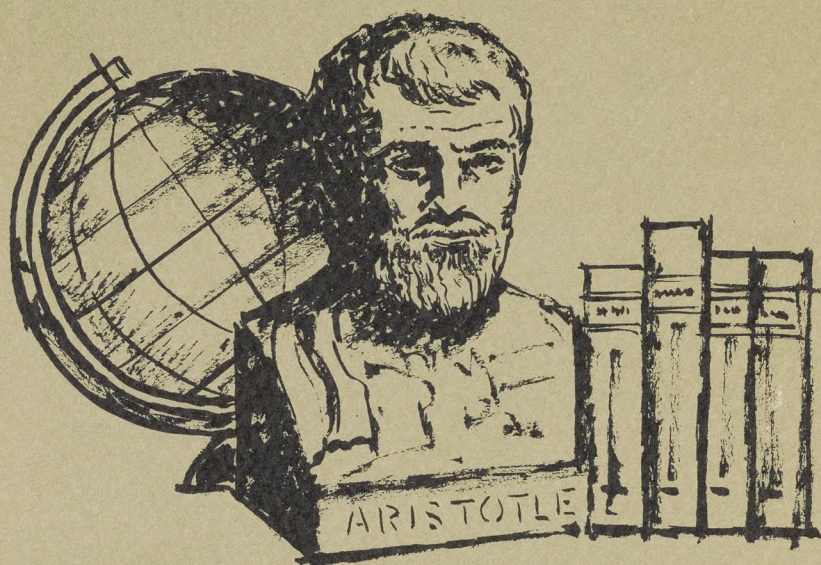


# High Point 1964-1965 College

HIGH POINT, NORTH CAROLINA



# Correspondence Directory

Address inquiries as follows to the office indicated

HIGH POINT COLLEGE, HIGH POINT, N. C.

<b>Nature of Inquiry:</b>	<b>Address to:</b>
Administrative Affairs and General Information .....	President
Academic Affairs .....	Dean of the College
Admissions, Information for Prospective Students, General Descriptive Literature .....	Director of Admissions
Student Affairs, Housing, To Locate a Student .....	Director of Student Personnel
Financial Affairs, Payments of Student Accounts .....	Bursar
Scholarships, Loans, Grants-in-Aid .....	Director of Financial Aid
Alumni Affairs .....	Alumni Executive Secretary
Evening School .....	Director of Evening School
Placement .....	Director of Placement
Grades, Credit Hours, Transcripts .....	Registrar
Gifts, Grants, Bequests, and Trusts .....	Director of College Relations

# High Point College Bulletin



FORTY-FIRST YEAR



VOLUME 40      APRIL, 1964      NUMBER 4

Published Monthly Except Semi-Monthly,  
March, April, August, and September.

Second class postage paid at High Point, North Carolina.

# calendar

# 1964-65

<b>Summer School 1964</b>	June 8	Monday, First term registration.
	June 9	Tuesday, Classes begin.
	July 14	Tuesday, First term ends.
	July 15	Wednesday, Second term registration.
	July 16	Thursday, Classes begin.
	August 22	Saturday, Second term ends. Summer Commencement.
<b>First Semester</b>	September 3	Thursday, 8:30 a.m., All Faculty report.
	September 3-5	Faculty Seminars.
	September 7	Monday, 8:30 a.m., All freshmen and transfer students report.
	September 7-9	Monday, Tuesday, Wednesday: Orientation, testing, registration of freshmen and transfer students.
	September 9	Wednesday, 8:30 a.m., All upperclassmen report and begin registration.
	September 10	Thursday, Upperclassmen complete registration.
	September 11	Friday, 8:20 a.m., Classes begin.
	September 12	Friday, 10:00 a.m., Opening Assembly
		Saturday, 8:00 p.m., Faculty and Staff reception for all students.
	November 25	Wednesday, 12:10 p.m., Thanksgiving holidays begin.
	November 30	Monday, 8:20 a.m., Classes resume.
	December 7-12	Pre-registration for second semester.
	December 19	Saturday, 12:10 p.m., Christmas holidays begin.
<b>1965</b>	January 4	Monday, 8:20 a.m., Classes resume.
	January 14-23	First semester examinations.
<b>Second Semester</b>	January 25-26	Monday, Tuesday: Registration for second semester.
	January 27	Wednesday, 8:20 a.m., Classes begin.
	February 5-6	Friday, Saturday: Graduate Record Examination—all Seniors.
	February 10	Wednesday, Induction Order of Lighted Lamp.
	April 15	Thursday, 4:30 p.m., Easter holidays begin.
	April 22	Thursday, 8:20 a.m., Classes resume.
	May 5	Wednesday, Senior Investiture.
	May 20-29	Second semester examinations.
	May 30	Sunday, Commencement.

# calendar

## 1965-66

<b>Summer School</b> 1965	June 7	Monday, First term registration	
	June 8	Tuesday, Classes begin	
	July 13	Tuesday, First term ends	
	July 14	Wednesday, Second term registration	
	July 15	Thursday, Classes begin	
	August 21	Saturday, Second term ends Summer Commencement	
<b>First Semester</b>	September 2	Thursday, 8:30 a.m., All faculty report	
	September 2-4	Faculty seminars	
	September 6	Monday, 8:30 a.m., All freshmen and transfer students report	
	September 6-8	Monday, Tuesday, Wednesday: Orientation, testing, registration of freshmen and transfers	
	September 8	Wednesday, 8:30 a.m., All upperclassmen report and begin registration	
	September 9	Thursday, Upperclassmen complete registration	
	September 10	Friday, 8:20 a.m., Classes begin	
	September 11	Friday, 10:00 a.m., Opening Assembly	
		Saturday, 8:00 p.m., Faculty and Staff Reception for all students	
		November 24	Wednesday, 12:10 p.m., Thanksgiving holidays begin
		November 29	Monday, 8:20 a.m., Classes resume
		December 6-11	Pre-registration for spring semester
		December 18	Saturday, 12:10 p.m., Christmas holidays begin
1966	January 3	Monday, 8:20 a.m., Classes resume	
	January 13-22	First semester examinations	
<b>Second Semester</b>	January 24-25	Monday, Tuesday: Registration for second semester	
	January 26	Wednesday, 8:20 a.m., Classes begin	
	February 4-5	Graduate Record Examination—All seniors	
	February 9	Wednesday, Induction—Order of the Lighted Lamp	
	April 7	Thursday, 4:30 p.m., Easter holidays begin	
	April 14	Thursday 8:20 a.m., Classes resume	
	May 4	Wednesday, Senior Investiture	
	May 19-28	Second semester examinations	
	May 29	Sunday, Commencement	

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WENDELL M. PATTON, JR.

*President*



## A Brief Glimpse

HIGH POINT COLLEGE dates its birth to the founding of Yadkin College in 1856 by the Methodist Protestant Church in North Carolina. In 1924, as High Point College opened its doors to students, the Yadkin College was closed so that the complete support of the church could be given the new institution. The college is now under the sponsorship of the over-all Methodist Church.

Four presidents have served High Point College since its opening: R. M. Andrews, D. D., 1924-30; Gideon I. Humphreys, A.M., D.D., L.L.D., 1930-1949; Dennis H. Cooke, A.B., M.Ed., Ph.D., 1949-1959; Wendell M. Patton, Jr., B.S., M.S., Ph.D., LL.D., 1959 to present.

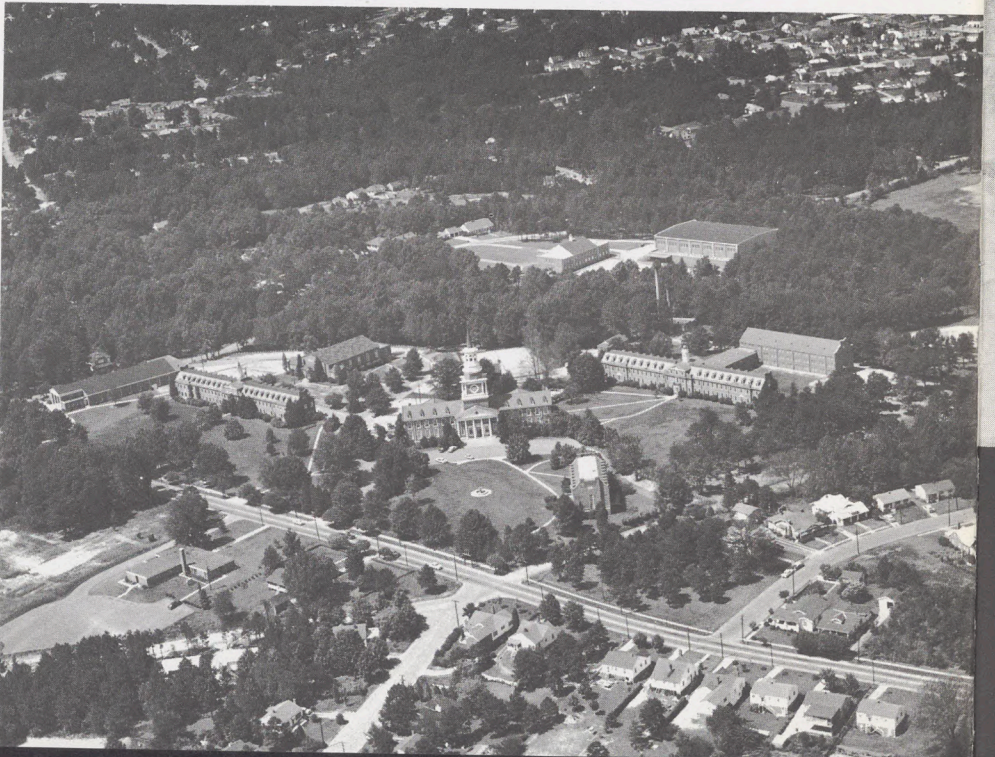
Three degree programs are offered: Bachelor of Arts (A.B.) with majors in Art, English, Economics, Foreign Language, History, History and Political Science, Music, Philosophy, Psychology, Religion, Sociology, and Social Studies; Bachelor of Science (B.S.) with majors in Biology, Business Administration, Chemistry, General Science, Mathematics and Physics; Bachelor of Arts in Teaching (A.B.T.) with majors in Elementary Education, Art Education, Business Education, Music Education and Physical Education. In addition, programs in pre-medicine, pre-dental, pre-law, pre-engineering and pre-forestry are offered.

*A Brief Glimpse*

The regular college has an enrollment of 1,000 undergraduates. The evening school has an enrollment of 400. Students attend the college from 25 states and nine foreign countries.

High Point College is located in High Point, North Carolina, a city with a population of approximately 65,000. High Point is situated halfway between the Atlantic Ocean to the east and the Blue Ridge Mountains to the west. The campus, consisting of 60 beautiful, wooded and landscaped acres in one of the best residential neighborhoods of the city, is approximately one mile from the center of town.

Alumni are distinguishing themselves throughout the world in business, religion, education, law, medicine, dentistry, and other professions and occupations.





Entering High Point College

**PURPOSE**

**PHILOSOPHY**

**OPPORTUNITIES**

**YOUR PART**

**OUR PART**

**THE COLLEGE AS A PLACE**

**History**

**Location**

**Buildings**



*General*

*Information*

## Entering High Point College

**PURPOSE** ANY COLLEGE—old or young, large or small—must have a living personality separate and distinct from all others. This is what makes it worthy of its name and existence. High Point College stands for some very definite and unique ideas in education and strives to translate them into its way of life. This individuality is deeply rooted in our philosophy and is revealed in our actions. Our fundamental purpose and the very reason for our existence is to assist our students in developing themselves to become the strong leaders in their communities—whatever their vocational choice.

HIGH POINT COLLEGE attempts to provide a sound, progressive program. A living Christian philosophy of education gives depth and intensity to this quality program and brings to the forefront the following objectives:

**PHILOSOPHY**

To educate young men and women in the arts and sciences so that they might live useful lives and make worthwhile contributions to society. High Point College, as a liberal arts college sponsored by The Methodist Church, was founded for this specific purpose. In addition to a liberal arts curriculum, the college offers specialization in professional areas.

To adhere to a policy of complete honesty in the search for truth. This demands academic freedom in all areas and at all times for both students and faculty. No other policy is admissible for a Christian institution.

To invite to its faculty and to its student body only those who can maintain its scholastic standards. Whether the students' major interests are in the arts or the sciences, the quality of academic work should be such that they may lay a solid foundation on which they can build their future careers. Whether they go into graduate school or enter immediately upon their careers, students should be adequately prepared so that in the years to come they may reflect credit upon themselves and High Point College.

To stimulate the love of learning and the expression of creative ability through cultural experiences and exacting course work. The college encourages its students in habits of original thinking so that they may have the courage of their convictions and will question mere conformity.

To help students develop Christian character. All relationships within the college community are maintained on a high level of ethical conduct, and the rules and practices of the college recognize the integrity and the dignity of human personality.

To keep constantly in mind the goal of service. This goal means that the college, as a community of students and faculty, should assume a definite responsibility in the larger community of which it is a part. Students should be inspired to go out from the college to pursue the highest ideals of service to the nation, the church and to the world community.

**OPPORTUNITIES**

Your choice of a college will be one of the great decisions of your lifetime. It is especially important because every college is different, each has its own purposes, emphases and values. You are the one who must select the college that best suits your individual needs.

High Point College is, first and foremost, a college of arts and sciences. Here, a broad education is emphasized as the basis for leadership development. Different fields of concentration are provided, but each of these require a strong general background. High Point College has planned its total educational program on the knowledge that the personal achievement and personal culture of college students become the ultimate standards of our nation.

Enrollment is restricted to approximately 1,000 students. This policy was adopted so that we may achieve as many of the advantages of the large college or university as possible, while retaining the spirit, interest and opportunity that is found only in a small college.

In the classroom, the student receives a varied and valuable acquaintance with significant aspects of our American way of life and with current developments in the various areas of concentration. In the extra-curricular program, the student has special opportunities to broaden this acquaintance and to pursue personal interests which will give enduring rewards that come only to the student who is truly educated.

High Point College is dedicated to the fundamental purpose of preparing leaders for our exciting tomorrow. The greatest opportunities to meet this challenging purpose exist for those students with leadership interest and ability.

**YOUR PART**

College is a thrilling educational experience for the student who is ready to take advantage of the opportunities offered on a college campus. You will need to develop new habits of study and to apply yourself to your best advantage. Your Scholastic Aptitude Test (S.A.T.) must show you have the ability to do college work. You must determine your purpose in desiring to attend college and your motivation to succeed in your college career.

High Point College expects its students to work hard and to strive always to live up to the academic standards. These standards

are high, but they are within your grasp. It may take a semester to discipline your habits and your way of life, but in this adjustment you will find a new satisfaction in the feeling of success. You will also find a richer experience in your association with your fellow students who are going through the same struggles of adjustment as you. You will also find a deeper experience in relaxation and your use of leisure time. These experiences will bring with them a maturity of judgment.

Every high school has a counselor whose advice you should seek many times during your final years in high school. Your counselor can open doors of understanding of your academic qualifications for college work, and help you decide which institution will be the best choice for you. Admissions officers from the various colleges often visit your school for a College Day, at which time you can meet with them and discuss your problems. Be especially frank in regard to your financial needs and lay plans as to how to meet your expenses that first year in college. If your high school does not have a College Day, write directly to the college of your choice. If you live near the institution, you should plan a personal visit to the campus.

All high school students who desire to enter High Point College must take the Scholastic Aptitude Test of the College Entrance Examination Board before final acceptance of their application. These tests are available throughout the country and are given several times during the academic year. Consult your school principal or counselor as to the dates and make application to take the test. Only the morning tests are required.

You should follow the prescribed college preparatory course in high school so that you will be well prepared to succeed in your freshman year at High Point. The list of high school courses is stated on another page. Two areas deserve real consideration. The use of English is basic to all learning, and your mathematical skills are valuable to a college course. Facility in using at least one foreign language is a prerequisite to college work. Introduction to several sciences should have opened your mind to that area of learning. If you have any problems regarding these preparatory subjects, you should discuss your program with your principal or counselor. If you have followed this course of study, you should find yourself well prepared for work at High Point College.



**OUR PART**

High Point College provides the necessary environment for higher education. A beautiful campus appeals to the sense of aesthetic development of the student. Adequate physical equipment includes laboratories, classrooms, residence halls, libraries, and administrative offices for a student body of 1,000. A well-trained faculty, drawn from the best graduate schools in the country, makes learning an exciting experience.

In selecting a college, you must weigh its qualifications in the light of your educational training and ambitions. A good college for you is the one whose size and curriculum can best fit your needs. The college you should select must provide that preparation for life and the opportunity for intellectual growth which is inherent in a liberal arts education.

High Point is a moderate-size college. It is not so large that the personal relationship between the individual student and his teachers has been lost. Students feel free to stop by a professor's office for a friendly conference. In a short time they get to know their classmates and numerous upperclassmen. Freshman courses are taught by all members of the faculty. Laboratories are kept open under faculty direction for individual student research. The Domestic Relations Court of Guilford County serves as a laboratory for Sociology and Psychology majors.





The students at High Point College come from practically every county in North Carolina, from twenty-five other states, and from several foreign countries. Over 50 per cent are in residence. The remainder live within a radius of sixty miles from High Point and commute to the campus daily. All participate in the student activities, and all use the Student Center for study and recreation. Fraternity and sorority life is concentrated in the residential units of the college. Religious activities are under the direction of the Director of Religious Activities and the Student Christian Council. Social rivalries are few, and the student body enjoys the normal, healthy comradeship of a small college.

Through the Student Government, extra-curricular activities and social and departmental organizations, the college encourages the development of leadership ability. Conscious effort is made to give exceptional opportunities for leadership experiences. Students are encouraged to present new ideas in education to the faculty and administration, and several college committees are composed of both faculty and students. High Point College thus offers the opportunity for developing ideas and maturing attitudes in cooperation with faculty and administration.

Academic quality is available in classes and informal discussion groups. The faculty believes in high standards and is continually striving to strengthen the various courses. We are proud of the

record High Point College graduates have made in professional schools and in their careers. This is the essence of a college education which you will take with you into your future life.

Consider these things when you seek admission to college. The philosophy and the goals toward which a college strives determine its rating in the academic and professional world. We believe you will find the environment at High Point College both intellectually and socially stimulating.

**THE COLLEGE  
AS A PLACE  
History**

The late Reverend J. F. McCulloch, D.D., a native of Guilford County, North Carolina, became imbued with the idea of a college in the state related to The Methodist Protestant Church and promoted that idea throughout the conference.

After many years of effort to instill his idea in the church constituency, the annual conference in 1920 voted to go forward with the project. Following the conference of 1920, a drive for funds was actively and successfully made in the churches.

A building committee was named and empowered to find a suitable location for the college. High Point was their choice and, working with architects, a colonial design was decided upon for the buildings.

The cornerstone of the Administration Building (Roberts Hall) was laid June 29, 1922, followed closely by the erection of a dormitory for women (Woman's Hall), a dormitory for men (McCulloch Hall), and a central heating plant.

On September 15, 1924, High Point College opened for study with 132 students, fifteen of whom were sophomores coming by transfer from other institutions.

**Location**

High Point, Guilford County, North Carolina, a city of approximately 65,000 inhabitants, is in the Piedmont section of North Carolina, half-way between the Atlantic Ocean to the East and the Blue Ridge Mountains to the West. It is on the Southern and High Point, Thomasville, and Denton Railroads and on the National Highway between Washington, D. C. and Atlanta, Georgia. It is served by three commercial airlines: Eastern, United, and Piedmont.

The city of High Point evidenced its desire for the educational and cultural advantages that a college can contribute to a community by donating fifty acres of land and contributing the sum of \$100,000 through a citizen's committee.

High Point is a rapidly growing city in one of the most beautiful and healthful sections of the State. The progressive spirit and cultural tone of High Point and its people find attestation in the many civic, service, and social clubs found here. The college finds an ideal setting in the progress of the Piedmont.

