

Methodist College



BULLETIN OF METHODIST COLLEGE

Academic Catalog Issue
1974-75

September 1	Sunday	8:00 p.m. Residence Halls Open
September 2	Monday	8:00 p.m. Residence Halls Open for new students and their parents
September 3	Tuesday	8:30 a.m. Classes begin
September 10	Tuesday	Last day permitted to enter classes
September 15	Sunday	8:00 a.m. Upperclassmen resident study
September 22	Wednesday	Final Examinations for Science 100 (Bio-Geo-Chem-Phys)
September 24	Friday	Practice teachers report to assigned schools
September 25	Saturday	8:00 a.m. Begin Easter Holidays
September 26	Sunday	8:00 a.m. Classes resume
September 27	Monday	8:00 a.m. Classes resume
September 28	Tuesday	8:00 a.m. Classes resume
September 29	Wednesday	8:00 a.m. Classes resume
September 30	Thursday	8:00 a.m. Classes resume
October 1	Friday	8:00 a.m. Classes resume
October 2	Saturday	8:00 a.m. Classes resume
October 3	Sunday	8:00 a.m. Classes resume
October 4	Monday	8:00 a.m. Classes resume
October 5	Tuesday	8:00 a.m. Classes resume
October 6	Wednesday	8:00 a.m. Classes resume
October 7	Thursday	8:00 a.m. Classes resume
October 8	Friday	8:00 a.m. Classes resume
October 9	Saturday	8:00 a.m. Classes resume
October 10	Sunday	8:00 a.m. Classes resume
October 11	Monday	8:00 a.m. Classes resume
October 12	Tuesday	8:00 a.m. Classes resume
October 13	Wednesday	8:00 a.m. Classes resume
October 14	Thursday	8:00 a.m. Classes resume
October 15	Friday	8:00 a.m. Classes resume
October 16	Saturday	8:00 a.m. Classes resume
October 17	Sunday	8:00 a.m. Classes resume
October 18	Monday	8:00 a.m. Classes resume
October 19	Tuesday	8:00 a.m. Classes resume
October 20	Wednesday	8:00 a.m. Classes resume
October 21	Thursday	8:00 a.m. Classes resume
October 22	Friday	8:00 a.m. Classes resume
October 23	Saturday	8:00 a.m. Classes resume
October 24	Sunday	8:00 a.m. Classes resume
October 25	Monday	8:00 a.m. Classes resume
October 26	Tuesday	8:00 a.m. Classes resume
October 27	Wednesday	8:00 a.m. Classes resume
October 28	Thursday	8:00 a.m. Classes resume
October 29	Friday	8:00 a.m. Classes resume
October 30	Saturday	8:00 a.m. Classes resume
October 31	Sunday	8:00 a.m. Classes resume

Summer Session 1975 - Term I: May 13-May 30
 Summer Session 1975 - Term II: June 3-July 11
 Summer Session 1975 - Term III: July 14-August 22

September 1 Sunday	(5:00 p.m.) Residence Halls Open
September 2 Monday	(8:30 a.m.) Registrar's Reception for new students and their parents
September 3 Tuesday	(8:30 a.m.) Registrar's Reception for new students
September 4 Wednesday	(8:30 a.m.) Registrar's Reception for new students
September 5 Thursday	(8:30 a.m.) Registrar's Reception for new students
September 6 Friday	(8:30 a.m.) Registrar's Reception for new students
September 7 Saturday	(8:30 a.m.) Registrar's Reception for new students
September 8 Sunday	(8:30 a.m.) Registrar's Reception for new students
September 9 Monday	(8:30 a.m.) Registrar's Reception for new students
September 10 Tuesday	(8:30 a.m.) Registrar's Reception for new students
September 11 Wednesday	(8:30 a.m.) Registrar's Reception for new students
September 12 Thursday	(8:30 a.m.) Registrar's Reception for new students
September 13 Friday	(8:30 a.m.) Registrar's Reception for new students
September 14 Saturday	(8:30 a.m.) Registrar's Reception for new students
September 15 Sunday	(8:30 a.m.) Registrar's Reception for new students
September 16 Monday	(8:30 a.m.) Registrar's Reception for new students
September 17 Tuesday	(8:30 a.m.) Registrar's Reception for new students
September 18 Wednesday	(8:30 a.m.) Registrar's Reception for new students
September 19 Thursday	(8:30 a.m.) Registrar's Reception for new students
September 20 Friday	(8:30 a.m.) Registrar's Reception for new students
September 21 Saturday	(8:30 a.m.) Registrar's Reception for new students
September 22 Sunday	(8:30 a.m.) Registrar's Reception for new students
September 23 Monday	(8:30 a.m.) Registrar's Reception for new students
September 24 Tuesday	(8:30 a.m.) Registrar's Reception for new students
September 25 Wednesday	(8:30 a.m.) Registrar's Reception for new students
September 26 Thursday	(8:30 a.m.) Registrar's Reception for new students
September 27 Friday	(8:30 a.m.) Registrar's Reception for new students
September 28 Saturday	(8:30 a.m.) Registrar's Reception for new students
September 29 Sunday	(8:30 a.m.) Registrar's Reception for new students
September 30 Monday	(8:30 a.m.) Registrar's Reception for new students

BULLETIN OF METHODIST COLLEGE

Academic Catalog Issue 1974-75

Summer Session 1975 - Term I: June 8-July 11
 Summer Session 1975 - Term II: July 14-August 17
 Summer Session 1975 - Term III: May 12-May 30

ACADEMIC CALENDAR 1974-75

September	1	Sunday	(2:00 p.m.) Residence Halls Open (8:00 p.m.) President's Reception for new students and their parents
September	2	Monday	(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
September	3	Tuesday	(8:30 a.m.) Classes begin
September	10	Tuesday	Last day permitted to enter classes
September	24	Tuesday	Last day permitted to drop classes without WF grade
October	22-23	Tues.-Wed.	Final Examinations for "Education Block Courses"
October	23	Wednesday	Final Examinations for Science 100 (Bio-Esc-Chem-Phys)
October	24	Thursday	Practice teachers report to assigned schools
October	25	Friday	Begin new classes for Science 100 (Bio-Esc-Chem-Phys) Mid-term grades due in Registrar's Office
November	27	Wednesday	(5:00 p.m.) Begin Thanksgiving Holidays
December	2	Monday	(8:30 a.m.) Classes resume
December	16-20	Mon.-Fri.	First Semester Examinations
January	14	Tuesday	(2:00 p.m.) Residence halls open for new students
January	15	Wednesday	(8:30 a.m.) New students orientation and registration Last day of registration for classes, without penalty fee, for all students
January	16	Thursday	(8:30 a.m.) Classes begin
January	23	Thursday	Last day permitted to enter classes
February	6	Friday	Last day permitted to drop classes without WF grade
March	6-7	Thurs.-Fri.	Final Examinations for "Education Block Courses"
March	7	Friday	Final Examinations for Science 100 (Bio-Esc-Chem-Phys)
March	8	Saturday	Mid-term grades due in Registrar's Office
March	10	Monday	Practice teachers report to assigned schools Begin new classes in Science 100 (Bio-Esc-Chem-Phys)
March	25	Tuesday	(5:00 p.m.) Begin Easter Holidays
April	2	Wednesday	(8:30 a.m.) Classes resume
May	5-9	Mon.-Fri.	Second Semester Examinations
May	11	Sunday	(10:30 a.m.) Baccalaureate Service (2:00 p.m.) Graduation Exercises

Summer Session 1975 — Term I: May 12-May 30
 Summer Session 1975 — Term II: June 9-July 11
 Summer Session 1975 — Term III: July 14-August 22

CONTENTS

Academic Calendar	2
Purpose	4
General Academic Regulations	5
Summer Session	10
Program of Instruction	11
Honors and Awards	62
Directory	64
Index	69

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.

