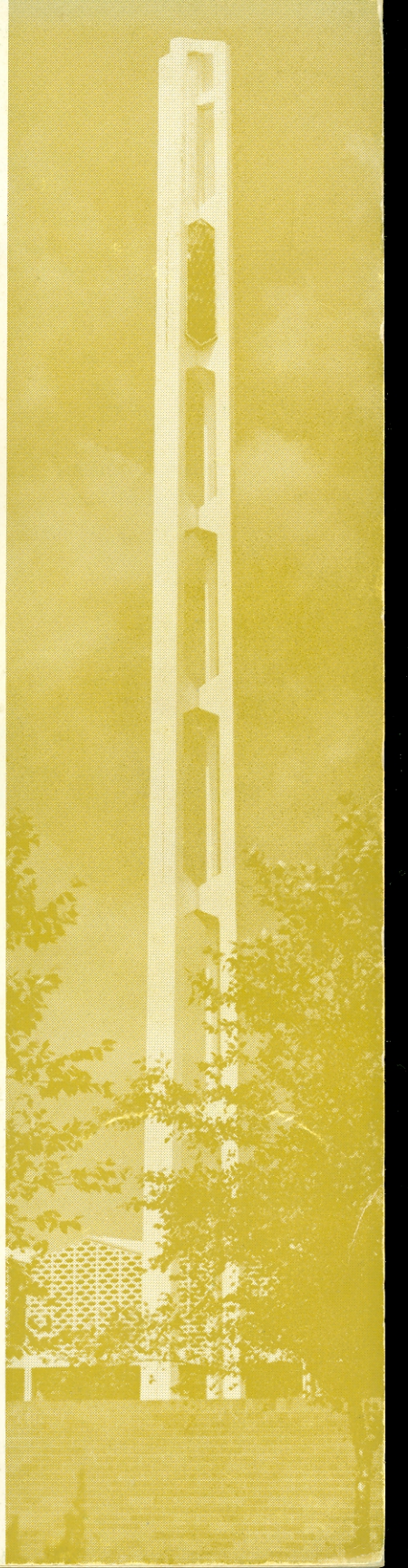




CATALOGUE 1968-69





## CORRESPONDENCE DIRECTORY

Address inquiries as follows to the office indicated  
Methodist College, Fayetteville, North Carolina 28301

<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	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
Student Financial Aid	Financial Aid Officer

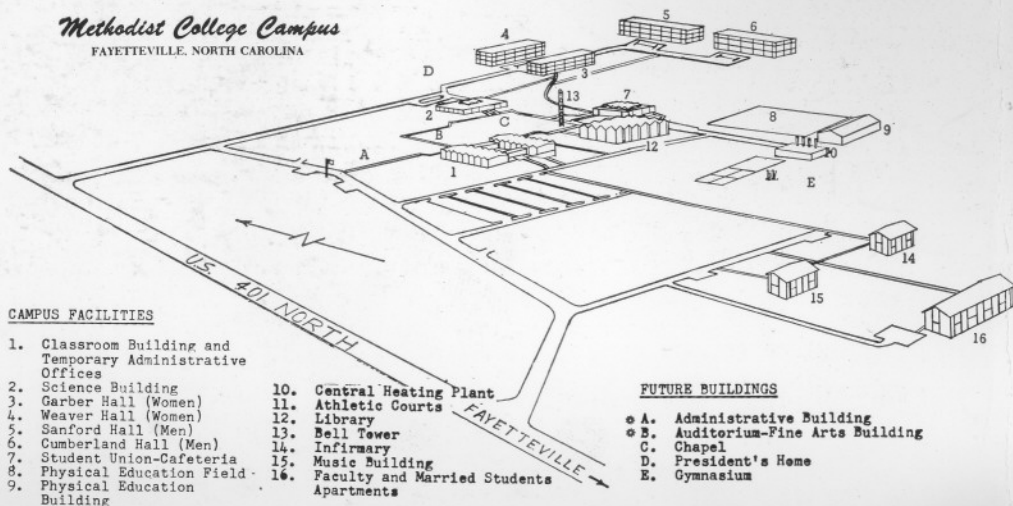
## TELEPHONE DIRECTORY

Switchboard ..... 488-7110  
8:00 A.M. to 5:00 P.M. Monday through Friday  
9:00 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 Campus*  
FAYETTEVILLE, NORTH CAROLINA



### CAMPUS FACILITIES

1. Classroom Building and Temporary Administrative Offices
2. Science Building
3. Garber Hall (Women)
4. Weaver Hall (Women)
5. Sanford Hall (Men)
6. Cumberland Hall (Men)
7. Student Union-Cafeteria
8. Physical Education Field Building
10. Central Heating Plant
11. Athletic Courts
12. Library
13. Bell Tower
14. Infirmary
15. Music Building
16. Faculty and Married Students Apartments

### FUTURE BUILDINGS

- ⊙ A. Administrative Building
- ⊙ B. Auditorium-Fine Arts Building
- ⊙ C. Chapel
- ⊙ D. President's Home
- ⊙ E. Gymnasium

⊙ Under construction. To be completed in spring of 1968.

# BULLETIN of METHODIST COLLEGE

CATALOGUE ISSUE

1968 - 69



VOLUME 8

SEPTEMBER, 1967

NUMBER 6

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## CONTENTS

Correspondence Directory .....	<i>Inside Front Cover</i>
Calendar .....	3
Academic Calendar .....	4
General Information .....	5-8
The Physical Plant .....	9-18
Student Life and Services .....	19-24
Admission .....	25-28
General Academic Regulations .....	29-33
Financial Information .....	35-48
Program of Instruction .....	49-56
Course of Study .....	57-114
Area I: English Language and Literature .....	59-62
Area II: Religion and Philosophy .....	63-68
Area III: Education and Psychology .....	69-74
Area IV: Science and Mathematics .....	75-83
Area V: Social Science .....	85-93
Area VI: The Fine Arts .....	95- 107
Area VII: Foreign Languages .....	109- 114
Appendices .....	115- 119
Future Development .....	116
Fayetteville College Foundation .....	117, 118
Board of Trustees .....	117, 118
Offices of Administration .....	120, 121
Faculty .....	122- 125
Roster of Students .....	126- 147
Index .....	149- 150

## THE CALENDAR

1967

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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1968

JANUARY	FEBRUARY	MARCH	APRIL
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# ACADEMIC CALENDAR

1967-68

September	10—Sunday	(1:00 p.m.) Residence Halls Open
September	11-13—Mon.-Wed.	(9:00 a.m.) Freshmen Orientation
September	13—Wednesday	(9:00 a.m.) Upperclassmen Resident Students Return Last Day of Registration for classes without penalty fee, for ALL STUDENTS
September	14—Thursday	(8:30 a.m.) Classes Begin
September	17—Sunday	(3:00 p.m.) President's Reception for New Students and their Parents
September	21—Thursday	Last Day Permitted to Enter Classes
October	10—Tuesday	Last Day Permitted to Drop Classes without WF Grade
November	1—Wednesday	Founders' Day Meeting of Board of Trustees
November	11—Saturday	Mid-Term Grades Due in Registrar's Office
November	22—Wednesday	(5:00 p.m.) Begin Thanksgiving Holidays
November	27—Monday	(8:30 a.m.) Classes Resume
December	19—Tuesday	(5:00 p.m.) Begin Christmas Holidays
January	3—Wednesday	(8:30 a.m.) Resume Classes
January	15-23—Mon.-Tues.	First Semester Examinations
January	26—Friday	(8:30 a.m.) New Students' Orientation and Registration Last Day of Registration for classes, without penalty, for ALL STUDENTS
January	29—Monday	(8:30 a.m.) Classes Begin
February	3—Saturday	(10:00 a.m.) Scholarship Examinations
February	5—Monday	Last Day Permitted to Enter Classes
February	14—Wednesday	Last Day Permitted to Drop Classes Without WF Grade
February	24—Saturday	(10:00 a.m.) Scholarship Examinations
March	16—Saturday	Mid-term Grades Due in Registrar's Office
April	11—Thursday	(5:00 p.m.) Begin Easter Holidays
April	17—Wednesday	8:30 a.m.) Classes Resume
May	1—Wednesday	Meeting of Board of Trustees
May	16-24—Thurs.-Fri.	Second Semester Examinations
May	26—Sunday	(11 a.m.) Baccalaureate Service (4:00 p.m.) President's Reception for Graduates and their Parents
May	27—Monday	(10:30 a.m.) Graduation Exercises

## GENERAL INFORMATION

### HISTORY

### STATEMENT OF PURPOSE

### ACADEMIC RECOGNITIONS



## 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 former 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

As an institution of higher learning established by the Church whose name it bears, Methodist College undertakes to fulfill its purpose through a dedication to two fundamental ideals: academic excellence and the Christian concept of life. These premises undergird the college's objectives as set forth in the Charter drawn up by its founders: "... for the purpose of Christian higher education and to extend the influence of science, art and Christian culture."

Because of a firm conviction that the more important aims of higher education are achieved only through ministering to the full potential of the student as a person and by embracing the broader spectrum of knowledge and culture, the college is committed to the liberal arts concept in its academic program. It is believed that a broad background of knowledge in the Natural and Social Sciences and in the Humanities is essential to the preparation of students for successful and satisfying life experience, and for playing significant roles in the society of which they are a part. This should provide motivation for a continuing quest for further knowledge throughout the individual's lifetime.

Equally firm is the conviction that moral and spiritual values should be inseparable from intellectual values. Adherence to Christian ideals and principles is seen as demanding an unwavering quest for *academic excellence*, which is defined as the creation of a learning situation enabling each student to develop his God-given capabilities to the fullest degree possible. Likewise, higher education is entitled to be described as "Christian" primarily by virtue of its presuppositions as to the true identity and significance of the person to be educated and as to the ultimate meaning of the educational enterprise. In the case of the former, the individual student is seen as a child of God and as having infinite worth and potential because of that relationship. In the case of the latter, the meaning of life itself is regarded as the opportunity for the enrichment and deepening of the God-man relationship. Such a goal is to be attained through the development of greater human intellectual and spiritual capacity, along with moral refinement and strengthening of character. The college program in its entirety should involve both intellectual and spiritual discipline; it should stress the development of critical powers of inquiry, flexibility of mind, a scholarly approach to study, the ability to think independently, tolerance and respect for all mankind, and motivation to creative activity in service to others.





*Steve Hopkins, left, 1966-67 Student Government President, and William Billings, editor of the campus newspaper, relay to the student body the good news concerning the college's accreditation by the Southern Association of Colleges and Schools on November 30, 1966.*

#### ACADEMIC RECOGNITIONS

In November, 1966, Methodist College received full accreditation by the Southern Association of Colleges and Schools. This action came at the earliest possible time following the graduation of the required first three classes in June, 1966. Accreditation was retroactive to the first graduating class.

The college is a member of:

The Southern Association of Colleges and Schools

The North Carolina Association of Colleges and Universities

The American Council on Education

The college is approved by:

The North Carolina Department of Public Instruction and State Board of Education for the in-service preparation of public school teachers

The University Senate of The Methodist General Board of Education for the undergraduate training of ministers and Christian education workers.

## THE PHYSICAL PLANT

#### LOCATION

#### CAMPUS

#### BUILDINGS



OVERLOOKING THE CENTRAL MALL

## THE PHYSICAL PLANT

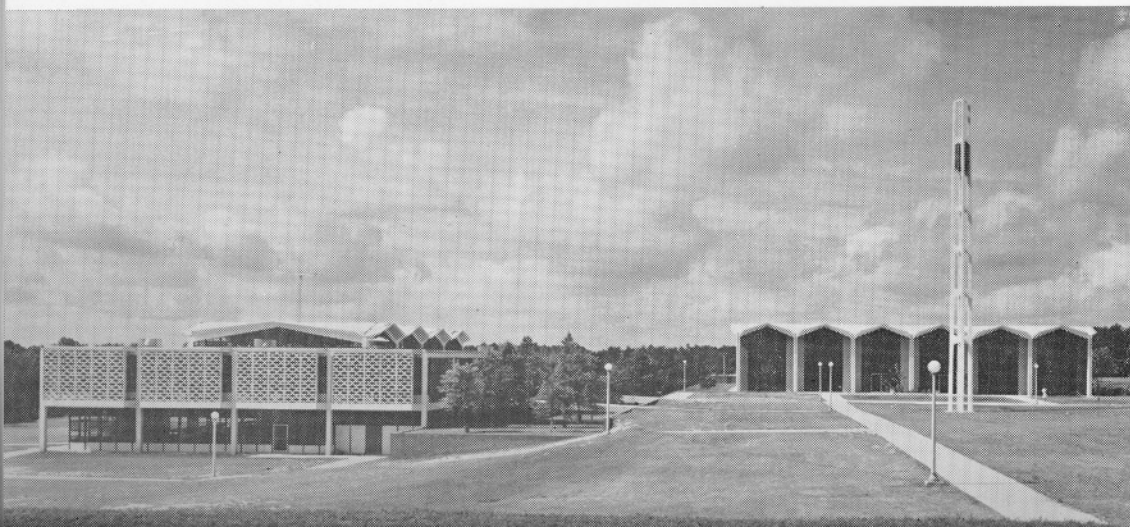
### LOCATION

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-

STUDENT UNION, LIBRARY, BELL TOWER



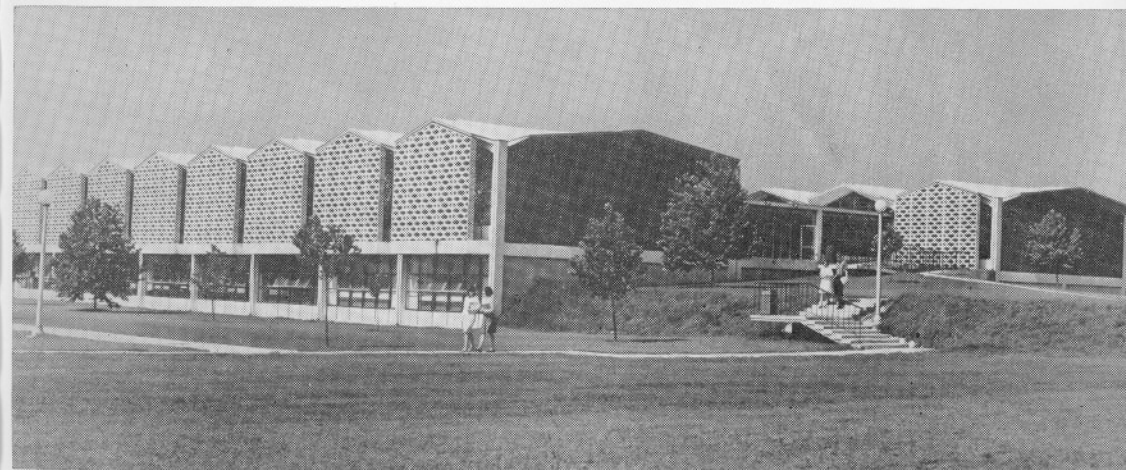
nate locations on the perimeter of Fayetteville. It is considered an ideal location from the point of its natural beauty, its construction possibilities, and its potential for future developments.

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. 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, a language laboratory 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.



CLASSROOM BUILDING





THE LIBRARY

The 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. Facilities are also available for the use of the microfilmed materials. Special collections of books, documents, letters and other materials relating to North Carolina history and key individuals are maintained. Many items in these collections have been donated by individuals interested in helping develop such collections.

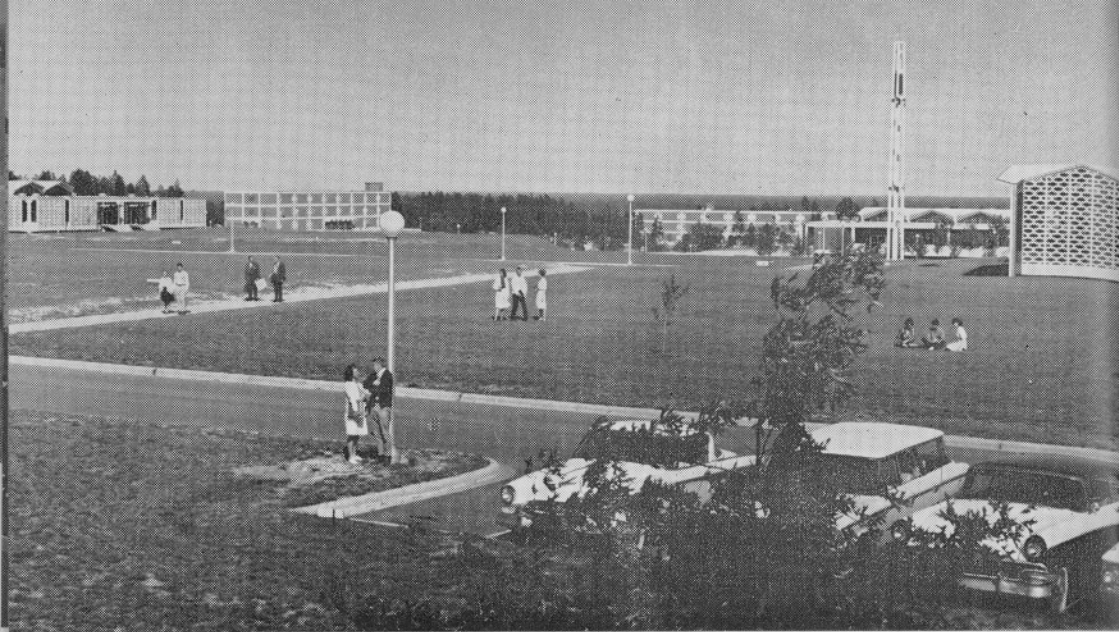
The Library subscribes to approximately 300 periodicals representing all fields in which courses are offered. Excellent collections of back issues of many periodicals to which the library subscribes are available. Standard periodical indexes are available.

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.



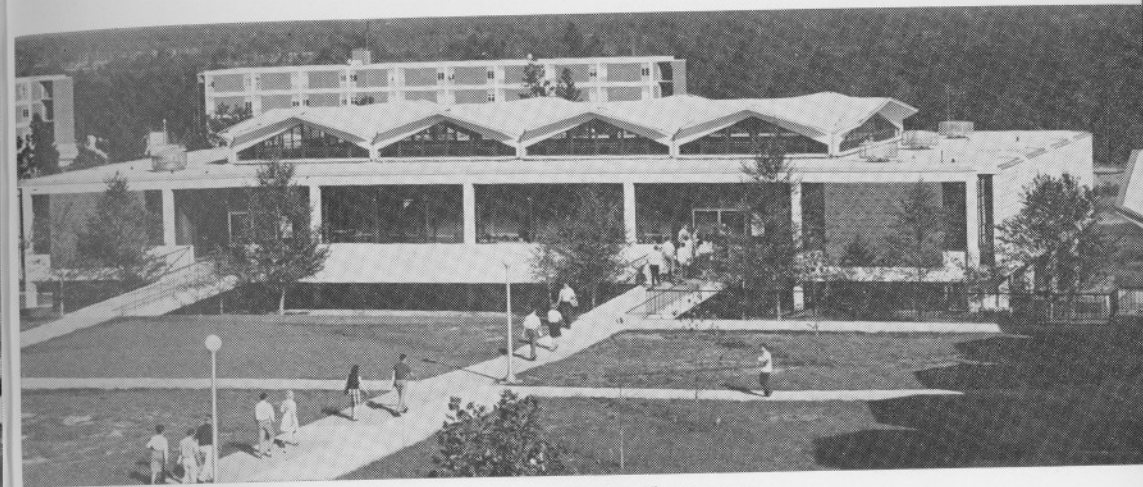




BETWEEN CLASSES

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, TV rooms, snack bar, student supply store and book store, post office, and student government offices all on the upper level. On the ground floor, with glass on two sides, is the cafeteria-dining hall which will accommodate 600 people banquet style or 1,000 to 1,200 cafeteria style, and several private dining rooms for group meetings.

STUDENT UNION — EAST ENTRANCE TO DINING HALL



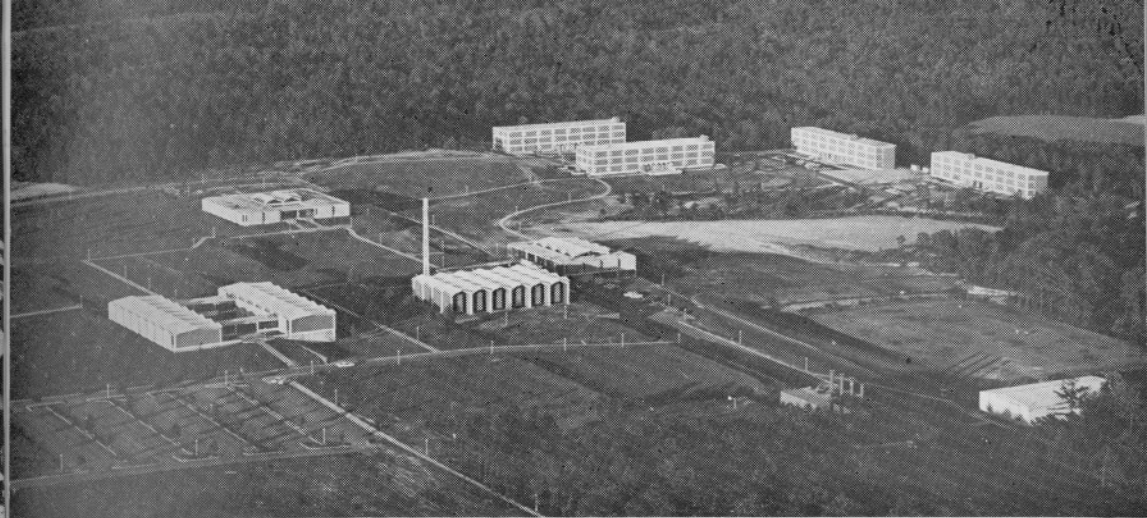




PORTION OF MAIN DINING HALL

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. Several private dining rooms are available for group meetings.

MARRIED STUDENTS AND FACULTY APARTMENTS



Four Residence Halls are informally grouped in the partially 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 four air-conditioned residence halls house 300 women and 320 men. They are modernly equipped with built-in furniture and each of the rooms has an abundance of storage space.

LOUNGE — GARBER 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 Yarborough 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

Construction on the Fine Arts Building-Auditorium, the Administration Building and the addition to the Student Union Cafeteria is scheduled for completion during the spring of 1968. Only three other buildings in the original campus plan remain to be constructed. They are: the chapel, gymnasium and the president's home.

THE HOMECOMING QUEEN

THE MAY QUEEN



## STUDENT LIFE AND SERVICES

RELIGIOUS ACTIVITIES PROGRAM

CULTURAL ACTIVITIES

ORGANIZATIONS

INTERCOLLEGIATE ATHLETICS

RECREATION AND INTRAMURAL SPORTS

PHYSICAL EDUCATION





DURING MAY DAY DANCE IN STUDENT UNION

## STUDENT LIFE AND SERVICES

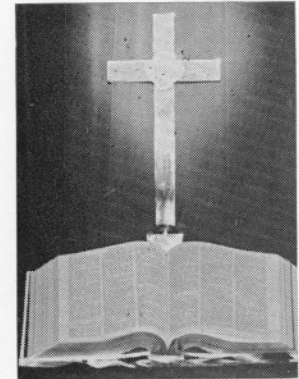
It is the aim of Methodist College to be a Christian community, where persons learn to respect others; where everyone is offered the opportunity for cooperation and leadership as a meaningful experience, not only during college days, but also as a continuing quality of personality and a lasting contribution to society. The college endeavors to be guided by Christian conviction, motivation and concern.

TIME OUT IN DORMITORY



## 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 extra-curricular religious activities. In the latter capacity he is assisted by the Interfaith Council, made up of representatives of the various student denominational groups on campus. At present there are six such groups which are active. Each has a faculty sponsor. Other groups may be formed as the need arises.



During the academic week the student body and faculty convene for a thirty-minute chapel, 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 the students are affiliated. Outstanding denominational lay leaders or officials are also invited to appear. The president of the college, the chaplain and other members of the faculty are regularly scheduled as chapel speakers.

On Sundays students are encouraged to attend morning worship services at community churches of their own denomination, or services on campus of an interdenominational type. An opportunity for worship, discussion and fellowship is also provided on Sunday evening.

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.



