

**METHODIST
COLLEGE**

**FAYETTEVILLE
NORTH CAROLINA**

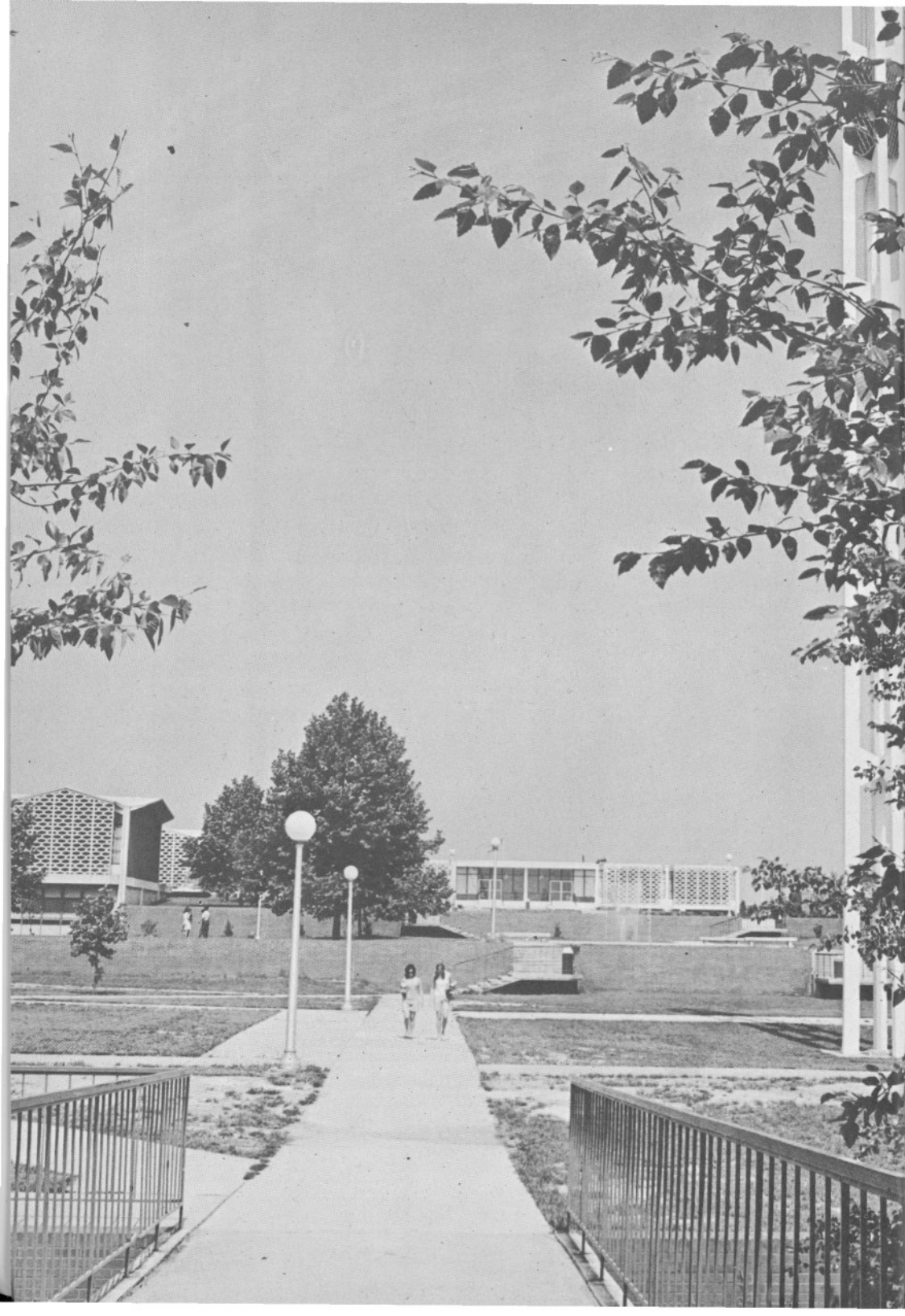


CORRESPONDENCE DIRECTORY

<i>Administrative Affairs and General Matters Concerning the College</i>	THE PRESIDENT
<i>Admissions, Information for Prospective Students, Housing</i>	DIRECTOR OF ADMISSIONS
<i>Academic Affairs</i>	THE ACADEMIC DEAN
<i>Financial Matters</i>	THE COMPTROLLER
<i>Gifts and Bequests</i>	THE PRESIDENT, DIRECTOR OF DEVELOPMENT, OR DIRECTOR OF INSTITUTIONAL ADVANCEMENT
<i>Public Relations</i>	DIRECTOR OF PUBLIC RELATIONS
<i>Student Matters</i>	DEAN OF STUDENTS
<i>Student Financial Aid</i>	FINANCIAL AID OFFICER

METHODIST COLLEGE, FAYETTEVILLE, NORTH CAROLINA 28301



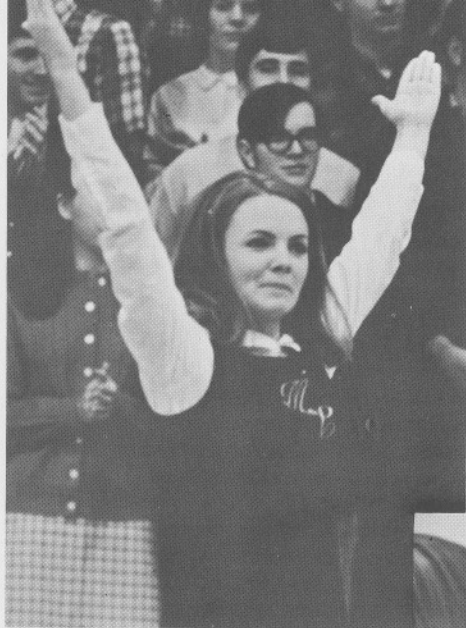


Bulletin of Methodist College Fayetteville, North Carolina

Catalogue Issue

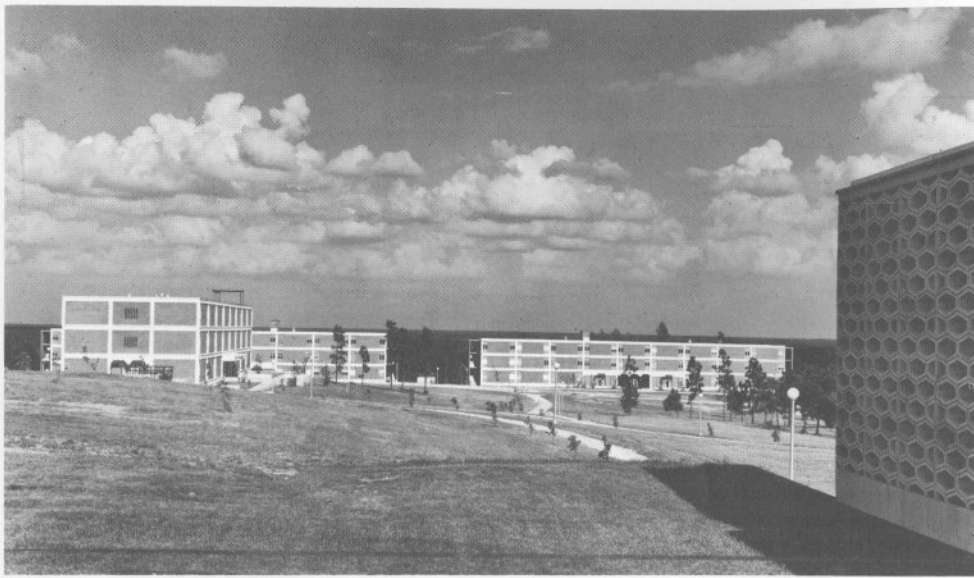


1970-1971



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Calendar 1969-70

Fall Semester 1969

SEPTEMBER 7 Sunday	(9:00 a.m.) Residence Halls Open (3:00 p.m.) President's Reception for New Students and their Parents
SEPTEMBER 9 Tuesday	(9:00 a.m.) Freshmen Orientation (9:00 a.m.) Upperclassmen Resident Students Return
SEPTEMBER 8-9 Mon.-Tues.	Last Day of Registration for classes, without penalty fee, for ALL STUDENTS
SEPTEMBER 10 Wednesday	(8:30 a.m.) Classes Begin
SEPTEMBER 17 Wednesday	Last Day Permitted to Enter Classes
OCTOBER 7 Tuesday	Last Day Permitted to Drop Classes without WF Grade
OCTOBER 30-31 Thurs.-Fri.	Final Examinations for "Education Block Courses"
OCTOBER 31 Friday	Final Examinations for Science 100 (Bio-Ea Sc-Chem-Phys)
NOVEMBER 1 Saturday	Mid-Term Grades Due in Registrar's Office
NOVEMBER 3 Monday	Founders' Day Practice Teachers report to assigned schools Begin new classes in Science 100 (Bio-Ea Sh-Chem-Phys)
NOVEMBER 26 Wednesday	(5:00 p.m.) Begin Thanksgiving Holidays
DECEMBER 1 Monday	(8:30 a.m.) Classes Resume
DECEMBER 19 Friday	(5:00 p.m.) Begin Christmas Holidays
JANUARY 5 Monday	(8:30 a.m.) Classes Resume
JANUARY 9-20 Fri.-Tues.	First Semester Examinations
JANUARY 14 Wednesday	Reading Day

1969-1970

SEPTEMBER							OCTOBER							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4							1	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	
													30							

DECEMBER							JANUARY							FEBRUARY						
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31							

MARCH							APRIL							MAY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7				1	2	3	4							1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
29	30	31					26	27	28	29	30	24	25	26	27	28	29	30			
													31								

Spring Semester 1970

JANUARY 23 Friday	(8:30 a.m.) New Students' Orientation and Registration Last Day of Registration for classes, without penalty, for ALL STUDENTS
JANUARY 26 Monday	(8:30 a.m.) Classes Begin
FEBRUARY 2 Monday	Last Day Permitted to Enter Classes
FEBRUARY 11 Wednesday	Last Day Permitted to Drop Classes without WF Grade
MARCH 17-18 Tues.-Wed.	Final Examinations for "Education Block Courses"
MARCH 18 Wednesday	Final Examinations for Science 100 (Bio-Ea Sc-Chem-Phys)
MARCH 19 Thursday	Practice Teachers report to assigned schools Begin new classes in Science 100 (Bio-Ea Sc-Chem-Phys)
MARCH 21 Saturday	Mid-Term Grades Due in Registrar's Office
MARCH 26 Thursday	(5:00 p.m.) Begin Easter Holidays
APRIL 1 Wednesday	(8:30 a.m.) Classes Resume
MAY 5 Tuesday	Meeting of Board of Trustees
MAY 14-22 Thurs.-Fri.	Second Semester Examinations
MAY 24 Sunday	(11 a.m.) Baccalaureate Service (4:00 p.m.) President's Reception to Graduates and their Parents
MAY 25 Monday	(10:30 a.m.) Graduation Exercises

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

DR. L. STACY WEAVER
President



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.

GENERAL INFORMATION

HISTORY

ACADEMIC RECOGNITION



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. The Board of Trustees was 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 preparation for the college to admit its first freshman class on September 16, 1960.

Since this time all the facilities in the central interlocking malls have



been completed. The 1968-69 academic year opened with almost a thousand students and over sixty faculty members.