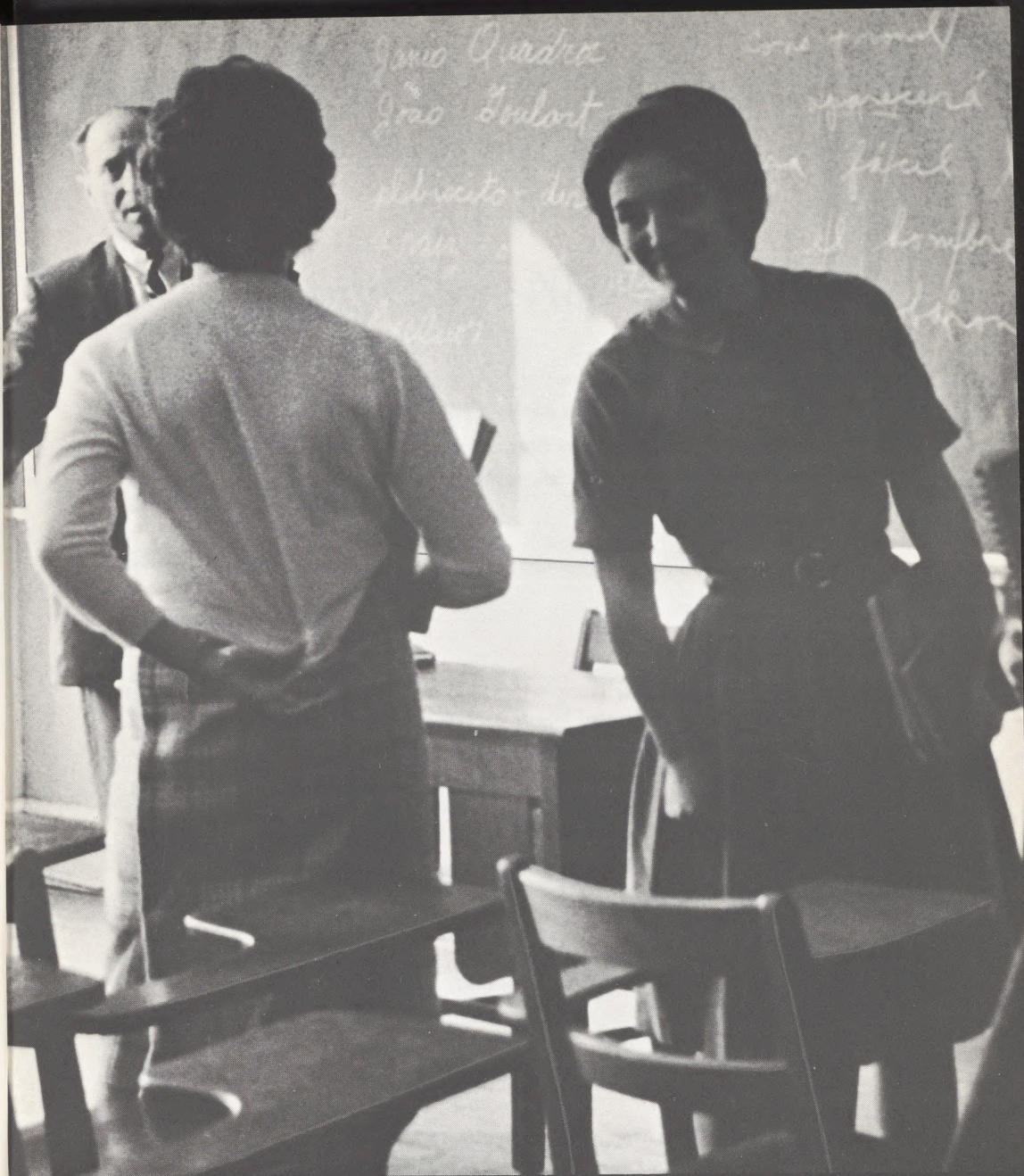
### **Buildings**

Since the completion of the three original buildings, in 1924, the physical plant of the college has been expanded to meet the needs of a growing student body:

- (1931) President's Home ..... Remodeled (1962)
- (1933) Harrison Gymnasium .... Remodeled as a Cafeteria (1957)
- (1937) Wrenn Memorial Library ..... Enlarged (1959)
- (1938) Albion Millis Stadium .... Adjoining Baseball Field (1939)
- (1942) Student Center ..... Enlarged (1959)
- (1947) Field House ..... Maintenance Shop (1953)
- (1953) Wesley Hall for Women ..... Science Building (1954)
- (1954) Memorial Auditorium and Fine Arts Building
- (1957) Alumni Gymnasium ..... North Hall for Women (1958)
- (1963) Millis Hall for Men

In addition, the college owns seven faculty residences located near the campus.

All of the permanent buildings are fireproof, constructed of red burnt brick, and modern in every respect.



Things You Need To Know



**ORIENTATION WEEK**

**COUNSELING**

**DORMITORY LIFE**

**CONDUCT OF STUDENTS**

**HEALTH SERVICE**

**RELIGIOUS EMPHASIS**

**MUSICAL OPPORTUNITIES**

**ATHLETICS**

**DRAMATICS AND RADIO**

**FRATERNITIES**

**PUBLICATIONS**

**STUDENT GOVERNMENT**

**PLACEMENT**

**ALUMNI ASSOCIATION**

**CAMPUS SOCIAL LIFE**

## Things You Need To Know

COLLEGES offer many and varied opportunities for their students. In selecting the college best for you, close attention should be given to the experiences and opportunities for personal development that are offered. Here are some of the things that make High Point College what it is.

### **ORIENTATION WEEK**

Orientation is one of the most important periods for helping freshmen and transfer students to adjust to their new educational environment. The entire college, faculty, administrative staff and upperclassmen, offer every assistance to new students, so that they may be happy and successful. Greetings and suggestions and words of practical advice — with many useful pointers for new students — come from all departments to assist the newcomers in getting “off to a good start.”

The Resident Counselor for Women, the Resident Counselor for Men, and the Social Director all participate from the outset to help the student feel at home on the High Point College campus. The Librarian and her staff serve immediately to explain the uses of the library, so that both freshmen and transfer students can find their way around the world of books easily and advantageously.

Receptions and informal get-togethers help new students meet each other and their classmates and introduces them to the spirit of friendliness which is a tradition of High Point College.

Since self-understanding is so important in personal development, all freshmen and transfer students are required to go through the full orientation program. In addition to placement tests in English, foreign language, and business, the new students will take psychological tests, the Wrenn Study Habit Inventory, the Personality Inventory, and complete Personal Data Sheets for the Director of Guidance.

**COUNSELING**

Deeply concerned for and committed to each individual student on its campus, High Point College maintains an Office of Guidance and a full-time Director of that office. Utilizing the latest methods, the college offers each student a guidance service which assures him of a wholehearted personal interest in his problems. Faculty and staff co-operate with the Office of Guidance to make possible a professionally competent and successful program of faculty advisers, psychological tests, vocational information and job placement.

**DORMITORY  
LIFE**

A student's "home away from home" should be as comfortable and happy an experience for him as possible. Recognizing that an adjustment to dormitory life will have to be made, High Point College provides adequate living accommodations, carefully designed to give a cheerful atmosphere for living and studying. Assignments to rooms are made to McCulloch Hall, and Millis Hall for men and to Woman's Hall, Wesley Hall or North Hall for women. The dormitories are located near all facilities—classrooms, laboratories, dining room, auditorium, etc. The college furnishes all the necessary furniture for the rooms, but it asks that students provide their own linens, blankets, pillows, curtains and towels.

Students who are not living at home are required to live in a college dormitory and take their meals in the college dining hall. If circumstances make it necessary for them to do otherwise, they must get permission from the Director of Student Personnel. Students failing to comply with this regulation may be asked to withdraw from the institution. Only single women resident students will be housed in the dormitory unless special permission is received from the Director of Student Personnel.

Dormitories are closed during holidays; students may not live in dormitories during these periods.

No freshman dormitory student may have a private car on campus; all other dormitory students must maintain a "C" average in order to keep a car on campus. Exceptions to the above must be approved by the Director of Student Personnel.

**CONDUCT OF  
STUDENTS**

High Point College, with Christian aims and purposes, emphasizes that all students conduct themselves as ladies and gentlemen. There are no unfair or unrealistic restrictions, but only those



rules which will best permit an effective living together of students, a wholesome and happy environment, and an atmosphere conducive to consideration of others.

#### **HEALTH SERVICE**

Knowing that a student's physical and emotional health is a primary factor in his academic well-being, the college is eager at all times to maintain the very maximum of health facilities. Every dormitory student is provided medical service, exclusive of vaccinations, surgery, X-ray, and hospitalization. Fourteen local physicians are on call to the College at all times. A registered nurse is on duty to help students. Day students, who become ill while attending classes, are entitled to make use of the medical and nursing facilities of the college.

Further, in order to protect the students the college is requiring that each student take an accident, hospitalization and surgical policy or provide a written statement that they have such insurance.

#### **RELIGIOUS EMPHASIS**

Mindful of its role in encouraging a religious life for students, High Point College dedicates much of its time to the furtherance of Christian living. There is a Chapel-Assembly once a week; there are morning devotionals and vesper services, Fellowship Teams, and Dormitory Devotionals. There are organizations of pre-ministerial students, of young women in religious education; and there are denominational groups. The Lindley Chapel is located on the third floor of Roberts Hall, where students may retreat for spiritual reflection and for solace before or after an academic day.

The college maintains a policy of open-mindedness concerning particular creeds and specific beliefs, but it does insist that man's devotion to God and things of the spirit be very much involved in the training for leadership. The faculty, administration, and students lend their united and sincere efforts to this end.

#### **MUSICAL OPPORTUNITIES**

Music, like literature and the visual arts, is an important part of man's culture. There are many roads to beauty and truth; but, it is best to have road maps. The "maps", in this instance, are the musical opportunities offered at High Point College. The Concert Choir appears frequently at churches and schools and every year makes an extended tour. The Choir also performs at chapel and assembly programs on the campus. Students may sing; they also

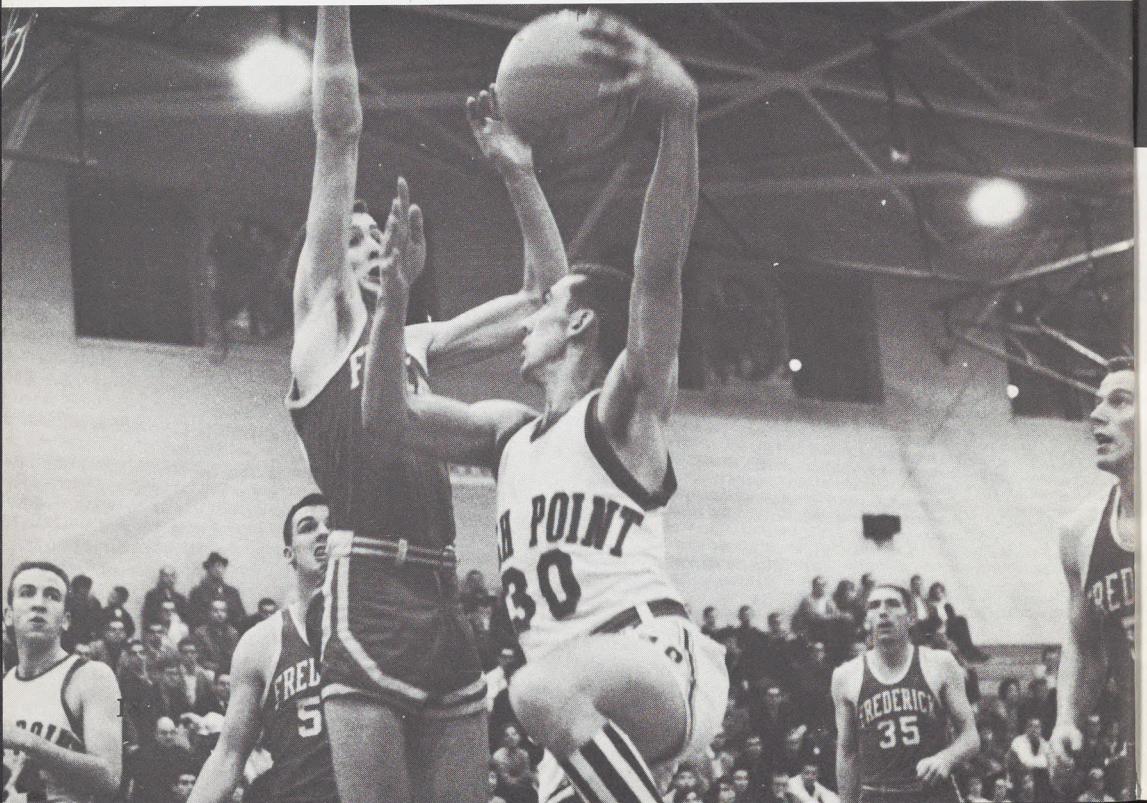
may play their favorite musical instruments in the Concert Band or in small ensembles.

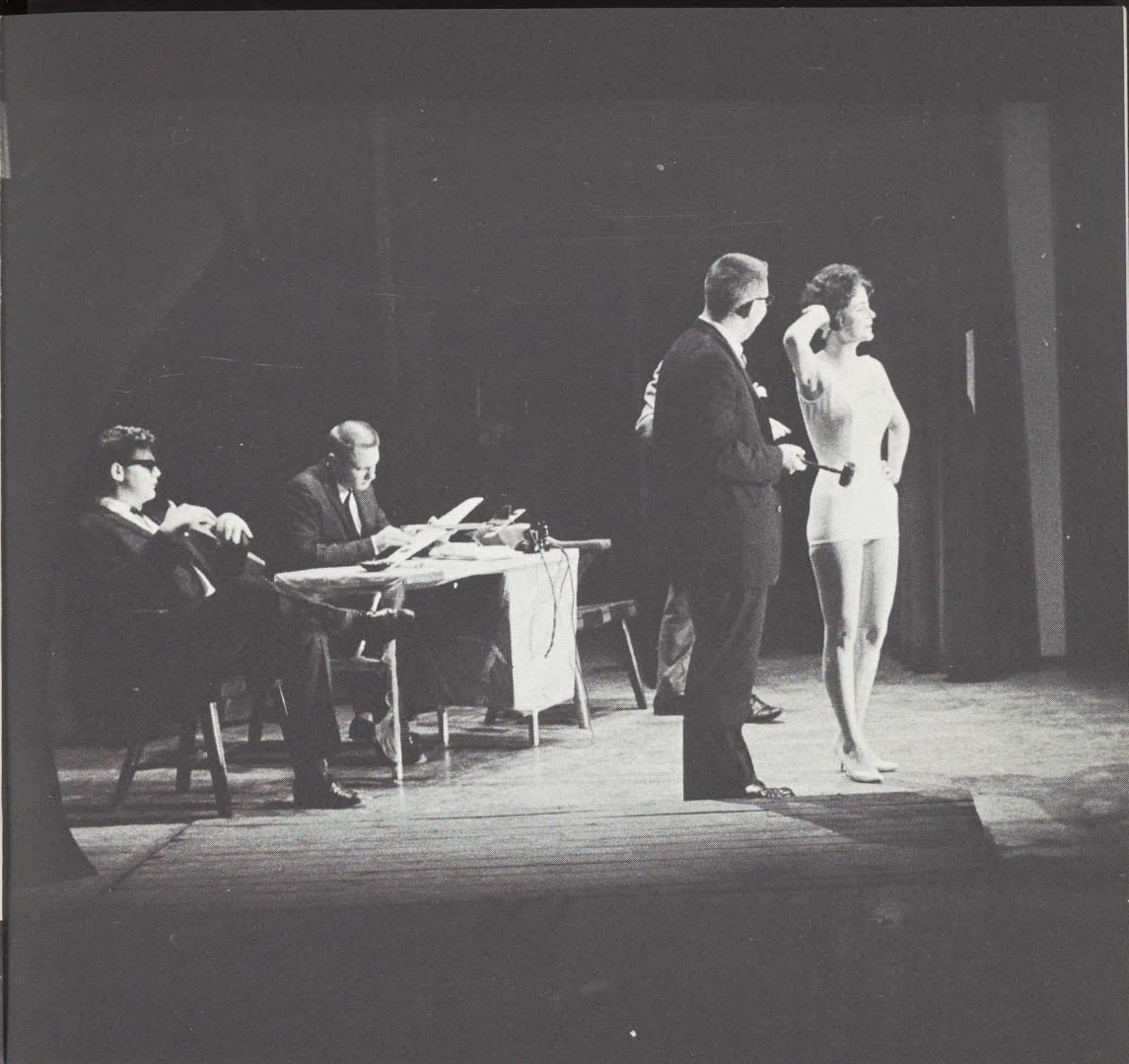
For all persons to enjoy, there are annual concerts given in co-operation with the Community Concert Association, which present the finest available artists to the public in Memorial Auditorium of High Point College.

#### **ATHLETICS**

A well-developed body, no less than a well-developed mind and a sensitive, receptive soul, is an ideal upheld by the college. Each student has an opportunity to participate in the intramural sports program. The students enjoy taking part in the following intramural activities: touch football, speed ball, volleyball, tennis, golf, bowling, ping pong, horse shoes, archery, basketball and softball. Individual awards are given to members of all championship teams.

Good athletics is encouraged. Care is taken, however, in the scheduling of games, and in permitting students to take part in them, to see that such participation does not interfere in any way with their school work.

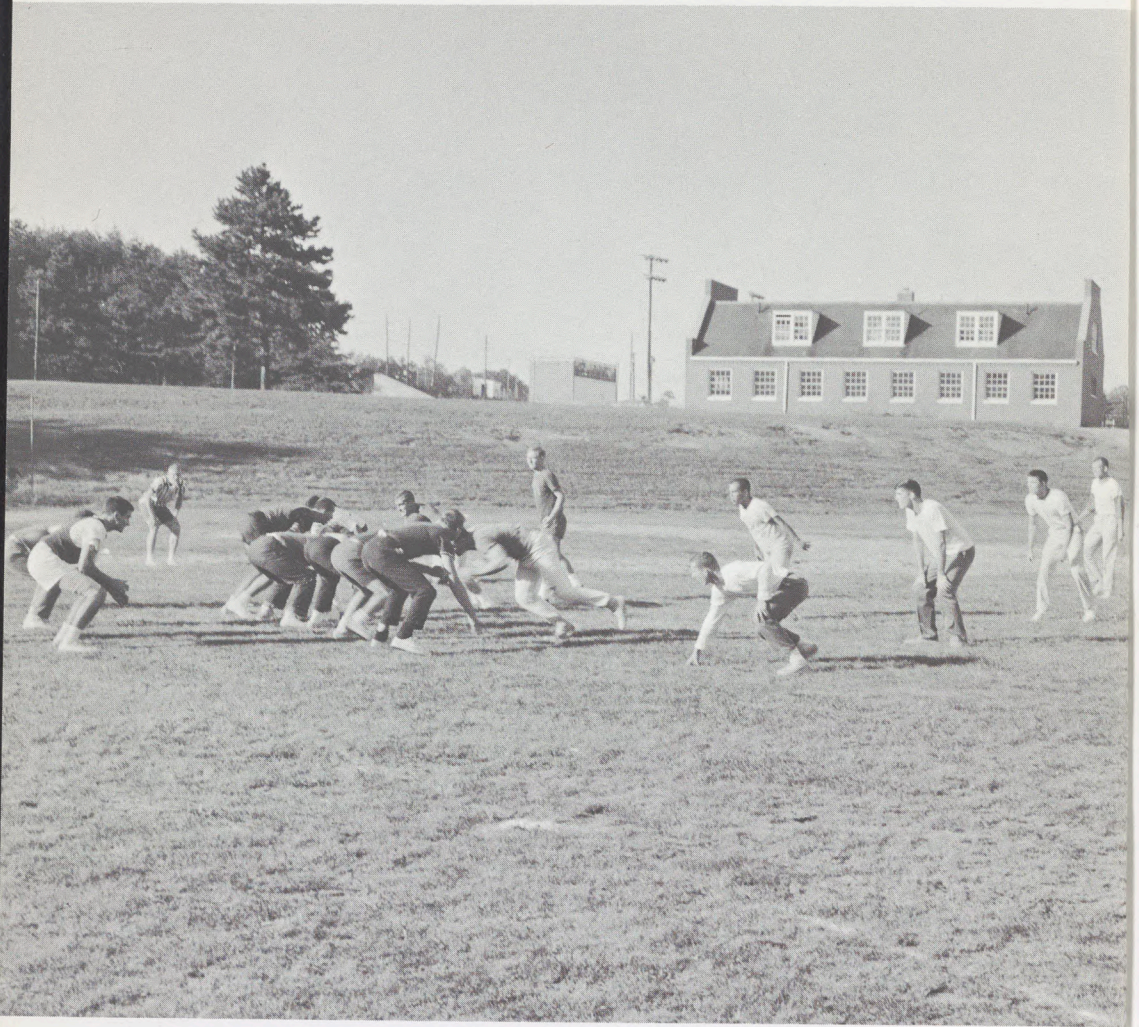




**DRAMATICS AND  
RADIO**

Knowing that drama must be forever close to human concerns—that it plays a role in leading humanity—High Point College supports the radio and dramatic facilities on its campus. Mount Parnassus and the market places of the world are equally the province of The Tower Players, the thespian group at High Point College.

The Tower Players, a dramatic group of long standing, takes its name from the tall tower in Roberts Hall where it worked for many years. Major and minor productions are given each year. Students may gain valuable experience in any phase of production. Memorial Auditorium, with its fine dramatic facilities, gives the players excellent opportunity for scene construction, controlled lighting, make-up, and effective staging.



**FRATERNITIES**

High Point College is fortunate in regard to its fraternities, sororities, and college-wide organizations. Through self-disciplines, these organizations uphold the ideals and policies of the college. Within each group, training opportunities for leadership are abundant. Self-confidence and maturity of judgment, personal conduct, and good manners are outgrowths of the various endeavors—with scholarship a concern of all.

**PUBLICATIONS**

The students publish the HI-PO, the college newspaper, "APOGEE", the student literary magazine, and the ZENITH, the college annual. These publications are supported by allotments from the Student Activities Fee and from general advertisements.

