privately and in the public schools.

A minimum of 40 hours in music is required for a major in the field. The following courses in the music department are required for all music majors: Music 161, 162, 261, 262, 351, 352, and 401. Students preparing to teach in the public schools must complete the following 8 additional hours in music: Music 361, 411, 412, and 2 semester hours music elective. Students majoring in music are required to continue individual work in applied music; they must complete 8 to 16 hours in this field, depending on their area of specialization.¹ Music majors are also required to participate in ensemble throughout their course of study.

Music majors whose main applied field is one other than piano must demonstrate enough keyboard facility to enable them to meet the practical requirements of the activities for which they are preparing. This would mean, at the minimum, the ability to play at sight simple accompaniments. For students with no previous piano study this requirement would probably involve 3 or 4 semesters of piano. The ability in this area of each student will be reviewed at the end of the sophomore year.

Music majors are required to attend all student recitals as well as all evening musical events sponsored by the college unless excused by the department chairman.

¹An exception may be made to this requirement while a student is engaged in practice teaching.



Students who are not music majors may also enroll in music courses for which they are qualified, including private instruction in applied music. Credit will be granted in private instruction only for work on the collegiate level. Credit or non-credit status will be determined by preliminary audition.

SPECIAL PREPARATION FOR TEACHING MUSIC IN THE PUBLIC SCHOOLS

A student preparing to teach music in the public schools must study in a major and a minor performance area. The major performance area may be chosen from the following: voice, piano, organ, violin, or viola. Advancement reached in the major area must at least equal to the work called for in the 300-level course of private study as described on pages 73-75 of this catalog. The student must be able to play or sing solos expressively as well as carry his part creditably in a small ensemble. Students with sufficient skill and previous study are urged to go beyond these minimum requirements and to present a recital or part of a recital in the senior year.

Study in the minor performance areas must include at least elementary study involving a string instrument, a woodwind instrument, a brass instrument, and private voice instruction unless the student already has the ability to play instruments of these types or has had extensive vocal training, in which case these requirements may be passed by advanced standing examinations.

If the student has little or no keyboard experience he must study piano until he can demonstrate enough proficiency to enable him to carry out normal duties which might arise in teaching music in public schools. This would entail the ability to read simple accompaniments, play for group singing, improvise, and make simple transpositions. Each student must pass an examination in functional piano (unless his major area is piano), this to be completed as soon as he and his advisor determine that he has reached the desired level of proficiency. All students are urged to go beyond minimum requirements in keyboard skills.

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| 151 | Music Appreciation
Development of listening ability through analysis of the elements, forms, and styles of music. The work is carried on through lectures, reports, and listening. The course is introductory and does not presuppose experience in music. Not open to students who have received credit for Fine Arts 152. | 3 s.h. |
| 152 | Music Fundamentals for Classroom Teachers
A course for students with no musical background who are preparing to be elementary school teach- | 3 s.h. |

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| | ers. Practice in sight-singing and ear training; scales; principles of notation; keyboard practice. The class meets 4 hours a week. | 3, 3 s.h. |
| 161, 162 | Basic Musicianship I
An introductory course in theory intended to provide a working knowledge of musical terminology, scales, intervals, rhythms, and elementary harmony. The study includes practice in sightsinging, dictation, melody writing, keyboard application, and the writing of simple contrapuntal exercises. The class meets 5 hours a week. | 3, 3 s.h. |
| 261, 262 | Basic Musicianship II
A continuation of the study of music theory. Further work in diatonic and chromatic harmony as well as simple contrapuntal writing. Drill in harmonic dictation and keyboard harmony. | 3, 3 s.h. |
| 351, 352 | History of Music
A survey of musical styles from early Christian times to the present. The study includes reports, readings, demonstrations, and listening. | 3, 3 s.h. |
| 361 | Conducting
Study and practice of the techniques of conducting and score reading in both vocal and instrumental fields. | 2 s.h. |
| 362 | Orchestration
Study of the characteristics and capabilities of individual orchestral and band instruments. Practice in scoring for various types of instrumental ensembles from chamber groups to full orchestra. | 2 s.h. |
| 401 | Form and Analysis
Development of skills in formal analysis through the study of representative works from the various style periods. Practice in writing in some of the simpler formal patterns. | 2 s.h. |
| 402 | Sixteenth-Century Counterpoint
A study of the style of vocal polyphony of the 16th century; analysis of 16th century compositions; practice in writing contrapuntal exercises as well as short compositions. Prerequisite: Music 162. | 2 s.h. |
| 403 | Twentieth-Century Music
A study of the styles and techniques of 20th century music. Survey of the development of style and | 2 s.h. |

idiom from Debussy through the later contemporaries. Prerequisite: 352.

411, 412 **Music Materials and Methods in Public Schools** 2, 2 s.h.

A study of the materials, methods, and procedures of teaching music to elementary school children; the adolescent voice; Junior High School music; the general music class; organization of choral and instrumental groups on the secondary level.

450 **Special Problems in Music Literature** 2 or 3 s.h.

Individual study and research on problems in the field of music literature and history.

Applied Music

173-174 **Chorus** 1 s.h. each

273-274 Study through rehearsal and performance of selected works from the choral literature taken from 373-374 the various style periods. Prerequisite: permission. Three rehearsals weekly. (Limited to a total of 4 semester hours credit for non-music majors).

175, 176 **Instrumental Ensemble** ½ s.h. each

275, 276 Study through rehearsal and performance of selected works from the instrumental ensemble literature. Qualified students may participate in the Fayetteville Symphony Orchestra. Prerequisite: permission. Meets 2 hours weekly.

201, 202 **Stringed Instruments** 1, 1 s.h.

A study of the basic principles of playing and teaching stringed instruments, for students with no previous experience. Each student must learn to demonstrate characteristic tone quality and elementary technique on at least one stringed instrument. Class meets 2 hours a week.

203 **Woodwind Instruments** 1 s.h.

A study of the basic principles of playing and teaching woodwind instruments, for students with no previous experience. Each student must learn to demonstrate characteristic tone quality and elementary technique on at least one woodwind instrument. Class meets 2 hours a week.

204 **Brass Instruments** 1 s.h.

A study of the basic principles of playing and teaching brass instruments, for students with no

previous experience. Each student must learn to demonstrate characteristic tone quality and elementary technique on at least one brass instrument. Class meets 2 hours a week.

Individual Instruction

Emphasis is placed on acquiring a second musical and technical equipment as well as on the thorough study of representative works from the literature for the particular instrument or voice.

Frequent opportunity to perform is provided in recitals, including general student recitals and partial or full formal recitals.

One semester hour of credit is granted for successful completion of a course involving 1 lesson (½ hour) and at least 5 hours of practice each week. Two semester hours of credit are granted for 2 lessons each week and at least 10 hours of practice. A jury examination is required at the end of each semester.