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.

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.)

Student's Responsibility for His Program

Every student admitted to Methodist College is admitted to a degree program of 128 semester-hours, which normally is completed in four academic years, or less. The college provides extensive counseling resources and every student has a faculty advisor to assist him in planning and following his program with the minimum of difficulty. However, each student, as a young adult, is responsible for his own program, in the final analysis. If he is ever in doubt about any matter he should consult his advisor and/or appropriate administrative officers before taking action.

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.

Changing Courses or Dropping Courses

Students will not be permitted, except in extraordinary situations, to make changes in courses later than the deadline specified for that purpose in the academic calendar. After that date the dropping of a course entails a grade of WF, except in extenuating circumstances acceptable to the instructor and the academic dean. The dropping of any course at any time MUST be processed through the office of the registrar. It cannot be done by simply ceasing to attend a class for which one has registered. Unless carried out through proper channels a "drop" entails a grade of "F" for the course involved. All changes in academic programs must have the approval of the student's advisor before formal action is requested through administrative channels.

Transfer Credits

Any student wishing to enroll in a course or courses at another institution during the summer, or at any time, for transfer of credits back to Methodist College, must obtain official approval if credit is to be granted. Application must be made through the office of the registrar and approval granted prior to enrollment at the other institution. Proper identification and content description of courses involved should be furnished the Methodist College registrar at time of application.

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.

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

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

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

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

A student suspended for academic ineligibility may apply for readmission after one semester. The Admissions Committee will determine whether or not a student will be readmitted after a period of suspension.

It should be pointed out that the student placed on academic warning might be well advised to repeat immediately, if possible, a course or courses on which he has received a failing or low grade, rather than registering for a full schedule of completely new courses during his academic warning year. Students dismissed because of academic deficiency might utilize summer school opportunities for repeating courses failed or for otherwise improving their grade-point average. If dismissal comes at the end of the spring semester the student who utilizes summer opportunities may apply for readmission for the following fall semester. He should realize, of course, that readmission is not thereby automatic, but if he has raised his grade-point average to the required level by virtue of summer studies, his chances for readmission will be significantly weighted in his favor.

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

Class Attendance

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

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

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

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

B. Procedures

1. The attendance policy of each instructor as it applies to his various classes is to be set forth in writing and distributed to class members at the beginning of the semester. No policy shall provide for unlimited absences.
2. The instructor will report the total number of absences of each student at the end of the semester, using grade sheets supplied by 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.

The President's List

Those students who achieve a grade-point average of 4.00 on an academic load of 15 or more semester-hours will be named to The President's List.

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

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 five academic divisions. 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.

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.

CLEP Examination Program

Students now entering Methodist College may take advantage of a special program which makes it possible to earn a Bachelor's Degree in three years, or less, without benefit of summer sessions. Utilization of summer sessions may shorten the time even more, of course. The new program is known as "CLEP" (for College Level Examination Program, administered by Educational Testing Service, Princeton, N. J., for the College Entrance Examination Board) and it involves two kinds of examinations, both of which are creditable at Methodist College. Candidates seeking to enter as freshmen may utilize the CLEP **General** Examinations. If all five of these exams are completed successfully it is possible to earn sufficient academic credit to bypass the entire freshman year and enter as a sophomore. Or, either entering freshmen or students already in college may utilize the CLEP **Subject** Examinations, by means of which credit may be earned in specific subjects taught at college level. A limit of 33 semester-hours has been placed on credits earned by this means. In effect, the outstanding student could, by using a combination of these general and subject examinations, complete the equivalent of one and one-half years of academic work at relatively low cost, leaving only two and one-half years of work to be done in residence. An official CLEP Testing Center has been established on the Methodist College campus and acceptable scores for Methodist College students are based on national norms. For information on details of this program inquiries should be directed to the Director of Guidance and Placement, Methodist College, Fayetteville, N. C. 28301.

Areas of Study

The organization of courses of study at Methodist College is intended as an expression of its general philosophy of education (see Purpose statement). The curricula are grouped in five divisions of study as follows:

- I. **Humanities:** English, Speech, Dramatics, Religion, Philosophy and Foreign Languages
- II. **Education:** Education, Physical Education and Psychology
- III. **Science and Mathematics:** Biology, Chemistry, Physics and Mathematics
- IV. **Social Sciences:** Business Administration and Economics, Geography, History, Political Science, Sociology and Social Work
- V. **Fine Arts:** Art and Music

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:

Divisions	Semester Hours Required
I. HUMANITIES	
English	12
Religion	6
French, German or Spanish, or courses in foreign cultures	6
Philosophy	3
II. EDUCATION	
Psychology	3
III. SCIENCE AND MATHEMATICS	
Science	8
Mathematics	6
IV. SOCIAL SCIENCES	
History	6
Six hours from any two of following fields: Economics, Political Science, Sociology, Geography	6
V. FINE ARTS	
Art or Music	3
TOTAL SEMESTER HOURS	59

In addition to the above, all students are required to complete Physical Education 101, 102, 201 and 202. The four hours so earned are creditable toward fulfillment of the 128 semester-hour requirement for graduation. A maximum of four additional hours of credit may be earned by non-music majors participating in band and/or choral units.

Fields of Concentration

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

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

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

The junior and senior years are devoted primarily to the completion of the requirements in the chosen field of concentration. A major consists of 24-36 semester hours in one department, supplemented by a minor.

The following departmental majors are offered:

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

The following minors are offered:

Art	Philosophy
Biology	Physics
Business Administration	Political Science
Chemistry	Physical Education
Economics	Psychology
English	Religion
French	Secondary Education
German	Sociology
History	Social Work
Mathematics	Spanish
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;
2. Has earned at least 128 semester hours of credit with a minimum cumulative grade-point average of 2.00;

* Students may also seek teacher certification as special subject teachers in Art or Music by following special programs offered by these departments.

** A minor is not required with this major. It should be 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 catalogue.

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 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.