**STUDENT GOVERNMENT**

Student Government has an important part in the encouragement of democratic procedures at High Point College. The Executive Council of The Student Government Association is the governing body of the Association. With the advice and counsel of two faculty advisers and the Director of Student Personnel, the Executive Council acts on many problems which concern student morale, encourages self discipline of students, and carries out a variety of student activities throughout the year.

The Student Government Association is the co-ordinating and governing body of all organizations on the campus including the Pan-Hellenic Council, the Inter-Fraternity Council, the Men's Dormitory Council, the Women's Dormitory Council, and the Day Student Organization.

**PLACEMENT**

The College maintains a placement office for the purposes of aiding students in obtaining part time employment, assisting seniors in securing desirable positions after graduation and aiding Alumni who desire the services of the placement program at any time after leaving college. There is no charge for these services.

**ALUMNI ASSOCIATION**

The greatest asset of High Point College is its interested Alumni. The quality of the education received at High Point College is demonstrated by the large number of successful graduates who have entered all fields of human endeavor. The college keeps in close contact with its graduates and always strives to maintain a close relationship with all former students.

Homecoming and Alumni Day activities bring to the campus large numbers of High Point College Alumni. These activities give the Alumni an opportunity to meet the students and to see the growth of the college in which they are sharing as loyal supporters of Christian higher education at High Point College.

*Things You Need To Know*



**CAMPUS  
SOCIAL LIFE**

A planned social program is a vital part of a college's contribution to the total education of its students. High Point College offers this program through its Director of Social Activities.

The Student has the opportunity to acquire poise in being presented during receptions, to act as host at teas, to plan dances, and to learn to choose the correct dress for all occasions.

High Point College fosters campus spirit through many traditional events, the Freshmen Reception, the Halloween Bonfire, and dance, Thanksgiving Tea and Musical, Christmas Ball, Valentine Dance, Spring Tea, April Sing, "Big Name Band" Dance and May Court, Sorority and Fraternity Formal Dances, and the Junior-Senior Dance.









## College Practices

**ADMISSION**  
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**DEAN'S LIST**  
**DEGREES WITH HONOR**  
**CATALOGUE CHANGES**  
**STUDENT RESPONSIBILITIES**

# College Practices

**ADMISSION Freshmen** HIGH POINT COLLEGE is as interested in what you will do, as in what you have done. It is the purpose of the Admissions Committee to try to match the student with the college in every instance possible. By a close examination of your high school record, your scores on the Scholastic Aptitude Test and the personal interview, which is generally required of all prospective students, the Admissions Committee is able to project your college potential.

The quality of work which you have done in high school has a direct bearing on your success in college. By use of the Scholastic Aptitude Test, we are able to evaluate your ability against a national norm. The Admissions Committee has found that the following requirements of high school courses are necessary for success in college:

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

\*May be waived provided the student shows promise of success in college. The two units should be in the same language.

Experience has shown that the student who ranks in the upper half of his graduating class, will be most successful in college.

The Scholastic Aptitude Test of the College Entrance Examination Board will give to the Admissions Committee a somewhat different test of your abilities. You are required to take only the morning aptitude test and request that the scores be sent to the Director of Admissions. Your High School Counselor will be able to give you information concerning this examination program, or you may write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey. If you live in the Western part of the United States you may write to the C.E.E.B., Box 27866, Los Angeles, California.

It is not necessary for you to wait until all the evidence of your qualifications is available before you apply for admission. For an application for admission you should write to the Director of Admissions, High Point College.

There are two recommendations which must accompany your Application for Admission to High Point College—the recommendation of your High School Counselor or Principal and the recommendation of your Minister. Both recommendation forms are included in the application forms for admission, and it will be necessary for these forms to be completed before any notification of acceptance or rejection can be issued by the Admissions office.

**Transfer  
Students**

If an applicant desires to transfer from another institution to High Point, a complete, certified transcript of the record at all institutions previously attended must be submitted to the Admissions Office. This transcript must show that the transfer student is eligible to return to the institution last attended. Official records may not be presented by applicants, but must be transmitted through official channels. The candidate cannot be admitted until these records are on file in our Admissions Office. Full credit will be given for academic work done in any other college or university of equal rank if it is compatible with the curriculum at High Point College and grades of "C" or better were earned. A total academic average of "C" is required of all transfer students.

THE COLLEGE RESERVES THE RIGHT TO DENY ADMISSION OR READMISSION TO ANY APPLICANT WHO, IN THE JUDGMENT OF THE COLLEGE AUTHORITIES, SHOULD NOT BE ADMITTED OR READMITTED.

## REGISTRATION

Students are admitted to High Point College through the usual process of registration. Before a student can proceed with registration, a full and satisfactory record of previous work done by the applicant must be on file in the Office of Admissions.

A definite time is given for the period of registration of Freshmen and upperclassmen. The days are designated in the College Calendar. No student may register for full credit later than seven days after the beginning of classes in any semester except by permission of the Registrar.

Each student must register for fifteen hours of college work, unless a smaller selection of courses will meet the requirements for graduation. Special students and unclassified students do not come under this regulation.

No student shall be allowed to carry more than sixteen semester hours during the first semester that he or she is a student at High Point College except in cases where his program includes a four-hour science course, in which case he may carry seventeen hours. After the first semester, a student may carry a maximum of nineteen hours, provided in the judgment of the Dean, the grades of the previous semester justify permission for such additional hours.

No class will be organized for which fewer than eight students register unless permission is granted by the Dean of the College.

Every student, at the time of each annual registration, must present a physician's certificate stating that he or she has had a physical examination within the past thirty days. The student should be in good health and fit for participation in the college program. A student not presenting such certificate will be examined by one of the college physicians and at the student's expense.

The North Carolina Medical Society and the college physicians are strongly urging that all students be required to complete the three Salk vaccine shots before entering college. High Point College insists that all applicants be successfully immunized against smallpox and typhoid fever.

## TUITION AND FEES

The College is aware that the cost of a college education is a major outlay for a family and makes every effort to keep its charges as reasonable as possible, consistent with providing an opportunity for a first-class college education. Because of support

by the Methodist Church, earnings on endowment investments, and gifts from friends of the college, the individual student is able to attend High Point College for much less than the total cost of his education.

<b>CHARGES (Payable by semester in advance)</b>	<b>Per Semester</b>	<b>Per Year</b>
Tuition .....	\$262.50	\$ 525.00
General Fees .....	69.00	138.00
Student Activities .....	10.00	20.00
Total for a Day Student .....	\$341.50	\$ 683.00
Room and Board .....	\$292.50*	\$ 585.00
Health Service .....	8.50	17.00
Total for a Dormitory Student .....	\$642.50	\$1,285.00

\*Men living in Millis Hall will be charged an additional \$10.00 per semester.

The charges listed above are for the student taking a normal load not exceeding 17 hours per semester. An extra charge of \$16.50 per semester hour will be made for each hour beyond the normal load of 17 unless specifically authorized by the Dean of the College.

The board and room charge is subject to change at any time, without prior notice, and it is stated on the basis of two students per room. If a student requests and is assigned a private room he will pay an additional charge of \$90.00 per semester. Students assigned three to a room, except in Millis Hall, will be charged \$10.00 less per semester for their board and room.

In addition to the charges stated above, the student must have accident, hospitalization, and surgical insurance as provided on page 35, must pay any laboratory fees or private lesson fees as listed below, and should allow about \$60.00 per year for books and supplies.

#### **Laboratory Fees**

No laboratory fees for individual courses will be charged except for Practice Teaching courses, Education 401B and Education 402, and for private music and art courses. The fee for Education Courses 401B and 402 will be \$25.00 per semester and the fees for private lessons are described on page 31.

### Summer School Charges

Room and board, per term (two in a room) .....	\$105.00
General fee, per term .....	16.50
Tuition, per semester hour .....	16.50

Laboratory fees will be the same as those listed for the regular academic year.

### Graduation Charges

An application for graduation must be made to the Dean of the College not later than December 1. A fee of \$17.50 is due and payable thirty days before commencement to cover the cost of the diploma, diploma case, rental of the cap and gown, and graduate record examination.

### Late Registration Charges

All students are expected to complete their registration on the dates indicated by the college calendar at the front of the catalogue. Any delayed registration, which can be only by the prior written permission of the Registrar, will be charged at the rate of \$1.00 per day for such delays, to a maximum of \$5.00.

### Transcript Charges

The college furnishes without charge the first transcript of a student's academic record. Each additional transcript will cost \$1.00.

### Private or Class Lessons in Applied Music

The charge per semester for private lessons in voice, organ, piano, or any band or orchestral instrument is \$40.00 for one half-hour lesson a week and \$80.00 for two half-hour lessons a week.

Class lessons in voice, piano, band or orchestral instruments are \$20.00 per semester for one credit hour.

Persons other than regular college students taking private music lessons will pay \$50.00 for one half-hour lesson per week and \$100.00 for two half-hour lessons per week.

### Unclassified or Special Student Charges

Students attending on a special or unclassified basis will pay \$16.50 per semester credit hour, plus a general fee of \$22.00 if

they are taking no more than four semester credit hours, or a general fee of \$44.00 if they are taking five through ten semester credit hours. No more than ten semester credit hours may be taken on this basis. Evening school registration does not entitle students to attend day classes.

### **Commercial Subjects**

Regularly enrolled students in departments other than Business Administration may take typewriting and/or shorthand without college credit by the payment of \$55.00 per year for either subject, or \$100.00 for both subjects. Accounting may be taken on the same basis of credit and charge as any other subject in the curriculum.

### **Evening College Charges**

Students attending the Evening College will pay \$16.50 per semester credit hour plus a registration fee of \$5.00 per semester. Laboratory fees will be the same as for regular college students.

### **Auditing Charges**

Occasionally, a person may be allowed to audit a course for which no credit is given. If this is permitted, the charge will be one-half of whatever the charge would be on a credit basis.

### **Method of Payment**

Payments *in full*, except for laboratory fees, for the semester, evening college, or summer school term, must be made before a student may be considered registered or may attend any class for that period. The college has no plan for delayed payments; but it has approved a Tuition Payment Plan offered by Wachovia Bank and Trust Company, which is described on page 34.

The following schedule of payments should be followed:

1. \$10.00 must accompany the application for admission. This will not be refunded and will not apply toward the amount due for the semester for which you are applying.
2. As evidence of your intention of attending High Point College and in order to keep your application in good standing, you must make an additional \$50.00 payment by May 1, or within ten days after your acceptance by the college, if you are accepted after



May 1. This will not be refunded, but it will be applied to your account.

A statement of the student's account will be mailed to the student about the middle of each semester. This statement will show the student's payments and the charges for various fees, including the laboratory and extra hour charges. These bills will be due by the date stamped on them.

Under no circumstances may a student take any final examination for any semester or term until he has made full settlement of his account, nor may any student be re-admitted until all previous charges are paid in full. No student may be graduated or receive a transcript of his college credits until his account with the college is paid in full.

### **Refunds**

When a student registers, it is for the term or semester. Therefore, if he drops out during the period, for whatever reason, there will be NO refund of any amounts paid, except that the charge for board will be refunded pro-rata from the date the student officially drops out and turns in his meal ticket. The "No Refund" also means that the amount paid will not be credited to some other student or some future period of enrollment. Any amount charged to the student's account must be paid before a transcript can be issued or the student re-admitted.

### **FINANCIAL AID**

High Point College is particularly concerned to see that no able student is denied admission solely because of financial need. Scholarship and loan funds have been established to meet the need in such cases. Financial aid is based on three major areas of consideration — Scholastic Ability, Financial Need, and Leadership Potential.

Applicants who know that they will experience difficulty in financing their education may write to the Financial Aid Office in request of a Financial Aid Application. A standard application is completed for all types of financial aid and a copy of the Confidential Statement of the College Scholarship Service must supplement the Financial Aid Application. CSS forms may be obtained from High School Counselors or from the College Scholarship Service of Princeton, New Jersey. High Point is a member of the

College Scholarship Service and the Southern Scholarship Group. The college subscribes to the eight basic principles of financial aid as approved by these groups. A brochure is available upon request.

Loan funds are available to students in good standing who have need of financial assistance. A specific listing of scholarship and loan funds will be found in the back of this catalogue.

**MONTHLY  
PAYMENT  
PLAN**

Wachovia Bank and Trust Company offers a Monthly Payment Plan. The student's parents may join a pre-payment plan which requires monthly payments, beginning in advance of the student's enrollment and on which there is no interest charge, or they may join a plan under which the costs of the college education can be paid over a period of six years (four year enrollment) with interest at five per cent on any sum of money advanced by the bank. Under either of these plans there is a small charge for handling the account which is protected by term life insurance so that the student's education may be continued to the extent listed in the application in the event the parent should die.

For complete details of this plan consult any Wachovia Bank and Trust office or write to the Trust Department, Wachovia Bank and Trust Company, P. O. Box 3099, Winston-Salem, North Carolina.

**ACCIDENT,  
HOSPITALI-  
ZATION AND  
SURGICAL  
INSURANCE**

In the past, High Point College has offered to its students a low premium accident, hospitalization and surgical insurance plan. This was on a voluntary basis and a large percentage of students took advantage of the plan. However, on several occasions there were a few students not covered who needed the protection such a plan offers.

After careful consideration, the college has decided that all students, before admission or readmission, must take the accident, hospitalization and surgical insurance provided by the college or submit evidence that they have similar insurance protection. The college feels that this is in the best interest of students and parents. Accordingly, the individual student will automatically receive this insurance coverage and be charged for it unless a written statement is received in the college business office to the effect that

the student already has such insurance and the additional coverage is not wanted. To be valid, this statement must be signed by the parent or guardian. Parents submitting such a statement are cautioned to look at their policies carefully, since most policy coverages for dependents automatically end when the dependent reaches nineteen.

Details of the insurance plan will be mailed to you during the summer. Basically, the plan will provide a given amount per day for hospital care, a surgical schedule with a maximum of \$200.00, and a \$1000.00 blanket accident coverage, and will cost \$14.00 to \$16.00 for twelve months.

**DEGREE  
REQUIREMENTS**

Candidates for the Bachelor of Arts (A.B.), Bachelor of Science (B.S.), and Bachelor of Arts in Teaching (A.B.T.) should take the general required courses during their freshman and sophomore years. A major area of study should be selected not later than the end of the sophomore year. The department chairman or a professor within the major study area will become the student's advisor and will guide him in the proper grouping and organization of his program.

The following are the General Requirements:

(Courses)	(Hours)
English Composition .....	6
English Literature .....	3
*History .....	6
Mathematics .....	3
Religion .....	6
**Foreign Language .....	6
Science .....	8
Physical Education .....	4

\*A.B. and B.S. candidates will take Western Civilization.  
A.B.T. candidates will take American History.

\*\*For the A.B. and B.S. degrees, a knowledge of one foreign language on the intermediate level (201 and 202 courses) is required. This may be taken by courses or by examination. For the A.B.T. degree, if less than 2 years in the same language were taken in high school, courses 101 and 102 must be taken.

**MAJORS** Majors, minors and electives are offered in three degree programs: Bachelor of Arts, Bachelor of Science and Bachelor of Arts in Teaching. One or more minors may be taken, but none is required. Eighteen semester hours constitute a minor.

**BACHELOR OF ARTS (A.B.)**

(Majors)	(Hours)	(Core Courses)	(Hours)
Art .....	42	English Literature .....	3
English .....	36	Fine Arts .....	3
Economics .....	30	Social Sciences .....	3
Foreign Languages .....	30	(Sociology, Economics	
History .....	36	or Political Science)	
Political Science and History .....	45	General Psychology .....	3
Music .....	48	Speech .....	3
Philosophy .....	30	Philosophy .....	3
Psychology .....	33		
Religion .....	33		
Sociology .....	33		
Social Studies .....	42		

**BACHELOR OF SCIENCE (B.S.)**

(Majors)	(Hours)	(Core Courses)	(Hours)
Biology .....	36	English Literature .....	3
Business Administration .....	46	Trigonometry .....	3
Chemistry .....	52	Social Sciences .....	6
General Science .....	48	(Sociology, Economics	
Mathematics .....	42	Philosophy, Psychology	
Physics .....	40	or Political Science)	

**BACHELOR OF ARTS IN TEACHING (A.B.T.)**

(Majors)	(Hours)	(Core Courses)	(Hours)
Elementary Education .....	33	Elementary and Secondary:	
Art Education .....	36	Speech .....	3
Business Education .....	36	Psychology .....	3
Music Education .....	48	Social Studies .....	6
Physical Education .....	36	Elementary:	
		Children's Literature .....	3
		Social Studies .....	3
		Health and	
		Physical Education .....	4
		Art and Music .....	9
		Mathematics .....	3

**GRADUATION REQUIREMENTS**

A total of 128 semester hours are required for graduation. No more than four semester hours in physical education activity courses may be counted toward graduation except for those major-

ing or minoring in physical education. Theory courses may not be substituted for the activity course requirements.

All candidates for graduation must complete the last 32 semester hours of work at High Point College with the exception that a student who has completed 90 semester hours at High Point College may, with permission of the Dean of the College and his major professor, take up to six semester hours in another approved institution. One-third of the courses needed to satisfy major department requirements must be taken at High Point College.

No student will be allowed to graduate unless he has an overall average of at least "C", and average of "C" in the major area, and not more than two "D's" in 300 and above courses in the major area. A ratio of one quality point for each semester hour attempted is required.

Each degree candidate is required to pass the comprehensive examination in the major field of concentration during the senior year.

NOTE: THE NEW GENERAL REQUIRED COURSES, THE NEW MAJORS AND CORE COURSES ARE IN EFFECT FOR THE FRESHMAN CLASS ENTERING FOR THE 1964-65 ACADEMIC YEAR. STUDENTS PREVIOUSLY ENROLLED MAY COMPLETE THEIR PROGRAM UNDER THE OLD DEGREE REQUIREMENTS AS SPECIFIED IN THE 1963-64 CATALOG, OR MAY CHOOSE THE NEW CURRICULUM.

#### **CLASSIFICATION OF STUDENTS**

A student admitted upon certification of graduation with 16 units from an accredited high school and the specified number of required units will be classified as a freshman.

For admission to the sophomore class a student must have completed 27 hours toward his degree before the opening of his sophomore year. To be classified as a junior he must have completed 58 semester hours of credit and must have a quality point average of 1.0 or above before the opening of the year in which he is to be so classified. All courses attempted in college shall be counted in this total. Also, the student must have passed either the proficiency examination in English or the corrective English course. All students, who, at the beginning of the first semester, have a 1.0 average and lack only one possible year of work for the completion of all degree requirements and who matriculate for

such required courses shall be classified as seniors. All students who, at the beginning of the spring semester, are within possible reach of graduation by the end of the summer session may be classified as seniors.

**CREDIT HOURS**

All credit hours are based upon the semester. Two semesters make an academic year. The credit hours indicated for the courses in the departments which follow in alphabetical order are semester hours. A semester hour represents one lecture or two laboratory hours a week for the semester unless otherwise stated under each course description.

**GRADING**

*The following system of grading is used:*

**A (superior)** is the highest grade given; it is reserved for those students whose work is of a markedly superior quality.

**B (excellent)** is the grade given for work which, while not notably superior, is clearly above the average.

**C (average)** is the grade given for satisfactory work done by the average student.

**D (inferior)** is the grade for work which, while not altogether satisfactory, is good enough to entitle the student to receive credit for the course.

**F (failure)** is the grade given for failure and indicates that no credit can be received for the course except by repetition.

**Inc (incomplete)** is the grade given because the instructor feels the student, due to illness or some other justifiable reason, should be permitted to complete the course in extended time.

**WP** Withdrew passing.

**WF** Withdrew failing.

For the purpose of finding averages, honors, etc., the following points are assigned to the grade letters: A course graded "A" shall count three quality points for each semester hour, "B" shall count two, "C" shall count one, and "D" none. All hours attempted are considered in determining averages.

Mid-semester grades are required from each instructor for all freshmen enrolled in his courses and for all upperclassmen doing unsatisfactory work on the 15th of November and the 30th of March. Those students who are doing unsatisfactory work will be interviewed by their advisor to determine the causes for such low grades and means by which better results may be obtained. All grades are mailed to parents at the end of each semester.

No student shall be allowed to change courses later than seven days after classes begin. Any course dropped without the permission of the Dean of the College shall be marked on the records as a failure. Any course discontinued after November 1 of the first semester or March 15 of the second semester, even with the permission of the Dean of the College, shall be recorded as a failure.

**READMISSION**

To be eligible for readmission, a student must meet the following graduated scale of grade point average:

First year or <b>Freshman</b> (34 or less semester hours attempted): End of year .....	.40
Second year or <b>Sophomore</b> (66 or less semester hours attempted): End of year .....	.70
Third year or <b>Junior</b> (98 or less semester hours attempted): End of year .....	1.00
Fourth year or <b>Senior</b> (99 or more semester hours attempted): End of year .....	1.00

At the end of each fall semester, students who are not maintaining the quality point ratio prescribed, will be placed on academic probation.

A student who fails to earn the required number of quality points by the end of each year as stated in the above, must pass a minimum of twelve semester hours in the evening school or the summer school of High Point College with a grade point average of 1.0 before eligibility for readmission is established. Failure to meet these qualifications will permanently bar a student from readmission to this institution.