105, 106 **Elementary Piano** 1 s.h. each

For beginning students. Only music majors may receive credit.

205, 206 **Elementary Piano** 1 s.h. each

Continuation of 105, 106. Only music majors may receive credit.

153, 154 **Piano** 1 or 2 s.h. each

Major and minor scales, MM 88, four notes to a beat; arpeggios, MM 66; Bach, "Two-part Inventions;" early sonatas of Haydn, Mozart, Beethoven; Romantic and Modern compositions of corresponding difficulty.

253, 254 **Piano** 1 or 2 s.h. each

Scales at MM 104 and arpeggios at MM 84; Bach, "Two-part Inventions;" and "Three-part Inventions;" sonatas by Haydn and Mozart; Romantic and Modern compositions.

353, 354 **Piano** 1 or 2 s.h. each

All scales and arpeggios at rapid tempi; Bach, French and English Suites; comparable compositions from Romantic and Modern periods; partial recital.

453, 454 **Piano** 1 or 2 s.h. each

Scales in thirds, sixths, and tenths; Bach, "Well-Tempered Clavier;" French and English Suites; concerto; full or partial recital.

- 155, 156 **Voice** 1 or 2 s.h. each
Study of the principles of free, natural tone production through proper breathing, good posture, and vocal exercises. Diction and pronunciation are studied in simple art songs in English and Italian.
- 255, 256 **Voice** 1 or 2 s.h. each
Continuation of 155, 156. Progressive technical studies. Art songs in English, Italian, and French or German. Simple arias.
- 355, 356 **Voice** 1 or 2 s.h. each
Studies for fluency and range. Art songs in English, Italian, and French or German. Study of recitative style. Recitatives and arias from operas and oratorios of Handel, Bach, Mozart, etc. Contemporary songs.
- 455, 456 **Voice** 1 or 2 s.h. each
Advanced studies. Development of style and expressiveness. Art songs and/or arias in English, Italian, French, and German. Partial or full recital.
Prerequisite for organ study: completion of the requirements for Piano 154.
- 263, 264 **Organ** 1 or 2 s.h.
Technique for pedal and manual; easy preludes and offertories; Bach, "Little Preludes and Fugues;" service playing.
- 363, 364 **Organ** 1 or 2 s.h.
Bach, "Little Preludes and Fugues;" "Orgelbuechlein;" Brahms, "Chorale Preludes;" Dupre, "Chorale Preludes;" other standard works by German, French, and American composers; partial recital.
- 463, 464 **Organ** 1 or 2 s.h.
Bach trio sonatas and selected works from the larger preludes and fugues; representative works from all schools; partial or full recital.
- 107, 108 **Elementary Violin** 1 s.h. each
For beginning students. Only music majors may receive credit.
- 207, 208 **Elementary Violin** 1 s.h. each
Continuation of 107, 108. Only music majors may receive credit.

- 157, 158 **Violin** 1 or 2 s.h.
Shifting and bowing exercises; scales and arpeggios; etudes of Mazas, Kayser, Kreutzer; sonatas of Corelli, Handel, Mozart; concertos of Vivaldi.
- 257, 258 **Violin** 1 or 2 s.h.
Double-stop studies; continued study of scales and arpeggios through 3 octaves; etudes of Kreutzer, Rode; concertos of Bach, Viotti; sonatas Tartini, Mozart; contemporary pieces.
- 357, 358 **Violin** 1 or 2 s.h.
Scales in double stops; etudes of Fiorillo, Dont; sonatas of Beethoven; concertos of Mozart; Bach unaccompanied movements; contemporary pieces; partial recital.
- 457, 458 **Violin** 1 or 2 s.h.
Advanced studies in bowing, scales, double stops; sonatas of Brahms, Franck, Hindemith; concertos of Mendelssohn, Beethoven; contemporary pieces; partial or full recital.
- 165, 166 **Viola** 1 or 2 s.h.
Scales and arpeggios; shifting and bowing exercises; etudes of Mazas, Schradieck; suites of Marais; Handel sonatas.
- 265, 266 **Viola** 1 or 2 s.h.
Three-octave scales and arpeggios; more advanced shifting and howing exercises; etudes of Kreutzer; concertos of Sitt.
- 365, 366 **Viola** 1 or 2 s.h.
Continuation of scale and arpeggio study; double stop studies; etudes of Kreutzer, Rode; Bach unaccompanied movements; Marcello sonatas; contemporary pieces; partial recital.
- 465, 466 **Viola** 1 or 2 s.h.
Scales in double stops; advanced bowing studies; etudes of Fiorillo, Campagnoli; Bach sonatas; concertos of Mozart; contemporary pieces; partial or full recital.

ART

- 151 **Art Appreciation** 3 s.h.
 Consideration and study of the many forms of man's visual expression. Lecture, studio experience, outside reading, and reports. Emphasis given to the importance of the growth of the individual's perception and his development of greater sensitivity and understanding of the function of the artist, the viewer, and the critic.
- 201, 202 **Basic Drawing and Painting** 2, 2 s.h.
 Studies using various media, affording opportunity to develop creative and individual sensitivity, understanding, and use of elements of line, form, and composition. The strengthening of qualities of good craftsmanship stressed. Studio course.
- 253 **Theory and Practice in Art Education** 3 s.h.
 Survey of current trends and theories in Art Education. Studio creative experience in methods of art instruction and practices using the materials suitable for the elementary school.
- 263 **Art History—Earliest Civilization to Close of Middle Ages** 3 s.h.
 A study of the major visual arts representative of the prehistoric cultures through the middle ages. Interaction of various factors influencing form of expression stressed. Course supported by the use of visual aids and broad supplementary selected readings.
- 264 **Art History—Renaissance to Twentieth Century** 3 s.h.
 A study of the painting, sculpture, architecture, and graphic arts of the Renaissance and continuing through successive periods to the modern. Social, economic, and religious forces and their influence on present art forms is presented. This course employs illustrated lectures and extensive supplementary reading.
- 301, 302 **Advanced Drawing and Painting** 2 s.h.
 Prerequisite 201, 202. Extended study for the strengthening of qualities of individual creativeness and perceptual sensitivity. Exploration of problems relative to principles of art using various media as indicated by student interest and need. Examination of the masters for unique solutions to problems for enrichment of understanding of technique. Studio course.

FUTURE DEVELOPMENT

The future development of Methodist College will continue to progress in three basic areas as follows:

1. Buildings, Grounds, and Equipment
2. Endowment
3. Student Aid

In the first area, the Development Committee of the Board of Trustees has adopted the following priorities for construction of buildings beyond those which are now completed: (1) Chapel; (2) Administration Building; (3) Auditorium-Fine Arts Building; (4) Permanent Gymnasium. It is anticipated that a major portion, if not all of these, may be completed within the next five years.