ACADEMIC RECOGNITION

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 Association of American Colleges

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

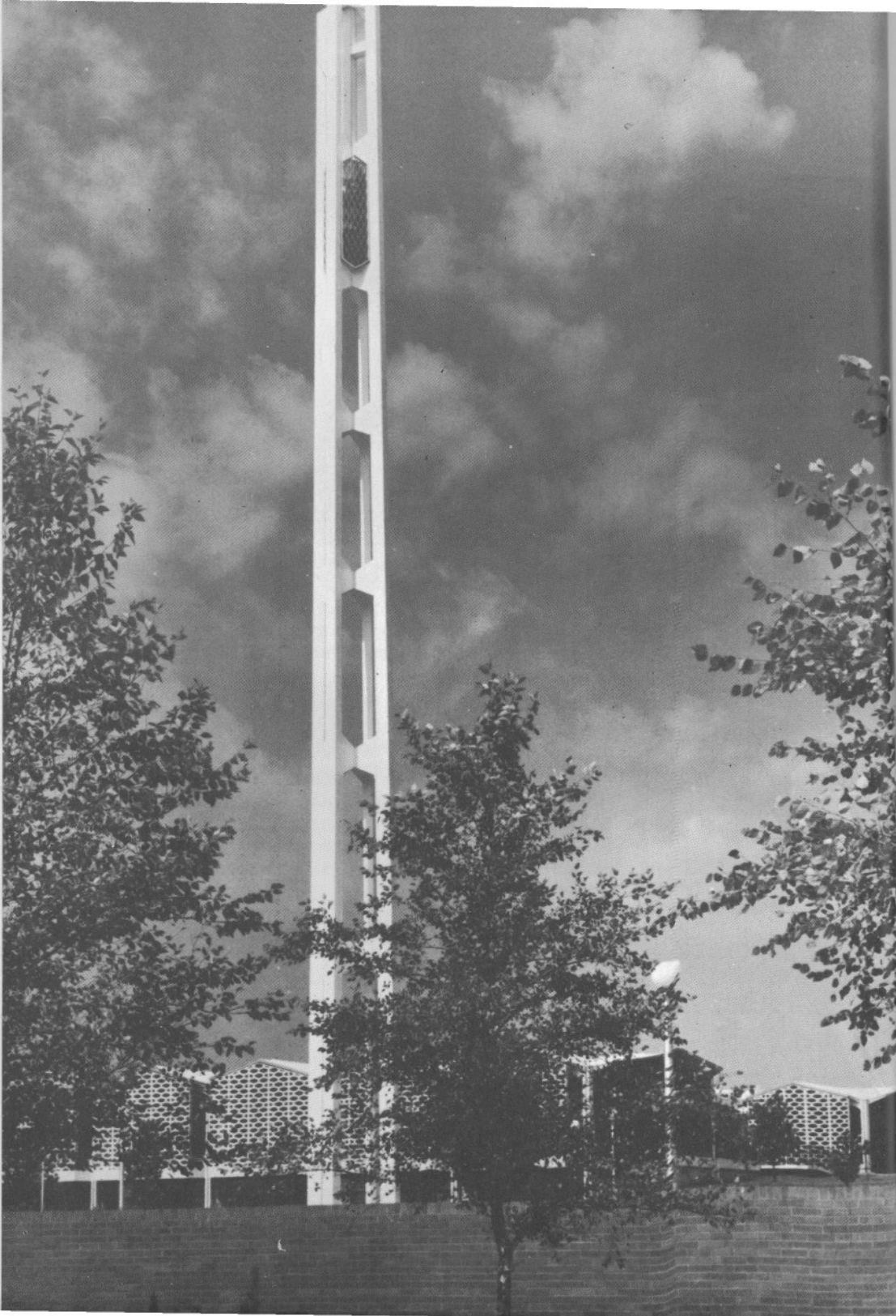
The University Senate of The United Methodist General Board of Education for the undergraduate training of Ministers and Christian education workers.

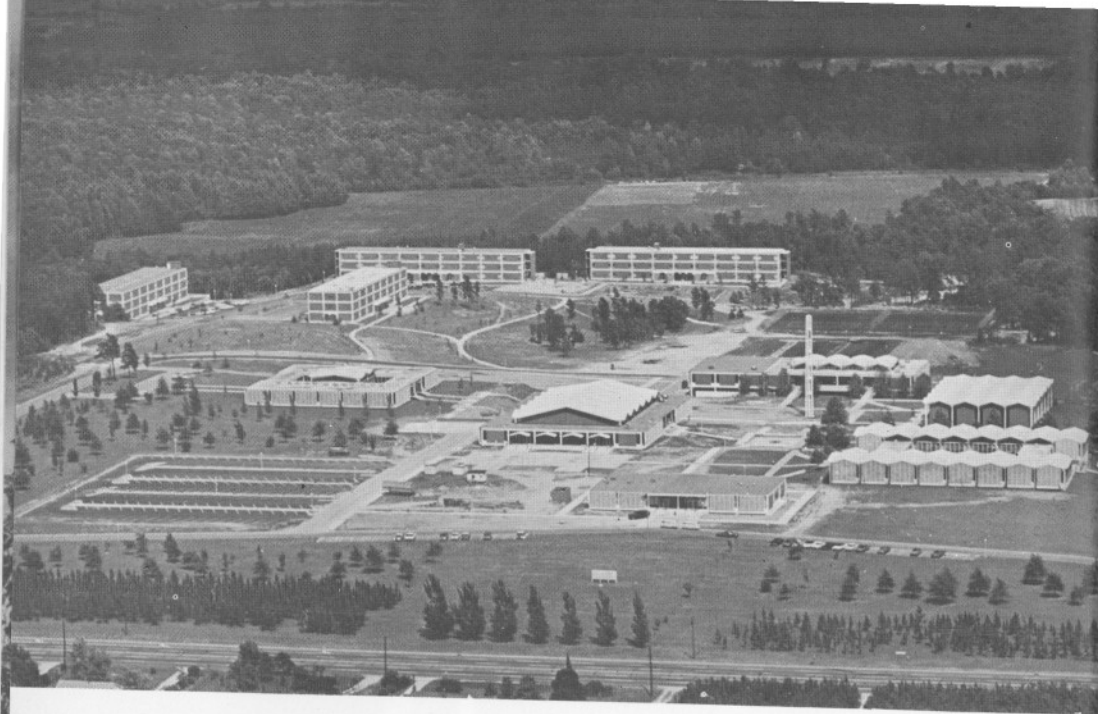
THE PHYSICAL PLANT

LOCATION

CAMPUS

BUILDINGS





THE PHYSICAL PLANT

LOCATION

Methodist College is located in Cumberland County, the fastest growing county in North Carolina, 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 alternate 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 beau-

tiful 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.

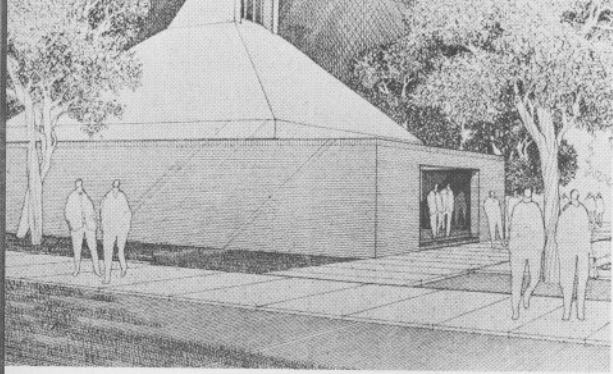
BUILDINGS

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 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.



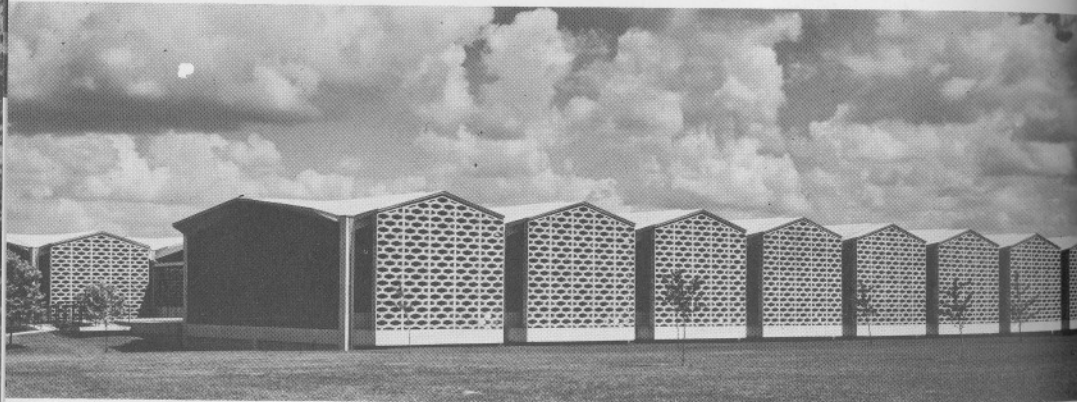
The Horner Administration Building, located at the west end of the central mall, was completed in June of 1968. It provides attractive and functional office space for the college administrative staff.

The Hensdale Chapel, located at the east end of the Fine Arts Building along the central mall, serves as the spiritual center of the college providing a place for worship and other activities of a religious



nature. Completed at the opening of the 1969-70 academic year, the structure has a seating capacity of 125.

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



The Fine Arts Building, with the 1200-seat Reeves Auditorium provides facilities for the music, art and drama departments and for campus cultural and entertainment programs. The auditorium features a 77' wide x 48' deep stage.



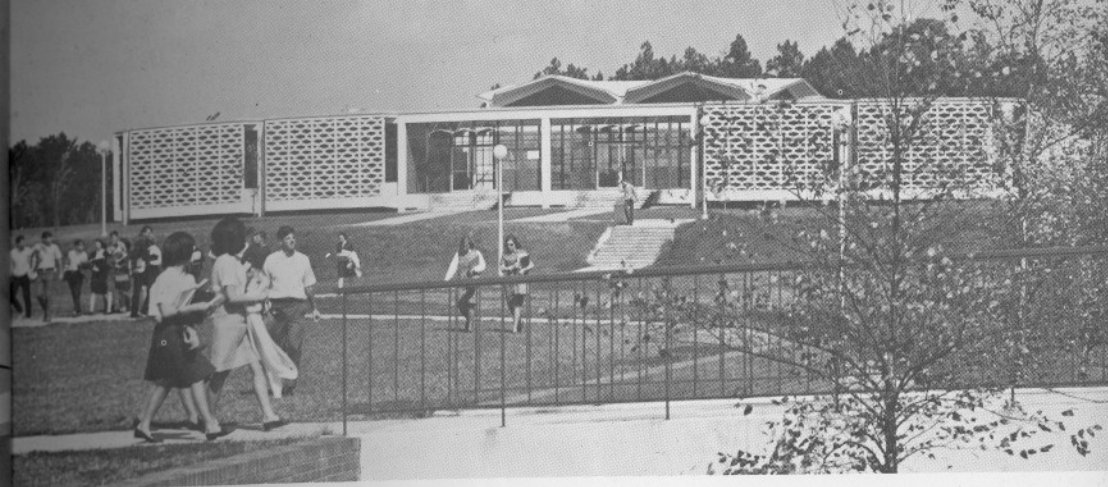
THE LIBRARY

Centrally located on the campus, **Davis Memorial Library** is the intellectual focal point for the College, offering a variety of resources which serve the academic needs of the students, faculty, and community.

The fully air-conditioned building which opened in the fall of 1964, and which was dedicated to and named for Mrs. Geraldine Tyson Davis in 1967, will seat over 300 students for reading and study. Facilities include a spacious reading area, open stacks, periodical and reference sections which house approximately 46,000 volumes, a music listening room with 2,200 recordings and music scores, a conference room, work and storage areas, and staff offices. Subjects stressed in the academic program are covered by about 400 periodicals received regularly, and major periodical indexes are available to facilitate use of the periodicals. Over 700 microfilm reels and a film reader are easily accessible to the student body and to the public. A copying machine is handy for reproducing printed material from the library's collection. Special collections of books, documents, letters, and other materials relating to General Lafayette and North Carolina history are also available. Many items in these collections have been donated by individuals interested in helping develop such collections.

A separate collection of teaching materials acquired to assist students in the teacher education programs is presently being enlarged. The Materials Center, located in the Classroom Building, provides school curriculum materials, a children's literature collection and audio-visual equipment, to assist students and faculty in the teacher education programs. Students and teachers may demonstrate teaching methods in an adjacent classroom.

College faculty and library staff together are ever striving to provide the strongest learning resources possible to students of Methodist College and are dedicated to insuring a continual growth in size and quality of the library's holdings.



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.

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 room, 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.





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 300 men. They are modernly equipped with built-in furniture and each of the rooms has an abundance of storage space.



Married Students and Faculty Apartments are located in a wooded area southwest of the Student Union and near the south entrance to campus. The apartments have two bedrooms and may be rented furnished or unfurnished.

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.

Fleishman Pool, which features the college fountain, provides an attractive focal point in the center of the mall. Illuminated by colored light at night, the fountain continually alternates through 16 water-flow patterns.

O'Hanlon Memorial Amphitheatre, located on the shores of a small, sylvan-set lake, will seat approximately 500 when completed. The open-air structure will provide a setting for musical and dramatic productions, religious services and other special events.

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 of additional buildings will proceed as funds become available. These are the (1) Permanent Gynasium; (2) Maintenance and Repair Building; and (3) Field House. Beyond this, the only building in the original campus plan remaining to be constructed will be the President's Home.