The annual observance of Religious Emphasis Week is a major highlight of the college year. Outstanding religious leaders are invited as speakers and counselors for several days of highly concentrated activity planned jointly by the chaplain and the Interfaith Council.



THE COLLEGE CHORUS

## 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.

The Public Occasions Committee, appointed by the president and including two student representatives, plans a series of concerts and lectures for the campus each year. The Fayetteville Symphony Orchestra under the direction of Dr. Willis Gates, professor of music, presents its winter and spring concerts in the College Union. The series also includes: college chorus concerts under the direction of Mr. Alan Porter, faculty recitals, and artists and lecturers of national and international note. Each year there are student art exhibits and dramatic presentations ranging from Readers' Theater to three-act drama. In the spring, the college cooperates in the two weeks Fine Arts Festival of Fayetteville.

## ORGANIZATIONS

The Board of Trustees delegates to the president and the faculty the management of both curricular and extra-curricular affairs. General policies concerning extra-curricular affairs are determined by the president and the Student Life Committee, appointed by the president.

Student affairs on campus are governed largely by the Student Government Association which is sponsored by the Student Life Committee.



LITERARY MAGAZINE

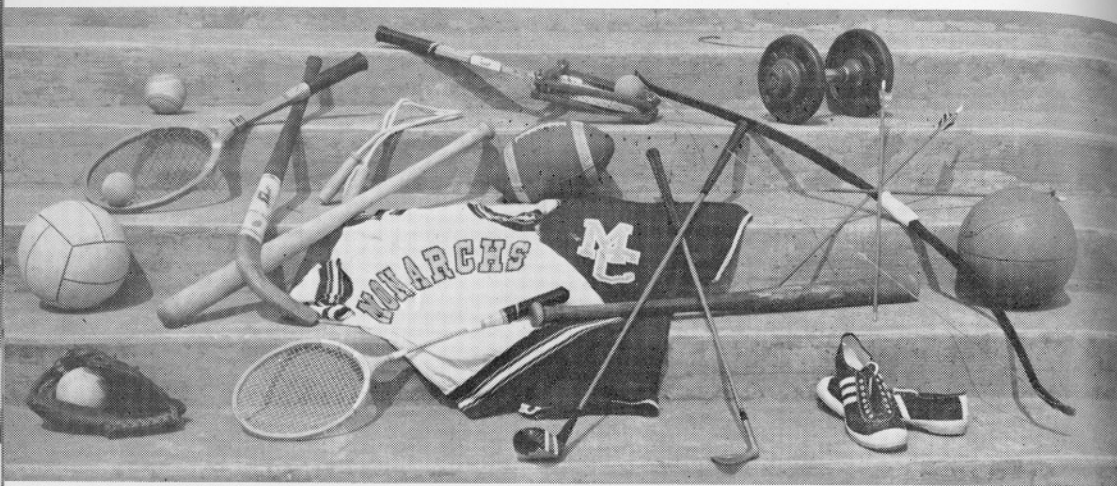
The constitution of the Student Government provides for the election of four general officers and three Senators from each class.

The constitution also provides for a Judiciary Committee composed of the four class presidents and four members appointed by the S. G. A. president. A faculty advisor 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 campus.

The college provides for publications and organizations that are needed to serve the wholesome interests of the student body. All organizations functioning on campus must have the approval of the proper administrative authority and are open to all students on the basis of merit. These activities are listed in the Student Handbook which is published annually.

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.





### INTERCOLLEGIATE ATHLETICS

Methodist College began its program of intercollegiate athletics in September, 1963. Competitive sports include basketball, bowling, tennis, cross country, golf, track, wrestling, and soccer.

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.; University of North Carolina at Charlotte; Lynchburg College of Lynchburg, Va.; and Greensboro College, N. C.

### 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

### REQUIREMENTS FOR ADMISSION

### HOW TO APPLY FOR ADMISSION

### PROVISIONS FOR READMISSION OF STUDENTS

### UNDER SUSPENSION

## 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.

Methodist College can offer educational opportunity to a limited number of young people. Its facilities are not unlimited. It, therefore, wishes to offer such opportunity to young people who give reasonable assurance of being able to profit by it. The first requisite is academic ability, but this is not the sole requisite. Students will not be selected solely on the basis of their academic standing. Any student whose record indicates a reasonable potential for doing acceptable college work will be considered eligible academically. Of equal importance are intangible assets of character and attitude. The college does not wish its limited facilities to be wasted by those who have no seriousness of purpose, who are not willing to work at the task, or to abide by reasonable campus regulations necessary to the functioning of an orderly society. Those whose past record indicates a disregard for civil law and civic responsibility will not be admitted, regardless of academic ability, unless extenuating circumstances can be conclusively shown. 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

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

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 only three hours of credit in the beginning college course (101-102) of the same language.

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 or the American College Test. Arrangements to take these tests should be made as early as possible before graduation from high school.

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 in the class by making an advance payment of \$25.00 within 30 days after notification. Students requesting dormitory accommodations will make an additional \$25.00 payment which will reserve a place in the dormitory. These payments will be credited to the first semester's charges. They cannot be refunded after July 1.
6. A transfer applicant is required to submit a transcript of the high school record, Scholastic Aptitude Test scores, and a transcript of all college work attempted. He should have a "C" average, or better, and should be eligible to return to the college last attended. In order to qualify for a Methodist College degree the transfer student must spend his senior year in residence at Methodist College, taking at least 30 semester hours of academic work, of which at least 24 semester hours must be in senior level courses.
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.

#### PROVISIONS FOR READMISSION OF STUDENTS UNDER SUSPENSION

A student who is suspended or dismissed from the college for disciplinary reasons must have his application for subsequent readmission approved by the faculty Student Life Committee before it can be considered by the Committee on Admissions.



## GENERAL ACADEMIC REGULATIONS

REGISTRATION

COURSE LOAD

CHANGE IN COURSES

CLASSIFICATION OF STUDENTS

REQUIREMENTS FOR CONTINUANCE IN COLLEGE

CLASS ATTENDANCE

VOLUNTARY WITHDRAWAL

PROGRESS REPORTS

GRADING SYSTEM

DEAN'S LIST

GRADUATION WITH HONORS

## 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 obtained from the Dean before a student is allowed to register for courses in excess of 17 hours. Students who in exceptional circumstances are permitted to register for course offerings above the 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.

### 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
61 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.

It should be pointed out that the student placed on academic probation might be well advised to repeat immediately, if possible, a course or courses on which he has received a failing or low grade, rather than registering for a full schedule of completely new courses during his probationary semester. Students dismissed because of academic deficiency might utilize summer school opportunities for repeating courses failed or for otherwise improving their grade-point average. If dismissal comes at the end of the spring semester the student who uti-



lizes summer opportunities may apply for readmission in the following fall semester. He should realize, of course, that readmission is not thereby automatic, but if he has raised his grade-point average to the required level by virtue of summer studies, his chances for readmission will be significantly weighted in his favor.

### CLASS ATTENDANCE

Students are expected to attend classes regularly; however, urgent personal or health problems, or scheduled school functions conflicting with class attendance may occasionally dictate absence.

Legitimate school functions which might interfere with class attendance are: events involving varsity athletic teams, debate tournaments and chorus trips. Unacceptable functions would include studying for other courses, working on projects for student organizations and making preparations for school-approved activities. The above are examples and are not intended to be an exhaustive list of legitimate or unacceptable reasons for class absence.

For such contingencies, students in each 100-level course are permitted one absence per semester; those in each 200-level course are permitted one absence per semester for each class meeting of a normal week (example: if a class meets thrice weekly, a total of three absences is allowable for the semester). Students in 300 or 400-level courses will adhere to the stated policy of the instructor for each such course. Students on the Dean's List are not bound by the above restrictions; however, they are responsible for all assigned work. Students on academic probation are permitted no unjustified absences. No unjustified absences from laboratory meetings are permitted. Work missed during a justified absence will be made up as directed by the instructor, while that work missed due to an unjustified absence may be made up at the instructor's discretion. In each course, an unjustified absence from the last class or laboratory meeting prior to and the first such meeting following an official college holiday shall count double.

Each absence in excess of the limit specified above is classed as unjustified, unless within 48 hours after his return to class schedules the student has the reason for such absence approved by the Dean of Men or Women (in case of personal matters), or by the College Nurse (for all health matters). Upon a student's return to class after his first excessive unjustified absence, he will be referred by his instructor to the Dean of Students. After conferring with the student, the Dean of Students will either place him on *attendance probation* and return him to class or will forward his case to the Faculty Attendance Review Board. Should a student on attendance probation then incur an additional unjustified absence, the instructor will dismiss him from class with a grade of WF. This grade may be appealed by the student to the Attendance Review Board through the Dean of Students. The Attendance Review Board will take cognizance of the student's attend-

ance record. The board may either continue him on attendance probation or dismiss him from class with a grade of WF. At no time during the review of a case should a student incur additional absences.

### 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



## **FINANCIAL INFORMATION**

### **EXPENSES:**

**Student Expenses**

**Special Fees**

**Explanation of Charges**

**Refunds**

**Application and Acceptance Fees**

**Student Insurance**

### **FINANCIAL AIDS:**

**Scholarships**

**Special Honors and Awards**

**Loan Funds**

**Remission of Tuition**

**Application for Financial Aid**

**Self-help Employment**

**Budget Payment Plans**



## 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 Foundation; 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. Statements will be mailed home for both the fall and spring semesters of each academic year. 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, *only*, for the semester may be arranged. All other fees and charges must be paid before the date designated for classes to 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, 1968:

	<i>Day Student</i>	<i>Boarding Student</i>
Tuition .....	\$325.00	\$325.00
General Fee .....	100.00	100.00
Health and Activity Fee .....	25.00	25.00
Board .....		275.00
Room Rent .....		175.00
TOTAL .....	\$450.00	\$900.00

### SPECIAL FEES

#### Music

	<i>Per Semester</i>
Private lessons in organ, piano, voice, clarinet, flute, violin or viola:	
One ½-hour lesson per week .....	\$40.00
Two ½-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) day student .....	1.00
Car Registration (for regular college year) Dorm student .....	5.00
Application Fee (non-recurring and non-refundable) .....	10.00
Class Reservation fee .....	25.00
Room Deposit (Resident Students) .....	25.00
Late Registration fee (paid only if student pays fees after date designated) .....	5.00
Extra hours, in excess of normal load, per semester hour .....	27.00
Auditor in academic courses, per semester hour .....	27.00
Transcript, for each copy after first .....	1.00

Candidates for degree will be charged a graduation fee of \$15.00.

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 \$27.00 per semester hour.

For students enrolled for less than 12 semester hours, the tuition charge is computed at the rate of \$27.00 per hour.

#### 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 \$11.00 per semester hour, which also includes a pro-rated health and activity fee

### 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 dormitories 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. Students are expected to provide their own linen, curtains or drapes, 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. A class reservation fee of \$25.00 is due when the applicant is accepted for admission. If a student intends to be a campus resident, an additional fee of \$25.00 is required to reserve space in a dormitory room. These deposits are not refundable after July 1, except upon a doctor's certificate of inability to enter. The class and

room reservation fees will be 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. Premiums should be paid by date specified in brochure.

## FINANCIAL AIDS

Financial aid provided for students comes from scholarships, loans, grants-in-aids, 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 is available scholarships, loans, and self-help employment to help defray his expenses.

### PROCEDURE FOR APPLYING

Applications for financial aid through the college may be obtained from the Financial Aid Office, and should be filed at the same time as application for admission. Applicants must have been officially accepted for admission to the college to receive consideration for financial assistance.

### APPLICATIONS FOR FINANCIAL AID SHOULD BE FILED WITH THE FINANCIAL AID OFFICE NO LATER THAN APRIL 1.

All scholarships are awarded for one year and are to be used exclusively for payment of college fees. One-half of the scholarship will be awarded each semester. The renewal of scholarships, loans, grants-in-aid, and employment is conditional on student maintaining an academic record in keeping with standards of the award. Application for renewal must be filed for each succeeding academic year.

To remain eligible for scholarships or awards, students must maintain a minimum grade of C (2.0 gpa) in academic work and satisfactory records in conduct and character.

A financial statement is required with all applications for financial aid. The college prepares its own applications for financial assistance which will be supplied upon request. The Parents' Confidential Statement prepared by the College Scholarship Service, Princeton, New



Jersey, will be an acceptable financial statement for those who wish to use this service, but a supplemental application for general information will be required with this statement.

#### 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** are to be awarded annually to high school seniors who have been accepted for admission to the College. These scholarships, of varying amounts up to \$600.00 renewable annually, will be awarded on the basis of high school records, Christian character, financial need, and *competitive examinations*.

Merit scholarship examinations are given twice each year to determine qualification of entering freshmen to receive Methodist College Merit Scholarships. A limited number of new awards are available each year. For information and application write the Financial Aid Officer. (Dates of examination are listed in the College calendar, front of catalogue.)

**National Methodist Scholarships.** The Board of Education of the Methodist Church makes available to Methodist College five scholarships annually. These are awarded on the basis of scholarship, membership in the Methodist Church, and financial need. Students in the upper twenty per cent of their high school senior class with a B average are eligible to apply. Applicants already in college must have earned grades that place him in the upper third of his class for the preceding academic year. For information, write Financial Aid Officer, Methodist College, Fayetteville, North Carolina 28301.

**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.

**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. At the expiration of Mr. Sanford's term as Governor of North Carolina, friends throughout the state contributed to an endowment fund in his honor, the proceeds from which are now available for scholarships.

**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 served 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 was 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** was established in their memory by their son, the Reverend Millard C. Dunn, former District Superintendent of the Fayetteville District of the Methodist Church.

**The Wilbur Ritchie Smith III Scholarship**, worth approximately \$500.00 annually, has been established by Wilbur Ritchie Smith, Sr., of Fayetteville. The recipient must be a resident of Fayetteville, Cumberland County or Fort Bragg.

**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 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 Ernestine Matthews Scholarship**, established by the trustees of the Ernestine Matthews Trust, Washington, D. C., in honor of Dr. Karl H. Berns, a distinguished figure in national educational circles and now serving as Director of College Development. The award of \$500 annually is to be made to one or more outstanding students of Methodist College.

**Methodist College-Holt-Williamson Fund.** Proceeds from this fund preferably will be used to further the education of employees of Holt-Williamson Manufacturing Co. In the event there are no such candidates, consideration will be given other worthy applicants.

**The Fannie B. Stein Scholarship Fund**, established by the Capitol Club of Fayetteville. The scholarship in the amount of \$300 is to be awarded to one or more students from Cumberland County.

**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 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 \$300.00 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.

**The Franklin S. Clark Scholarship** has been established in his memory by his sisters, Mrs. Henry L. Anderson and Mrs. John C. Haskell, and by his sons and daughters, William E., Margaret St. Clair, Franklin S., Jr., and Mary Pride.

Mr. Clark was the first president of the Fayetteville College Foundation, organized to provide local support for the college from Fayetteville and Cumberland County. The scholarship of \$500 annually is to be awarded to one or more male students from Cumberland County.

**The Betty Ruth Maness Memorial Scholarship Fund** has been established in her memory by her parents, The Reverend and Mrs. M. W. Maness, her sister Ann and friends. Proceeds from the fund will provide a scholarship each year for a young woman from the area of eastern North Carolina comprising the North Carolina Conference of the Methodist Church. Miss Maness would have graduated in the Class of 1964.

**Dr. and Mrs. Karl H. Berns Scholarship.** A \$500 annual scholarship to be awarded to an outstanding junior or senior in education.

#### SPECIAL HONORS AND AWARDS

**The Lucius Stacy Weaver Award**, established in 1964 by the family of Dr. L. Stacy Weaver as a means of honoring Methodist College's



THE LUCIUS STACY WEAVER AWARD

first president. The award consists of an engraved plaque and is made to an outstanding member of each graduating class adjudged by the faculty to have best exemplified in personality and performance the qualities of academic excellence, spiritual development and leadership and service.

**The Marie C. Fox Philosophy Award**, established by the first professor of Philosophy at Methodist College, is presented annually at the close of the academic year to the student in Philosophy who has in that year exhibited in his studies outstanding analytic ability, philosophical perspective and creative potential. The honorarium is a \$50 United States Government Bond.

**The Grace Tobler Award**, established by Dr. John O. Tobler, the first professor of Political Science at Methodist College, in memory of his wife following her death in 1967. It is presented annually at the close of the academic year to one adjudged by the Political Science faculty as being an outstanding student in this field and having the greatest academic potential. To be eligible for consideration the student must have completed 18 hours of work in Political Science by or during the second semester of his junior year. The honorarium is \$100.00.

**The George and Lillian Miller History Award**, established by Methodist College's first Dean of Women, who was also a member of the History department faculty staff. It is presented annually at the close of the academic year to one adjudged by the History faculty to have been an outstanding student in this field and having the greatest academic potential. To be eligible for consideration the student must have completed 18 semester hours of work in History by or during the second semester of his junior year. The honorarium is a \$25 United States Government Bond or the cash equivalent thereof.

**Methodist College Scholars.** This elite scholarship group was established by the faculty in 1964 as a means of honoring outstanding academic performance. Only those students who maintain the highest character and academic standards are eligible for election. Minimum academic standards are a 3.75 grade-point average for candidates completing the junior year; 3.60 for first-semester seniors, and 3.50 for graduating seniors. Election is by the faculty in the spring of each academic year.

#### LOAN FUNDS

**National Defense Student Loans:** Methodist College participates in the National Defense Student Loan Fund established by the National Defense Education Act of 1958. The loans bear no interest until nine months after the borrower ceases to pursue a full-time course of study. Repayment begins one year from this date with repayment being on a quarterly basis. The College is authorized to make loans to stu-

dents who can show a need for the assistance in order to attend college. The size of loans granted is determined by available funds, number of applicants, and financial circumstances of the applicant. Cancellation benefits are featured for the borrower who enters the teaching field upon graduation.

**North Carolina Prospective Teacher Scholarship-Loan** is available to North Carolina residents preparing to teach in the public schools of the state. Loans up to \$350.00 for an academic year are available to a limited number of qualified applicants each year. Cancellable at the same rate for each year of teaching service in the public schools of North Carolina. If the recipient does not teach in the public schools of North Carolina, the amount awarded is considered a loan and must be repaid. *Information and applications may be secured from the State Department of Public Instruction, Prospective Teacher Scholarship Loan, Raleigh, North Carolina. Application should be made before March 1.*

**Methodist Student Loan Funds** are administered by the Board of Education of the Methodist Church, and are available to a limited number of students who are active members of the Methodist Church. Initial application must be made with the college after the student is in attendance. Applicants must be in attendance at the college before their applications can be forwarded to the Board of Education. Application and information are available from the Financial Aid Officer, Methodist College.

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

**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.

**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.

**North Carolina Guaranteed Loan Program.** This loan program under the Higher Education Act of 1965 is administered by the College Foundation, Inc., Raleigh, North Carolina. Loans are available to North Carolina residents in varying amounts up to \$1,000 per academic year. Repayment begins nine months after graduation or withdrawal from full-time enrollment. Application blanks may be obtained from, and must be returned to, the Financial Aid Officer at Methodist College, who will submit them to the Foundation for consideration.

**The James E. and Mary Z. Bryan Foundation Student Loan Plan** is administered by the College Foundation, Inc. North Carolina resi-

dents are eligible to borrow funds under this program. Application may be made through the Financial Aid Office at Methodist College.

Other loan programs for non-residents of North Carolina are available, and additional information concerning these programs may be obtained by writing the Financial Aid Officer at Methodist College.

#### REMISSION OF TUITION — GRANTS-IN-AID

**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.

**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.

**Educational Opportunity Grants.** Purpose of the program is to provide students of exceptional financial need who, for lack of financial means of their own or their families, would be unable to enter or remain in institutions of higher education without such assistance.

Grants are available to a limited number of undergraduates, who are accepted for enrollment on a full-time basis or who are currently enrolled in good standing. Additional awards may be given to those students who were in the upper-half of their college class the preceding academic year. The number of grants is determined by the available funds. The amount of financial assistance a student may receive depends upon his need, taking into account his financial resources, those of his parents, and the cost of attending the college.

#### STUDENT 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 self-help employment



to those students whose financial status demands such assistance to continue their college education. This program offers a limited number of jobs available to qualified students, with a maximum work load of ten (10) hours per week.

The College also participates in the College Work-Study program. A limited number of jobs are available for students who qualify under the provisions of the Economic Opportunity Act which established this program with preference given students from low-income families. A maximum work load of fifteen (15) hours per week is permitted under this program. Student assistants are currently working in the cafeteria, student supply store, library, administrative offices, and other departments on the campus.

Any student who wishes to be considered for campus employment under either of these programs should contact the Financial Aid Officer.

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. These plans are offered solely as a convenience for those parents who prefer to pay tuition and other fees in equal monthly installments from the following sources:

**Tuition Plan, Inc.**, is a national student loan fund organization that specializes in providing low-cost programs for college expenses. The funds are made available to Methodist College students in any amount necessary for educational expenses. Descriptive pamphlets are available upon request from the Office of the Comptroller at Methodist College or by writing Tuition Plan, Inc., One Park Avenue, New York 16, New York.

**Education Funds, Inc.**, is also a national organization offering a wide range of plans to finance educational expenses. Descriptive pamphlets are available upon request from the Office of the Comptroller at Methodist College or by writing Education Funds, Inc., 10 Dorrance Street, Providence, Rhode Island.

**First-Citizens Bank and Trust Company** provides through Methodist College a monthly payment plan for those who desire to make application directly to the bank in Charlotte, North Carolina. Brochures of the plan may be secured from the Comptroller at Methodist College.

## PROGRAM OF INSTRUCTION

### DEGREES AWARDED

### AREAS OF STUDY

### BASIC COURSE REQUIREMENTS

### FIELDS OF CONCENTRATION

### REQUIREMENTS FOR GRADUATION

### VOCATIONAL OR PROFESSIONAL INTERESTS

### PRE-THEOLOGICAL COURSE

### PRE-ENGINEERING COURSE

### PRE-MEDICAL PROGRAM

### TEACHER EDUCATION

## 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 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 seven Areas of Study, as follows:

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

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,



IN THE CLASSROOM

Methodist College has set the following specific course requirements for all candidates for a degree:

<i>Areas</i>	<i>Semester Hours Required</i>
<b>I. ENGLISH LANGUAGE AND LITERATURE:</b>	
Freshman English (101-102) .....	6
Sophomore English (201-202) .....	6
<b>II. RELIGION AND PHILOSOPHY:</b>	
Bible .....	6
Philosophy .....	3
<b>III. EDUCATION AND PSYCHOLOGY:</b>	
General Psychology (201) .....	3
<b>IV. SCIENCE AND MATHEMATICS:</b>	
Science (101-102) .....	8
Mathematics (101 and 102, or 105 and 106) ..	6
<b>V. SOCIAL SCIENCES:</b>	
History 101, 102 .....	6
Six hours from two of following: Economics 151, Political Science 151, Geography 252, Sociology 151 .....	6
<b>VI. FINE ARTS:</b>	
Art 151 or Music 151 .....	3
<b>VII. FOREIGN LANGUAGES:</b>	
French, German or Spanish .....	6
(Above elementary level, 101-102)	
Total Semester Hours .....	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 minor.

The following departmental majors are offered:

- |                                       |                   |
|---------------------------------------|-------------------|
| Biology                               | History           |
| Chemistry                             | Mathematics       |
| Economics and Business Administration | Music             |
| *Elementary Teacher Education         | Political Science |
| English                               | Religion          |
| French                                | Spanish           |
|                                       | Sociology         |

The following minors are offered:

- |             |                     |
|-------------|---------------------|
| Biology     | Philosophy          |
| Chemistry   | Physics             |
| Economics   | Political Science   |
| English     | Psychology          |
| French      | Religion            |
| History     | Secondary Education |
| Mathematics | Sociology           |
| Music       | Spanish             |

\*A minor is not required to supplement the major in Elementary Teacher Education.

**SUMMARY OF REQUIREMENTS FOR GRADUATION**

Methodist College will confer a Bachelor's degree upon a student when he has fulfilled all of 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 minimum cumulative grade-point average of 2.0;
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 fields of concentration, including a departmental major and minor. He must have no failing grade in his major field;
6. If a transfer student, he has spent his senior year in residence at Methodist College with an academic load of at least 30 semester hours, of which 24 hours have been senior level courses; further, if, as a transfer student he has achieved a minimum cumulative grade-point average of 2.0 on all courses attempted at Methodist College, as well as upon his total academic record.