All 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
Freshman Year		
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
Sophomore Year		
English 201, 202	3	3
Mathematics 211, 212	3	3
Physics 151, 152	4	4
Religion 101, 102	3	3
Foreign Language	3	3
Physical Education 201, 202	1	1
	—	—
	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
	—	—
	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 childhood 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 or programs leading to

such certification as Special Subject Teacher in Art, or Music, or Physical Education.

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. PROFESSIONAL EDUCATION	
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

C. SUBJECT MATTER PREPARATION

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)

A. GENERAL EDUCATION

(Same as described in program for Early Childhood Education Teachers).

B. PROFESSIONAL EDUCATION

1. Educational Psychology	3
2. Adolescent Psychology**	3
3. Introduction to Education in The Public Schools	3
4. Education in the Intermediate Grades (4-9)	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.

C. SUBJECT MATTER PREPARATION

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

D. SUBJECT CONCENTRATION REQUIRED

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
A. PROFESSION EDUCATION	
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. SUBJECT MATTER PREPARATION	
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

All students in the teacher education program, at any level, are required to complete one semester's work in speech. This may be satisfied by any one of the three courses in Speech: 151, 152 or 153.

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.

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.

DIVISION I: THE HUMANITIES

L. P. Plyler, Ph.D., Chairman

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 the age of Johnson. Second semester: readings from the end of the eighteenth century to the present. 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.

303 News Writing and Editing 3 s.h.

An introduction to news gathering, writing and editorial supervision of newspaper operations. Some typing ability required. Laboratory work assumes student's function on staff of college student newspaper. Prerequisite: English 101-102 or permission of instructor. Course offered only as needed.

321 Shakespeare 3 s.h.

A study of representative Shakespearean plays (histories, tragedies and comedies) with parallel attention to historical background and cultural setting.

- 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.
- 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, Bryon, 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.
An examination of the work of leading writers of America's Golden Age: Emerson, Thoreau, Melville, Hawthorne, Poe, Whitman and others. Appropriate discussion of native romanticism.
- 412 American Realism** 3 s.h.
A study of the writings of major American realists and naturalists, from Train, Howells and James to Dreiser, Norris and Crane, with emphasis upon philosophical foundations as well as literary practice.
- 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 intrapersonal, 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. The course may be taken to fulfill requirements for the major or the minor in English.

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).

485 Seminar in Religion

Research in selected areas of religion. This course attempts to familiarize the student with problems and suggested answers of religious experience, where the student desires in-depth study of such questions. Arrangements must be made in advance with the instructor who directs the project. Credit to be determined.

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 thought from Thales to the Atomists, Socrates, Plato and Aristotle, Epicureanism and Stoicism, Plotinus; a survey of medieval European thought, with major emphasis upon Scholasticism. Prerequisite: Philosophy 251 or permission of the instructor.

312 The History of Modern Philosophy 3 s.h.

A study of Western philosophy from the Renaissance to Hegel. Major emphasis is placed on the development of the systems of rationalism, empiricism and idealism. Prerequisite: Philosophy 251 or permission of the instructor.

333 World Literature 3 s.h.

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 3 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.

485 Seminar in Philosophy

3 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.

Foreign Languages

To satisfy the college requirement in foreign languages each student will complete either two semesters of a foreign language or two semesters of the alternate foreign culture courses (French 16, Spanish 160) taught in English. Students wishing to enroll in a foreign language course above the 101 level (other than 160) will take a placement test in that language. Certain credits may be allowed for those making sufficiently high scores on these tests (see statements for French and Spanish majors) below.

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

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 CLEP 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, 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 241.

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.

241 Review Grammar and Reading (Fall)

3 s.h.

Drill on intermediate language skills. Graded reading 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.

242 Readings in French Literature

3 s.h.

May be taken as a sequel to French 241, or with the instructor's permission. Readings consist of masterpieces of French literature with the specific goal of learning to understand without constant translation. When possible, this course should be taken before French 303, 304, **Survey of French Literature, I, II.**

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.

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.

305 Advanced Grammar and Composition

3 s.h.

Conducted in French. Advanced drill in the structures and expressions which present special problems to American learners.

306 Advanced Composition and Conversation

3 s.h.

Free conversation and composition on topics related to current life in France. Recent issues of periodicals will be used regularly.

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.

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 CLEP 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 beginning 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.

DIVISION II: EDUCATION

Fred C. McDavid, Ph.D., Chairman

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 level.

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.

405 Foundations of Personality Theory 3 s.h.
Study of clinical and other observational findings relating to personality. Introduction to theories about the normal personality. Prerequisite: permission of instructor.

452 Psychology of Religious Experience
(see Religion 452)

3 s.h.

485 Special Problems of Psychology

Reading or research at an advanced level. Prerequisite: Psychology 201 or 250 and permission of instructor. Credit to be determined.

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.

It is now possible, under special circumstances, for the student not needing nor desiring state certification, to complete a minor in Education without the student teaching internship. Such a minor may be fulfilled by successful completion of Education 251, plus at least one of the courses Education 341, 343 or 354; Psychology 250, plus either Psychology 351 or 352, and six hours of electives credits from among the courses Education 311, 312, 342, 411, 412, 415, 441 and 485.

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.

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.

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.

A general study of education in the intermediate grades, including emphasis upon educational foundations, aims, school organization and management, curriculum construction and parent-school-community relationships.

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.

A study of the teaching of the language arts in the elementary school, with special stress on the teaching of reading.

412 Materials and Methods in the Elementary School II 3 s.h.

An assimilation and study of materials and methods used in elementary teaching. An explanation of student teaching in the elementary school is also an important segment of this course.

415 Materials and Methods in the Secondary Schools 3 s.h.

An assimilation and study of materials and methods used in teaching in the secondary school. An explanation of teaching in the secondary school is also an important segment of this course.

421-422 Student Teaching 6 s.h.

Student teaching is a course designed for those preparing to become public school teachers. Student teachers are assigned to nearby school systems in North Carolina under the supervision of cooperating administrators and teachers. A minimum of 90 hours of classroom teaching is required. The work of the student teacher is supervised jointly by the Director of Student Teaching and faculty staff. Elementary majors must student-teach in grades K-3 for Early Childhood teacher certification, or in grades 4-9 for Intermediate Years certification. Majors in secondary education are expected to student-teach in grades 7-12. All student teachers will be expected to participate in an accompanying seminar.

441 Education of Exceptional Children 3 s.h.

A general study of exceptional children, with emphasis on the roles of the school and the parent. Utilization of relevant community resources and case studies. Prerequisite: permission of instructor.

485 Research Seminar in Education

Selected problems in theory and practice in education to be researched individually by the student. Emphasis is placed on student interest and practicability of projects. Credit to be determined. Prerequisite: permission of instructor.

Physical Education

A major in Physical Education requires 35 hours of work in the department, including courses at the 100 and 200 levels. The Physical Education major may be combined with any minor offered by the college. A special opportunity is provided by a combination of the Physical Education major with a minor in Elementary Education. This equips the graduate as a Physical Education specialist for elementary school.