STUDENT LIFE AND SERVICES

RELIGIOUS ACTIVITIES PROGRAM

CULTURAL ACTIVITIES PROGRAM

ORGANIZATIONS

INTERCOLLEGIATE ATHLETICS

RECREATION AND INTRAMURAL SPORTS

PHYSICAL EDUCATION

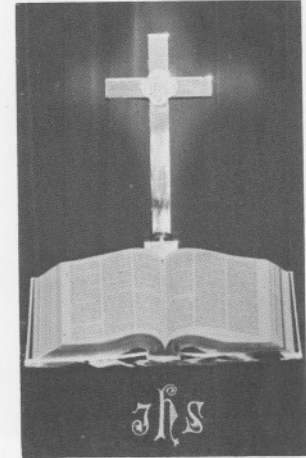
ADMINISTRATIVE POLICIES OF COLLEGE



RELIGIOUS ACTIVITIES PROGRAM

An extensive and well-balanced program of religious activities ministers to the moral and spiritual development of the campus community. The chaplain of the college serves as director of religious life and coordinator of extra-curricular religious activities.

All members of the student body, faculty, and staff may belong to the Christian Fellowship. This group is called by its members "Koinonia," which is a New Testament word meaning fellowship, communion, participation. The Steering Committee works with the chaplain and other advisors to plan for religious life activities on campus. Denominational groups may function also if they wish.

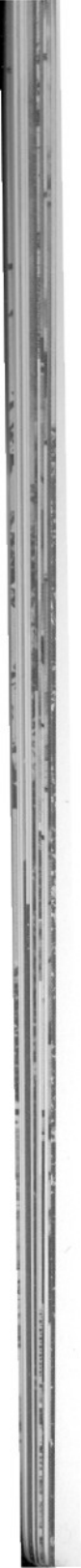


During the academic week the student body and faculty convene for a thirty-minute assembly, at which attendance is required. Guest speakers at assemblies include ministers from the Fayetteville and eastern Carolina area representing the various religious denominations with which the students are affiliated. Outstanding church 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 assembly speakers.

On Sundays students are encouraged to attend morning worship services at community churches of their own denomination. Interdenominational Sunday services are held in the Chapel when the Steering Committee finds them to be justified by student demand.

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 Steering Committee. The Committee plans numerous other programs such as a monthly Coffee-house, which provides both entertainment and an opportunity to discuss religious issues.

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.



ADMINISTRATIVE POLICIES OF COLLEGE

The following statement of the Administrative Policies of the College was adopted by the Executive Committee of the Board of Trustees in May, 1968:

1. "The administration of the college believes that participation in the college will be helpful and valuable to the student government association. However, the following matters are reserved to the administration and faculty of the college, subject to approval of Board of Trustees.
 - A. Academic matters
 - B. Operation of infirmary and health of the students
 - C. Dormitory assignments
 - D. Food services on campus
 - E. Organization of student groups on campus
 - F. Control of all college property
 - G. Supervision with student representatives on committees, of assembly program, chapel exercises, special events and speakers.
2. "The President of the college, the Dean of College, and the Dean of Students reserve the right to handle special cases of discipline, which in their judgment should be handled by the administration.
3. "The administration of the college will consider the following possible grounds for separation of the student from the college and reserves the right to review decisions of the student courts involved in such matters:
 - A. Conviction of a crime in court
 - B. Damage to college property that indicates vandalism
 - C. Stealing or abuse of another's property or possessions
 - D. The use or possession of alcoholic beverage on campus
 - E. Cheating in any form in academic matters
 - F. Breach of social probation
 - G. Participation in a riot or unlawful demonstration
 - H. Hazing in any manner
 - I. Giving of false information for excuse
 - J. Tampering with fire alarm equipment on campus
 - K. Failure to follow general rules and regulations of college as printed in publications
 - L. The use or possession of drugs outlawed by State and Federal Laws
 - M. Interruption or interference with the normal program of the college
 - N. Conduct that is derogatory to college community

"Each student is expected to work for the best interest of Methodist College, to represent the best thinking of the student body, to conform to the regulations of the college, to strive to perpetuate the finest traditions of the college, and to plan intelligently for improvement and adjustment wherever needed."

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 without discrimination.

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 requirement for graduation from the college is a minimum

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

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.



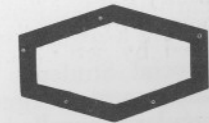
HOW TO APPLY FOR ADMISSION

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 student who has a cumulative grade-point average of 2.00, or better, in transfer credits must maintain a cumulative grade-point average in all courses attempted at Methodist College equal to that required of students at the same stage of progress who initially enrolled at Methodist College. A transfer student who fails to meet this requirement will be placed on academic warning.
7. 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. A transfer student should have a grade-point average (from the last institution(s) attended) equal to, or better than, that required of Methodist College students according to the number of years of attendance. 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.
8. 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 pages 6 and 7. 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 advisor.

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 com-

plete 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. A student must maintain the academic record indicated below to be in good standing in the college.

1. A minimum cumulative grade-point average of 1.25 at the end of the spring semester of the first academic year.*
2. A minimum cumulative grade-point-average of 1.50 at the end of the spring semester of the second academic year.
3. A minimum cumulative grade-point-average of 1.75 at the end of the spring semester of the third academic year.
4. A minimum cumulative grade-point-average of 2.00 at the end of the spring semester of the fourth academic year, and thereafter.
5. A full-time student who does not pass at least 16 semester hours in two semesters of an academic year will be suspended.

*College attendance in the first and/or the second semester will constitute an academic year.

A student who does not maintain the required standard will be given an academic warning. If he fails to raise his cumulative grade-point-average to the next required standard by the end of the following spring semester, he will be suspended.

An Appeals Board is established to make final disposition of all special cases involving students whose academic records do not meet minimum requirements for good standing, as established by the faculty. The Board will act only upon cases involving exceptional circumstances and referred to it by the Academic Dean. It will report its decisions to the Academic Dean. It shall be composed of three faculty members appointed by the President of the College. The Academic Dean and the Dean of Students will be *ex officio* members of the Board without voting privileges.

A transfer student must maintain a cumulative grade-point-average in all courses attempted at Methodist College equal to that required of students at the same stage of progress who initially enrolled at Methodist College. A transfer student who fails to meet this requirement will be placed on academic warning.

A student suspended for academic ineligibility may apply for readmission after one semester. The Admissions Committee will 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 warning 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 academic warning year. 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 utilizes summer opportunities may apply for readmission for 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.

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.

CLASS ATTENDANCE

The following statement of policy and the procedures to implement it have been adopted by the faculty:

- A. "Regular class attendance is a student obligation, and the student is responsible for all the work, including tests, laboratories and written work, of all class meetings. No right or privilege exists which permits a student to be absent from any given number of class meetings.

"Instructors will keep attendance records in all classes. If a student misses three consecutive class meetings the instructor will make such report to the Academic Dean. If a student has excessive absences to the extent to which dismissal from the course appears to be the appropriate action, the instructor will make such recommendation to the Academic Dean and will so notify the student. The Dean will make the final disposition.

"In the event of a public request, college-sponsored activities or family emergency, the Dean of Students is vested with authority to excuse such student or students involved and will report such excuses to the appropriate instructor. Work missed because of these absences must be made up."

B. PROCEDURES

- 1. "The attendance policy of each instructor as it applies to his various classes is to be set forth in writing and distributed to class members at the beginning of the semester. No policy shall provide for unlimited absences.
- 2. "The instructor will report the total number of absences of each student at the end of the semester, using grade sheets supplied by Registrar.
- 3. "When an instructor reports to the Academic Dean the continuous absence of any student for a period of one week or more,

the Academic Dean may request the office of the Dean of Students to investigate. If the investigation provides information of a significant nature, the Academic Dean will advise the instructor.

- 4. "The authority vested in the office of the Dean of Students to excuse students from classes in cases of public request, college-sponsored activities or family emergencies may be delegated by the Dean of Students to his immediate subordinates, the Dean of Women and the Dean of Men."

WITHDRAWAL FROM THE COLLEGE

A student who voluntarily or involuntarily withdraws from the college before the mid-term grading period will have no academic record for the semester. A student withdrawing after the mid-term grading period will receive a grade of WP or WF as designated by the instructor. A student withdrawing from an individual course after the "drop date" will receive a grade of WF on the course.

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 United 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 for the 1970-71 academic year:

	<i>Day Student</i>	<i>Boarding Student</i>
Tuition	\$ 400.00	\$ 400.00
General Fee	120.00	120.00
Health and Activity Fee ..	30.00	30.00
Board		300.00
Room Rent		200.00
TOTAL	\$550.00	\$1,050.00

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	10.00
Physical Education fee	1.00
Accident and Sickness Insurance (compulsory)	9.80

S. G. A. Entertainment Fee (required of all students)	5.00
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	33.50
Auditor in academic courses, per semester hour	33.50
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 \$33.50 per semester hour.

For students enrolled for less than 12 semester hours, the tuition charge is computed at the rate of \$33.50 per hour.

General Fee

A general fee is required of all students. It covers a part of the cost of services other than instruction as well as the operation and maintenance of the college plant.

For students enrolled for less than 12 semester hours, the general fee is \$12.50 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 closed during college vacation and holiday periods.

Student Entertainment Fee

The Executive Committee of the Board of Trustees in session on June 26, 1968 approved the implementing of an entertainment fee of \$5.00.

This fee is to be collected in the full amount the first semester of each year. Students entering the second semester of each year will be charged ½ of the fee, \$2.50. There will not be any refunds made to students dropping out or transferring.

These funds are to be handled in the usual way by the Business Office and credited to the S. G. A. account at the proper time. This fee for entertainment purposes will be spent under the supervision of the Student Life Committee and advisor.

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 permit-

ted 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

The Executive Committee of the Board of Trustees has authorized the installation of a student accident and sickness insurance program which provides appropriate coverage in these areas. Each student enrolled will be billed for the premium to provide protection during the 1970-71 academic year. The policy contains the same stipulations as our 1969-70 contract. Since our program experience will be reviewed after publication of this catalogue, we cannot specify the exact cost of the premium. However, the charge should be approximately \$10.00 per college year. The plan provides protection 24 hours per day during the term of the policy. Students are covered on and off the campus, at home, or while traveling between home and college, as well as during interim vacation periods. Students are also protected up to 48 hours for actual travel time while en route between home and college prior to the opening and closing of the regular academic term.

This insurance supplements the services of the college student health program and pays in addition to other insurance the student may carry. The plan provides up to \$1,000 to cover cost of medical treatment, including dental treatment for damaged natural teeth, as the result of accidental bodily injury sustained in each separate accident. Furthermore, this group policy has an accidental death benefit of \$1,000, plus dismemberment schedule up to \$1,000.

If a student requires hospitalization because of sickness, the actual expenses of the treatment shall be paid according to the following benefits:

- (1) Room and board not to exceed 30 days, daily rate up to \$12.00.
- (2) Miscellaneous hospital expenses, including ambulance service, up to \$120.00.
- (3) Surgeons' fees for operations due to illness from \$5.00 to \$200, according to surgical schedule.
- (4) Physicians' fees, \$3.00 per visit, one visit per day, for sickness not requiring surgical operations, while confined as hospital inpatient, maximum of \$90.00.

FINANCIAL AIDS

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

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, students must maintain a minimum grade of C (2.00 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 financial aid application which must be completed and returned by April 1. The application, which will be supplied upon request, is used for all aid programs offered by Methodist College: National Defense Loans, campus work, and scholarships. In addition to the college general aid application, it is recommended (but not required) that the applicant use the Parents' Confidential Statement prepared by the College Scholarship Service, Princeton, New Jersey. If used, the PCS should be filed before March 1 to insure that the information reaches the college before the application deadline of April 1.

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. Each scholarship applicant should file the admissions application and the Financial Aid Application before coming to take the scholarship examination. For information and application write the Financial Aid Officer.

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 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.

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

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 Dr. Allen P. Brantley Scholarship given by Mrs. Edith Lee Glenn, Kansas City, Missouri, in honor of Dr. Allen P. Brantley, former pastor. This scholarship is available to any worthy boy or girl who may attend 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 Earl W. Brian Scholarship Fund has been established by his wife, Mrs. Blanche Brian of Raleigh.