**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 School of Engineering of N. C. State University. The student may transfer from Methodist College 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 N. C. State follows:

	<i>First Semester</i>	<i>Second Semester</i>
<b>Freshman Year</b>		
English 101-102 .....	3	3
Mathematics 105, 106 or 151, 152 .....	3	3
History 101, 102 .....	3	3
Chemistry 101, 102 .....	4	4
Religion 101, 102 .....	3	3
Physical Education 101, 102 .....	1	1
	<hr/> 17	<hr/> 17
<b>Sophomore Year</b>		
English 201, 202 .....	3	3
Mathematics 151, 152 or 201, 202 .....	3	3
Physics 101, 102 .....	4	4
Foreign Language .....	3	3
Chemistry 251 .....	4	0
Economics 151 .....	0	3
Physical Education 201, 202 .....	1	1
	<hr/> 18	<hr/> 17
<b>Junior Year</b>		
Mathematics 201, 202 or 301, 302 .....	3	3
Mathematics 305 .....	3	0
Fine Arts 151 .....	0	3
Philosophy 201, Psychology 201 .....	3	3
Physics 255, 260 .....	4	4
Foreign Language or Elective .....	3	3
	<hr/> 16	<hr/> 16
<b>Senior Year</b>		
Enrolled at N. C. State University 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.

The state inaugurated a new teacher education program on September 1, 1966. Methodist College is geared to prepare teachers under that program.

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, Social Science, Science, Spanish and the special subject teacher of General Music.

In planning its curricula for the preparation of teachers, the college has 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.

#### ELEMENTARY SCHOOL TEACHERS

##### A. General Education

Under the Guidelines, approximately 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 (see page 51). However, it should be noted that Elementary Education majors should select Geography and Political Science, rather than Sociology and Economics, in fulfillment of the college requirements.

	<i>Semester Hours</i>
<b>B. Professional Education</b>	
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>C. Subject Matter Preparation</b>	
1. Children's Literature .....	3
2. American History .....	6
3. Government .....	3
4. Regional Geography .....	3
5. Art .....	6
6. Music .....	6
7. Health and Physical Education .....	6
8. Physical Science .....	3
9. Speech .....	3
<b>D. Subject Concentration</b>	
SECONDARY SCHOOL AND SPECIAL SUBJECT TEACHERS	
<b>A. Professional Education</b>	
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>B. Subject Matter Preparation</b>	
1. English .....	36
2. French .....	30-36
3. Mathematics .....	30
4. Science .....	46-48
5. Social Science .....	51
6. General Music .....	48
7. Spanish .....	30-36

Speech is required for all students.

## COURSES OF STUDY

ENGLISH LANGUAGE AND LITERATURE

RELIGION AND PHILOSOPHY

EDUCATION AND PSYCHOLOGY

SCIENCE AND MATHEMATICS

SOCIAL SCIENCE

THE FINE ARTS

FOREIGN LANGUAGES

## 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: ENGLISH LANGUAGE AND LITERATURE

WALTER BLACKSTOCK, Ph.D., *Chairman*

### *Subjects of*

English

Speech

Dramatics





## AREA I: ENGLISH LANGUAGE AND LITERATURE

## ENGLISH

Requirements for an English major: 36 hours in the Department, including English 101-102, 201-202, 251, 321, 322, 324, either 330 or 331 or 401, 374 and 410. Requirements for a minor: 18 hours in the Department, including English 101-102, 201-202. Note: English 220 and 361 are not allowable in the fulfillment of the major programs of students not enrolled in the Teacher Education program. English 220 and English 252, in addition to English major requirements listed above, are required for those students enrolled in the Teacher Education Program for English Certification.

101-102	<b>Composition and Grammar</b>	6 s.h.
	Stress is placed on achievement of proficiency in the art of writing, the knowledge of grammar and the evaluation of ideas. A passing grade in English 101 is a prerequisite for English 102.	
201-202	<b>Survey of English Literature</b>	6 s.h.
	A survey of English literature from its beginning days to the present. The principles and methods of literary interpretation and appreciation are emphasized. Passing grades in English 101-102 are prerequisites for English 201 and a passing grade in the latter is a prerequisite for English 202.	
220	<b>Fundamentals of Reading</b>	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, 252	<b>A Survey of American Literature</b>	3, 3 s.h.
	A survey of literature in the United States. Introduction to principal authors and most significant prose and poetry produced in America from the seventeenth century to the present, with special reference to the democratic tradition. First semester: from colonial writers to Walt Whitman. Second semester: from Emily Dickinson to contemporary writers. Required of majors.	

321	<b>Shakespeare</b>	3 s.h.
	An intensive study of Shakespeare's most important plays.	
322	<b>Advanced Grammar and Composition</b>	3 s.h.
	A thorough study of the principles of English grammar, with emphasis on modern views and usage, and composition, supplemented with readings in language.	
324	<b>Milton and the Seventeenth Century</b>	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.	
330	<b>Eighteenth Century Literature</b>	3 s.h.
	An examination of the dominant ideas and conventions of the Age of Reason, as expressed in the works of the major writers of this period.	
331	<b>Victorian Literature</b>	3 s.h.
	An examination of the dominant ideas and conventions of the Victorian age, as expressed in the works of the major writers of this period.	
361	<b>Literature for Children</b>	3 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	<b>Chaucer</b>	3 s.h.
	A critical study of the English medieval period, with particular emphasis on Chaucer's <i>Canterbury Tales</i> and <i>Troilus and Criseyde</i> .	
401	<b>The Age of Romanticism</b>	3 s.h.
	An examination of the dominant ideas and conventions of English romanticism as expressed through the major writers of the period.	
410	<b>Modern Fiction</b>	3 s.h.
	Studies in selected novels of the late 19th and the 20th centuries, with emphasis upon a review of social and cultural backgrounds.	

**SPEECH AND DRAMATICS**

- |     |                                                                                                                                                                                                                                                                                                                                                                                    |        |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 151 | <b>Fundamentals of Speech</b><br>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.                                                                                                                     | 3 s.h. |
| 152 | <b>Public Speaking</b><br>Speech 151 is a prerequisite for this course, which emphasizes critical evaluation of various types of speeches and provides practice in their presentation. Good research methods are stressed. Students are encouraged to accept public speaking engagements if opportunities arise, and to prepare a series of forum programs adaptable to radio use. | 3 s.h. |
| 153 | <b>Fundamentals of Oral Interpretation</b><br>Basic principles of interpretation of literature will be stressed. Practice in analysis and in reading of selections from prose, poetry and drama.                                                                                                                                                                                   | 3 s.h. |
| 154 | <b>Fundamentals of Acting</b><br>Fundamental theories, functions and practice in the art of acting and of dramatic interpretation will be stressed. Lecture and laboratory. Prerequisite: Speech 153.                                                                                                                                                                              | 3 s.h. |
| 251 | <b>Appreciation of the Theatre</b><br>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.                                                                                                                                                                     | 3 s.h. |
| 252 | <b>World Drama</b><br>Outstanding dramas by European and American playwrights will be studied.                                                                                                                                                                                                                                                                                     | 3 s.h. |

**AREA II: RELIGION AND PHILOSOPHY**

LORENZO P. PLYLER, Ph.D., *Chairman*

*Subjects of***Religion****Philosophy**



## 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. Of the 30 semester hours of work in Religion, completion of six hours in Bible (Old and New Testament) is required. Requirement for a minor in Religion: 15 hours in religion including two of the following courses: 251, 252, 405 and 406. 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 | <b>Introduction to The Old Testament</b><br>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.                                                                            | 3 s.h. |
| 102 | <b>Introduction to The New Testament</b><br>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. | 3 s.h. |
| 220 | <b>Principles of Christian Education</b><br>Introduction to Christian education both as a discipline and as a program. Strong emphasis on what is involved in Christian education as a vocation. History, philosophy, materials and methods treated in an introductory manner. Staff relationships. Designed for student pastors and educational assistants in local churches.                                   | 3 s.h. |
| 221 | <b>The Program of the Local Church</b><br>A sequel to Religion 220. Theology of the Church. Organization of the local church, functions of its various leaders, the major foci of such activities as                                                                                                                                                                                                             | 3 s.h. |

- |     |                                                                                                                                                                                                                                                                                                                                                                                     |        |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|     | evangelism, education, missions, stewardship, social concerns and worship. The inter-relatedness of these areas is emphasized.                                                                                                                                                                                                                                                      |        |
| 251 | <b>Religions of The World</b><br>A comparative study dealing with the extant religions of the East (Hinduism, Buddhism, Islam, etc.), concluding with a survey of Judaism, Christianity and Western pseudo-religions (Communism and Fascism).                                                                                                                                       | 3 s.h. |
| 301 | <b>The Old Testament Prophets</b><br>A general survey of the prophetic tradition in Israel and a study of the lives and messages of Israel's prophets, with an introduction to apocalypticism.                                                                                                                                                                                      | 3 s.h. |
| 302 | <b>The Life and Teachings of Jesus</b><br>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.                                                                                                                                           | 3 s.h. |
| 352 | <b>Age Level Programs in Christian Education</b><br>Christian education of children, youth and adults. Programs, material and methods. A holistic approach with psychological foundations in developmental tasks and the quest for identity. Prerequisite: Psychology 201.                                                                                                          | 3 s.h. |
| 392 | <b>The Life and Letters of Paul</b><br>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. | 3 s.h. |
| 405 | <b>History of Christian Thought</b><br>A study of the lives and writings of selected Christian thinkers from the second century through the post-Reformation period. Individual research projects and oral reports by students. The origin and development of significant theological concepts and doctrines emphasized.                                                            | 3 s.h. |

## 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. Requirement for a minor in Philosophy: 15 hours.

- |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 251 | <p><b>Introduction to Philosophy</b><br/>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.</p>                                                                                                                                                                                                                                                                                                                         | 3 s.h. |
| 252 | <p><b>Logic</b><br/>An introductory course to the field of Logic, including a study of formal, empirical inferences, truth and validity of logical propositions, informal and formal fallacies, induction, deduction, and a study of the development of scientific method. Special attention will be given to an investigation of language, definition and the syllogism. The study includes elements of symbolic logic, propositional logic, quantification theory, probable inference, hypothesis and probability. Prerequisites: Philosophy 251 and permission of instructor.</p> | 3 s.h. |
| 311 | <p><b>The History of Ancient and Medieval Philosophy</b><br/>A study of pre-socratic Greek thought from Thales to the Atomists, Socrates, Plato and Aristotle, Epicureanism and Stoicism, Plotinus; a survey of medieval European thought, with major emphasis upon Scholasticism. Prerequisite: Philosophy 251 or permission of the instructor.</p>                                                                                                                                                                                                                                 | 3 s.h. |
| 312 | <p><b>The History of Modern Philosophy</b><br/>A study of Western Philosophy from the Renaissance to Hegel. Major emphasis is placed on the development of the systems of rationalism, empiricism and idealism. Prerequisite: Philosophy 251 or permission of the instructor.</p>                                                                                                                                                                                                                                                                                                    | 3 s.h. |



LIBRARY AT NIGHT

- |     |                                                                                                                                                                                                                                                                                                                     |        |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 406 | <p><b>Christian Beliefs</b><br/>A survey of contemporary Christian thought (19th and 20th centuries), beginning with Kant and continuing through the work of Bonhoeffer. Major theological "schools" or movements are studied in view of their interpretation of traditional fundamentals of faith.</p>             | 3 s.h. |
| 452 | <p><b>Psychology of Religious Experience</b><br/>The relationship of religious experience to psychological development. The work of James, Hall, Leuba, Starbuck, E. T. Clark and others in psychology of religion. Psychological principles applied to planning church programs. Prerequisite: Psychology 201.</p> | 3 s.h. |



- 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.
- 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

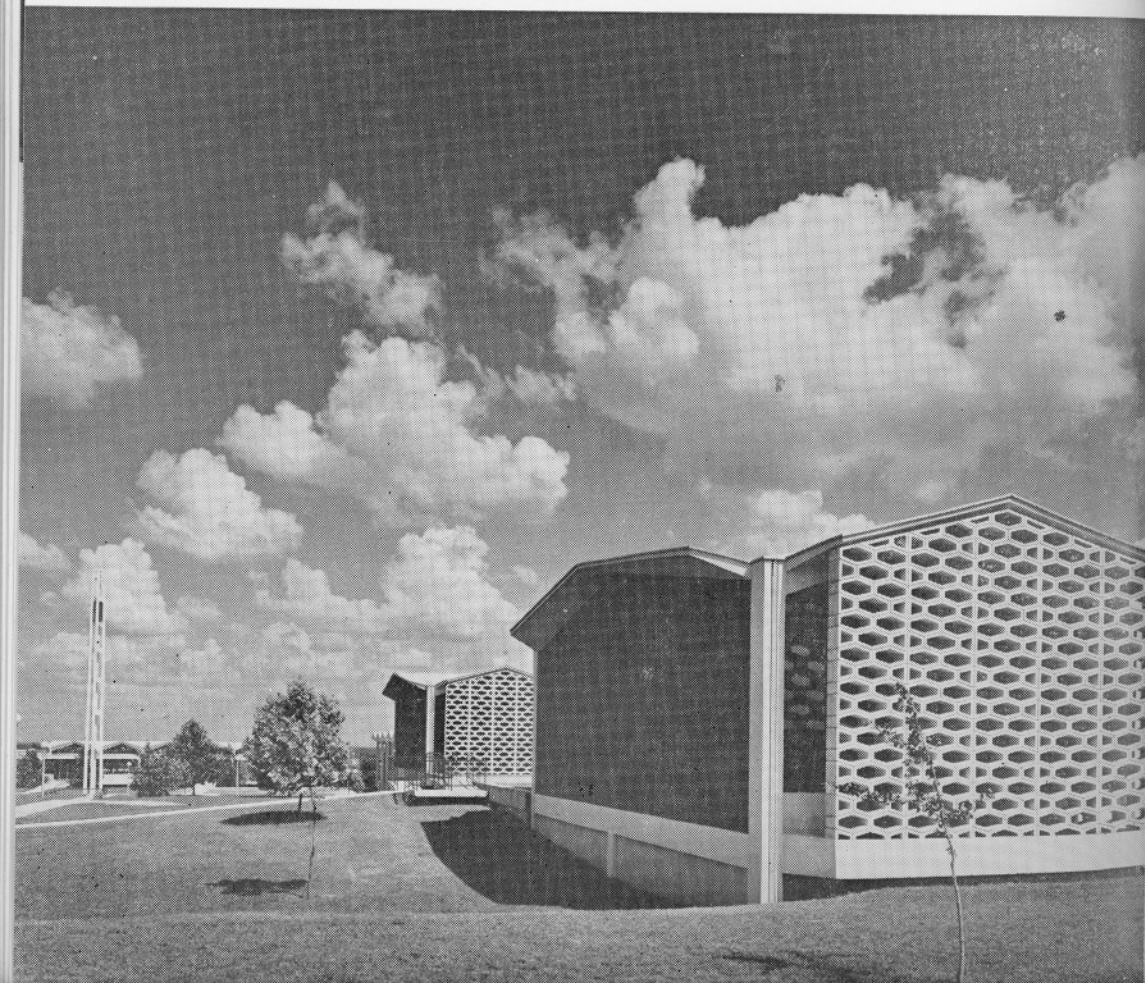
IVAN A. BOOKER, Ph.D., *Chairman*

#### *Subjects of*

**Psychology**

**Education**

**Physical Education**



## AREA III: EDUCATION AND PSYCHOLOGY

## PSYCHOLOGY

Students desiring to acquire a minor in Psychology must complete 15 semester hours of work in the discipline beyond the required general course in the subject (Psychology 201). The latter is a prerequisite for all other courses offered in Psychology.

- |     |                                                                                                                                                                                                                                                                                                                                        |        |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 201 | <b>General Psychology</b><br>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.                                                                                                                                    | 3 s.h. |
| 250 | <b>Educational Psychology</b><br>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.                        | 3 s.h. |
| 351 | <b>Child Psychology</b><br>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.                                                                                                                  | 3 s.h. |
| 352 | <b>Adolescent Psychology</b><br>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.                                                                                                                      | 3 s.h. |
| 360 | <b>Abnormal Psychology</b><br>Historical background of causes and subsequent treatment of behavioural pathology, leading up to present-day attitudes toward abnormal behaviour. Emphasis will be placed on the understanding and prevention of these personality disorders, as well as upon discussion of types of treatment now used. | 3 s.h. |
| 361 | <b>Social Psychology</b><br>The psychology of interaction with emphasis on the difference between individual and social behavior; the processes through which the biological                                                                                                                                                           | 3 s.h. |

individual is transformed into a social being; effects of social interaction on motivation, perception and learning.

- |     |                                                                                                                                                                   |        |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 382 | <b>Psychology of Exceptional Children</b><br>The problems of the mentally deficient and of the mentally gifted, including emotional and volitional readjustments. | 3 s.h. |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|

## EDUCATION

A minor in Secondary Education is available to students who plan to enter the ranks of junior or senior high school teachers. The acquisition of credit for the minor will be automatic for those who fulfill all requirements for a Class "A" Certificate in teaching under the North Carolina system, with preparation for instruction in a specific subject area. The following courses should be included in the minor program: Education 251, 254, 415, and 421-422, as well as Psychology 250 and 352. (It should also be noted that three semester hours of work in Speech is required of all those seeking teacher certification in North Carolina).

- |     |                                                                                                                                                                                                                                              |        |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 251 | <b>Introduction to Education in the Public Schools</b><br>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. | 3 s.h. |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|

## STUDENT TEACHER INTERN





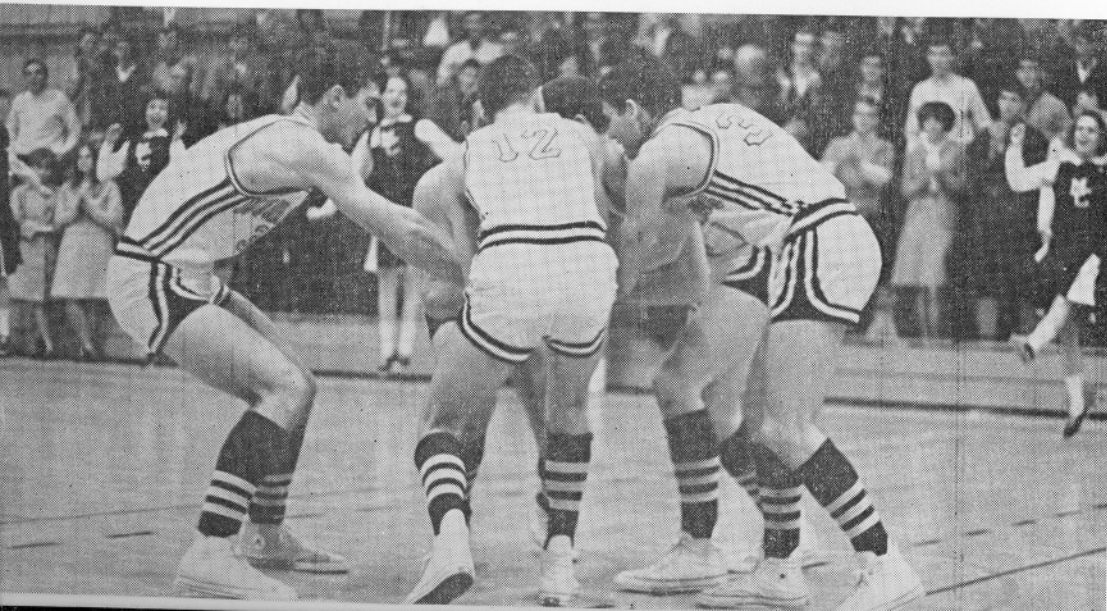
- 252 **Education in the Elementary School** 3 s.h.  
The history, philosophy, aims, organization and management of the elementary school; theory and practice in curriculum construction; the place of testing and evaluation, including the construction of tests, their administration, and interpretation of test results; kinds of records and methods of reporting; teacher-pupil and teacher-parent relations.
- 254 **Education in the Secondary School** 3 s.h.  
Historical development of the American secondary school; its philosophy, aims, curriculum, organization and practices.
- 311 **Testing and Evaluation** 3 s.h.  
This course will provide prospective teachers with a broad overview of the testing and evaluation programs in the public schools. Emphasis is placed upon the actual use of mental aptitude and achievement tests as well as practice in the composition of the teacher's classroom tests. City and county school officials provide the class with first-hand information regarding local testing and evaluation programs.
- 312 **Guidance and Counseling** 3 s.h.  
The course provides an overview of the foundations and the processes of guidance, as influenced by the school situation. The responsibilities of the guidance counselor in assisting the student toward self-actualization will be stressed. Research findings and theories currently in use will be discussed. Emphasis will be placed on guidance processes in both elementary and secondary schools.
- 411 **Materials and Methods in the Elementary School I** 3 s.h.  
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.

- 412 **Materials and Methods in the Elementary School II** 3 s.h.  
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.
- 415 **Materials and Methods in the Secondary Schools** 3 s.h.  
Analysis of teaching methods currently used in junior and senior high schools. Discussions will include such subjects as 'The Use of the Lecture,' 'The Individualized Approach,' 'The Principles of Questioning,' 'The Use of the Textbook and Other Materials,' 'Assignments' and 'Discipline Problems.'
- 421-422 **Practice Teaching** 6 s.h.  
This is an internship course for those preparing to become public school teachers. It is conducted with the cooperation of public school administrators and supervising teachers. The interns are assigned to various school systems in North Carolina. A minimum of 90 hours of actual classroom teaching is required. The college's Director of Student Teaching and various members of the faculty staff supervise the work of the interns.

### 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.
- 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**WILLIAM C. COOPER, Ph.D., *Chairman**Subjects of***Biology****Chemistry****Mathematics****Physics**



## 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 a major: a minimum of 30 semester hours in Biology, and a minor in Chemistry. Chemistry 101-102 should be taken in freshman year. Requirements for a minor: a minimum of 16 semester hours in Biology. All courses meet for three hours of lectures per week and one three-hour laboratory per week, unless stated otherwise.

Students planning to enroll in the Teacher Education Program for science certification with Biology as the area of concentration are required to take Chemistry 101-102, Physics 101-102 and Mathematics 105-106 in addition to 30 semester hours in Biology.

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| 101 | <b>Introduction to Zoology</b><br>A foundation course covering the fundamentals of biology as related to animals. The course includes such topics as cell structure, descriptive physiology, development of individuals, morphology, and systematics. Offered fall, spring and summer semesters. | 4 s.h. |
| 102 | <b>Introduction to Botany</b><br>A foundation course covering primarily the morphology, physiology and economics of plants, with emphasis on the dynamics of their life processes as it relates to heredity, evolution and development. Offered fall, spring and summer semesters.               | 4 s.h. |
| 201 | <b>Invertebrate Zoology</b><br>An introduction to the study of the lower animals, with primary attention to their systematics, distribution, form, function and development. Prerequisites are Biology 101 and 102. Offered fall semester; summer semester by demand.                            | 4 s.h. |
| 203 | <b>Vertebrate Zoology</b><br>Includes a survey of the chordates, and the fundamentals of form, function, systematics, distribution                                                                                                                                                               | 4 s.h. |

and development as it pertains to the vertebrate body. Prerequisites are Biology 101 and 102. Designed as a companion course to Invertebrate Zoology, Biology 201. Offered spring semester; summer semester by demand.