The Endowment Fund, which has already begun, will continue to be developed. The earnings from the endowment will help make up the difference between the actual administrative and instructional cost to the college per student and the amount which the individual student actually pays. In the state-supported college this comes from legislative appropriation, but in the privately-supported college, this difference must come from the church, the community, endowment, and special gifts.

Student aid is another important area of the development program. In order to make it possible for some to attend college who would not otherwise have the privilege of a college education, and for the purpose of attracting students with high scholastic attainment and potential, the college is seeking to develop an extensive program of student aid. This will be accomplished through scholarships, work opportunities, and loan funds. A schedule of scholarships presently available is carried in another portion of this bulletin. The college has been approved and participates in the National Defense Education Act Loan Fund program. It also has other loan funds available.

These areas of development offer attractive opportunities for memorial gifts from individuals, families, businesses and corporations, civic organizations, churches, church groups, communities and foundations.

FAYETTEVILLE COLLEGE FOUNDATION

The Fayetteville College Foundation, often called the Methodist College Foundation, was established even before Methodist College, for the specific purpose of providing financial aid and other support to the college.

The foundation is made up of all citizens and corporations in the Fayetteville area who have given support to the college, through gifts of cash or land, or through any other means. The community and county have pledged \$2 million in an initial building campaign and \$50,000 a year in sustaining money to make the college a success.

On February 21, 1957, the foundation deeded the campus acreage to Methodist College, and has raised more than \$1 million for the building campaign up to the present time. Fund efforts are continuing, through the foundation, its board of directors and officers, and the two full-time employees of the foundation.

The foundation offices are located in the classroom building on the campus.

This group meets in regular monthly session to discuss ways to further the progress of Methodist College.

The officers and directors of the foundation for 1964 are:

OFFICERS

Richard L. Player, Jr., *President*
 Dr. C. F. Siewers, *1st Vice-President*
 Robert H. Short, *2nd Vice-President*
 Mrs. Elizabeth Ellis, *Secretary*
 J. Newton Robertson, Jr., *Treasurer*

DIRECTORS

Chaplain Richard R. Bell	Dr. Lawrence Paschal
Alston Broom	Clif E. Rankin
John D. Boyd	Thornton W. Rose
F. A. Dawson	Wilbur R. Smith
Mrs. S. L. Elfmon	D. K. Taylor
Bert Ishee	Mrs. Raymond Thomason
George Vossler	

BOARD OF TRUSTEES

OFFICERS

Terry Sanford, *Chairman*
 W. Robert Johnson, *Vice-Chairman*
 J. W. Hensdale, *Secretary*
 Wilson Yarborough, *Treasurer*

Term to Expire July 1, 1965

Mr. J. M. Wilson Fayetteville, N. C.	Dr. William Spence Elizabeth City, N. C.
Dr. Allen P. Brantley Burlington, N. C.	Rev. O. L. Hathaway Durham, N. C.
Mr. W. Ed Fleishman Fayetteville, N. C.	Mrs. Blanche Brian Raleigh, N. C.

Term to Expire July 1, 1966

Mr. Wilson Yarborough Fayetteville, N. C.	Mr. J. W. Hensdale Fayetteville, N. C.
Mr. L. D. Isenhour Sanford, N. C.	Mr. F. D. Byrd, Jr. Fayetteville, N. C.

Mr. W. Robert Johnson
 Goldsboro, N. C.

Term to Expire July 1, 1967

Rev. V. E. Queen Sanford, N. C.	Rev. J. W. Page Rocky Mount, N. C.
Mr. J. O. Tally, Jr. Fayetteville, N. C.	Mr. W. E. Horner Sanford, N. C.
Mrs. Walter R. Davis Midland, Texas	Mr. Lenox G. Cooper Wilmington, N. C.

Term to Expire July 1, 1968

The Hon. Terry Sanford Raleigh, N. C.	Rev. B. L. Davidson Fayetteville, N. C.
Rev. R. Grady Dawson New Bern, N. C.	Mr. M. C. Cottingham Durham, N. C.
Mr. J. M. Reeves Pinehurst, N. C.	Mr. Henry Dixon Mebane, N. C.

Executive CommitteeTerry Sanford, *Chairman*

W. R. Johnson	Lenox G. Cooper
J. W. Hensdale	J. O. Tally, Jr.
Wilson Yarborough	B. L. Davidson
Allen P. Brantley	

Finance CommitteeWilson Yarborough, *Chairman*

W. Ed Fleishman	J. M. Wilson
-----------------	--------------

Building and Grounds CommitteeAllen P. Brantley, *Chairman*

Henry B. Dixon	M. C. Cottingham
----------------	------------------

Academic Affairs CommitteeV. E. Queen, *Chairman*

B. L. Davidson	William Spence
J. O. Talley, Jr.	

Student Affairs CommitteeR. Grady Dawson, *Chairman*

Mrs. Blanche Brian	Jack W. Page
F. D. Byrd, Jr.	

Development CommitteeLenox G. Cooper, *Chairman*

O. L. Hathaway	L. D. Isenhour
W. Robert Johnson	J. M. Reeves
W. E. Horner	J. W. Hensdale
Mrs. W. R. Davis	

ADMINISTRATION

LUCIUS STACY WEAVER, A.B., M.A., Litt. D.	<i>President</i>
MILLARD P. BURT, A.B., M.A., Ph.D.	<i>Dean</i>
ORREN E. DOWD, A.B., M.A.	<i>Dean of Students</i>
GLORIA B. MERCHANT, B.M., M.M., M.A., Ph.D.	<i>Dean of Women</i>
FRANCIS HALSTEAD EASON, B.S., M.A.	<i>Comptroller</i>
WILLIAM L. EDDINS, B.S., M.A.	<i>Accountant</i>
CHARLES KENNETT McADAMS, B.S.	<i>Director of Public Relations</i>
WILLIAM P. LOWDERMILK, A.B., B.D.	<i>Assistant Director of Public Relations</i>
WILLIAM P. POPE, B.S.	<i>Director of Development</i>
SAMUEL REESE EDWARDS, A.B., M.A.	<i>Director of Admissions and Registrar</i>
GRETTA C. DUNCUM, A.B., M.Ed.	<i>Director of Testing and Guidance</i>
ROBERT L. MABSON, A.B., M.R.E., M. S.	<i>Librarian</i>
JOYCE B. AMMONS, A.B., M.A.T.	<i>Assistant Librarian</i>
SAMUEL J. WOMACK, JR., A.B., B.D., Ph.D.	<i>Chaplain</i>
DAVID E. DRAKE, M.D.	<i>Physician</i>
CHRISTIAN F. SIEWERS, M.D.	<i>Orthopedic Surgeon</i>
MARY E. SNYDER, R.N., B.S. in P.H.N.	<i>Nurse</i>
JOHN R. PARKER	<i>Director of Student Union</i>
MYRTICE M. JONES	<i>Dietitian</i>
JASPER E. THOMAS	<i>Superintendent of Buildings and Grounds</i>
BECKY S. WELBORN	<i>Women's Residence Hall Director</i>
OLLA O. PHILLIPS	<i>Student Union Hostess</i>
EARLEENE R. BASS	<i>Secretary</i>
JOAN A. CURRIE	<i>Secretary</i>
BARBARA DAVIS	<i>Secretary</i>
JANE O'BRIEN	<i>Secretary</i>
HAZEL C. HORTON	<i>Secretary</i>
ALMA B. RHODES	<i>Bookkeeper</i>
MOLLIE P. TAYLOR	<i>Assistant Bookkeeper</i>
THELMA S. THOMAS	<i>Secretary</i>
ALICE S. WOOD	<i>Secretary</i>