The basic Physical Education major requirements include the courses 101, 102, 201, 202, 301, 302, 303, 304, 305, 306, 401, 402, 403, 404, 405 and 406. This is designed for those who wish to enter recreational work or other employment related to physical education.

The student who wishes to major in Physical Education and minor in Elementary Education for teacher certification must complete all courses listed above plus the courses Education 251, 341, 342, 343, 412, 421-422, Psychology 250 and 352 and Philosophy 251.

The student who wishes to major in Physical Education and minor in Secondary Education for teacher certification must complete all basic courses for the Physical Education major plus Education 251, 342, 354, 421-422, Psychology 250 and 352, and Philosophy 251.

Completion of both the Physical Education major programs for teacher certification as outlined above will, after student teaching internship, qualify the student for certification in grades K through 12.

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 K-9, 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 K-9, with emphasis on the child's knowledge of and attitudes toward his personal and environmental health.

303 History, Principles and Administration of Health and Physical Education 3 s.h.
An introduction to the fields of health and physical education, their historical, philosophical and sociological concepts and the relationship between society and the total school program. A study of the organization and administration of health and physical education. An analysis of policies, problems, construction, selection, purchasing, care and insurance in the health and activity program.

304 Tests and Measurements — and Intramural Activities 3 s.h.
A study of evaluative tools and measuring devices appropriate for determining effectiveness of learning experiences in physical education, and the application of those learning experiences in intramural competition.

305 First Aid and Adaptive Physical Education 3 s.h.

A study of safety in terms of accident prevention, and the practical application of first aid, including care of athletics injuries. The organization and administration of a physical education program for the exceptional student.

306 Personal and Community Health 3 s.h.

A study of human growth and development and their relation to personal health needs as they might arise in today's society.

401 Kinesiology and Physiology of Exercise 3 s.h.

A study of the basic anatomical, kinesiological and physiological concepts of movement and exercise.

402-406 Theory, Applied Techniques and Methods and Materials of Teaching Physical Education 10 s.h.

A study of theory and analysis of skill performance in physical education and sports, and the practical application of teaching and coaching strategies to various activities.

402 Individual P.E. Activities 2 s.h.

403 Team and Competitive Sports 2 s.h.

404 Recreational Games and Rhythms 2 s.h.

405 Gymnastics and Combat Sports 2 s.h.

406 Aquatics and Life Saving 2 s.h.

DIVISION III: SCIENCE AND MATHEMATICS

Pauline Longest, M.A., Chairman

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

Science

100 Science 8 s.h.

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

This is a two-semester course designed for students not majoring in a science, and involves the study of the four principal natural sciences: physics (Sc 100 PHYS); chemistry (Sc 100 CHEM); earth science (Sc 100 E SC); and biology (Sc 100 BIOL). Each science subject is taught for one-half semester by an instructor who is a specialist in that particular science. The course work is based upon one three-hour laboratory period per week in addition to three hours of lecture or classroom work. Each segment of SCIENCE 100 offers a credit of two semester hours, for a total of eight semester hours for the entire course. The eight hours so earned will satisfy the science requirement for graduation and the course is designed for the needs of all students except those majoring in a science. This course may not, however, be used in conjunction with any other science course to satisfy general 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 153, 154 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 153, 154 meets the college's general requirements in science for graduation. The work completed for one semester (either 153 or 154) may be credited separately as an elective only.

153, 154 General Biology 4, 4 s.h.

An introduction to college biology in which the history and chemical background of biology are considered, as well as some basic concepts of cytology, histology, physiology, reproductive processes, ecology, heredity and evolution. While different classifications of living organisms are noted, emphasis is upon the common characteristics and interrelationships of living things.

201 Invertebrate Zoology 4 s.h.

A study of the form, function, development, classification and distribution of the invertebrate animals. Prerequisites are Biology 153 and 154. Offered fall semester.

203 Vertebrate Zoology 4 s.h.

A survey of vertebrate animals, with emphasis upon the comparative anatomical approach. Attention is also given to the classification of vertebrates and to the special physiological and ecological characteristics of the major groups. Prerequisites: Biology 153 and 154. 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 153 and 154. 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 153 and 154. 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.

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.

412 General Ecology 4 s.h.

An investigation of principles, problems and methods of environmental studies. Emphasis is upon the relations of organisms to their environment, the nature and structure of populations, communities and ecosystems, and the processes of ecosis and succession. Prerequisites: any three of the courses 201, 203, 301, 304, one of which may be taken concurrently.

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 population genetics. Prerequisites: any three biology courses numbered 200 or higher. Open to juniors and seniors only. Offered spring semester.

485 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.

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 General Chemistry 4 s.h.

A generalized introduction to the study of the elements, their compounds and the reactions they undergo. No prerequisites.

152 General Chemistry 4 s.h.

A more detailed study of topics introduced in Chemistry 151. This course is intended to prepare the student for further study in the sciences. Prerequisite: Chemistry 151.

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.

485 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.

121 Finite Mathematics for Business and Social Sciences 3 s.h.
This course will serve to meet part of the college's general requirement in mathematics and will draw chiefly from freshmen who take it in lieu of Math 101. The course is offered below the level of calculus for students majoring in Business or the Social Sciences. It emphasizes computational techniques and methods used in solution of practical problems. When combined with Math 216, **Elementary Statistics**, this course covers most needs of the undergraduate.

211 Mathematical Analysis I 3 s.h.
A study of the basic theory of calculus; limits, continuity, chain rule, Rolle's 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.

DIVISION IV: THE SOCIAL SCIENCES

John O. Tobler, Ph.D., Chairman

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 the earliest records and continuing through the Renaissance. Particular stress is placed upon political, economic and cultural developments.

102 Western Civilization II 3 s.h.

A continuation of the study of western civilization, beginning with the Reformation and concluding in the 20th century. Emphasis is placed upon political, economic and cultural developments.

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.

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.

382 The Role of The Blacks in American History 3 s.h.

A survey of Black experience in the United States, from colonial days to the present. Emphasis is placed upon the role of Blacks in society and their influence upon modern reform movements.

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.

485 Independent Study in History

The study of a special topic through research or reading. The student's selection of topic will be in consultation with and his work carried on under the supervision of a member of the instructional staff. It is intended that this course enable the student to investigate an area of history he would otherwise be unable to study in a traditional program. Enrollment by permission of the department coordinator.

Economics and Business Administration

Methodist College now offers a combination major-minor in Business Administration and Economics. Fulfillment of this program will require 33 s.h. of work in Business Administration and 18 s.h. in Economics. Business Administration courses required include 251, 252, 340, 350, 351, 352, 355, 390, 411, 412 and 440. Economics courses required include 151, 152, 210, 311, 312 and 415. Additional courses are available on an elective basis. After fulfilling the college's general requirements and the major-minor program offered in this department, the student should have from 12 to 15 s.h. of electives opportunities. If he chooses all of these from departmental offerings his total degree requirement will be 129 s.h.