- |     |                                                                                                                                                                                                                                                                                                                 |        |
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| 301 | <b>Non-Vascular Plants</b><br>A summary of lower plants, with emphasis upon systematics, distribution, form, function, development and importance to man. Prerequisites are Biology 101 and 102. Offered fall semester; summer semester by demand.                                                              | 4 s.h. |
| 304 | <b>Vascular Plants</b><br>A comparative study by form, function, development, distribution and systematics of higher plants. Prerequisites are Biology 101 and 102. Designed as a companion course to non-vascular plants, Biology 301. Offered spring semester; summer by demand.                              | 4 s.h. |
| 311 | <b>Embryology</b><br>The study of reproductive cells, fertilization, maturation, cleavage, gastrulation, embryonic development. Intended primarily for the pre-professional student. Prerequisites are Biology 201 and 203. Open to juniors and seniors only. Offered fall semester; summer semester by demand. | 4 s.h. |



- 361 **Comparative Vertebrate Anatomy** 4 s.h.  
A study of vertebrate bodies emphasizing the various systems and comparative studies elucidating various distinguishing features of the different classes of vertebrates. Prerequisites are Biology 201 and 203. Open to juniors and seniors only. Offered
- 410 **Microbiology** 4 s.h.  
A study emphasizing bacteria, but including other parasitic micro-organisms from the standpoint of their systematics, form, function, and importance to man. Prerequisites are Biology 201 and 301, Chemistry 101 and 102. Open to juniors and seniors only. Offered spring semester; summer semester by demand.
- 450 **Special Topics in Biology**  
Open to biology majors who wish to do more advanced work in some area of special interest. Nature of investigation dependent upon problems. Credit to be determined.
- 460 **Cytogenetics** 4 s.h.  
A presentation of the principles, problems and methods of cellular form and function and of heredity with certain applications to the breeding of animals and plants, and to evolution. Prerequisites: Biology 201 and 301, or by permission of instructor. Open to juniors and seniors only. Offered spring semester only.

### CHEMISTRY

Requirements for a major in Chemistry: A minimum of 32 semester hours in the Department, with completion of Mathematics 105, 106, 151 and 152. Requirements for a minor in Chemistry: a minimum of 16 hours in the Department, including Chemistry 101 and 102.

Students planning to enroll in the Teacher Education Program for science certification with Chemistry as the area of concentration are required to take Biology 101-102, Physics 101-102, Mathematics 105-106, 151-152 in addition to 30 semester hours in Chemistry.

- 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



AT WORK IN ONE OF FOUR MODERN CHEMISTRY LABORATORIES

- non-metallic elements and their compounds, and the fundamental laws and principles of chemistry.
- 251 **Qualitative Analysis** 4 s.h.  
Two lectures, one quiz period, and four 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.
- 252 **Quantitative Analysis** 4 s.h.  
Two lectures, one quiz period, and four 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.
- 321, 322 **Organic Chemistry** 8 s.h.  
Three lecture-quiz-recitation periods and three 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.
- 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 152 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, including Math 105 and 106 and Math 401 and 402 (but not to include Math 405), and 18 semester hours of courses at or above the 200 level. Must also include Physics 101 and 102. A Mathematics major preparing to teach in secondary schools must elect Math 302. Requirements for a minor in Mathematics: a minimum of 18 semester hours in the Department, including Math 105, 106, 151 and 152 (not to include Math 405) and six hours of courses at or above the 200 level.

- 101 **A Survey of Basic Mathematics** 3 s.h.  
Designed for freshmen who are not continuing in advanced courses. It includes the axiomatic use of basic mathematical concepts in the development of the real and complex number systems. It begins with the principles and practices of arithmetic, followed by various topics from algebra, geometry, and trigonometry. It is developed with the use of many problems from a workbook.
- 102 **Introduction to Modern Mathematics** 3 s.h.  
Designed to complement Basic Mathematics. Logic; sets and relations; axiom of choice; cardinal and ordinal numbers with systems of numeration; and introduction to geometry, probability and algebra are included.
- 105 **College Algebra** 3 s.h.  
Algebra from a more mature point of view. Topics include a study of the nature and methods of proof; number systems, real and complex; algebraic expressions; exponents and radicals; equations; inequalities. A first unit preparation for calculus. Prerequisite: at least three years of secondary school mathematics including two years of algebra, units in geometry and trigonometry.

- 106 **Elementary Functions** 3 s.h.  
A thorough study of the algebraic, exponential logarithmic and trigonometric functions, including domain, range, graphing and applications in preparation for the study of calculus. Prerequisite: Mathematics 105 or advanced placement (at least 3½ years of secondary school mathematics).
- 151 **Introduction to Calculus** 3 s.h.  
Differential and integral calculus of the elementary functions with associated analytic geometry. Techniques and applications of differentiation. Integral calculus introduced as area—the limit of Riemann sums. Techniques and applications of integration. Prerequisite: Mathematics 106 or advanced placement.
- 152 **Mathematical Analysis I** 3 s.h.  
A study of the basic theory of calculus; limits, continuity, chain rule, Rolles Theorem, Mean Value Theorem, Fundamental theorem of integral calculus. A complete study of the calculus of transcendental functions. Methods of integration. Prerequisite: Mathematics 151.
- 201 **Linear Algebra** 3 s.h.  
A study of systems of linear equations, matrices, determinants, vector spaces, linear dependence, linear transformations, similarity of matrices and characteristics of a matrix. Prerequisite: Mathematics 151.
- 202 **Mathematical Analysis II** 3 s.h.  
A study of intermediate topics of calculus; hyperbolic functions; polar coordinates; sequences and series, complex variables and functions. Prerequisite: Mathematics 201.
- 205 **Introduction to Probability and Statistics** 3 s.h.  
Includes permutations, combinations, binomial and normal distributions, analysis of data, sampling theory, testing hypotheses, random variables and probability functions. Prerequisite: Mathematics 151.
- 301 **Theory of Equations** 3 s.h.  
The study of algebraic equations from an advanced viewpoint including complex numbers, number and

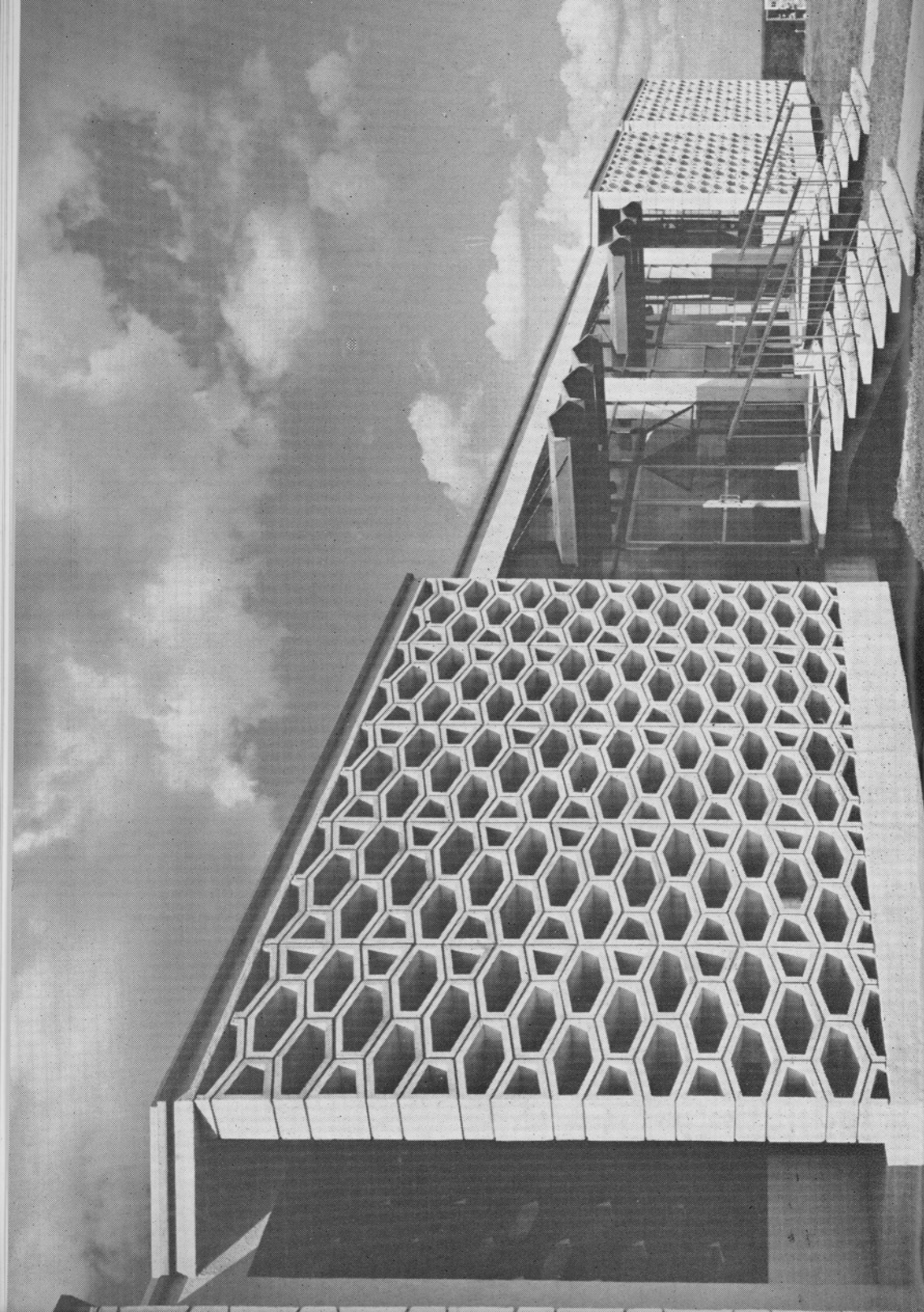
- nature of roots. This course is designed to be particularly useful to prospective secondary school mathematics teachers. Prerequisite: Mathematics 151.
- 302 **Modern College Geometry** 3 s.h.  
Advanced Euclidean geometry and an introduction to non-Euclidean geometry. This course is designed to be particularly useful to prospective secondary school mathematics teachers. Prerequisite: Mathematics 151.
- 305 **Differential Equations** 3 s.h.  
An introduction to ordinary differential equations of first and second order, with applications in geometry and physics. Prerequisite: Mathematics 202.
- 401 **Advanced Calculus** 3 s.h.  
Vector calculus; the del operator, gradient, divergence, curl; the theorems of Gauss, Green and Stokes; exact differential forms. Multivariable calculus, line and surface integrals; Fourier series. Prerequisite: Mathematics 202.
- 402 **Modern Algebra** 3 s.h.  
An introduction to the study of the basic algebraic properties of groups, rings and fields, including elements of set theory and polynomials. Prerequisite: Math 151.
- 405 **Modern Concepts of Arithmetic and Algebra** 3 s.h.  
The nature of number systems, logical structure of arithmetic and algebra, informal geometry, computation measurement, problem solving, functional relations. This course is designed primarily for elementary school teachers. (No credit toward a major or minor in mathematics).

### PHYSICS

Requirements for a minor in Physics: 16 semester hours of work in the department, including Physics 101, 102, 252 and 255. For those preparing to become elementary school teachers Physics 251 is recommended.

- 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. Not offered to persons who already have college credits in Physics or Chemistry.
- 252 **Introductory Atomic and Nuclear Physics** 4 s.h.  
A modern Physics course, with lectures and laboratory work emphasizing the classical experiments through which the revelation of basic atomic structure was brought about. Prerequisites: Physics 102 and Calculus, concurrently.
- 255 **Electricity and Magnetism** 4 s.h.  
Electricity and magnetism are treated from a wholly theoretical point of view on an intermediate level. Static electricity through alternating currents. Prerequisites: Physics 102 and Calculus, concurrently.
- 260 **Electro-Mechanics** 4 s.h.  
The new Berkeley Course, which combines classical mechanics, electricity and magnetism, and relativistic mechanics. Prerequisites: Physics 102 and Calculus, concurrently.





## AREA V: SOCIAL SCIENCE

JOHN O. TOBLER, Ph.D., *Chairman*

### *Subjects of*

**History**

**Economics and Business**

**Administration**

**Political Science**

**Sociology**

**Geography**

## AREA V: SOCIAL SCIENCE

## HISTORY

Requirements for a major in History: a minimum of 30 semester hours in the department. Requirements for a minor: a minimum of 18 semester hours in the department. Courses 101, 102, 201, and 202 are required for both the major and the minor.

Students planning to enroll in the Teacher Education Program for social studies certification are required to take a total of 21 semester hours in three additional departments in the social science area in addition to 30 semester hours in History.

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|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 101 | <b>Western Civilization I</b><br>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 | <b>Western Civilization II</b><br>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 | <b>United States History I</b><br>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 1876.                                                                          | 3 s.h. |
| 202 | <b>United States History II</b><br>A continuation of the study of the history of the United States since 1876 with emphasis on the emergence of this nation as a political, economic and social force in the modern world.                                                                                            | 3 s.h. |
| 311 | <b>Ancient History</b><br>A history of the ancient Near Eastern civilization, the Hellenic, Hellenistic and Roman worlds.                                                                                                                                                                                             | 3 s.h. |
| 312 | <b>Medieval History</b><br>A study of the medieval world from 300-1300, from the time of Diocletian to that of Dante.                                                                                                                                                                                                 | 3 s.h. |

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| 351 | <b>English History I</b><br>A survey of English history from the earliest times to the end of the Tudor Period in 1603.                                                                                                                                                                                | 3 s.h. |
| 352 | <b>English History II</b><br>A continuation of the survey of English history from the Stuart Period to the present day.                                                                                                                                                                                | 3 s.h. |
| 401 | <b>History of Asia</b><br>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 | <b>Soviet Russia and International Communism</b><br>An examination of the history of Russia during the Tzarist regime, the 1917 revolution, and recent international developments emanating from the Marxist axis in Moscow.                                                                           | 3 s.h. |
| 450 | <b>Modern European History</b><br>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. |
| 460 | <b>Senior Seminar</b><br>Selected historical topics are studied by means of lectures and readings. Bibliography and work in primary sources are stressed. Juniors may be admitted with the consent of the instructor.                                                                                  | 3 s.h. |

## ECONOMICS AND BUSINESS ADMINISTRATION

Requirements for a major: a minimum of 30 semester hours in the department. Requirements for a minor: a minimum of 15 semester hours in the department. Courses numbered 151 and 152 are prerequisites for all other courses offered in the department.

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|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 151, 152 | <b>Principles of Economics</b><br>Analysis of the principles underlying the operation of an economic system and their application to important questions of public policy. | 6 s.h. |
| 251      | <b>Principles of Accounting I</b><br>A beginning course in the procedures of double entry accounting and the theory of underlying these                                    | 3 s.h. |



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.

- 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. Prerequisite: Economics 251 or special permission of instructor.
- 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 liv-



- ing standards. Channels for obtaining capital for corporate promotion, expansion and reorganization; financial plans; financial management analysis; bond contracts; dividend policies; valuation of the corporate enterprises. Prerequisite: Economics 251 or special permission of instructor.
- 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**

Requirements for a major in Political Science: a minimum of 30 semester hours in the department, including Political Science 450. Requirements for a minor: a minimum of 15 semester hours in the department. Political Science 151 is a prerequisite for all other courses offered in the department.

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| 151 | <b>American Government</b><br>A description and analysis of the origin, structure, and operation of the United States Government, with emphasis on the roles of the executive, legislative and judicial branches of the government.                                                                                                       | 3 s.h. |
| 201 | <b>State and Local Government</b><br>A description and analysis of the patterns of American state governments and the structural systems of municipalities; their functions in the fields of education, public health and welfare, law enforcement, highways, public safety, etc., with particular emphasis on North Carolina government. | 3 s.h. |
| 231 | <b>Comparative Government I</b><br>A study of current democratic governmental institutions in the major European powers. Focus will be made on institutional organization, political parties, bureaucracy, and current policy problems.                                                                                                   | 3 s.h. |
| 232 | <b>Comparative Government II</b><br>A study of the totalitarian system of government, with particular emphasis on the Communist world, its party organization and governmental structure, as well as current ideological conflicts among totalitarian nations.                                                                            | 3 s.h. |
| 254 | <b>American Constitutional Law</b><br>An analysis of the leading Supreme Court decisions in selected major areas, including the executive and legislative branches, federal-state relations, commerce, taxation, foreign affairs, federal welfare legislation, civil liberties and civil rights.                                          | 3 s.h. |
| 301 | <b>Political Theory I</b><br>A survey of influential political theories from the ancient Greeks to Jean Bodin,                                                                                                                                                                                                                            | 3 s.h. |

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| 302 | <b>Political Theory II</b><br>A survey of influential political theories from Jean Bodin to the twentieth century.                                                                                                                                                             | 3 s.h. |
| 351 | <b>International Relations</b><br>An introduction to the basic principles of international politics, the balance of power, imperialism, the practice of diplomacy, the settlement of conflicts through international law and the search for peace through collective security. | 3 s.h. |
| 352 | <b>American Diplomacy</b><br>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.               | 3 s.h. |
| 401 | <b>The British Commonwealth of Nations</b><br>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.                                                     | 3 s.h. |
| 421 | <b>Political Parties</b><br>A study of the development, organization, function and activities of the major and several of the minor political parties in the United States. Attention will also be given to the role of pressure groups.                                       | 3 s.h. |
| 450 | <b>Senior Seminar</b><br>Selected problems in the theory and practice of modern government. Emphasis is placed on the training of students to do original research work. Juniors may be admitted with the consent of the instructor.                                           | 3 s.h. |

**SOCIOLOGY**

Requirements for a minor: a minimum of 15 semester hours' work in the department.

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|-----|--------------------------------------------------------------------------------------------------------------------------------------|--------|
| 151 | <b>Principles of Sociology</b><br>An introductory course designed to impart to the student a knowledge of himself in social context. | 3 s.h. |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|--------|



Interrelationships in such areas as personality, society and culture are examined. The student is familiarized with major social processes and institutional functions.

- 253 **Social Pathology** 3 s.h.  
A study of causative factors in the destruction of the life-organization of the individual, types of personal disorders, role impairment, the influences of social change on the structure of society, and the disorganization of selected social institutions.
- 254 **Rural-Urban Sociology** 3 s.h.  
The study of rural-urban structure and ecology, particularly in the light of the planning movement and growth and development of rural-urban communities. Emphasis is placed on conceptual frames of reference for the study of cities, types of social behavior in cities, and influences of rural-city life on personality.
- 356 **Cultural Anthropology** 3 s.h.  
A cross-cultural survey and analysis of social institutions, religion, art, beliefs, values and languages of peoples in industrial and non-industrial societies.
- 361 **Social Work and Public Welfare** 3 s.h.  
A study of the changing philosophies and methods of social work, with particular emphasis on understanding the individual who presents the problem. Agency services for treatment are emphasized.
- 372 **Marriage and the Family** 3 s.h.  
A course designed to provide understanding of family relationships for those unmarried, those contemplating marriage, those married, and prospective counselors of all of them; a functional approach to the interpersonal relationships of courtship, marriage and family life.

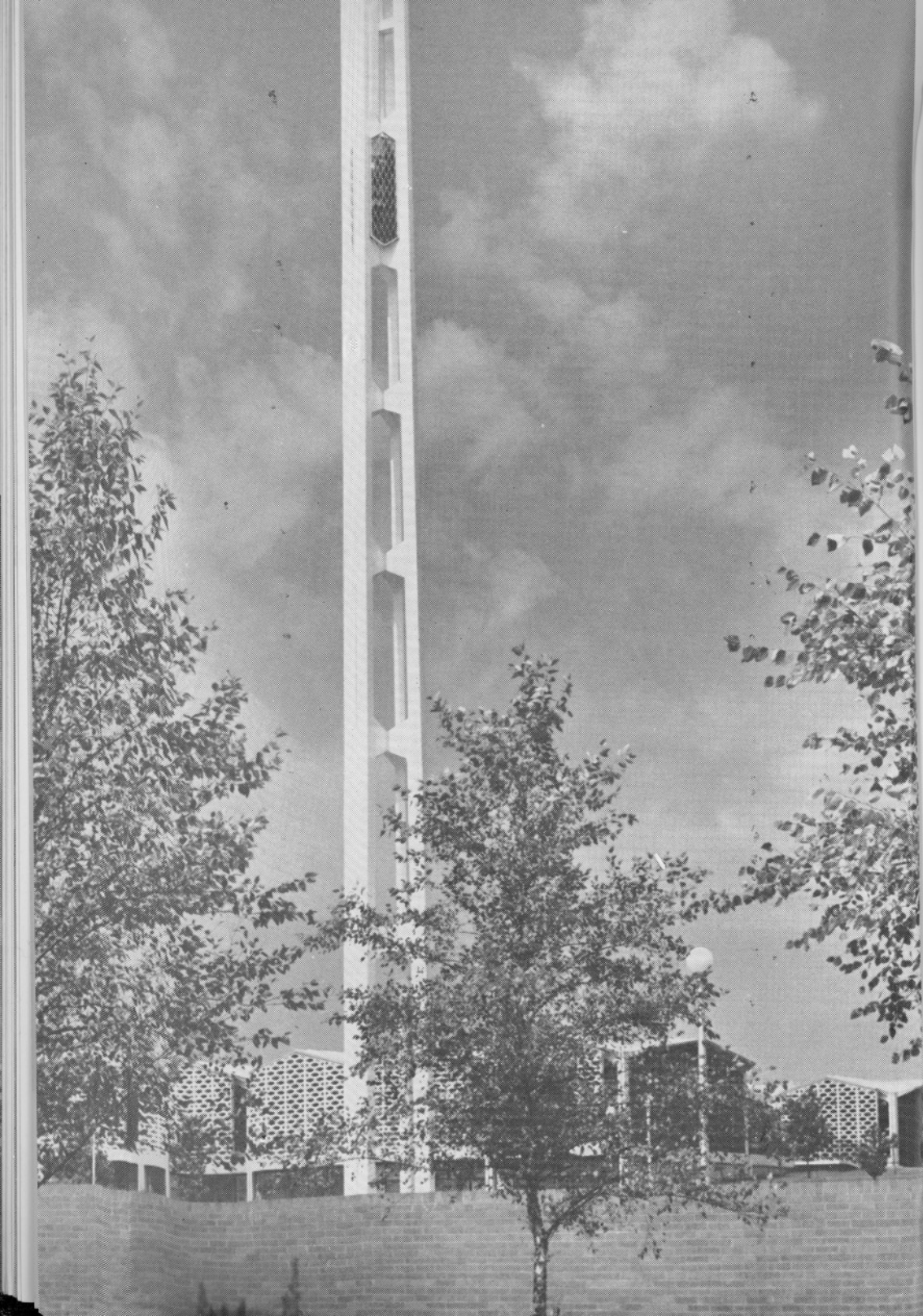
**GEOGRAPHY**

(Required of Elementary School Teachers)

- 252 **Regional Geography** 3 s.h.  
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.



WOMEN'S RESIDENCE HALL LOUNGE



## AREA VI: THE FINE ARTS

WILLIS C. GATES, Ph.D., *Chairman*

### *Subjects of*

#### **Music**

Special Preparation for Teaching

Music in the Public Schools

Applied Music

Individual Instruction

#### **Art**



## AREA VI: THE FINE ARTS

## 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 or minor 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 are required of all music majors: Music 161, 162, 261, 262, 351, 352 and 401. Students preparing to teach in the public schools must complete the following eight additional hours in music: Music 361, 362, 411 and 412. 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. Music majors are also required to participate in ensemble throughout their course of study.<sup>1</sup>

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

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



all evening musical events sponsored by the college unless excused by the department chairman.

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.

A student may earn a minor in music by completion of a minimum of 15 semester hours' work in music courses. These must include Music 151, 161, 162, plus six hours in Applied Music to be chosen in consultation with the area chairman.

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, viola, flute or clarinet. Advancement reached in the major area must at least equal the work called for in the 300-level course of private study described in this catalogue. 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, a percussion 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.

151

## Music Appreciation

3 s.h.

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.
- 152 **Music Fundamentals for Classroom Teachers** 3 s.h.  
A course for students with no musical background who are preparing to be elementary school teachers. Practice in sight-singing and ear training; scales; principles of notation; keyboard practice. The class meets 4 hours a week.
- 161, 162 **Basic Musicianship I** 3, 3 s.h.  
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.
- 261, 262 **Basic Musicianship II** 3, 3 s.h.  
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. Prerequisite: Music 162.
- 351, 352 **History of Music** 3, 3 s.h.  
A survey of musical styles from early Christian times to the present. The study includes reports, readings, demonstrations and listening. Prerequisite: Music 162 or permission of instructor.
- 361 **Conducting** 2 s.h.  
Study and practice of the techniques of conducting and score reading in both vocal and instrumental fields. Prerequisite: Permission of Instructor.
- 362 **Orchestration** 2 s.h.  
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. Prerequisite: Music 162 or permission of instructor.
- 401 **Form and Analysis** 2 s.h.  
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. Prerequisite: Music 262.
- 402 **Sixteenth-Century Counterpoint** 2 s.h.  
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.
- 403 **Twentieth-Century Music** 2 s.h.  
A study of the styles and techniques of 20th century music. Survey of the development of style and 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. Prerequisite: permission of instructor.
- 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. Prerequisite: Music 352.
- Applied Music**
- 109 **Voice Class** 1 s.h.  
Class study of the fundamentals of singing; posture, breathing, correct vowel formation, diction. Study of simple art songs in English. Class meets two hours a week. Prerequisite: permission of instructor.
- 173, 174 **Chorus** 1 s.h. each  
273, 274  
373, 374 Study through rehearsal and performance of selected works from choral literature of the various periods. Prerequisite: permission of instructor. Three rehearsals weekly. (A maximum of four hours may count toward fulfillment of graduation requirements, with the exception of music majors.)  
473, 474
- 175, 176 **Orchestra** ½ s.h. each  
275, 276  
375, 376 Study through rehearsal and performances with the  
475, 476 Fayetteville Symphony Orchestra of selected works



from the great orchestral literature. Prerequisite: successful audition. Meets two hours weekly.