FACULTY

- ROBERT B. AMBROSE, Instructor in Mathematics
B.S., Jacksonville University; M.A.T., Duke University
- JOYCE B. AMMONS, Assistant Librarian
A.A., Louisburg College; A.B., Greensboro College; M.A.T., George Peabody College for Teachers
- ADDISON R. BARKER, JR., Assistant Professor of English
A.B., High Point College; M.A., University of North Carolina
- EDWARD B. BILLINGSLEY, Assistant Professor of History
B.S., U. S. Naval Academy; M.A., Northwestern University; Ph.D., University of North Carolina
- MILLARD P. BURT, Professor of Education
A.B., Atlantic Christian College; M.A., Ph.D., University of North Carolina
- GEORGE P. CHANDLER, Instructor in Philosophy
A.B., Elon College; B.D., Vanderbilt University; Ph.D., Emory University*
- GENE THOMAS CLAYTON, Instructor in Physical Education
A.B., Catawba College; M.Ed., University of North Carolina
- PHILIP J. CRUTCHFIELD, Assistant Professor of Biology
B.S., Guilford College; Ph.D., University of North Carolina*
- ORREN E. DOWD, Assistant Professor of Social Studies
A.B., M.A., Duke University
- GRETTA CARLSON DUNCUM, Instructor in Psychology
A.B., Randolph-Macon Woman's College; M.Ed., University of Pittsburgh
- WILLIAM L. EDDINS, Assistant Professor of Economics and Business Administration
B.S., Concord College; M.A., West Virginia University
- SAMUEL R. EDWARDS, Director of Admissions and Registrar
A.B., Mansfield State College; M.A., West Virginia University
- ESPERANZA ESCUDERO, Assistant Professor of Spanish
A.B., Normal School for Teachers, Matanzas, Cuba; Ed.D., University of Havana
- BARBARA B. GABEL, Associate Professor of English
A.B., Dickinson College; M.A., Peabody College; Ph.D., University of North Carolina
- ELIZABETH V. GARTHLY, Assistant Professor of Art
B.F.A., University of Pennsylvania; M.S., Temple University; Graduate study at Pennsylvania State University
- WILLIS COWAN GATES, Professor of Music
B.M., Peabody Conservatory; M.A., Ph.D., University of North Carolina

- JAMES RODGERS HEFFERN, Associate Professor of Biology
B.S., Missouri State College; D.D.S., University of Kansas City; Graduate study at University of Michigan
- JEAN B. ISHEE, Instructor in Piano and Organ
B.M., Greensboro College; Graduate study at Juilliard School of Music; M.A.T., University of North Carolina
- DONALD R. KLOE, Assistant Professor of Spanish and German
A.B., College of William and Mary; M.A., University of North Carolina
- PAULINE MOSER LONGEST, Assistant Professor of Biology
A.B., Woman's College of the University of North Carolina; M.A., University of North Carolina
- ROBERT L. MABSON, Librarian
A.B., Tulane University; M.R.E., Presbyterian School of Christian Education; M.S., Louisiana State College
- VEARL G. MCBRIDE, Professor of Education and Psychology
A.B., M.A., Arizona State University; Ph.D., University of Virginia
- FRANCIS J. MERCHANT, Professor of English
B.S., Brooklyn College; M.S., College of the City of New York; LL.B., Blackstone School of Law; Ph.D., New York University
- GLORIA B. MERCHANT, Associate Professor of History
B.M., M.M., Chicago Musical College; M.A., New Mexico Highlands University; Ph.D., University of Iowa
- CHARLES NELSON OTT, Professor of Chemistry
B.S., William Penn College; Ph.D., University of Iowa
- MARGARET HELEN POOL, Assistant Professor of Mathematics
B.S., Furman University; M.S., Louisiana State University; Graduate study at University of Georgia
- ALAN MILLER PORTER, Instructor in Voice
B.M., Mt. Union College; M.M., University of Illinois
- JOYCE ELAINE PORTER, Instructor in French
A.B., Mt. Union College; M.A., Duke University; Graduate study at University of Illinois
- KENNETH R. PROCTOR, Instructor in English
B.S., B.A., M.A., East Carolina College
- BRUCE ROBERT PULLIAM, Assistant Professor of Social Studies
A.B., Wake Forest College; M.A., Western Carolina College
- CHARLES GILBERT ROWE, Associate Professor of Foreign Languages
A.B., Vanderbilt University; M.A., University of Indiana; Ph.D., University of Illinois
- CHRISTOPHER M. RYAN, Professor of Economics and Business Administration
B.S., College of the City of New York; M.A., Ph.D., New York University

- ERNEST WILLIAM SCHWARZ**, Instructor in Physical Education
A.B., M.Ed., University of North Carolina
- GRADY KING SNYDER**, Assistant Professor of Mathematics
A.B., M.Ed., University of North Carolina; Graduate study at University of North Carolina
- MIRIAM LANDGRAF USREY**, Instructor in English and Speech
A.B., Indiana State College; M.A., DePauw University; Graduate study at University of Indiana
- WILLEM L. VANWYNGAARDEN**, Instructor in Physics
B.S., McMaster University; M.S., University of Manitoba
- ALLEN P. WADSWORTH, JR.**, Instructor in Sociology
A.B., Howard College; B.D., Southeastern Baptist Theological Seminary; M.Ed., University of North Carolina
- SARA A. WILKIN**, Instructor in Bible
B.A., Valdosta State College; B.D., Candler School of Theology; Ph.D., Emory University*
- ROBERT PARKER WILSON**, Assistant Professor of History
B.S., Wake Forest College; M.A., Peabody College; Graduate study at University of North Carolina
- SAMUEL J. WOMACK, JR.**, Assistant Professor of Bible
A.B., Florida Southern College; B.D., Duke University Divinity School; Ph.D., Duke University

*To be awarded in 1965



STUDENT ASSEMBLY

ROSTER OF STUDENTS

Freshmen, sophomores and juniors only. The senior class will be added in September 1963.