Economics

121 Finite Mathematics for Business and Social Sciences 3 s.h.

This course is offered by Department of Mathematics, but creditable toward fulfillment of Economics and Business Administration requirements. It is offered below the level of the calculus for students of Business/Economics and Social Sciences. It emphasizes computational techniques and methods commonly in use in the field covering solutions of practical problems.

151 Macroeconomics 3 s.h.

An extensive coverage of macro-economic theory and problems, especially in the areas of monetary economics, national income and employment, economic fluctuations, and economic growth.

152 Microeconomics 3 s.h.

An extensive coverage of micro-economic theory and problems, especially supply, demand, pricing, distribution of income and overall functioning of capitalist economic systems.

216 Introduction to Probability and Statistics 3 s.h.

(See Mathematics 216)

Offered by Department of Mathematics, but creditable toward fulfillment of Economics and Business Administration requirements.

311 Money and Banking 3 s.h.

Monetary policy and its importance; the functions performed by money in our society; the operations of commercial banks and of the Federal Reserve System. Impact of monetary policy on economics growth.

312 Public Finance 3 s.h.

Discussion of expenditures and the main sources of revenue used by governments; property taxes; income and inheritance taxes and various forms of sales taxes; the distribution of the tax burden on different classes in society; managing the federal debt. Role of Fiscal Policy in maximizing the welfare, employment and economic growth.

365 Personal Finance 3 s.h.

Budgeting and keeping account of one's personal funds; borrowing money; buying on credit; making out personal income tax returns; saving and the wise investing of savings; insurance; and home ownership.

370 Taxation 3 s.h.

The laws dealing with income taxes and the preparation of federal and state income tax returns.

410 Advanced Economic Theory 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.

415 Investment 3 s.h.

The study of investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchaser. Long and short-term fluctuations of security prices, the functioning of security markets and regulatory bodies, and individuals' investment needs are analyzed. Portfolio management.

420 Comparative Economic Systems 3 s.h.

A comparison of capitalism, socialism, communism, and fascism as economic systems and as philosophies, the point of strength and weakness in each system. Analysis of resource allocation and distribution of income in planned vs. non-planned economics.

451 Senior Seminar 3 s.h.

This seminar offers selected opportunities for juniors and seniors in accordance with their interests. Topics may be chosen from the field of resource economics, welfare economics and other fields of economics. All research undertakings are supervised and guided by the instructor. Research findings are submitted to the seminar as a whole for discussion and criticism.

485 Special Topics

An examination of current problems in economics, organized on a lecture-discussion basis. The content of the course will vary as changing conditions require the use of new approaches to deal with emerging problems. Credit to be determined.

Business Administration

- 251 Principles of Accounting I** 3 s.h.
Introduces the student to the basic concepts of summarizing and reporting financial data with emphasis on systems and controls for service and merchandising enterprises.
- 252 Principles of Accounting II** 3 s.h.
Emphasis is placed on gathering data and reporting for corporations, partnerships, and manufacturing operations. To acquaint students with problem areas in complying with legal requirements of certain business entities.
- 340 Principles of Insurance** 3 s.h.
An interdisciplinary approach to the fundamentals of insurance, selected insurance coverages and public policies. Offered to the student interested in the role of insurance in the personal and business environment.
- 341 Intermediate Accounting I** 3 s.h.
Study of financial statements and the items that comprise them, with major attention to theory and procedures involved in valuation, reporting, and interpreting working capital items.
- 342 Intermediate Accounting II** 3 s.h.
A continuation of the study of financial statements and the items which comprise them, with major attention to procedures involved in recording, evaluating, reporting, and interpreting non-current items. Special attention given to accounting for stockholders' equity, to ratios and measurement, and to error analysis and corrections.
- 350 Principles of Real Estate** 3 s.h.
This course provides a clear analysis of all aspects of the real estate business—both theory and practice. Detailed studies will be made of investing, trading, managing, leasing and appraising of real estate.
- 351 Principles of Marketing** 3 s.h.
A general survey of the marketing discipline. Topics include marketing decision-making and models of buyer behavior, channels of distribution and marketing research in addition to the classic functional areas of marketing. Each of these topics is discussed from a managerial viewpoint. Planned strategies of promotion and pricing policies.
- 352 Business Law** 3 s.h.
The general principles of business law, including contracts, agency, sales, negotiable instruments, partnerships, corporations, and bankruptcy.
- 355 Government and Business** 3 s.h.
The regulation and control of business by government. Constitutional provisions, the antitrust laws, public utilities, taxation, labor laws, and transportation are the fields explored.
- 375 Business Internship** 3 s.h.
The main objective of this program is to give the student work experience in the field of marketing and management. 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 and Management and have an academic average of 2.00 or better.

- 380 Personnel Management** 3 s.h.
Job analysis, staffing, interviewing, training, labor relations, contract negotiation, compensation, communication and research.
- 390 Principles of Data Processing** 3 s.h.
Programming, wiring, and operation of unit record equipment. Card design, key punching, sorting, collating, and the preparation of reports. Introduction to flow charts and systems design.
- 411 Principles of Finance** 3 s.h.
An analysis of the problems of management of the financial affairs of the firm with particular attention to the long term capital needs and the development of an optimal capital structure.
- 412 Principles of Management** 3 s.h.
An analysis of the underlying theory and principles of sound business organization, and management including mechanisms and methods required for administrative and managerial control.
- 440 Business Problems and Policies** 3 s.h.
A comprehensive presentation of applied economics for the evaluation of decision alternatives. It will cover both the technical and managerial aspects of economic decision making with emphasis on the time value of money concept. Students would be encouraged to use evaluation techniques for production and management operations.

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 Great Britain and France. Focus will be on institutional organization, political parties, bureaucracy and current policy problems.
- 226 Comparative Government II** 2 s.h.
A study of the totalitarian systems of government in the U.S.S.R. and East Germany. This course also covers the background and period of German fascism, as well as the ensuing major political developments in West Germany since World War II.

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.

433 Public Administration 3 s.h.

An introduction to the fundamentals of administrative organization, including the functions of the administrator, personnel and financial administration, and problems of administrative responsibility.

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.

485 Independent Study in Political Science

The study of a special topic in the discipline of political science, allowing the student to select an area of interest to be explored by him in greater depth, and in consultation with and under supervision of a member of the instructional staff. Enrollment by permission of the department head.

Sociology

Methodist College now offers an academic major in either Sociology or Social Work. This allows the student greater opportunity for specialization at the professional or service level. Although grounded in the same fundamentals, each program has its own unique curriculum. Several courses common to both are required in the major programs (e.g., Sociology 151, 441, 451). Sociology 151 is a prerequisite for all courses in both fields. More extensive laboratory field experience is provided in both programs.