- 177, 178 Band 1 s.h. each  
277, 278  
377, 378 Study through rehearsal and performance of selected works from the band literature. Prerequisite: permission. Meets three hours weekly. (Credit is limited to a total of four semester hours toward graduation for students who are not music majors.)  
477, 478
- 167, 168 **Flute** 1 or 2 s.h. each  
Studies for the development of tone; major and minor scales. Cavally "Melodious and Progressive Studies," Books I and II (Anderson, Gariboldi, Kochler-Terschak, Kummer, etc.). Solo pieces selected from "Twenty-four Concert Pieces" (Cavally), Handel Sonatas.
- 267, 268 **Flute** 1 or 2 s.h. each  
Continuation of tone studies, application and study of vibrato, major and minor scales, triad and dominant seventh chord arpeggios. Cavally "Melodious and Progressive Studies" Books II and III. Handel Sonatas, Mozart Concerti, and other works of comparable difficulty.
- 367, 368 **Flute** 1 or 2 s.h. each  
Further tone and vibrato studies, more difficult scales and arpeggios with increased facility; velocity studies—all from memory. "Famous Flute Studies" (Anderson) Op. 15, Op. 30, and Op. 63. Passages from the orchestral repertoire. J. S. Bach Sonatas, Hindemith Sonata, Griffes Poeme, and other works of comparable difficulty.
- 467, 468 **Flute** 1 or 2 s.h. each  
Advanced technical studies; further study in the development of tone quality; continued work in scales and arpeggios; orchestral studies. Karg-Elert "Twenty-four Caprices;" Anderson "Virtuoso Etudes." Solos of the difficulty of Ibert Concerto, Gordon Jacob Concerto, and Piston Sonata. Partial or full recital.
- 171, 172 **Clarinet** 1 or 2 s.h., each  
Technical requirements: development of the embouchure, tonguing, hand and finger position, breathing, reed preparation, tone studies, scales

and intervals. Studies by Rose and Klose. Wanhall Sonata, Weber Concerto in F, Rabaud Solo de Concours, and other works of comparable difficulty.

- 271, 272 **Clarinet** 1 or 2 s.h., each  
Continued emphasis on tone production, phrasing, all scales and intervals. All transpositions required for orchestral literature. Studies by Klose; orchestral studies; Weber Concerto in E-flat and Concertino; Bernstein Sonata; and other works of comparable difficulty.
- 371, 372 **Clarinet** 1 or 2 s.h., each  
Advanced technical studies; further study in the development of tone quality; continued work in scales and arpeggios; orchestral studies; studies by Jean-Jean. Mozart Trio; Hindemith Sonata; Brahms Sonata in F Minor; Debussy Rhapsody, and other works of comparable difficulty.
- 471, 472 **Clarinet** 1 or 2 s.h., each  
Continued study in tone quality, scales and arpeggios; orchestral studies; studies by Jean-Jean. Mozart Concerto in A Major; Brahms Sonata in



E-flat Major; Stravinsky, Three Pieces and other pieces of comparable difficulty. Partial or full recital.

- 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 two hours each week. Prerequisite: Permission of instructor.
- 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 two hours each week. Prerequisite: permission of instructor.
- 204 **Brasses and Percussion Instruments** 1 s.h.  
 A study of the basic principles of playing and teaching brass and percussion instruments, for students with no previous experience. Each student must learn to demonstrate characteristic tone quality and elementary technique on at least one brass and one percussion instrument. Class meets two hours each week. Prerequisite: permission of instructor.

### *Individual Instruction*

Emphasis is placed on acquiring a sound 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 ( $\frac{1}{2}$  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.



FINE ARTS BUILDING-AUDITORIUM (scheduled for completion in spring of 1968)

- 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 bowing 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.

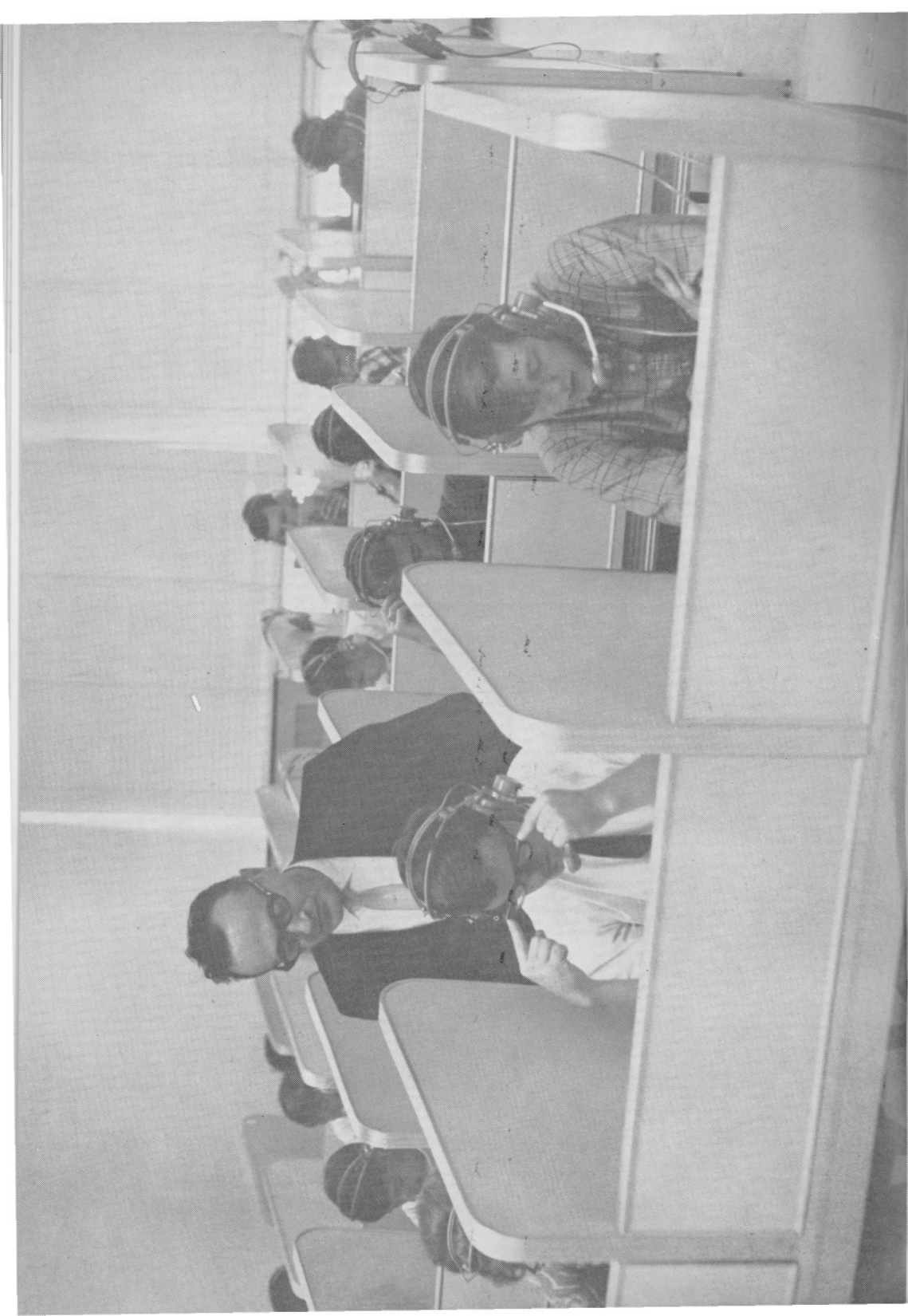
## ART

- 151 **Art Appreciation** 3 s.h.  
 Consideration and study of the many forms of man's visual experience. Emphasis is given to the importance of the individual's perception and his development of greater sensitivity and understanding of the aims and function of the artist, the viewer and the critic. The course includes an examination of the elements and principles of design and a brief survey of art history in which the use of these elements and principles in both past and present periods is exemplified. Lectures, outside reading, class discussion and a creative term project dealing with the elements of design are included.
- 201, 202 **Basic Drawing and Painting** 2, 2 s.h.  
 Creative studio experience, using a wide variety of media. Opportunity is afforded for development of creative ability, individual sensitivity and an understanding of the elements and principles of design. Individual guidance is stressed, with the goal of developing the unique expressive potential of each individual. A part of each semester is devoted to figure drawing from a model, with the remainder devoted to painting in the individual's desired media.
- 253 **Theory and Practice in Art Education** 3 s.h.  
 Survey of current trends and theories in art education, leading to an understanding of the function and goals of such education and the interdependency of art and other educational areas. Lectures, outside readings, class discussions and creative studio experience in methods and practices of art instruction, with use of materials and projects 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.







## AREA VII: FOREIGN LANGUAGES

CHARLES G. ROWE, Ph.D., *Chairman*

### *Subjects of*

French

German

Spanish

## FRENCH

Requirements for a French major: 30 hours of work beyond French 101-102. Requirements for a French minor: French 101-102, 151-152, 251 and 252, for a total of 18 semester hours; or French 151-152, 251 and 252, plus an additional three hours' work in any other advanced course; or, for exceptional students already having extensive training in the language, French 251 and 252, plus six semester hours' work in other advanced courses.

- 101-102 **Elementary French** 6 s.h.  
 Three hours of lecture and recitation and one hour of laboratory work per week in each semester. 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.  
 Three hours of lecture and recitation and one hour of laboratory work per week in each semester. 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** 3, 3 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.
- 301 **Advanced Grammar and Composition** 3 s.h.  
 Conducted in French. Advanced drill in the structures and expressions which present special problems to American learners. Intended especially for those preparing to teach the language. Prerequisite: French 251, 252.

- 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, Fontenelle, 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.

## GERMAN

- 101-102 **Elementary German** 6 s.h.  
 Three hours of lecture or recitation and one hour of laboratory work per week. Phonetics, pronunciation, essentials of grammar, common idioms and vocabulary. Reading and simple composition. Translation from German to English and from English to German. Emphasis on the elements of reading, writing and conversation. Only three hours' credit allowed for the year if student has completed two years of German in high school.



- 151-152 **Intermediate German** 6 s.h.  
 Three hours of lecture or recitation and one hour of laboratory per week. A review of grammar. Selected readings designed to assure mastery of the fundamental skills of understanding, speaking, reading and writing German of moderate difficulty. Composition and translation. Intensive practice in the spoken language to develop student's vocabulary and oral proficiency. General insights into various aspects of German life. Prerequisite: German 101-102, or two years of high school German or equivalent thereof and satisfactory score on achievement test.
- 251, 252 **Advanced German** 3, 3 s.h.  
 The study of selected works of recognized literary quality in both prose and verse. Reading of books and articles on German history, art, institutions and other aspects of German culture. Oral and written exercises. Prerequisite: German 151-152, or three years of high school German and satisfactory score on achievement test.

### SPANISH

Requirements for a Spanish major: 30 semester hours of work beyond Spanish 101-102. Requirements for a Spanish minor: Spanish 101-102, 151-152, 251 and 252 for a total of 18 semester hours; or, Spanish 151-152, 251 and 252, plus three semester hours in an advanced elective; or, for exceptional students with considerable prior training in the language, Spanish 251 and 252, plus six semester hours in other advanced courses.

- 101-102 **Elementary Spanish** 6 s.h.  
 Three hours of lecture or recitation and one hour of laboratory per week. Pronunciation, oral work, the elements of grammar, common idioms and vocabulary. Only three hours' credit allowed for the year if the student has completed two years of Spanish in high school.
- 151-152 **Intermediate Spanish** 6 s.h.  
 Three hours of lecture or recitation and one hour of laboratory per week. 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 satisfactory score on achievement test.
- 241 **Advanced Conversation and Grammar** 3 s.h.  
 Conducted in Spanish. Phonetics and grammar taught inductively, through constant repetition, as a basis for oral command of the language. Intended primarily for students preparing to teach Spanish but meeting the needs of those whose fields of interest create a special need for the spoken language. Prerequisite: Spanish 151-152, or demonstration of oral proficiency to the satisfaction of the instructor.
- 242 **Advanced Composition and Grammar** 3 s.h.  
 Conducted in Spanish. An analytic study of the grammatical structure of the Spanish language, with extensive practice. Designed primarily for those preparing to teach Spanish. Prerequisite: Spanish 151-152 or demonstration of oral proficiency to the satisfaction of the instructor.
- 251 **Culture and Civilization of the Hispanic World** 3 s.h.  
 Conducted in Spanish. General view of the development of Spanish history from its beginnings to the 19th century. Contribution to Western civilization and expansion of Hispanic culture into the New World emphasized. Prerequisite: Spanish 152 or three years of high school Spanish.
- 252 **Introduction to Spanish Literature** 3 s.h.  
 Conducted in Spanish. Evolution of Spanish language and influences of other languages during the Middle Ages. General view of the development of Spanish literature. Prerequisite: Spanish 152 or three years of high school Spanish.
- 321 **Spanish Literature: Medieval to Renaissance** 3 s.h.  
 Conducted in Spanish. The Golden Age. Spanish epic and ballads. Late Medieval period and the beginning of extended prose fiction. Humanism. Renaissance prose and poetry. The theater before Lope de Vega. The mystics. Lope de Vega and his followers. Prerequisite: Spanish 252 or consent of instructor.
- 322 **Spanish Literature: Baroque Through 17th Century** 3 s.h.  
 Conducted in Spanish. The Golden Age. Cervantes;



PARTICIPANTS IN 1967 SUMMER STUDIES AT UNIVERSITY OF MADRID, SPAIN

- 351 **Spanish Literature: Cervantes** 3 s.h.  
 Culteranismo; Conceptismo; Gongorismo; Quevedo. The drama from Lope de Vega to Calderón. Prerequisite: Spanish 252 or consent of instructor.  
 Conducted in Spanish. The works of Cervantes, particularly *Don Quixote*. Some attention to Cervantes' other works and to the life of the author. Prerequisite: Spanish 252 or consent of the instructor.
- 352 **Spanish Literature of the 19th Century** 3 s.h.  
 Conducted in Spanish. Romanticism as illustrated by prose and poetry of Duque de Rivas, Espronceda, Zorrilla and Bécquer. Realism as exemplified in the novels and drama of Valera, Alarcón, Blasco Ibáñez, Echegaray and others. Prerequisite: Spanish 252 or consent of instructor.
- 411 **Spanish Literature of the 20th Century** 3 s.h.  
 Conducted in Spanish. Contemporary literary trends in Spain, as illustrated by prose, poetry and drama of Unamuno, Baroja, Juan R. Jimenez, Machado, Benavente, Alvarez Quintero, Garcia Lorca and others. Prerequisite: Spanish 252 or consent of instructor.
- 420 **Survey of Spanish-American Literature** 3 s.h.  
 Conducted in Spanish. Primitive cultures in Spanish-America. General view of the development of Spanish-American literature from the colonial period to the present. Prerequisite: Spanish 252 or consent of instructor.

## APPENDICES

FUTURE DEVELOPMENT

FAYETTEVILLE COLLEGE FOUNDATION

BOARD OF TRUSTEES

OFFICES OF ADMINISTRATION

FACULTY

ROSTER OF STUDENTS

INDEX



### 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) Administration Building; (2) Auditorium-Fine Arts Building; (3) Chapel; (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

Prior to the chartering of Methodist College, the Fayetteville College Foundation was established by the citizens of Fayetteville for the specific purpose of providing financial aid and other support to the college.

The foundation was incorporated in May 1958 by citizens and corporations in Cumberland County who have given support to the college through gifts of land, cash, scholarships, bequests or other means. The foundation pledged \$2 million in an initial building campaign and \$50,000 annually in sustaining funds to make the college a success.

In February 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 continue through the foundation, its board of directors, officers and the two full-time employees of the foundation.

The foundation office is located in Room C-110 in the classroom building on the campus.

The foundation board meets the second Thursday each month to discuss new ways to further the progress of Methodist College.

The officers and directors of the foundation for 1967 are:

#### OFFICERS

Jerome B. Clark, Jr., Attorney .....	President
Mrs. Raymond Thomason .....	Vice-President
Mrs. Elizabeth Ellis, Insurance .....	Secretary
Mr. James H. Wilson, Industrialist .....	Treasurer

#### DIRECTORS

Richard R. Allen .....	Contractor
Homer Barrett .....	Realtor
Alston Broom .....	Banker
Russell C. Crowell .....	Insurance
F. A. Dawson .....	Merchant
Mrs. S. L. Elfmon .....	
Dr. William B. Hall, Jr. ....	Surgeon
Mrs. Charles Kistler .....	
Samuel H. Meares .....	Securities
I. H. O'Hanlon .....	Exterminating
Dr. Clarence S. Olive .....	Dentist
John Pate .....	Home Loans
James T. Pharr .....	Newsman
Richard L. Player, Jr. ....	Contractor
J. P. Riddle .....	Realtor
Newton Robertson, Jr. ....	Insurance
Thornton W. Rose .....	Telephone & Telegraph
Denny Shaffer .....	Dry Cleaning
D. K. Taylor .....	Oil
W. A. VanStory .....	Realtor
George W. Vossler .....	Rubber Products
Ramon Yarborough .....	Newspaper

## BOARD OF TRUSTEES

## OFFICERS

Dr. Mott P. Blair, *Chairman*  
 Mr. Henry B. Dixon, *Vice-Chairman*  
 Mr. J. W. Hensdale, *Secretary*  
 Mr. Wilson Yarborough, *Treasurer*

## Term to Expire July 1, 1968

The Hon. Terry Sanford Fayetteville, N. C.	Rev. V. E. Queen Sanford, 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.
Mr. Wilbur R. Smith Fayetteville, N. C.	

## Term to Expire July 1, 1969

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.	Mr. Norman J. Campbell Burlington, N. C.
Mr. William H. White Jacksonville, N. C.	

## Term to Expire July 1, 1970

Mr. Wilson Yarborough Fayetteville, N. C.	Mr. J. W. Hensdale Fayetteville, N. C.
Lynwood Smith High Point, N. C.	Mr. F. D. Byrd, Jr. Fayetteville, N. C.
Dr. Mott P. Blair Siler City, N. C.	Rev. N. W. Grant Raleigh, N. C.
Mr. W. Robert Johnson Goldsboro, N. C.	

## Term to Expire July 1, 1971

Mr. J. M. Peden, Jr. Raleigh, N. C.	Mrs. Earl W. Brian Raleigh, N. C.
Mr. W. E. Horner Sanford, N. C.	Rev. Clyde McCarver Wilmington, N. C.
Mr. Lenox G. Cooper Wilmington, N. C.	Mr. Dillard Teer Durham, N. C.

## Executive Committee and Finance Committee

Mott P. Blair, *Chairman*

Henry B. Dixon  
 J. W. Hensdale  
 Wilson F. Yarborough  
 Allen P. Brantley

Lenox G. Cooper  
 William H. White  
 W. R. Johnson  
 V. E. Queen

## Academic Affairs Committee

V. E. Queen, *Chairman*

Mrs. Blanche B. Brian  
 Lenox G. Cooper

Clyde G. McCarver

## Building and Grounds Committee

Henry B. Dixon, *Chairman*

Dillard Teer  
 W. Ed Fleishman

J. M. Wilson

## Development Committee

M. C. Cottingham  
 W. E. Horner  
 J. W. Hensdale  
 J. M. Reeves  
 Wilson F. Yarborough  
 Lynwood Smith

W. R. Smith  
 W. Robert Johnson  
 Norman J. Campbell  
 J. M. Peden, Jr.  
 Terry Sanford  
 Wm. H. White

## Nominating Committee

Allen P. Brantley, *Chairman*

Terry Sanford  
 O. L. Hathaway

N. W. Grant

## Student Affairs Committee

F. D. Byrd, Jr., *Chairman*

R. Grady Dawson

W. M. Spence



## OFFICERS OF THE ADMINISTRATION

## OFFICE OF THE PRESIDENT

LUCIUS STACY WEAVER, A.B., M.A., Litt. D.	<i>President</i>
KARL H. BERNS, B.S., M.A., LL.B., Ph.D.	<i>Assistant to the President for Development</i>
ROBERT S. MILNER, B.A.	<i>Executive Secretary Fayetteville College Foundation</i>
ALICE S. WOOD	<i>Secretary to the President</i>
HAZEL C. HORTON	<i>Secretary, Office of Development</i>

## OFFICE OF THE DEAN

SAMUEL J. WOMACK, A.B., B.D., Ph.D.	<i>Dean</i>
SAMUEL REESE EDWARDS, A.B., M.A.	<i>Director of Admissions and Registrar</i>
IVAN A. BOOKER	<i>Director of Student Teaching</i>
PHILIP C. SMITH, JR., B.S., M.S.	<i>Librarian</i>
ELIZABETH W. WILSON, A.B., M.L.S.	<i>Assistant Librarian</i>
STELLA ROBBINS, A.B., M.A., M.L.S.	<i>Assistant Librarian</i>
THELMA S. THOMAS	<i>Assistant to Director of Admissions</i>
EARLEENE R. BASS	<i>Secretary to the Dean</i>
ELLA RASOR	<i>Secretary to the Registrar</i>
BELVA CHERRY	<i>Faculty Secretary</i>

## OFFICE OF THE DEAN OF STUDENTS

ORREN E. DOWD, A.B., M.A.	<i>Dean of Students</i>
ANNA G. DOUGLAS, A.B., M.S., Ph.D.	<i>Associate Dean of Women</i>
ARNOLD POPE, B.A., B.D.	<i>Associate Dean of Men</i>
THOMAS GARLAND KNOTT, B.S., B.D., Ph.D.	<i>Chaplain</i>
GENE THOMAS CLAYTON, A.B., M. Ed.	<i>Director of Athletics</i>
BETTY S. CLINE, A.B., M. Ed.	<i>Director of Guidance and Placement</i>
LEONARD E. REAVES III, M.D.	<i>Physician</i>
CHRISTIAN F. SIEWERS, M.D.	<i>Orthopedic Surgeon</i>
REBECCA B. BYRD	<i>Nurse</i>
SANDRA S. COMBS	<i>Nurse</i>
DEANNA LEE OCHS	<i>Nurse</i>
HELEN N. BROWN	<i>Student Union Hostess</i>
BECKY WELBORN	<i>Student Union Hostess</i>
MILDRED STANTON	<i>Residence Hall Director</i>
HULDAH B. JONES	<i>Residence Hall Director</i>
PAULINE SCOTT	<i>Residence Hall Director</i>
HAZEL HUDGINS	<i>Residence Hall Director</i>
CAROLYN LARGENT	<i>Substitute Residence Hall Director and Student Union Hostess</i>
KATHLEEN LONG	<i>Secretary</i>

## OFFICE OF THE COMPTROLLER

FRANCIS HALSTEAD EASON, B.S., M.A.	<i>Comptroller</i>
OLIVER C. CULBRETH	<i>Accountant</i>
PAUL D. WEST, B.S.	<i>Financial Aid Officer</i>
JASPER E. THOMAS	<i>Superintendent of Buildings and Grounds</i>
MYRTICE M. JONES	<i>Dietitian and Manager of Cafeteria</i>
JOHN R. PARKER	<i>Manager of Student Supply Store</i>
ALMA B. RHODES	<i>Bookkeeper</i>
MAE MURRY BRUTON	<i>Assistant Bookkeeper</i>
KATHLEEN WEST	<i>Assistant Bookkeeper</i>
NANCY NESBITT	<i>Clerk-Typist</i>

## PUBLIC RELATIONS OFFICE

CHARLES K. McADAMS, B.S.	<i>Director of Public Relations</i>
WILLIAM P. LOWDERMILK, A.B., B.D.	<i>Asst. Director of Public Relations</i>
BARBARA BRYAN, A.B.	<i>Asst. Director of Information Services</i>
MARTHA ROGERS	<i>Secretary</i>
VIRGINIA ROYALL	<i>Secretary</i>
CORA ANNE TURNER	<i>Secretary</i>



## FACULTY

- C. H. Aderholt ..... *Assistant Professor of Sociology*  
A.B., Lenoir Rhyne College; M.A., University of North Carolina
- Robert B. Ambrose ..... *Assistant Professor of Mathematics*  
B.S., Jacksonville University; M.A.T., Duke University
- Ofelia M. Balaez ..... *Associate Professor of Mathematics*  
Bachiller en Ciencias y Letras, Institute of Santa Clara; Ph.D., University of Havana
- Addison R. Barker, Jr. .... *Assistant Professor of English*  
A.B., High Point College; M.A., University of North Carolina
- Karl H. Berns\*\* ..... *Professor of Education and Psychology*  
B.S., Kent State University; M.A., University of Akron; LL.B., William McKinley Law School; Ph.D., Ohio State University
- Walter Blackstock ..... *Professor of English*  
A.B., University of Georgia; M.A., Vanderbilt University; Ph.D., Yale University
- Vernon E. Byrd ..... *Assistant Professor of English*  
A.B., Bob Jones University; M.A., University of Michigan
- Ivan A. Booker ..... *Professor of Education*  
A.B., Indiana State University; M.A., University of Chicago; Ph.D., University of Chicago
- Janet M. Cavano ..... *Assistant Professor of English*  
A.B., University of Denver; M.A.T., University of North Carolina
- Diane Cawman ..... *Instructor in Physical Education*  
B.S., Pfeiffer College; M.A., Appalachian State Teachers College
- Gene Thomas Clayton ..... *Instructor in Physical Education*  
A.B., Catawba College; M.Ed., University of North Carolina
- Betty S. Cline ..... *Assistant Professor of Psychology*  
A.B., Lander College; M. Ed., University of North Carolina
- Raymond L. Conley ..... *Assistant Professor of English and Speech*  
A.B., Park College; M.A., Northwestern University
- Edna L. Contardi ..... *Assistant Professor of English*  
B.S., Stephen F. Austin State College; M.A., University of Wyoming
- William C. Cooper ..... *Professor of Chemistry*  
A.B., Pomona College; M.A. and Ph.D., Harvard University
- Yolanda Martinez Cowley ..... *Associate Professor of Spanish*  
Bachiller en Ciencias y Letras, Institute of Santa Clara; Ph.D., University of Havana
- Bobby Lane Crisp ..... *Assistant Professor of Education*  
B.S. and M.A., East Carolina College; Ed.S., George Peabody College for Teachers.