1963 - 1964

- | | |
|-------------------------------------|--------------------------------------|
| Abbott, Mrs. Bobbie
Fayetteville | Bacon, Charles
Newport News, Va. |
| Abell, Frances
Smithfield | Baggett, Ralph
Fayetteville |
| Abernethy, John
Hickory | Bagnell, Virginia
Crittenden, Va. |
| Ake, George
Fayetteville | Baranowski, John
Alexandria, Va. |
| Aldridge, Donna
Oakland, Calif. | Barber, Ronald
Elon College |
| Alexander, Margaret
Charlotte | Barnes, Larry
Fayetteville |
| Allen, Wanda
Fayetteville | Barnes, Luther
Wade |
| Altman, David
Olean, N. Y. | Barry, William E.
Fayetteville |
| Atkins, Katherine
Fayetteville | Bass, David
Fayetteville |
| Autry, Wayne
Florence, S. C. | Bass, Noval
Fayetteville |
| Autry, Sandra
Fayetteville | Baucom, Roy
Fayetteville |
| Avinger, John
Conway, S. C. | Beard, Doris
Fayetteville |

Beard, James
 Hope Mills
 Beattie, Guy
 Raleigh
 Bell, Glenn
 Durham
 Belvin, Eugene
 Elizabeth City
 Benton, Michael
 Warsaw
 Best, Nancy
 Franklinton
 Bethea, Alton
 Southern Pines
 Bethea, Nancy
 Fayetteville
 Bethune, Marvin
 Lillington
 Black, Lorraine
 Fayetteville
 Blackburn, Lois
 Spring Lake
 Blair, George
 Fayetteville
 Blanton, James
 Greensboro
 Blay, Darleen
 Fayetteville
 Bledsoe, Jim
 Fayetteville
 Bone, James
 Seagrove
 Bonkemeyer, Lemuel
 Dunn
 Bordeaux, Larry
 Fayetteville
 Boshier, Ernest S.
 Fayetteville
 Bostic, Michael
 Columbia, S. C.
 Bowles, Betsy
 Fayetteville
 Bowman, Peter
 Fayetteville
 Brill, Paul
 Southern Pines
 Bris-Bois, Charles
 Fayetteville
 Brisson, Carolyn
 St. Pauls
 Britt, Herman
 Fayetteville
 Brown, Mary
 Fayetteville
 Brownlee, Michael
 Broadway
 Brunel, Robert
 Greenwich, Conn.
 Buie, Alice
 Fayetteville
 Bullard, Andy
 Fayetteville
 Bullock, Joyce
 Stedman
 Bunce, Betty
 Stedman
 Bundy, Jacquelyn
 Monroe
 Burgin, Mary
 Old Fort
 Burke, Gene
 Vienna, Va.
 Butler, Ann
 Marion, S. C.
 Butler, Edwin
 Clinton
 Buttorff, Lynn
 Fayetteville
 Byrd, Brenda
 Fayetteville
 Cain, Samuel
 Fayetteville
 Cade, Lois
 Fayetteville
 Callahan, Carol
 Vass
 Campbell, Ava
 Fayetteville
 Canaday, Cathryn
 Raeford
 Canady, Patricia
 Hope Mills

Capps, Clyde
 Rockingham
 Carroll, Taylor
 Jacksonville
 Carter, Charles
 Fayetteville
 Carter, Helen
 Fayetteville
 Cash, Claude
 Fayetteville
 Cash, William
 Fayetteville
 Cashwell, Trent
 Cate, Louis
 Alexandria, Va.
 Caughey, Nancy
 Fort Bragg
 Cavano, Arthur
 Fayetteville
 Chance, David
 Parkton
 Ciccoli, Linda
 West Springfield, Va.
 Clardy, Steven
 Fayetteville
 Clark, Betty
 Sanford
 Clark, Carolyn
 Fort Bragg
 Clark, Charles
 Fairfax, Va.
 Clarke, Walter
 Springfield, Va.
 Clayton, John
 Fayetteville
 Coats, Eugene
 Fayetteville
 Coblenz, Daniel
 Fayetteville
 Cocke, Janet
 New York, N. Y.
 Collier, George
 Fayetteville
 Collier, Gwen
 Wade
 Collins, Whit
 Fayetteville
 Conert, David
 Elizabethtown
 Cook, Donald
 Fayetteville
 Council, George
 White Oak
 Council, Louise
 White Oak
 Cozart, Edward
 Rowland
 Crawford, Dale
 Graham
 Creati, Joseph
 Plymouth, Mass.
 Cronrath, Cletus
 Fayetteville
 Crummie, Janice
 Fayetteville
 Culbreth, Carolyn
 Fayetteville
 D'Alessandro, Carl
 Fort Bragg
 D'Alessandro, Richard
 Fort Bragg
 Daniels, Terry
 Elizabeth City
 Darden, Bruce
 Fayetteville
 Darden, Ernest
 Fayetteville
 Dark, Mary G.
 Raeford
 Darnell, David
 Fayetteville
 Daughtry, Jerry
 Clinton
 Davies, James
 Fort Bragg
 Davis, Stephen
 Goldsboro
 Davis, William
 Martinsburg, Pa.
 Davison, Lawrence
 Fayetteville
 Day, Linda
 Oxford

Dean, Jack
Morganton

Dempsey, George
Fayetteville

DeMund, Richard
Fort Bragg

Dillon, Clifford
Fayetteville

Dixon, Gordon
Matthews, Va.

Doddrill, James
Fayetteville

Downing, John
Fayetteville

Draughon, Ann
Fayetteville

Drinkwater, Vernon
Virginia Beach, Va.

Dudley, Claudia
Fayetteville

Duggins, Murray
Fayetteville

Duncan, Mary Ann
Greensboro

Dunn, John
Fayetteville

Edelman, William
Fayetteville

Edwards, Judith
Clinton

Edwards, Reese
Fayetteville

Elder, Thomas
Fayetteville

Evans, Mildred
Fayetteville

Evans, Richard
Aberdeen, Md.

Faircloth, Carolyn
Fayetteville

Faretra, Douglas
Fayetteville

Fincher, Mary
Clearwater, Fla.

Fischer, Barbara
Morristown, N. J.

Fish, James
Fayetteville

Fisher, Nancy
Fayetteville

Fisher, Rhoda
Eagle Springs

Fitzgerald, Evelyn
Charlotte

Fogler, JoAnn
Fayetteville

Foster, Frank
Monongahela, Pa.