Requirements for the sociology major: 33 hours in the department, including 151 and 441 or 451, with the remaining 25 hours to be completed in sociology or, at the student's option, 19 hours in sociology and six hours in social work. Requirements for the minor in sociology: 17 hours in the department (may include courses in both sociology and social work).

Requirements for the social work major: 33 hours in the department, including Sociology 151 and 441 or 451, with the remaining 25 hours to include 17 hours from the core social work courses (231, 302, 331, 332 and 440) and eight hours in sociology. Requirements for the minor in social work: 17 hours, in completion of social work core courses (231, 302, 331, 332 and 440).

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.

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.

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

368 Cultural and Physical Anthropology 5 s.h.

A cross-cultural and biological study of man, offering a survey and analysis of social institutions and patterns of human biological structure, function and variation. Laboratory field experience provided. Enrollment by permission of department head. Offered in spring semester.

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 inter-personal 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 behavior; efforts in control and prevention; the procedures of police, courts, probation, and correctional institutions.

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.)

441 The Sociology of The Urban Scene 5 s.h.
The content of urban sociology, with focus on community and group patterns, minorities, and social institutions. Laboratory field experiences in urban research are provided. Enrollment by permission of the department head. Offered in the fall semester on an alternate-year basis, in even-numbered years.

450 Senior Seminar 3 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.

451 Sociological Methods 5 s.h.
An analysis of the basic processes of social research. Exploration of procedures in developing the research design; steps and methods of the collection, analysis and interpretation of data. A survey of sociological thought, with emphasis on the emergence and convergence of various sociological theories. Laboratory field experience in the application of social research processes and sociological theories is provided. Enrollment by permission of department head. Offered in the fall semester on an alternate-year basis, in odd-numbered years.

Social Work

231 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 to career opportunities within the field of social work.

302 Child Welfare Services 3 s.h.
An analysis and appraisal of the social role of child welfare services, including an overview of the history, functions and problems in child welfare. Particular attention is given to career opportunities within the field.

331 The Helping Process I 3 s.h.
A survey of current social work theory, with focus on the primary helping methods of social casework, social group work, and community organization.

332 The Helping Process II 3 s.h.
A survey of current social work theory, with focus on the secondary helping methods of social work administration and social work research.

440 Internship: Social Work Field Experience 5 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 personnel and by college faculty. Enrollment by permission of the instructor.

Courses related to Soc. Work 261, 361, 372, 310 (spring), 360 (summer)

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.

DIVISION V: THE FINE ARTS

Willis C. Gates, Ph.D., Chairman

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 teachers in grades K-3 or 4-9. 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 sight-singing, 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.)

201, 202 Stringed Instruments 1, 1 s.h.
A study of the basic principles of playing and teaching stringed instruments, for students with no previous experience. Each student must learn to demonstrate characteristic tone quality and elementary technique on at least one stringed instrument. Class meets two hours each week. Prerequisite: permission of instructor.

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

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

Individual Instruction

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

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

One semester hour of credit is granted for successful completion of a course involving 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"; Dupré, "Choral 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 Marcello; 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.
- 193, 194, 293, 294, 393, 394, 493, 494 Brass Instruments*** 1 or 2 s.h. each
 Development of the embouchure, tonguing, breathing, tone studies, scales. Emphasis on good tone production, range and intonation. Material and literature will be chosen on the basis of the student's needs and ability.

*(Trumpet, Trombone, French Horn, Tuba)

195, 196, 295, 296, 395, 396, 495, 496 Percussion Instruments* 1 or 2 s.h. each
 Review of the basic snare drum rudiments. Development of proper tone production, hand position, technical considerations; intonation development as regards tympani; proper sticking, concert and parade styles; interpretation of percussion notational procedures. Materials and literature will be chosen on the basis of the student's ability and needs. Tympani, snare drum and marimba will be used as a focal emphasis each of the years.

*(Snare Drum, Tympani, Bass Drum, Mallet Instruments, Traps)

Art

The Art department offers three basic programs: (1) a major in art; (2) a minor in art; (3) special preparation for teaching art in the public schools (special subject teacher of art). Requirements for the major in art: 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 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 credited toward fulfillment of either the major or minor in art.

Initial admission to any of the three programs listed above, including special subject teacher of art, is always tentative. Certain criteria must be met and the student must demonstrate continued competency through actual performance before final and unconditional approval may be given for continuing any of the programs. The department will have evaluation procedures to assess the quality of each student's work. The exit (terminal) evaluation will involve an assessment of the student's ability and promise either as a performing artist or as a performing special subject teacher in art.

Art Exhibits: Each art major will have an exhibit of his work selected from his studio course productions. Each art minor may have an exhibit if he desires. The special subject teacher in art will have an individual exhibit and will participate in a group exhibit of the works of all members of the class. Whenever possible, all exhibits will be in the second semester of the senior year.

Special Preparation for Teaching Art in The Public Schools

The student seeking state certification as special subject teacher of art in the public schools must complete approximately 47 semester-hours of work in the department. Standards and Guidelines for the state-approved program specify that work in art will constitute approximately 40 per cent of the student's undergraduate degree program. An additional 22 to 24 semester-hours of work must be completed in Professional Education, including internship as a student teacher in the public schools. The program will provide instruction in methods of teaching and learning which may be evaluated through laboratory and clinical experience. The performance of the student teacher will be evaluated both by college supervisors and public school supervisors.

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 grades K-9.

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.

411 Special Subject Teacher in Art**3 s.h.**

This course will be a 'block' course (meeting daily during the first half of the semester to complete a semester's work within that period) to be taken in the first semester of the senior year. It is a survey of past and current trends and theories in art education, leading to an understanding of the goals and function of such education, and the interdependency of art and other educational areas. Lectures, outside readings, class discussions and creative studio experience in methods and practice of art instruction, with use of materials and projects suitable for all levels of public school education.

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.**

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, 210, 309, 310 Crafts**2 s.h. each**

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, 212, 311, 312 Printmaking**2 s.h. each**

A basic introduction to printmaking techniques, concentrating on block print and serigraph processes. Prerequisite: Art 161 or permission of instructor.

Honors and Awards

Academic 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 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 to honor Dr. Yolanda M. Cowley, professor of Spanish. Now funded by the Spanish Club. 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 and now funded by Michael Safley and William Presnell to honor 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 Earl D. Martin Sociology Award, established by James H. Hundley and Philip H. Leary, 1974 graduates of Methodist College, to honor Mr. Earl D. Martin, Assistant Professor of Sociology. The recipient is selected each March by the chairman of the sociology department and by the non-eligible officers of the Sociology Club. It is to be awarded to the most outstanding sociology or social work major in the fields of academics and activities in the respective fields. To be eligible the candidate must have successfully completed at least twenty-five hours in the field of sociology or social work. The award is a fifty dollar savings bond.

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.

