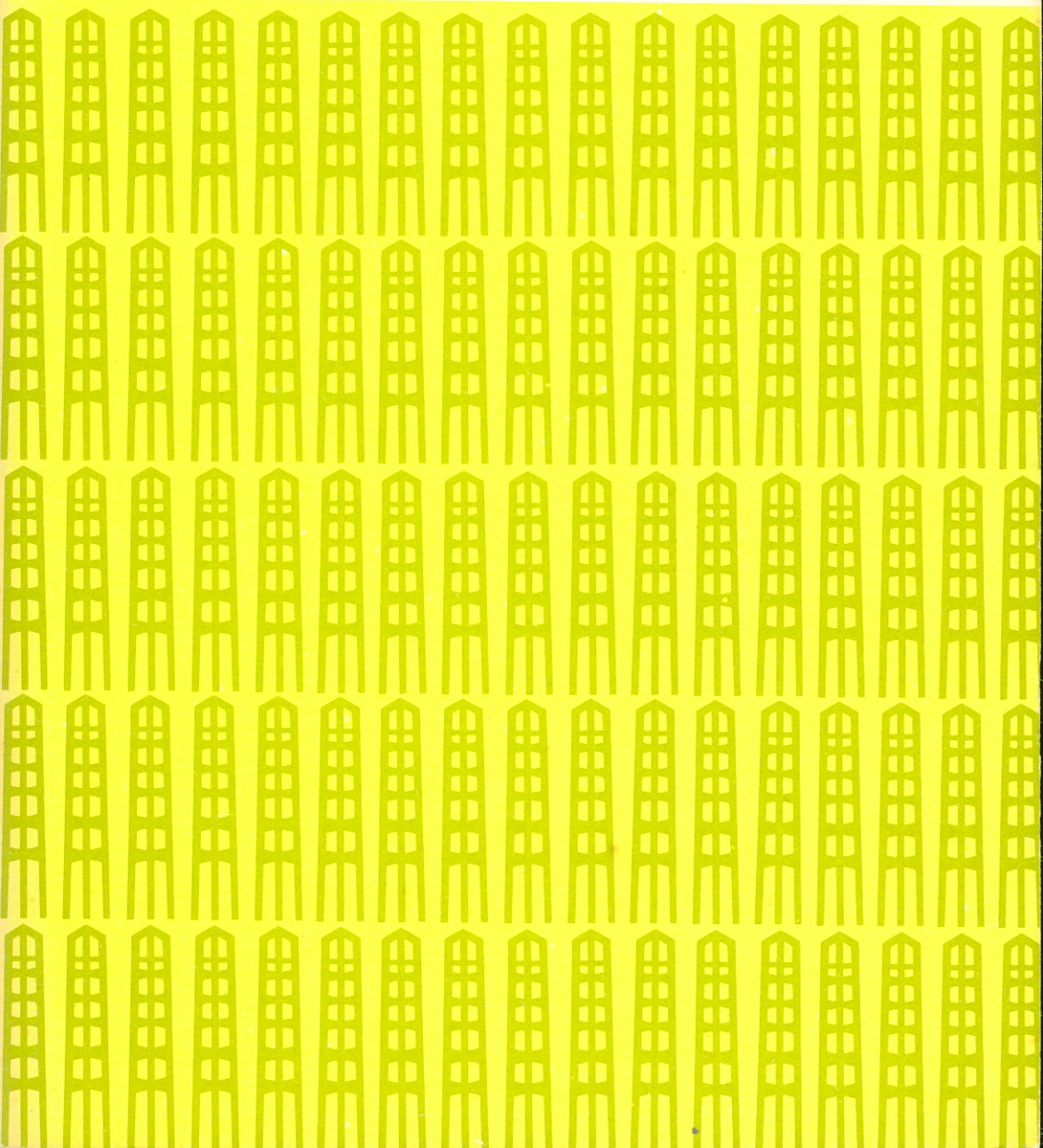


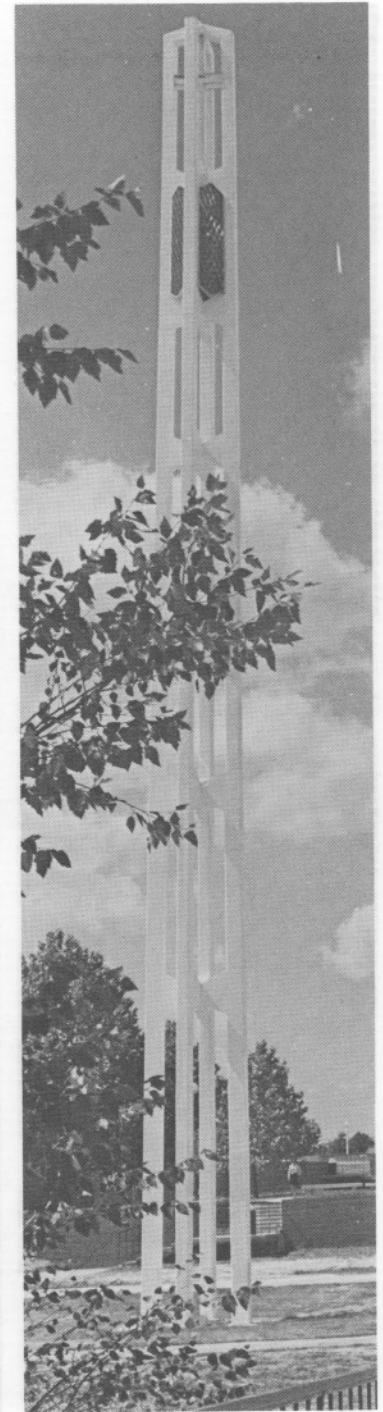
# Methodist College

1974-1975

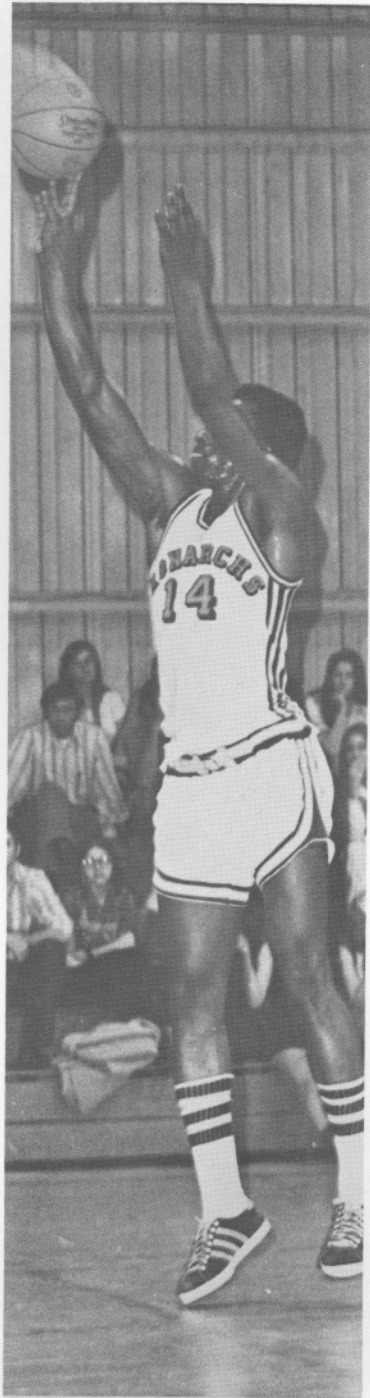


*BULLETIN OF  
METHODIST  
COLLEGE*

*Catalog Issue  
1974-1975*







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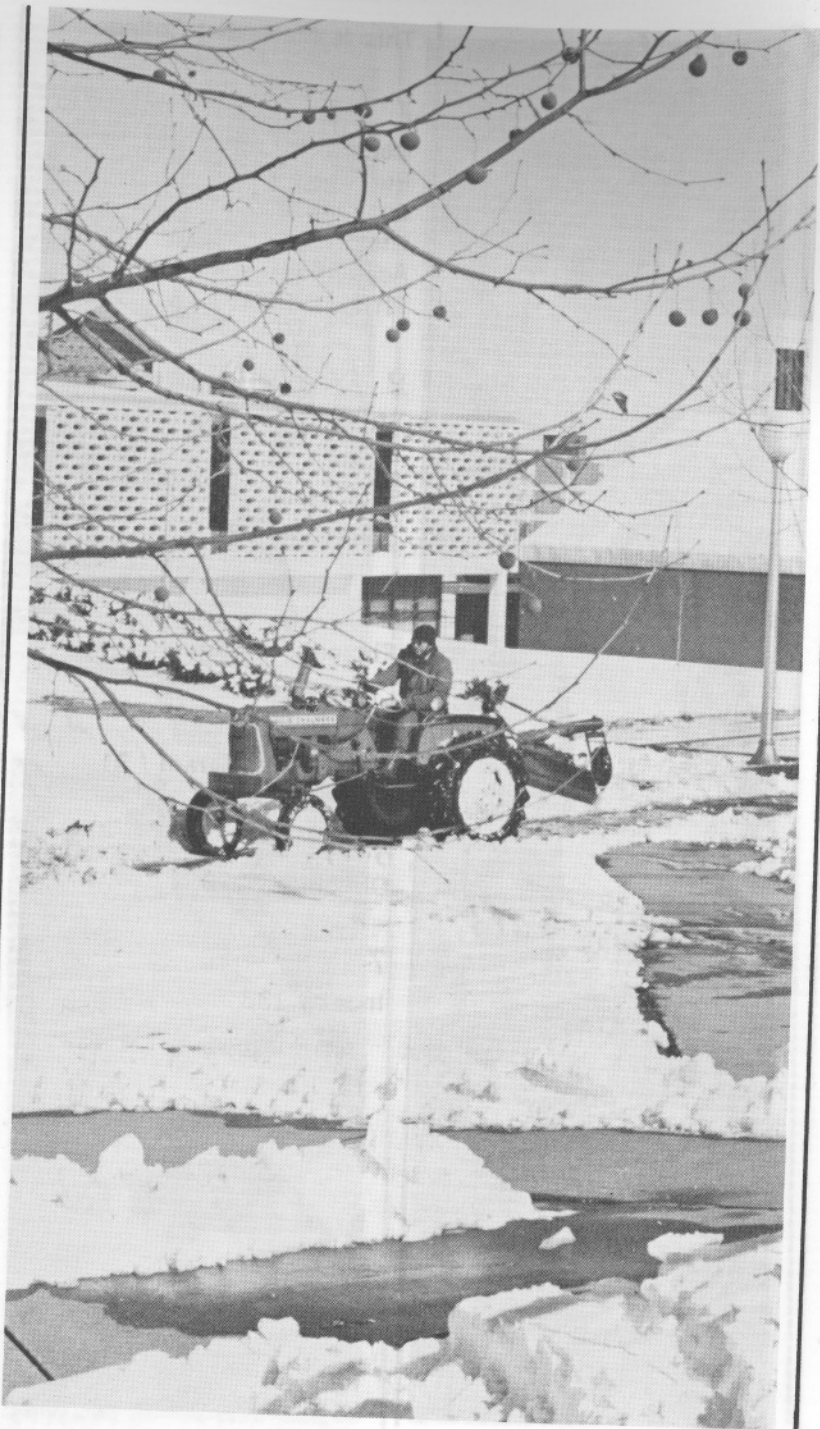
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## THIS IS METHODIST COLLEGE

Methodist College is a small, co-educational, church-related college that opened to students in 1960. Our enrollment includes about seventy-nine per cent North Carolinians, almost twenty per cent out-of-state students, and a few young people from foreign countries. We welcome all qualified students without discrimination.

Methodist is a friendly college where you will be recognized as an individual. On our campus faculty and students communicate. We consider ourselves a community of people who care about each other.

At Methodist you have the opportunity to become a total person, developing your potential personality. You will grow and change as you search for your identity. We do not promise to have all the answers. We challenge you to ask the right questions. Whatever Methodist College will mean to you is determined in part by what you bring to it.

As a new college, Methodist is still shaping traditions. We offer you opportunities to contribute to campus life according to your time, interests, and special abilities, and in turn to benefit from what others contribute. You can share in the fellowship of group worship, cultural and intellectual experiences and creative and recreative leisure activities. At Methodist College we encourage you to grow with us—to develop in leadership, service, academic excellence, and spiritual growth.





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## ACADEMIC CALENDAR 1973-74

August	21 Tuesday	(2:00 p.m.) Residence halls open (8:00 p.m.) President's reception for new students & their parents
August	22 Wednesday	(8:30 a.m.) Freshmen orientation. (9:00 a.m.) Upperclassmen resident students return Last day of registration for classes, without penalty fee, for all students
August	23 Thursday	(8:30 a.m.) Classes begin
August	30 Thursday	Last day permitted to enter classes
September	11 Tuesday	Last day permitted to drop classes without WF grade
October	11-12 Thurs.-Fri.	Final examinations for "Education Block Courses"
October	13 Saturday	Mid-term grades due in Registrar's office
October	15 Monday	Student teachers report to assigned schools
October	16 Tuesday	Final exams for Science 100 (Bio-Esc-Chem-Phys)
October	17 Wednesday	Begin new classes for Science 100 (Bio-Esc-Chem-Phys)
October	31 Wednesday	Founders' Day
November	21 Wednesday	(1:00 p.m.) Begin Thanksgiving Holidays
November	26 Monday	(8:30 a.m.) Classes resume
December	11-18 Tues.-Tues.	First semester examinations
January	6 Sunday	(2:00 p.m.) Residence halls open for new students
January	7 Monday	(8:30 a.m.) New student's orientation and registration Last day of registration for classes, without penalty fee, for all students
January	8 Tuesday	(8:30 a.m.) Classes begin
January	15 Tuesday	Last day permitted to enter classes
January	25 Friday	Last day permitted to drop classes without a WF grade
Feb. 28-Mar. 1	Thurs.-Fri.	Final examinations for "Education Block Courses"
March	1 Friday	Final examinations for Science 100 (Bio-Esc-Chem-Phys)
March	2 Saturday	Mid-term grades due in Registrar's office
March	4 Monday	Student teachers report to assigned schools
April	5 Friday	Begin new classes in Science 100 (Bio-Esc-Chem-Phys)
April	17 Wednesday	(1:00 p.m.) Begin Easter Holidays
May	2 Thursday	(8:30 a.m.) Resume classes (8:30-12:20) Friday (April 5) 1:10-5:00 p.m. classes
May	2 Thursday	(1:30-4:20 p.m.) Second semester final examinations for PE 102 & PE 202
May	3-10 Fri.-Fri.	Second semester examinations
May	12 Sunday	(11:00 a.m.) Baccalaureate Service (4:00 p.m.) President's reception for graduates & their parents
May	13 Monday	(10:30 a.m.) Graduation exercises





## PURPOSE

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

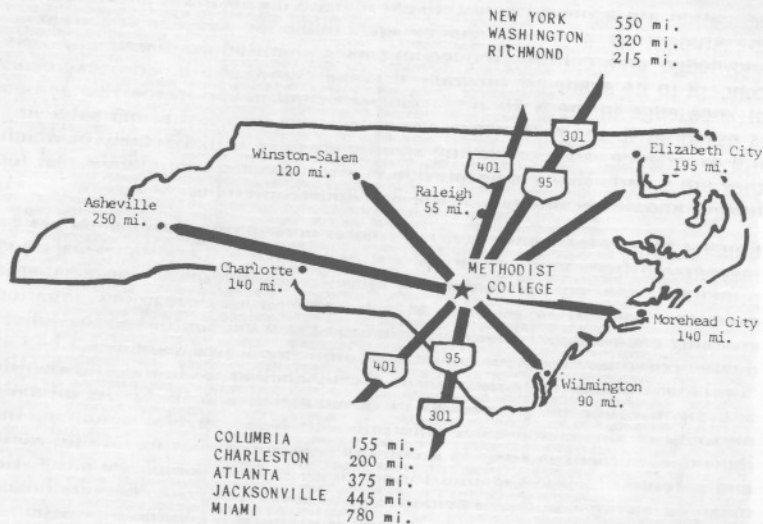
Because of a firm conviction that the more important aims of higher education are achieved only through ministering to the full potential of the student as a person and by embracing the broader spectrum of knowledge and culture, the college is committed to the liberal arts concept in its academic program.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

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

## LOCATION

Methodist College is located in Cumberland County, one of the fastest growing counties in North Carolina. The campus lies six miles north of downtown Fayetteville, a historical and cultural center of eastern North Carolina since pre-Revolutionary times.

The city itself offers medical specialists, a large shopping district with a variety of attractive stores, and varied recreational opportunities, including year-round golf. Among the area's cultural assets are musical concerts, art exhibits, trade fairs and seasonal dramatic productions in town and at nearby Fort Bragg.



## 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. In March 1956 the steering committee contacted Bishop Paul N. Garber of the Methodist Church and extended an invitation to establish a college in Fayetteville. It was announced later in the month that the Bishop's committee had selected Fayetteville as the location for a new college.

In May of 1956 the committee's recommendation was approved by the North Carolina Conference of the Methodist Church at a meeting in Goldsboro.

To establish Methodist College, the Church pledged \$2,000,000 for capital development and an annual sustaining fund which totals \$180,000 per year. Citizens of Fayetteville and Cumberland County agreed to provide a 600-acre site for the college campus, to contribute \$2,000,000 for capital development, and to provide \$50,000 per year for continuing support.

The Board of Trustees first met on July 3, 1956, with the Honorable Terry Sanford, former Governor of North Carolina, as chairman. Methodist College was chartered by the State the following November. L. Stacy Weaver, who then was superintendent of Durham City Schools and a Church lay leader, was elected first President of the college in June of 1957. In accepting his appointment, Dr. Weaver pledged Methodist College to two fundamentals from the beginning: academic excellence and the Christian concept of life.

During the next two years building plans were approved and an administrative staff and faculty were secured so that the first freshman class could be admitted in the fall of 1960.

Since then, all of the main facilities in the central interlocking malls have been completed—eighteen structures for 1,200 students.

Dr. Weaver retired in June of 1973 and was elected president emeritus. Dr. Richard W. Pearce, Vice President and Dean of Florida Southern College, was elected the second president of Methodist College and assumed his duties on July 1, 1973.

## ACADEMIC RECOGNITION

In November of 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 of 1966. Accreditation was retroactive to the first graduating class.

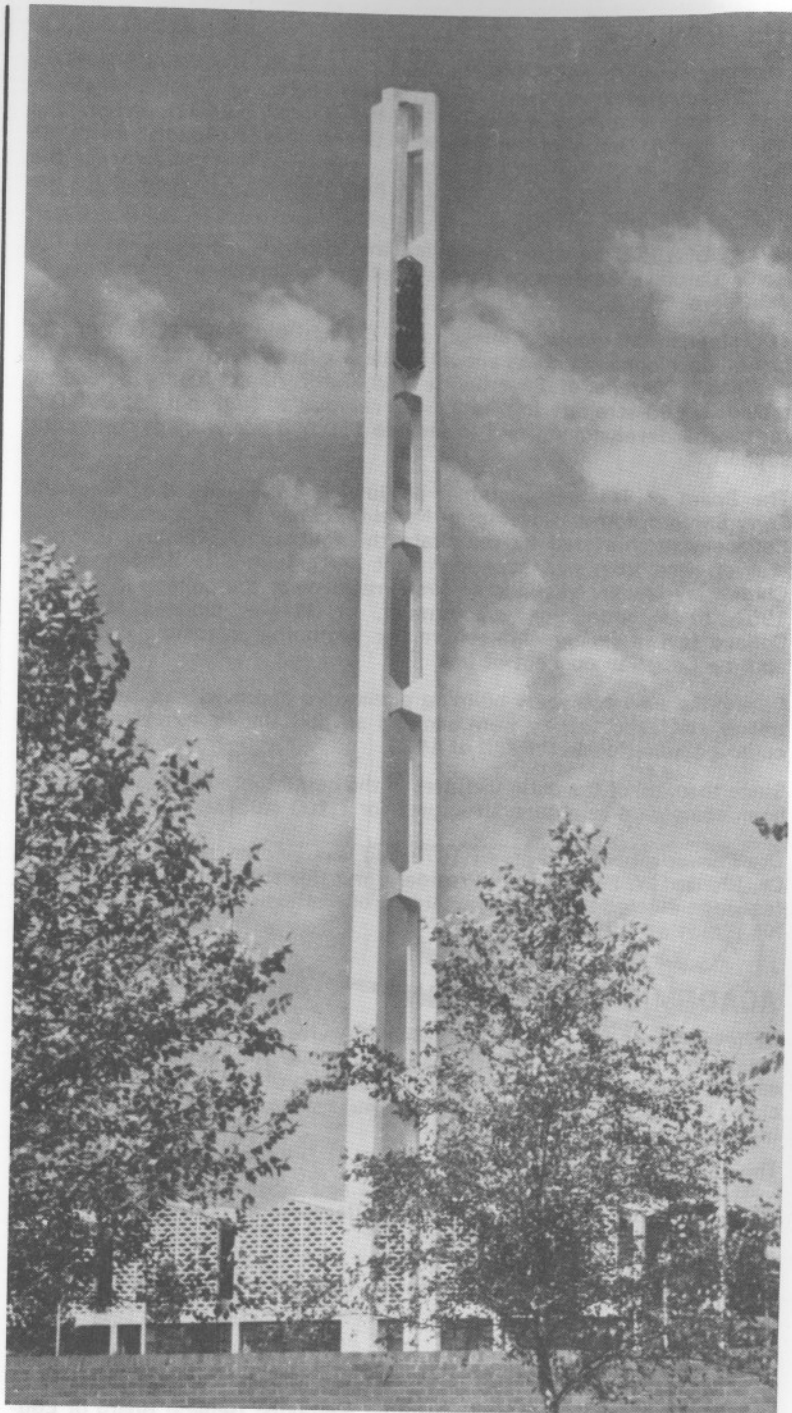
The college is a member of:

- 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 North Carolina Association of Independent Colleges and Universities

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.