- Philip H. Crutchfield ..... *Assistant Professor of Biology*  
B.S., Guilford College; M.S., University of North Carolina
- Anna G. Douglas ..... *Professor of Psychology*  
A.B., Duke University; M.S., Simmons College; Ph.D., Ohio State University
- Orren E. Dowd ..... *Assistant Professor of Social Studies*  
A.B. and M.A., Duke University
- Esperanza Escudero ..... *Associate Professor of Spanish*  
Bachiller en Artes, Matanzas (Cuba) Normal School; Ph.D., University of Havana
- Willis Cowan Gates ..... *Professor of Music*  
B.M., Peabody Conservatory; M.A. and Ph.D., University of North Carolina
- Donald L. Green ..... *Instructor in Art*  
B.F.A., Illinois Wesleyan University; M.F.A., University of Wisconsin
- Richard Otis Hartman, ..... *Associate Professor of Religion and Philosophy*  
A.B., Bates College; S.T.B. and Ph.D., Boston University
- James Rodgers Heffern ..... *Associate Professor of Biology*  
B.S., Missouri State College; D.D.S., University of Kansas City
- Rodney L. Hill ..... *Instructor in Music*  
B.M., University of Kentucky; M.M., University of Cincinnati
- Ying Hsin ..... *Professor of Economics and Business*  
A.B., University of Peking; M.A., University of Michigan; Ph.D., University of Michigan
- Clarence C. Hulley ..... *Professor of History*  
A.B., University of British Columbia; M.A., University of British Columbia; Ph.D., University of Washington
- Jean B. Ishee ..... *Assistant Professor of Piano and Organ*  
B.M., Greensboro College; M. Ed. and M.A.T., University of North Carolina
- Ray J. Kinder ..... *Instructor in History*  
A.B., Lawrence College; M.A., University of Chicago
- Thomas Garland Knott ..... *Associate Professor of Religion*  
B.S., Mississippi State University; B.D., Emory University; Ph.D., Boston University
- Pauline Moser Longest ..... *Assistant Professor of Biology*  
A.B., Woman's College of University of North Carolina; M.A., University of North Carolina
- Nancy C. Massengill ..... *Instructor in English*  
A.B., University of North Carolina; M.A.T., University of North Carolina
- Rowland L. Matteson, ..... *Ass't Professor of Chemistry and Mathematics*  
B.S., Wake Forest College; M.S. and Ph.D., University of South Carolina\*
- Charles E. Matthews† ..... *Assistant Professor of English*  
A.B., Wake Forest College; M.A., East Carolina College



- Paul M. Patterson ..... *Professor of Biology*  
A.B., Davidson College; M.A., University of North Carolina; Ph.D., The Johns Hopkins University
- Lorenzo P. Plyler ..... *Associate Professor of Religion*  
A.B., Lycoming College; S.T.B., Boston University; Ph.D., Boston University
- Thomas Arnold Pope ..... *Instructor in Sociology*  
A.B., Duke University; B.D., Duke Divinity School
- 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
- Bruce Robert Pulliam ..... *Assistant Professor of Social Studies*  
A.B., Wake Forest College; M.A., Western Carolina College
- Fred H. Reardon ..... *Instructor in Economics and Business*  
B.S., Louisiana State University; M.B.A., East Carolina College
- Stella Robbins ..... *Cataloguing Librarian*  
A.B., Park College; M.L.S. and M.A., Columbia University
- Charles Gilbert Rowe ..... *Professor of Foreign Languages*  
A.B., Vanderbilt University; M.A., University of Indiana; Ph.D., University of Illinois
- Maria Salas-Calero ..... *Assistant Professor of Spanish*  
A.B., Matanyas Teachers College (Cuba); M.A., University of Havana; Ph.D., University of Havana
- Veselin Sarenac ..... *Assistant Professor of German and Philosophy*  
Diploma, University of Belgrade Orthodox Faculty of Theology; Dr. Theol., Friedrich-Schiller University of Jena
- Milton Bruce Shelley ..... *Instructor in Physical Education*  
B.S., East Carolina College; M. Ed., University of North Carolina\*
- Philip C. Smith, Jr. .... *Librarian*  
B.S., U. S. Naval Academy; M.S., Florida State University
- Samuel Mason Sykes ..... *Instructor in Physical Education*  
B.S. and M.A., Appalachian State Teachers College
- Ann S. Thompson ..... *Instructor in French*  
A.B., University of North Carolina; M.A., University of North Carolina
- John O. Tobler ..... *Professor of Political Science*  
Matura (A.B.) Degree, State College of Appenzell, Switzerland; Licence en Droit, University of Geneva; Ph.D., Johns Hopkins University

- King C. Wang ..... *Professor of Political Science*  
A.B., National Fuh-Tan University, Shanghai, China; Ph.D., Johns Hopkins University
- James Allan Wilson ... *Assistant Professor of Economics and Business*  
A.B., Davidson College; M.B.A., Harvard University
- Elizabeth W. Wilson ..... *Reference Librarian*  
A.B. Agnes Scott College; M.L.S., Emory University
- Robert Parker Wilson ..... *Assistant Professor of History*  
B.S., Wake Forest College; M.A., George Peabody College for Teachers
- Samuel J. Womack ..... *Associate Professor of Religion*  
A.B., Florida Southern College; B.D. and Ph.D., Duke University
- William C. Woodall, Jr. .... *Instructor in Mathematics*  
A.B., Campbell College; M.A., East Carolina College
- Eldon G. Woodcock ..... *Assistant Professor of Religion*  
A.B., Swarthmore College; Th.M., Dallas Theological Seminary; Ph.D., Duke University
- Fred D. Wright ..... *Instructor in Sociology*  
A.B., Western Carolina University; M.A., Appalachian State University
- Tsung-Hsun Wu ..... *Assistant Professor of Physics and Mathematics*  
B.S., Taiwan Cheng-Kung University; M.A., State University of New York at Buffalo

†Leave of absence for Graduate Study, 1967-68

\*To be awarded in 1968

\*\*Leave of absence, Fall Semester, 1967-68

*Dr. Felix Robb, Executive Director of the Southern Association of Colleges and Schools and the 1967 Commencement Speaker, extends congratulations to Jean Hutchinson, Magna Cum Laude graduate, and James Dodrill, president of the graduating class.*





*Student Government Association officers, 1967-68. They are, from left: Edward Barber, president; David Brown, vice-president; Jo Anna Cherry, secretary; and John Lipscomb, treasurer.*

## ROSTER OF STUDENTS

1966-67

- |                                        |                                        |
|----------------------------------------|----------------------------------------|
| Abbitt, Wendy L.<br>Roxboro            | Alexander, Mary N.<br>Charlotte        |
| Abbott, Mrs. Bobbie M.<br>Fayetteville | Allen, Doyle C.<br>Asheboro            |
| Abbott, Nancy B.<br>Elizabeth City     | Alloway, Michael J.<br>Fayetteville    |
| Adams, Leonard D.<br>Durham            | Altman, Constance L.<br>Fayetteville   |
| Adcox, Stephen I.<br>Fayetteville      | Arden, Howard B.<br>Scarsdale, N. Y.   |
| Alabaster, David B.<br>Dunn            | Arnett, Mrs. Maxine A.<br>Fayetteville |
| Albright, Clarice E.<br>Fayetteville   | Arney, James O.<br>Morganton           |
| Aldredge, Letitia K.<br>Fayetteville   | Atkinson, Stephen B.<br>Fayetteville   |
| Alexander, Margaret<br>Charlotte       | Attaway, Mary A.<br>Winston-Salem      |

## ROSTER OF STUDENTS

127

- |                                          |                                            |
|------------------------------------------|--------------------------------------------|
| Auman, Elizabeth<br>Raleigh              | Barton, Christine A.<br>Alexandria, Va.    |
| Autin, Gerald W.<br>Fayetteville         | Bass, Judith M.<br>Newton Grove            |
| Autry, Constance M.<br>Fayetteville      | Beard, Barbara L.<br>Hope Mills            |
| Autry, Gloria J.<br>Fayetteville         | Beard, Emmett W.<br>Fayetteville           |
| Bain, Hilda<br>Lillington                | Beard, Sarah L.<br>Fayetteville            |
| Baker, Linda L.<br>Piscataway, N. J.     | Beard, Mrs. Wanda C.<br>Fayetteville       |
| Baker, Lydia S.<br>Fayetteville          | Beck, Robert<br>Summit, N. J.              |
| Baker, Wylie J., Jr.<br>Fayetteville     | Beeton, Mrs. Anne H.<br>Fayetteville       |
| Baldwin, Mary E.<br>Alexandria, Va.      | Behling, Mrs. Sandra<br>Fayetteville       |
| Ball, Patricia A.<br>Raleigh             | Bellis, Arthur G.<br>Burton, S. C.         |
| Ballou, Charles H., Jr.<br>Beaufort      | Benedict, Mrs. Celia<br>Ft. Bragg          |
| Bankard, Barry V.<br>Pope Air Force Base | Benton, Arthur Michael<br>Warsaw           |
| Baranowski, John T.<br>Springfield, Va.  | Benton, Helen K.<br>Warsaw                 |
| Barbee, Peggy S.<br>Fayetteville         | Bercaw, George H.<br>Fayetteville          |
| Barber, Wilson E.<br>Raleigh             | Berliner, Roger D.<br>Asheboro             |
| Barco, Lee S.<br>Fayetteville            | Bernard, Susan R.<br>Westlake, Ohio        |
| Barefoot, Patricia L.<br>Garner          | Berry, Robert A.<br>Piscataway, N. J.      |
| Barker, Robert G.<br>Fayetteville        | Best, Braxton B.<br>Dunn                   |
| Barkley, Jean E.<br>Raleigh              | Bethune, Willie E.<br>Fayetteville         |
| Barnes, Michael L.<br>Fayetteville       | Bigley, Mrs. Lois A.<br>Fort Bragg         |
| Barnes, Randall H.<br>Marion, S. C.      | Billings, William H.<br>Durham             |
| Barnhart, Gregory C.<br>Waynesboro, Pa.  | Birdsong, James S.<br>Charlottesville, Va. |
| Barrow, Malvern S. III<br>Alberta, Va.   | Blackmon, Jean<br>Wade                     |





Student Government Association officers, 1967-68. They are, from left: Edward Barber, president; David Brown, vice-president; Jo Anna Cherry, secretary; and John Lipscomb, treasurer.

## ROSTER OF STUDENTS

1966-67

Abbitt, Wendy L. Roxboro	Alexander, Mary N. Charlotte
Abbott, Mrs. Bobbie M. Fayetteville	Allen, Doyle C. Asheboro
Abbott, Nancy B. Elizabeth City	Alloway, Michael J. Fayetteville
Adams, Leonard D. Durham	Altman, Constance L. Fayetteville
Adcox, Stephen I. Fayetteville	Arden, Howard B. Scarsdale, N. Y.
Alabaster, David B. Dunn	Arnett, Mrs. Maxine A. Fayetteville
Albright, Clarice E. Fayetteville	Arney, James O. Morganton
Aldredge, Letitia K. Fayetteville	Atkinson, Stephen B. Fayetteville
Alexander, Margaret Charlotte	Attaway, Mary A. Winston-Salem

## ROSTER OF STUDENTS

127

Auman, Elizabeth Raleigh	Barton, Christine A. Alexandria, Va.
Autin, Gerald W. Fayetteville	Bass, Judith M. Newton Grove
Autry, Constance M. Fayetteville	Beard, Barbara L. Hope Mills
Autry, Gloria J. Fayetteville	Beard, Emmett W. Fayetteville
Bain, Hilda Lillington	Beard, Sarah L. Fayetteville
Baker, Linda L. Piscataway, N. J.	Beard, Mrs. Wanda C. Fayetteville
Baker, Lydia S. Fayetteville	Beck, Robert Summit, N. J.
Baker, Wylie J., Jr. Fayetteville	Beeton, Mrs. Anne H. Fayetteville
Baldwin, Mary E. Alexandria, Va.	Behling, Mrs. Sandra Fayetteville
Ball, Patricia A. Raleigh	Bellis, Arthur G. Burton, S. C.
Ballou, Charles H., Jr. Beaufort	Benedict, Mrs. Celia Ft. Bragg
Bankard, Barry V. Pope Air Force Base	Benton, Arthur Michael Warsaw
Baranowski, John T. Springfield, Va.	Benton, Helen K. Warsaw
Barbee, Peggy S. Fayetteville	Bercaw, George H. Fayetteville
Barber, Wilson E. Raleigh	Berliner, Roger D. Asheboro
Barco, Lee S. Fayetteville	Bernard, Susan R. Westlake, Ohio
Barefoot, Patricia L. Garner	Berry, Robert A. Piscataway, N. J.
Barker, Robert G. Fayetteville	Best, Braxton B. Dunn
Barkley, Jean E. Raleigh	Bethune, Willie E. Fayetteville
Barnes, Michael L. Fayetteville	Bigley, Mrs. Lois A. Fort Bragg
Barnes, Randall H. Marion, S. C.	Billings, William H. Durham
Barnhart, Gregory C. Waynesboro, Pa.	Birdsong, James S. Charlottesville, Va.
Barrow, Malvern S. III Alberta, Va.	Blackmon, Jean Wade

- Blackmon, Jeffrey A.  
Winston-Salem
- Blair, George K.  
Fayetteville
- Blake, Herman W.  
Greensboro
- Blake, Rex V.  
Fayetteville
- Blalock, William W.  
Fayetteville
- Blanchard, Steve E.  
Burlington
- Blanton, James C., Jr.  
Fayetteville
- Blanton, Maude E.  
Fayetteville
- Bledsoe, Jim A.  
Fayetteville
- Bledsoe, Joseph A.  
Fayetteville
- Blow, Barbara L.  
Raleigh
- Boling, Philip V.  
Asheboro
- Bonette, Barbara J.  
Falls Church, Va.
- Bonkemeyer, Alice B.  
Dunn
- Boone, Barbara L.  
Fayetteville
- Boose, Terry W.  
Winston-Salem
- Boswell, Anne R.  
Williamsburg, Va.
- Boulware, Elizabeth E.  
Petersburg, Va.
- Boushy, Theodore F.  
Fayetteville
- Bouteiller, David L.  
McLean, Va.
- Bowen, Sterling P.  
Fayetteville
- Bowie, Linda F.  
Florence, S. C.
- Bowman, David A.  
York, Pa.
- Boyce, Mrs. Natalie A.  
Fort Eustis, Va.
- Boyce, Sandra L.  
Pope AFB
- Boyd, James R.  
Raleigh
- Boyette, Wanda L.  
Dunn
- Boyle, Pamela E.  
Durham
- Bracewell, Philip H.  
Hickory
- Bradley, Charles D., Jr.  
Raleigh
- Bradley, Craig L.  
Fayetteville
- Bradley, Mrs. Olivia G.  
Fayetteville
- Bradley, Roy C.  
Fayetteville
- Bradshaw, Charles W.  
Raleigh
- Breeden, William, Jr.  
Fayetteville
- Brett, Claudia M.  
Franklin, Va.
- Briggs, John  
Cary
- Briles, Bonnie C.  
Asheboro
- Brock, Luther L.  
Fayetteville
- Brodie, Robert S., Jr.  
Grifton
- Brown, Bryan D.  
Fayetteville
- Brown, Claude David  
Raleigh
- Brown, Dennis W.  
Fayetteville
- Brown, Donna L.  
Annandale, Va.
- Brown, Mrs. Mary  
Fayetteville
- Brown, Teresa G.  
Cameron

- Browning, Richard L.  
Orlando, Fla.
- Brownlee, Michael  
Broadway
- Brownlee, Mrs. Gay D.  
Fayetteville
- Bruce, Dennis L.  
Raleigh
- Bruton, Ellie E.  
Fayetteville
- Bruton, Lawrence J.  
Fayetteville
- Bruton, Linda Sue  
Fayetteville
- Bruton, Mae Murray  
Fayetteville
- Bryan, Dorothy E.  
Fayetteville
- Bryant, Mrs. Catherine  
Fayetteville
- Bryant, Charles  
Kipling
- Buffaloe, Sherry J.  
Raleigh
- Bullard, Charles T.  
Fayetteville
- Bullard, Donald W.  
Fayetteville
- Bullard, Margaret E.  
Autryville
- Bunce, Linda  
Fayetteville
- Bunnell, John Grady, Jr.  
Fayetteville
- Burke, Carol J.  
South Burlington, Vt.
- Burke, Hugh G.  
Vienna, Va.
- Burns, Mrs. Flo R.  
Fort Bragg
- Burns, John M.  
Raleigh
- Buser, Sharon G.  
Oakton, Va.
- Butler, Wanda S.  
Jacksonville
- Butterfield, Christine  
Rockville, Md.
- Byars, Mildred A.  
Greer, S. C.
- Byerly, Allen S.  
Winston-Salem
- Byrd, Mrs. Brenda  
Fayetteville
- Byrd, Laura V.  
Bunnlevel
- Caddell, Paula M.  
Pinebluff
- Cahoon, Beverly A.  
Cleveland Heights, Ohio
- Call, Esther C.  
Fayetteville
- Cameron, Cheryl T.  
Broadway
- Cameron, Janette N.  
Broadway
- Cameron, Wanda K.  
St. Pauls
- Campbell, Linda  
Fayetteville
- Canaday, Ralph C. III  
Four Oaks
- Cannon, Mrs. Carmean S.  
Fayetteville
- Carden, Peggy P.  
Durham
- Carlson, Kathryn M.  
Bridgeton, N. J.
- Carmine, Charlotte Ann  
Richmond, Va.
- Carr, Beth C.  
Clinton
- Carroll, Lelia H.  
Westboro, Mass.
- Cash, Curtis A.  
Fayetteville
- Cashion, William N., Jr.  
Fayetteville
- Caughy, Nancy  
Bellevue, Pa.
- Caviness, Vivian L.  
Aberdeen



- Cazel, Hugh P.  
Burlington
- Chance, Alfred O., Jr.  
Fayetteville
- Chance, Harry C.  
Parkton
- Chandler, Carl P.  
Fayetteville
- Chapman, Carol A.  
Pollocksville, Va.
- Chastain, Mrs. Virginia N.  
Fayetteville
- Cherry, Jo A.  
Charlotte
- Chestnut, Albert D.  
Supply
- Childers, Wade H., Jr.  
Franklin
- Childress, Barry L.  
Fayetteville
- Chilton, John F. III  
Carlisle, Pa.
- Choplin, Katherine R.  
Winston-Salem
- Christiansen, Linda K.  
Carmel, N. Y.
- Church, William B. III  
Meriden, Conn.
- Clamp, John C.  
Fayetteville
- Clark, Mrs. Margarette E.  
Spring Lake
- Clark, Margot Elaine  
Henderson
- Clark, Merry D.  
Oxford
- Clayton, Ann Marie  
Graham
- Clayton, Georgena H.  
Jacksonville
- Clayton, Mrs. Patricia  
Fayetteville
- Clement, Mrs. Melissa H.  
Fayetteville
- Clowser, David  
Fairfax, Va.
- Cobb, Sarah T.  
Fayetteville
- Coker, Louis H.  
Mt. Pleasant, S. C.
- Cole, Jonathan M.  
Freehold, N. J.
- Collier, Ronald  
Fayetteville
- Collins, Linda S.  
Fayetteville
- Colville, Mrs. Ann  
Fayetteville
- Compton, Samuel H., Jr.  
Hampton, Va.
- Conard, Judy A.  
Round Hill, Va.
- Condos, Carol J.  
Fayetteville
- Conran, Andrea C.  
Columbia, S. C.
- Conway, Thomas  
Robbins
- Cook, Jane Q.  
Raleigh
- Cooley, Doreatha Mae  
High Point
- Cooper, David R.  
March AFB, Calif.
- Corpening, Albert E.  
Granite Falls
- Cotton, Dwight L.  
Kipling
- Council, William M.  
White Oak
- Cox, Julia H.  
High Point
- Cozart, Edward  
Fayetteville
- Cranford, Teresa J.  
Robbins
- Crawford, Carol S.  
Roanoke Rapids
- Creech, Carrol Lewis  
Bailey
- Crumpler, Linda E.  
Suffolk, Va.

- Crutchfield, Donald R.  
Moncure
- Culbreth, Don O.  
Fayetteville
- Culpepper, Jayne L.  
Elizabeth City
- Cunningham, Stephen D.  
Ft. Bragg
- Dailey, Gloria L.  
White Oak
- Dailey, Jeannette N.  
Durham
- D'Alessandro, Edward  
Fort Bragg
- D'Alessandro, Richard  
Ft. Bragg
- D'Alessandro, Robert  
Ft. Bragg
- Dallas, Doreen C.  
Fayetteville
- Daly, Sherrill  
Raleigh
- Daniel, Anderson E.  
Craigs ville, Va.
- Daniels, Terry F.  
Elizabeth City
- Darden, James B. III  
Linden
- Davis, Brenda K.  
Brookneal, Va.
- Davis, Carroll L.  
Marion, S. C.
- Davis, Charles III  
Cheraw, S. C.
- Davis, Donna M.  
Raleigh
- Davis, Emily S.  
Fayetteville
- Davis, Hazel P.  
Enfield
- Davis, Mary E.  
Wade
- Davis, Wyatt S.  
Chuckatuck, Va.
- Dawson, Tom E.  
Nokesville, Va.
- Dayvault, Paul D.  
Greensboro
- Dean, Richard Lee  
Roanoke, Va.
- DeMott, Arthur S.  
Hewlett, N. Y.
- Denning, Dianne  
Dunn
- Denny, Mary Annette  
McLeansville
- DePrater, William A. III  
Fayetteville
- DePriest, George T.  
Spray
- DeRamus, James T.  
Charlotte
- DeSantos, Carol J.  
Wilmington, Del.
- DeWolfe, Jeffrey J.  
Plainfield, N. J.
- Dhyse, Paul W.  
Potomac, Md.
- Dickinson, Margaret Rose  
Clinton
- Dietenhofer, James C.  
Chapel Hill
- Dietrich, Charles S.  
Belford, N. J.
- Dillard, James B.  
Fayetteville
- Dirickson, A. G. Mason  
Charlottesville, Va.
- Dixon, Anna Gail  
Burlington
- Dixon, Frank F., Jr.  
Oxford
- Dixon, Thomas  
Morehead City
- Dodrill, James L.  
Fayetteville
- Dodrill, Theresa K.  
Fayetteville
- Donnelly, Susanne  
Hickory
- Doucet, Diane L.  
Alexandria, Va.