Any exception to the above regulations must be passed by a majority vote of the Admission Committee.

**ABSENCES** Regulations with respect to attendance at class, chapel, and all other stated exercises of the college program are printed in the official handbook of the Student Government Association, which will be mailed to each new student before registration. Students should consult this official guidebook for important information and for attendance regulations.

**STUDENT EMPLOYMENT** Various departments and operations of the college offer opportunities for student employment. The Financial Aid Office grants workshops to students who make application and who are in good academic standing. Students interested in workshops should contact the Financial Aid Office.

**AWARDS** Students of outstanding character and scholarship may become eligible for prizes or awards. A listing of these prizes and awards may be found in the back of the catalogue.

**HEALTH SERVICE** Every resident student's fees provide medical care for minor ailments and accidents when needed, through the College Dispensary. The College also pays for one visit each semester to a physician's office for accident or sickness without cost to the student when authorized by the College Nurse.

The health insurance policy for hospitalization and other benefits which the College arranges is required of all students, unless proof is given by the parent or guardian before registration that adequate coverage is provided. The High Point College Health Brochure sets forth the specific items underwritten under the terms of the policy, therefore, students and parents are urged to become familiar with the contents of the brochure. Full details of the coverage of the above policy are mailed to the students and parents prior to registration. Additional information will be given by the Director of Student Personnel upon request.

**STUDENT CITIZENSHIP** High Point College believes that each member of its student body is a responsible citizen. It is our belief that any student committing an act which could be construed as bringing discredit to our institution is fully aware of the consequences that will result. It is the duty of the Director of Student Personnel to insure



that any act committed by a student or by visiting friends of students will be met with disfavor and disapproval and that punitive action will be taken. In this connection, gambling, use of alcoholic beverages and profanity are considered to be violations of student citizenship.

Every form of hazing is prohibited. Students found guilty of hazing will be punished as required by the laws of the State.

HIGH POINT COLLEGE RESERVES THE RIGHT TO EXCLUDE ANY STUDENT WHOSE CONDUCT OR ACADEMIC STANDING IT REGARDS AS UNDESIRABLE. IN ALL SUCH CASES FEES DUE OR PAID WILL NOT BE REMITTED IN WHOLE OR IN PART, AND NEITHER THE COLLEGE NOR ITS OFFICERS SHALL BE UNDER ANY LIABILITY WHATSOEVER FOR SUCH EXCLUSION.

**INTERCOLLEGIATE  
ATHLETICS**

All athletics are under the control of the Faculty Athletic Council. All games are scheduled by this Council, and no contract shall be regarded as valid which has not been signed by the college. The Council also awards all athletic monograms and has general supervision over athletics.

The following policies governing athletics have been adopted by the faculty:

1. At the beginning of every season the coach shall submit to the athletic council a list of all players who are candidates for positions on the team to determine their eligibility. Any player found deficient in academic work during the season will be debarred from all athletic contests until such deficiency is removed.
2. No one team may be absent from the college during its playing season for more than ten school days.
3. Only bona fide students shall represent the college in any game. A bona fide student is one who is passing satisfactorily at least nine hours of college work.
4. No student who has passed less than nine semester hours of work during the last semester that he attended the college shall participate in any form of athletics.
5. High Point College is a member of the Carolinas Intercollegiate Athletic Conference and enforces all of the rules adopted by the Conference.

High Point College teams have been very successful in their participation in the Carolinas Conference. Basketball, tennis, golf, track, and baseball are emphasized. A healthy, inter-college rivalry makes participation as a member of the team or as a spectator one of the highlights of college life.

**DEAN'S LIST**

Twice a year the Dean of the College compiles a list of students in each class whose academic standing and character seem to indicate a high degree of ability and a sense of responsible citizenship. The list is published and distributed throughout the college, and an appropriate note is made on the permanent record of each student on the list.

**DEGREES WITH HONOR**

The diploma of a graduate with a ratio of 1 semester hour to 2.5 honor points shall read Cum Laude; a ratio of 1 to 2.75 shall read Magna Cum Laude; and a ratio of 1 to 2.85 shall read Summa Cum Laude.

**CATALOGUE CHANGES**

The college reserves the right to make changes in the regulations, courses, fees and matters of policy announced in this publication.

**STUDENT RESPONSIBILITIES**

Any loss occasioned by damage to college property will be charged to the student or students responsible; if the students causing the damage are unknown, the costs may be assessed equally upon all the members of the student body.



## Courses of Instruction



**SPECIAL PROGRAMS**

**NUMBERING SYSTEM**

**CHEMICAL COATINGS CENTER**

**BIOLOGY AND GEOLOGY**

**BUSINESS ADMINISTRATION AND ECONOMICS**

**CHEMISTRY AND PHYSICS**

**EDUCATION AND PSYCHOLOGY**

**ENGLISH**

**FINE ARTS**

**HISTORY, POLITICAL SCIENCE, AND GEOGRAPHY**

**MATHEMATICS**

**MODERN LANGUAGES**

**PHYSICAL EDUCATION AND HEALTH**

**RELIGION AND PHILOSOPHY**

**SOCIOLOGY**

*Commitment to Learning*

## Special Programs

### Pre-Medical and Pre-Dental

This curriculum leads to the B.S. Degree with a major in either Chemistry or Biology.

#### First Year

##### *First Semester*

Chemistry 101 .....	4
English 101 .....	3
Mathematics 107 .....	3
Biology 103 .....	4
Physical Education .....	1

##### *Second Semester*

Chemistry 102 .....	4
English 102 .....	3
Mathematics 108 .....	3
Biology 104 .....	4
Physical Education .....	1

#### Second Year

##### *First Semester*

Chemistry 209 .....	4
Biology 301 .....	4
English 203 .....	3
† Foreign Language .....	3
Physical Education .....	1

##### *Second Semester*

Chemistry 210 .....	4
Biology 302 .....	4
English 204 .....	3
Foreign Language .....	3
Physical Education .....	1

#### Third Year

##### *First Semester*

Chemistry 203 .....	4
* Elective .....	4
Physics 201 .....	4
Social Science .....	3

##### *Second Semester*

Speech 201 .....	3
* Elective .....	4
Physics 202 .....	4
Social Science .....	3

#### Fourth Year

##### *First Semester*

* Elective .....	4
History .....	3
Religion .....	3
Elective .....	6

##### *Second Semester*

* Elective .....	4
History .....	3
Religion .....	3
Elective .....	6

† Modern Language on 200 level.

\* Biology or Chemistry depending upon the major chosen.

The pre-medical or pre-dental student should major in either Biology or Chemistry. In either case, the electives should be chosen upon consultation with the advisor in the chosen area.

**B.S. Degree in  
General Science**

This curriculum leads to a B.S. degree with a major in General Science and a first minor in Education. Students are qualified for a Science certificate for teaching in high schools in North Carolina.

Students whose needs are not met by a major in Biology or Chemistry and who do not plan to teach may follow the first three years of this curriculum and take additional courses for the senior year with the advice of members of the science departments.

**First Year**

*First Semester*

Biology 103 Botany .....	4
Math. 107 College Algebra .....	3
English 101 .....	3
Foreign Language (German, French or Spanish) .....	3
History 101 .....	3
Physical Education .....	1
	<hr/>
	17

*Second Semester*

Biology 104 Zoology .....	4
Math. 108 Trigonometry .....	3
English 102 .....	3
Foreign Language (German, French or Spanish) .....	3
History 102 .....	3
Physical Education .....	1
	<hr/>
	17

**Second Year**

*First Semester*

Chemistry 101 .....	4
English 203 .....	3
Foreign Language 201 continue language chosen in first year ..	3
Social Science .....	3
Religion 201 .....	3
Physical Education .....	1
	<hr/>
	17

*Second Semester*

Chemistry 102 .....	4
English 204 .....	3
Foreign Language 202 .....	3
Social Science .....	3
Religion 202 .....	3
Physical Education .....	1
	<hr/>
	17

**Third Year**

*First Semester*

Geology 101 Physical Geology ..	4
Physics 201 .....	4
Science elective .....	4
Speech 201 .....	3
	<hr/>
	15

*Second Semester*

Geology 102 Historical Geology	4
Physics 202 .....	4
Science elective .....	4
Education 201 The school as a social and Educational Institution .....	3
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	15

**Fourth Year**

*First Semester*

Education 304 Child Psychology .....	3
*Science Electives .....	9
Biology 451 or 452 .....	3
or Chemistry 451 or 452 .....	3
	<hr/>
	18
Total semester hours: 128 or 129.	

*Second Semester*

Education 302 The High School	3
Education 305 Educational Psychology .....	3
Education 401a Materials and Methods .....	3
Education 401b Practice Teaching .....	6
	<hr/>
	15

\*Science electives shall be taken primarily in one field of science.

**Pre-Engineering Curriculum**

**First Year**

*First Semester*

Mathematics 107 .....	3
English 101 .....	3
Chemistry 101 .....	5
History 101 .....	3
Physical Education .....	1
Mathematics 108 .....	3
<hr/>	
	18

*Second Semester*

Mathematics 152 .....	6
English 102 .....	3
Chemistry 102 .....	5
History 102 .....	3
Physical Education .....	1
<hr/>	
	18

**Second Year**

*First Semester*

Mathematics 251 .....	3
Physics 201 .....	4
English 203 .....	3
Social Science Elective .....	3
Elective .....	3 or 4
Physical Education .....	1
<hr/>	
	17 or 18

*Second Semester*

Mathematics 252 .....	3
Physics 202 .....	4
English 204 .....	3
Social Science Elective .....	3
Elective .....	3 or 4
Physical Education .....	1
<hr/>	
	17 or 18

Pre-engineering students should have taken three and one-half years of high school mathematics, including intermediate algebra, plane and solid geometry. Those who have not passed solid geometry should take it in the Summer School before their first year in College.

Students intending to major in chemical engineering should elect Chemistry 203-204 in their second year.

**Forestry Cooperative**

**Pre-Forestry Curriculum**

High Point College offers a two-year pre-forestry curriculum which enables the student to obtain a degree after two more years (and a summer camp) at almost all schools of forestry, including North Carolina State, University of Georgia, University of Florida, and Alabama Polytechnic Institute.

High Point College also offers a program in forestry in cooperation with Duke University. Upon the successful completion of a three-year curriculum at High Point College and a two-year curriculum at Duke University, the student will receive the Bachelor of Science degree from High Point College and the Master of Forestry degree from Duke University.

## Numbering System

COURSE numbers ending in an odd figure are given the first semester.  
 COURSE numbers ending in an even figure are given the second semester.

101 - 199 .....	Freshman Courses
201 - 299 .....	Sophomore Courses
301 - 399 .....	Junior and Senior Courses
401 - 499 .....	Senior Courses

No student will be permitted to take a course listed above his level unless he has the prerequisites and the permission of the Head of the Department and the Dean of the College.

## Chemical Coatings Center

### OBJECTIVES

High Point College is located in the furniture center of the south. In order to supply the finishes needed for furniture a large number of paint and coatings industries have located in this area. These industries need well trained chemists for research, development, and sales work.

High Point College has attempted to meet this need; and the large percentage of coatings chemists in this area, who are graduates of the College, attest to the success of the project.

In order to train a student for this profession a balanced curriculum is needed. It should be arranged to give a broad background in the humanities and a very thorough fundamental training in basic chemistry. In addition, intensive training should be given in the polymer and coatings field. Practical as well as theoretical work is essential.

The coatings industries located in this vicinity cooperate with the College, and the research work carried on during the senior year is conducted both in the College laboratories and in the laboratories of these companies.

The coatings courses are not required for the B.S. degree in chemistry. They may be elected during the junior year by superior students, majoring in chemistry, who desire additional professional training.

A number of scholarships are available to outstanding students who are in need of financial aid. The Federation of Societies for Paint Technology and a number of coatings industries furnish these scholarships.

### **POLYMER AND COATINGS CHEMISTRY. 317-318 (4).**

*Prerequisite Chemistry 309-310.*

A study of the Fundamental principles involved in the formulation and manufacture of paints, lacquers, sealers, alkyd resins, synthetics, stains and fillers. The laboratory work consists of the formulating, making, testing and improving of these finishes.

### **RESEARCH. 451-452 (4).**

*Prerequisite Chemistry 309-310, 315-316.*

The object of this course is to train the student to search the literature pertaining to a coatings problem, and to use the knowledge thus obtained along with the fundamental knowledge previously acquired from his basic chemistry courses in solving the problem.



Dr. Lazaruk  
 Mrs. Conner  
 Dr. Miller  
 Miss Phillips

# Biology and Geology

## OBJECTIVES

1. To provide introductory courses in plant and animal science to fulfill the general education requirement in the college's liberal arts program.
2. To provide a sequence of courses leading to a concentration in several areas of biological sciences, which will prepare the student for graduate school or for positions in research, industry, and public health.
3. To provide adequate preparation in biology for students in the Pre-Medical, Pre-Dental, Pre-Forestry, and medical technology program.
4. To provide courses in biological sciences that will prepare the students to teach biology in high schools.

The following curriculum leads to the B.S. Degree with a major in Biology:

### First Year

#### First Semester

Biology 103 or 104 .....	4
Chemistry 101 .....	4
English 101 .....	3
History 101 .....	3
<sup>1</sup> For. Lang. 201 or Math. 107 .....	3
<sup>2</sup> Physical Education .....	1

#### Second Semester

Biology 104 or 103 .....	4
Chemistry 102 .....	4
English 102 .....	3
History 102 .....	3
<sup>1</sup> For. Lang. 202 or Math. 108 .....	3
<sup>2</sup> Physical Education .....	1

### Second Year

#### First Semester

<sup>3</sup> Biology 203, or 205, or 207 .....	4
Chemistry 209 .....	4
Religion 201 .....	3
English 203 .....	3
Psychology 201 .....	3
Physical Education .....	1

#### Second Semester

<sup>3</sup> Biology 202, or 206 .....	4
Chemistry 210 .....	4
Religion 202 .....	3
English 204 .....	3
Psychology 202 .....	3
Physical Education .....	1

### Third Year

#### First Semester

Biology electives .....	8
Math. or For. Lang. 201 .....	3
<sup>4</sup> Physics 201 .....	4
Electives .....	3

#### Second Semester

Biology electives .....	8
Math. or For. Lang. 202 .....	3
<sup>4</sup> Physics 202 .....	4
Electives .....	3

### Fourth Year

#### First Semester

Biology electives .....	4-8
<sup>5</sup> Biology 451 (Seminar) .....	1-4
Electives .....	3-9

#### Second Semester

Biology electives .....	0-8
<sup>5</sup> Biology 452 (Seminar) .....	0-4
Electives .....	3-15

<sup>1</sup>Students who have had second year algebra and trigonometry in high school should take a language course in their first year at college and Math 203 in their third year, but if not,

they should take Math 107 and 108 in their first year, and the foreign language in their third year.

<sup>2</sup>Students may elect to take their physical education requirement during any year.

<sup>3</sup>Students will take one of these courses each semester in their second year and the remaining courses in their third and fourth years if they fit into the area of concentration. Also check with your advisor in Biology Department.

<sup>4</sup>Students who had two years of physics in high school should take Quantitative Analysis, or any other related course.

<sup>5</sup>Biology majors who have a B average will be permitted to take four hours credit whereas others may do it in special cases only with the permission of the department.

Biology majors who plan to minor in Secondary education will take the following courses: Biology 103, 104, 202, 451-2, 304, 305, 308, and 12 hours from 205, 206, 207, 301, 302, 303, 306, 311, and 312, equally distributed between zoology and botany.

Majors preparing for graduate school or for position in research, industry, or public health, will take Biology 103, 104, 451-2, 304, 305, and the remaining 20 hours of 200 and 300 courses in biology (to be chosen in the area of the student's specialization).

Biology majors who are taking an education minor must plan their programs to include all required biology courses before the end of the first semester of their senior year since the courses for the education minor must be taken during the second semester of their senior year.

In some instances additional credit in the related field (Chem., Math., Physics) will reduce the biology credit hours required for the degree.

### **BIOLOGY BIOLOGY 103. Introduction to Botany.**

*Four hours credit.*

A cultural and foundational course covering primarily the morphology, physiology and economics of seed plants, with emphasis on their life processes, cell and organ physiology, development of individuals and groups, heredity and evolution, relationship to environment, and biological importance. Some work is done with type forms in the lower plant groups.

### **BIOLOGY 104. Introduction to Zoology.**

*Four hours credit.*

A cultural and foundational course covering the fundamentals of biology as related to animals. This course includes such topics as cell structure, cell and organ physiology, development of individuals and groups, heredity and evolution, and interdependence of animals. Type forms are used to illustrate basic principles throughout the course.

### **BIOLOGY 201. Human Anatomy.**

*Prerequisite: Biology 104.*

*Three hours credit. (Not for Biology Majors)*

The aim of this course is to give the student as good a knowledge of the structure of the human body as is possible without actual dissection of a cadaver. Practical application of anatomical facts in physiology and health are emphasized.

### **BIOLOGY 202. Human Physiology.**

*Prerequisite: Biology 104. (Chemistry recommended)*

*Three hours credit.*

The aim of the course is to present modern teachings in human physiology in such a manner that the student is not lost in a mass of detail, yet may obtain a working knowledge of the behavior of the body as a whole and of the function of its parts. Sufficient anatomy is introduced to explain certain physiological processes.

**BIOLOGY 205. Invertebrate Zoology.**

*Prerequisite: Biology 104.*

*Four hours credit.*

Comparative morphology, evolution, and bionomics of the invertebrates.

**BIOLOGY 206. Local Flora (Field Botany).**

*Prerequisite: Biology 103.*

*Three hours credit.*

Classification and identification of flowering plants with field work.

**BIOLOGY 207. Local Fauna (Field Zoology).**

*Prerequisite: Biology 104.*

*Three hours credit.*

Classification and study of life cycles of animals with special emphasis on local animals. Field work included.

**BIOLOGY 209. Histo- and Cyto-Techniques.**

*Prerequisites: Biology 103 and 104.*

*Three hours credit.*

The preparation of histological slides employing both routine and histochemical staining techniques. Selection of methods and materials studied will be varied to the particular needs and interests of the students.

*Two 3-hour laboratory periods a week.*

**BIOLOGY 301. Comparative Anatomy of Vertebrates.**

*Prerequisite: Biology 104.*

*Four hours credit.*

A detailed study of the comparative structure of higher vertebrates with special reference to the form and development of systems and organs.

**BIOLOGY 302. Vertebrate Embryology.**

*Prerequisite: Biology 104.*

*Four hours credit.*

Fundamental principles of the early embryonic development of vertebrates. Several forms are studied both in class and in laboratory.

**BIOLOGY 303. Parasitology.**

*Prerequisite: Biology 104.*

*Four hours credit.*

A comprehensive study of the field of parasitology, with emphasis on cycles, epidemiological factors, inter-relations of parasite and host, and principles of treatment and prevention.

**BIOLOGY 304. Bacteriology.**

*Four hours credit.*

A study of morphology, fundamental physiological processes, and identification of bacteria and related micro-organisms; their relationship to sanitation, public health, and food preservation.

**BIOLOGY 305. Genetics.**

*Prerequisites: Biology 103 and 104.*

*Four hours credit.*

A presentation of the facts and principles of biological inheritance. The application of genetics to plant and animal breeding and to human problems is emphasized.

**BIOLOGY 306. Ecology.**

*Four hours credit.*

Lectures will be devoted to a study of ecological principles and terminology. Laboratory and field work will include a study of factors governing the distribution of local plants and animals.

**BIOLOGY 308. Physiology of Plants.**

*Four hours credit.*

A study of the principles of physiology and their application to the living organism as a whole.

**BIOLOGY 311. Cryptogamic Botany.**

*Four hours credit.*

A study of representative examples of algae, fungi, mosses, and liverworts, including collection, identification, and classification of common forms.

*Offered in alternate years.*

**BIOLOGY 312. Anatomy and Morphology of Vascular Plants.**

*Four hours credit.*

The internal structures of higher plants, including the cell, tissues, tissue systems, and organs of the plant.

*Offered in alternate years.*

**BIOLOGY 401-402. Seminar.**

*Either semester. Credit to be arranged.*

Individual work for majors in the department on selected problems in the field of Biology.

**BIOLOGY 451-452. Seminar.**

*One to four hours credit.*

*(To be arranged in consultation with the advisor in Biology Department.)*

Individual work for majors in the department on selected problems in the field of biology.

**GEOLOGY GEOLOGY 101. Physical Geology.**

*Four hours credit.*

A study of rocks, minerals, land forms, and processes of weathering and erosion. Some laboratory periods are field trips.

**GEOLOGY 102. Historical Geology.**

*Four hours credit.*

A study of sedimentary rocks and their enclosed fossils. Some laboratory periods are devoted to field trips.

Dr. Crobaugh  
 Dr. Patton  
 Mr. Burhans  
 Mr. Nelson  
 Mr. Netts  
 Mr. Rogers  
 Mr. Allen  
 Mr. Michael

# Business Administration and Economics

**OBJECTIVES** THE primary objective of the Department of Business Administration and Economics is to develop the capacity of students to make sound judgments in their eventual role as business executives. Experience and reason support the view that training for a successful career rests upon a comprehensive education in the areas of human knowledge. Therefore, students in this department follow virtually the same program of liberal arts studies in their first two years as do the students in other departments of the College.