Gardner, Margaret
Fayetteville

Garvin, Lee
Fayetteville

Gaskins, Tana
Huntsville, Ala.

Gaston, Greta
Fayetteville

Giannini, Robert
Yorktown, Va.

Gibson, Sandra
Fayetteville

Gilmore, Dorothy
Fayetteville

Glanckopf, Ludwig
Greensboro

Glavé, Richard
Ashland, Va.

Glavé, Thomas
Ashland, Va.

Godwin, Dixie
Linden

Goff, Edward
Fayetteville

Goforth, George
Fayetteville

Gore, Dan
Fayetteville

Gore, Gayle
Tabor City

Gorski, Paul
Fayetteville

Grady, Edmund
Fayetteville

Graham, Bobbie J.
Warsaw

Graham, Gary
Fayetteville

Graham, Martha
Fayetteville

Graves, Mrs. Jerri
Clinton

Gray, Robert
Arlington, Va.

Green, Lawrence
Charlotte

Greene, Ronald
Fayetteville

Greeney, Ronald
Fayetteville

Griffin, Neill
Fayetteville

Griffin, Robert
Fayetteville

Guthrie, Wesley
Fayetteville

Guy, Betty N.
Fayetteville

Hales, Patsy
Roseboro

Hall, Ella Rose
Fayetteville

Hall, Jonathan
Clarkton

Hall, Mary Alice
Fayetteville

Hall, Willisteen
Fayetteville

Halliburton, Betty
Parkton

Hamby, Dawn
Fayetteville

Hamilton, John
Durham

Hamilton, Marvin
Fayetteville

Hamilton, Robert
Durham

Handy, John
Raleigh

Hardee, Patricia
Fayetteville

Harmon, Barbara
Alexandria, Va.

Harmon, Carson
Durham

Harris, Larry
Fayetteville

Harris, Robert
Fayetteville

Harrison, Gail
Fayetteville

Harriss, Frances
Wilmington

Hatem, William
Fayetteville

Hayes, Allen
Burlington

Hayes, Hilda
Fayetteville

Haywood, Arlaine
Troy

Hefner, Barbara
Charlotte

Helms, Joseph
Fayetteville

Helms, William
Elizabethtown

Herring, Alan
Roseboro

Herring, Alice
Fayetteville

Herring, David
Evansville, Ind.

Hewlett, William
Woodmere, N. Y.

Hill, Patricia
Fayetteville

Hobbs, Joan
Durham

Hobgood, Gordon
Falls Church, Va.

Hobgood, Roger
Fayetteville

Hoggard, Ralph
Fayetteville

Holcomb, Nancy
Fayetteville
Holland, Connor
Fayetteville
Hollowell, Lois
Wake Forest
Holmes, Barbara
Fayetteville
Holtz, Stephen
Presidio of Monterey, Calif.
Honeycutt, Jackie
Dunn
Horne, Joseph A.
Roseboro
Horne, Thomas
Lumberton
Houseman, Terry
Lyndonville, N. Y.
Houston, Barbara
Fayetteville
Huckabee, Jerry
Fayetteville
Humphreys, Jannette
Fayetteville
Hunter, Jack
Fayetteville
Hutchinson, Jean
Fayetteville
Hyatt, Glenn
Falls Church, Va.
Infinger, Thomas
Rockingham
Ingle, Norman
Burlington
Isley, Betty
Snow Camp
Jacaruso, Joseph
Pope AFB
Jackson, Fairlyn
Hope Mills
Jackson, Ray
Mountain Lakes, N. Y.
James, Connie
Fort Bragg
Jarvis, Elbert
Burlington
Jessup, Julian
Wallace
Jobe, Sarah
Winston-Salem
Johnson, Garland
Troy
Johnson, James
Dunn
Johnson, Marlene
Fayetteville
Johnson, Patricia
Fayetteville
Johnson, Sidney
Fayetteville
Jones, Barbara
Fayetteville
Jones, Glenn
Pink Hill
Jones, William
Fayetteville
Kaiser, Rudolph
Fayetteville
Kalevas, Katherine
Fayetteville
Kasmer, Bruce
Berkeley Heights, N. J.
Keen, Jerry
Goldsboro
Keith, Willis
Fayetteville
Kelly, Billie Rose
Sanford
Kemp, Rita
Fayetteville
Kern, Virginia
Fayetteville
Kimball, Rebecca
Lemon Springs
Kisner, Sharon
Fayetteville
Lake, Claudine
Charlotte
Lancaster, DeWitt
Hope Mills
Lancaster, Martha
Fayetteville

Lancaster, Mary
Fayetteville
Landsberger, Robert
Greensboro
Langston, James
Portsmouth, Va.
Lapke, Robert
Fayetteville
Lean, Nicholas
Fayetteville
Lecrone, Esther
Fayetteville
Lee, Ann
Fayetteville
Lee, Helen
Fayetteville
Lee, Judy
Fayetteville
Lee, Leroy
Fayetteville
Lee, Nancy
Godwin
Lessem, Charlotte
Fayetteville
Levine, Phil
Charlotte
Lewis, Linda
Smithfield
Link, James
Fayetteville
Lipscomb, Elizabeth
Sanford
Lipscomb, John
Sanford
Little, Deanne
Denver
Littlejohn, Nita
Fayetteville
Long, Norvell
Fayetteville
Lowder, John
Fayetteville
Ludwig, James
Fayetteville
McBryde, Martha
Sanford
McBryde, Mary
Fayetteville
McCollister, Marilyn
Clearwater, Fla.
McCrea, Martha
Fayetteville
McDaniel, Michael
McLean, Va.
McDonald, Sue
Fayetteville
McDonald, Susanne
Fayetteville
McGregor, Linda
Fayetteville
McKinney, Jane
Fayetteville
McKinney, W. H.
Sanford
McKnight, Ann
Fayetteville
McLamb, Amos
Garland
McLamb, Stephen
Rockingham
McLaurin, David
Fayetteville
McLean, Loche
Fayetteville
McLeod, Elizabeth
Seabrook, S. C.
Magee, Mary
Fayetteville
Mallard, John
Pollockville
Maness, Barbara
Siler City
*Maness, Betty
Fayetteville
Maness, Walter
Fayetteville
Marcus, Jerrold
Philadelphia, Pa.
Marley, Lula
Fayetteville
Marr, Wade
Fayetteville