## PHYSICAL PLANT

### Campus

The campus is situated on six hundred acres of rolling woodlands between U.S. Highway 401 and the Cape Fear River. The location is ideal in its natural beauty, its construction possibilities, and its potential for future developments.

The campus has been carefully planned as a unit so that its design and plan will serve the educational needs of many generations in the future. A striking architectural scheme by Stevens and Wilkinson of Atlanta is carefully adapted to the climate and geography of the region. The basic concept of the campus is the creation of a group of interlocking malls with changes in elevation to suit the topography. Each mall is defined by architecturally related buildings.

A soccer field, tennis courts, and a baseball field are used in the physical education program.

### Buildings

Individual buildings reflect 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. Buildings are of fireproof, reinforced concrete and steel construction; nearly all are air-conditioned. The basic educational units are arranged around three terraced campus 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, provides a place for worship and religious activities. Completed at the opening of the 1969-70 academic year, the structure has a seating capacity for 125.

The Classroom Building has twenty-three large lecture rooms, forty-six faculty offices, a language laboratory, and other rooms for special educational services. The building is built around a courtyard open to the sky.

The Fine Arts Building with its 1,200-seat Reeves Auditorium provides complete facilities for music, art, and drama classes and for varied city and campus cultural and entertainment programs. The auditorium features a 77-foot wide by 48-foot deep stage and has superb acoustics. The building was completed in 1968. It is used frequently for summer conference and workshop activities.

Davis Memorial Library, centrally located on the campus, is a research and study center for the college, offering a variety of resources to serve the academic needs of the community. Fully air-conditioned, the library opened in the fall of 1964. Dedicated in 1967, it is named for the late

Mrs. Geraldine Tyson Davis, a trustee and benefactor of the college. It will seat over 300 students for reading and study purposes. Facilities include a spacious reading area, open stacks, periodical and reference sections which house nearly 60,000 volumes, a music listening room with 3,000 recordings and music scores, a conference room, work and storage areas, and staff offices. About 400 periodicals are available and major periodical indexes facilitate their use. Over 1200 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. A special collection of books, documents, letters and other memorabilia relating to the Marquis de Lafayette is displayed in the Lafayette Room. Another section features exclusively North Carolina history and literature.

The Materials Center, located in the Classroom Building, provides an expanding collection of school curriculum materials, a children's literature collection, and audio-visual equipment to assist students and faculty in the teacher education programs. Training in use of materials is provided.

The Science Building has been designed to include modern scientific teaching facilities. It includes fourteen laboratories, four lecture rooms, a two-hundred-seat lecture hall, faculty offices, equipment and supply rooms, and a darkroom.

The Student Union Building at the east of the central mall of the campus is designed with balconies overlooking a terrace to the west and rolling woodland and the Cape Fear Valley to the east. It serves as the hub of student activities, with a spacious lounge, television room, snack bar, student supply store and book store, post office, and student government offices, all on the upper level. On the ground level is the cafeteria-dining hall encased by glass panels on two sides. It accommodates 600 people, banquet-style, or 1,000 to 1,200, cafeteria-style. Several private dining rooms are used for group gatherings.

Four Residence Halls are grouped in the partially wooded area northeast of the Student Union, overlooking the Cape Fear Valley with a scenic view of eastern North Carolina. Two air-conditioned residence halls house 300 women, and two air-conditioned halls house 320 men. The dormitories are modernly equipped with built-in furniture and each room has adequate space for storage.

Campus Apartments for married students and faculty are located in a wooded area southwest of the Student Union, near the south campus entrance. The apartments have two bedrooms and may be rented furnished or unfurnished.

A Physical Education Building at the far south end of the campus has a full basketball court with cross courts, showers, and dressing rooms. The building provides facilities for instruction in health and physical education, and for athletic activities for the entire student body. The building is a temporary one; a permanent gymnasium is yet to be constructed.

The Fleishman Pool features the college fountain, providing an attractive focal point on a central mall. Illuminated by colored lights at night, the fountain is designed to alternate through sixteen water-flow patterns.

The Yarborough Bell Tower is on a central mall and has become a symbol of Methodist College. The tower provides amplification for the carillon system. An illuminated cross in the top of the 95-foot structure symbolizes the centrality of Christ in the college program.

A Central Heating Plant, located on the southern edge of the campus, provides heat and hot water for the campus. The plant serves as the center for the electrical distribution system and affords space for maintenance equipment and storage.

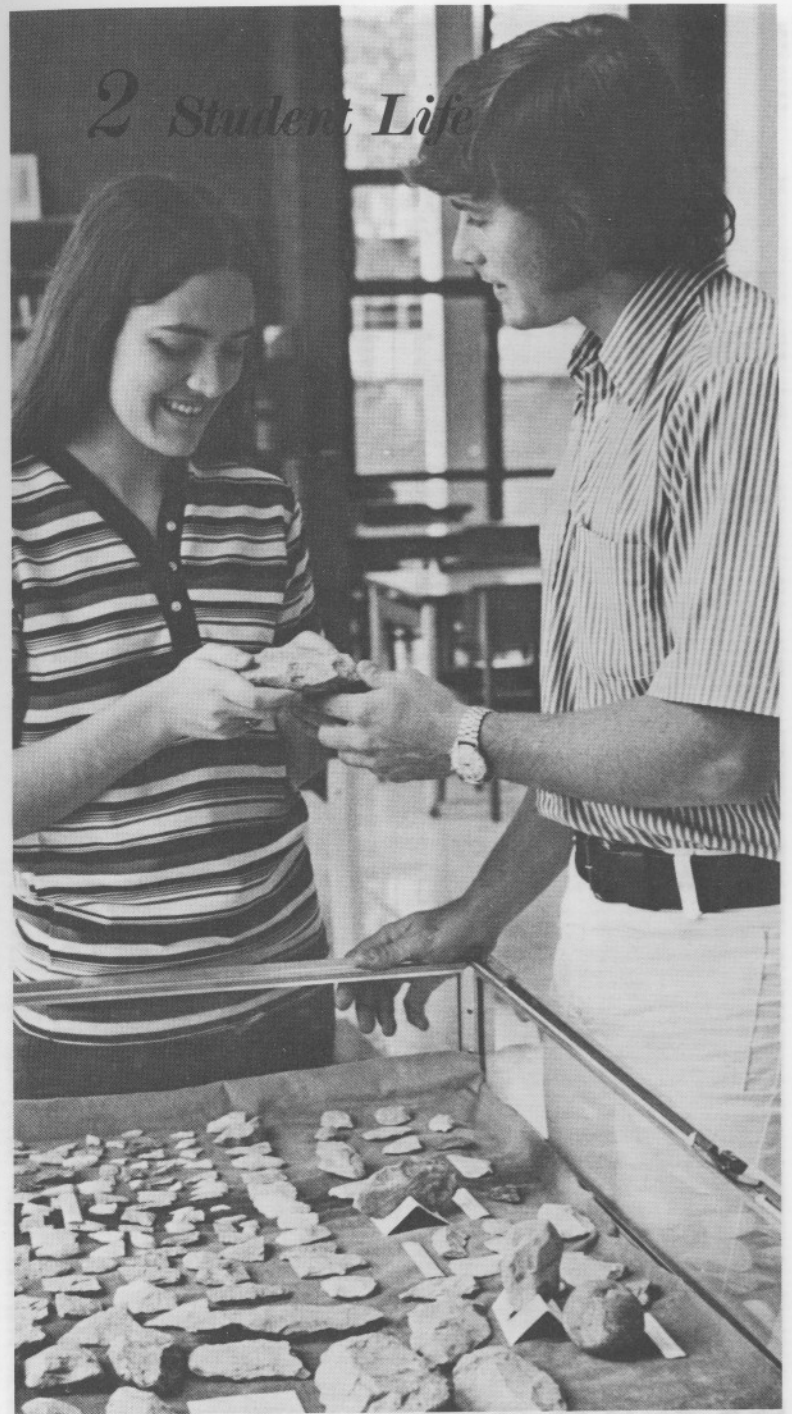
The O'Hanlon Memorial Amphitheater overlooks a small lake in a wooded area. Seating 725, the amphitheater provides a natural setting for musical and dramatic productions, religious services, and other special events.

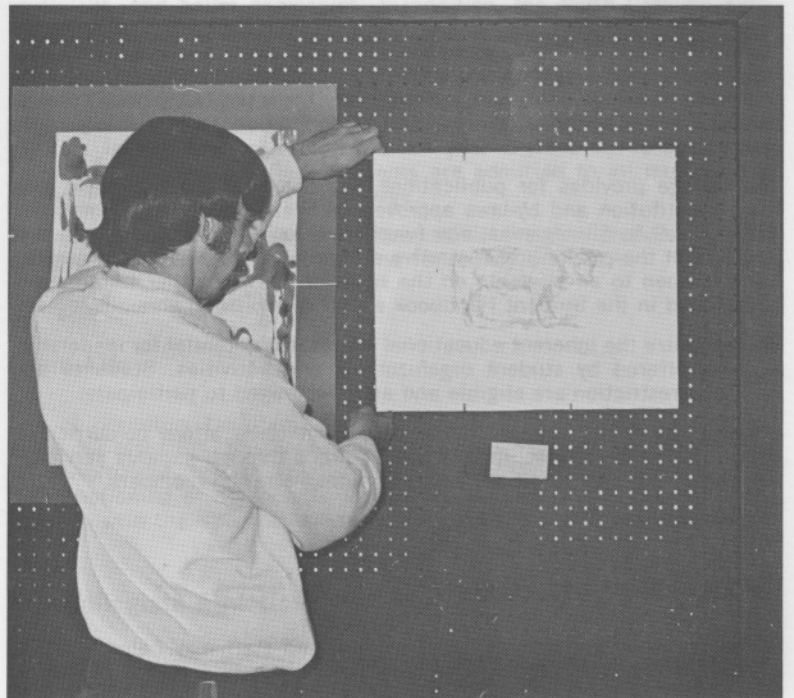
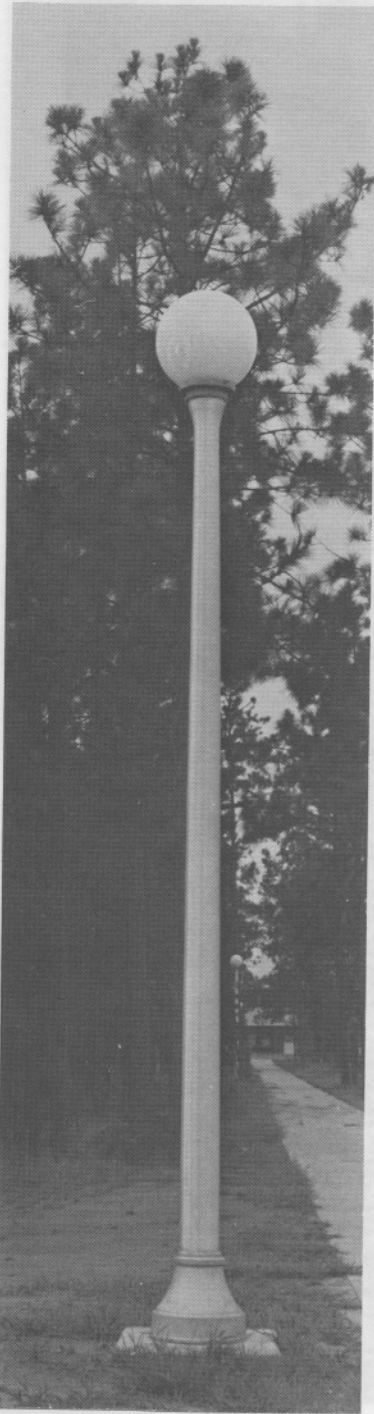






2 *Student Life*







## STUDENT LIFE

Through participation in campus activities, students at Methodist College engage in self-development and the establishment of traditions for our young institution.

By serving and leading in various aspects of campus life, a student may develop talents not utilized in the classroom. We encourage total personality development.

It is the aim of Methodist College to be a Christian community, where persons learn to respect others and where everyone is offered the opportunity for meaningful educational experiences that result in lasting contributions to society.

### Student Government Association

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

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

The Student Government Association (S.G.A.) is composed of executive, legislative, and judicial branches. A faculty advisor is appointed by the President of the college to provide guidance in each of these divisions.

Student-elected leaders in these areas administer student affairs, entertainment, and discipline, working within the framework of general college policy. There are student representatives serving on each of the general committees of the college.

The college provides for publications and organizations that have had their constitution and by-laws approved by the Student Life Committee and the S.G.A. All organizations functioning on campus must have the approval of the proper administrative authority. Membership in organizations is open to all students on the basis of merit. Further information is included in the Student Handbook which is published annually.

We recognize the inherent educational values and potential for leadership training offered by student organizations and activities. Students not on social restriction are eligible and are encouraged to participate.

About thirty clubs, organizations, and committees afford co-curricular opportunities for fellowship and contributions through campus services. All groups are sponsored by faculty or administration members.

### Religious Activities Program

All members of the student body, faculty, and staff may belong to the ecumenical Christian fellowship. This group is called by its members "Koinonia," which is a New Testament word meaning fellowship, com-

munion, or participation. A 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 some 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, alternating with other S.G.A.-sponsored programs.

On Sundays students are encouraged to attend morning worship services at community churches of their own denomination. Vespers are held each Sunday in Hensdale Chapel.

The annual observance of Faith and Life 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 other programs, such as an occasional coffeehouse, which provide both entertainment and opportunities to discuss religious issues.

### Cultural Activities

Each year Methodist College co-sponsors the College-Community Civic Music Association, a concert series presenting world-renowned singers, musicians, and ballet companies. In addition, the North Carolina Symphony gives an annual concert on the campus and the Fayetteville Symphony presents three concerts, one in May taking the form of an oratorio presentation in conjunction with the College Chorus, the Community Chorus, and guest soloists. Faculty recitals and student ensemble programs are scheduled. The Art Department sponsors a number of exhibits in the auditorium foyer. Each year dramatic productions are presented. Methodist College students are admitted to all musical and dramatic presentations without charge.

The student entertainment committee schedules and procures special campus entertainment sponsored and funded by the S.G.A.

### Dorm Life

Use of dormitory facilities at Methodist provides practical life experiences for residents. Students living on campus have the responsibility of self-government through which to gain further insight and knowledge in the functioning of democratic institutions. Students who are not living at home with their parents are required to live in one of our dormitories.

### Intercollegiate Athletics

Methodist College began its program of intercollegiate athletics in September of 1963. Competitive sports include baseball, basketball,

bowling, tennis, cross country, golf, wrestling, soccer and track.

Methodist College is a member of the Dixie Intercollegiate Athletic Conference which advocates no athletic scholarships. Every student has an equal opportunity to compete for a place on one or more of the teams. The college is also a member of the National Association of Intercollegiate Athletics (N.A.I.A.), District 29.

Other members of the conference include St. Andrews College in Laurinburg, N. C.; North Carolina Wesleyan College in Rocky Mount, N. C.; University of North Carolina at Greensboro, N. C.; Lynchburg College in Lynchburg, Va.; Greensboro College in Greensboro, N. C.; Virginia Wesleyan in Norfolk, Va.; and Christopher Newport College in Newport News, Va.

### Intramural Sports and Physical Education

Intramural sports enable all students to participate in athletic activities. Inter-dormitory and day student-dorm student contests are held in several sports.

In the Area of Physical Education instruction is designed to develop the strength and agility of the body and to provide opportunity for individual interest in life-long recreational activities. Students are introduced to many sports through regular, organized classes in physical education.

### Guidance and Placement

The Methodist College system of faculty advisors is administered by the Guidance and Placement Office and includes personal and academic counseling by the faculty advisor. This service is augmented by the director of the office who is a professional counselor and is available for personal and academic counseling, testing, test interpretation, and evaluation at the request of the student and/or the faculty.

The Placement Office offers students and alumni placement services, and as a member of the Southern College Placement Council makes the services available also to the students and alumni of the College Placement Council members. All seniors are asked to complete a dossier which is sent upon request to prospective employers. A schedule of recruiting visits for interviewers representing schools, business, industry, and government agencies is arranged for the convenience of our students who are encouraged to make use of this service.

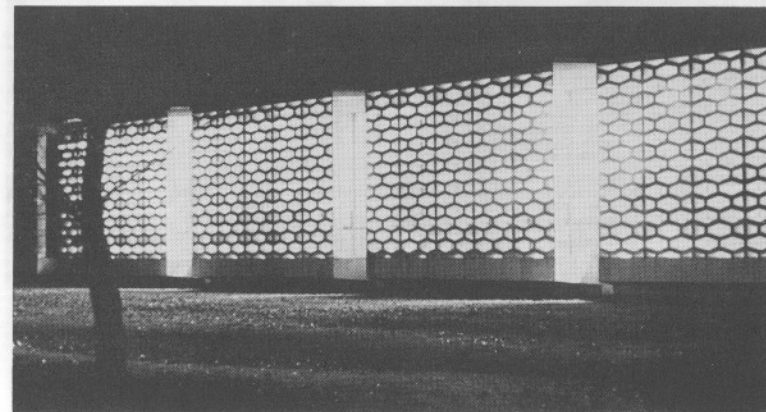
### Administrative Policies of the College

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

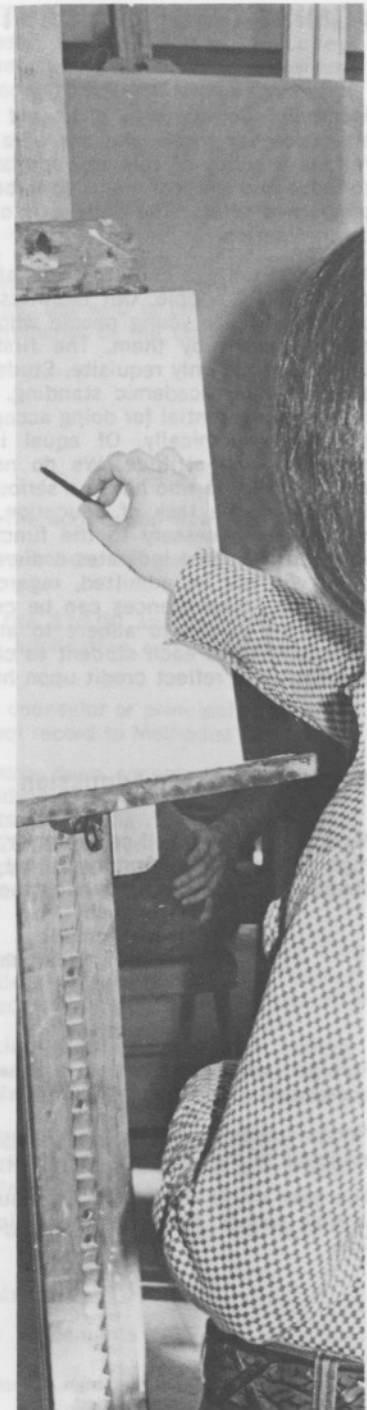
1. The administration of the college believes that participation in the college will be helpful and valuable to the student government association. However, the following matters are reserved to the administration and faculty of the college subject to approval of the Board of Trustees.
  - A. Academic matters
  - B. Operation of the infirmary and health of the students
  - C. Dormitory assignments
  - D. Food services on the campus
  - E. Organization of student groups on the 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 the 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 beverages on campus
  - E. Cheating in any form in academic matters
  - F. Breach of social restriction
  - G. Participation in a riot or unlawful demonstration
  - H. Hazing in any manner
  - I. Giving of false information for an excuse
  - J. Tampering with fire alarm equipment on the campus
  - K. Failure to follow general rules and regulations of the 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 the college communityEach 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.

### Cars For Freshmen

Freshmen are permitted to maintain and operate automobiles at Methodist College, provided they comply with our traffic regulations. However, the college strongly urges parents to discourage students from having automobiles during their freshman year. The possession and use on campus of automobiles seem to have detrimental effects on academic achievement.







## ADMISSION OF STUDENTS

Methodist College was chartered to provide 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. The college is open to all qualified students without discrimination.

Methodist College can offer educational opportunities to a limited number of young people. Our facilities are not unlimited. We wish to offer opportunities to young people who give reasonable assurance of being able to profit by them. The first requisite is academic ability, but this is not the only requisite. Students will not be selected solely on the basis of their academic standing. Any student whose record indicates reasonable potential for doing acceptable college work will be considered eligible academically. Of equal importance are intangible assets of character and attitude. We do not want our limited facilities to be wasted by those who have no seriousness of purpose, who are not willing to work at the task of education, 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, if the two units are in the same language.

Nongraduates should have a high school equivalency diploma and present evidence of maturity and ability to deal effectively with college work.

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

Although we have no "cut-off" score, applicants are expected to supply the college with 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.