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 Browning Scholarship, established by Mr. and Mrs. P. L. Browning of Durham, N. C., provides an annual scholarship of \$100 awarded according to the following priorities: first, to a graduate of Orange High School in Orange County; second, to a graduate of Northern High School in Durham County; third, to any worthy recipient.

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 **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 **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 **Martha Hicks Culbreth Scholarship Fund** was established by her late husband, the Reverend Frank Culbreth.

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 **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.

E. Bascom Dingus and Cora A. Dingus Educational Foundation, the purpose of which is to provide scholarships for worthy and deserving students who wish to pursue their college education at Methodist College. Scholarships shall be made available to undergraduates with primary emphasis on the economic need and scholastic ability of the student. Where practical, preference shall be given to students living in Pender and Duplin County, if they are qualified otherwise. The scholarship will be a minimum of \$600.00 per donee for any full academic school year. For more detailed information write the Financial Aid Officer at Methodist College.

The **Lenora Auten and Lloyd Dunn Scholarship Fund** was established in their memory by their son, the Reverend Millard C. Dunn, now deceased, former District Superintendent of the Fayetteville District of the Methodist Church. Funds continue to be added to this scholarship in memory of the Reverend Millard C. Dunn.

The **Fayetteville Post Office Employees Scholarship** in the amount of \$300.00 annually to be awarded to a graduate of Cumberland Coun-

ty or Fayetteville Senior High schools. The recipient must be a child of a Fayetteville Post Office employee.

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 **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 **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 **Richard M. and Ashton Lilly Scholarship** of \$650.00, given annually by the employees of *The Fayetteville Observer*, is in honor of Mr. and Mrs. Lilly, publishers of the newspaper.

McCarver Scholarship. A \$500.00 annual scholarship has been established by Reverend and Mrs. C. G. McCarver, Wilmington, N. C. The recipient is to be a dependent of a minister in the North Carolina Conference of The United Methodist Church who is employed at the Conference minimum salary. In the event there is no such candidate, the College Scholarship Committee will select a recipient.

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.

The **Margaret Bowman Martin Scholarship** established in her memory by her daughter, Mrs. Joel C. Layton of Lillington, N. C., 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 **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 **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 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 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.

George B. and Bessie Holmes Robbins Scholarship Fund has been established honoring Mr. and Mrs. G. B. Robbins of Swepsonville, N. C. for their many years of service in public school teaching. The scholarship is to be awarded to a student from the Alexander Wilson School district. Awards will be made on basis of need, citizenship and scholarship.

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

The Arthur and Portia MacPhail Vann Memorial Scholarship has been established by Mrs. Fannie Vann Simmons of Kenly, N. C., 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.

United Methodist Scholarships. The Board of Education of the United Methodist Church makes available to Methodist College four scholarships annually. These are awarded on the basis of scholarship, membership in the United 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. An applicant 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 Women's Society of Christian Service, North Carolina Conference of the United 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.

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 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 or the cash equivalent thereof.

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 stu-

dent must have completed 18 hours of work in Political Science by or during the second semester of his junior year. The honorarium is \$100.

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.

The **Esperanza Escudero Spanish Award**, established by Dr. Esperanza Escudero, Associate Professor of Spanish at Methodist College. It is presented annually at the close of the academic year to one adjudged by the Spanish faculty as being an outstanding student in the field and having the greatest academic potential. Students having Spanish as their native tongue will not, as a rule, be eligible. The honorarium is \$50.00.

The **Balaez-Ambrose Mathematics Award**, established by James Loschiavo, a 1969 (Summa Cum Laude) graduate of Methodist College, to honor Dr. Ofelia M. Balaez and Mr. Robert B. Ambrose, professors of Mathematics. It is presented annually at the close of the academic year to one adjudged by the Mathematics faculty to have been an outstanding student in this field and as having the greatest creative and academic potential. To be eligible for consideration the student must have completed 18 semester hours of work in Mathematics by or during the second semester of his junior year. The honorarium is \$50.00 in cash and a certificate of recognition.

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 nine months after graduation or withdrawal from full-time enrollment. The College is authorized to make loans to students 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 \$600.00 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 United Methodist Church, and are available to a limited number of students who are active members of the United 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.

Insured Student Loan Program. Residents of North Carolina enrolled full time may borrow up to \$1,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina banking and life insurance industries. Loans are insured by the State Education Assistance Authority, and under certain circumstances the Federal Government will pay the interest during full-time study and grace periods.

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.

The **James E. and Mary Z. Bryan Foundation, Inc. Student Loan Plan.** Residents of North Carolina enrolled full-time in undergraduate

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programs may borrow up to \$1,500 per academic year. The interest rate is 1% during the in-school period, and 6% during the repayment period. Repayment begins four months after leaving school as a full-time student.

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. All applicants must have a letter of reference from the required source as stated on the Application for Remission of Tuition. The application forms are available, upon request, from the Financial Aid Officer. Applications for such remission of tuition must be made to and approved by the Department of Religion. Application for renewal of this remission and reference letter must be filed each year. 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 United 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. The number of grants is determined by the available funds. The amount of grant 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., 575 Madison Avenue, New York, N. Y. 10022.

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

THE SUMMER SESSION



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 chose 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 degree.

AREAS OF STUDY

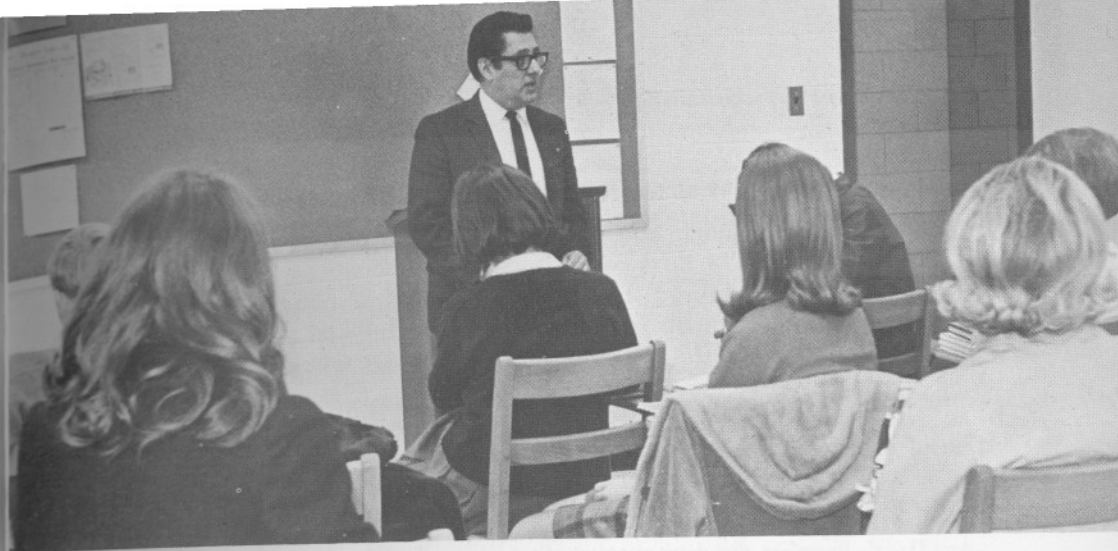
The organization of courses of study at Methodist College is intended to be an expression of its general philosophy of education (see Statement of Purpose). The curriculum is grouped into seven Areas of Study, as follows:

- 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 and 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 compe-



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

<i>Areas</i>	<i>Semester Hours Required</i>
✓ I. ENGLISH LANGUAGE AND LITERATURE:	
Freshman English (101-102)	6
Sophomore English (201-202)	6
✓ II. RELIGION AND PHILOSOPHY:	
Bible	6
Philosophy	3
✓ III. EDUCATION AND PSYCHOLOGY:	
General Psychology (201)	3
✓ IV. SCIENCE AND MATHEMATICS:	
Science 100, or 151-152	8
Mathematics 101-102, or 111-112	6
✓ V. SOCIAL SCIENCES:	
History 101, 102	6
Six hours from two of following: Economics 151, Political Science 151, Geography 252, Sociology 151	6
✓ VI. FINE ARTS:	
Art 151 or Music 151	3
✓ VII. FOREIGN LANGUAGES:	
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. The four hours so earned are creditable toward fulfillment of the 128 semester-hour requirement for graduation. A maximum of four additional hours of credit may be earned by non-music majors participating in band and/or choral units.

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:

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

*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 2.00 on all courses attempted at Methodist College, as well as upon his total academic record.
7. If not a transfer student, he has likewise completed at Methodist College at least 24 semester hours of senior-level courses (courses numbered in the 300's and 400's in the catalogue) and has achieved a minimum cumulative grade-point average of 2.00 on all courses attempted at Methodist College, as well as on 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>Semester 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 cooperation with the School of Engineering of N. C. State University and with the University of Southern California at Los Angeles. The student may transfer from Methodist College to either institution 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>
Freshman Year		
English 101-102	3	3
Mathematics 111, 112	5	5
History 101, 102	3	3
Chemistry 151, 152	4	4
Physical Education	1	1
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	16	16
Sophomore Year		
English 201-202	3	3
Mathematics 211, 212	3	3
Physics 151, 152	4	4
Religion 101, 102	3	3
Foreign Language	3	3
Physical Education 201, 202	1	1
	<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
	17	17
Junior Year		
Mathematics 311	3	0
Mathematics 411	3	0
Chemistry 251	0	4
Physics 201, 202	4	4
Foreign Language or Ec. 151 and Elective	3	3
Fine Arts 151	0	3
Philosophy 251	3	0
Psychology 201	0	3
	<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
	16	17
Senior Year		

Enrolled at N. C. State University School of Engineering.

PRE-MEDICAL PROGRAM

Pre-medical, pre-dental, and pre-nursing students are advised to obtain 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.

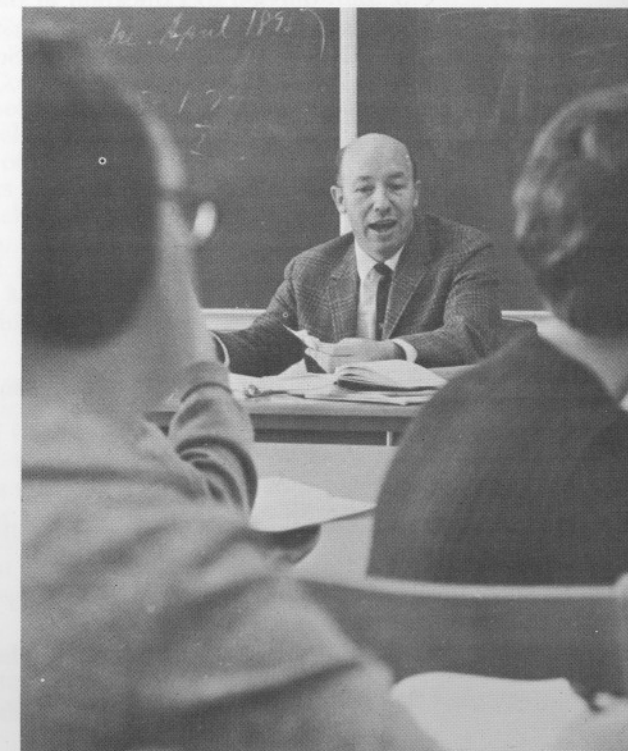
TEACHER EDUCATION

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, 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 58). 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.

B. Professional Education

	<i>Semester Hours</i>
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

C. Subject Matter Preparation

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

D. Subject Concentration

SECONDARY SCHOOL AND SPECIAL SUBJECT TEACHERS

A. Professional Education

1. Educational Psychology	3
2. Adolescent Psychology	3
3. Introduction to Education in the Public Schools	3
4. Education in the Secondary School	3

5. Materials and Methods in the Secondary Schools	3
6. Student Teaching	6
B. Subject Matter Preparation	
1. English	36
2. French	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.

Those seeking certification in the teaching of science, with Biology as the area of concentration, are required to take Chemistry 151-152, Physics 151-152 and at least 6 semester hours of specified Mathematics courses (confer with Biology Dept.), in addition to 30 semester hours in Biology. Those planning Chemistry as their area of concentration are required to take Biology 151-152, Physics 151-152 and extra work in Mathematics (confer with Chemistry Dept.), in addition to 30 semester hours in Chemistry.

SUMMER SESSION

Each year Methodist College conducts one summer session of six weeks' duration for the benefit of its own students wishing to improve academic records or to accelerate their progress toward a degree; for area residents who attend other institutions of higher education and wish to utilize their summers at home to advance their educational programs; for public school teachers desiring advanced-level course credits for renewal of certification, and for others who, as special students, wish to take advantage of cultural or educational opportunities for their inherent satisfactions. Methodist College's full accreditation facilitates transfer of credits, if this is desired.