Marshall, Dale
 Colfax
 Martier, William
 Fairless Hills, Pa.
 Martin, Larry
 Raeford
 Martin, Mary
 Ft. Lauderdale, Fla.
 Mason, Judith
 Burlington
 Mason, Romulus
 Fayetteville
 Matthews, Thomas H.
 Wade
 Mazur, Elizabeth
 Fayetteville
 Mazza, Charles
 Pope AFB
 Meacham, Cheryl
 Candor
 Means, Dale
 Fayetteville
 Meares, Randall
 Fayetteville
 Meeks, Dale
 Fayetteville
 Meissner, Lawrence
 Fayetteville
 Melvin, Jerry
 Roseboro
 Melvin, Patricia
 Fayetteville
 Midgette, Elmer
 Manteo
 Miller, Gary
 Fayetteville
 Mills, Mary E.
 Richlands
 Minshe, Brad
 Warsaw
 Mitchell, Betty
 Richmond, Va.
 Mitchell, Grace
 Kittrell
 Moody, Dwight
 Cumberland

Moore, Patricia
 Fayetteville
 Moore, Sandra
 Fort Bragg
 Moran, Page
 Richmond, Va.
 Morgan, Marian
 Liverpool, N. Y.
 Munn, Rebecca
 Franklinton
 Myers, David
 Charlotte
 Myers, Susan
 Charlotte
 Nau, Daniel
 Fairless Hills, Pa.
 Nance, Julia
 Cerro Gordo
 Nance, Thurman
 Sanford
 Nardone, Robert
 Durham
 Norris, Kermit
 Fayetteville
 Norris, Jerry
 Spring Lake
 Null, Robert
 Fayetteville
 Oliver, Ronald
 Kinston
 Ormond, Abbie
 Farmville
 Ormond, John
 Parkton
 Osborne, Allen
 Fayetteville
 Overby, Edra
 Fayetteville
 Owen, Charles
 Fayetteville
 Packer, Mary
 Fayetteville
 Pagliuso, Donna
 Fort Bragg
 Palfrey, Robert
 Portsmouth, N. H.

Parker, George
 Sanford
 Parker, John R.
 Fayetteville
 Parker, John W.
 Tampa, Fla.
 Parks, Beverly
 New Castle, Del.
 Parks, Constance
 Fayetteville
 Parks, Francis
 Fayetteville
 Parsons, Donald
 Fayetteville
 Pate, Richard
 Roseboro
 Patrick, Herbert
 Fort Bragg
 Pavlovsky, Dwight
 Fayetteville
 Pearce, George
 Manteo
 Peele, Jo Anne
 Greensboro
 Peele, Robert
 Fayetteville
 Peppe, Cynthia
 Fayetteville
 Perry, Ethel
 Fayetteville
 Persons, Babette
 Goldsboro
 Peters, Janice
 Fayetteville
 Petrousa, Peter
 Fayetteville
 Phillips, Dianne
 Star
 Pinkston, George
 Fayetteville
 Pleasant, Susan
 Fayetteville
 Plowden, Judson
 Summerton
 Pollard, Emory
 Fredericksburg, Va.

Pope, Paul
 Spring Lake
 Pope, Marsden
 Fayetteville
 Potts, George
 Philadelphia, Pa.
 Powell, Orrin
 Rock Hill, S. C.
 Priddy, Charlotte
 Danbury
 Pullen, Joyce
 Charlotte
 Quantz, Pat
 Rock Hill, S. C.
 Ramsey, Robert
 Rose Hill
 Rapelye, Peter
 Wallingford, Vt.
 Rapelye, Seldon
 Wallingford, Vt.
 Ray, Mary B.
 Fayetteville
 Reaves, Robert
 Fayetteville
 Reaves, Thomas
 Fayetteville
 Reece, Susan
 Windsor
 Register, James
 Clinton
 Reid, Jimmy
 Fayetteville
 Rhodes, Robert
 Fayetteville
 Rich, Larry
 Garland
 Ritter, Fred
 Fayetteville
 Rock, John
 Fayetteville
 Rose, Purcell
 Fayetteville
 Rouse, Suzanne
 Fayetteville
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Rynex, Eddy
McLean, Va.

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Pope AFB

Satterwhite, Richard
Aberdeen

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Scott, Gaither
Fayetteville

Scott, Glenda
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Seagroves, Eugene
Raleigh

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Raeford

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Smith, Stephen
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Snipes, Jill
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Soutar, Gale
Smyrna

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Conway, S. C.

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Stauffer, Helen
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Stewartsville, N. J.

Stein, Jerry
Fayetteville

Stern, Philip
Pope AFB

Stevens, Sue
Parkton

Stewart, Charles
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Stewart, Curtis
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Stewart, Francis
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Stout, George
Wallace

Stroud, Shearin
Kinston

Stuart, Martha
Charlotte

Sutton, Carole
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Malba, N. Y.

Svendsen, Susan
Fabius, N. Y.

Swiers, Clark
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Sykes, Alvis
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Temple, Janice
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Tew, Larry
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Thomas, Steven
Lillington

Thompson, Rosalyn
Hamlet

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Washington, D. C.

Throckmorton, Edward
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Tillett, Don
Spring Lake

Tilley, Yvonne
Autryville

Turner, Walter
Kure Beach

Tysor, Martha
Edenton

Usrey, Margaret
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Van Dongen, Ingrid
Long Island, N. Y.

Vann, Richard
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Waldbart, Roderick
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Whitmire, Thomas
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Williams, Roger
Fayetteville

Williams, Holly
Fayetteville

Williams, Robert
Fayetteville

Williams, Yates
Wilmington

Williamson, Wayne
Pope AFB

Williford, Charles
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Wilson, Glenna K.
Fort Bragg

Wilson, Guy
Norfolk, Va.

Wolfe, William
Fayetteville

Wood, Jerry
Fayetteville

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Hope Mills

Wright, Jerry
Elizabeth City

Yarborough, Celia
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Yearby, James S.
Dunn