### Special Students

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 who is 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 the application form.
2. Complete every blank, answer each question, and give all the information required.
3. Return the completed form with the \$10.00 application fee. This covers the cost of processing the application and is therefore not refundable.
4. Request your high school guidance counselor or 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.

### Transfer Students

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.

The transfer student who has an associate degree from a junior college with which we have a direct transfer agreement is only required to furnish the Office of Admissions the following in order to be formally admitted to Methodist College:

1. A letter expressing his intent to transfer to Methodist College. This should be received by May 15 if the student wishes a guaranteed dormitory reservation for the following academic year.
2. Formal recommendations from his academic dean and the dean of students (or equivalents).
3. An official transcript from his registrar.

Methodist College has direct transfer agreements with the following junior colleges:

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



Andrew College, Cuthbert, Georgia 31740  
 Sue Bennett College, London, Kentucky 40741  
 Brevard College, Brevard, North Carolina 28712  
 Camden County College, Blackwood, New Jersey 08012  
 Ferrum Junior College, Ferrum, Virginia 24088  
 Green Mountain College, Poultney, Vermont 05764  
 Young Harris College, Young Harris, Georgia 30582  
 Hiwassee College, Madisonville, Tennessee 37354  
 Lees-McRae College, Banner Elk, North Carolina 28604  
 Louisburg College, Louisburg, North Carolina 27549  
 Martin College, Pulaski, Tennessee 38478  
 Montgomery College, Rockville, Maryland 20852  
 Morristown College, Morristown, Tennessee 37814  
 Reinhardt College, Waleska, Georgia 30183  
 Shenandoah College, Winchester, Virginia 22601  
 Spartanburg Junior College, Spartanburg, South Carolina 29301  
 Wesley College, Dover, Delaware 19901  
 Lindsey Wilson College, Columbia, Kentucky 42728  
 Wood Junior College, Mathison, Mississippi 39752

A transfer student from an institution with which Methodist College does not have a direct transfer agreement is required to submit a transcript of the high school record and a transcript of all college work attempted. Scores on the Scholastic Aptitude Test are required if the student has fewer than 26 semester hours (sophomore standing) that will transfer to the college. A transfer student should have a grade-point average (from the last institution(s) attended) at least equal to that required of Methodist College students, according to the number of years of attendance. (See page 53.) In order to qualify for a Methodist College degree the transfer student must spend his senior year in residence at Methodist, taking at least 30 semester hours of academic work, of which at least 24 semester hours must be in senior-level courses.

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. (See page 53.)

### Military Personnel

For the benefit of military personnel, special attention has been given to the development of Degree Completion Programs which provide for the granting of up to three years of college-level credit as follows:

1. Work completed in residence at accredited institutions of higher learning and that completed through extension divisions of accredited institutions.
2. Work completed in service school courses comparable to those offered at Methodist College and listed in the latest edition of the American Council on Education's GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES. The A.C.E. GUIDE will be followed in determination of credits to be accepted in each case.

3. Work completed through the U.S. Armed Forces Institute (USAFI) with a score in the twenty-fifth percentile or higher in courses comparable to those offered at Methodist College. Such credits may represent work undertaken in group study, by correspondence, or by end-of-course examinations.
4. Credits earned via the Comprehensive College Testing Program (CCT) with suggested minimum test scores or higher, and the College-Level Examination Program (CLEP), with scores in the twenty-fifth percentile or higher, in courses comparable to those offered at Methodist College.
5. Up to eight semester hours of credits in "activities" courses (such as physical education, band, chorus, dramatics) may be awarded those with at least two years of military service.
6. Up to six semester hours of credit may be allowed those with a minimum of one year's service in overseas assignment. Such credit may be applied in terms of college courses in Regional Geography or Cultural Anthropology, or may be applied to fulfill six semester hours of work in foreign studies to meet the foreign language requirement of the college.

**A minimum of 30 semester hours of academic work must be done on the Methodist College campus, with at least 24 semester hours in senior-level courses (courses in the 300 and 400 series in the college catalog.)** In terms of the above stipulations, Methodist College is able to arrange Degree Completion Programs ranging from two years down to even less than one year, depending upon the amount of transfer credits submitted and accepted.

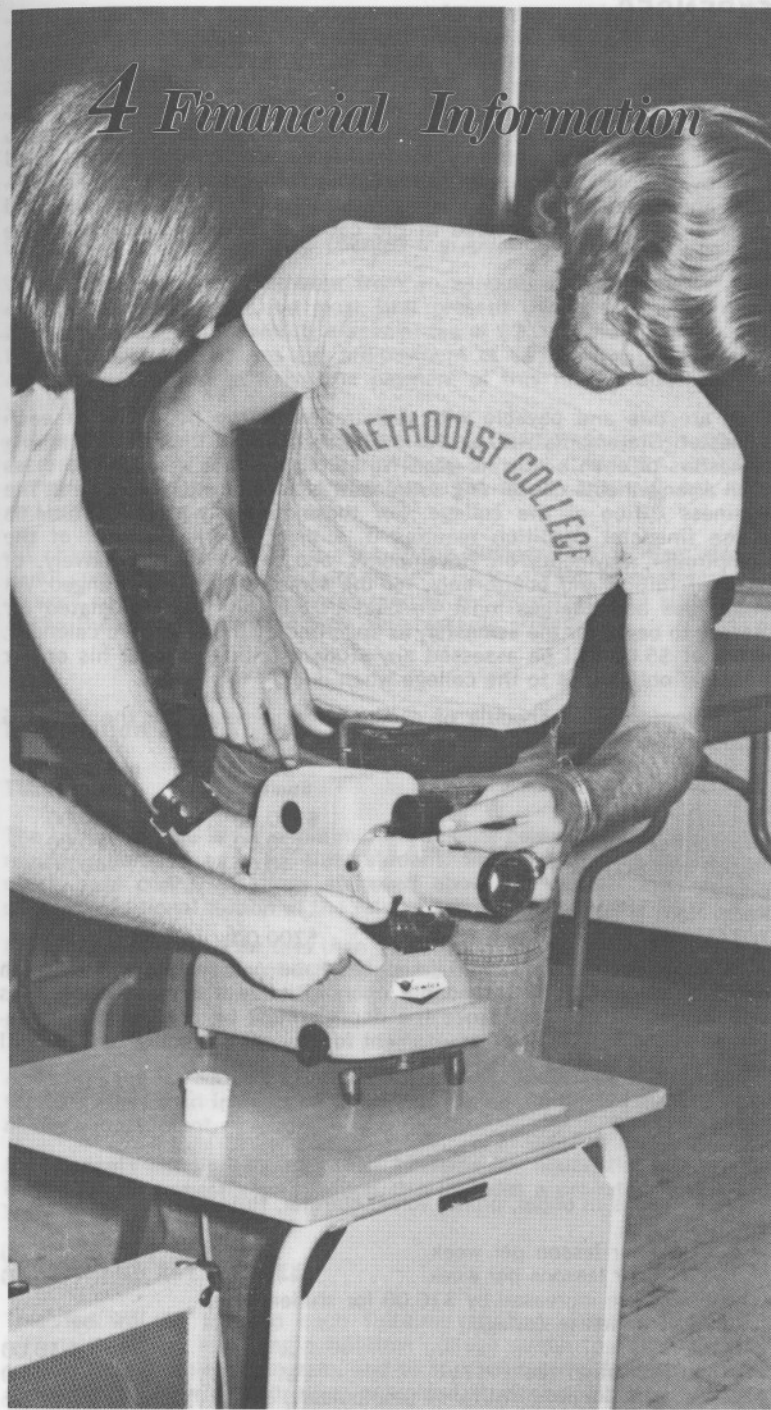
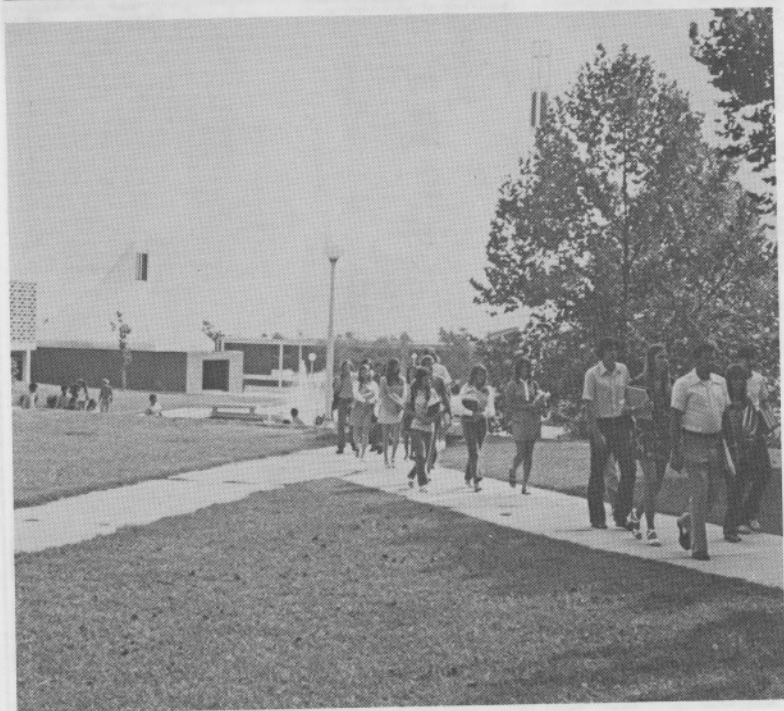
Any member of the armed services may have his records evaluated before making application to determine how long it will require him to get his degree. Following receipt of the records, Methodist College will make the evaluation and prepare an academic program at **no cost**. If he is satisfied with the evaluation, the individual may then submit the application.

### 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.







## 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 Methodist 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 with 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 1 and March 1, 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 1974-75 academic year:

	Day Student	Boarding Student
Tuition	\$540.00	\$ 540.00
General Fee	120.00	120.00
Health and Activity Fee	40.00	40.00
Board		330.00
Room Rent		200.00
TOTAL	\$700.00	\$1,230.00

A damage deposit of \$25.00 must be made and maintained by each resident student. It is refundable upon withdrawal or graduation, less unpaid current charges. Since the deposit must be continuously maintained at the \$25.00 level, assessment for any current act of damage will be made and student billed at the time of damage.

### Special Fees

#### MUSIC

	Per Semester
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)	12.95

Car registration (for regular college year) for student vehicle	1.00
Application fee (non-recurring and non-refundable)	10.00
Class reservation fee (credited to first semester charges)	25.00
Room deposit (dorm students) (credited to first semester charges)	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	45.00
Auditor in academic courses, per semester hour	45.00
Transcript, for each copy after first	1.00

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

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

IN ORDER TO MEET CHANGING ECONOMIC CONDITIONS, THE BOARD OF TRUSTEES RESERVES THE RIGHT TO REVISE CHARGES AS CONDITIONS DEMAND. NO CHANGES WILL BE MADE DURING AN ACADEMIC YEAR.

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

### Explanation of Charges

#### TUITION

The tuition charge is for a minimum or normal course load for a student regularly enrolled as a full-time student. Students who in exceptional cases have course offerings approved above the normal load will be charged additional tuition at the rate of \$45.00 per semester hour.

For students enrolled for less than 12 semester hours, the tuition charge is computed at the rate of \$45.00 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 \$14.00 per semester hour, which also includes a pro-rated health and activity fee.

#### HEALTH AND ACTIVITY FEE

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



## 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. 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. For those who desire such service, bed linen and towels may be obtained at nominal cost through a local linen service firm.

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

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

Dormitories are closed during college vacation and holiday periods.

## Refunds

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

## Application and Acceptance Fees

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

## Student Accident and Sickness Insurance

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 1974-75 academic year except for active duty military personnel. 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. The premium for the academic year will vary according to the prior year's claim experience.

This insurance supplements the services of the college student health program. The plan provides up to \$1,000 to cover the cost of medical treatment 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. Further information can be found in a special college insurance brochure.

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 \$15.00.
- (2) Miscellaneous hospital expenses, including ambulance service, up to \$150.00.
- (3) Surgeons' fees for operations due to illness from \$5.00 to \$200.00, 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 AID

Financial aid provided for students comes from scholarships, loans, grants-in-aid, and self-help employment. Methodist College is interested in the formal education of every capable student, regardless of his financial status.

## 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 a scholarship will be awarded each semester. The renewal of scholarships, loans, grants-in-aid, and employment is conditional on a student's 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 grade-point average) 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 P.C.S. should be filed before March 1 to insure that the information reaches the college before the application deadline of April 1. Candidates for the basic opportunity grant must submit their application for this grant to the American College Testing Program, Iowa City, Iowa.

### 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 to 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 the 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 Director of Financial Aid.

**The Mary Neal Alexander Memorial Scholarship Fund** has been established in her memory by her parents, Mr. and Mrs. William T. Alexander, and the Class of 1970. Proceeds from the fund will provide a scholarship of \$100.00 each year for any worthy student who is in need of financial assistance. Miss Alexander would have graduated with the Class of 1970.

**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. It 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 \$500.00 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: (1) to a student from the community of Linden; (2) to any senior from Pine Forest High School; (3) to any student in Cumberland County.

**The Dr. Allen P. Brantley Scholarship** given by Mrs. Mildred Jones Brantley in honor of Allen P. Brantley. 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 memory of Mary Miller Brantley. This scholarship provides \$150.00 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 Browning Scholarship**, established by Mr. and Mrs. P. L. Browning of Durham, N. C., provides an annual scholarship of \$100.00 awarded according to the following priorities: (1) to a graduate of Orange High School in Orange County; (2) to a graduate of Northern High School in Durham County; (3) to any worthy recipient.

**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 \$500.00 annually is to be awarded to one or more male students from Cumberland County.

**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.

**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 Counties, 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 Director of Financial Aid 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 County 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 Goodyear Tire and Rubber Fund Scholarships** are made on behalf of the Kelly Springfield Tire Company, Fayetteville Plant. The two annual scholarships of \$750.00 each are to be awarded to junior or senior students of the college who are U. S. citizens majoring in science, mathematics or business administration and have financial need.

**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 International Student Scholarship** of \$100.00 has been established by Mr. Benjamin F. Esquibel. This award is to be made to a student from a country outside the United States on the basis of character, need, and academic ability.

**The Dr. and Mrs. Bert Ishee Scholarship** is a \$200.00 annual scholarship to be awarded to a student majoring in music. Selection is made by the faculty of the Music Department.

**The Mrs. George Leonard Scholarship** is a \$300.00 annual scholarship to be awarded to a music major selected by the Music Department staff.

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

**McCarver Scholarship.** A \$500.00 annual scholarship has been established by the Reverend and Mrs. C. G. McCarver, Raleigh, N. C., in memory of Dr. and Mrs. W. C. McCarver. 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 the 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 former Executive Secretary of the Methodist College Foundation. The award of \$500.00 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 Company. In the event there are no such candidates, consideration will be given other worthy applicants.

**The Durwood Johnson Murray II Scholarship** has been established by his parents, Mr. and Mrs. D. J. Murray, Goldsboro, N. C. This award is to be made to any student on the basis of high moral character, need, and academic ability. Johnson Murray was a 1968 graduate of Methodist College.

**The Pilot Club of Fayetteville Scholarship** amounting to \$250.00 per year is to be awarded to a girl from Fayetteville or Cumberland County, based on economic needs and scholastic ability.

**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.

**The Hector Eli Ray, Jr. Memorial Scholarship**, established by Mr. and Mrs. Hector E. Ray, Sr., Fayetteville, in memory of their son is an annual scholarship for Cumberland County students who need financial assistance to attend Methodist College.

**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.

**Mattie Belle Rogers Scholarship**, \$200.00 is awarded to an outstanding junior or senior in Education.

**The Terry Sanford Scholarship** of \$500.00 annually, given by Mr. and Mrs. Tom McLean, is in honor of the first chairman of the Methodist College Board of Trustees. The recipient is selected by the college Scholarship Committee.

**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 \$300.00 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 Director of Financial Aid, Methodist College, Fayetteville, North Carolina 28301.

**The United Methodist Women, 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 College. Applications to be submitted to District President, U.M.W., not later than ten days prior to announced spring meetings of the District Scholarship Committee.

**The Elizabeth H. Weaver Scholarship** has been established by the Methodist College Women's Club to honor the wife of the first president of Methodist College. The scholarship is for \$150.00.

## Honors and Awards

Deserving students who excel through academic achievements are recognized with special awards presented annually.

**The Lucius Stacy Weaver Award** was 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, 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 \$50.00 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 student must have completed 18 hours of work in Political Science by or during the second semester of his junior year. The honorarium is \$100.00.

**The George and Lillian Miller History Award**, established by Methodist College's first Dean of Women, who was also a member of the History Department faculty staff. It is presented annually at the close of the academic year to one adjudged by the History faculty to have been an outstanding student in this field and having the greatest academic potential. To be eligible for consideration the student must have completed 18 semester hours of work in History by or during the second semester of his junior year. The honorarium is a \$50.00 United States Government Bond or the cash equivalent thereof.

**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.

**The Ficken Award**, established by Dr. Clarence Ficken, the first Academic Dean of Methodist College, is a prize of \$50.00 in tuition credit for the following September. It is awarded to that member of the junior class who is judged to have contributed most to mutual understanding between students, administrators and the faculty members during his three years on campus. If the recipient fails to re-register in September, it is further proposed that the \$50.00 be allocated to the library for the purchase of books about higher education with priority given to human relations in higher education.

**The Edna L. Contardi English Award**, established in 1970 by her former students, Charles G. Hartman, James T. Gwyn and Stephen A. Magnotta, in honor of the former professor of English at Methodist College. The award will be presented annually to the graduating senior who has majored in English and who has maintained the highest accumulative academic average in this field. The minimum requirement is a 3.00 accumulative academic average in English. In the event of a tie, the award will be equally divided. The honorarium is \$50.00.

**The Ott-Cooper Science Award**, established in 1971 by Mrs. Pauline Longest to honor the first and second chairmen of the Science and Mathematics Area: Dr. Charles N. Ott and Dr. William C. Cooper. It is presented annually to that senior majoring in a science who is selected by the science faculty as "outstanding in achievement" as a student



and as having special potential for a professional career related to the sciences. The honorarium consists of a \$50.00 U. S. Government Bond and a certificate of recognition.

**The Yolanda M. Cowley Award**, established in 1971 by her former student Benjamin F. Esquibel to honor Dr. Yolanda M. Cowley, professor of Spanish. The award will be presented annually at the close of the academic year to one adjudged by the Spanish 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 satisfied the requirements for a minor in Spanish. Students having Spanish as their native tongue will not, as a rule, be eligible. The honorarium is \$100.00 in cash and a certificate of recognition.

**The Plyler-Knott Award in Religion**, established by Michael Safley, William Presnell, Lynn Herndon and J. B. Whitfield, graduates of Methodist College, in honor of Dr. Lorenzo Plyler and Dr. Garland Knott, professors of Religion. The award is given annually to the student judged by the Religion faculty as being outstanding in the field of Religion. To be eligible for the award a student must be planning to enter a religious vocation and must have successfully completed 12 semester hours of study in this field. The honorarium is a \$50.00 United States Government Bond or the cash equivalent thereof, and a certificate of recognition.

**The Reardon Award in Economics and Business Administration**, established in 1973 by W. Thomas Smith and Ron Williams, graduates of Methodist College, to honor Mr. Fred Reardon, professor in that department. The recipient is to be chosen annually by the faculty in Economics and Business Administration and must be a senior majoring in that field and have completed successfully six semester hours of accounting. The recipient must be adjudged by the faculty as one who has made maximum use of his or her educational opportunity and who will use that education not only for self-improvement but also to uphold the highest ethical standards of the business world. The honorarium is a \$100.00 United States Government Bond or the cash equivalent thereof, and a certificate of recognition.

**Methodist College Scholars** comprise an elite scholarship group 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 school 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, 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 programs may borrow up to \$1,500 per academic year. The interest rate is one per cent during the in-school period, and six per cent during the repayment period. Repayment begins four months after leaving school as a full-time student.

**The Taylor Melvin Memorial Loan Fund** is available to eligible applicants. Terms of repayment and other details are available from the Financial Aid Office.

**The Margaret and Seaborn Blair Student Loan Fund** has been established by their family. Details will be available at a later date.

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 Director of Financial Aid. 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 2.00 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 is 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, N. C., 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.