The department offers the B.S. Degree in Business Administration and the A.B. Degree in Economics. *All students* in the Department of Business Administration and Economics should follow the course outline below for the first two years, *except that for the A.B. Degree* in Economics, Fine Arts must be substituted for Mathematics 108.

## Course Outline

### First Year

#### First Semester

English 101 .....	3
History 101 .....	3
Science .....	4
Foreign Language .....	3
Mathematics 107 .....	3
Physical Education .....	1
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#### Second Semester

English 102 .....	3
History 102 .....	3
Science .....	4
Foreign Language .....	3
Mathematics 108 .....	3
Physical Education .....	1
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### Second Year

#### First Semester

English 203 .....	3
Religion .....	3
Foreign Language .....	3
Economics 207 .....	3
Business 203 .....	4
Physical Education .....	1
	<hr/>

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#### Second Semester

English 204 .....	3
Religion .....	3
Foreign Language .....	3
Economics 208 .....	3
Business 204 .....	4
Physical Education .....	1
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### BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

During the junior and senior years additional courses must be elected from the business and economics curriculum to accumulate a minimum of 46 semester hours, but no more than 60 semester hours of credit, to qualify for the B.S. Degree. Each student must pass a typewriting proficiency examination in the freshman or sophomore year, or elect Business Education 103.

Six areas of concentration are offered candidates for the Bachelor of Science Degree in Business Administration. Each student is required to choose one areas of concentration.

#### Areas of Concentration

##### Accounting\*

Business Law (Bus. 301-302) .....	6
Intermediate Accounting (Bus. 305-306) .....	6
Cost Accounting (Bus. 307) .....	4
Income Tax Accounting (Bus. 308) .....	3
Auditing (Bus. 310) .....	3
Statistics (Econ. 317) .....	3
Management (Bus. 321) .....	3
Communications (Bus. 351) .....	3
Seminar (Econ. 451) .....	3
-----	34

\*Students who are preparing for the CPA examination should elect, with the help of their advisor, additional courses.

##### Finance

Business Law (Bus. 301-302) .....	6
Marketing Principles and Problems (Bus. 311) .....	3
Statistics (Econ. 317) .....	3
Management (Bus. 321) .....	3
Financial Institutions (Econ. 331) .....	3
Investments (Bus. 332) .....	3
Credits and Collect. (Bus. 333) .....	3
General Insurance (Bus. 335) .....	3
Communications (Bus. 351) .....	3
Seminar (Econ. 451) .....	3
-----	33

##### Marketing

Business Law (Bus. 301-302) .....	6
Marketing Principles and Problems (Bus. 311) .....	3
Advertising (Bus. 314) .....	3
Sales Management (Bus. 315) .....	3
Statistics (Econ. 317) .....	3
Management (Bus. 321) .....	3
Transportation (Econ. 324) .....	3
Business Cycles (Econ. 342) .....	3
Communications (Bus. 351) .....	3
Seminar (Econ. 451) .....	3
-----	33

##### Economics

Business Law (Bus. 301-302) .....	6
Marketing Principles and Problems (Bus. 311) .....	3
Statistics (Econ. 317) .....	3
Management (Bus. 321) .....	3
Managerial Economics (Econ. 341) .....	3
Business Cycles (Econ. 342) .....	3
Comparative Economic Systems (Econ. 343) .....	3
History of Economic Thought (Econ. 344) .....	3
Communications (Bus. 351) .....	3
Seminar (Econ. 451) .....	3
-----	33

##### Management

Business Law (Bus. 301-302) .....	6
Cost Accounting (Bus. 307) .....	4
Marketing Principles and Problems (Bus. 311) .....	3
Sales Management (Bus. 315) .....	3
Statistics (Econ. 317) .....	3
Management (Bus. 321) .....	3
Labor Problems and Human Relations (Econ. 322) .....	3
Business Cycles (Econ. 342) .....	3
Communications (Bus. 351) .....	3
Seminar (Econ. 451) .....	3
-----	34

##### Secretarial

Shorthand (Bus. Ed. 101*-102 and 301) .....	9
Typewriting (Bus. Ed. 103*-104) .....	6
Office Management and Office Practice (Bus. Ed. 206) .....	3
Business Law (Bus. 301-302) .....	6
Marketing Principles and Problems (Bus. 311) .....	3
Management (Bus. 321) .....	3
Communication (Bus. 351) .....	3
Seminar (Econ. 451) .....	3
-----	36

\*Bus. Ed. 101 and Bus. Ed. 103 may be omitted by those students who show tested ability.

### **BACHELOR OF ARTS DEGREE IN ECONOMICS**

During the junior and senior years, in order to qualify for an A.B. Degree in Economics, additional courses must be elected from the economics curriculum to accumulate a minimum of 30 semester hours. Economics 451 (Seminar) and Economics 317 (Statistics) must be included in the thirty hours total. In addition to the courses from the economics curriculum, Psychology 202, Speech 201, and three semester hours in philosophy must be completed.

### **BACHELOR OF ARTS DEGREE IN TEACHING BUSINESS SUBJECTS**

A Bachelor of Arts in Teaching Degree is offered in Business Education. Students who are interested in the program should see page 66.

### **BUSINESS ADMINISTRATION**

#### **BUSINESS 203-204. Principles of Accounting.**

*Four hours credit each semester.*

*Three class hours and two laboratory hours per week.*

A principles course; fundamental accounting procedures; journals, ledgers, methods, proprietorships, partnerships, corporations; profit and loss and balance sheet construction through trial balance and columnar work sheets and adjustments.

#### **BUSINESS 301-302. Business Law.**

*Three hours credit each semester.*

Contracts, agency, negotiable instruments, partnerships, corporations, bailments, real property, crime, and tort.

#### **BUSINESS 305-306. Intermediate Accounting.**

*Three hours credit each semester.*

*Prerequisite: Business 203 and 204.*

The theory of accounting and its practical application to the more difficult areas of proprietorship, partnerships, and corporations.

#### **BUSINESS 307. Cost Accounting.**

*Four hours credit.*

*Prerequisite: Business 203, 204, 305, and 306, or permission of the instructor, (May be taken with Business 305 or 306).*

*Three class hours and two laboratory hours per week.*

The fundamentals of job order, process, and standard cost accounting are taught through the use of problems and practice sets. Cost accounting for management purpose is stressed.

**BUSINESS 308. Income Tax Accounting.**

*Three hours credit.*

*Prerequisite: Business 203, 204, 305, and 306, or permission of the instructor.*

The Federal Income Tax Law situations, applications, corporation, partnership, and individual tax returns; accounting procedures for payroll taxes, withholding taxes, refunds, credits, and deductions.

**BUSINESS 310. Auditing.**

*Three hours credit.*

*Prerequisite: Business 203, 204, 305, and 306.*

This course is designed to give the student a working knowledge of auditing procedures. Audit reports and associated working papers are emphasized.

**BUSINESS 311. Marketing Principles and Problems.**

*Three hours credit.*

A study of the movement of basic commodities and manufactured goods from producer to consumer; the functional, the institutional, and the commodity approaches, and related situations.

**BUSINESS 314. Advertising.**

*Three hours credit.*

*Prerequisite: Business 311.*

The principles of advertising; correlations with business aims; problems, procedures, techniques, and business decisions related to advertising.

**BUSINESS 315. Sales Management.**

*Three hours credit.*

*Prerequisite: Business 311.*

*Offered in alternate years only.*

The organization and management of sales forces; large and small business. Industrial, wholesale, and retailing fundamentals.

**BUSINESS 321. Management.**

*Three hours credit.*

An overall survey of industrial activities including the study of business activities in decision making. Policy formulation and administration.

**BUSINESS 332. Investments.**

*Three hours credit.*

Principles of investments in stocks and bonds. Evaluation of sources of information about securities, methods of analysis, and management of industrial and institutional funds.



**BUSINESS 333. Credits and Collections.**

*Three hours credit.*

*Prerequisite: Economics 331.*

The financial problems of business; loans, stocks, mortgages, bonds, the market, risks, long- and short-term financing, interest rates and management, collections and credit procedures and practices.

**BUSINESS 335. General Insurance.**

*Three hours credit.*

*Prerequisite: Economics 331.*

Principles of insurance; life, property, compensation, casualty, automobile, and marine insurance.

**BUSINESS 351. Communications.**

*Three hours credit.*

Emphasis is placed on the form and preparation of business and research reports. Business letters and other communications are also given consideration.

**ECONOMICS ECONOMICS 207-208. Principles of Economics.**

*Three hours credit each semester.*

Principles of economics and economic concepts considered necessary for an understanding of the American economy. A presentation of the significance and measurement of production, consumption, exchange, distribution, pricing and national income.

**Economics 317. Statistics.**

*Three hours credit.*

Business and statistical problems with backgrounds of economics, finance, production, markets, and sales.

**ECONOMICS 319. Economic History of United States.**

*Three hours credit.*

Survey of the evolutionary development of the economic order in the United States from the Colonial period to the present.

**ECONOMICS 322. Labor Problems and Human Relations.**

*Three hours credit.*

*Prerequisite: Business 321.*

The relations of employer and employee; collective bargaining, labor organizations, strikes and boycotts, industrial peace, and labor laws.

**ECONOMICS 324. Transportation.**

*Three hours credit.*

*Prerequisite: Business 321.*

Inland transportation by rail, water, road, pipeline, and air; social, economic, and political significance of transportation; national transportation systems; rate making, and government regulations.

**ECONOMICS 331. Financial Institutions.**

*Three hours credit.*

The evolution of money and credit, banking institutions, the Federal Reserve System, the Federal Deposit Insurance Company, currency, and money management; money markets, etc.

**ECONOMICS 341. Managerial Economics.**

*Three hours credit.*

*Prerequisite: Business 207, 208, and Economics 317.*

Special emphasis on policies and analysis in various situations of cost, price, marketing, and production. A study of the nature and purpose of distributive returns to the firms.

**ECONOMICS 342. Business Cycles.**

*Three hours credit.*

Analysis of the characteristics of economic fluctuations and a survey of the leading theories and proposed remedies. A consideration of forecasting, economic stabilization and national income factors.

**ECONOMICS 343. Comparative Economic Systems.**

*Three hours credit.*

A description, analysis, and evaluation of Capitalism, Socialism, Communism, and other economic systems.

**ECONOMICS 344. History of Economic Thought.**

*Three hours credit.*

A study of the development of economic doctrines and schools of economic thought from earliest times to the present. Special attention is given to English and American economic thinking.

**ECONOMICS 451. Seminar—Current Economic Problems.**

*Three hours credit.*

This course will present problems for research in Accounting, Marketing, Management, Finance, and Economics. Required of all majors in their senior year.

**BUSINESS EDUCATION BUSINESS EDUCATION 101-102. Shorthand.**

*Three hours credit each semester.*

*Five class hours per week.*

(Those students who show tested ability may register for Business 102 without taking Business 101.)

The theory of shorthand; the development of reading and writing skill in Gregg shorthand.

**BUSINESS EDUCATION 103-104. Typewriting.**

*Three hours credit each semester.*

*Five class hours per week.*

(Those students who show tested ability may register for Business 104 without taking Business 103.)

Development of basic typewriting skills and their application to the production of letters, tabulations, and manuscripts. Development of sustained production on typewriting problems commonly met in business offices.

**BUSINESS EDUCATION 201. Advanced Shorthand.**

*Three hours credit.*

*Prerequisite: Business 101, 102, 103, and 104, or tested ability to meet the standards for entry to the class.*

*Five class hours per week.*

A continuation of Business 101-102 with special emphasis on accuracy and speed in transcription. Students must develop sufficient skills in both letter and sustained dictation and transcription to meet office requirements.

**BUSINESS EDUCATION 206. Office Management and Office Practice.**

*Prerequisite: Business 101, 102, 103, 104, and 201.*

*Three hours credit.*

*Three class hours and two laboratory hours per week.*

An analysis of procedure, system, and operation of the modern business office and the use of office equipment. Attention will be given to maintaining dictation speed.

*Dr. Wilson*

*Dr. Cummings*

*Dr. Flowers*

## Chemistry and Physics

**OBJECTIVES** EDUCATIONS cannot now be considered complete without an understanding of science and its role in modern society. The methods of science, particularly mathematics, physics and chemistry demand on the part of the student a logic and accuracy of reasoning not found elsewhere. It is becoming less and less possible to delineate the classical areas of scientific thought and the departments of chemistry and physics have coordinated their two comprehensive curricula so that a student will become aware of the interplay of the sciences, their vastness and the fundamental part they play in society.

As part of his liberal arts background the student may elect his science from one of several areas depending on his talents, high school background and ambitions. For those proceeding to professional specialization in engineering, medicine, dentistry, teaching or other field of endeavor, the departments offer advanced courses which stress basic principles and the importance and impact of fundamental science on professional and industrial activity.

For the student wishing to major in chemistry, the curriculum is comprehensive and thorough and conforms to the minimum standards of the American Chemical Society. The courses are given by individuals knowledgeable and active both in research and industrial development. The major in chemistry is able to proceed with confidence into industrial employment or graduate school.

High Point along with its neighbors, Greensboro and Winston-Salem is rapidly developing into an area of intense academic and industrial activity. Its needs are for good teachers and able professional chemists. The facilities of the area, the Golden Triangle as it is sometimes called, its colleges and industrial concerns are all made of good use by the student in order to broaden his horizons.

Since scientific information is about doubling every ten years it is becoming less and less possible for an individual to absorb a significant amount. The major in science is encouraged to develop the ability to think and reason in carefully chosen areas rather than attempt to assimilate gross amounts of material. He is encouraged to analyze, understand and adapt to change rather than be confined by his memory.

A major in chemistry is required to pass the following courses: 101-102, 209-210, 303-304, 315-316, 401-402 and chosen electives from a group including research, coatings and polymer chemistry etc. As a prerequisite calculus and two years of physics is necessary.

All the courses cover two semesters, the figures (in parentheses) are credit hours per semester.

**CHEMISTRY GENERAL CHEMISTRY 101-102 (4).**

The laws and theories of chemistry are studied from the basis of the conservation of energy principle, the periodic table and the methods of physical chemistry. The chemistry of nuclear transformations is included. Organic chemistry is introduced and placed in its proper place. Adequate laboratory periods are devoted to modern preparative and analytical methods including the identification of unknown materials.

A special tutorial class is held in addition to regular hours for those students with a weak high school background.

**ORGANIC CHEMISTRY 209-210 (4).**

A comprehensive study of organic compounds stressing the importance and application of the electronic theory of valence. Industrial aspects are considered along with laboratory procedures. Laboratory work includes the preparation of typical compounds, their reactions and the identification of unknown substances. Quantitative analytical procedures are included.

**QUANTITATIVE ANALYSIS 303-304 (4).**

This two semester course covers all types of quantitative, volumetric and certain instrumental methods. Basic principles are stressed, particularly those of a physico-chemical character. Industrial methods and automatic control are considered.

**PHYSICAL CHEMISTRY 315-316 (4).**

This course is a survey of the properties of matter from a chemical viewpoint. Change of state, binary systems and solutions followed by the application to reactions are considered. Thermodynamics is introduced up to and including the concept of entropy. The complementary area of kinetics is well developed up to the modern theory of the transition state. Laboratory work covers the determination of molecular weight of simple and polymeric materials, a study of catalysis and kinetics, the use of radioactive tracers and the properties of electrolytes and electrochemistry.

**ORGANIC PRINCIPLES 401-402 (3).**

This is a thorough introduction to modern theories of organic structure and reactivity as originated by Lapworth, Lewis, Pauling and Ingold. The use of the electronic theory of valence, modern stereochemical principles, kinetic analysis, isotopic labelling and other organic and physical techniques in the elucidation of mechanism of organic reactions is covered. The student is encouraged to think and reason and use the vast store of chemical literature.

**POLYMER AND COATINGS CHEMISTRY 317-318 (4).**

See page 48.

**RESEARCH 451-452 (4).**

Students are encouraged to study new problems with a view to contributing to new knowledge. Problems may be purely academic or may relate to industrial activities. The course ends with the submission of a thesis and publication is striven for.

**PHYSICS GENERAL PHYSICS 201-202 (4).**

This course is an introduction to mechanics, dynamics, statics, heat, light and magnetism and electricity. Topics covered include the laws of motion and the principles of the conservation of energy and momentum. Strength moduli and the concept of rotational momentum is introduced. Emphasis is made of Hooks law and harmonic motion and its relation with molecular properties. Two thirds of the second semester are spent on heat, light and electricity. Attempt is made not strictly to duplicate what might have been covered in high school.

**ELECTRICITY 301-302 (4).**

This course is a thorough study of magnetism and electricity up to and including alternating currents. Capacitance and inductance are covered and the interplay of these with resistance in an oscillating circuit is discussed. The vacuum tube circuit is contrasted with the transistor circuit. Semi-conductors are broadly introduced together with the laser and the maser. Advanced experiments are carried out in a bi-weekly laboratory.

*Dr. Dennis H. Cooke*

*Mr. Coble*

*Dr. Matthews*

*Dr. Dan Cooke*

*Miss Worthington*

*Dr. Peterson*

*Mr. Martin*

## Education and Psychology

**OBJECTIVES** THE purposes of the department are as follows:

1. To co-ordinate the education of all teachers and to provide the necessary professional-education courses and experiences. Teacher education has been one of the important functions of the college since its founding.
2. To provide a major in psychology.
3. To provide a major in elementary education.
4. To contribute to the over-all general-education objectives of the college through its courses in education and psychology, especially courses like "The School as a Social and Educational Institution" and "General Psychology".

Beginning with the 1960-61 school year the College was given full national accreditation by the National Council for the Accreditation of Teacher Education for the education of elementary and secondary teachers. The Director of Teacher Education should be consulted for the details of this program. These accredited requirements in professional-education courses are as follows:

### High-School Teachers

#### Second Year

##### Education 201

(3 sem. hours)

M., W., F., 9:20; T., Th., S., 9:20  
each semester.

T., Th., S., 10:20 Fall semester.

#### Third Year

##### Education 201

(if not taken in sophomore yr.)

##### Education 304

(3 sem. hours)

T., Th., S., 9:20 and 10:20 each  
semester.

**High-School Teachers**

**Fourth Year, Either Semester**

During the first half of the semester in which student teaching is done:

**Education 302**

(3 sem. hours)

8:20 daily each semester.

**Education 401A**

(3 sem. hours)

9:20 and 10:20 daily each semester.  
(Both periods required)

**Education 305**

(3 sem. hours)

8:20 or 11:20 daily each semester.

During the second half of the semester in which student teaching is done; entire time devoted to student teaching in Education 401B (6 semester hours).



**Curriculum for Teachers in the Elementary Grades**

*Fall*

*Spring*

**Freshman:**

English .....	101 (3)
(a) Foreign Language 101 or (b) Speech 201 .....	(3)
History .....	205 (3)
Science .....	(4)
Biology 103; Chemistry 103; Physics 201 or Geology 101	
Religion .....	101 (3)
Phys. Ed. 101 through 211 (one course)	(1)

English .....	102 (3)
(a) Foreign Language 102 or (b) Psychology 202 .....	(3)
History .....	206 (3)
Science .....	(4)
Biology 104; Chemistry 104; Physics 202 or Geology 102	
Religion .....	102 (3)
Phys. Ed. 101 through .....	211 (1)
(one course)	

**Sophomore:**

English .....	203 or 204 (3)
Mathematics .....	101 (3)
(b) Physical Education .....	247 (3)
Art 101 or Music 225 .....	(3)
Education .....	201 (3)

Education .....	315 (3)
(Children's Lit.)	
Education .....	303 (3)
Mathematics .....	102 (3)
(b) Physical Education .....	232 (3)
(c) Psychology 202 or Concentration subject .....	(3)

**Junior:**

(b) Geography .....	301 (3)
Music 225 or Art 101 .....	(3)
Education .....	304 (3)
Political Science .....	201 or 202 (3)
(c) Speech 201 or Concentration subject .....	(3)
(c) Concentration subject or elective .....	(2)

(b) Geography .....	304 (3)
Fine Arts .....	302 (3)
Education .....	306 (3)
Education .....	308 (3)
(c) Concentration subject or electives .....	(5)

**Senior: (d)**

Education .....	305 (3)
Education .....	307 (3)
Education .....	309 (3)
Education .....	402 (6)

Education .....	451 (3)
(c) Concentration subject or electives .....	(6)
(c) Electives .....	(6)

**Alternate for Senior Year:**

Education .....	307 (3)
Education .....	309 (3)
(c) Concentration subject or electives .....	(6)
(c) Elective .....	(3)

Education .....	305 (3)
Education .....	306 (3)
Education .....	308 (3)
Education .....	402 (6)

- a. Foreign Language is *not* required of those who have had two years in the same foreign language in high school.
- b. May be interchanged in semesters.
- c. Each teacher should have a concentration of 18 hours in one subject (referred to as Concentration Subject), including subjects already required. This may be 3 additional hours in social studies, 6 in English, 9 in Fine Arts, 10 in science, 10 in physical education, OR 12 in mathematics. The maximum number of elective hours is 16, and the minimum is 7 for students who must take foreign language.
- d. This schedule assumes that student teaching will be done in the fall semester of the senior year. It may be done in the spring semester of the senior year. In this event, Education 451 and an elective will be moved from spring of the senior year to spring of the junior year.