Although the summer curriculum is somewhat less extensive than that of the regular academic year, it almost always includes representative courses from each of the college's seven academic areas. Special laboratory courses in audio-visual instruction and in foreign languages may be offered when such a need is manifested. Instruction is provided by members of the regular college faculty. A proposed schedule of courses is usually announced each year in late winter or early spring and students may register at any time in advance, or as late as the last working day prior to the beginning of classes.

The summer session usually begins on some date within the first week of June and terminates at approximately mid-July. The college calendar should be consulted for exact dates in any given year.



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, 251-252, 321, 322, 333, either 330 or 331 or 401, 371, and either 410 or 411. 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, in addition to English major requirements listed above, is required for these students enrolled in the Teacher Education program for English certification.

- | | | | | |
|----------|---|-----------|--|--------|
| 101-102 | Composition and Grammar | 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 | Survey of English Literature | 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 | Fundamentals of Reading | 3 s.h. | | |
| | A basic course in reading, including the nature of the reading process; aims toward developing efficient reading techniques and skills; a familiarity with literature types as developed simultaneously with skills and techniques. | | | |
| 251, 252 | A Survey of American Literature | 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 | Shakespeare | 3 s.h. | | |
| | An intensive study of Shakespeare's most important plays. | | | |
| 322 | Advanced Grammar and Composition | | | 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. | | | |
| 330 | Eighteenth Century Literature | | | 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 | Victorian Literature | | | 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. | | | |
| 333 | World Literature (See Philosophy 333) | | | 3 s.h. |
| 361 | Literature for Children | | | 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 | Chaucer | | | 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 | The Age of Romanticism | | | 3 s.h. |
| | An examination of the dominant ideas and conventions of English romanticism as expressed through the major writers of the period. | | | |
| 410 | Modern Fiction | | | 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. | | | |
| 411 | American Renaissance | | | 3 s.h. |
| | Detailed studies of the writings of Emerson, Thoreau, Hawthorne, Melville and Whitman. | | | |

SPEECH AND DRAMATICS

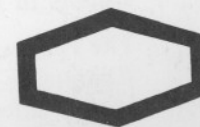
- 151 **Fundamentals of Speech** 3 s.h.
A basic course in the theory and practice of public speaking, giving training in thought processes necessary to organized speech content, personality, components of effective delivery, and use of voice, body and language.
- 152 **Public Speaking** 2 s.h.
Speech 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.
- 153 **Fundamentals of Oral Interpretation** 2 s.h.
Basic principles of interpretation of literature will be stressed. Practice in analysis and in reading of selections from prose, poetry and drama.
- 154 **Fundamentals of Acting** 3 s.h.
Fundamental theories, functions and practice in the art of acting and of dramatic interpretation will be stressed. Lecture and laboratory.
- 251 **Appreciation of the Theatre** 3 s.h.
The purpose of this course is to enable students to become familiar with those aspects of theatre which will significantly increase their appreciation of this art form.
- 252 **World Drama** 3 s.h.
Outstanding dramas by European and American playwrights will be studied.



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, 405, 406 and 452. Programs of study in this area are designed to prepare students to serve as Assistant Directors of Christian Education (certification as Directors of Christian Education requires one year of graduate study), Assistant and Supply Pastors, and to provide suitable background for those desiring Seminary or graduate training.

- | | | | | | |
|-----|--|--------|-----|---|--------|
| 101 | Introduction to The Old Testament
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. | 251 | Religions of The World
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. |
| 102 | Introduction to The New Testament
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. | 301 | The Old Testament Prophets
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. |
| 220 | Principles of Christian Education
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. | 302 | The Life and Teachings of Jesus
A survey of the modern quest for the historical Jesus and a detailed study of the Gospel accounts, with special attention given to the various stages of Jesus' ministry and to the content of his message. | 3 s.h. |
| 221 | The Program of the Local Church
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 evangelism, education, missions, stewardship, so- | 3 s.h. | 352 | Age Level Ministries in Christian Education
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 | The Life and Letters of Paul
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 | History of Christian Thought
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. |
| | | | 406 | Christian Beliefs
A survey of contemporary Christian thought (19th and 20th centuries), beginning with Kant and continuing through the work of Bonhoeffer. Major | 3 s.h. |

cial concerns and worship. The inter-relatedness of these areas is emphasized.

theological "schools" or movements are studied in view of their interpretation of traditional fundamentals of faith.

452 **Psychology of Religious Experience** 3 s.h.

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.

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 **Introduction to Philosophy** 3 s.h.

An examination of the principal problems with which philosophy deals, with criticism of particular writings of the great philosophers in such areas as ethics, metaphysics, political theory, and epistemology.

252 **Logic** 3 s.h.

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.

311 **The History of Ancient and Medieval Philosophy** 3 s.h.

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.

312 **The History of Modern Philosophy** 3 s.h.

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.

333 **World Literature** 3 s.h.

The history of ideas. An introduction to the fundamental ideas of man as reflected in great masterpieces of world literature in translation, such as the writings of Homer, Virgil, Sophocles, Dante, Plato, Augustine, Lucretius and Kierkegaard. (Cross-listed as English 333.)

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.

356 **Philosophy of Religion** 2 s.h.

A study of selected topics in religion: The nature of religion, its concepts and language; classical and modern arguments for the existence of God; the nature and destiny of man. Special emphasis is placed upon the influence of such contemporary trends as pragmatism, linguistic analysis, and existentialism.

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.

405 **Seminar in Philosophy** 2 s.h.

An examination and discussion of significant works, problems and thinkers in the field of philosophy. Topics will be selected by the department and will vary from year to year. The course may be repeated for credit.



AREA III: EDUCATION AND PSYCHOLOGY

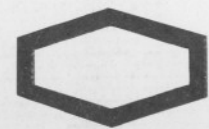
B. L. CRISP, Ed. S., *Acting Chairman*

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 **General Psychology** 3 s.h.
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.
- 250 **Educational Psychology** 3 s.h.
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.
- 351 **Child Psychology** 3 s.h.
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.
- 352 **Adolescent Psychology** 3 s.h.
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.
- 360 **Abnormal Psychology** 3 s.h.
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.
- 361 **Social Psychology (see also Sociology 361)** 3 s.h.
The psychology of interaction with emphasis on the difference between individual and social behavior; the processes through which the biological individual is transformed into a social being; ef-

fects of social interaction on motivation, perception and learning.

- 382 **Psychology of Exceptional Children** 3 s.h.
The problems of the mentally deficient and of the mentally gifted, including emotional and volitional readjustments.

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). Program requirements for the major in Elementary Education are outlined on page 64.

- 251 **Introduction to Education in the Public Schools** 3 s.h.
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.



- 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**
(required of all students) 1 s.h.

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**
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. 3 s.h.

302 **Health in the Elementary School**
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. 3 s.h.

AREA IV: SCIENCE AND MATHEMATICS

PAULINE LONGEST, M.A., *Chairman*

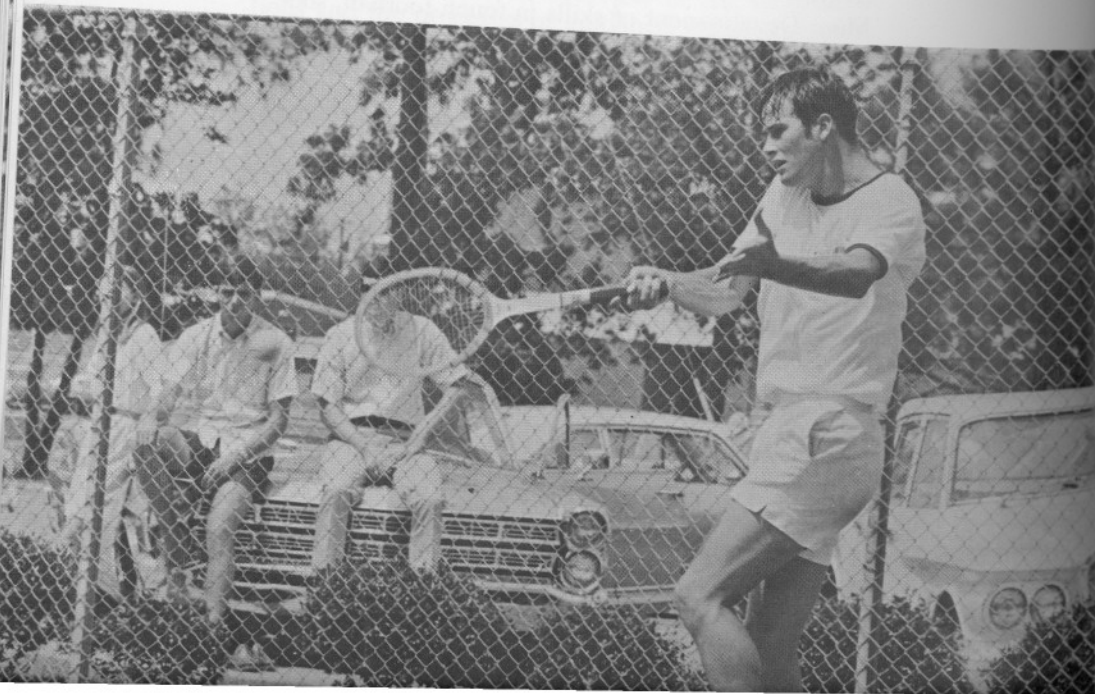
Subjects of

Biology

Chemistry

Mathematics

Physics



AREA IV: SCIENCE AND MATHEMATICS

The curricula of Science and Mathematics are each divided into two categories: one is directed to students who plan to major in a science or in mathematics, the other is designed for students whose major fields of interest lie elsewhere and who will take courses in this area primarily to satisfy requirements for graduation. The courses in each category are listed separately below. Course descriptions should be read carefully to ascertain appropriate category.

SCIENCE

100	Science	8 s.h.
	Sc 100 CHEM	2 s.h.
	Sc 100 PHYS	2 s.h.
	Sc 100 E SC	2 s.h.
	Sc 100 BIOL	2 s.h.

This is a two-semester course designed for students not majoring in a science, and involves the study of the four principal natural sciences: physics (Sc 100 PHYS); chemistry (Sc 100 CHEM); earth science (Sc 100 E SC); and biology (Sc 100 BIOL). Each science subject is taught for one-half semester by an instructor who is a specialist in that particular science. The course work is based upon one three-hour laboratory period per week in addition to three hours of lecture or classroom work. Each segment of SCIENCE 100 offers a credit of two semester hours, for a total of eight semester hours for the entire course. The eight hours so earned will satisfy the science requirement for graduation, and the course is designed for the needs of all students except those majoring in a science. This course may not, however, be used in conjunction with any other science course to satisfy general requirement for graduation.

The order in which the course work is taken, by full semester, is not restricted, although for those so fulfilling general requirements for graduation registration is for a two-subject sequence by semester only. For example, a student may register for Sc 100 CHEM and Sc 100 PHYS in one semester and Sc 100 E SC and Sc 100 BIOL in the other semester, or vice versa. He may not select subject sequence at random. Grading of each separate segment of the course will be carried out by the respective instructors; hence, it should be obvious that passing grades must be made on all four segments by those using this course to fulfill general requirements for graduation. To a limited degree, each segment of SCIENCE 100 may be taken separately as an

elective by students in the other category whose work in other courses has not covered the same subject matter. Such enrollment, however, must be approved by the Registrar both as to subject matter coverage and with respect to the possibility of accommodating the student in the course. Students majoring in any of the natural sciences may not use any segment of SCIENCE 100 as partial fulfillment of requirements for the major. There are no prerequisites for this course.

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 postgraduate 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 151-152 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.



Biology 151-152 is the beginning course for those students wishing a science major or minor. The two semesters of the course may be taken in either order, however. Biology 151-152 meets the college's general requirements in science for graduation. The work completed for one semester (either 151 or 152) may be credited separately as an elective only.

151	General Zoology This course deals with the morphology, physiology and related topics involving both invertebrate and vertebrate animals, with due attention given to man. Offered fall, spring and summer semesters (in summer if sufficient need is demonstrated).	4 s.h.
152	General Botany The course covers the various disciplines as they relate to the science of plants, as well as the economics and conservation of same. Offered fall, spring and summer semesters (in summer if sufficient need is demonstrated).	4 s.h.
201	Invertebrate Zoology 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	Vertebrate Zoology Includes a survey of the chordates and the fundamentals of form, function, systematics, distribution 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.	4 s.h.
301	Non-Vascular Plants 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	Vascular Plants 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, Bi-	4 s.h.