**Supplementary 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

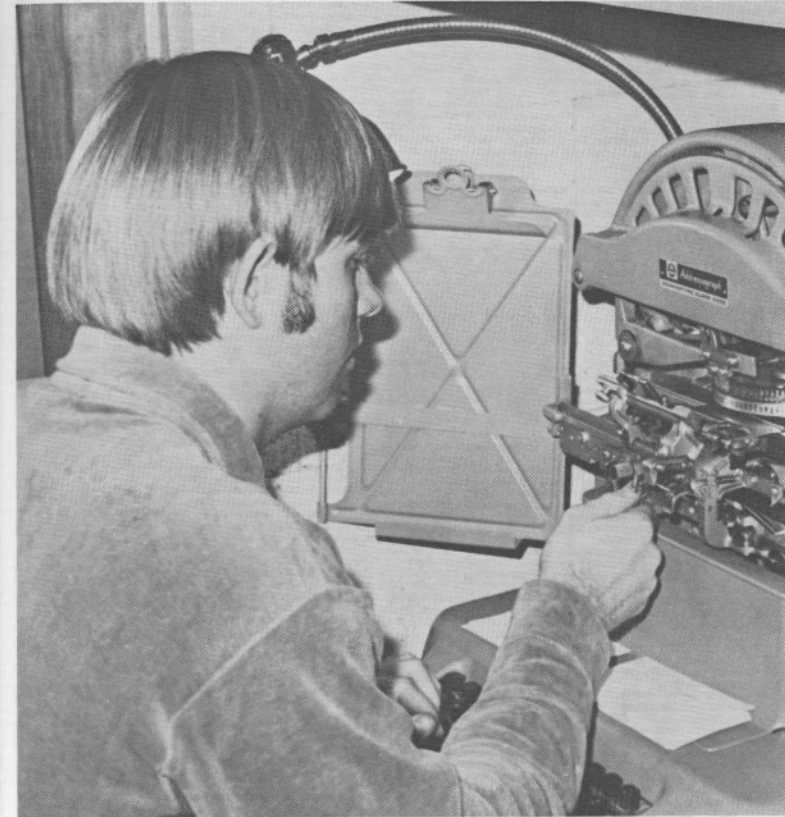
In addition to scholarships, loans, and grants-in-aid available to full-time students enrolled in the college, the administration has developed a work program for the purpose of self-help employment to those students whose financial status demands such assistance to continue their college education. This program offers a limited number of jobs available to qualified students, with a specified maximum work load.

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 pro-

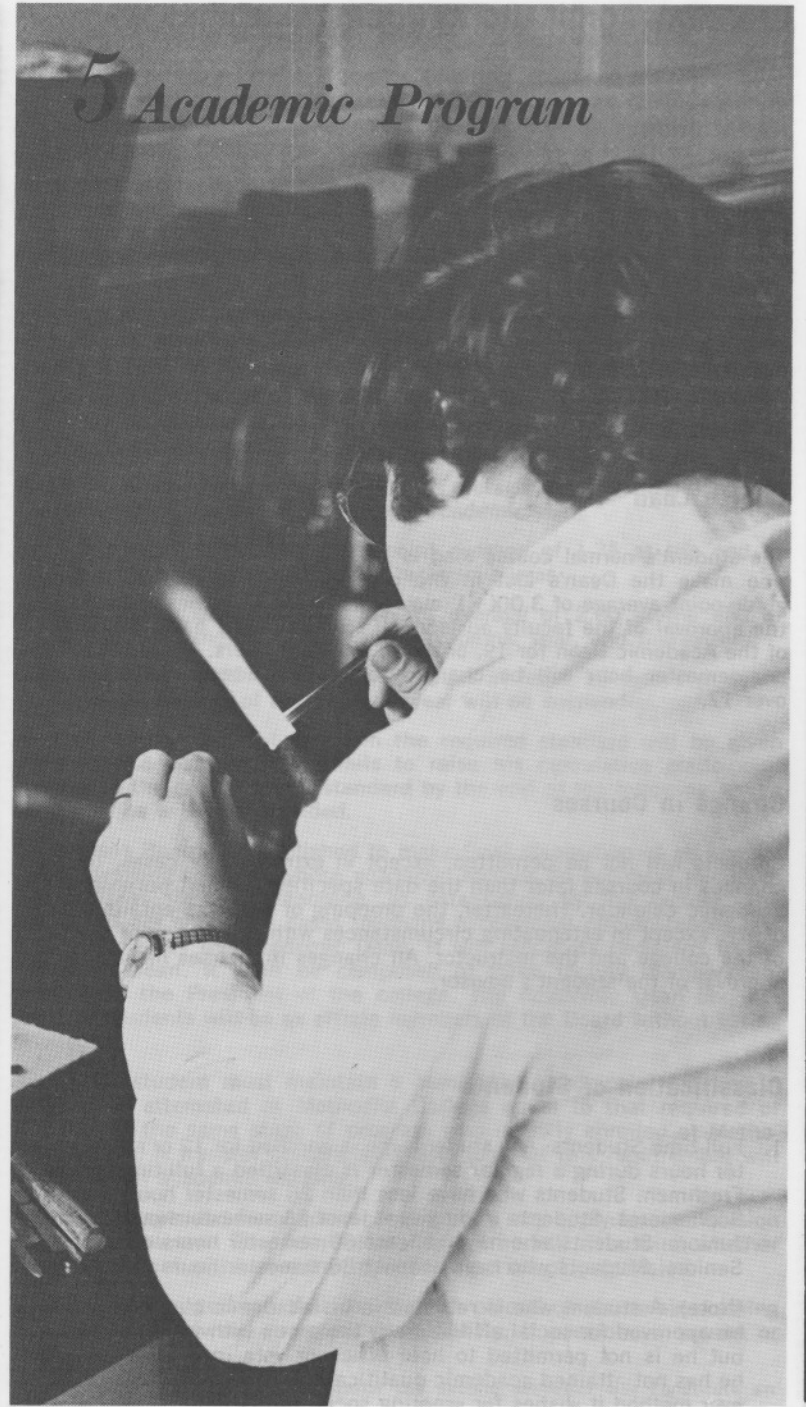
gram with preference given to students from low-income families. Student assistants are currently working in the cafeteria, student supply store, library, administrative offices, and other departments on the campus.

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

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







## GENERAL ACADEMIC REGULATIONS

### Registration

The time for registration is designated in the academic calendar as found on page 9. 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. (See page 9.)

### Course Load

The student's normal course load is 15 to 17 semester hours. Students who make the Dean's List in the previous semester, or have a total grade-point average of 3.00(+), may register for 18 semester hours with the approval of the faculty advisor. All students must have the approval of the Academic Dean for 19, or more, semester hours. An additional fee per semester hour will be charged for each academic semester hour over 17.

### 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 complete the requirements of the course or courses to which he is admitted.

### Academic Requirements for Continuance in College

Full-time students are expected to make normal progress toward graduation, which requires a cumulative average of 2.00 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.

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

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



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 the 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 and the Dean of Women.

### 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, except in extenuating circumstances with approval of the Dean of the college and the instructor.

### Progress Reports

Semester reports of academic progress of each student will be provided students and copies mailed to parents or guardians. Mid-semester reports of grades of D and F will be provided students, and copies mailed to parents or guardians **upon request**. Such requests should be addressed to the Registrar, Methodist College.

### 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 student's grade-point average (GPA) is determined by dividing the number of quality-points earned by the number of semester-hours attempted. Juniors and Seniors may elect to take one elective course per semester on a pass-fail basis. The grade received in such a course does not affect the grade-point average. If the course is passed the student receives credit for the appropriate number of semester hours, which count toward fulfillment of degree requirements if the student has elective opportunities remaining.

### The Dean's List

The Dean's List consists of the names of students who have achieved a 3.00 grade-point 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



## 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 A.B. and B.S., upon those students who complete all the stated requirements. The basic requirements for a Bachelor's degree are the same; the distinction lies in the student's choice of his area of concentration. Students who choose to concentrate in the Area of Science and Mathematics will be awarded the Bachelor of Science degree. All others will be awarded the Bachelor of Arts degree.

### Three-Year Degree Program

Students entering Methodist College may now take advantage of a special program which makes it possible to earn a Bachelor's degree within three years, with or without benefit of summer sessions. By achieving satisfactory scores on special subject examinations in the College-Level Examination Program administered by the Educational Testing Service for the College Entrance Examination Board, entering freshmen may obtain full academic credit for up to 33 semester hours of course work. This is the equivalent of a normal program covering the entire freshman year. In effect, such students may bypass the freshman year and be enrolled as sophomores if they complete successfully all 33 semester hours of examination credits prior to the start of the academic year. Those completing less than 33 semester hours of examination credits may, if they wish, apply for the remainder via examinations taken after entering Methodist College. A number of examinations at the sophomore and higher levels are also available through CLEP. Almost all special subject examinations for which credit will be allowed at Methodist College will be in those subjects listed on an adjacent page as among the Basic Course Requirements for all candidates for a degree. The CLEP examinations may be taken at any of scores of testing centers located throughout the United States, with only a small fee being charged for each. Acceptable test scores for Methodist College students will be based on national norms. For information on details of this program inquiries should be directed to the Registrar, Methodist College, Fayetteville, N. C. 28301.

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

### Basic Course Requirements

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

Areas	Semester Hours Required
<b>I. ENGLISH LANGUAGE AND LITERATURE</b>	
English .....	12
<b>II. RELIGION AND PHILOSOPHY</b>	
Religion .....	6
Philosophy .....	3
<b>III. EDUCATION AND PSYCHOLOGY</b>	
Psychology .....	3
<b>IV. SCIENCE AND MATHEMATICS</b>	
Science .....	8
Mathematics .....	6
<b>V. SOCIAL SCIENCES</b>	
History .....	6
Six hours from any two of the following fields: Economics, Political Science, Sociology, Geography .....	6
<b>VI. FINE ARTS</b>	
Art or Music .....	3
<b>VII. FOREIGN LANGUAGES</b>	
French, German, or Spanish, or courses in foreign cultures .....	6
<b>TOTAL SEMESTER HOURS</b> .....	<b>59</b>

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:

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

The following minors are offered:

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

### Summary of Requirements for Graduation

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

1. Is in good standing in character, conduct and financial obligations to the college;

\*A minor is not required with the major in Elementary Education. It is to be further noted that, in accordance with new state certification requirements, Elementary Education majors now specialize in either Early Childhood Education (K-3) or Intermediate Years Education (4-9). See details elsewhere in this catalog.

2. Has earned at least 128 semester hours of credit with a minimum cumulative grade-point average of 2.00;
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 should have no failing grade in his major field. If such a failing grade is received the student will be required to repeat successfully that course. However, if it is technically impossible for him to repeat the course the Academic Dean and appropriate area chairman shall resolve the matter on its own merits.
6. If a transfer student, 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, 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 catalog) 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

Certain vocational or professional curricula are offered at Methodist College. 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 all cases should be as follows:

	Semester Hours
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 these courses offered in the field of Christian Education.

### Pre-Engineering Course of Study

Methodist College has special arrangements with several major engineering schools which will enable the student to transfer to one of the latter at the end of his junior year. A two-year course of study is then provided by the engineering school which, when completed, will enable the student to obtain both a liberal arts (B.S.) degree from Methodist College and a professional degree from the engineering school within five years. The Methodist College degree is awarded when the professional program is completed.

Engineering schools with which such agreements have been established are those of N. C. State University, Raleigh, N. C.; Georgia Institute of Technology, Atlanta, Ga.; and the University of Southern California, Los Angeles, Ca. Under terms of a special arrangement with Georgia Tech, students with exceptional qualifications may be given an opportunity to complete requirements for a Master's degree from that institution within the five-year program.

An illustrative program suggested for students interested in entering one of these "3-2" or "Dual Degree" programs is provided below. Subjects listed are those which should be taken during the three years of study at Methodist College:

	First Semester	Second Semester
<b>Freshman Year</b>		
English 101, 102 .....	3	3
Mathematics 111, 112 .....	6	6
History 101, 102 .....	3	3
Chemistry 151, 152 .....	4	4
Physical Education .....	1	1
	—	—
	17	17
<b>Sophomore Year</b>		
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/>	<hr/>
	17	17

#### Junior Year

Mathematics 311 .....	3	0
Mathematics 411 .....	3	0
Chemistry 251 .....	4	0
Physics 201, 202 .....	4	4
Economics 151 and Social Science elective .....	3	3
Fine Arts 151 .....	0	3
Philosophy 251 .....	0	3
Psychology 201 .....	0	3
	<hr/>	<hr/>
	17	16

#### 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 wishes to make a maximum contribution toward meeting the need for well-trained and dedicated teachers for public schools. It recognizes teacher education as an institution-wide responsibility. Through its Teacher Education Committee the college will enlist the effective cooperation of all the departments of the institution in carrying out its program of teacher education.

In its personalized approach to the goal of academic and human excellence Methodist College endeavors to graduate teachers who will be important sources of new knowledge as well as contributing creatively in the guidance of youth and in service to society as a whole. It is recognized that the young teacher should not only be well prepared in a subject field or fields, but also must have professional dedication and the ability to communicate his or her knowledge effectively, coupled with a deep desire to help the young people of the next generation who will have the task of shaping society's tomorrows.

The Teacher Education program at Methodist College has been fully approved by the Division of Professional Services, North Carolina Department of Public Instruction and graduates completing that program may be recommended for certification in any one of three categories established by the State Department. For those desiring certification in early child-

hood education (kindergarten through grade 3), the college offers a specialized curriculum emphasizing appropriate values and techniques. For those wishing to be certified as intermediate years (grades 4-9) teachers, the college program provides for appropriate subject concentrations. Those seeking certification as secondary school teachers may choose a subject concentration from among the fields of English, French, Spanish, Mathematics, Science, Social Studies and Special Subject Teacher in Music. The program is expected to be expanded still further in the near future, adding an opportunity for certification as Special Subject Teacher in Art.

Considerable attention is given in the Teacher Education program to effective guidance for those considering careers as public school teachers. Field experience courses offer valuable opportunities for practical application of screening procedures that may help the student make a realistic appraisal of the depth of his or her interest in the profession. This could mean substantial savings in terms of time and expense in the cases of students who might otherwise complete the program before being able to confirm a dislike for or lack of adaptability to the demands of the profession. The college education curriculum offers experience courses in classroom teaching to determine the undergraduate's interest in continuing study in the education field. In a course offered during the junior year students are placed under supervision of a certified public school teacher for an entire semester. During the senior year every education major must serve an internship (called "student teaching") in a public school and must complete at least 90 hours of actual classroom teaching under a certified public school teacher in order to qualify for a Methodist College degree and recommendation for a North Carolina teaching certificate. It should be pointed out that the North Carolina certificate is now honored in nearly 30 other states through reciprocity agreements worked out between state systems.

The student who desires to become a candidate for a degree and for teacher certification must be formally enrolled in the college's Teacher Education program. This is done by making application for admission to the program, usually after the third semester of college work (at the mid-point of the sophomore year). An applicant must have a cumulative grade-point average of 2.00 or better at the time, and his or her application must be accompanied by recommendations from the student's faculty advisor. Applications are considered by the faculty Education Committee, which has the authority to admit or reject candidates. Once admitted to the program, the student will be continually evaluated by the committee in terms of fitness, competence and academic performance until completion of the student teaching experience.

An especially important adjunct of the Teacher Education program is the college's Teaching Materials Center, where the student may familiarize himself with teaching aids such as should be available to him in the public schools and where he may be instructed in their uses and operation. These include copying machines and audio-visual equipment. The Center is also a library, with a well-balanced collection of children's books catalogued in the same way as in a public school library.

#### Early Childhood Education Teachers (K-3)

##### A. GENERAL EDUCATION

Under the Guidelines, approximately 40 per cent of the undergraduate program should be in general education. This is a common requirement for all teachers and may be satisfied through meeting

the basic course requirements of the college (listed elsewhere in this catalog). However, it should be noted that Early Childhood Education majors (K-3) and Intermediate Years Education majors (4-9) should select Regional Geography and American Government in fulfillment of the college requirements.

	Semester Hours
<b>B. PROFESSIONAL EDUCATION</b>	
1. Educational Psychology .....	3
2. Child Psychology ** .....	3
3. Introduction to Education in the Public Schools .....	3
4. Early Childhood Education .....	3
5. Field Experiences in Public Education .....	1-3
6. Materials and Methods of Teaching in Elementary School** .....	6
7. Student Teaching .....	6
<b>C. SUBJECT MATTER PREPARATION</b>	
1. Children's Literature .....	3
2. American History .....	6
3. American Government .....	3
4. Regional Geography .....	3
5. Art .....	6
6. Music .....	6
7. Health and Physical Education in the Elementary School .....	6
8. Fundamentals of Speech .....	3
9. Science: biological and physical (with lab experience)	8 or 12
10. Modern Math for the Elementary School Teacher* .....	6
11. Cultural Anthropology (recommended) .....	3
No subject concentration required.	

### Intermediate Years Education Teachers (4-9)

<b>A. GENERAL EDUCATION</b> (Same as described in program for Early Childhood Education Teachers).	
<b>B. PROFESSIONAL EDUCATION</b>	
1. Educational Psychology .....	3
2. Adolescent Psychology** .....	3
3. Introduction to Education in The Public Schools .....	3
4. Early Childhood Education .....	3
5. Field Experiences in Public Education .....	1-3
6. Materials and Methods of Teaching in Elementary School** .....	6
7. Student Teaching .....	6

\* Math requirements for teacher certification in K-3 and 4-9 are the courses Math 306 and Math 407. Math 306 may be used to satisfy half of the college general requirement in Math. The other half may be Math 101 or Math 102, or acceptable score on advance placement test.

\*\* These are "block" courses taken in the same semester with and preceding Student Teaching.

<b>C. SUBJECT MATTER PREPARATION</b>	
1. Children's Literature .....	3
2. American History .....	6
3. American Government .....	3
4. Regional Geography .....	3
5. Art Appreciation and Theory .....	6
6. Music Appreciation and Fundamentals .....	6
7. Health and Physical Education in the Elementary School .....	6
8. Fundamentals of Speech .....	3
9. Science: biological and physical (with lab experience) .....	8 or 12
10. Modern Math for the Elementary School Teacher* .....	6
<b>D. SUBJECT CONCENTRATION REQUIRED</b>	
One academic concentration is required (two are preferred) in an academic area normally included in the 4-9 grades curriculum: the areas of Fine Arts (18), Language Arts (24), Social Studies (24), Mathematics (18) and Science (18) are strongly recommended as priority areas.	

### Secondary School and Special Subject Teachers

	Semester Hours
<b>A. PROFESSIONAL EDUCATION</b>	
1. Educational Psychology .....	3
2. Adolescent Psychology** .....	3
3. Introduction to Education in the Public Schools .....	3
4. Organization of the Secondary School** .....	3
5. Field Experiences in Public Education .....	1-3
6. Materials and Methods of Teaching in Secondary Schools** .....	3
7. Student Teaching .....	6
<b>B. SUBJECT MATTER PREPARATION</b>	
1. English .....	36
2. French .....	30-36
3. Mathematics .....	31
4. Science .....	46-48
5. Social Studies .....	51
6. General Music .....	49
7. Spanish .....	30-36

Fundamentals of Speech is required of all students.

Those wishing to obtain certification in the teaching of science, with concentration in either Biology or Chemistry, should consult programs listed by those departments for information concerning special requirements. See departmental listings elsewhere in this catalog.

\* Math requirements for teacher certification in K-3 and 4-9 are the courses Math 306 and Math 407. Math 306 may be used to satisfy half of the college general requirement in Math. The other half may be Math 101 or Math 102, or acceptable score on advance placement test.

\*\* These are "block" courses taken in the same semester with and preceding Student Teaching.



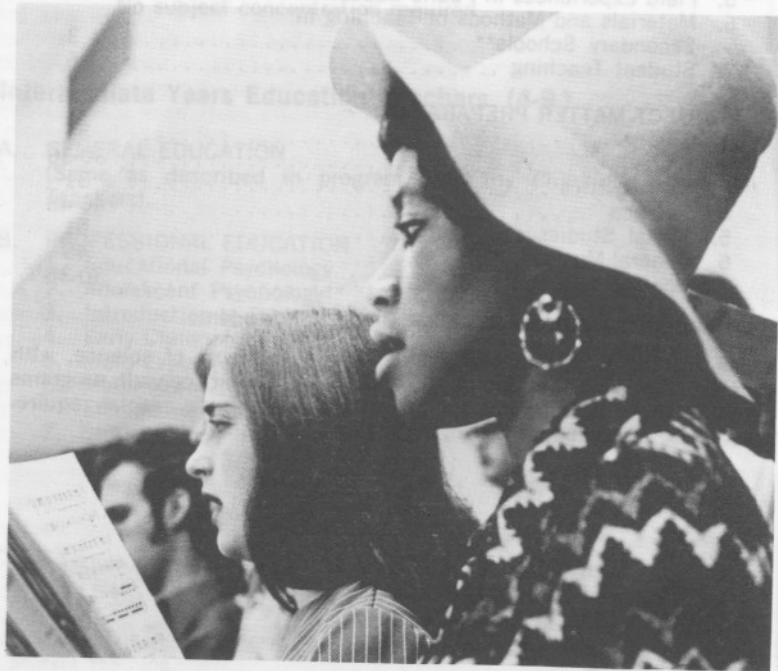
## SUMMER SESSION

Each year Methodist College conducts a summer session 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 own programs; for public school teachers working toward certification renewal or professional advancement, and for others who, as special students, wish to take advantage of cultural or educational opportunities.

Because of the college's 'early calendar' for the regular academic year it is possible to conduct a summer session of three terms, the first beginning about mid-May and the last terminating in late August. The student who completes successfully the maximum number of courses allowable in each term can accumulate 15 semester hours of academic credits, approximately equivalent to a full semester's work in the regular academic year.

Although the summer curriculum is somewhat less extensive than that of the regular academic semester, it includes representative courses from each of the college's seven academic areas. Instruction is provided by members of the regular college faculty. A proposed schedule of courses is 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 college academic calendar should be consulted for exact dates of the separate terms in any given year, or, full details, including dates, course listings and schedules, may be obtained in the spring, by request, from the Director of the Summer Session.