- Doughan, Della M.  
Lynchburg, Va.
- Drake, Daniel M.  
Ft. Bragg
- Drake, R. Courtney  
Alexandria, Va.
- Draughon, Elizabeth A.  
Dunn
- Drumright, De Ann  
Elizabeth City
- Dudley, Mrs. Claudia  
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- Dunn, Edward L.  
Florence, S. C.
- Dunn, Mrs. Joan S.  
Southern Pines
- Dunn, Robert R.  
Manila, Philippines
- Duran, Mrs. Wanda L.  
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- DuVal, Ann M.  
Pollocksville
- Early, William A., Jr.  
Rockville, Md.
- Eastman, Robert E.  
Ozark, Alabama
- Eckard, Lana P.  
Connelly Springs
- Edge, Betty R.  
White Oak
- Edge, Roy S.  
Fayetteville
- Edwards, Charles  
Charlotte
- Eidson, Margaret  
Winston-Salem
- Elkins, James L., Jr.  
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- Elledge, William, Jr.  
Gastonia
- Ellington, Barri P.  
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- Ellington, Mrs. Donna L.  
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- Ellington, John D.  
Fayetteville
- Elliott, Maurice W.  
Leaksville
- Ellis, Robert E., Jr.  
Falls Church, Va.
- Ellis, William Leon  
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- Enlow, Ralph W.  
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- Ennis, Harry L.  
Fayetteville
- Entsminger, Kimberly  
South Charleston, W. Va.
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- Estes, Richard H.  
Springfield, Va.
- Estes, William P.  
Richmond, Va.
- Etheridge, Marilyn G.  
Knott's Island
- Eubank, Mariah B.  
Goldsboro
- Eurey, Charles W., Jr.  
Lincolnton
- Eurey, Linda J.  
Lincolnton
- Evans, Mrs. Jeannie E.  
Fayetteville
- Evans, Richard  
Fayetteville
- Falls, Andy B.  
Newton Grove
- Farrell, Henry B. III  
Fayetteville
- Fasul, Elaine  
Fayetteville
- Faulkner, William F.  
Hope Mills
- Fawess, Valerie M.  
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- Fergus, Dolly R.  
Wilmington
- Ferguson, Thomas N.  
Sanford
- Fermanides, Mary S.  
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- Ferrell, Mrs. Patsy J.  
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- Finger, Herbert R., Jr.  
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- Fischer, Barbara A.  
Morristown, N. J.
- Fischer, Robert D.  
Morristown, N. J.
- Fish, Mrs. Rebecca  
Spring Lake
- Fisher, Robert D.  
Morristown, N. J.
- Fitzgerald, Evelyn Carol  
Charlotte
- Flanary, Ralph W., Jr.  
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- Fletcher, Cynthia A.  
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- Flynn, Robert C.  
Roxboro
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Wilson
- Fonte, Georgiann  
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Arlington, Va.
- Ford, John R.  
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- Foster, Andrew L.  
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- Foster, Jill D.  
Benardston, Mass.
- Fowlds, Gary B.  
Staunton, Va.
- Fox, Richard L.  
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Latta, S. C.
- Fraley, Claudia R.  
Mamers
- Frazier, Larry P.  
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- French, Grover Leslie  
Kinston
- French, Susan C.  
Reading, Pa.
- Frye, Mrs. Virginia  
Fayetteville
- Fulp, Charles E.  
Belews Creek
- Gambill, Emerson C., Jr.  
Harrisburg, Va.
- Gardner, Charles A.  
Winston-Salem
- Gardner, Charles T.  
Roseboro
- Gardner, Pamela J.  
Goldsboro
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Fayetteville
- Garner, Gilda Mae  
Fayetteville
- Garrett, Joel K.  
Fayetteville
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- Gaskins, Walter W., Jr.  
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- Gentry, Hurley B., Jr.  
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- George, Frank A. III  
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- Gibson, Sylvia  
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- Gittleman, Mrs. Dorothy  
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Goetz, William G., Jr.  
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Gore, Paula Doris  
Clinton  
Gosier, Lester J.  
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Grandefeld, John J.  
Pelham, N. Y.  
Graul, Carol J.  
Altavista, Va.  
Gray, John Harris  
Durham  
Greene, Earl Glenn, Jr.  
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Gregory, James S.  
Canton  
Griffin, Terry E.  
Lenoir  
Griggs, Patricia S.  
Fayetteville  
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Roanoke, Va.  
Groselocke, Mrs. Jill L.  
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Guthrie, Wesley E.  
Fayetteville  
Gutting, Ann H.  
Alexandria, Va.  
Guy, Richard D.  
Erwin  
Guy, Samuel P.  
Fayetteville  
Hadley, Jacob M., Jr.  
Greenville

Hair, Martha L.  
Fayetteville  
Hale, Jane O.  
Fayetteville  
Hale, Michael L.  
Fayetteville  
Hall, David B.  
Springfield, Va.  
Hall, Delia P.  
Red Springs  
Hall, Hannah A.  
Parkton  
Hall, Marjorie L.  
Springfield, Va.  
Hall, Mary A.  
Fayetteville  
Hammond, Mary M.  
Rockingham  
Hampton, Patsy V.  
McLean, Va.  
Hancock, Joanne F.  
Alexandria, Va.  
Hanks, Larry J.  
Fayetteville  
Hanner, Mrs. Juanita F.  
West End  
Haracivet, John J.  
Fayetteville  
Harden, Steven H.  
Graham  
Hardenburg, Mark T.  
Piscataway, N. J.  
Hardy, Rebecca I.  
Seven Springs  
Harmon, C. Carson, Jr.  
Durham  
Harmon, Wayne H.  
Fayetteville  
Harper, Mrs. Amelia  
Rutherford College  
Harper, Francie W.  
Tallahassee, Fla.  
Harper, Phyllis A.  
Bayboro  
Harper, Robert  
Rutherford College

Harper, Wyatt  
Kinston  
Harrington, Peggy J.  
Olivia  
Harrington, Vance S., Jr.  
Greenville  
Harris, Mrs. Alice  
Roseboro  
Harris, Jordan C. III  
Buies Creek  
Hartness, Linda S.  
Fayetteville  
Hasie, Marcia F.  
Annandale, Va.  
Hatchell, Otis D.  
Florence, S. C.  
Hatem, William L.  
Fayetteville  
Hawkins, Roberta Jo  
Norfolk, Va.  
Hawthorne, Kathryn L.  
Fairfax, Va.  
Hayes, Boyce A.  
Burlington  
Hayes, Frank D.  
Goldston  
Heafner, Donna L.  
Cary  
Hearn, Robert V.  
Salisbury, Md.  
Heath, Brenda F.  
Fayetteville  
Heath, Henry R., Jr.  
Mebane  
Heliotis, Margaret  
Fayetteville  
Helms, Timothy L.  
Guilford, Conn.  
Hendon, Lorry F.  
Fayetteville  
Hendon, Woody Mark  
Fayetteville  
Henry, James C.  
Durham  
Henry, Marsha L.  
Charlotte

Henson, David G.  
Patchogue, N. Y.  
Herbert, Gordon B.  
Durham  
Herndon, Ernest T., Jr.  
Leesburg, Va.  
Herring, Alice A.  
Sanford  
Herring, Brenda G.  
Spring Lake  
Hester, Charles S.  
Fayetteville  
Hester, Marvin J., Jr.  
Fayetteville  
Hicks, Barbara E.  
Fairfax, Va.  
Hiler, Barbara E.  
Spring Lake  
Hill, Kathleen A.  
Fayetteville  
Hill, Trudy C.  
Fayetteville  
Hinson, Harrison L.  
Mocksville  
Hobbs, Joan E.  
Durham  
Hobbs, Rodney F.  
Bunnlevel  
Holley, Samuel J.  
Fayetteville  
Holmes, Alice D.  
Fayetteville  
Holmes, David M.  
Fayetteville  
Holmes, James D.  
Fayetteville  
Holt, Jackie F.  
Fayetteville  
Honeycutt, William  
Linden  
Hontz, Betty I.  
Mount Olive  
Hook, Anne R.  
Baltimore, Md.  
Hopkins, Stephen W.  
Lake City, S. C.

- Horne, Mrs. Lucille H.  
Stedman
- Horne, William M.  
Erwin
- Horton, Mary A.  
Raleigh
- Houston, Barbara L.  
Fayetteville
- Houston, Stephen J.  
Fayetteville
- Howard, Betty F.  
Swansboro
- Hubbard, Doris R.  
Richmond, Va.
- Hudson, Samuel H. III  
Garner
- Huggins, Michael M.  
Fayetteville
- Hughes, Robert, Jr.  
Fayetteville
- Humm, Roger B.  
Fayetteville
- Humphrey, James S.  
Dunn
- Hurst, James E., Jr.  
Swansboro
- Hutchinson, Jean  
Fayetteville
- Ihfe, Mrs. Janet E.  
Fayetteville
- Ingraham, Mrs. Carolyn K.  
Fayetteville
- Inman, Allyson G.  
Sanford
- Irvine, Edna M.  
Tar Heel
- Ittenbach, Sandra K.  
Linden
- Iuliucci, Cynthia L.  
Fayetteville
- Ivy, Eldridge L., Sr.  
Fayetteville
- Jaber, Trudie  
Clarksville, Va.
- Jacks, Beverly K.  
Ft. Bragg
- Jackson, Mrs. Aileen B.  
Fayetteville
- Jackson, Emily L.  
Fayetteville
- James, Julia P.  
Elizabeth City
- James, Sue C.  
Raleigh
- Jamison, Leslie L.  
Leaksville
- Jeffreys, Jackie C.  
Raleigh
- Jenkins, Terry D.  
Fayetteville
- Jernigan, Nancy O.  
Godwin
- Jervis, Robert B.  
Fayetteville
- Jessup, Julian D.  
Fayetteville
- Job, Karen L.  
Fayetteville
- Johnson, Beverly J.  
Sanford
- Johnson, Garv Wayne  
Fayetteville
- Johnson, Leon D. IV  
Richmond, Va.
- Johnson, Richard H.  
Wantagh, N. Y.
- Johnson, Rita Kay  
Burlington
- Johnson, Sandra E.  
Maple Shade, N. J.
- Johnson, William W.  
Seaford, Del.
- Johnson, Vickie E.  
Suffolk, Va.
- Jones, Bruce  
Fayetteville
- Jones, Charles F.  
Morehead City
- Jones, Gary D.  
Staunton, Va.
- Jones, Mary L.  
Fayetteville

- Jones, Robert A., Jr.  
Hillsborough
- Jones, Mrs. Ruth B.  
Fayetteville
- Jordan, James A.  
Fayetteville
- Jordan, John A.  
Fayetteville
- Judy, John Thomas  
Orangeburg, S. C.
- Kaleel, Philip J.  
Clinton
- Kaunitz, Leslie J.  
Maplewood, N. J.
- Keeter, Regina S.  
Morehead City
- Keeth, Susan  
Fairfax, Va.
- Keil, Edward T.  
Chesapeake, Va.
- Keith, Lewis C.  
Fayetteville
- Keith, Willis  
Fayetteville
- Kellam, Elizabeth H.  
Virginia Beach, Va.
- Keller, Theresa  
Aberdeen
- Kendrick, Sonja F.  
Fayetteville
- Kerr, William Jack  
Ft. Lauderdale, Fla.
- Kestner, Robert R. II  
Fayetteville
- Kierstead, Thomas H. III  
Arlington, Va.
- King, Cynthia K.  
Fayetteville
- King, Franklin Lee  
Spring Lake
- King, Nancy Joyce  
Greensboro
- King, Wanda Jo  
Charlotte
- Kinney, Wayne J.  
Winston-Salem
- Kissel, George G.  
Fuquay-Varina
- Koonce, Lloyd Allen  
Hope Mills
- LaBelle, James D.  
Fayetteville
- LaCrosse, Edward  
Batesburg, S. C.
- Lancaster, James R.  
Fayetteville
- Lancaster, Martha K.  
Fayetteville
- Lands, Rosemary J.  
Charlotte
- Landsberger, Robert S.  
Greensboro
- Lane, Mrs. Constance  
Roseboro
- Langdon, Donald R.  
Four Oaks
- Langley, Jackson, L., Jr.  
Rocky Mount
- Langston, James F.  
Fayetteville
- Largent, Mrs. Mary C.  
Fayetteville
- Largent, William D. II  
Fayetteville
- LaVancher, William E.  
Phelps, N. Y.
- Lawson, Mrs. Barbara A.  
Fayetteville
- Leatherbury, Edward P. III  
Cerro Gordo
- Lee, James E.  
Fayetteville
- Lee, Rebecca E.  
Fuquay-Varina
- Lee, Robert Franklin  
Arlington, Va.
- Lee, William R.  
Raleigh
- Lee, Wilmer  
Hamer, S. C.
- Legates, Rodney E.  
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Burgaw

Lesh, Winfred E., Jr.  
Bolivia

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Fayetteville

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Fayetteville

Lewis, Martha J.  
Raleigh

Lewis, Mary C.  
Stanley

Lillard, William A. III  
Front Royal, Va.

Lindner, Richard B.  
Alexandria, Va.

Lineberger, William M.  
New Bern

Linn, William E., Jr.  
Fayetteville

Lipscomb, Elizabeth  
Sanford

Lipscomb, John B., Jr.  
Sanford

Little, Joe L.  
Fayetteville

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Durham

Long, James B.  
Cherry Point

Long, Janice A.  
Williamston

Longest, Nancy F.  
Graham

Loranger, John W.  
Butner

Loschiavo, James F.  
Fayetteville

Lowdermilk, M. Dianne  
Norman

Lowe, Gail Elizabeth  
Durham

Luck, Cabell, Jr.  
Ashland, Va.

Lyske, Anne L.  
Fort Bragg

McBride, Maurice H.  
Dunn

McBryde, Frank M.  
Fayetteville

McCabe, Rebecca A.  
Morehead City

McCallum, Patricia  
Candor

McCauley, Terrie L.  
Fayetteville

McCown, William J.  
Florence, S. C.

McCracken, Carlos V.  
Tobaccoville

McCue, Michael R.  
New York, N. Y.

McDowell, Robert L.  
Fayetteville

McDuffie, Nancy S.  
Fayetteville

McFerren, Linda G.  
Fayetteville

McGhee, James H., Jr.  
Crewe, Va.

McInnis, Charles L.  
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McKane, Thomas D. III  
Linden, N. J.

McKee, Paul A., Jr.  
Raleigh

McKnight, E. Ann  
Fayetteville

McKnight, Janey C.  
Fayetteville

McLamb, Charles S.  
Rockingham

McLaurin, Jerry A.  
Fayetteville

McLaurin, Martha R.  
Raleigh

McLendon, Gloria J.  
Fayetteville

McLeod, Augustus D.  
Fayetteville

McNeill, Janis F.  
Broadway

McNeill, Mary J.  
Raeford

McPeters, Richard B.  
Fayetteville

McPhail, Linda C.  
Fayetteville

McPherson, Wilson T.  
Rockingham

Marchant, Priscilla  
Asheville

Marcus, Theodore R.  
Philadelphia, Pa.

Marcy, Janice R.  
Alexandria, Va.

Marks, Carolyn E.  
Durham

Marlow, Katherine K.  
North Wilkesboro

Marsh, Mary M.  
Fayetteville

Marshall, Dale, Jr.  
Colfax

Marshall, David K.  
High Point

Marshall, Donald E.  
Kernersville

Marshall, Lizbeth J.  
Greensboro

Martin, Larry E.  
Raeford

Matthews, Sandra M.  
East Bend

Matthews, Thomas H.  
Wade

Maud, James F.  
Piscataway, N. J.

Mauldin, Marvin H.  
Fayetteville

Mauney, Sharon K.  
Newport

Maynard, Harold W.  
Winston-Salem

Mazza, Michele Lyn  
Bethlehem, Pa.

Meacham, Jackie Cheryl  
Ellerbe

Meares, Robert  
Fayetteville

Meier, Barbara A.  
Springfield, Va.

Melvin, Mrs. Mary J.  
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Mengel, Leslie  
Sumter AFB, S. C.

Merrill, Gerald R.  
Newport

Michaels, Robert P.  
Bethesda, Md.

Midgette, Elmer, Jr.  
Manteo

Miller, Gary Gene  
Augusta, Ga.

Miller, Phillip C.  
Fayetteville

Millikin, Bryan W.  
Claremont

Milner, Karen E.  
Fayetteville

Milton, Sharon D.  
Fayetteville

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Dunn

Mintz, John H.  
Shalotte

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Miriello, Thomas F.  
Erwin

Mitchell, Barbara C.  
Salisbury

Mitchell, Herbert III  
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Monroe, Mary Ann  
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Moore, Anne Bruce  
Garner

Moore, Brenda K.  
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Moore, Mrs. Glenda S.  
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Moore, Larry E.  
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Moore, Marietta J.  
Moncure

Morehouse, David H.  
Lake George, N. Y.

Morgan, James, Jr.  
Front Royal, Va.

Morris, Gerald J.  
Mt. Prospect, Ill.

Morton, Errol D. III  
Roxboro

Morton, Timothy J.  
Fayetteville

Moss, Sara C.  
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Mowatt, Judith R.  
Arlington, Va.

Moyer, Janet E.  
Fairfax, Va.

Muldrow, Mrs. Jessie  
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Greensboro

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Franklinton

Murray, Durwood J. III  
Goldsboro

Murray, Kenneth R.  
Fayetteville

Myers, Ralph C.  
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Nading, Betsy D.  
Winston-Salem

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Sanford

Nardone, Robert A.  
Durham

Neal, Mrs. Gale S.  
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Nelson, Marjorie L.  
Kinston

Nesbitt, John Larry  
Durham

Nevitt, Mrs. Nancy S.  
Fayetteville

Newman, Ernest H.  
Clinton

Nguyen, Levan  
Fayetteville

Nicholson, Jerry L.  
Woodbine, Md.

Norman, Caroline R.  
Fayetteville

Norman, Geraldine E.  
Haymarket, Va.

Norris, Bettie K.  
Spring Lake

Novak, Sue K.  
Fayetteville

Oakley, Dorothy A.  
Fayetteville

Oakley, Linda K.  
Roxboro

Ober, Elsie M.  
Franklin, Va.

Odenwelder, David B.  
Butler, N. J.

Odom, Eugene S.  
Florence, S. C.

Ogburn, Peggy J.  
Angier

Olinger, Herbert E.  
Roanoke, Va.

Oliver, Linda E.  
Fairmont

Olson, Allan R.  
Burke, Va.

Olson, Ronald W.  
Sandy Hook, Conn.

Opio, Raymond J.  
Fayetteville

Ormond, Marvin P.  
Garner

Osborne, Sally A.  
Brown Summit

Oscar, Edna C.  
Winston-Salem

Owen, Charles  
Fayetteville

Owenby, Janice  
Fayetteville

Owens, Eva M.  
Elizabeth City

Owens, Sarah J.  
Fayetteville

Paddock, Thirston D.  
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Parker, Barbara Jeanne  
Winston-Salem

Parker, Joy Lynne  
Fayetteville

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Parker, Sue T.  
New London

Parker, William  
Fayetteville

Parks, Beverly  
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Parks, Mrs. Constance  
Fayetteville

Parrous, Helen  
Fayetteville

Payne, Mrs. Sally J.  
Fort Bragg

Pearce, George J.  
Manteo

Pearce, Joan Carol  
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Manteo

Pearsall, Mary H.  
Rocky Point

Peebles, Horace T.  
Fayetteville

Perry, Janet L.  
New York, N. Y.

Perryman, Mary Linda  
Winston-Salem

Peterson, Gordon D.  
Westfield, N. J.

Phelps, William L.  
Roseboro

Pilon, Anna C.  
Fayetteville

Pittman, James A.  
Fayetteville

Plummer, Donald S.  
Fayetteville

Porter, Debra Ann  
Fayetteville

Porter, Frank L., Jr.  
Fayetteville

Powell, Barbara L.  
Grifton

Powell, John B.  
Jacksonville

Pratt, Russell O., Jr.  
Winston-Salem

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Bethesda, Md.

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Bethesda, Md.

Puckett, Miranda E.  
Robbins

Purnell, Brian H.  
Arlington, Va.

Purser, John Philip  
Fayetteville

Purser, Kathryn E.  
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Fayetteville

Qualliotine, Diane  
Fayetteville

Quantz, Francis P.  
Fayetteville

Quick, Norma A.  
Fayetteville

Ramsey, David J.  
Fayetteville

Ransone, Harriet B.  
Richmond, Va.

Rapelye, Peter  
Rutland, Vt.