**Secondary-School Certificates.**

The general-education requirements for secondary teachers are presented elsewhere. The requirements here presented are for teaching the subjects in question.

<b>A. Art Education</b> .....	<b>36</b>
Philosophies of Art Education .....	3
Skills and Appreciations .....	18
Painting and Drawing .....	6
Crafts .....	3
Sculpture or Ceramics .....	3
Design .....	6
History of Art .....	6
Art Curriculum of Elementary and Secondary School .....	3
Use of Art Materials in an Instructional Program .....	3
Electives .....	3
<b>B. Bible or Religion</b> .....	<b>21</b>
Old Testament .....	6
New Testament .....	6
Electives .....	9
<b>C. Business Education</b> .....	<b>36</b>
(Comprehensive Business Certificate)	
Accounting .....	6
Office Skills .....	12
(Shorthand, transcription, typing, etc.)	
Economics and Business .....	18
(Principles of marketing, principles of economics, management, finance, business law, etc.)	
<b>D. English</b> .....	<b>36</b>
Language .....	12
(Grammar, composition, rhetoric, history and analysis of English language, etc.)	
Literature .....	12
(English and American Literature)	

Language and Literature Skills .....	6
(Reading, interpretation of literature, oral and written exposition, the library, and journalistic writing)	
Electives from the above areas .....	6
<b>E. Library Science .....</b>	<b>18</b>
1. Organization, including the organization and administration of school libraries, cataloging, and classification .....	6
2. Materials, including materials for children and young people, and reference materials .....	6
3. Electives in Library Science .....	6
<b>F. Mathematics .....</b>	<b>30</b>
Calculus and Analytic Geometry .....	9
Algebra .....	6
Geometry .....	3
Electives in Mathematics .....	12
The algebra shall consist of one course in modern abstract algebra and one in linear algebra.	
<b>G. Modern Foreign Language .....</b>	<b>30</b>
Grammar, Composition, and Phonetics .....	9
Literature .....	9
Language Skills .....	6
(Understanding, speaking, reading, and writing)	
Literature, History, and Civilization of the country being studied	6
Note: (The 30-hour requirement in a language assumes that one has had two or more high school units in that language when entering college.)	
<b>H. Music Education .....</b>	<b>48</b>
There are two areas of preparation—General Music and Instrumental Music. The minimum core for both areas shall consist of the following preparation:	
1. Music Theory and Harmony .....	12
(Keyboard harmony, music reading and ear training, form and analysis, instrumentation, arranging, counterpoint, and composition.)	
2. Applied Music .....	18
(Voice, piano or organ, and band or orchestral instruments.)	
There should be concentration in either the vocal or the instrumental field, depending on the student's interest. When a student is preparing primarily for instrumental teaching, his preparation should enable him to demonstrate the basic technique and characteristic tone quality of each woodwind, brass, and string instrument, and the basic technique for those percussion instruments commonly used in school bands and orchestras.	

3. History and Appreciation of Music .....	6
4. Conducting and Ensemble .....	2
(Choral and/or instrumental techniques and the principles of music interpretation.)	
There should be a laboratory experience in directing live performances.	
5. Appropriate Methods and Materials for Teaching Grades 1-12 .....	6
6. Electives in Music .....	4
<b>I. Physical Education and Health .....</b>	<b>36</b>
1. Science Area: .....	12
Biological Science (Required)	
Anatomy and Physiology (Required)	
Elective work from other science disciplines—kinesiology; physiology of exercise, etc.	
2. General Theory Area: .....	6
History and Principles of Health Education	
History and Principles of Physical Education	
Administration of Health Education	
Administration of Physical Education and Athletics	
Curriculum in Health Education	
Curriculum in Physical Education	
Measurement and Evaluation	
3. Theory, Applied Techniques, and Methods and Materials of Teaching Physical Education and Health .....	10
Competitive sports—football, basketball, baseball, track, wrestling, soccer	
Aquatics—swimming, life saving, and water safety	
Team games—volleyball, speedball, field hockey, basketball, soccer, etc.	
Individual Sports—tennis, golf, badminton, archery, handball, etc.	
Gymnastics and Tumbling	
Recreational type games—all levels	
Rhythms	
Games, sports, skills, etc.—primarily for elementary children	
4. Health Education Area .....	8
Safety and First Aid	
Care and Prevention of Injuries	
Adaptive Physical Education	
Personal and Community Health	
Methods and Materials in Health Instruction	
<b>J. Science .....</b>	<b>48</b>
1. Common Foundation .....	24
Mathematics .....	6
Six semester hours each from three of the following: .....	18
Biology	
Chemistry	
Physics	
Earth Science	

2. A concentration in one area .....	20
Biology	
Chemistry	
Physics	
Earth Science	
3. Electives .....	4
Certification in the individual science areas should give depth sufficient to assure reasonable competence as a teacher in the subject of concentration. A program for certification in a particular area (Biology, Chemistry, Physics, or Earth Science) should comprise approximately 20 per cent of a teacher's undergraduate curriculum. (24 semester hours.)	

**K. Social Studies .....** 42

1. History—American and World .....	21
2. From three or more of the following .....	21
(There should be about equal emphasis on all areas chosen)	
Anthropology	
Economics	
Geography	
Political Science	
Sociology	
A program for certification in individual areas (Anthropology, Economics, Geography, History, Political Science, or Sociology, should comprise approximately 20 per cent of a teacher's undergraduate curriculum. (24 semester hours.)	

**EDUCATION REQUIREMENTS FOR MAJOR IN ELEMENTARY EDUCATION:**

Education 201, 303, 304, 305, 306, 307, 308, 309, 402 and 451.  
 Education 201 is prerequisite to all courses in education.  
 Education 304 is prerequisite to all block courses.

**EDUCATION 201. The School as a Social and Educational Institution.**

*Prerequisite: 30 semester hours of college credit.*

*Three hours credit each semester.*

A COMPREHENSIVE study of the over-all organization and control of American public education and the origin and development of its theories and practices. Considerable attention is devoted to the school as a social institution and the contributions it has made to the democratic way of life. Required of all candidates for a teacher's certificate.

**EDUCATION 301. Current Issues and Trends in American Education.**

*Three hours credit.*

A brief review of the major current issues and trends in American education with some consideration of their origin and development and their future status.

**EDUCATION 302. The High School.**

*Three hours credit each semester.*

A continuation of Education 201. It emphasizes the philosophy and purposes, the principles, and practices as they relate to the high school. Attention is given to the organization and to the administration of the high-school curriculum. Required of all candidates for high-school teachers' certificates.

**EDUCATION 303. Observation and Study of the Elementary School.**

*Three hours credit each semester.*

A continuation of Education 201 with particular emphasis devoted to observation of practices as they relate to the elementary school. Required for primary and grammar-grade teachers' certificates.

**EDUCATION 304. Developmental Psychology.**

*Prerequisite to all block courses.*

*Three hours credit each semester.*

The child at birth; period before speech and walking; physical and motor development; social and emotional development; maturation and learning; adolescence; effects of environment. Required for all teachers' certificates.

**EDUCATION 305. Educational Psychology.**

*Three hours credit each semester.*

Mental characteristics; individual differences; nature of learning; principles of guidance in learning; development of concepts; problem solving; transfer of training; nature and measurement of intelligence and aptitude tests. Required for all teachers' certificates.

**EDUCATION 306. Arithmetic in the Elementary School.**

*Three hours credit.*

The number needs of children in the elementary school, the techniques in guiding children in their use of numbers, and a review of arithmetic in the elementary school. Required of all elementary-school majors.

**EDUCATION 307. Language Arts in the Elementary School.**

*Three hours credit.*

Methods of teaching reading, language, spelling, and penmanship with appropriate materials and practices. Required of all elementary-school majors.

**EDUCATION 308. Social Studies in the Elementary School.**

*Three hours credit.*

A survey of the nature and content of the social studies offered in the elementary school with an intensive study of methods, resources, and equipment. Required of all elementary-school majors.

**EDUCATION 309. Natural Science in the Elementary School.**

*Three hours credit.*

Emphasis upon a knowledge of the basic sciences and of materials and methods suitable for their teaching in the elementary school. Required of all elementary-school majors.

**EDUCATION 310. History of Education.**

*Three hours credit.*

Brief review of the European background of our American educational system, followed by an extensive study of the development of public education in the United States.

**EDUCATION 313. Educational Tests and Measurements.**

*Three hours credit.*

A study of the development, use, and application of educational and intelligence tests and measurements and the psychology involved in learning the various school subjects.

**EDUCATION 315. Children's Literature.**

*Three hours credit.*

Requirement for primary or grammar grade teacher's certificate.

A study of the sources and materials of literature taught in the elementary grades.

**EDUCATION 401A. Special Methods of Teaching High-School Subjects.**

*Required for high-school teachers' certificates.*

*Prerequisites: Education 201, 302, 304 and 305.*

*Three hours credit each semester.*

While directing learning in its various aspects is the principal theme and receives the major share of attention, other functions of the high-school teacher are also treated—developing resource units in the subjects to be taught, counseling and guidance, measurement of students' progress in the subjects taught, extra-class activities, and the utilization of community resources in these subjects. Each student works intensively on teaching methods and materials in the subjects he plans to teach.

**EDUCATION 401B. Teaching and Practicum in the High School.**

*Prerequisites: Education 201, 302, 304, 305 and 401a.*

*Six hours credit the second half of each semester. Requires the full time of each student.*

The course covers a varied range of topics with observation and directed teaching in selected school situations in one or more fields. The students spend from 3-5 hours per week in group discussions and individual conferences. Topics include general principles and theories underlying the organization of high-school programs, schedules, and pupil experiences;

evaluating curricula; adapting the materials and integrating the methods of instruction to meet the needs and interests of the pupil; recording pupil behavior and general permanent record keeping. In addition, students familiarize themselves with and, whenever possible, participate in related activities of the school. Required for all Class A high-school teachers' certificates.

**EDUCATION 402. Teaching and Practicum in the Elementary School.**

*Prerequisites: Education 201, 303, 304, 305, 306, 307, 308, 309.*

*Six hours credit the second half of each semester. Requires the full time of each student.*

The students spend from 3-5 hours per week in group discussions and individual conferences. Students plan observations and teaching activities, discuss problems, and evaluate procedures.

Directed observation and teaching in several areas in selected school situations. In addition to actual teaching, students engage in various school activities, including recording pupil behavior, general permanent record keeping, teachers' meetings, etc. Required for all Class A elementary-school certificates.

**EDUCATION 404. The Philosophy of Education.**

*Three hours credit.*

A study of the underlying principles of educational theories with some attention to the outstanding educational philosophers.

**EDUCATION 451. Seminar in Education.**

*Three hours credit.*

Open only to seniors. A research project constitutes the basis of the course. Designed to prepare education students for graduation.

**PSYCHOLOGY**

REQUIREMENTS for Major in Psychology: Psychology 201, 202, 304, 305, 306 or 406, 307 or 401, 308 or 409, 311, 312, 451, and one additional course in psychology. Psychology 201 and 202 are required of all sophomores. Either course may be taken first. Psychology 202 is prerequisite to all courses in psychology except Psychology 201.

All psychology majors are urged to take Biology 201 (Human Anatomy) and 202 (Physiology). Students considering graduate school and work in clinical and counselling psychology should take Biology 305 (Genetics). Those considering the personnel and industrial field in psychology should elect Business 321 (Management) and 322 (Labor Problems and Human Relations). Those expecting to work in the experimental field should elect several courses in mathematics, statistics, and at least a year in physics and chemistry.

**PSYCHOLOGY 201. Psychology of Personal Adjustment.**

*Three hours credit.*

An introduction to psychology applied to the needs and adjustments of normal people.



**PSYCHOLOGY 202. General Psychology.**

*Three hours credit.*

A study of the principles of the behavior of organisms with emphasis on individual differences and the basic processes of perception, motivation, and learning.

**PSYCHOLOGY 301. Industrial Psychology.**

*Three hours credit.*

The application of psychological principles to problems of industry, work, monotony, fatigue, accidents, motivation, morale, labor problems, and sensory problems.

**PSYCHOLOGY 304. Developmental Psychology.**

*(Same as Education 304)*

**PSYCHOLOGY 305. Educational Psychology.**

*(Same as Education 305)*

**PSYCHOLOGY 306. Small Group Processes.**

*Three hours credit.*

A study of the interaction of the small group process, paying particular attention to the individual and the effect he has on the group process as it affects the individual. Open to juniors and seniors.

**PSYCHOLOGY 307. Psychology of Exceptional Children.**

*Three hours credit.*

A study of the atypical child, including the gifted, the mentally or physically retarded, the accelerated, the neurologically or otherwise physically handicapped, and the emotionally disturbed.

**PSYCHOLOGY 308. Social Psychology.**

*Three hours credit.*

An introductory study of group reaction, with emphasis upon the difference between individual and social behavior. Such topics as social motives, personality, customs, morals, social control, and social conflict will be studied.

**PSYCHOLOGY 311. Statistical Methods in Education and Psychology.**

*Three hours credit.*

A survey of the methods of collecting and treating educational and psychological data. Central tendency, dispersion, significance of differences, correlation, and non-parametric statistics will be included.

**PSYCHOLOGY 312. Experimental Psychology.**

*Three hours credit.*

The consideration of experimental methods applied to psychological problems.

**PSYCHOLOGY 313. Principles of Guidance.**

*Three hours credit.*

A study of the psychodynamics of behavior and techniques and principles of individual and personal guidance.

**PSYCHOLOGY 401. Abnormal Psychology.**

*Three hours credit.*

A study of the causes and development of abnormal behavior.

**PSYCHOLOGY 404. Psychology Tests and Measurements.**

*Three hours credit.*

Theory and principles of construction, administration, interpretation, and evaluation of psychological tests.

**PSYCHOLOGY 406. Motivation and Learning.**

*Three hours credit.*

A study of recent experiments on animal and human motivation, learning, and forgetting.

**PSYCHOLOGY 409. Psychology of Personality.**

*Three hours credit.*

A study of various theories of personality, and the biological and social determinants of personality.

**PSYCHOLOGY 451. Seminar in Psychology.**

*Three hours credit.*

Open only to seniors. A research project constitutes the basis of the course. Designed to prepare psychology students for graduation.

Dr. Underwood

Dr. Mounts

Dr. Halladay

Mrs. Sullivan

Mrs. Rawley

Mrs. Lyles

# English

## OBJECTIVES

TO TEACH all students how to write the English language correctly (English 101) and effectively (English 102); (b) to teach all students how to read English literature intelligently and appreciatively (English 203, 204); and (c) to train English majors and other interested students (preparatory to the entrances of such students into graduate schools and/or immediately into teaching jobs upon graduation from college) in the principles of research and criticism in American and English literature.

## Requirements

Requirements for major in English (36 hours as the minimum): English 101 and 102; 203 and 204; 321; 301-302; 352, 332 or 322; 304 or 314; 306; 342, 318 or 305; 311; 451. Additional courses recommended. Special requirements for high school teachers: English 301, 311, and 321; for elementary school teachers: English 315.

Required for minor in English (18 hours as the minimum): English 101 and 102; 203 and 204; and two approved courses.

Suitable exceptions to these requirements are at the discretion of the Head of the Department and the Dean of the college.

## ENGLISH 101-102. Freshman Composition.

*Three hours credit each semester.*

The principles and practice of correct and effective composition; reading in literature primarily for illustration of standards in writing. Required of all freshmen.

## ENGLISH 103. Freshman English (accelerated).

*One semester.*

*Three credit hours.*

At the beginning of the fall semester the entering freshmen ranking highest on a standardized placement test are enrolled in a one-semester accelerated course in English composition and literature which is accepted as equivalent to the standard two-semester course required of all other freshmen, thus permitting well-qualified students to proceed to advanced courses at a faster pace. This procedure exempts the truly exceptional freshman from one semester of composition but avoids the assumption that high performance on an objectives test is an infallible indication of true proficiency. In this condensed course composition skills are not neglected (indeed, the customary library research paper is particularly stressed), but much time is given to developing reading skills, to building vocabulary, and to understanding and appreciating modern literary classics.

**ENGLISH 203-204. General Survey Courses in English Literature.**

*Three hours credit each semester.*

The study of selected works of the most important British writers, beginning with *Beowulf* and extending throughout the nineteenth century.

**ENGLISH 243. Introductory Journalism.**

*Three hours credit.*

This course is designed to develop competencies in news reporting, feature writing, and editing. Acceptable style books and codes of ethics will be developed for both student publications. Much of the work of the course will be laboratory work.

**ENGLISH 260. Corrective English.**

*No credit.*

A required course in the fundamentals of composition for transfer students whose scores on the English placement examination are below the established norms, and whose theme-writing is unsatisfactory.

**ENGLISH 301-302. Survey of American Literature.**

*Three semester hours credit each semester.*

An intensive study of selected works of the most important American writers, beginning with the Colonial period and extending throughout the nineteenth century.

**ENGLISH 304. Modern Fiction.**

*Three hours credit.*

A study of at least ten major novels, British and American, of the twentieth century, with attention to other important writers and literary trends.

**ENGLISH 305. Victorian Literature.**

*Three hours credit.*

A study of the poetry and prose, including the Victorian background, in such writers as Tennyson, Browning, Arnold, Carlyle, Newman, and Ruskin.

**ENGLISH 306. Survey of Western World Literature (in English Translations).**

*Three hours credit.*

An intensive study (from Homer to Dostoevsky) of outstanding works in the literature of Western civilization.

**ENGLISH 309. The English Novel.**

*Three hours credit.*

The history of English prose fiction, beginning with its origin and extending throughout the nineteenth century—especially of the spirit and form in representative works of the most important novelists.

**ENGLISH 311. Advanced Composition and Grammar.**

*Three hours credit.*

An intensive study of grammar and rhetoric, combined with training in writing largely adapted to the interests and aptitudes of individual students.

**ENGLISH 314. Twentieth Century British and American Poetry.**

*Three hours credit.*

A survey of the characteristics and tendencies of twentieth-century American and British poetry and its background, followed by an intensive study of the most important poems of the leading writers in this period.

**ENGLISH 318. The Romantic Movement.**

*Three hours credit.*

An intensive study chiefly of Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats, together with a brief survey of the beginnings of English Romanticism.

**ENGLISH 321. Shakespeare.**

*Three hours credit.*

Class study of Shakespeare's major plays and written reports on others.

**ENGLISH 322. Chaucer.**

*Three hours credit.*

An intensive study of Chaucer's writings.

**ENGLISH 323. Modern Drama.**

*Three hours credit.*

A study of the characteristics and tendencies of representative plays of the most important playwrights in Europe, England, and America from Ibsen to the present.

**ENGLISH 332. Milton and Spenser.**

*Three hours credit.*

An intensive study of selected works by each author.

**ENGLISH 342. The Age of Pope and Johnson.**

*Three hours credit.*

A study of the eighteenth century with Dryden as background and Pope and Johnson as central authors.

**ENGLISH 352. The Renaissance and the Elizabethans.**

*Three hours credit.*

This course is a study of the Renaissance as seen in the non-dramatic works of important writers of the period.

**ENGLISH 451. Seminar in English.**

*Three hours credit.*

Required of seniors majoring in English, this course will present detailed studies of major figures in British and American literature and problems in research and criticism.

Dr. Lewis  
Miss Fields  
Mr. Porter  
Mr. Fryhover  
Mr. Reines  
Mr. Clark  
Mr. Drapeau

## Fine Arts

**OBJECTIVES** THE Fine Arts Department develops performers and teachers, and fosters on the part of the liberal arts student an understanding and appreciation of the arts.

This department offers majors in music and art and minors in art, speech, and music.

### **FINE ARTS 201.**

*Three hours credit.*

A basic course in music, drama, and visual art.

Only two hours credit will be allowed for fine arts majors.

### **FINE ARTS 302. Music and Art for Elementary Teachers.**

*Three hours credit.*

Elementary Education majors study grade school methods and materials with special emphasis on the further development of their own skill in music and art.

Equal time is allotted to art and to music, and each section is taught by a specialist in that area.

### **ART ART 101. Art Appreciation.**

*Three hours credit.*

The purpose of this course is to help the general college student and the Elementary Education major to understand the basic principles of art and to bring meaning to a greater variety of visual experiences. Instruction is by means of lectures and slide illustrations.

### **ART 103. Art History.**

*Three hours credit.*

A survey of the development of art from the Pre-Historic Period to the Renaissance.

### **ART 104. Art History.**

*Three hours credit.*

A survey of the development of art from the Renaissance through the Modern Period.

### **ART 105-106. Principles of Design.**

*Three hours credit each semester.*

A combination lecture and laboratory class concerned with fundamentals of design through a study of its determining history and theories. Emphasis is placed on the application of these principles in creative exercises.