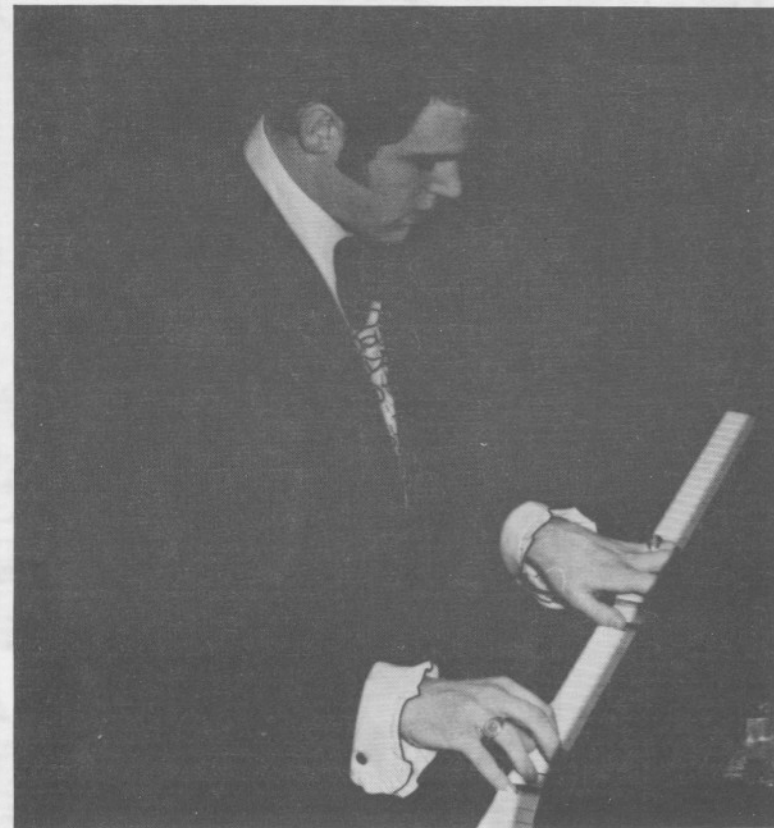
## COURSES OF STUDY

### Course Numbering

All courses are numbered according to the following system:

- 100-199 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. The college reserves the right to cancel a course offered if there is insufficient registration. The courses listed in this catalog 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

### English

Requirements for an English major: 36 hours in the department. These must include the basic requirements (English 101, 102, 201, 202, 251 and 252) plus 18 additional hours. Requirements for a minor: 18 hours in the department, including English 101, 102, 201 and 202. The courses English 220 and 361 are offered for students in the Teacher Education program and are not creditable toward fulfillment of major or minor programs of other students. Those who wish to qualify for certification to teach English in the public schools should consult statement of requirements for Teacher Education located elsewhere in the catalog.

- 101 Composition** 3 s.h.  
A basic course in writing involving a knowledge of standard English and an ability to understand expository prose.
- 102 Introduction to Literature** 3 s.h.  
Interpreting and writing about literature; readings in the short story, drama and poetry. Practice in analysis and research. English 101 is a prerequisite to English 102.
- 201, 202 Survey of English Literature** 3, 3 s.h.  
First semester: selected readings in English literature from *Beowulf* to Samuel Johnson. Second semester: reading from Robert Burns to Dylan Thomas. English 102 is a prerequisite for English 201.
- 220 Fundamentals of Reading** 3 s.h.  
The reading preparation of the teacher; background subjects of study and sources; uses of reading exercises; methods and practice of reading analysis; current literature in the field.
- 251, 252 Survey of American Literature** 3, 3 s.h.  
First semester: selected readings in prose and poetry from the time of the settlement of America to the Civil War. Second semester: major poets from Walt Whitman to Robert Lowell; American fiction from Mark Twain to William Faulkner.
- 321 Shakespeare** 3 s.h.  
Ten representative plays; background material.
- 322 Advanced Grammar** 3 s.h.  
A brief review of the history of the English language; an analysis of the structure of English grammar—sounds, parts of speech, sentence patterns and prose style; the new grammars and their uses.
- 331 Victorian Literature** 3 s.h.  
Studies in the prose and poetry of the Victorian Age, including works of Tennyson, R. Browning, Arnold, Carlyle, Newman, Dickens, Thackeray and George Eliot.
- 333 World Literature** (see Philosophy 333) 3 s.h.

- 361 Literature for Children** 3 s.h.  
A survey of the types of literature available for children in grades K-3, 4-6 and 7-9, and the techniques of teaching the literature. A study of the child's developing interest in reading.

- 375 English Poetry from Spenser to Milton** 3 s.h.  
A study of Elizabethan and Jacobean poetry. The poets whose work will be read in the course are Spenser, Marlowe, Raleigh, Drayton, Campion, Donne, Jonson, Herrick, Herbert, Crashaw, Vaughan, Marvell, Lovelace, Waller, Milton.

- 401 Nineteenth Century British Romanticism** 3 s.h.  
Studies in the prose and poetry of British Romanticism. Readings to be selected from the writings of Jane Austen, Scott, Wordsworth, Coleridge, Byron, Shelley, Keats, De Quincey and Hazlitt.

- 410 Modern Fiction** 3 s.h.  
Tradition and experiment in modern fiction. Among the writers to be studied are Chekhov, Conrad, James, Crane, Lawrence, Kafka, Camus, Sartre, Hesse and Faulkner.

- 411 The American Renaissance** 3 s.h.  
The writings of Emerson, Thoreau, Hawthorne, Poe and Melville; selected readings from the prose writings of all five and the poetry of Emerson, Poe and Melville.

- 430 Creative and Critical Writing** 3 s.h.  
An examination of some of the relations between creative writing and critical analysis. Examples of student writing will be discussed in workshop sessions and in conference with the instructor.

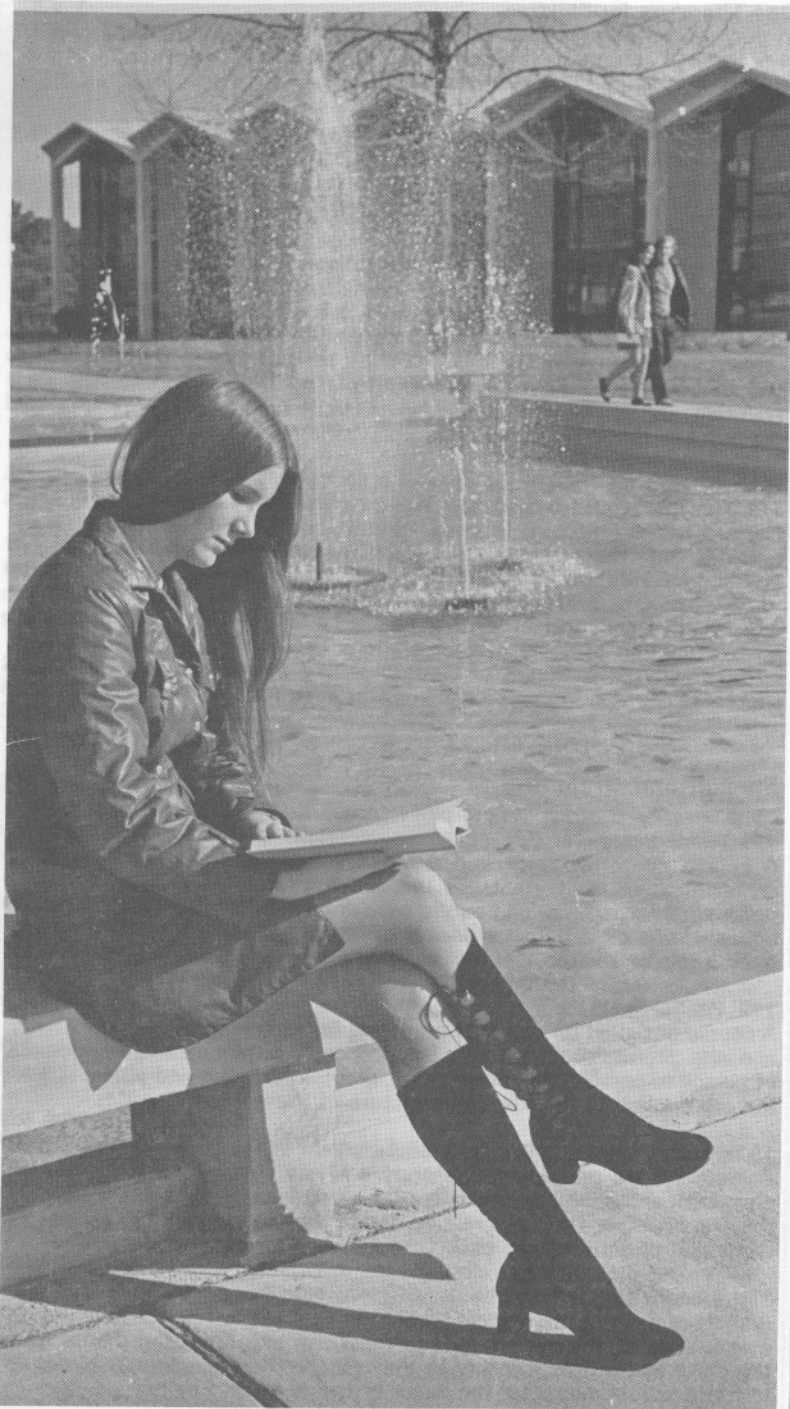
### Speech and Dramatics

- 151 Fundamentals of Speech Communication** 3 s.h.  
A course concerned with understandings and skills related to speech communication as it embraces the entire interaction process in intra-personal, interpersonal and public speaking situations. Assignments treat both the role of initiator as sender of messages as well as the citizen's auditor-role as recipient of messages in a mass media age.

- 152 Public Speaking** 3 s.h.  
A course designed for students preparing for careers in business, industry and the professions in which basic speech communication principles of person-to-person talk, interviewing, group interaction and public speaking are applied to the life and structure of the economic world.

- 153 Fundamentals of Oral Interpretation** 3 s.h.  
A study of the principles of literary analysis by genre with an aim at classroom and public presentation. The course utilizes projects in readers theatre, chamber theatre, creative dramatics and storytelling, as well as individual performance in oral presentation of prose and poetry.

- 310 Modern Drama** 3 s.h.  
A study of plays of the modern theater, from Ibsen to Tennessee Williams; examination of the main trends in American and European drama from the close of the 19th century to the present. This course may be taken to fulfill requirements for the major or the minor in English.



## 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. Requirements for a minor in Religion: 15 hours in Religion including Religion 251. Programs of study in this area are designed to prepare students to serve as assistant directors of Christian Education (certification as directors of Christian Education requires one year of graduate study), assistant and supply pastors, and to provide suitable background for those desiring seminary or graduate training.

#### 101 Introduction to The Old Testament 3 s.h.

A survey of Hebrew history and theology as set forth in Old Testament writings. Special attention is given to the developmental aspects of Israel's "covenant faith." The contributions of modern historical and literary criticism to a deeper understanding of that faith are utilized.

#### 102 Introduction to The New Testament 3 s.h.

Planned as a sequel to Religion 101. A study of the fundamental truths of Christian faith, based upon the New Testament account and exemplified in the life of the early Christian community. The social and cultural environment of Christianity is considered, as are the insights offered by modern scholarship's historical, theological, and literary inquiries.

#### 171 A, 171 B, 171 C Field Work in Church Vocations 1 s.h. each

Supervised experience in the educational programs or the administration of a local church. For students actively involved in a church situation and planning to enter a church vocation. No student may enroll for more than three semesters.

#### 220 Principles of Christian Education 3 s.h.

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.

#### 221 The Program of the Local Church 3 s.h.

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

#### 251 Religions of The World 3 s.h.

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).

#### 301 The Old Testament Prophets 3 s.h.

A general survey of the prophetic tradition in Israel and a study of the lives and messages of Israel's prophets.

#### 302 The Life and Teachings of Jesus 3 s.h.

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.

#### 352 Age Level Ministries in Christian Education 3 s.h.

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.

#### 392 The Life and Letters of Paul 3 s.h.

The content of the Pauline epistles and the historical account provided in Acts serve as the basic material for a study of the life of the great missionary apostle, the crucial events and major issues involved in the development and expansion of the early Church, and the major themes of Paul's writings.

#### 405 History of Christian Thought 3 s.h.

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.

#### 406 Modern Christian Thought 3 s.h.

A survey of contemporary Christian thought (19th and 20th centuries), beginning with Kant and continuing through the work of Bonhoeffer. Major theological "schools" or movements are studied in view of their interpretation of traditional fundamentals of faith.

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

The relationship of religious experience to psychological development. The work of Hall, Starbuck, James, Freud, Goldman, and others in psychology of religion. Principles applied to psycho-social problems or church ministries. (Cross-listed as Psychology 452).

### 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 in the field of logic, including an examination of deductive and inductive reasoning. Special attention is given to Aristotelian and symbolic logic, quantificational theory, and scientific method and common fallacies in the use of language. Prerequisite: Philosophy 251.

**311 The History of Ancient and Medieval Philosophy** 3 s.h.  
 A study of pre-socratic Greek through 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.  
 A study of some of the masterpieces of world literature and the ideas that are expressed in them. Readings to be selected from the writings of Homer, Sophocles, Plato, Dante, Montaigne, Shakespeare, Swift, Dostoevsky, Kierkegaard and Gide. (Cross-listed as English 333). Prerequisite: Philosophy 251 or permission of instructor.

**352 Ethics** 3 s.h.  
 An investigation of the problem of moral decision by way of an analysis of particular cases of moral conflict and a consideration of the classical moralists who attempted to formulate general principles for the solution of such problems. Prerequisite: Philosophy 251 or permission of instructor.

**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. Prerequisite: Philosophy 251 or permission of instructor.

**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. Prerequisite: Philosophy 251 or permission of instructor.



## AREA III: EDUCATION AND PSYCHOLOGY

FRED C. McDAVID, Ph.D., Chairman

### Subjects of

Psychology

Education

Physical Education



## AREA III: EDUCATION AND PSYCHOLOGY

### Psychology

Students desiring a minor in Psychology must complete 15 semester hours of work in the discipline, including the general course (Psychology 201). For Psychology minors the latter is a prerequisite for all other courses offered in the field. Education majors or minors may satisfy the general requirement by completing Psychology 250.

#### **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.

#### **340 Psychology of Personal Adjustment** 3 s.h.

General orientation to a satisfactory personal adjustment to life and the principles of mental hygiene, its historical development and its relation to various behavioral and biological sciences as well as the individual and cultural determinants of behavior. Prerequisite: Psychology 201.

#### **351 Child Psychology** 3 s.h.

The study of genetic, prenatal, infancy, childhood and preadolescent development, including the physical, psychological, emotional and social adjustment of the individual during those periods.

#### **352 Adolescent Psychology** 3 s.h.

The study of the characteristics and potentials of the preadolescent and adolescent years, the psychological and physical changes of adolescence, the emotional problems arising from them and the manner of resolving these problems to the satisfaction of the adolescent.

#### **360 Abnormal Psychology** 3 s.h.

Historical background of causes and subsequent treatment of behavioral pathology, leading up to present-day attitudes toward abnormal behavior. 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; effects of social interaction on motivation, perception, and learning.

#### **452 Psychology of Religious Experience** 3 s.h. (see Religion 452)

### Education

A major in Early Childhood Education or in Intermediate Years Education consists of the approved program for teacher preparation in the year of the student's graduation. A minor in Secondary Education is available to students who plan to become junior or senior high school teachers. The acquisition of credit for the minor will be automatic for all 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, 342, 354, 415, 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 majors in Early Childhood and Intermediate Years Education are outlined elsewhere in this catalog.

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

The historical, sociological, psychological, and philosophical foundations of public education are included in the scope of this course. Additional topics include organization, control, and functions of public education in America; teaching as a vocation; professional ethics; the role of the teacher in the school and community.

#### **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 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.

#### **341 Early Childhood Education (K-3)** 3 s.h.

Includes a study of curriculum, activities and techniques for early childhood education, with special emphasis on the parent-school-community relationships involved in the education of young children. Visitation and participation in early childhood education programs in the immediate area are a part of the course.

#### **342 Field Experience in Public Education** 1-3 s.h.

This course is designed to provide teacher-assistant activities for Teacher Education majors and minors. Competencies in pre-student teaching activities will be determined by cooperating teachers and college faculty. Evaluations of student performance in this course will be utilized by the Education Committee to determine the general competency of the candidate for the teaching profession and to decide whether or not the student should remain in the Teacher Education program. Field Experiences would be completed prior to entrance into student teaching, preferably in the sophomore or junior years. Two contact hours per week for each semester-hour of credit (not including travel time) are required. Prerequisite: permission of instructor.

**343 Education in the Intermediate Grades (4-9)** 3 s.h.  
Educational foundations as related to the intermediate grades are an important segment of the overall scope of this course. Other topics include aims, organization, management of the school, theory and practice in curriculum construction, the use of testing and evaluation, kinds of records, methods of reporting, and parent-school-community relationships. Visitation and participation in intermediate grades education programs in the immediate area are a part of the course.

**354 Organization of the Secondary School** 3 s.h.  
Historical development of the American secondary school: its philosophy, aims, curriculum, organization and practices are included. Particular emphasis is placed upon materials and methods as related to the student's major teaching field. Participation in public school programs is a part of this course.

**411 Materials and Methods in the Elementary School I** 3 s.h.  
The development of language arts skills will be studied, with special emphasis given to reading. Analysis of various methods of teaching reading, with emphasis on individual needs; surveys of publications for children; oral and written expression; spelling, handwriting, and listening will be included. Study with representatives of the student's academic area and visitation and participation in public school activities are a part of this course.

**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 Student 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. Elementary majors must perform their practice teaching in grades K-3 for Early Childhood teacher certification, or in grades 4-9 for Intermediate Years teacher certification. All student teachers will be expected to participate in an accompanying practicum or seminar.

## Physical Education

**101 Freshman Physical Education** 1 s.h.  
(required of all students)  
Men: Development of skills in soccer, wrestling, gymnastics, track and field, with emphasis on muscular development and physical conditioning. Women: Development of skills in field hockey, movement fundamentals, gymnastics and archery, 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 soccer, wrestling, gymnastics, track and field, with emphasis on muscular development and physical conditioning. Women: Development of skills in field hockey, movement fundamentals, gymnastics and archery, 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 golf, bowling, badminton, folk and square dance, and tennis with emphasis on fitness and individual performance in each sport.

Women: Development of skills in golf, bowling, badminton, folk and square dance, and tennis with emphasis on fitness and individual performance in each sport.

A maximum of two semester hours credit will be granted for a beginning course in horseback riding skills, "Saddle Seat Equitation," in lieu of Physical Education 201 and 202. An additional four hours credit will be granted for intermediate and advanced equitation, in addition to required courses in Physical Education. Information about additional fees for equestrian training charged by the riding stable is available from the Registrar's Office.

**202 Sophomore Physical Education** 1 s.h.  
(required of all students)  
Men: Development of skills in golf, bowling, badminton, folk and square dance, and tennis with emphasis on fitness and individual performance in each sport.

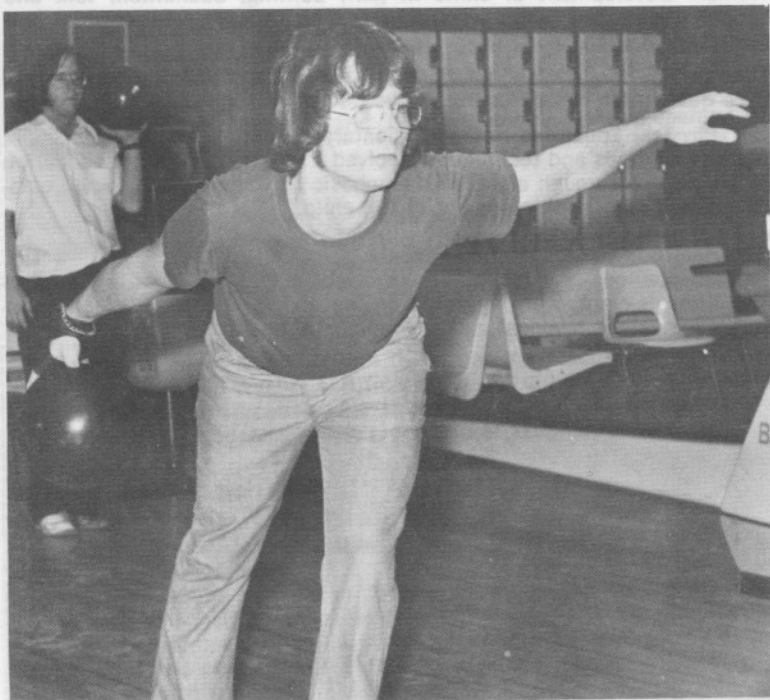
Women: Development of skills in golf, bowling, badminton, folk and square dance, and tennis with emphasis on fitness and individual performance in each sport.

"Saddle Seat Equitation" credit may be substituted for this course also. (See description in 201 course above.)

**301 Physical Education in the Elementary School** 3 s.h.  
Modern methods and techniques involved in teaching physical education in grades one through eight, with emphasis on the physical, social, emotional, and mental development of the child.

**302 Health in the Elementary School** 3 s.h.  
Modern methods and techniques involved in teaching health in grades one through eight, with emphasis on the child's knowledge of and attitudes toward his personal and environmental health.





**AREA IV: SCIENCE AND MATHEMATICS**

**PAULINE LONGEST, M.A., Chairman**

- Subjects of**  
**Biology**  
**Chemistry**  
**Mathematics**  
**Physics**  
**Ecology**

## 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

<b>100 Science</b>	<b>8 s.h.</b>
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 requirements 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.