Yount, Sally
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Yow, Thomas
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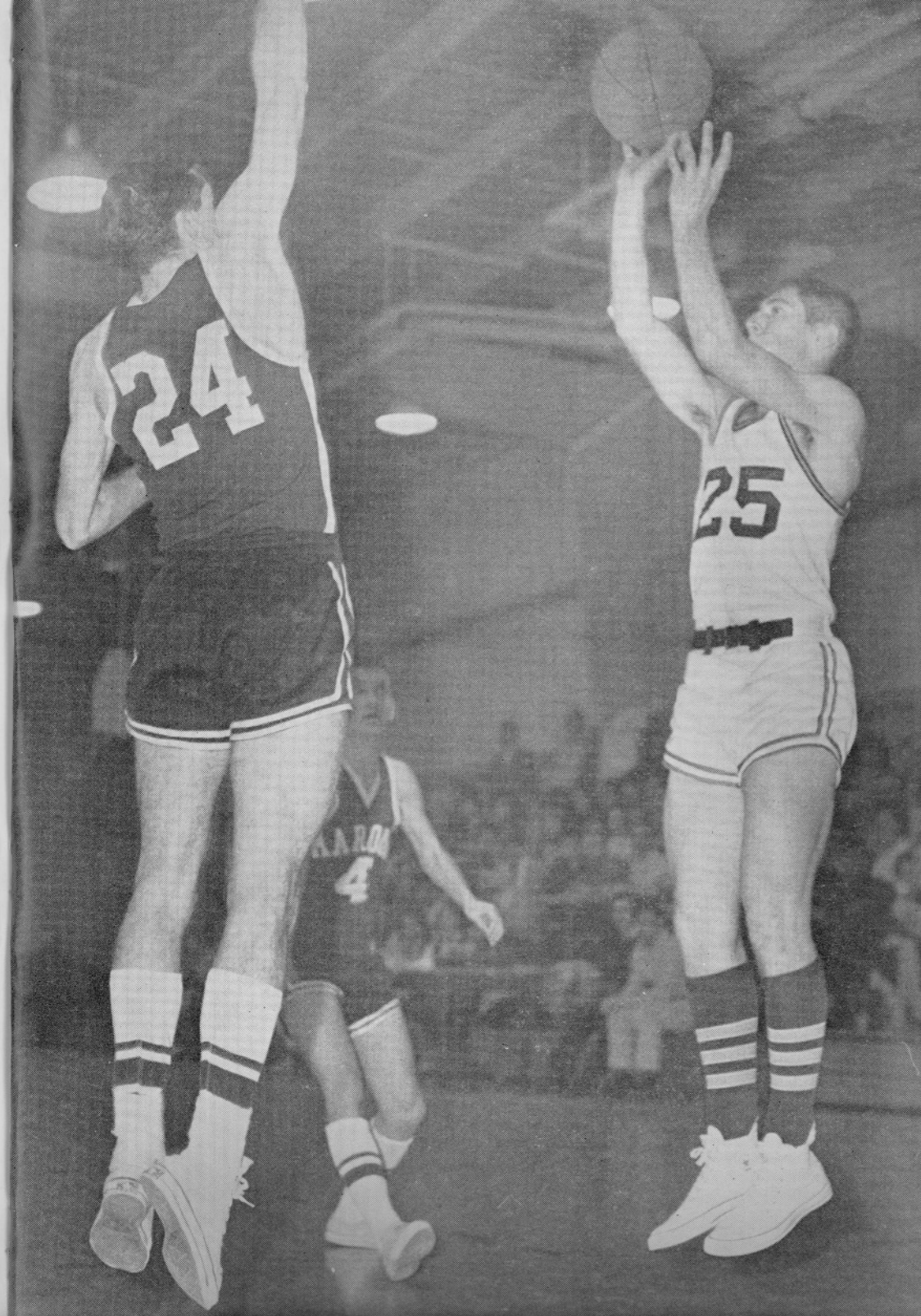
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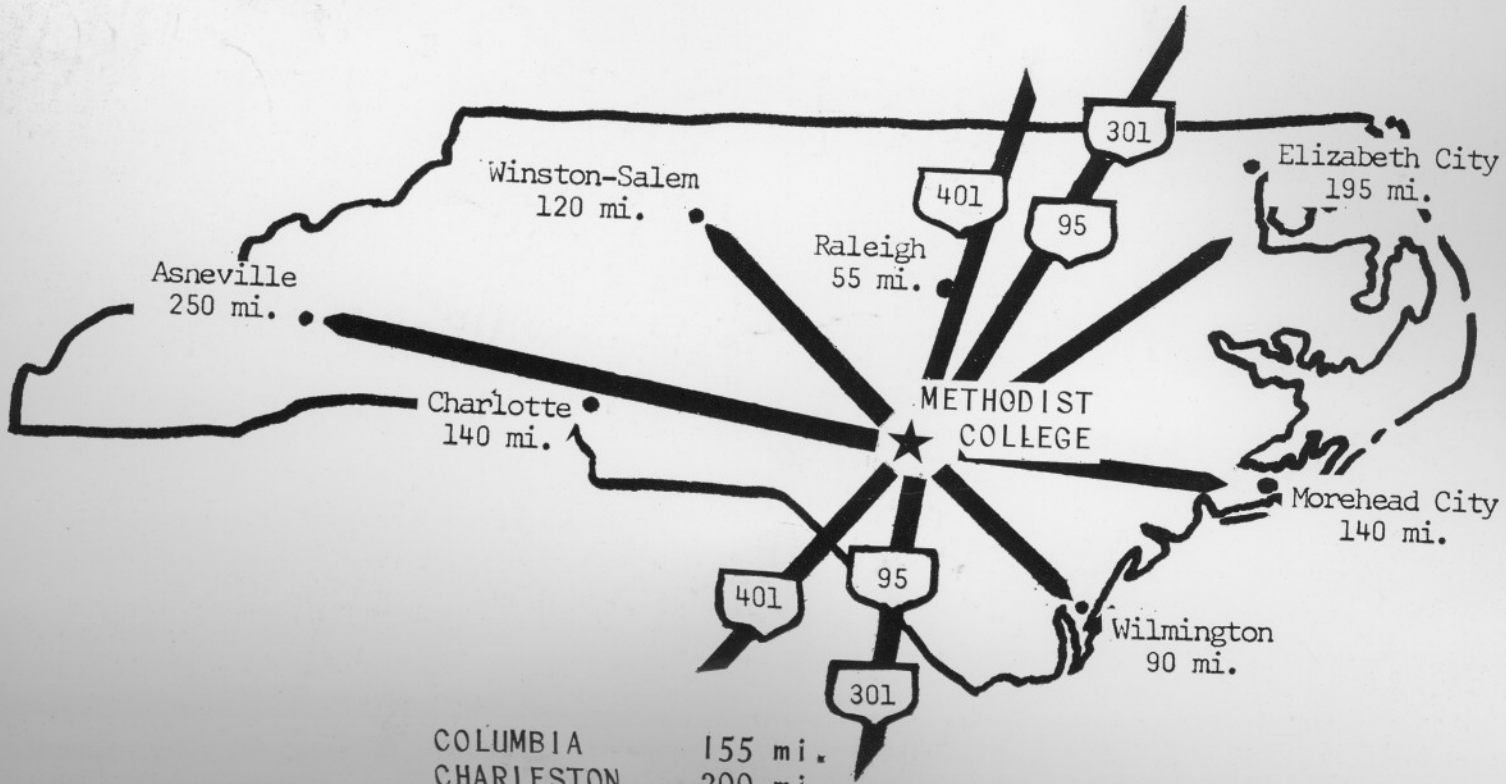
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NEW YORK 550 mi.
 WASHINGTON 320 mi.
 RICHMOND 215 mi.



COLUMBIA 155 mi.
 CHARLESTON 200 mi.
 ATLANTA 375 mi.
 JACKSONVILLE 445 mi.
 MIAMI 780 mi.