	Biology 301. Offered spring semester; summer by demand.	
311	Embryology 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 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 fall semester; summer semester by demand.	4 s.h.
410	Microbiology 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.	4 s.h.
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	Genetics 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.	4 s.h.

CHEMISTRY

Courses are offered both for the science major (starting with Chemistry 151) and for the non-science major (Science 100 CHEM). Effort is made in these courses to cover phases of chemistry which are both suitable and interesting to both categories of students.

Requirements for a major in chemistry: a minimum of 24 hours in 200 or higher level courses in the department, as well as completion of Math 111 and 112. Requirements for a minor in chemistry: a minimum of 8 semester hours of 200 or higher level courses in the department, but with no specific mathematics requirement other than the general college requirement in the latter subject.

- 151, 152 **General Chemistry** 4, 4 s.h.
 Three lectures and four laboratory hours each week with quiz and discussion periods. An introduction to the study of the principal metallic and non-metallic elements and their compounds, and the fundamental laws and principles of chemistry.
- 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 **Introduction to Research** 2-4 s.h.
 This course attempts to acquaint the student with procedures and requirements for chemical research, including use of chemical literature and investigation of some unsolved problem in chemistry. Prerequisites: completion of simultaneous enrollment in Chemistry 321-322 and Chemistry 351-352.

MATHEMATICS

Requirements for a major in mathematics: (1) a minimum of 26 semester hours in the department beyond Math 111 (Math 405 excluded); (2) Physics 151 and 152. A mathematics major with secondary education minor must complete Math 315 (Modern College Geometry) and Math 316 (Modern Algebra). Requirements for a minor in mathematics: a minimum of 14 semester hours in the department beyond Math 111 (Math 405 excluded).

- 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.
- 111 **Pre-Calculus Mathematics** 5 s.h.
 A postulational approach to college algebra, with study of the elementary functions as a direct preparation for the notation and theory of calculus and elementary analytic geometry. Prerequisite: three years of secondary school mathematics to include two years of algebra and units in geometry and trigonometry, or demonstration of proficiency in Math 101-102.
- 112 **Introduction to Calculus** 5 s.h.
 Differential and integral calculus of the elementary functions; techniques and applications of differentiation; analytic geometry, integral calculus introduced as area, the limit of Riemann sums, with

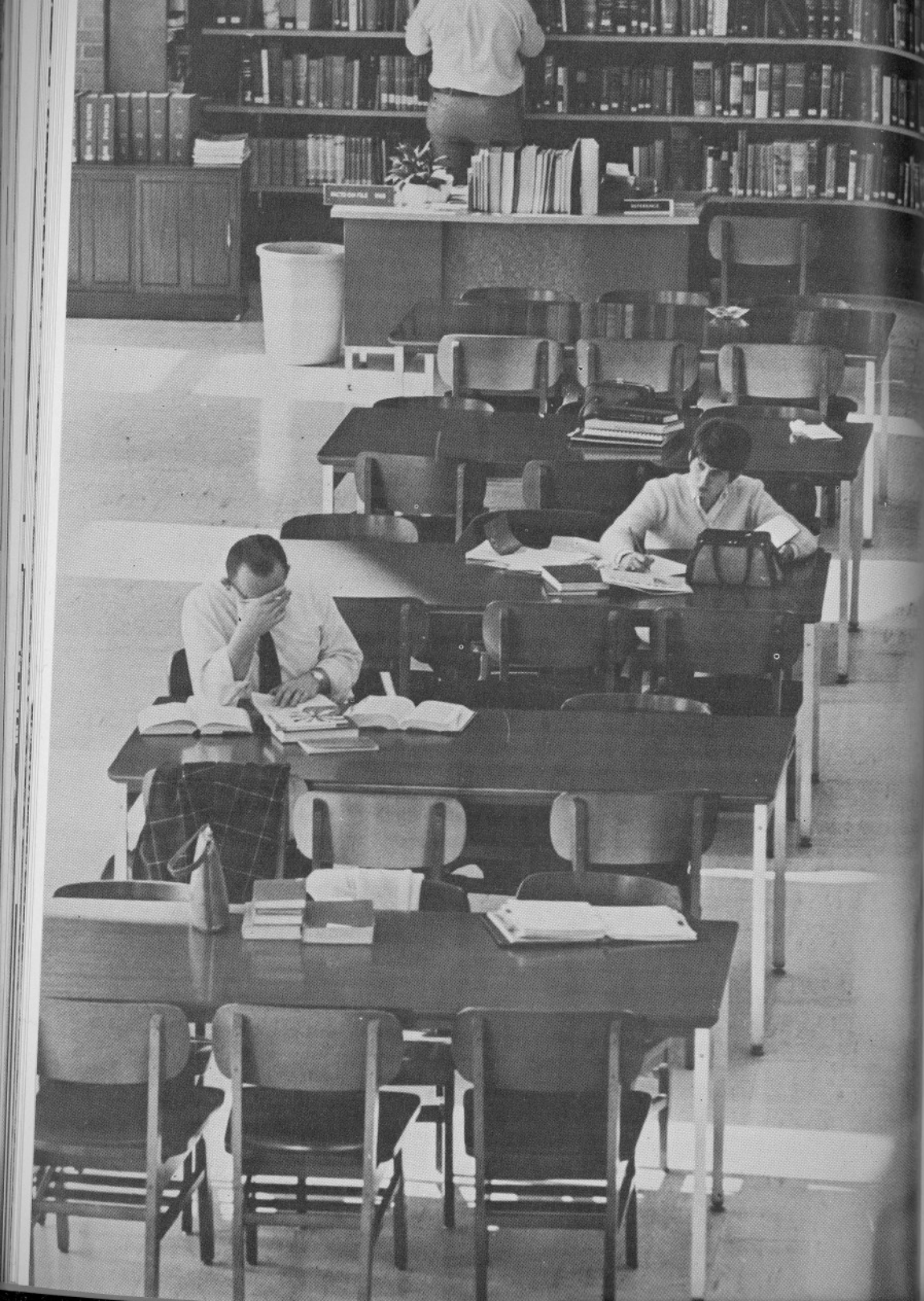
- techniques and applications. Theory is exposed at a geometric and intuitive level. Prerequisite: Math 111 or advanced placement.
- 211 **Mathematical Analysis I** 3 s.h.
A study of the basic theory of calculus; limits, continuity, chain rule, Rolles theorem, Mean Value theorem, fundamental theorem of integral calculus. A complete study of the calculus of transcendental functions. Methods of integration. Prerequisite: Mathematics 112.
- 212 **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 111.
- 216 **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 102 or 111.
- 311 **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 211.
- 312 **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 311.
- 315 **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 112.
- 316 **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: Mathematics 112, 212.

- 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. (Not creditable toward fulfillment of either the major or the minor in mathematics.)
- 411 **Differential Equations** 3 s.h.
An introduction to ordinary differential equations of first and second order, with applications in geometry and physics. Prerequisite: Mathematics 211.
- 412 **Introduction to Real Variable Theory** 3 s.h.
A study of integer; rational numbers; Dedekind cuts; Archimedian property; real numbers; set theory; cardinality; metric spaces; Euclidean spaces; continuity. Prerequisite: Mathematics 312, 316.

PHYSICS

Requirements for a minor in physics: 16 semester hours of work in the department, including Physics 151, 152, 201 and 202.

- 151 **General Physics I** 4 s.h.
Aspects of physical phenomena studied from the analytical point of view. This is a course designed essentially for science students. The work of the first half of the course will deal with mechanics, thermodynamics and acoustics. Three hours of lectures and three hours of lab work each week.
- 152 **General Physics II** 4 s.h.
A continuation of Physics 151. This semester's work includes the study of electricity, magnetism, optics and modern physics. Three hours of lectures and three hours of lab work each week.
- 201 **Introduction To Theoretical Physics** 4 s.h.
A theoretical and mathematical treatment of physics at an intermediate level. Special emphasis will be put on dynamics and electro-magnetic theory. Prerequisites: Physics 151-152 and calculus (see Math Dept. curriculum).
- 202 **Modern Physics** 4 s.h.
A survey of modern atomic and nuclear physics, with introduction to quantum mechanics. Prerequisite: Physics 201.



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, including History 460. 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 | Western Civilization I
The history of civilization in the western world beginning with prehistoric man and emphasizing the major events of ancient Mesopotamia, Egypt, Greece, Rome and early Medieval Europe. Particular stress is placed on cultural developments, political growth and economic factors. | 3 s.h. |
| 102 | Western Civilization II
A continuation of the study of western civilization beginning with the later Middle Ages and emphasizing the major events of the later Middle Ages, the Renaissance, the Enlightenment and the Industrial Revolution of the 19th and 20th centuries. | 3 s.h. |
| 201 | United States History I
Transit of civilization from Europe to America, beginning with Colonial settlements and emphasizing the historical developments in the United States of political, social and economic importance to 1876. | 3 s.h. |
| 202 | United States History II
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 | Ancient History
A history of the ancient Near Eastern civilization, the Hellenic, Hellenistic and Roman worlds. | 3 s.h. |
| 312 | Medieval History
A study of the medieval world from 300-1300, from the time of Diocletian to that of Dante. | 3 s.h. |

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| 351 | English History I
A survey of English history from the earliest times to the end of the Tudor Period in 1603. | 3 s.h. |
| 352 | English History II
A continuation of the survey of English history from the Stuart Period to the present day. | 3 s.h. |
| 401 | History of Asia
A study of the history of China, Japan, Korea, India, and the lands of Southeast Asia, including Indonesia and the Philippines. Emphasis upon factors in the development and recent modifications of political, social, economic and intellectual traditions of those areas. | 3 s.h. |
| 411 | Soviet Russia and International Communism
An examination of the history of Russia during the Tzarist regime, the 1917 revolution, and recent international developments emanating from the Marxist axis in Moscow. | 3 s.h. |
| 450 | Modern European History
A brief survey of the background to World War I, with concentration on pre- and post-World War II Europe. Map exercises and outside readings required. Prerequisites: History 101 and 102. | 3 s.h. |
| 460 | Senior Seminar
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 the major: a minimum of 30 semester hours in the department, including Economics 251 and 252. Requirements for the minor: a minimum of 15 semester hours in the department. Economics 151 and 152 are prerequisites for all other courses offered in the department.

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| 151, 152 | Principles of Economics
Analysis of the principles underlying the operation of an economic system and their application to important questions of public policy. | 6 s.h. |
| 216 | Introduction to Probability and Statistics
(See Mathematics)
(Offered by Department of Mathematics, but cred- | 3 s.h. |

- itable toward fulfillment of Economics and Business Administration requirements.)
- 251 **Principles of Accounting I** 3 s.h.
A beginning course in the procedures of double entry accounting and the theory underlying these proceedings. Accounting techniques applicable to simple business enterprises are studied, including adjusting and closing entries and the preparation of income statements and balance sheets. This course provides a foundation for all aspects of accounting including managerial applications.
- 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.
- 311 **Money and Banking** 3 s.h.
The money and banking institutions of the U. S., 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 local, state and national levels.
- 341 **Intermediate Accounting I** 3 s.h.
Theory and practice in relation to working papers, statement analysis, corporations, and current assets accounts. Emphasis upon problem analysis and application of accounting principles. Prerequisite: Economics 251 and 252, or permission of instructor.
- 342 **Intermediate Accounting II** 3 s.h.
Continuation of Economics 341.
- 351 **Marketing** 3 s.h.
Study of 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.
- 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. (**Offered every other year on alternating basis with Economics 412.)
- 411 **Corporation Finance** 3 s.h.
A study of the means by which capital formation aids specialization and division of labor to raise living standards. The channels for obtaining capital for corporate promotion, expansion and reorganization; financial plans; financial management analysis; bond contracts; dividend policies; valuation of the corporate enterprise. Prerequisite: Economics 251 or permission of instructor.
- 412 ****Management** 3 s.h.
A course designed to survey the fields of labor relations and personnel management, and to examine the most important techniques and procedures currently in use. Attention is directed toward an analysis of the worker's role in organized and unorganized labor markets. The role of government in labor disputes is also evaluated. (Offered every other year on alternating basis with Economics 352.)
- 415 **°Investments** 3 s.h.
Comprehends the various classes of securities, courses of investment information, and the essentials of sound investments, policies and programs. Also deals with the work of investment houses and institutions in the process of economic development. Prerequisite: Economics 251 or permission of instructor. (Offered every other year on alternating basis with Economics 420.)
- 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 the theories of planning for collectivist economics, theories of economic stability in liberal capitalism. (**Offered every other year on alternating basis with Economics 415.)