BOARD OF TRUSTEES

Officers

Dr. Mot P. Blair, Chairman
Mr. Henry B. Dixon, Vice Chairman
Mr. J. W. Hensdale, Secretary
Mr. Wilson F. Yarborough, Sr., Treasurer

Trustee Emeriti

Dr. Allen P. Brantley, Burlington, N. C.
Mr. W. E. Horner, Sanford, N. C.
Mr. J. M. Wilson, Fayetteville, N. C.
Rev. O. L. Hathaway, Raleigh, N. C.

Honorary Trustee

Bishop R. M. Blackburn

Terms to Expire July 1, 1975

Mrs. Earl W. Brian, Raleigh, N. C.
Mr. Lenox G. Cooper, Wilmington, N. C.
Dr. Graham S. Eubank, Fayetteville, N. C.
Rev. Wallace H. Kirby, Fayetteville, N. C.
Rev. Clyde G. McCarver, Raleigh, N. C.
Mr. Louis Spilman, Jr., Fayetteville, N. C.
Mr. Dillard Teer, Durham, N. C.

Terms to Expire July 1, 1976

Dr. C. D. Barclift, Durham, N. C.
Mr. Henry Dixon, Mebane, N. C.
Mr. J. Nelson Gibson, Gibson, N. C.
Mr. J. M. Reeves, Pinehurst, N. C.
Mr. W. V. Register, Dunedin, Fla.
Dr. Terry Sanford, Durham, N. C.
Mr. Wilbur R. Smith, Fayetteville, N. C.

Terms to Expire July 1, 1977

Rev. C. S. Boggs, Richlands, N. C.
Mr. Norman J. Campbell, Burlington, N. C.
Dr. Edgar B. Fisher, Burlington, N. C.
Mr. W. Ed Fleishman, Fayetteville, N. C.
Rev. V. E. Queen, Southern Pines, N. C.
Dr. William M. Spence, Elizabeth City, N. C.

Terms to Expire July 1, 1978

Dr. Mott P. Blair, Siler City, N. C.
Mr. F. D. Byrd, Jr., Fayetteville, N. C.
Mr. J. W. Hensdale, Fayetteville, N. C.
Mr. W. Robert Johnson, Goldsboro, N. C.
Dr. William K. Quick, Durham, N. C.
Mr. T. Lynwood Smith, High Point, N. C.
Mr. W. David Stedman, Asheboro, N. C.
Mr. Wilson F. Yarborough, Sr., Fayetteville, N. C.

ADMINISTRATION

Office of the President

Richard W. Pearce, B.A., M.A., J.D., LL.D. President
L. Stacy Weaver, A.B., M.A., Litt.D., LL.D. President Emeritus
Jan Townsend Secretary

Office of Assistant to the President

William P. Lowdermilk, A.B., M. Div. Assistant to the President
Louis Spilman, Jr., B.A. Executive Secretary,
Methodist College Foundation
Alan R. Stowers, B.S., M.A. Assistant in Public Relations
Susan G. Motes, B.A. Assistant Director of Public Relations
Gayle Godwin, B.A. Secretary, Public Relations
Clydia S. Smith Secretary, Foundation

Office of the Dean

Samuel J. Womack, A.B., M.Div., Ph.D. Dean
G. Gordon Dixon, A.B., M.Ed. Registrar
Fred C. McDavid, B.S., M.S., Ph.D. Director of Summer Session
B. L. Crisp, B.S., M.A., Ed.S. Director of Student Teaching
Thomas S. Yow, III, A.B., M.Div. Director of Admissions and
Financial Aid
Paul L. Sanderford, A.B. Assistant Director of Admissions and
Financial Aid
Georgia C. Mullen, A.B., M.A.L.S. Head Librarian
Catherine Dixon, A.B., M.Ln. Assistant Librarian
Gary C. Lesh, A.B. Admissions Counselor
Nell B. Thompson, A.B. Admissions Counselor
Donna R. High, A.B. Financial Aid Secretary
Peggy McCullen Library Specialist
Marguerite Haas Secretary to The Dean
Earleene R. Bass Faculty Secretary
Pamela C. Dean Admissions Secretary

Office of the Dean of Students

Gene Clayton, A.B., M.Ed. Dean of Students
Ingeborg Dent, A.B., M.A.C.T. Dean of Women
Mason Sykes, B.S., M.A. Dean of Men
T. Garland Knott, B.S., B.D., Ph.D. Chaplain
Earlyne Saunders, A.B., M.A. Director of Guidance & Placement
Bob Turner, A.B. Director of Student Union
Sandra S. Combs, R.N. Nurse
Kathryn F. Christian, R.N. Nurse
Mildred Stanton Garber Residence Hall Director
Huldah Jones Weaver Residence Hall Director
Mary Hart Substitute Residence Hall Director
Lois Hall Substitute Residence Hall Director
Linda Touchton Secretary, Office of Student Affairs

Office of Comptroller

Oliver C. Culbreth, B.S. Comptroller
Ivan L. Foster, Jr., B.S. Assistant Comptroller
John R. Carter Superintendent of Buildings & Grounds
Thomas Hal Dickens ... Assistant Superintendent of Buildings & Grounds
Wilbur Earl Johnson Plant Engineer
John R. Parker Director of Student Store
Holman Milby Assistant Director of Student Store
Alma B. Rhodes Bookkeeper

FACULTY

Frances G. Allsbrook.....Assistant Professor of English
A.B., Meredith College; M.A.; University of North Carolina
Robert B. Ambrose.....Assistant Professor of Mathematics
B.S., Jackson University; M.A.T., Duke University
Ofelia M. Balaez.....Professor of Mathematics
Bachiller en Ciencias y Letras, Institute of Santa Clara; Ph.D., University of Havana
James Bargar.....Instructor in Psychology
A.B., William Jewell College; M.A., Southern Methodist University
Robert S. Christian.....Assistant Professor of English
A.B., Western Maryland College; M.A., University of Connecticut; M.Div., Drew University
Gene Thomas Clayton.....Assistant Professor of Physical Education
A.B., Catawba College; M.Ed., University of North Carolina
Raymond L. Conley.....Assistant Professor of English and Speech
A.B., Park College; M.A., Northwestern University
Yolanda Martinez Cowley.....Professor of Spanish
Bachiller en Ciencias y Letras, Institute of Santa Clara; Ph.D., University of Havana
Robert L. Crisp.....Assistant Professor of Education
B.S. and M.A., East Carolina University; Ed.S., George Peabody College for Teachers
Dona L. Davis.....Instructor in Sociology
A.B., University of North Carolina at Greensboro; M.A., University of North Carolina at Chapel Hill
Ingeborg M. B. Dent.....Assistant Professor of German and French
European equivalent of A.B., University of Cologne, Germany; M.A.C.T., University of North Carolina
Catherine A. Dixon.....Assistant Librarian
A.B., Wake Forest University; M.Ln., Emory University
Margaret D. Folsom.....Assistant Professor of Biology
A.B. and M.A., University of Northern Iowa; Ph.D., North Carolina State University
Joseph J. Gallagher.....Instructor in Physical Education
B.S., Pembroke State University; M.A., East Carolina University
Willis Cowan Gates.....Professor of Music
B.M., Peabody Conservatory; M.A. and Ph.D., University of North Carolina
Sudhakar Gautam.....Professor of Economics
A.B., M.A. and Ph.D., Vikram University, Ujjain, India