**300 Problems of The Environment** 4 s.h.  
A scientific study of certain aspects of the deterioration of our environment. Open only to students who have completed their general requirement in science. Offered fall semester.

### Biology

Requirements for a major in Biology: a minimum of 30 semester hours in Biology, and a minor in Chemistry. Requirements for the minor in Biology: a minimum of 16 semester hours in Biology.

Students seeking certification in the teaching of science, with Biology as a major, will minor in Education. They will be required to take Chemistry 151 and 152, Physics 151 and 152, and Mathematics 111.

All courses meet for three hours of lecture and a three-hour laboratory session per week unless otherwise stated. In addition to the semester indicated, any course except Biology 460 could be offered in the summer session by demand.

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** 4 s.h.  
An introductory course dealing with morphology, physiology, taxonomy and related topics as they concern vertebrate and invertebrate animals. Offered fall semester.

**152 General Botany** 4 s.h.  
Deals with vascular and non-vascular plants, with emphasis upon morphology, physiology, ecology, and economic aspects. Offered spring semester.

**201 Invertebrate Zoology** 4 s.h.  
A study of the form, function, development, classification and distribution of the invertebrate animals. Prerequisites are Biology 151 and 152. Offered fall semester.

**203 Vertebrate Zoology** 4 s.h.  
A survey of the form, function, systematics, distribution, and development of the vertebrate animals. Prerequisites are Biology 151 and 152. Designed as a companion course to Invertebrate Zoology 201. Offered spring semester.

**301 Non-Vascular Plants** 4 s.h.  
A summary of lower plants, with emphasis upon systematics, distribution, form, function, development, and importance to man. Prerequisites are Biology 151 and 152. Offered fall-semester.

**304 Vascular Plants** 4 s.h.  
A study of the phylogeny, taxonomy, morphology, and distribution of the higher plants. Prerequisites are Biology 151 and 152. Designed as a companion course to Non-Vascular Plants, 301. Offered spring semester.

**313 Developmental Biology** 4 s.h.  
A study of representative patterns in the development of plants and animals from zygote to functioning adults, with major emphasis upon the early stages. Prerequisites: any two Biology courses numbered 200 or higher. Offered fall semester.

**311 Mathematical Analysis I** 4 s.h.  
A study of the basic theory of calculus, limits, continuity, chain rule, Rolle's theorem, Mean Value Theorem, fundamental theorem of integral



**381 General Physiology** 4 s.h.  
An introduction to the principles and processes of plant and animal physiology, discussed from the molecular, cellular and organ levels. Prerequisites: any two Biology courses numbered 200 or higher, and eight semester-hours of Chemistry or Physics.

**412 General Ecology** 4 s.h.  
An investigation of principles, problems and methods of field Biology. Emphasis is upon the relations of organisms to their environment, the nature and structure of populations, communities and ecosystems, and the processes of ecesis and succession. Prerequisites: Biology 201, 203, 301 and 304, any of which may be taken concurrently.

**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. Arrangement must be made in advance with the instructor who is to direct the work.

**460 Genetics** 4 s.h.  
A presentation of the principles, problems and methods of cellular form and function and of heredity with certain applications to the breeding of animals and plants, and to evolution. Prerequisites: Biology 201 and 301. Open to juniors and seniors only. Offered spring semester.

## Chemistry

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 level courses in the department, but with no specific mathematics requirement other than the general college requirement in the latter subject.

Students seeking certification in the teaching of science with Chemistry as a major will minor in Education. They will be required to take Biology 151, 152, and Physics 151, 152.

All courses meet for three hours of lecture and one three-hour laboratory session each week, unless stated otherwise.

**151, 152 General Chemistry** 4, 4 s.h.  
An introduction to the study of the elements, their compounds and the reactions they undergo, based on the fundamental laws and principles of Chemistry. Prerequisite: No college course is required, but completion of an elementary chemistry course in secondary school is recommended.

**252, 253 Quantitative Analysis** 4, 4 s.h.  
A study is made of the principal methods of quantitative chemical analysis by means of lecture, discussion, laboratory work, and problems. Prerequisite: Chemistry 151, 152.

**321, 322 Organic Chemistry** 8 s.h.  
A study of the compounds of carbon and their reactions. Theories involved and mechanisms of reactions are emphasized. Prerequisites: Chemistry 151, 152.

**351, 352 Physical Chemistry** 8 s.h.  
A study of the properties of solids, liquids, gases and solutions. Prerequisite: Chemistry 252, Physics 151 and 152.

**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: Organic Chemistry and Physical Chemistry, or completion of one of these courses and simultaneous enrollment in the other. Arrangements must be made in advance with the instructor who is to direct the work.

## Mathematics

Requirements for a major in Mathematics: (1) a minimum of 27 semester hours in the department beyond Math 111 (Math 306, 407 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 15 semester hours in the department beyond Math 111 (Math 306, 407 excluded).

**101 A Survey of Basic Mathematics** 3 s.h.  
Designed for freshmen who are not continuing in advance 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 A-B Pre-Calculus Mathematics** (3,3) 6 s.h.  
Normally offered on a five-days-per-week basis, with completion of 111-A at the mid-semester point and 111-B at the end of the semester. A postulational approach to college algebra, with emphasis on the study of the elementary functions as a direct preparation for the notation and theory of analytic geometry and calculus. 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, or by testing.

**112 A-B Introduction to Calculus** (3,3) 6 s.h.  
Normally offered on a five-days-per-week basis, with completion of 112-A at the mid-semester point and 112-B at the end of the semester. 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 A-B 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.

**306 Modern Mathematics for Elementary Teachers I** 3 s.h.  
This is both a content course and a parallel method course; it includes a comprehensive study of elementary set theory; development of the real numbers system, emphasizing whole numbers, integers and rational numbers with attendant operations; logical structure, precision of language usage and notation are stressed (for content); other systems of numeration, informal geometry, computational measurement, elementary algebra and problem solving are additional content materials covered. Parallel coverage on classroom method is fulfilled by film strip, demonstration and participation. Work undertaken in this course leads to a second semester sequel in Math 407, both of which are required for elementary teachers. (Prerequisite: Math 101 or 102 or acceptable score on advance placement test. Except for those students already accepted in elementary education this course does not fulfill a part of the general college requirement of six semester-hours in Mathematics.)

**311 Mathematical Analysis II** 3 s.h.  
A study of intermediate topics of calculus: polar coordinates; parametric equations; space coordinates and loci in space. Vectors: dot and cross products; triple products. Sequence and series. Complex variables and functions. Prerequisite: Math 211.

**312 Mathematical Analysis III** 3 s.h.  
Vector functions and their derivatives: Frenet-Serret formulas. Gradient, divergence and curl. Multivariable calculus: partial derivatives; directional derivative; total differential. Implicit functions; Jacobians, areas and volumes by double and triple integration. Line and surface integrals; Green's and Stokes' theorems; divergence. Improper integrals. Fourier series. Prerequisite: Math 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.

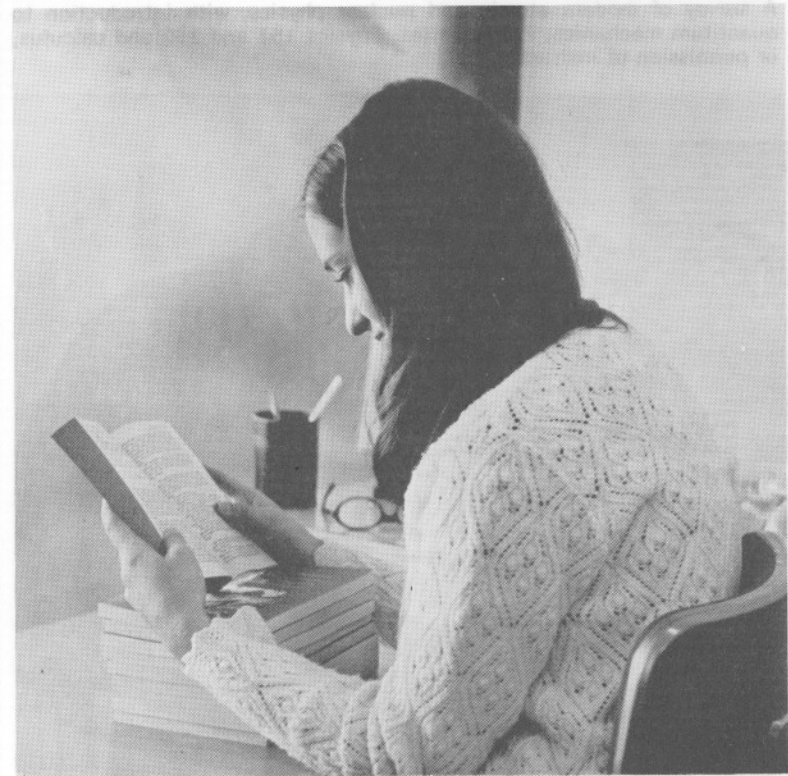
**316 Modern Algebra** 3 s.h.  
An introduction to the study of the basic algebraic properties of groups, rings and fields, including elements of set theory and polynomials. Prerequisite: Mathematics 112, 212.

**407 Modern Mathematics for Elementary Teachers II** 3 s.h.  
A continuation of work begun in Math 306 (see description above). Prerequisite: Math 306.

**411 Differential Equations** 3 s.h.  
An introduction to ordinary differential equations of first and second order, with applications in geometry and physics. Prerequisite: Math 211.

**412 \*Introduction to Real Variable Theory** 3 s.h.  
A study of the real numbers. Heine-Borel and Bolzano-Weierstrass theorems. Limits and continuity. Sequences and series. Metric spaces. The derivative. The Riemann integral and the Riemann-Stieltjes integral. Prerequisite: Math 311. (\*To alternate with Math 414 as determined by need.)

**414 \*Introduction to Complex Variable Theory** 3 s.h.  
The algebra and geometry of complex numbers. Elementary functions. Analytic functions; derivatives; Cauchy-Riemann equations. Integration. Cauchy's and Liouville's theorems. Taylor and Laurent series. Residues and poles. Conformal mapping. Prerequisite: Math 312. (\*To alternate with Math 412 as determined by need.)





## Physics

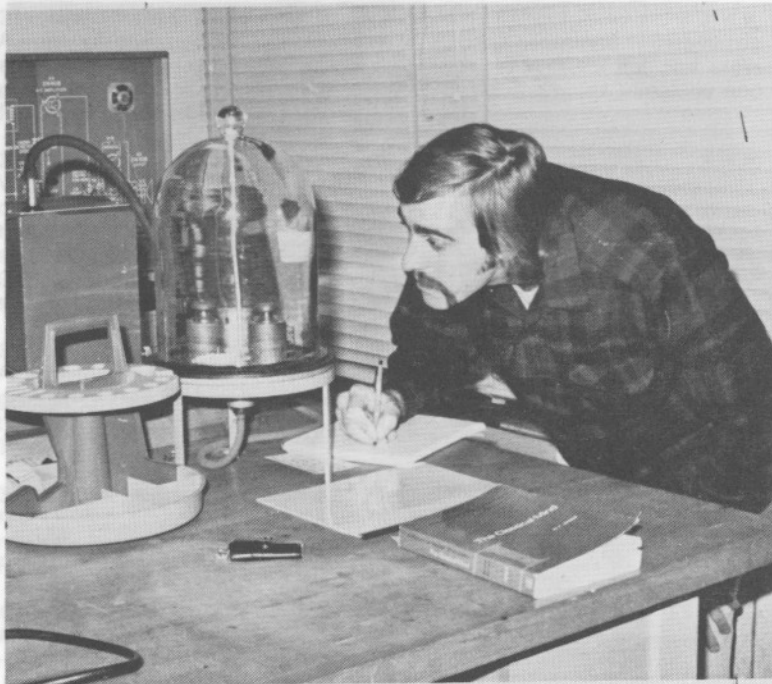
Requirements for a minor in physics: 16 semester hours of work in the department, including Physics 151, 152, 201 and 202.

**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. Prerequisite: Mathematics 111 and 112, or permission of instructor.

**152 General Physics II** 4 s.h.  
A continuation of Physics 151. The 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. Prerequisite: Mathematics 111 and 112, or permission of instructor.

**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 Mathematics curriculum), or permission of instructor.

**202 Modern Physics** 4 s.h.  
A survey of modern atomic and nuclear physics, with introduction to quantum mechanics. Prerequisites: Physics 151 and 152 and calculus, or permission of instructor.



## AREA V: SOCIAL SCIENCE

JOHN O. TOBLER, Ph.D., Chairman

### Subjects of

History

Economics and Business

Administration

Political Science

Sociology

Social Science (Ecology)

Geography

## AREA V: SOCIAL SCIENCE

### History

Requirements for a major in History: a minimum of 30 semester-hours in the department. Requirements for a minor: a minimum of 18 semester-hours in the department. History 101 and 102 are prerequisites for all other courses offered in the department. These prerequisites can be waived only in exceptional hardship cases with the permission of the area chairman. History 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.

#### 101 Western Civilization I 3 s.h.

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 development, political growth, and economic factors.

#### 102 Western Civilization II 3 s.h.

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.

#### 201 United States History I 3 s.h.

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.

#### 202 United States History II 3 s.h.

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.

#### 311 Ancient History 3 s.h.

A history of the ancient Near Eastern civilization, the Hellenic, Hellenistic, and Roman worlds.

#### 312 Medieval History 3 s.h.

A study of the medieval world from 300-1300, from the time of Diocletian to that of Dante.

#### 314 The Renaissance 2 s.h.

European history from the 14th to the 16th century, with emphasis upon cultural achievements.

#### 351 English History I 3 s.h.

A survey of English history from the earliest times to the end of the Tudor Period in 1603.

#### 352 English History II 3 s.h.

A continuation of the survey of English history from the Stuart Period to the present day.

#### 401 History of Asia 3 s.h.

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.

#### 411 Soviet Russia and International Communism 3 s.h.

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.

#### 450 Modern European History 3 s.h.

A brief survey of the background of World War I, with concentration on pre- and post-World War II Europe. Map exercises and outside readings required. Prerequisites: History 101 and 102.

#### 460 Historiography 1 s.h.

A study of methods used in historical research and some discussion of philosophies of history. Recommended for students planning to do graduate work. Juniors may be admitted with the consent of the instructor.

## 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.

#### 151, 152 Principles of Economics 6 s.h.

Analysis of the principles underlying the operation of an economic system and their application to important questions of public policy.

#### 216 Introduction to Probability and Statistics 3 s.h.

(See Mathematics)  
(Offered by Department of Mathematics, but creditable 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.
- 315 \*Business Communications** 3 s.h.  
A course designed to achieve proficiency in the art of formulating and writing letters and business reports and improving the skills to develop an effective communicability. (\*Offered on alternating basis every other year with Economics 351.)
- 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. (\*Offered every other year on alternating basis with Economics 315.)
- 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.)
- 375 Business Internship** 3 s.h.  
The main objective of this program is to give the student work experience in the field of marketing. The student would work during the summer with an approved business firm and at the beginning of the fall semester would present a report on his summer work to the faculty Selection Committee. The Committee will evaluate the student's work on the basis of his own report and a report to be received from the business firm. Prerequisite: student must have completed the basic course in Marketing (Economics 351) and have an academic average of 2.00 or better.
- 410 \*\*\*Advanced Economics** 3 s.h.  
Discussion of economic theory, with direct reference to the economic problems of the modern world. Primarily, emphasis will be placed on the appropriate extension of the formal analytical techniques acquired in earlier courses. (\*\*Offered every other year on alternating basis with Economics 420.)
- 411. \*\*\*\*Corporation Finance** 2 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. (\*\*\*\*Offered every other year on alternating basis with Economics 415.)

**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** 2 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 411.)

**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 410.)

**451 Senior Seminar** 2 s.h.  
Selected problems in the theoretical and empirical economics will be discussed. Emphasis will be placed on training of students to do original work.

## 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 relations between the executive and legislative branches of the national government; federal-state relations; war powers; the powers to regulate commerce and to tax.
- 372 American Constitutional Law II** 3 s.h.  
An analysis of leading Supreme Court decisions dealing with civil liberties in general, and individual rights as related to 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 151. Requirements for a minor: a minimum of 15 semester hours in the department, including Sociology 151. Students who have not taken Sociology 151 may be admitted to advanced courses in Sociology only with the permission of the instructor involved.

- 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** 2 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. (Offered in the fall semester of odd-numbered, alternate, years.)
- 221 Introduction to Social Services** 3 s.h.  
An analysis and appraisal of the social role of welfare services, including an overview of the history, functions, and problems in social welfare, with particular attention given to career opportunities within the field of social work.
- 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 Urban Sociology** 3 s.h.  
A study of the modern city in its ecological and cultural aspects. Growth of cities and resulting problems, trends in urban population, distribution; problems of recreation, welfare, housing, government, community, and regional planning.
- 260 Sociology of Education** 2 s.h.  
An analysis of the social foundations of education, with consideration of environmental influences in teaching and learning, centered on the following areas: environment and education (heredity and environment in classroom learning); the student (his family, peer group, the disadvantaged student); the school (socio-cultural perspective; the school as a social system); the teacher (social roles); the community (social class influence on learning). (Offered in even-numbered, alternate, years.)
- 322 Social Work Theory** 2 s.h.  
A survey of current social work theory with consideration of methodology and evaluation of new trends and emphases related to the social work processes of social casework, social group work, community organization, and the enabling methods of social work research and social work administration.



**355 Physical Anthropology** 2 s.h.

Study of man as a biological form, his possible antecedents, origin and evolution as determined by fossil remains and present living evidence. The patterns of human biological structure, function and variation are examined. Special attention is given to human ecology, environmental and cultural influences, variations genetic and somatic and their significance with reference to homo sapiens. (Offered in fall semester of even-numbered, alternate, years.)

**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.

**360 Minority Relations** 2 s.h.

The study of various racial, ethnic, religious, and other minority groups, particularly in America, with an emphasis on current patterns in inter-group relations. Dynamics and patternings of prejudice, discrimination, and majority-minority relations are examined within a sociological and social-psychological framework. (Offered in odd-numbered, alternate, years.)

**361 Social Psychology (See Psychology 361)** 3 s.h.

**372 Marriage and the Family** 3 s.h.

A course designed to provide understanding of family relationships for those unmarried, those contemplating marriage, those married, and prospective counselors of all of them; a functional approach to the interpersonal relationships of courtship, marriage, and family life.

**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.

**430 Social Work Field Experience** 4 s.h.

Four hours per week of field placement in a local agency or related community work plus a two hour weekly seminar designed to relate practice to theory. Students are supervised by agency and faculty. Enrollment with permission of instructor.

**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. (Offered in the fall semester of odd-numbered, alternate, years.)

**449 Social Science Research Methods** 3 s.h.

An analysis of the basic processes of social research; the exploration of procedures in developing the research design; steps and methods of the collection, analysis and interpretation of data. Recommended for all Sociology majors contemplating graduate studies in that field. Also acceptable for credit in the Political Science Department. (Offered in the fall semester of even-numbered, alternate, years.) (Alternates with Sociology 431).

**450 Senior Seminar** 2 s.h.

Theory and research in selected areas of sociology. Techniques of social research; current theory; thesis preparation. Recommended for all Sociology majors contemplating graduate studies in Sociology.

## Geography

(Required of Elementary School Teachers)

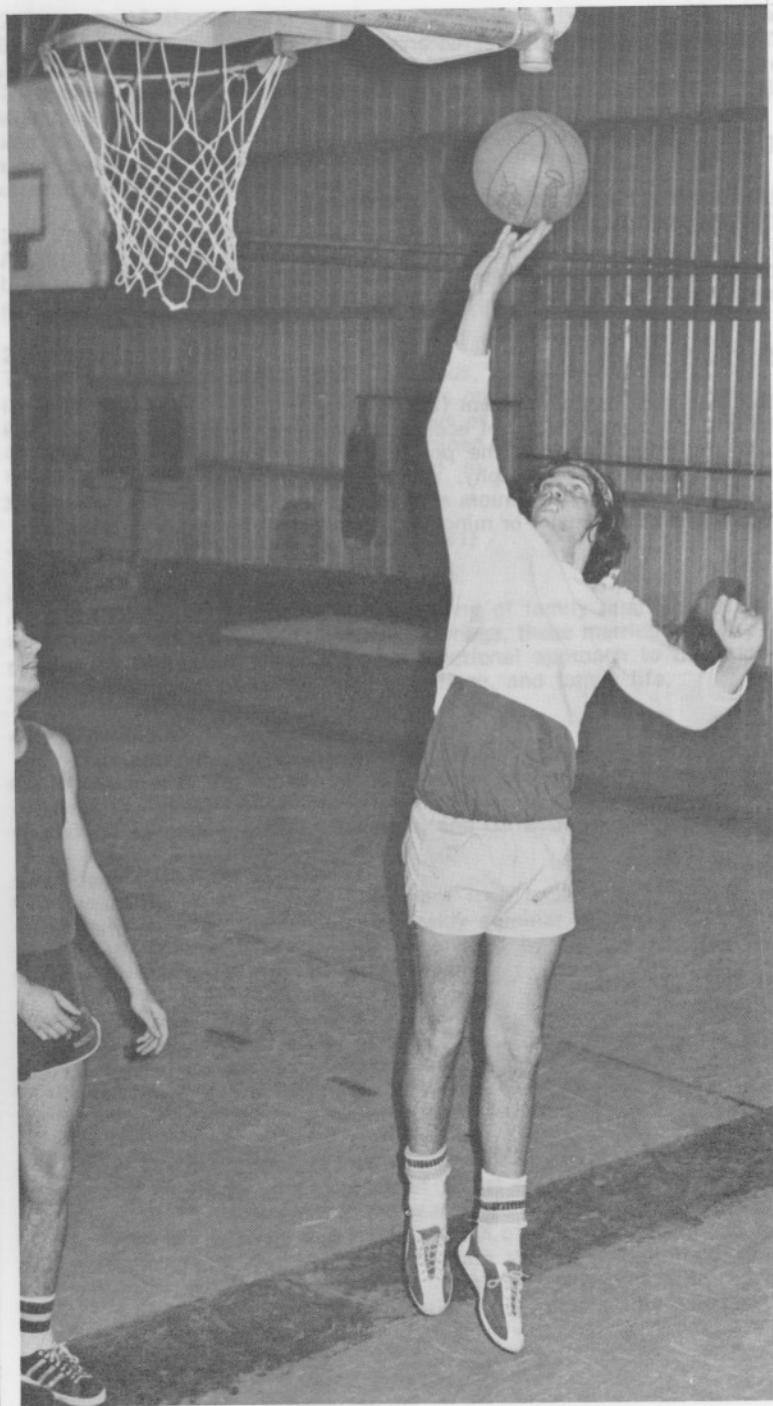
**252 Regional Geography** 3 s.h.