**ART 206-\*306-\*406. Drawing and Painting Principles.**

*Three hours credit.*

This course deals with the problems of creating form through black and white, and through color.

**ART 203-\*303. Advertising Design.**

*Three hours credit.*

Instruction in the basic principles of lettering and layout applied through the silk-screen process.

**ART 207-\*307-\*407. Sculpture.**

*Three hours credit each semester.*

The course is designed to teach techniques of modeling and casting. Emphasis is placed on sculptural theory through practical application.

**ART 210-\*310-\*410. Ceramics.**

*Three hours credit.*

A course in the making of pottery through build-up and wheel techniques. Use of glazes, kiln, and molds is stressed.

**ART 301. Art Education.**

*Three hours credit each semester.*

A practical course in materials and methods of art for prospective teachers.

**ART 451. Art Seminar.**

*Three hours credit.*

Required of all art majors. Through intensive reading and discussion each student is encouraged to re-examine and improve his own understanding of art. Art Education majors explore approaches in art education from a historical as well as from a contemporary point of view.

\*These classes are designed to continue a student's interests through advanced work in these subjects. A student desiring further study may register for the beginners class of his particular art interest and can receive advanced credit by working on individually assigned projects.

**SPEECH SPEECH 201. The Fundamentals of Speech.**

The principles and practice of effective speaking, informal and formal.

**SPEECH 202. Advanced Public Speaking.**

Progressive training in speech skills as well as presentation of various forms of public address, argumentation, debate, and parliamentary procedure.

**SPEECH 203. Oral Interpretation.**

An intensive study of background and thought content of literary material and the development of techniques of oral interpretation through the presentation of classroom selections and individual drill.

**DRAMATICS SPEECH 204. Theatre History.**

A general survey of the development of the theatre arts during the major periods of theatre history.

**SPEECH 301. Acting.**

Theories and techniques of acting through analysis of individual problems, classroom exercises, and scenes from representative plays.

**SPEECH 302. Play Production.**

A practical study of the technical aspects of play production.

**SPEECH 303. Advanced Play Production.**

A continuation of Speech 302.

**SPEECH 304. Directing.**

The selection of plays, casting, and the theory and practice of modern techniques in the direction and rehearsal of plays. Each student receives extensive practice in actual direction of scenes.

**MUSIC** THOSE students who wish to major in applied music or in religious music will take the course leading to the Bachelor of Arts degree. The performance major will be required to give a public recital during the senior year, while the church musician will be expected to direct a local church choir. Preparation for full time work in church music requires the study of both voice and organ, with concentration in one. The minor must be taken in Religious Education.

Those students who wish to teach music in the public schools will take the course leading to the degree of Bachelor of Arts in Teaching.

Both Applied Music majors and Music Education majors will be prepared for graduate study leading to college teaching in their special fields.

**MAJOR IN MUSIC**

<i>First Year</i>		<i>Second Year</i>	
Applied Music .....	4	Applied Music .....	4
Ensemble .....	0	Ensemble .....	0
English 101 .....	6	Music 226 .....	3
Foreign Language 201 .....	6	Music 221-222 .....	6
History 101-102 .....	6	Fine Arts 201 .....	2
Science .....	8	English 201-202 .....	6
Physical Education .....	2	Education 201 or Elective .....	3
---	---	Psychology 202 .....	3
	32	Speech 201 .....	3
		Physical Education .....	2



**Major in Applied Music**

*Third Year*

Applied Music .....	5
Ensemble .....	0
Music 321-322 .....	6
Music 329-330 .....	6
Religion .....	6
Mathematics .....	3
Social Science .....	3
Philosophy .....	3
	<hr/>

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*Fourth Year*

Applied Music .....	5
Ensemble .....	0
Music 325 .....	3
Fine Arts 451 .....	3
Electives .....	21
	<hr/>

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**Major in Music Education**

*Third Year*

Applied Music .....	6
Ensemble .....	0
Music 321-322 .....	6
Music 329-330 .....	6
Religion .....	6
Education .....	6
Music 332 .....	3
	<hr/>

33

*Fourth Year*

Applied Music .....	4
Ensemble .....	0
Music 325 .....	3
Fine Arts 451 .....	3
Education .....	12
Electives .....	9
	<hr/>

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**APPLIED MUSIC MUSIC 101-102, 201-202, 301-302, 401-402. Piano.**

*One or two hours credit each semester.*

*One or two half-hour lessons a week.*

Technical studies and building of repertoire. Selected piano literature for each level of development.

**MUSIC 103-104, 203-204, 303-304, 403-404. Organ.**

*One or two hours credit each semester.*

*One or two half-hour lessons a week.*

Adequate preparation in piano is a prerequisite. Technical studies and building of repertoire. Special attention is given to the playing of hymns and the Protestant church service in general.

**MUSIC 105-106, 205-206, 305-306, 405-406. Voice.**

*One or two hours credit each semester.*

*One or two half-hour lessons a week.*

Study of vocal technique; selected song literature for each level of development.

**MUSIC 107-108, 207-208, 307-308, 407-408. Band and Orchestral Instruments.**

*One or two hours credit each semester.*

*One or two half-hour lessons a week.*

Technical studies and building of repertoire. Selected literature for each level of development.

**MUSIC 109-110, 309-310. Voice Class.**

*One hour credit each semester.*

Group work in voice production and repertoire designed for prospective teachers, ministers, and religious education directors who need some knowledge of the use of the voice, but are not interested in becoming soloists.

**MUSIC 111-112, 311-312. Band Instrument Class.**

*One hour credit each semester.*

Beginning instruction in band instruments.

**MUSIC 113-114, 313-314. String Class.**

*One hour credit each semester.*

Beginning instruction in string instruments.

**MUSIC 123-124, 223-224. Piano Class.**

*One hour credit each semester.*

Beginning instruction in piano.

**VOCAL AND INSTRUMENTAL ENSEMBLES.**

**MUSIC 115-116, 215-216, 315-316, 415-416. Choir.**

*One hour credit each semester. Three periods a week and additional sectional rehearsals.*

Two choirs offer an opportunity to sing many types of choral literature.

**MUSIC 117-118, 217-218, 317-318, 417-418. Band.**

*One hour credit each semester.*

Two periods a week plus individual practice.

The Concert Band helps to increase musical enjoyment and understanding among its members and among its audience by studying thoroughly and performing effectively the best band literature. A stage band is formed from members of the Concert Band.

**MUSIC 119-120, 219-220, 319-320, 419-420. Instrumental Ensemble.**

*One hour credit each semester.*

*Two periods a week.*

String players, wind players, and pianists play chamber music under the direction of a faculty member.

**MUSIC 133-134, 233-234, 333-334, 433-434. Opera Workshop.**

*One hour credit each semester.*

*Two periods a week.*

An approach to the appreciation of opera through performance.

**THEORY OF MUSIC 221-222. Theory of Music.**

**MUSIC**

*Three hours credit each semester.*

*Four periods a week.*

Written and keyboard harmony with parallel sight singing and aural melodic dictation. Content based on harmonic materials of the eighteenth and nineteenth centuries. Original expression encouraged.

**MUSIC 226. Conducting.**

*Three hours credit.*

Conducting techniques, both choral and instrumental; score reading. Experience in conducting choral and instrumental ensembles.

**MUSIC 321-322. Theory of Music.**

*Prerequisite: Music 221-222.*

*Three hours credit each semester.*

*Four meetings a week.*

Contrapuntal harmony extending into the polyphonic styles of the Renaissance and Baroque periods. Parallel sight singing, harmonic dictation and keyboard improvisation. Emphasis on original expression.

**MUSIC 325. Orchestration.**

*Three hours credit.*

A study of the function, range, and tone quality of band and orchestral instruments. Scoring for band and orchestra.

**MUSIC HISTORY  
AND  
LITERATURE**

**MUSIC 225. Music Appreciation.**

*Three hours credit.*

A course designed to give the general college student and the Elementary Education major a greater understanding of music through lectures, listening, and performance.

**MUSIC 327-328. Church Music.**

*Three hours credit each semester.*

A course designed for prospective ministers, choir directors, and directors of religious education which presents the theory, history, and appreciation of music in the Christian Church.

During the second semester emphasis is placed on a study of the organization of choirs in the church and music for these choirs is examined.

**MUSIC 329-330.**

*Three hours credit each semester.*

A chronological study of music literature by means of lectures, listening, and research.

**MUSIC 332. Music in the Public Schools.**

Music Education majors attend the music section of Fine Arts 302, observe classes in the public schools, and do directed individual study in the teaching of vocal or instrumental music.

**MUSIC 451. Music Seminar.**

Required of all music majors. Through intensive reading, discussion, listening, and performance, each student is encouraged to re-examine and improve his own knowledge and skill. Applied Music Majors emphasize individual performance. Church Music majors consider the selection and conducting of religious music. Music Education majors study the organization of junior and senior high school vocal and instrumental groups and the selection of music for these groups.

## APPLIED ARTS

Mrs. Kathryn G. Ring

**OBJECTIVES** To meet the needs of men and women who are, or will be, responsible family members, through an appreciation of the importance of raising standards in home and family life to comply with the pattern of our economical and cultural world.

To develop the art of homemaking in the study of aesthetic values and the practice of the techniques involved.

To recognize the relationship of industries and businesses with the home and the family. Because of the many sources available, first hand information is acquired by class participation in such field trips as: The Southern Furniture Market, furniture factories, textile industries and laboratories, local fashion showings, nursery schools, food processing plants and varied retail stores.

Home Economics courses are offered on the basis of a minor and as electives.

### **HOME ECONOMICS 102. Clothing Construction.**

*Three hours credit.*

*One lecture and four hours laboratory a week.*

A study involving the basic processes of clothing construction, the adaption of patterns, the selection of fabrics and styles and the proper use of securing equipment.

Special emphasis is placed on the construction of garments, according to the individual needs of the student.

### **HOME ECONOMICS 103. Introductory Foods.**

*Three hours credit.*

*One lecture and four hours laboratory a week.*

The fundamentals of good nutrition. The basic principles of menu planning and food selection, meal preparation and table service.

Planning for good management of time and the development of skilled techniques.

### **HOME ECONOMICS 201. House Planning and Interior Design.**

*Three hours credit.*

A course designed to develop an aesthetic view of the home as a functional, as well as necessary, element. Included is a study of architecture and house planning, furnishings and decorative accessories.

A basic floor plan is created on graph paper, and each room is designed accordingly.

### **HOME ECONOMICS 203. General Home Economics.**

*Three hours credit.*

A brief study of nutrition and foods, family economics, selection and care of clothing and textiles.

**HOME ECONOMICS 204. General Home Economics.**

*Three hours credit.*

A brief study of housing, home furnishings, principles of design and the family and the child.

**HOME ECONOMICS 208. Fashion Design.**

*Three hours credit.*

A general analysis of clothing through a study of the principles and elements of design. The composition of designs created from basic knowledge gained, and as a result of research required.

**HOME ECONOMICS 302. Textiles.**

*Three hours credit.*

A study of fabrics from the basic source of the fiber to the finished product. First hand information is offered in the form of observation in textile laboratories and industries. Fabric identification is developed from a collection of various samples to be handed in as a term project.

**HOME ECONOMICS 306. Family Relationships and Child Care.**

*Three hours credit.*

A study of courtship, the art of living together, the development of family roles, and fulfilling the needs of the young child in all aspects.

**HOME ECONOMICS 307. Family Economics.**

*Three hours credit.*

A study of money management, buying, budgeting, investments, and legislation as it affects the economic security of the home.

*Dr. Cole*

*Dr. Deskins*

*Dr. Conrad*

*Dr. Bartlett*

*Dr. Gratiot*

*Mr. Pritchett*

## History, Political Science and Geography

### **OBJECTIVES**

THE Department of History, Political Science, and Geography has three main objectives: first, to prepare our majors for graduate work in the universities; second, to give adequate preparation to those students planning to enter teaching, law and other fields; third, to aid all students in our department to develop a broad understanding and appreciation of the learning and cultures in our various courses. To achieve these objectives, two majors are offered within the department; a major in History, and an area major in History and Political Science. The latter major is designed primarily for students preparing for graduate study, law, or foreign and domestic government service.

A major in History will consist of 36 semester hours. History 101, 102, 205, 206, 303, 304 are required; Fifteen hours of History courses on the 300 level and History 451 will complete the major.

History and Political Science Area Majors will complete the following courses:

History 101-102 .....	6
History 205-206 .....	6
Political Science 201-202 .....	6
Economics 207-208 .....	6
History 451 .....	3
History and Political Science Electives to be approved by the Head of the Department according to the needs of the individual student ....	18
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Majors in Social Studies preparing for a Teacher's Certificate will follow the course outline on page 69. NO major is offered in Social Studies except in the Teacher Training Program.

### **PREREQUISITES.**

History 101-102 is prerequisite for all Civilization and European History courses on the 300 level. History 205-206 is prerequisite for all American History courses on the 300 level.

**HISTORY HISTORY 101-102. Western Civilizations.**

*Three hours credit each semester.*

A study of the development of western civilizations with emphasis upon the cultural, social and economic factors from the earliest origins to the present.

**HISTORY 205-206. American History.**

*Three hours credit each semester.*

A general course reviewing the colonial period, and tracing the constitutional developments, with emphasis upon the political, social and economic phases.

**HISTORY 303-304. English History.**

*Three hours credit each semester.*

A general survey of the constitutional, social, and intellectual progress of the British people from the earliest times to the present.

**HISTORY 307. Ancient History.**

*Three hours credit.*

A study of the development of civilization from the earliest times to the fifth century A.D., with emphasis upon the contributions of the Greeks and Romans in the political, social, artistic, intellectual and religious fields.

**HISTORY 308. Medieval History.**

*Three hours credit.*

A study of the political, social, economic and religious development of Europe from the sixth to the fifteenth century, with special attention to the part played by the medieval church.

**HISTORY 311. North Carolina History.**

*Three hours credit.*

A study of the economic, political, social and cultural life of North Carolina from the period of discovery to the present.

**HISTORY 315-316. History of the South.**

*Three hours credit each semester.*

A study of the South: its colonial and regional development, slavery and secession, reconstruction, the New South and its political, social, economic and cultural trends.

**HISTORY 321. Latin American History.**

*Three hours credit.*

A survey of Hispanic America: colonization, independence, resources, modern development, and its place in world affairs.

**HISTORY 323-324. American Foreign Affairs.**

*Three hours credit each semester.*

A study of the various phases of American foreign policy from the early beginnings to the present time.

**HISTORY 331. Age of the Renaissance and Reformation.**

*Three hours credit.*

A study of the economic, political and intellectual trends during the transition from medieval to modern times including the Protestant Revolt and Catholic Counter Reformation.

**HISTORY 351. History of Canada.**

*Three hours credit.*

A survey of social, economic and political forces which underlie the relations between the United States and Canada. The story of Canada's development.

**HISTORY 352. The Far East.**

*Three hours credit.*

Background in Far Eastern international relations since the opening of China and Japan. The present situation in the Orient.

**HISTORY 353. Europe in the Nineteenth Century. 1815-1914.**

*Three hours credit.*

A study of the political, economic, social and intellectual development of Europe from 1815 to 1914, with emphasis upon the major European countries.

**HISTORY 354. Europe from 1914 to the Present.**

*Three hours credit.*

A study of the political, economic, and military changes from World War I to the present.

**HISTORY 355-356. Russian History.**

*Three hours credit each semester.*

A study of the political, economic, social and intellectual development of the Russian people from the earliest times to the present.

**HISTORY 362. United States from 1920 to the Present.**

*Three hours credit.*

A study of the political, economic, social, and other changes in U. S. affairs from 1920 to the present.

**HISTORY 451. Seminar in History.**

*Three hours credit.*

Open only to Seniors majoring in History, this course will present problems in Historiography, Research and broad surveys.



**POLITICAL SCIENCE** **POLITICAL SCIENCE 201. United States Government.**

*Three hours credit.*

A survey of our English heritage, colonial beginnings, constitutional development, and the structure and functions of our national government.

**POLITICAL SCIENCE 202. State and Local Government.**

*Three hours credit.*

A study of local, county, municipal and state government, its structure and functions, and powers and duties of officials and departments.

**POLITICAL SCIENCE 304. Introduction to American Constitutional Law.**

*Three hours credit.*

A survey of legal concepts, traditions, and leading court decisions. A study of historical trends in Supreme Court decisions, with emphasis on case briefing methods.

**POLITICAL SCIENCE 305. International Relations.**

*Three hours credit.*

An introduction to international relations, problems of population and territory, commercial rivalry, power politics and factors in war and peace.

**POLITICAL SCIENCE 306. Introduction to Public Administration.**

*Three hours credit.*

A survey of concepts, literature and illustrative cases in the fields of public administration, with emphasis upon the Federal Government.

**POLITICAL SCIENCE 307. Comparative Government.**

*Three hours credit.*

A comparative study of traditions, functions and leadership in the United Kingdom, France, Germany and the Soviet Union.

**POLITICAL SCIENCE 308. American Political Parties.**

*Three hours credit.*

A study of the history, organization and functions of American political parties.

**GEOGRAPHY** **GEOGRAPHY 301. Principles of Geography.**

*Three hours credit.*

A study of the physical world and its relation to man, climatic types, soils, resources, and industrial potentials of the principal countries of the world.

**GEOGRAPHY 304. Regional Geography of North America.**

*Three hours credit.*

A detailed study of the geographical regions and peoples of North America. Agriculture, manufacturing, and resources are studied in relation to the social and cultural development of each region.

Colonel Cook

Miss Adams

# Mathematics

**OBJECTIVES** THE Mathematics Department has a four-fold purpose: (first) to furnish a well-rounded program of mathematics for students desiring to major in this field; (second) to furnish necessary mathematics courses for students majoring in one of the sciences; (third) to furnish required mathematics courses for students taking the Pre-Engineering, Pre-Forestry, or Pre-Medical Curriculum in preparation for their transfer elsewhere to complete their studies in these fields; and (fourth) to provide an adequate mathematics background for students graduating with a Bachelor of Arts degree in fields other than those mentioned above.

## Requirements

Requirements for a major in mathematics: students majoring in mathematics must complete the following courses:

Mathematics 107 College Algebra.  
Mathematics 108 Plane Trigonometry.  
Mathematics 201 and 202, or Mathematics 152 Analytic Geometry and Elementary Calculus I and II.  
Mathematics 251 Elementary Calculus III.  
Mathematics 252 Solid Analytic Geometry and Intermediate Calculus.  
Mathematics 261 and 262 Modern Algebra I and II.  
Business 210 (Mathematics 210) Statistics.  
Mathematics 327 Differential Equations.  
Mathematics 451 Mathematics Seminar.  
At least two other courses numbered 300 in Mathematics.  
All students majoring in mathematics are strongly advised to include Physics 201 and 202 in their programs.

### **\*MATHEMATICS 101. Basic Concepts in Mathematics I.**

*Three hours credit.*

An elementary study of the basic properties of the real number system through the integers and of sets, including the applications of these properties to arithmetic and algebra.

### **MATHEMATICS 102. Basic Concepts in Mathematics II.**

*Three hours credit.*

*Prerequisite: Mathematics 101.*

Continuation of the study of the real number system for rational numbers and real numbers; basic concepts in geometry, in business mathematics, in statistics, and in the use of logarithms.

**\*MATHEMATICS 105. College Mathematics for General Education.**

*Three hours credit.*

The language and historical aspects of mathematics, a short study of the number system, mathematical relationships and their uses in the arts and sciences.

**\*MATHEMATICS 107. College Algebra.**

*Prerequisite: Three semesters of high school algebra, or approval of the instructor.*

*Three hours credit.*

**MATHEMATICS 108. Plane Trigonometry.**

*Prerequisite: Mathematics 107, or concurrent with Mathematics 107.*

*Three hours credit.*

**MATHEMATICS 152. Freshman Analytic Geometry and Calculus.**

*Prerequisite: Mathematics 107 and 108.*

*Six hours credit.*

Plane analytic geometry, limits, differentiation of algebraic and trigonometric functions, exponential functions, the definite integral, logarithmic functions, and applications. This course, which is a combination of Mathematics 201 and 202, is designed for pre-engineering, mathematics, and science students.

**MATHEMATICS 201. Plane Analytic Geometry and Elementary Calculus I.**

*Prerequisites: Mathematics 107 and 108.*

*Three hours credit.*

Plane analytic geometry, limits, differentiation of algebraic functions, applications.

**MATHEMATICS 202. Elementary Calculus II.**

*Prerequisite: Mathematics 201.*

*Three hours credit.*

A continuation of Mathematics 201; includes differentiation of trigonometric, exponential and logarithmic functions, conic sections, the definite integral, and applications.

**MATHEMATICS 208. Linear Programming.**

*Prerequisite: Mathematics 107.*

*Three hours credit.*

Logarithms, logarithmic and exponential functions, the theory of linear programming with applications to business, science, and engineering.

\*Mathematics 101 will be taken by all students anticipating going into teacher education except those planning to major in the sciences or in mathematics. Mathematics 107 will be taken by all students planning to major in the sciences or in mathematics and by students planning to go into teacher education with a major in the sciences or mathematics. Mathematics 105 will be taken by all students planning to major in one of the arts.