Ratliff, Mrs. Elaine W.  
Fayetteville

Ray, Brenda J.  
Fayetteville

Ray, Gerald D.  
Goldsboro

Raymond, Dorothy J.  
Raleigh



Raynor, Arthur L., Jr.  
Fayetteville  
Reavis, Larry G.  
Yadkinville  
Register, James, Jr.  
Clinton  
Reid, Francis D.  
Fayetteville  
Reid, Jimmy  
Fayetteville  
Reidenbaugh, Diane  
Ft. Dix, N. J.  
Reinert, Paul C.  
Pottstown, Pa.  
Relyea, Mrs. Jeanetta G.  
Fayetteville  
Repass, Thomas H.  
Salem, Va.  
Reynolds, Alice V.  
Raleigh  
Reynolds, Louise Lee  
Raleigh  
Reynolds, Phyllis Diane  
Selma  
Ricker, Mrs. Vivian M.  
Spring Lake  
Ricks, Mrs. Lydia  
Fayetteville  
Riddle, Cynthia A.  
Sanford  
Riggs, Karen F.  
Fayetteville  
Rigsbee, Lunda B.  
Durham  
Riley, Martha E.  
Durham  
Roberts, Bob W.  
Roanoke, Va.  
Roberts, Joe H. III  
Fayetteville  
Roberts, Vonnie M.  
Sanford  
Robertson, David M.  
Fayetteville  
Robinson, William C.  
Clinton

Rogers, Mary A.  
Durham  
Rollins, Vann A.  
Fuquay-Varina  
Rose, Mrs. Elaine F.  
Fayetteville  
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Fayetteville  
Rouse, Belinda R.  
Fayetteville  
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Clearwater, Fla.  
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Fayetteville  
Russ, Gerald L.  
Shallotte  
Russell, James F. II  
Arlington, Va.  
Russell, Ronald E.  
Alexandria, Va.  
Sabroske, Anne E.  
Findlay, Ohio  
Sanders, Thomas A.  
McLean, Va.  
Sandford, Mildred D.  
Greensboro  
Schafer, Mrs. Linda  
Fayetteville  
Schaller, Linda G.  
Pope AFB  
Schiaffo, Catherine D.  
Chevy Chase, Md.  
Schmidt, Robert M.  
Fayetteville  
Schulz, Carl  
Pittsburgh, Pa.  
Schutz, Barbara L.  
Atlanta, Ga.  
Schwint, Alan G.  
Metuchen, N. J.  
Scott, Bernadene  
Charlotte  
Scott, Elizabeth Ann  
Asheboro  
Scott, Gerald C.  
Carthage

Segeesky, Mary E.  
Fayetteville  
Seibert, Dale S.  
Elmer, N. J.  
Sellers, Mrs. Carolyn  
Fayetteville  
Sellers, Sharon R.  
Lockport, N. Y.  
Sessoms, Barry L.  
Charleston  
Seymour, Lynda F.  
Havelock  
Shackelford, Sarah F.  
Kinston  
Shannon, Sandra D.  
Laurinburg  
Sharp, Susan J.  
Colombia, S. A.  
Sheppard, Charles R.  
Fayetteville  
Sheppard, Mrs. Jean D.  
Wade  
Sherrill, John L.  
Statesville  
Shorter, Joseph M.  
Fayetteville  
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Asheboro  
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Fort Bragg  
Sims, Steve J. II  
Virginia Beach, Va.  
Singleton, Judy  
Washington  
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Fayetteville  
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Clinton  
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Fayetteville  
Slipher, Patricia A.  
Charlotte  
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Fort Bragg  
Smith, Carolyn  
Winston-Salem

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Richmond, Va.  
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Fayetteville  
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Salemberg  
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Fayetteville  
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Fayetteville  
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Lexington  
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Raleigh  
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Fayetteville  
Smoot, Clifford A.  
Fayetteville  
Snow, James R.  
Winston-Salem  
Solesby, Kenneth E.  
Spartanburg, S. C.  
Southerland, Carl W.  
Durham  
Speas, Jean E.  
Winston-Salem  
Speed, James L.  
Fayetteville  
Sprott, Joseph G.  
Spartanburg, S. C.  
Squires, Carol L.  
Fayetteville  
Staffel, Herman M.  
Fairfax, Va.  
Staley, Billie Dianne  
Greensboro  
Stanfield, Myres  
Dunn

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Elizabeth City
- Stapleton, Carl E.  
Spartanburg, S. C.
- Starnes, Ronnie L.  
Monroe
- Staton, Jesse C., Jr.  
Windsor
- Stecker, Noel  
Stewartville, N. J.
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Bethlehem, Pa.
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Apex
- Stephens, Romulus  
Apex
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Trumbull, Conn.
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Durham
- Stewart, John D.  
Dunn
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Alexandria, Va.
- Stoeckley, Scheherazade M.  
Fayetteville
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Florence, S. C.
- Stonbraker, Glenda M.  
Roxboro
- Stone, Deena  
Ormond Beach, Fla.
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Ramseur
- Strader, Brenda J.  
Brown Summit
- Street, Robert C.  
Princess Anne, Md.
- Strickland, Cynthia L.  
Durham
- Strickland, Io Anne  
Lillington
- Strickland, Sandra  
Fayetteville
- Sugg, James T.  
Ellerbe
- Sutton, Carole A.  
Alexandria, Va.
- Sutton, William K.  
Goldsboro
- Swiers, Clark  
Chapel Hill
- Swindler, Maryellen  
Hempstead, L. I., N. Y.
- Swink, Lionel Thomas  
Beaufort
- Swink, Richard L.  
Greensboro
- Swink, Robert H.  
Greensboro
- Sykes, Mrs. Gwendolyn  
Fayetteville
- Szent-Miklosy, Teresa  
Fayetteville
- Tarr, William C.  
San Antonio, Texas
- Tatum, Elvin T., Sr.  
Fayetteville
- Taylor, Bruce D.  
White Oak
- Taylor, David K., Jr.  
Fayetteville
- Taylor, Drusilla P.  
Alexandria, Va.
- Taylor, John L., Jr.  
Mount Airy
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Morehead City
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Fayetteville
- Teachev, Charles A. II  
Clinton
- Teal, Brenda E.  
Marshville
- Tew, Larry T.  
Fayetteville
- Therrell, James G., Jr.  
Charlotte
- Thigpen, Teena M.  
Bethel

- Thomas, Betty L.  
Sanford
- Thomas, C. Nell  
Lillington
- Thomas, Connie E.  
Buffalo, S. C.
- Thomas, Judith A.  
Asheboro
- Thomas, Sandra K.  
Sanford
- Thomas, Steven L.  
Fayetteville
- Thompson, Arthur S.  
Southern Pines
- Thompson, Mrs. Mary N.  
Fayetteville
- Thompson, Richard T., Jr.  
Elizabeth City
- Thompson, Robert M.  
Fayetteville
- Thompson, Ronald A.  
Durham
- Thompson, Steven R.  
Shaker Heights, Ohio
- Tierce, Mrs. Lynda L.  
Fayetteville
- Tiffin, James L.  
Fayetteville
- Tincher, Brenda C.  
Fayetteville
- Todd, Michael G.  
Yadkinville
- Townley, Walter George  
Wharton, N. I.
- Trexler, Meredith A.  
High Point
- Trousdale, Raymond W.  
Elizabeth City
- Trout, Kenneth H.  
Bridgeton, N. J.
- Truckner, June L.  
Swansboro
- Tryon, Wayne A.  
Fayetteville
- Tuck, Anthony Vance, Jr.  
Springfield, Va.
- Tucker, Mrs. Lucille  
Fayetteville
- Tugwell, John M.  
Arlington, Va.
- Turlington, Ronald O.  
Clinton
- Turner, Dianne E.  
Graham
- Turner, Frances Dee  
Lillington
- Turner, Ruth O.  
Fayetteville
- Tuttle, Linda C.  
Clemson, S. C.
- Twine, Carter L.  
Fayetteville
- Umstead, Erick G.  
Fayetteville
- Underwood, Connie G.  
High Point
- Underwood, Patricia D.  
Goldsboro
- Usher, Patricia A.  
St. Pauls
- Ussery, Robert Lee  
Rockingham
- Vanhoy, June K.  
Jonesville
- Vann, Mrs. Myrtle W.  
Fayetteville
- Vann, Richard T.  
Clinton
- Vannais, Mrs. Nancy D.  
Fayetteville
- Vaughan, William T., Jr.  
Durham
- Vessia, Sarah F.  
Fayetteville
- Vick, Catharine A.  
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- Vieth, Walter R.  
Spartanburg, S. C.
- Vincelette, Robert B.  
Verona, N. J.
- Voss, George G.  
Richmond, Va.



Waldbart, Michael H.  
     Fayetteville  
 Waldrop, Ann T.  
     Greenville  
 Walker, Eddie A.  
     Burlington  
 Walker, Mrs. Linda  
     Fayetteville  
 Wall, Donna C.  
     Raleigh  
 Walsh, Donald T.  
     Chatham, N. J.  
 Walton, Terrienne  
     Garner  
 Warner, Kathy  
     Fayetteville  
 Warren, Mrs. Ethel  
     Wade  
 Warren, Mrs. Patricia  
     Fayetteville  
 Warren, Wayne Cecil  
     Dunn  
 Waterfield, Patricia J.  
     Fayetteville  
 Watkins, Bernice P., Jr.  
     Raleigh  
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     Durham  
 Watson, Lalla Anne  
     Red Springs  
 Webb, Vivian L.  
     Fayetteville  
 Weeks, James K.  
     Fayetteville  
 Welch, Forrest R.  
     Shelby  
 Welch, Sarah S.  
     Greenwood, S. C.  
 Wells, W. Wilson  
     Fayetteville  
 Wells, Wyatt W.  
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 Wemyss, Daniel, Jr.  
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 Wentz, Penelope Jane  
     McLean, Va.

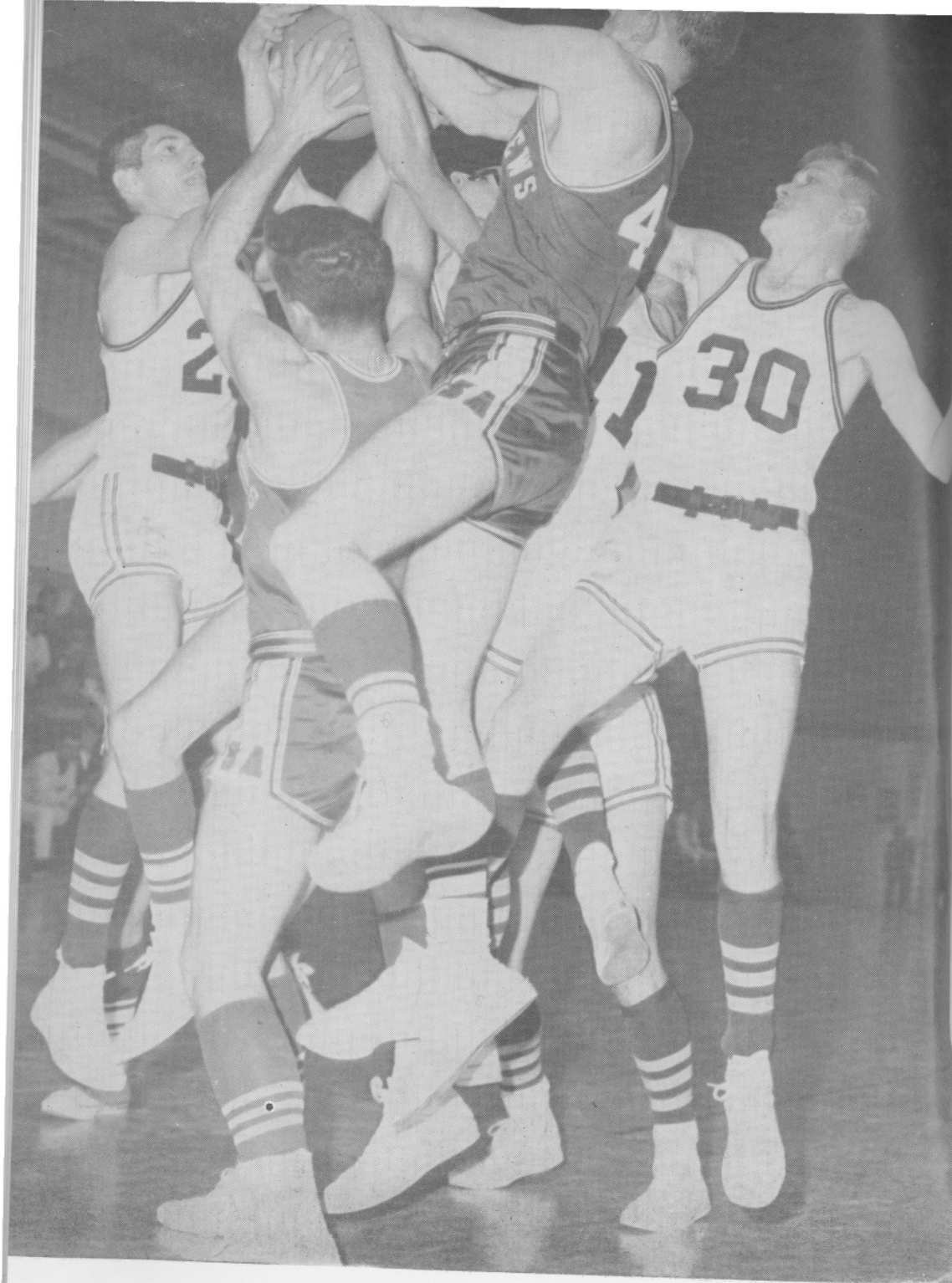
West, Billy R.  
     Fayetteville  
 Westmoreland, Mrs. Helen  
     Fayetteville  
 Weston, Louise A.  
     Fort Bragg  
 Whaley, Margaret E.  
     Fairfax, Va.  
 Wheeler, Sandra A.  
     Alexandria, Va.  
 Whisler, Anthony W. B.  
     Waynesboro, Pa.  
 White, Leannah S.  
     Shallotte  
 White, Linda L.  
     Fayetteville  
 White, Olivia Ann  
     Shallotte  
 White, Rufus D.  
     Shallotte  
 Whitehead, Anita I.  
     Fayetteville  
 Whitfield, Morris E.  
     Greensboro  
 Wicker, Sharon E.  
     Sanford  
 Wicker, Terry Wayne  
     Sanford  
 Wilkerson, James W.  
     Colonial Beach, Va.  
 Wilkes, William Robert  
     Raleigh  
 Wilkinson, Kelly L.  
     Dunn  
 Williams, Anita L.  
     Clinton  
 Williams, Brock W.  
     Rockville, Md.  
 Williams, Daniel H.  
     Vass  
 Williams, Edna C.  
     Wade  
 Williams, Edward D.  
     Fayetteville  
 Williams, Katherine A.  
     Graham

Williams, Katherine E.  
     Fayetteville  
 Williams, Mary Dianne  
     Charlotte  
 Williams, Robert, Jr.  
     Fayetteville  
 Williams, Sarah H.  
     Falls Church, Va.  
 Williams, William A.  
     Pisgah Forest  
 Williamson, Mrs. Rebecca  
     Spring Lake  
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     Fayetteville  
 Willis, Julius F.  
     Fayetteville  
 Wilson, Janet A.  
     Atlanta, Ga.  
 Wilson, Sherry Elizabeth  
     Miami, Fla.  
 Wingate, Mary D.  
     Greensboro  
 Withers, Mrs. Leslie A.  
     Fort Bragg  
 Woodcock, Ernest  
     Richmond, Va.  
 Woods, Christopher L.  
     Durham  
 Woods, Elizabeth B.  
     Durham  
 Woodward, Tracy W.  
     Fayetteville  
 Woodward, Yancey  
     Vienna, Va.  
 Workman, Francis Webb  
     Fayetteville

Worley, Mack  
     Ft. Leonard Wood, Mo.  
 Worrell, Martha J.  
     Jefferson  
 Wright, Harvey T., Jr.  
     Fayetteville  
 Wyatt, Clark M.  
     Waterloo, Belgium

Yarborough, Mrs. Celia  
     Fayetteville  
 Yearby, James  
     Dunn  
 Yoder, Elizabeth C.  
     Little Falls, N. J.  
 Yost, Myra Jo  
     Alexandria, Va.  
 Young, Ann P.  
     Henderson  
 Young, Linda F.  
     Fayetteville  
 Yount, David  
     Fayetteville  
 Yow, Charles H.  
     Rockingham

Zahran, Fred T., Jr.  
     Fayetteville  
 Zahran, Mrs. Rome  
     Fayetteville  
 Zahran, Teresa  
     Fayetteville  
 Zeigler, James  
     Fayetteville  
 Zollars, Pam  
     Fayetteville



## INDEX

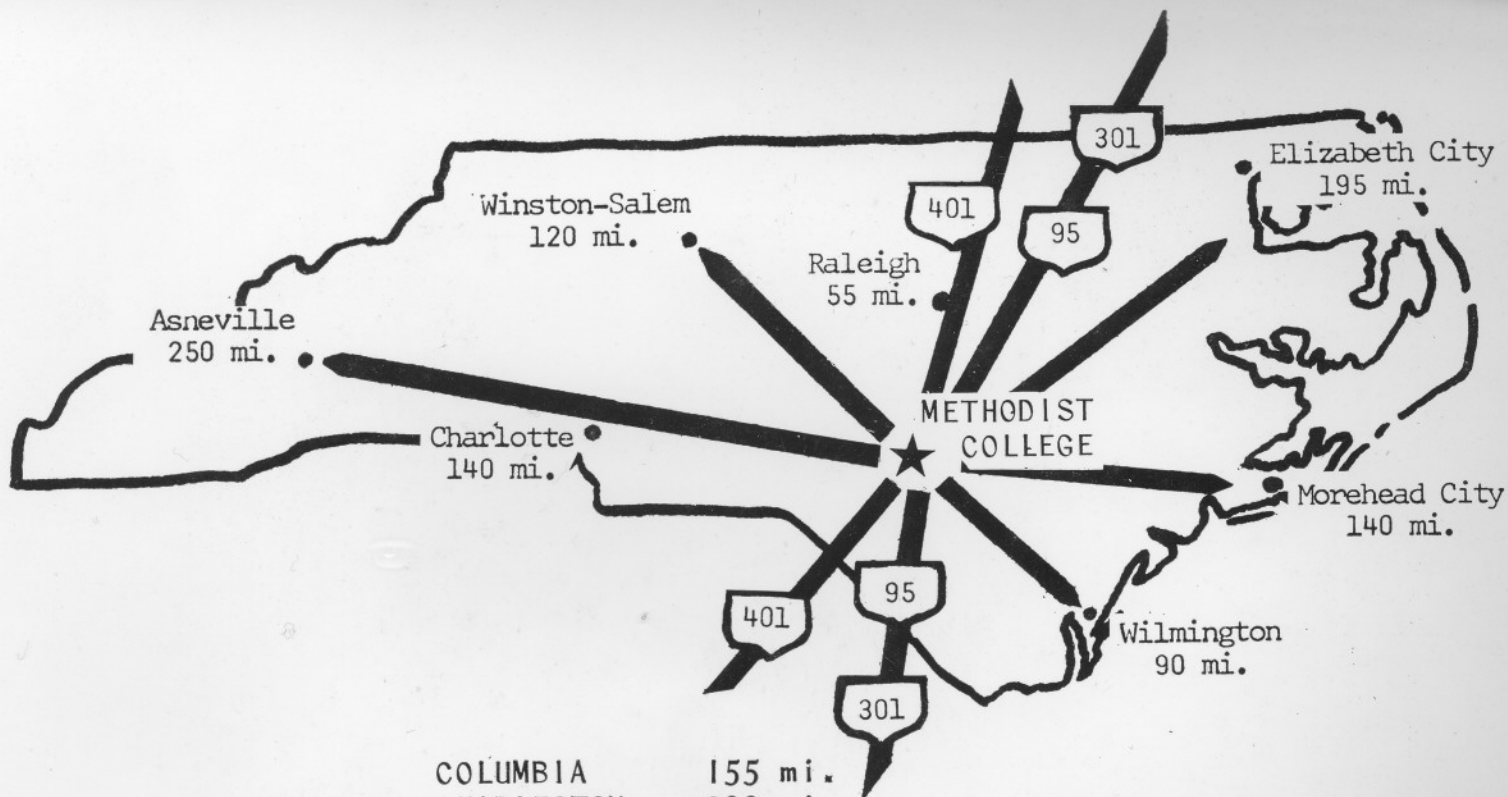
- Absences, 32  
 Academic Calendar, 4  
 Academic Recognitions, 8  
 Academic Probation, 31  
     Dismissal, 31  
 Academic Regulations, 30-33  
 Accounting, 87, 88  
 Administrative Officials, 120, 121  
 Admissions, 26-28  
 Areas of Study, 50  
 Art, 106  
 Athletics, 24
- Basic Courses, 50, 51  
 Bible, 64, 65  
 Biology, 76-78  
 Board of Trustees, 118, 119  
 Botany, 76  
 Buildings, 11-18  
 Business Administration, 87-89
- Cafeteria, 16  
 Calendar, 3, 4  
 Campus, 10, 11  
 Chapel, 21  
 Chaplain, 21  
 Chemistry, 78-80  
 Chorus, 99  
 Church, 21  
 Class Attendance, 32  
 Classification of Students, 30, 31  
 Classroom Building, 11  
 Community Life, 20  
 Concentration Fields of, 50  
 Courses of Study, 57-114  
     Changes in, 30  
     Dropping, 30  
     Numbering, 58  
 Cultural Activities, 22  
 Curriculum, 50
- Dean's List, 33  
 Degrees, 50  
 Design, 11  
 Dramatics, 62  
 Dropping Courses, 30
- Economics, 87  
 Education, 71-73  
 Elementary Education, 72  
 Employment, student, 47  
 English, 60, 61  
 Enrollment, limited, 26  
 Examinations, 4  
     Date of final, 4
- Entrance, 26, 27  
     S. A. T., 27  
 Extracurricular Activities, 20-24  
 Expenses, 36-39
- Faculty, 122, 125  
 Failure, 31  
 Fayetteville College Founda-  
     tion, 117, 118  
 Fees, 36-39  
 Financial Aid, 39-48  
 Fine Arts, 95-107  
 Foreign Language, 109-114  
 Founders' Day, date, 4  
 French, 110-112  
 Future Development, 116
- Geography, 93  
 German, 111, 112  
 Government, Courses in, 90  
 Grading System, 33  
     Progress Reports, 33  
 Graduation Requirements, 50, 51
- Heating Plant, 18  
 History, 86, 87  
 History of College, 6  
 Holidays, dates, 4  
 Honors, graduation with, 33  
 Housing, Faculty and Married  
     Students, 16
- Illness, absence for, 32  
 Insurance, 39  
 Intercollegiate Athletics, 24  
 Intramural Sports, 24
- Laboratory fees, 36  
 Library, 12  
 Load, Normay Course, 30  
 Loan Fund, 45, 46  
 Location, 10
- Mathematics, 80-82  
 Meals, 38  
 Ministerial Scholarships, 47  
 Minors Program, 52  
 Music, 96-105  
 Music, Individual Instruction, 102-105
- Organizations, 22, 23
- Payments, see fees  
 Philosophy, 67, 68  
 Physical Education, 24, 73, 74



## NOTES

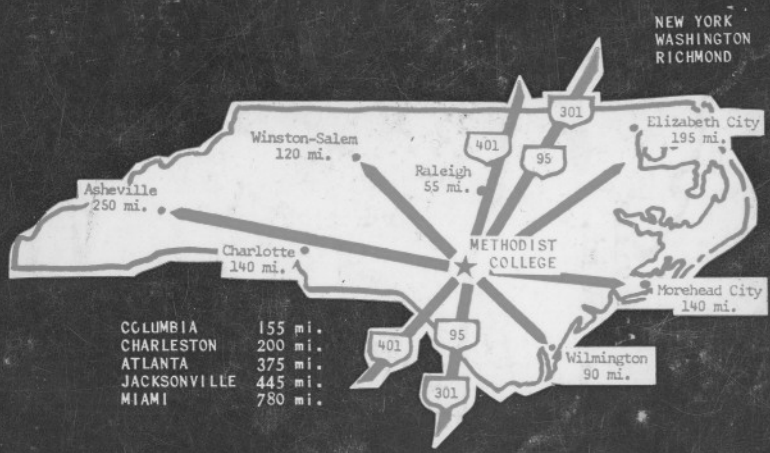
Physical Education Building, 18  
Physics, 82, 83  
Political Science, 90, 91  
Practice Teaching, 73  
Pre-dental, 55  
Pre-engineering, 55  
Pre-medical, 55  
Pre-nursing, 55  
Preparation for College, 26  
Pre-theological, 53, 54  
Professional Interests, 53  
Progress Reports, 33  
Psychology, 70-71  
Purpose of College, 7  
Quality Points, 33  
Recreation, 24  
Refunds, 38  
Registration, 4, 30  
  Fees, 36-39  
  Late, 36  
  Procedure, 27  
Religion, courses, 64-66  
  In Life of College, 21  
Requirements for Admission, 26, 27  
  Graduation, 52, 53  
Requirements for Continuance, 31  
Residence Halls, 17  
Roster of Students, 126-146  
Scholarships, 40-45  
Science, area of, 75  
Science Building, 14  
Secondary Teacher, 55, 56  
Self-help, 47, 48  
Social Science, 86  
Sociology, 91, 92  
Spanish, 112-114  
Special Honors and Awards, 44, 45  
Special Students, 31  
Speech, 62  
Sports, 24  
Statement of Purpose, 7  
Student Activities, 20-24  
Student Government, 22, 23  
Student Union, 15  
Support of College, 6, 36  
Teacher Education, 55, 56, 71-73  
Teacher, Practice, 73  
Teaching Certificate, 55  
The Methodist Church, 6, 7  
Trustees, 118, 119  
Trustees, Meetings, 4  
Tuition fee, 36, 37  
Tuition Plan, 48  
Tuition Remission, 47  
Vocational Interests, 53  
Withdrawal, 33  
Zoology, 76

NEW YORK 550 mi.  
 WASHINGTON 320 mi.  
 RICHMOND 215 mi.



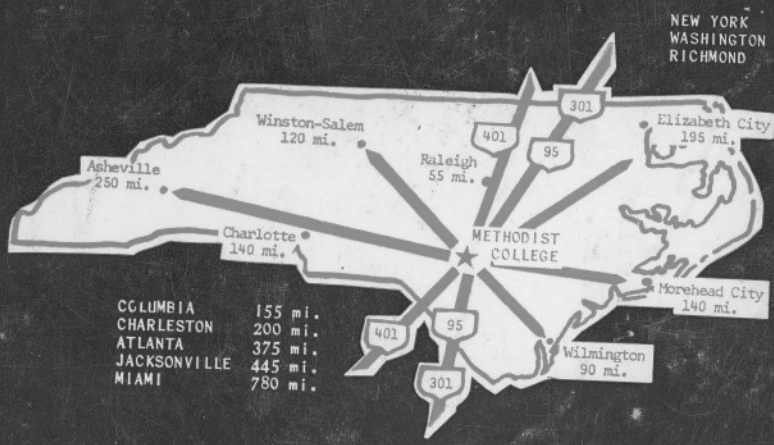
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 MIAMI 780 mi.





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