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.

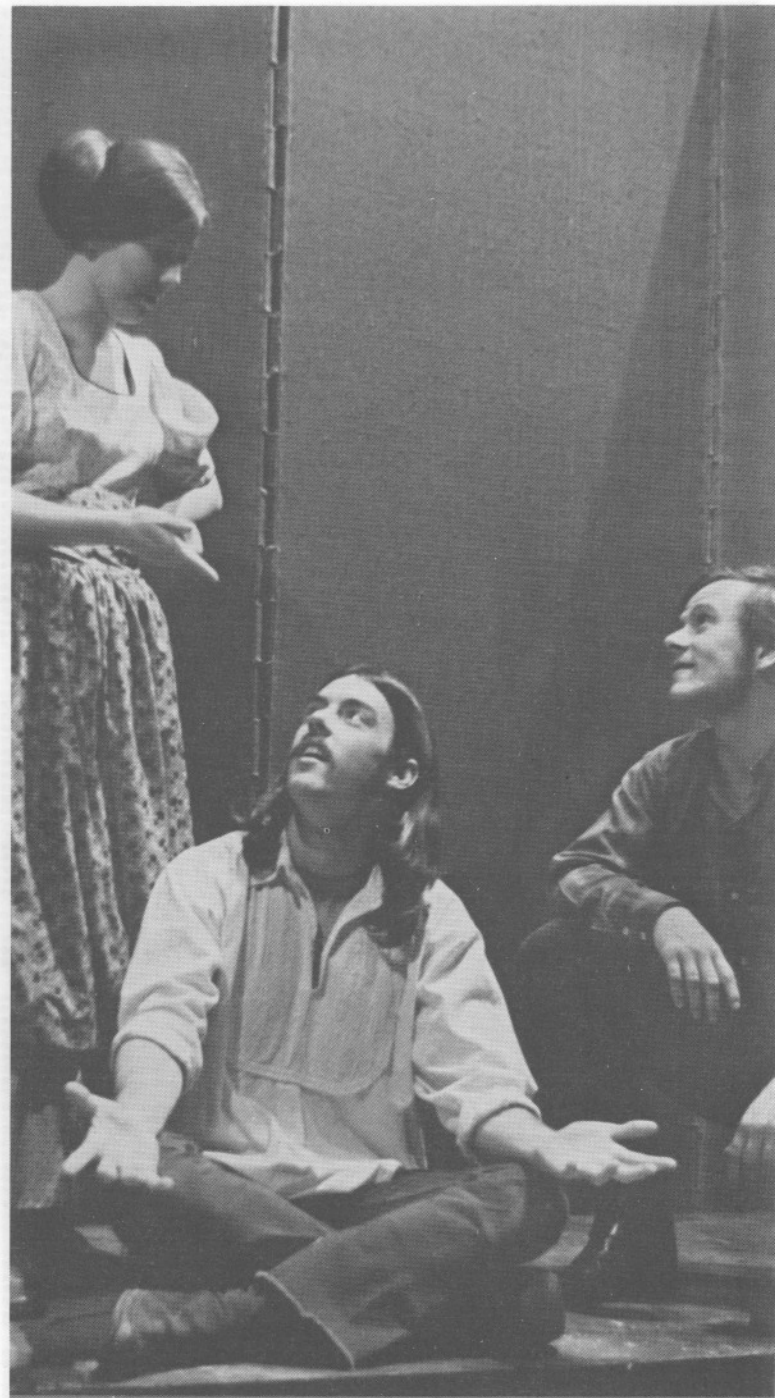
## Social Science

**309 Man and His Environment (Spring)** 3 s.h.

An interdisciplinary study of ecological problems created by overpopulation and pollution, from the point of view of the fields of sociology, political science, philosophy, religion, history, and economics. This course is open only to juniors and seniors and is not creditable toward fulfillment of any major or minor requirements. Offered Spring semester.







## 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

#### 151 Music Appreciation

This course is designed to provide a general introduction to the study of music. It is intended for students who have no previous study of music. The course will cover the history of music, the elements of music, and the appreciation of music. The course will be taught in a lecture format with audio-visual aids. The course will be held in the Music Department building. Prerequisite: None.

152 Music in the Protestant Church

This course is designed to provide a general introduction to the study of music in the Protestant Church. It is intended for students who have no previous study of music. The course will cover the history of music in the Protestant Church, the elements of music, and the appreciation of music. The course will be taught in a lecture format with audio-visual aids. The course will be held in the Music Department building. Prerequisite: None.

153 Music in the Catholic Church

This course is designed to provide a general introduction to the study of music in the Catholic Church. It is intended for students who have no previous study of music. The course will cover the history of music in the Catholic Church, the elements of music, and the appreciation of music. The course will be taught in a lecture format with audio-visual aids. The course will be held in the Music Department building. Prerequisite: None.

281 Music in the Protestant Church

This course is designed to provide a general introduction to the study of music in the Protestant Church. It is intended for students who have no previous study of music. The course will cover the history of music in the Protestant Church, the elements of music, and the appreciation of music. The course will be taught in a lecture format with audio-visual aids. The course will be held in the Music Department building. Prerequisite: None.

282 History of Music

This course is designed to provide a general introduction to the study of the history of music. It is intended for students who have no previous study of music. The course will cover the history of music from ancient times to the present. The course will be taught in a lecture format with audio-visual aids. The course will be held in the Music Department building. Prerequisite: None.

## AREA VI: THE FINE ARTS

### Music

The Music Department is constituted to serve the college in three 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 additional courses in music: Music 361, 362, 411, 412 and 461. Students majoring in music are required to continue individual work in applied music; they must complete eight 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.\*

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 three or four semesters of piano. The ability in this area of each student will be reviewed at the end of the sophomore year.

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

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

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

the work called for in the 300-level course of private study described in this catalog. The student must be able to play or sing solos expressively, as well as carry his part creditably in a small ensemble. Students with sufficient skill and previous study are urged to go beyond these minimum requirements and to present a recital or part of a recital in the senior year.

Study in the minor performance areas must include at least elementary study involving a string instrument, a woodwind instrument, a brass instrument, 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 such cases, these requirements may be passed by advanced standing examinations.

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

**151 Music Appreciation** 3 s.h.  
Development of listening ability through analysis of the elemental forms, and styles of music. The work is carried on through lectures, reports, and listening. The course is introductory and does not presuppose experience in music. Not open to students who have received credit for Fine Arts 152.

**152 Music Fundamentals for Classroom Teachers** 3 s.h.  
A course for students with no music 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 four hours a week.

**161, 162 Basic Musicianship I** 3, 3 s.h.  
An introductory course in theory intended to provide a working knowledge of musical terminology, scales, intervals, rhythms, and elementary harmony. The study includes practice in sightsinging, dictation, melody writing, keyboard application, and the writing of simple contrapuntal exercises. The class meets five 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.

**291 Music in The Protestant Church** 2 s.h.  
A course designed to provide a practical understanding of the use of music in the Church. As background the course surveys the development of Christian liturgical music and of Christian hymns. Emphasis is placed on the problems of the organist, the choirmaster, and the minister in providing meaningful music in the worship service of today. Prerequisite: Music 151 or 162, or permission of instructor.

**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: Music 352 or permission of the instructor.

**411, 412 Music Materials and Methods in Public Schools** 2, 1 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.

**461 Advanced Conducting** 1 s.h.  
Practical experience in rehearsing and conducting college performing groups. Prerequisite: Music 361.

### Applied Music

Courses in this category may not be used to fulfill the basic Fine Arts requirement.

**173, 174, 273, 274, 373, 374, 473, 474 Chorus** 1 s.h. each  
Study through rehearsal and performance of selected works from choral literature of the various periods. Prerequisite: permission of instructor. Three rehearsals weekly. (A minimum of four hours may count toward fulfillment of graduation requirements, with the exception of music majors.) Students must be enrolled two consecutive semesters in order to receive academic credit. Exception will be made for seniors who are student teaching.

**175, 176, 275, 276, 375, 376, 475, 476 Orchestra** ½ s.h. each  
Study through rehearsal and performances with the Fayetteville Symphony Orchestra of selected works from the great orchestral literature. Prerequisite: successful audition. Meets two hours weekly.

**177, 178, 277, 278, 377, 378, 477, 478 Wind Ensemble** 1 s.h. each  
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.)

**179, 180, 279, 280, 379, 380, 479, 480 Stage Band** 1 s.h. each  
Study through rehearsal and performance of selected works and arrangements for stage band. Prerequisite: permission of instructor. 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 one lesson (½ hour) and at least five hours of practice each week. Two semester hours of credit are granted for two lessons each week and at least ten hours of practice. A jury examination is required at the end of each semester.

**105, 106 Elementary Piano Class** 1 s.h.  
For beginning students. Only music majors may receive credit.

**205, 206 Elementary Piano** 1 s.h.  
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; concertos; 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. Prerequisite: Piano 105 (or the equivalent) or permission of the instructor.
- 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.
- 263, 264 Organ** 1 or 2 s.h.  
Technique for pedal and manual; easy preludes and offertories; Bach, "Little Preludes and Fugues"; service playing. Prerequisite: completion of requirements for Piano 154.
- 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 of 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; unaccompanied movements by Bach; 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; sonatas of Handel.
- 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; unaccompanied movements by Bach; sonatas of Mar-cello; contemporary pieces; partial recital.
- 465, 466 Viola** 1 or 2 s.h.  
Scales in double stops; advanced bowing studies; etudes of Fiorillo, Campagnoli; sonatas of Bach; 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, Garibaldi, 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; 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. Anderson, "Famous Flute Studies," Op. 15, Op. 30, and Op. 63; passages from the orchestral repertoire; J. S. Bach, sonatas; Hindemith, "Sonata"; Griffes, "Poeme"; 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"; 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"; 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"; 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"; 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, 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, "Thirty-five Melodious Technical Exercises"; Bossi, "Twenty-seven Virtuoso Studies"; sonatas by Heider and Hindemith; other works of comparable difficulty.
- 381, 382 Saxophone** 1 or 2 s.h. each  
Further tone and scale studies. Cavalini, "Thirty Caprices"; Klose, "Studies for Saxophone"; solo pieces of the difficulty of Ibert, "Concertino for Saxophone."
- 481, 482 Saxophone** 1 or 2 s.h. each  
Labanch, "Thirty-three 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

Requirements for a major in art: a minimum of 32 semester hours in the department, including Art 161, 162, 203, 204, 351, 352 and 401, plus at least 14 hours in studio courses (these must include at least one course in painting and one course in sculpture). Requirements for a minor in art: a minimum of 15 semester hours in the department, including Art 161, 351 and 352, plus six hours in studio courses to be chosen in consultation with an art instructor. Art 151 and 253 may not be included in work creditable toward the major or 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 functions 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, 162 Basic Design** 3, 3 s.h.  
A study of the elements and principles basic to all the visual arts. Lectures and applied experience. The two courses must be taken in numerical order. 161 is a prerequisite for 162.

**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.

**401 Senior Workshop in Art** 2 s.h.  
Discussion of the philosophies of art and advanced problems in art. Each student must exhibit a show of his work selected from his studio art course work.

## Studio Courses

Courses in this category may **not** be used to fulfill the basic Fine Arts requirement.

**203, 204, 303, 304 Drawing** 2 s.h. each  
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, 305, 306, 405, 406 Painting** 2 or 3 s.h. each  
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 two-hour credit and six hours per week for three-hour credit.)

**207, 208, 307, 308, 407, 408 Sculpture** 2 or 3 s.h. each  
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.

**209 Crafts** 2 s.h.  
Application of the elements and principles of design to: paper, weaving, stitchery, batik, metal, collage, scrap materials, etc. Prerequisite: Art 161 or permission of instructor.

**211 Printmaking** 2 s.h.  
A basic introduction to printmaking techniques, concentrating on block print and serigraph processes. Prerequisite: Art 161 or permission of instructor.







**AREA VII: FOREIGN LANGUAGES**

FREDERIC K. ARNOLD, Ph.D., Chairman

- Subjects of**  
**French**  
**German**  
**Spanish**

French  
 The French program is designed to provide students with a solid foundation in the language and culture of France. The program consists of three levels of instruction: French 101, French 102, and French 103. Each level is a semester-long course that includes classroom instruction, laboratory work, and a final examination. The program is designed to be completed in three semesters, with students receiving advanced placement credit upon successful completion of French 103. The program is approved by the American Council on the Teaching of Foreign Languages (ACTFL) and is accredited by the Foreign Language Association (FLA).

101. French 101: Elementary French (Fall, Spring). This course is designed for students with no previous knowledge of French. It covers basic grammar, vocabulary, and pronunciation. The course is taught in a laboratory setting with a focus on oral communication. Three classroom hours and one supervised laboratory hour per week are required. A final examination is given at the end of the semester.

102. French 102: Intermediate French (Fall, Spring). This course is designed for students who have completed French 101. It covers more advanced grammar, vocabulary, and pronunciation. The course is taught in a laboratory setting with a focus on oral communication. Three classroom hours and one supervised laboratory hour per week are required. A final examination is given at the end of the semester.

103. French 103: Advanced French (Fall, Spring). This course is designed for students who have completed French 102. It covers advanced grammar, vocabulary, and pronunciation. The course is taught in a laboratory setting with a focus on oral communication. Three classroom hours and one supervised laboratory hour per week are required. A final examination is given at the end of the semester.

104. French 104: French Culture (Fall, Spring). This course is designed for students who have completed French 103. It covers the history, culture, and literature of France. The course is taught in a lecture format. Three classroom hours per week are required. A final examination is given at the end of the semester.

## AREA VII: FOREIGN LANGUAGES

To satisfy the college language requirement, all students will complete either two semesters of a foreign language or two semesters of the alternate foreign culture courses (French 160, Spanish 160) taught in English by Area VII staff members.

Students wishing to enroll in a foreign language course above the 101 level (other than 160) will take a placement test in that language.

Students wishing to receive foreign-language credit under the Three-Year Degree Program will take the appropriate standardized tests.

Beginning with the academic year 1972-73, credit will be given to all students successfully completing the first semester's work (101) in any foreign language and the course will henceforth count in the student's work-load and quality-point average.

Language courses 101, 102 and 151, 152 consist of three lecture hours, one supervised laboratory hour and one unsupervised laboratory hour per week. Attendance is required at all five meetings. These courses have an academic credit evaluation of four semester hours.

### French

Requirements for a French major: 10 courses beyond French 102. Requirements for a French minor: six courses beyond French 102. Students receiving advanced placement credit under the Three-Year Degree Program may apply this credit as two courses in fulfillment of the major or minor requirement.

**101, 102 Elementary French** (Fall; Spring) 4, 4 s.h.  
Three classroom hours and one supervised laboratory hour per week in each semester. Pronunciation, oral work, the elements of grammar, common idioms and vocabulary. 101 is prerequisite to 102.

**151, 152 Intermediate French** 4, 4 s.h.  
(Fall and Spring; Fall and Spring)  
Three classroom hours and one supervised laboratory hour 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. French 102, 102X, or two years of high school French with satisfactory score on placement test, is prerequisite to 151. 151 is prerequisite to 152 except where placement test scores indicate preparation beyond the 151 level but insufficient for 251.

**160 French Culture** (Fall and Spring) 3 s.h.  
This course is taught entirely in English. The civilization of France from prehistoric to modern times, as represented in art, literature, music and history. Three classroom hours per week. Audiovisual materials will be presented. Successful completion of this course and of Spanish 160 will satisfy the college language requirement. French 160 may not be counted towards satisfaction of requirements for major or minor in French.

**251 Review Grammar and Reading** (Fall) 3 s.h.  
Drill on intermediate language skills. Graded readings with accompanying comprehension drills, grammatical analysis, and structured conversation. Prerequisite: French 152 or three years of high school French with satisfactory score on placement test. Three classroom hours and one supervised laboratory hour per week.

**252 Civilization** (Spring) 3 s.h.  
Geography, history, and culture of France. Prerequisite: French 251. French 251 and 252 are normally prerequisite for further work in French, but with the approval of the advisor and Dean, a higher-level course may be taken concurrently.

**301 Advanced Grammar and Composition** 3 s.h.  
Conducted in French. Advanced drill in the structures and expressions which present special problems to American learners.

**303 Survey of French Literature I** 3 s.h.  
The development of French literature from its beginnings through the seventeenth century. The *Chanson de Roland*. Prose, poetry and the theater of the Middle Ages, the Renaissance and the Grande Siècle.

**304 Survey of French Literature II** 3 s.h.  
The transition from the classicism of the seventeenth century to the age of the Enlightenment. The *philosophies*. Highlights of French literature from the eighteenth century to the present.

**361 Literature of the Seventeenth Century** 3 s.h.  
The reform of Malherbe. Salons and *préciosité*. The French Academy. The theater of Corneille, Molière and Racine. Pascal and Descartes. Boileau, La Rochefoucauld, Mme. de Sévigné, La Fontaine. The quarrel of the Ancients and the Moderns.

**362 Literature of the Eighteenth Century** 3 s.h.  
Montesquieu, Buffon, Voltaire, Rousseau. Diderot and the *Encyclopédie*. The rise of sentimentality.

**401 Conversation** 3 s.h.  
Structured and free conversation on topical subjects using the contemporary spoken language. Use of recent periodicals and other popular literature as guides. Taught for eight weeks at the beginning of the fall semester (as a 'block' course), as needed, to accommodate student teachers involved in intern program.

**411 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.

**412 Literature of the Twentieth Century** 3 s.h.  
Literary trends in the theater, poetry and prose since 1900, including Dadaism, Surrealism, Existentialism and Nouveau Roman, etc.

**451 Phonetics** (Fall 1971 and alternate years—block) 3 s.h.  
Rigorous refinement of the student's pronunciation through application of phonetics to vocabulary. Intonation drill. Use of laboratory. Taught for eight weeks at beginning of semester to accommodate student teachers involved in intern program.



## German

Requirements for a German minor: for students beginning with German 101, 102, six courses.

**101, 102 Elementary German** 4, 4 s.h.  
Three hours of classroom work and one hour of laboratory per week. Phonetics, pronunciation, essentials of grammar, common idioms and vocabulary. Reading and simple composition. Translation from German to English and from English to German. Emphasis on the elements of reading, writing and conversation. No credit for 101 to students who have completed two years of German in high school. Prerequisite to 102: German 101 or satisfactory score on placement test.

**151, 152 Intermediate German** 3, 3 s.h.  
Three hours of classroom work 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 to 151: German 102, or two years of high school German and satisfactory score on placement test. Prerequisite to 152: German 151, or two years of high school German and placement test scores that indicate enough preparation for the 152 level.

**251 Advanced Conversation and Grammar** 3 s.h.  
Conversation and comprehension drills accompanied by advanced grammatical analysis based on graded readings from literary works and periodicals. Primarily designed for future language teachers but also intended to meet the needs of those who want the spoken language for cultural or professional reasons.

**252 German Civilization** 3 s.h.  
Conducted primarily in German. Introduction to German geography, history, culture and literature. Prerequisite: German 151, 152, 251, or demonstration of oral proficiency to the satisfaction of the instructor.

## Spanish

Requirements for a Spanish major: 10 courses beyond Spanish 102. Requirements for a Spanish minor: six courses beyond Spanish 102. Students receiving advanced placement credit under the Three-Year Degree Program may apply this credit as two courses in fulfillment of major or minor requirements.

**101, 102 Elementary Spanish** 4, 4 s.h.  
Three classes and one hour of laboratory per week. Pronunciation, oral work, the elements of grammar, common idioms and vocabulary. Prerequisite to 102: Spanish 101 or satisfactory score on placement test.

**151, 152 Intermediate Spanish** 4, 4 s.h.  
Three classes 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 to 151: Spanish

102, or two years of high school Spanish and satisfactory score on placement test. Prerequisite to 152: Spanish 151, or two years of high school Spanish and placement test scores that indicate enough preparation for the 152 level.