Donald L. Green.....Assistant Professor of Art
B.F.A., Illinois Wesleyan University; M.F.A., University of Wisconsin
William W. Horner.....Associate Professor of Chemistry
B.S., M.A. and Ph.D., University of North Carolina
Eleanor L. Howell.....Assistant Professor of Art
A.B., Maryville College; M.F.A., Columbia University
Jean B. Ishee.....Assistant Professor of Piano and Organ
B.M., Greensboro College; M.A.T., University of North Carolina
Stacey H. Johnson.....Assistant Professor of Physics
B.S., Campbell College; M.A.T., University of North Carolina
Ray J. Kinder.....Assistant Professor of History
A.B., Lawrence College; M.A., University of Chicago
Thomas Garland Knott.....Professor of Religion
B.S., Mississippi State University; B.D., Emory University; Ph.D., Boston University
Clifton M. Lecornu.....Assistant Professor of Sociology
A.B., Mississippi State University; M.Div., Emory University; M.A., Mississippi State University
Pauline Moser Longest.....Assistant Professor of Biology
A.B., University of North Carolina at Greensboro; M.A., University of North Carolina
Fred C. McDavid.....Professor of Education and Psychology
B.S. and M.S., University of Illinois; Ph.D., Southern Illinois University
Earl D. Martin.....Assistant Professor of Sociology
A.B., Lynchburg College; B.D., Garrett Theological Seminary; M.A., Northwestern University
Nancy C. Massengill.....Assistant Professor of English
A.B. and M.A.T., University of North Carolina
William H. Motes.....Instructor in Economics
B.S., West Georgia College; M.B.A., University of Georgia
Georgia C. Mullen.....Head Librarian
A.B., Earlham College; M.A.L.S., Rosary College
Sondra M. Nobles.....Assistant Professor of Physical Education
A.B. and M.Ed., University of North Carolina
Robert C. Perkins.....Associate Professor of History
A.B., University of Richmond; M.A. and Ph.D., University of South Carolina
Lorenzo P. Plyler.....Professor of Religion
A.B., Locoming College; S.T.B., Boston University; Ph.D., Boston University
Thomas Arnold Pope.....Assistant Professor of Religion
A.B., Duke University; M.Div., Duke University
Alan Miller Porter.....Assistant Professor of Voice
B.M., Mt. Union College; M.M., University of Illinois
Joyce Elaine Porter.....Assistant Professor of French
A.B., Mt. Union College; M.A., Duke University
Robert Wayne Preslar.....Assistant Professor of English
A.B., Lenoir Rhyne College; M.A., University of Maryland; Ph.D., Kent State University
Bruce Robert Pulliam.....Assistant Professor of Social Studies
A.B., Wake Forest University; M.A., Western Carolina University

Fred H. Reardon.....Assistant Professor of Economics and Business
B.S., Louisiana State University; M.B.A., East Carolina University

Joseph M. Rogers.....Instructor in Music
B.S. and M.A., Appalachian State University

Earlyne Saunders.....Assistant Professor of Education
and Psychology
A.B., Morehead State University; M.A., University of Kentucky

M. Bruce Shelley.....Assistant Professor of Physical Education
B.S., East Carolina University; M.Ed., University of North Carolina

Eugene Smith.....Assistant Professor of Mathematics
B.S. and M.Ed., University of New Hampshire

Alan R. Stowers.....Instructor in Journalism
B.S., Florida Southern College; M.A., University of Alabama

Samuel Mason Sykes.....Assistant Professor of Physical Education
B.S. and M.A., Appalachian State University

John O. Tobler.....Professor of Political Science
European equivalent of A.B., State College of Appenzell, Switzerland; License
en Droit, University of Geneva; Ph.D., Johns Hopkins University

Robert Parker Wilson.....Assistant Professor of History
B.S., Wake Forest University; M.A., George Peabody College for Teachers

Samuel J. Womack.....Professor of Religion
A.B., Florida Southern College; M.Div. and Ph.D., Duke University

INDEX

Academic Calendar, 2
Academic Honors and Awards, 62, 63
Academic Recognition, 4
Academic Warning, 53, 54
Dismissal, 53, 54
Accounting, 46
Administrative Officials, 65, 66
Areas of Study, 11, 12
Art, 59-61

Basic Courses, 12
Biology, 38, 39
Board of Trustees, 64
Business Administration, 46, 47

Chemistry, 39, 40
Class Attendance, 8
Classification of Students, 6
(CLEP) College-Level Entrance
Examinations, 11
Course Load, 5
Courses of Study,
Numbering, 20
Curriculum, 11, 12

Dean's List, 9
Degree Completion Program for
Military Personnel, 30
Degrees, 11
Dramatics, 22, 23
Dropping Courses, 5

Early Childhood Education, 17
Ecology, 86
Economics, 44, 45
Education, 32-34
English, 21, 22
Examinations, 2
Date of final, 2

Faculty, 66-68
Fields of Concentration, 13
Foreign Languages, 26-30
French, 26, 27

Geography, 50
German, 28
Government Courses
Grading System, 9
Progress Reports, 9
Graduation Requirements, 13

History Courses, 43, 44

Honors, Academics, 62, 63
Graduation with, 9
Horseback Riding Skills, 35

Intermediate Years Education, 18

Junior College Transfer Program,
29, 30

Language Culture Courses, 26-29

Mathematics, 40-42
Music, 52-59
Music, Individual Instruction,
55-59

Part-time Students, 6
Philosophy, 25, 26
Physical Education, 34-36
Physics, 42
Political Science, 47, 48
Pre-dental, 16
Pre-engineering, 15, 16
Pre-medical, 16
Pre-nursing, 16
President's List, 9
Pre-theological, 14, 15
Psychology, 31, 32
Purpose of College, 4

Readmission, 31
Registration, 5
Procedure, 52
Religion, Courses, 23, 24

Saddle Seat Equitation, 35
Science, Area of, 37-42
Secondary Teacher, 19
Social Science, 51
Social Work, 50
Sociology, 49, 50
Spanish, 28-30
Special Students, 6
Speech, 22, 23
Summer Session, 10
Student Teaching

Teacher Education, 16, 17
Teaching Certificate, 17-19
Trustees, 64

Vocational Interests, 14

Withdrawal, 8

Vol. 15, No. 5 August, 1974
BULLETIN OF METHODIST COLLEGE

Published Semi-quarterly By Department
of Public Relations

(Entered as second class matter at the
Post Office, Fayetteville, N.C., under
the Act of August 24, 1912.)



METHODIST COLLEGE
Fayetteville, N.C. 28301

Second Class
Postage Paid
Fayetteville, N.C.
28301