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.

- 151 **American Government** 3 s.h.
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.
- 201 **State and Local Government** 3 s.h.
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.
- 225 **Comparative Government I** 2 s.h.
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.
- 226 **Comparative Government II** 2 s.h.
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.
- 303 **Political Theory I** 2 s.h.
A survey of influential political theories from the ancient Greeks to Jean Bodin.
- 304 **Political Theory II** 2 s.h.
A survey of influential political theories from Jean Bodin to the twentieth century.
- 346 **American Diplomacy** 2 s.h.
A study of American foreign policy from 1776, with emphasis on the development of governmental agencies which conduct foreign affairs. Special attention is given to the role of public opinion in the formation of foreign policy.

- 351 **International Relations** 3 s.h.
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.
- 371 **American Constitutional Law I** 3 s.h.
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.
- 372 **American Constitutional Law II** 3 s.h.
An analysis of leading Supreme Court decisions in the areas of civil liberties and civil rights, national security and war powers, and criminal procedure.
- 401 **The British Commonwealth of Nations** 3 s.h.
A study of the transition from Empire to Commonwealth, with emphasis on the development of representative and responsible governments in Canada, South Africa and Australia.
- 421 **Political Parties** 3 s.h.
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.
- 435 **International Law** 3 s.h.
An analytical inquiry into the nature, basis, concept, sources and purpose of international law. Attention is also directed toward its future development and the possibility of increasing its binding force.
- 460 **Senior Seminar** 2 s.h.
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.

SOCIOLOGY

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

- 151 **Principles of Sociology** 3 s.h.
An introductory course designed to impart to the student a knowledge of himself in social context. Interrelationships in such areas as personality, society and culture are examined. The student is familiarized with major social processes and institutional functions.
- 201 **Social Institutions** 3 s.h.
An analysis of social institutions in the U. S.: family, religion, economics, government and education. Historical, functional and interactionist interpretations of social institutions and human relationships; patterns of stability and change; influence of mass media and social stratification.
- 253 **Social Problems** 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.
- 310 **Juvenile Delinquency** 3 s.h.
A study of the nature and types of delinquent juvenile behaviour and of the social factors involved, including family background and neighborhood groups. Control and prevention are stressed. Courts, probation, rehabilitation and correctional institutions are studied.
- 356 **Cultural Anthropology** 3 s.h.
A cross-cultural survey and analysis of social institutions, religion, art, beliefs, values and languages of people in industrial and non-industrial societies.
- 361 **Social Psychology** (See Psychology 361) 3 s.h.
- 371 **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 these interpersonal relationships of courtship, marriage and family life.
- 380 **Industrial Sociology** 2 s.h.
Analysis of the modes of work and production as they relate to institutional forms of contemporary urban-industrial centers. Comparative treatment of occupations and divisions of labor as forms of cultural and social expressions in simple and complex social systems.
- 410 **Criminology** 3 s.h.
The nature and types of delinquent and criminal behaviour; the nature of the criminal and the crime; social, cultural and psychological factors involved in illegal behaviour; efforts in control and prevention; the procedures of police, courts, probation and correctional institutions.
- 421 **Social Stratification** 2 s.h.
Analysis of social class, status and power in modern society. The social psychology of upper, middle and lower classes. The extent and function of social mobility. Examination of the concepts of status, position, caste and class in several cultural contexts.
- 431 **Sociological Theory** 3 s.h.
Historical and analytical study of sociological thought; emergence and convergence of various sociological theories. Special attention is given to Comte, Spencer, Durkheim, Marx, Weber, Parsons and Merton.
- 450 **Senior Seminar** 2 s.h.
Theory and research in selected areas of sociology. Techniques of social research; current theory; thesis preparation. Required of all students majoring in Sociology.

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.



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.¹

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

¹An 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

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

3 s.h.

- 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 sight-singing, 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 Fayetteville Symphony Orchestra of selected works from the great orchestral literature. Pre-

requisite: successful audition. Meets two hours weekly.

177, 178 **Band**

277, 278

1 s.h. each

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.)

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.

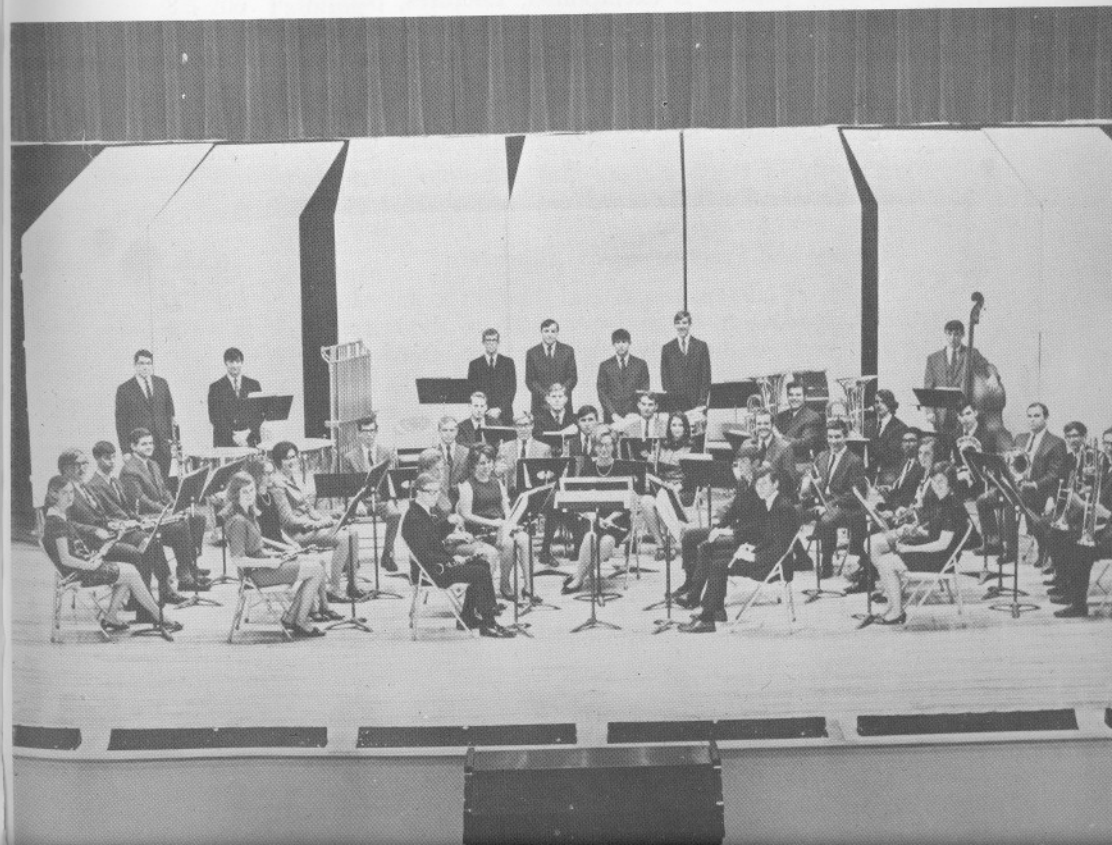
- 207, 208 **Elementary Violin** 1 s.h. each
Continuation of 107, 108. Only music majors may receive credit.
- 157, 158 **Violin** 1 or 2 s.h.
Shifting and bowing exercises; scales and arpeggios; etudes of Mazas, Kayser, Kreutzer; sonatas of Corelli, Handel, Mozart; concertos of Vivaldi.
- 257, 258 **Violin** 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.
- 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.

- 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 orchestra 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.
- 181, 182 **Saxophone** 1 or 2 s.h. each
Technical requirements: development of the embouchure, tonguing, breathing, reed preparation, tone studies, and scales. Lasarus-Method for saxophone. W. Voxman-Concert and Contest Collection for saxophone (selected solo pieces.)
- 281, 282 **Saxophone** 1 or 2 s.h. each
Continuation of tone studies and scales. Gatti-35 Melodious Technical Exercises. Bossi-27 Virtuoso Studies. Sonatas by Heider, Hindemith and other works of comparable difficulty.
- 381, 382 **Saxophone** 1 or 2 s.h. each
Further tone and scale studies. Cavalini-30 Caprices, Klose-Studies for Saxophone; Solo pieces of the difficulty of Ibert-Concertino for Saxophone.
- 481, 482 **Saxophone** 1 or 2 s.h. each
Labanchi-33 Concert Etudes. Solo pieces of the difficulty of Glazounow-Concerto for Saxophone; Orchestral passages for saxophone. 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.



ART

The student may fulfill requirements for a minor in art by successful completion of a minimum of 15 semester hours of work in the department. These courses must include Art 161 (Basic Design), 351 and 352 (Art History), plus 6 hours in studio courses to be chosen in consultation with an art instructor. Art 151 (Art Appreciation) and 253 (Art Education) may NOT be included in the work creditable toward the minor.

- 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.
- 161 **Basic Design** 3 s.h.
 A study of the elements and principles basic to all the visual arts. Lecture and applied experience.
- 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 reading, class discussions and creative studio experience in methods and practices of art instruction, with use of materials and projects suitable for the elementary school.
- 351 **Art History—Ancient to Renaissance** 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.

- 352 **Art History—Renaissance to Contemporary** 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.

Studio Courses

- 203-204 **Drawing** 2 s.h. each
 303-304
 Prerequisite: Art 161 or permission of Instructor. An emphasis on personal expression with a variety of experiences in various media. Some drawing from the model. Individual attention starting from the student's level of experience and becoming increasingly advanced with each semester. (Class meets approximately four hours per week.)
- 205-206 **Painting** 2 or 3 s.h. each
 305-306
 405-406
 Prerequisite: Art 161 or permission of instructor. Exploration of various painting media with emphasis on personal expression. Individual attention, becoming increasingly advanced with each semester. Development of creative skills stressed. (Class meets approximately four times weekly for 2-hour credit, and six hours per week for 3-hour credit.)
- 207-208 **Sculpture** 2 or 3 s.h. each
 307-308
 407-408
 Prerequisite: Art 161 or permission of instructor. All the various sculpture processes are employed, with all the basic procedures involved. Individual attention becoming increasingly advanced each semester, with emphasis upon personal expression through three-dimensional forms.



AREA VII: FOREIGN LANGUAGES

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

Subjects of
French
German
Spanish



AREA VII: FOREIGN LANGUAGES

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.
 First semester: geography, history and culture of France. Second semester: chronological study of a few landmarks of French literature; further drill on basic language skills.
 Prerequisite: French 151-152, or three or more 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 Advisor and Dean a higher-level course may be taken concurrently.
- 261, 262 **A Survey of French Literature** 3, 3 s.h.
 An introduction to the principal writers in prose and verse, from the Middle Ages to the present. Origin and development of the various genres. Literary trends and doctrines; the writer's place in the society of his time. First semester: pre-1800. Second semester: post-1800.

- 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.
- 312 **French Literature Before 1600** 3 s.h.
 The development of French from Latin. A brief study of Old French. Various types of medieval literature; Villon and the evolution of French prosody; the Renaissance as exemplified by the theories and poetry of the Pleiade and by the ideas of Rabelais and Montaigne.
- 331 **Literature of the Seventeenth and Eighteenth Centuries** 3 s.h.
 The classical ideal as illustrated by Corneille, Racine and Moliere and other writers of the seventeenth century. Voltaire, Rousseau, Montesquieu and Diderot as harbingers of revolution. Realism in the novel and drama; sentiment and sentimentality.
- 332 **Literature of The Nineteenth Century** 3 s.h.
 Romanticism in the works of Chateaubriand, Hugo, Vigny, Lamartine and Musset. Gautier and the Parnassians. Baudelaire and symbolism; realism and naturalism in the novels of Balzac, Stendhal, Flaubert and Zola. Reaction to naturalism: Loti, France, Bourget, Barres.
- 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 per week. Phonetics, pronunciation, essentials of grammar, common idioms and vocab-

ulary. 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. Readings 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 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 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 through the 20th 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.
- 261 **Survey of Spanish Literature I** 3 s.h.
 Conducted in Spanish. A general view of the development of Spanish literature from its beginnings through the Golden Age. Prerequisite: Spanish 152 or three years of high school Spanish.
- 262 **Survey of Spanish Literature II** 3 s.h.
 Conducted in Spanish. A general view of the development of Spanish literature from the 18th century to the present time. Prerequisite: Spanish 152 or three years of high school Spanish.