**160 Hispanic Culture (Fall and Spring)** 3 s.h.  
This course is taught entirely in English. The civilization of the Hispanic world from prehistoric to modern times, as represented in art, literature, music and history. Three classroom hours per week. Audiovisual materials will be presented. Successful completion of this course and French 160 will satisfy the general College language requirement. Spanish 160 does not count toward satisfaction of requirements for major or minor.

**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. The development of the history and culture of Spain from its beginnings to the present. Contributions of Spain to Western civilization. The expansion of Spanish culture into the New World. Prerequisite: Spanish 152, or three years of high school Spanish and satisfactory score on placement test.

**261 Survey of Spanish Literature I** 3 s.h.  
Conducted in Spanish. The development of Spanish literature from its beginnings through the Golden Age. Prose and poetry of the Middle Ages and the Renaissance. The mystics. The creation of the national theatre. The drama from Lope de Vega to Calderón. Cervantes and the modern novel. The Baroque. Quevedo and Góngora. Prerequisite: Spanish 152, or three years of high school Spanish and satisfactory score on placement test.

**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. Neoclassicism. Romanticism and realism. The literary trends of the 20th century. Prerequisite: Spanish 152, or three years of high school Spanish and satisfactory score on placement test.

**351 Spanish Literature: Cervantes** 3 s.h.  
Conducted in Spanish. The life, thought and works of Cervantes with special emphasis on his *Don Quijote*. Prerequisite: Spanish 261, 262 or consent of instructor.

**352 Spanish Literature of the 19th Century** 3 s.h.  
Conducted in Spanish. Costumbrismo, romanticism and post-romanticism, with special attention to Larra, Duque de Rivas, Espronceda, Zorrilla and Bécquer. Realism, with emphasis on the novel: from Fernán Caballero to Blasco Ibáñez. Prerequisite: Spanish 261, 262 or consent of instructor.

**410 Advanced Syntax** 3 s.h.  
Conducted in Spanish. An intensive study of the grammatical structures. For majors and prospective teachers of Spanish. Prerequisite: 241, 242 or consent of instructor.

**411 Spanish Literature of the 20th Century** 3 s.h.  
Conducted in Spanish. Contemporary literary trends in Spain from the Generation of 1898 to the present, as illustrated by prose, poetry and drama of Unamuno, Baroja, Valle-Inclán, Azorín, Benavente, Ortega y Gasset, Antonio Machado, Juan Ramón Jiménez, García Lorca, Buero Vallejo, Camilo José Cela and others. Prerequisite: Spanish 261, 262 or consent of instructor.

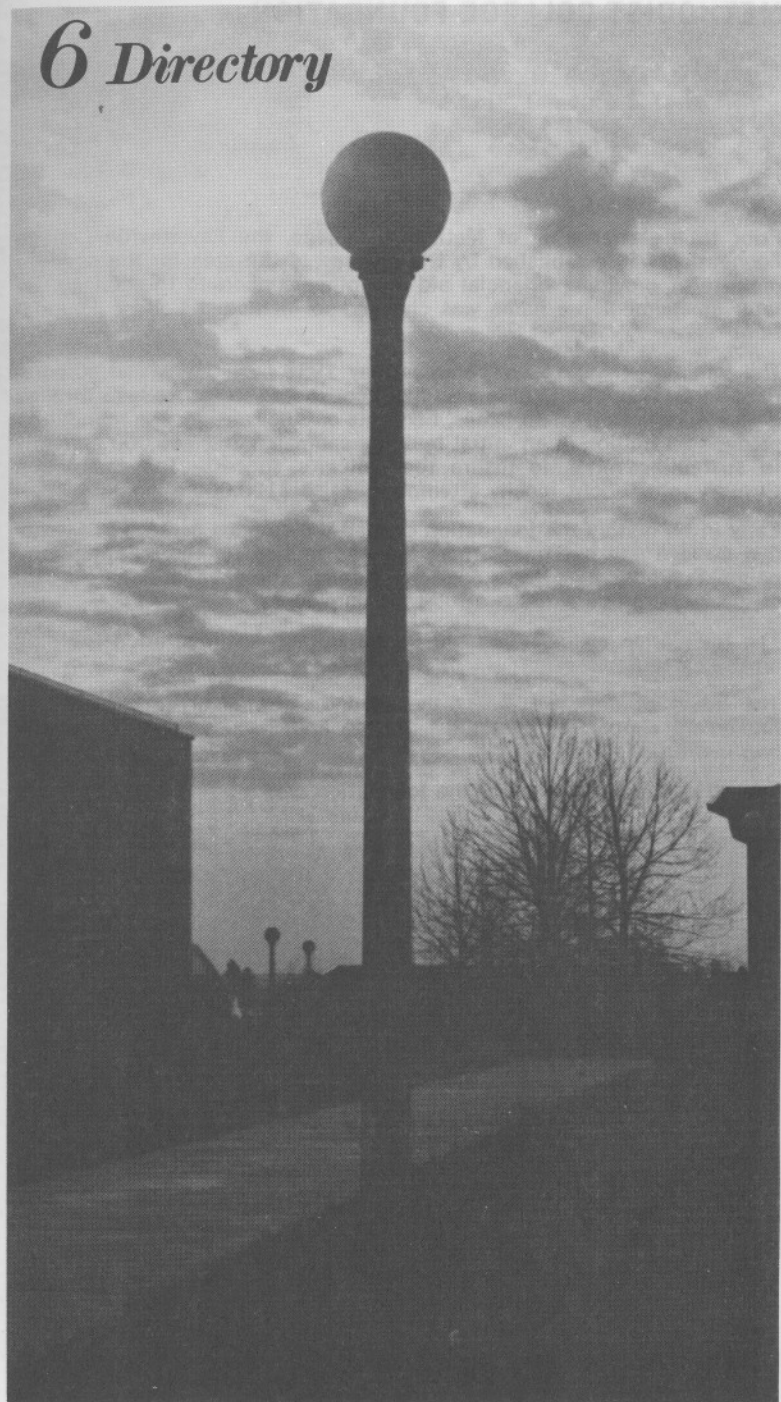
**420 Survey of Spanish-American Literature** 3 s.h.  
Conducted in Spanish. Primitive cultures in Spanish-America. General view of the development of Spanish-American literature from the colonial period to the present. Prerequisite: Spanish 152 or consent of instructor.







## 6 *Directory*



## 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's success. The foundation through solicitations locally attempts to raise \$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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### Purpose and Activities

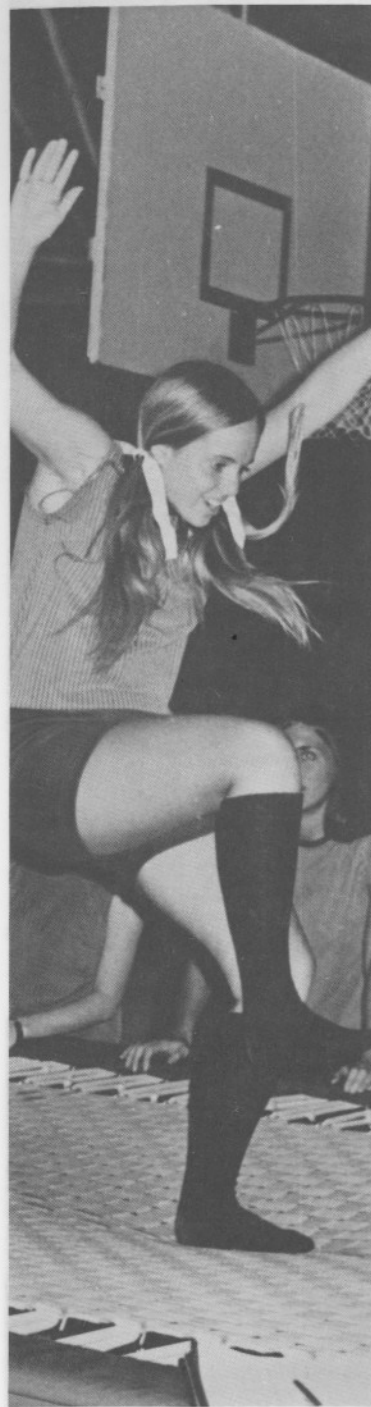
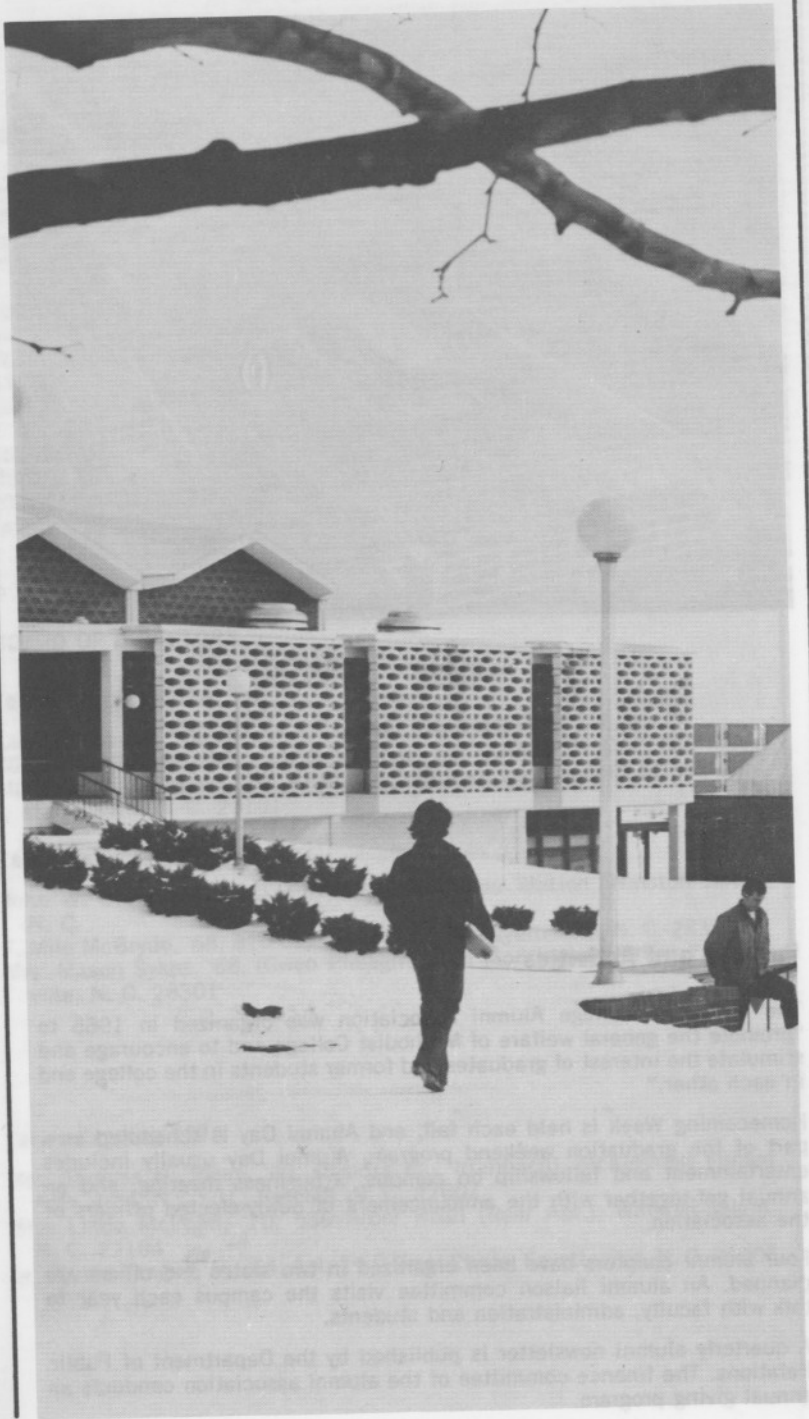
The Methodist College Alumni Association was organized in 1965 to "promote the general welfare of Methodist College and to encourage and stimulate the interest of graduates and former students in the college and in each other."

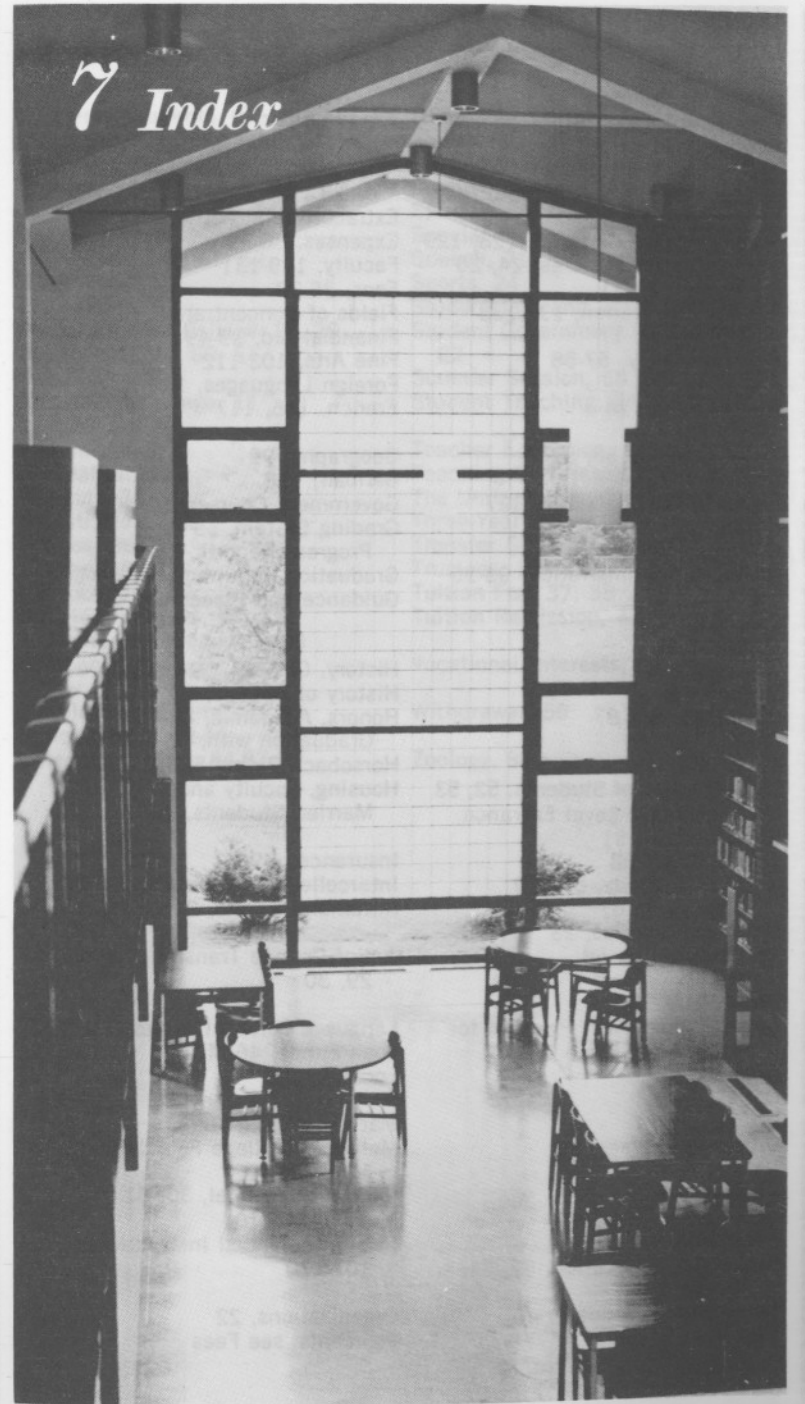
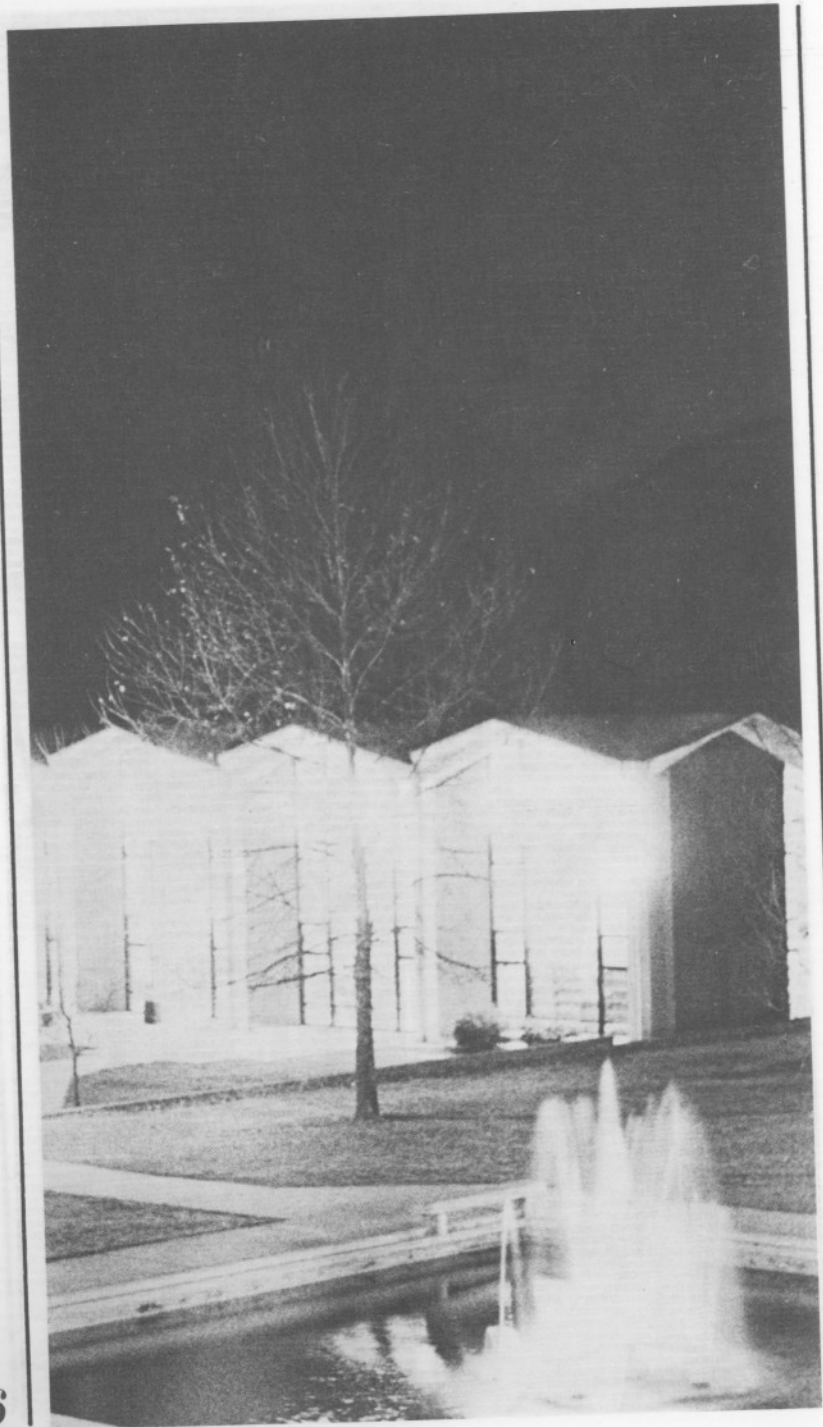
Homecoming Week is held each fall, and Alumni Day is scheduled as a part of the graduation weekend program. Alumni Day usually includes entertainment and fellowship on campus, a business meeting, and an annual get-together with the announcement of newly-elected officers of the association.

Four alumni chapters have been organized in two states and others are planned. An alumni liaison committee visits the campus each year to talk with faculty, administration and students.

A quarterly alumni newsletter is published by the Department of Public Relations. The finance committee of the alumni association conducts an annual giving program.







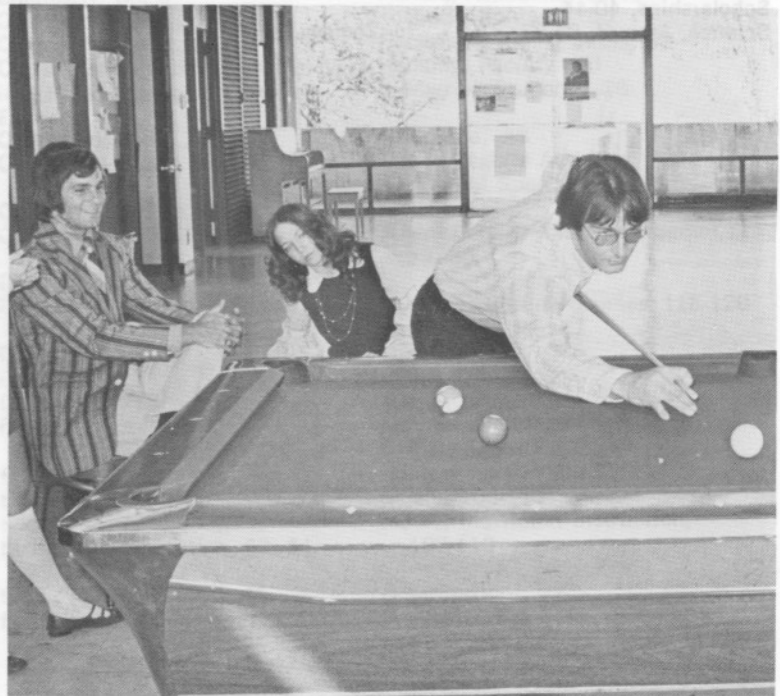
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