- 321 **Spanish Literature: Medieval through Renaissance** 3 s.h.
 Conducted in Spanish. Spanish epic and ballads. Late medieval period and the beginning of extended prose and poetry. Renaissance prose and poetry. The mystics. The theater before Lope de Vega. Prerequisite: Spanish 261, 262 or consent of instructor.
- 322 **Spanish Literature of the 17th Century** 3 s.h.
 Conducted in Spanish. The Golden Age. Cervantes. Lope de Vega and his followers. Baroque: Culturanismo and Conceptismo. Calderón and his followers. Góngora. Quevedo. Prerequisite: Spanish 261, 262 or consent of 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 and others. Prerequisite: Spanish 261, 262 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. Jiménez, Machado, García Lorca and others. Prerequisite: Spanish 261, 262 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 152 or consent of instructor.

APPENDICES

FUTURE DEVELOPMENT

FAYETTEVILLE COLLEGE FOUNDATION

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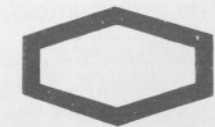
OFFICES OF ADMINISTRATION

FACULTY

GRADUATES

ALUMNI ASSOCIATION

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 schedule for construction of buildings beyond those which are now completed: (1) Permanent Gymnasium; (2) Maintenance and Repair Building; (3) Field House.

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.

METHODIST COLLEGE FOUNDATION

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

The foundation was incorporated in May 1958 by citizens and corporations in Cumberland County who had contributed 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 insure the college success. The foundation through solicitations locally raises about \$120,000 annually.

Early in its history the foundation deeded the campus acreage to Methodist College and has raised more than \$1 million for the building campaign. Fund-raising efforts continue through the foundation, its board of directors, officers and two full-time employees.

The foundation office is located in the Horner Administration Building on the campus.

The board of directors meets the second Tuesday of each month to implement support for Methodist College and discuss other community and institutional needs.

The officers and directors of the foundation are:

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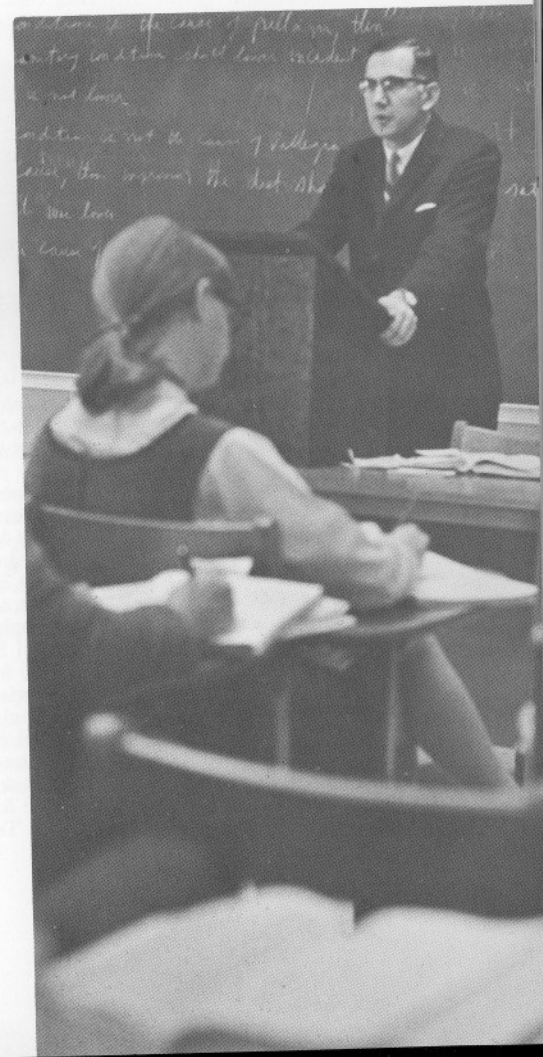
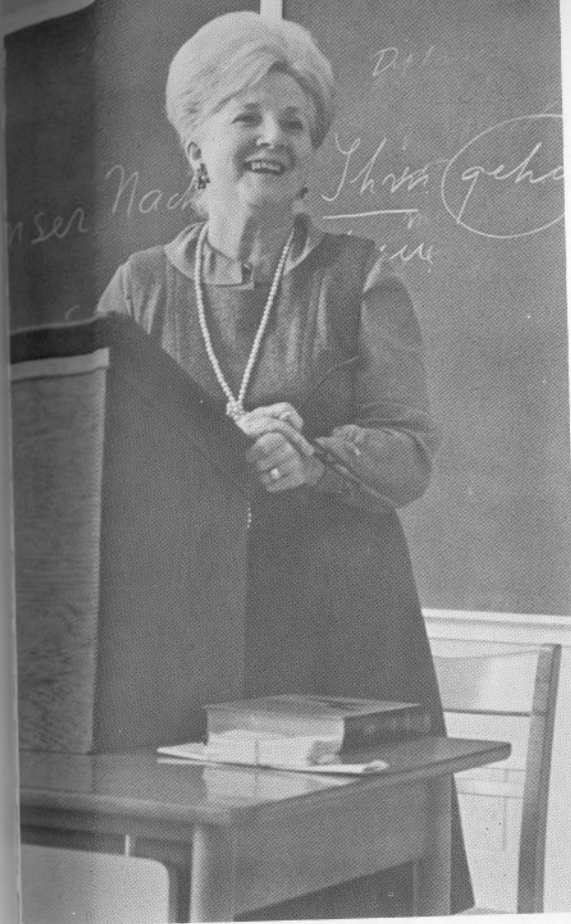
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 B.S. and M.A., Appalachian State Teachers College
- Ann S. Thompson *Instructor in French*
 A.B., University of North Carolina; M.A., University of North Carolina
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 European equivalent of A.B., State College of Appenzell, Switzerland; Licence en Droit, University of Geneva; Ph.D., Johns Hopkins University
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 A.B., Davidson College; M.A., University of North Carolina
- Robert Parker Wilson *Assistant Professor of History*
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 A.B., Florida Southern College; B.D., and Ph.D., Duke University
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*Leave of absence, 1969-70



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Arnett, Maxine Andrews	A.B. History	Fayetteville, N. C.	Garner, Gilda M.	A.B. French	Fayetteville, N. C.
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Blake, Herman Wayne	A.B. Ec & Bus Adm	Winston-Salem, N. C.	Hall, Delia Patterson	A.B. El Teacher Ed	Red Springs, N. C.
Blalock, William Walker, Jr.	A.B. Ec & Bus Adm	Greensboro, N. C.	Hall, Marjorie Lynne	A.B. El Teacher Ed	Springfield, Va.
Boling, Philip Verban	A.B. Ec & Bus Adm	Fayetteville, N. C.	Harden, Steven Helms	A.B. Ec & Bus Adm	Graham, N. C.
Bolton, Appie Walston	A.B. Ec & Bus Adm	Fayetteville, N. C.	Harper, Wyatt Kelly	A.B. English	Kinston, N. C.
Bonette, Barbara Jean	A.B. History	Bolivia, N. C.	Hasie, Marcia Faye	A.B. English	Annandale, Va.
Boose, Terry Wayne	A.B. Spanish	Fayetteville, N. C.	Hatchell, Otis David, Jr.	A.B. Ec & Bus Adm	Florence, S. C.
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Bowen, Sterling Price	A.B. Ec & Bus Adm	Winston-Salem, N. C.	Hobbs, Rodney Frederick	A.B. Ec & Bus Adm	Bunnlevel, N. C.
Boyce, Sandra Louise	A.B. English	McLean, Va.	Holmes, James Deason, Jr.	A.B. History	Fayetteville, N. C.
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Dailey, Gloria Lynette	A.B. Ec & Bus Adm	Salemberg, N. C.	Langdon, Donald Ray	B.S. Chemistry	Four Oaks, N. C.
	A.B. French	Fayetteville, N. C.	Largent, William Dayton II	B.S. Chemistry	Fayetteville, N. C.
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		Magna Cum Laude	Leatherbury, Edward Porter III	A.B. Ec & Bus Adm	Cerro Gordo, N. C.
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			Nesbitt, John Larry	A.B. English	Durham, N. C.

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Reynolds, Louise Lee	A.B.	English	Raleigh, N. C.
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Spargo, Danny Yates	A.B.	Ec & Bus Adm	Asheboro, N. C.
Sprott, Joseph Gray	A.B.	Ec & Bus Adm	Spartanburg, S. C.
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Swink, Richard Lee	A.B.	Ec & Bus Adm	Greensboro, N. C.
Swink, Robert Howard	A.B.	Ec & Bus Adm	Greensboro, N. C.
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Teal, Brenda Elaine	A.B.	Music	Marshville, N. C.
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Usher, Patricia Annette	A.B.	El Teacher Ed	St. Pauls, N. C.
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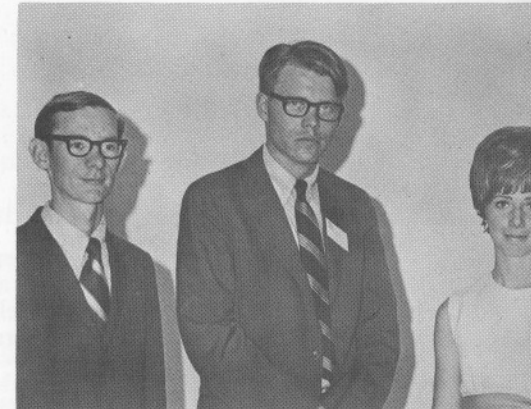
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MCAA PURPOSE AND ACTIVITIES

The Methodist College Alumni Association was organized in 1965 to "promote the general welfare of Methodist College and to encourage and stimulate the interest of graduates and former students in the college and in each other."

Homecoming Week is held each fall and Alumni Day is scheduled as a part of the graduation weekend program. Homecoming Week includes a drama production, banquet, soccer game and informal fellowship. The Alumni Day usually includes a business meeting, annual banquet and the installation of the newly-elected officers.

Alumni chapters have been started in North Carolina for the Raleigh-Durham and Charlotte areas and in Richmond, Virginia. During the 1969-70 academic year chapters will be started in the Fayetteville, Winston-Salem-Greensboro-Burlington, Norfolk, Virginia and Washington, D. C. areas.

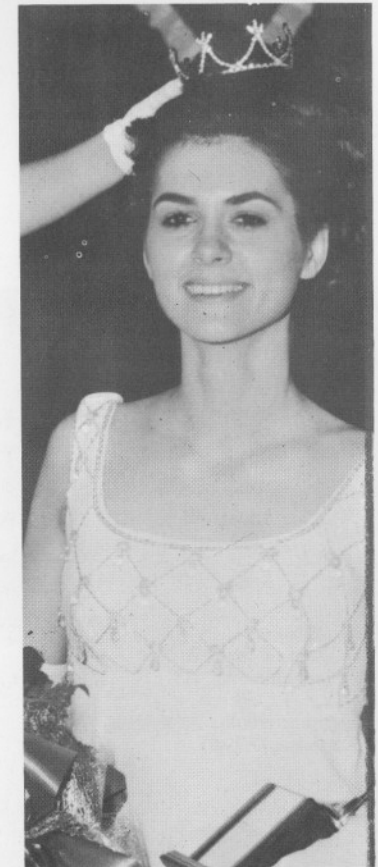
A quarterly Alumni Newsletter is published and an annual giving program is conducted.

Class of '64 Fifth Year Reunion

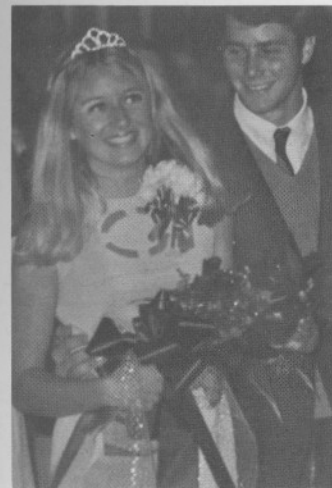


May Week Royalty 1969

*1969
Miss
Carillon*



*Homecoming
Queen and Escort 1968*



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