**MATHEMATICS 210. Statistics.**

*Prerequisite: Mathematics 107.*

*Three hours credit.*

This course is taught by the Department of Business Administration as Business 210. Students will take Business 210 and will receive credit for Mathematics 210. See Business 210 for description.

**MATHEMATICS 251. Intermediate Calculus I.**

*Prerequisite: Mathematics 202 or 152.*

*Three hours credit.*

A continuation of either Mathematics 202 or Mathematics 152; includes formal integration, properties of continuous and differentiable functions, parametric equations, polar co-ordinates and applications of all of these.

**MATHEMATICS 252. Intermediate Calculus II.**

*Prerequisite: Mathematics 251.*

*Three hours credit.*

A continuation of Mathematics 251; includes infinite series, solid analytic geometry, partial differentiation, multiple integration, and introduction to vector analysis.

**MATHEMATICS 261. Modern Algebra I.**

*Prerequisite: Mathematics 107.*

*First semester of alternate years. Three hours credit.*

An introduction to the ideas and methods of modern algebra needed for advanced study and for the teaching of mathematics. Includes theory of logic, sets, rings, integral domains, and fields.

**MATHEMATICS 262. Modern Algebra II.**

*Prerequisite: Mathematics 261.*

*Second semester of alternate years. Three hours credit.*

A continuation of Mathematics 261; includes theory of groups, vector spaces, linear equations, determinants, linear transformations, and matrices.

**MATHEMATICS 302. History of Mathematics.**

*Prerequisite: Mathematics 202 or 152.*

*Second semester of alternate years. Three hours credit.*

A survey course in the history of mathematics, including the fields of arithmetic, algebra, geometry, and calculus.

**MATHEMATICS 327. Differential Equations.**

*Prerequisite: Mathematics 251.*

*Second semester of alternate years. Three hours credit.*

A study of the solution of ordinary differential equations, of first order and higher orders, with applications to geometry and physics.

**MATHEMATICS 331. Advanced Calculus.**

*Prerequisite: Mathematics 252.*

*Offered upon sufficient demand. Three hours credit.*

A study of topics not included in the elementary calculus courses combined with more careful attention to the fundamental processes of calculus.

**MATHEMATICS 355. Theory of Equations.**

*Prerequisite: Mathematics 202 or 152.*

*Offered upon sufficient demand. Three hours credit.*

A study of the solution of algebraic equations of higher degree and of systems of algebraic equations.

**MATHEMATICS 361. College Geometry.**

A study of elementary geometry from an advanced standpoint including ideas and methods, analytic and synthetic, which are needed for the teaching of geometry in high school.

**MATHEMATICS 376. Modern Geometry.**

*Prerequisite: Mathematics 202 or 152.*

*First semester of alternate years. Three hours credit.*

A study of the real projective plane. Includes synthetic projective geometry, analytic projective geometry, coordinate systems on the projective plane, affine geometry, and the development of euclidean geometry from projective and affine geometries.

**MATHEMATICS 451. Mathematics Seminar.**

*Prerequisite: Mathematics 252 and consent of instructor. Offered every year. Three hours credit. Required of all students majoring in Mathematics.*

Individual research or problems and reports as approved by the instructor.

*Dr. Le Vey*  
*Mr. Allred*  
*Mr. Yarborough*  
*Miss Hirtzler*  
*Mrs. Simpson*

## Modern Languages

### OBJECTIVES

THE MODERN LANGUAGE DEPARTMENT has a four-fold purpose in instruction: First, to teach the student to understand the foreign language as spoken by a native; to teach the student to speak the foreign language with proper accent and limited vocabulary, to read and to write the foreign language. Second, to give advanced students a background of the oral foreign language and of the foreign literature so that they may pursue them for their own cultural and professional requirements. Third, to promote friendly relations between people of our own and other countries through increased understanding of languages, customs, and cultures. Fourth, to equip advanced students to teach modern foreign languages. In a "shrinking world," the ability to speak and write more than one language and the understanding of other peoples through the study of their languages and literatures are of increasing importance.

### Requirements

The minimum requirement for a major in French or Spanish is thirty hours, beginning with the intermediate courses (French 201-202, Spanish 201-202). The minimum requirement for a minor in French or Spanish is eighteen hours, beginning with the intermediate courses (French 201-202, Spanish 201-202). For majors in French and Spanish, the following departmental courses, in addition to 201-202, are 310, 311, 315, 320-321, 401-402, and 451. These are also designed to satisfy certification requirements established by the North Carolina State Board of Education for secondary teachers of French and Spanish. French and Spanish minors will take, in addition to 201-202, the following courses: 310, 315, and 401-402.

A major in a modern foreign language will work in both language and literature. The work will consist of advanced study in the language, civilization and culture, and the literature from the Middle Ages to the modern period.

A student majoring in modern foreign languages must major in a language studied during his freshman or sophomore year.

First year modern foreign language may not be applied on a foreign language major or minor.

Not more than one foreign language may be taken to satisfy the foreign language requirement for graduation.

No elementary foreign language course may receive credit in the senior year if taken to satisfy the language requirement for graduation.

Credit hours will be given only for those languages taken at High Point College or at any other college approved by the Registrar and Head of Modern Language Department.

Credit for first semester of an elementary language course will be given only upon completion of the second semester of the course.

Citizens of foreign countries for whom English is a second language will be excused from required courses in their native tongue if they have had

approved formal study in their native language (including literature) at an advanced level. Waiving of such requirement is subject to review of the student's transcript by both Registrar and Head of the Modern Language Department. Otherwise, the student will fulfill the graduation requirement with another foreign language.

Students who voluntarily allow one or more semesters of the regular school year to elapse between sequential courses numbered 101, 102, 201, and 202 are required to submit to a written and an aural-oral test on the last course taken. If they pass the tests they will be permitted to enter the next course in sequence; if they fail they will repeat the immediately preceding course without credit.

#### **Related Fields.**

Courses in the following fields enrich the background of foreign language majors and minors: art, music, philosophy of the culture and language concerned, political science, speech, English grammar and literature, economics, history, and sociology.

#### **FRENCH FRENCH 101-102. Elementary French.**

*Three hours credit each semester.*

For students with no previous training in the language, or who fail the entrance placement tests in French. Oral practice, grammar, reading, simple composition. Laboratory.

#### **FRENCH 201-202. Intermediate French.**

*Prerequisite: French 102, or academic equivalent, or passing grade on French Language Placement Test.*

*Three hours credit each semester.*

An intensive review of French grammar with exercises in composition and simple conversation. Reading in modern French authors during second semester. Laboratory.

#### **FRENCH 310. Nineteenth Century Literature.**

*Prerequisite: French 202, or equivalent.*

*Three hours credit.*

Reading and study of the important literary works of the precursors and masters of Romanticism, Realism, the Age of Science and Doubt, Naturalism, Symbolism, and of early twentieth-century writers.

#### **FRENCH 311. Middle Age Literature.**

*Prerequisite: French 202, or equivalent.*

*Three hours credit.*

Reading and study of the epic cycles, medieval courtly and popular lyric, the roman courtois, allegory, early drama, and bourgeois and didactic prose literature.

#### **FRENCH 315. Classicism and the Philosophes.**

*Prerequisite: French 202, or equivalent.*

*Three hours credit.*

Reading and study of the important poetic, dramatic, novelistic, didactic and inspirational literature from the Renaissance until the French Revolution.

**FRENCH 401-402. Advanced Composition and Conversation.**

*Prerequisite: French 202, or equivalent.*

*Three hours credit each semester.*

Intensive training in pronunciation, advanced composition and conversation based on situations of everyday life. A French-language newspaper is used in conversational practice. Students preparing to teach French will take this course in their second half junior and first half senior years. Laboratory.

**FRENCH 451. Seminar.**

*Prerequisite: French 202, or equivalent.*

*Three hours credit each semester.*

Required of majors in their senior year. A research project constitutes the course. Appropriate fields of research are to be found among those of literature, linguistics, civilization, or teaching methods and materials.

**ROMANCE LANGUAGE ROMANCE LANGUAGE 320-321. Introduction to Culture.**

*Prerequisite: French 202, or Spanish 202, or equivalent.*

*Three hours credit each semester.*

Course is designed to provide understanding of the cultural heritage of France and Spain by means of tracing the development and attainment of their respective societies, thought, manners, and institutions, with attention to manifestations of these cultural aspects in the national literatures.

**SPANISH SPANISH 101-102. Elementary Spanish.**

*Three hours credit each semester.*

For students with no previous training in the language, or who fail the entrance placement tests in Spanish. Oral practice, grammar, reading, simple composition. Laboratory.

**SPANISH 201-202. Intermediate Spanish.**

*Prerequisite: Spanish 102, or academic equivalent, or passing grade on Spanish Language Placement Test.*

*Three hours credit each semester.*

An intensive review of Spanish grammar with exercises in composition and simple conversation. Reading in modern Spanish and Latin-American authors. Laboratory.

**SPANISH 310. Nineteenth Century Literature.**

*Prerequisite: Spanish 202, or equivalent.*

*Three hours credit.*

Reading and study of the important literary works of the masters of Romanticism, costumbrismo, regional novel, Naturalism, Generation of 1898 and of early twentieth-century writers.



**SPANISH 311. Middle Age Literature.**

*Prerequisite: Spanish 202, or equivalent.*

*Three hours credit.*

Reading and study of *El Poema de mio Cid*, other epic material, medieval courtly and popular poetry, early drama, and novelistic and didactic prose works.

**SPANISH 315. Golden Age.**

*Prerequisite: Spanish 202, or equivalent.*

*Three hours credit.*

Reading and study of the important poetic, dramatic, novelistic, inspirational and didactic literature from the Renaissance until the death of Calderon.

**SPANISH 401-402. Advanced Composition and Conversation.**

*Prerequisite: Spanish 202, or equivalent.*

*Three hours credit each semester.*

Intensive training in pronunciation, advanced composition and conversation based on situations of everyday life. A Spanish-language newspaper is used in conversational practice. Students preparing to teach Spanish will take this course in their second half junior and first half senior years. Laboratory.

**SPANISH 451. Seminar.**

*Three hours credit each semester.*

Required of majors in their senior year. A research project constitutes the course. Appropriate fields of research are to be found among those of literature, linguistics, civilization, or teaching methods and materials.

**GERMAN GERMAN 101-102. Elementary German.**

*Three hours credit each semester.*

For students with no previous training in the language.

Oral practice, grammar, reading.

**GERMAN 201-202. Intermediate German.**

*Prerequisite: Two years high school German or one year College German.*

*Three hours credit each semester.*

Grammar review, composition, and reading of classic and modern writers.

**RUSSIAN RUSSIAN 101-102. Elementary Russian.**

*Three hours credit each semester.*

For students with no previous training in the language. Oral practice, grammar, reading, and simple composition.

Will be offered upon sufficient demand (see under Registration paragraph, page 29, this Bulletin).

*Dr. Hamilton*

*Mr. Hartman*

*Mr. Quinn*

*Mr. Davidson*

*Miss Clary*

## Physical Education and Health

### OBJECTIVES

THE Department of Physical Education and Health strives to develop, through physical education activities and academic courses in hygiene and health education, an appreciation for the rules and laws of exercise and healthful living in a complex society. For those with specific interests, a primary function of the department is to present the fundamental principles of teaching and directing group activity and competitive sports which will enable the students to take an important part as teachers in the fields of health education, physical education, and recreation.

Men and women other than physical education majors may fulfill the general requirements in physical education by completing the required number of courses from Physical Education 101 through Physical Education 211.

A course concentration for students who plan to major in health and physical education consists of the following courses:

Women: Six courses from Physical Education 101 through Physical Education 211, Physical Education 232, 233, 241, 247, 304, 313, 318, 422, 423, and 451; Biology 103, 104, 201, and 202.

Men: Six courses from Physical Education 101 through Physical Education 211, Physical Education 232, 233, 241, 247, 304, 313, 318, 420, 421, and 451; Biology 103, 104, 201, and 202.

Recommended electives are Physical Education 223, Physical Education 224, Physical Education 311, and Physical Education 414.

Gym suits that meet the Physical Education Department's specifications must be furnished by the student. They are available at the College Book Store.

Any student with a physical defect which would prevent participation in physical activity should present the Director of Student Personnel with a statement to that effect signed by a physician.

### First Year

English 101 .....	3	English 102 .....	3
History 101 .....	3	History 102 .....	3
Foreign Language .....	3	Religion 102 .....	3
Religion 101 .....	3	Foreign Language .....	3
Biology 103 .....	4	Biology 104 .....	4
Physical Education 101-211 .....	1	Physical Education 101-211 .....	1
	<hr/>		<hr/>
	17		17

**Second Year**

English Literature .....	3	Speech 201 .....	3
Education 201 .....	3	Psychology 202 .....	3
Physical Education 233 .....	3	Physical Education 232 .....	3
Physical Education 241 .....	3	Physical Education 247 .....	3
Political Science 201 .....	3	Math 101 .....	3
Physical Education 101-211 .....	1	Physical Education 101-211 .....	1
	<hr/>		<hr/>
	16		16

**Third Year**

Biology 201 .....	3	Biology 202 .....	3
Education 304 .....	3	Physical Education 318 .....	3
Physical Education 304 .....	3	Physical Education 313 .....	2
Physical Education 101-211 .....	1	Physical Education 421 or 423 .....	3
Electives .....	6	Physical Education 101-211 .....	1
	<hr/>	Social Science .....	3
	16		<hr/>
			15

**Fourth Year**

Physical Education 420 or 422 ..	3	Education 302 .....	3
Physical Education 451 .....	3	Education 305 .....	3
Electives .....	10	Education 401a .....	3
	<hr/>	Education 401b .....	6
	16		<hr/>
			15

**PHYSICAL EDUCATION 101. Mixed Classes.**

*One hour credit.*

*Introduction to Physical Education Activity.*

Games and Relays, Bowling.

**PHYSICAL EDUCATION 105. Girls. Modern Dance and Tumbling.**

*One hour credit.*

Introduction to the fundamentals of modern dance and elementary tumbling activities.

**PHYSICAL EDUCATION 106. Mixed Classes. Folk and Square Dance.**

*One hour credit.*

Participation in a wide variety of folk and square dances.

**PHYSICAL EDUCATION 107. Boys or Girls. Beginning swimming.**

*One hour credit.*

**PHYSICAL EDUCATION 108. Boys or Girls. Intermediate swimming.**

*One hour credit.*

A course which introduces a student to the four basic swimming strokes—crawl, side, breast, and back—along with elementary diving and water safety techniques.

**PHYSICAL EDUCATION 200. Boys or Girls. Golf and Archery.**

*One hour credit.*

The fundamentals of golf and archery.

**PHYSICAL EDUCATION 202. Boys or Girls. Tennis and Badminton.**

*One hour credit.*

The fundamentals of tennis and badminton.

**PHYSICAL EDUCATION 206. Boys team sports.**

*One hour credit.*

Basketball and softball.

**PHYSICAL EDUCATION 206. Girls team sports.**

*One hour credit.*

Basketball and softball.

**PHYSICAL EDUCATION 207. Girls. Team Sports.**

*One hour credit.*

Speedball, Soccer, and Indoor Team Sports.

**PHYSICAL EDUCATION 207. Boys. Team Sports.**

*One hour credit.*

Speedball and Soccer.

**PHYSICAL EDUCATION 208. Boys. Track and Field.**

*One hour credit.*

The fundamentals involved in the sprint, distance race, and field events.

**PHYSICAL EDUCATION 209. Boys. Team Sports.**

*One hour credit.*

Football and Volleyball.

**PHYSICAL EDUCATION 210. Sports in Season.**

*One hour credit either semester.*

Each student making a varsity squad will receive one semester hour by recommendation of the coach. Only one activity credit is allowed.

**PHYSICAL EDUCATION 211. Boys. Tumbling and Wrestling.**

*One hour credit.*

Introduction to the elementary fundamentals of tumbling and wrestling.

**PHYSICAL EDUCATION 223. Sports Officiating.**

*One hour credit.*

Rules, regulations and principles of officiating football, volleyball, soccer, handball, basketball. Actual officiating practice in intramural games is a requirement of the course.

**PHYSICAL EDUCATION 224. Sports Officiating.**

*One hour credit.*

Rules, regulations, and principles of officiating baseball, softball, tennis, track, badminton, swimming, and diving. Actual officiating practice in intramural games is a requirement of the course.

**PHYSICAL EDUCATION 232. Physical Education for Elementary Schools.**

*Three hours credit.*

Principles, practices, and procedures in physical education for elementary schools. This is a required course for elementary school teachers.

**PHYSICAL EDUCATION 233. History and Principles of Physical Education.**

*Three hours credit.*

The evaluation of the history of physical education. The fundamental concepts and basic philosophy underlying physical education.

**PHYSICAL EDUCATION 241. Hygiene—Personal and Community.**

*Three hours credit.*

A general survey of the interwoven responsibilities of the individual and society in public health problems.

**PHYSICAL EDUCATION 247. School Health Education.**

*Three hours credit.*

Aims, methods, and materials for health in elementary and secondary schools. The areas of healthful school living, health services, and health instruction are covered.

**PHYSICAL EDUCATION 304. Tests and Measurements.**

*Three hours credit.*

Theory and methods course in the application of measurement to physical education. Tests of strength, physical fitness, skill and progress will be studied.

**PHYSICAL EDUCATION 311. Organization and Administration of Community Recreation.**

*Three hours credit.*

Introductory course in community organization for recreation with special emphasis upon the organization and administration of playgrounds.

**PHYSICAL EDUCATION 313. First Aid.**

*Both semesters.*

*Two hours credit.*

Theory demonstrations, and practical work. Opportunity to get Red Cross Certification.

**PHYSICAL EDUCATION 318. Organization and Administration of Health and Physical Education.**

*Three hours credit.*

A study of different athletic plants, such as the design, maintenance, and equipment of buildings, athletic fields, together with a comprehensive study of class organization, measurement of student progress, and general supervision problems in the elementary, secondary, and collegiate institutions.

**PHYSICAL EDUCATION 334. Driver Education.**

*Three hours credit.*

Designed to prepare students to meet state requirements for teaching driver education in the secondary schools. Student will be given behind-the-wheel training as well as classroom instruction in the theory and philosophy of skillful driving. Persons enrolled must have a valid North Carolina driver's license.

**PHYSICAL EDUCATION 414. Individual Adapted Physical Education.**

*Four hours credit.*

The adaptation of physical and recreational activities to the handicapped individual. Instruction in methods of meeting the physical needs of children with certain physical defects.

**PHYSICAL EDUCATION 420. Theory of Coaching Varsity Sports.**

*Three hours credit.*

A study and practice of the various fundamental techniques of coaching football and basketball.

**PHYSICAL EDUCATION 421. Theory of Coaching Varsity Sports.**

*Three hours credit.*

A study and practice of the various fundamental techniques of coaching baseball and track.

**PHYSICAL EDUCATION 422. Theory of Teaching Physical Education for Women.**

*Fall semester.*

*Three hours credit.*

A study of the techniques of teaching conditioning and tumbling and skills, rules, and regulations of speedball and volleyball.

**PHYSICAL EDUCATION 423. Theory of Teaching Physical Education for Women.**

*Spring semester.*

*Three hours credit.*

A study of the techniques of teaching folk and square dancing and skills, rules and regulations in softball and basketball. Actual practice teaching in each activity is a requirement of the course.

**PHYSICAL EDUCATION 451. Research in Health and Physical Education.**

*Three hours credit.*

*Prerequisite: Physical Education 304.*

Research and investigation in the problems of health and physical education.

*Dr. Locke*

*Dr. Hudgins*

*Dr. Cox*

*Mrs. Hays*

## Religion and Philosophy

**OBJECTIVES** THE DEPARTMENT OF RELIGION offers general courses in Religion to all students to make them aware of their spiritual heritage and to relate this heritage to the contemporary world. Courses in Bible interpret the heritage which comes to us through our sacred literature. Other advanced courses study world religions, religion in America today, and the literature of the Christian faith. Courses in Religious Education are planned as preparation for participation in the work of the church—both as professionals and as lay workers. Philosophy is the study of great thinkers of the past and the practice of right thinking today. A major in the Department (33 hours) or a minor (18 hours) may be concentrated in any area of interest.

Students who take advanced work in the Department are prepared for graduate study in seminary or university. Some go directly into church work—as ministers or as educational assistants—without graduate study.

**RELIGION** The six hours in Religion required of each student will normally be completed by taking Religion 101 and 102 or 201 and 202.

A major in the department requires 33 hours, including the seminar (451). In consultation with the major advisor, these hours may be concentrated in the area of Religion, Christian Education, or Philosophy.

### **RELIGION 101, 102. Introduction to Religion.**

*Three hours credit each semester.*

A course designed to introduce the student to the Hebrew-Christian heritage. The first semester will be spent in the discovery of historical, literary, and religious values in the Old Testament. The second semester will trace the beginnings of the Christian community and seek to understand the basic affirmations of the Christian faith.

### **RELIGION 201, 202. The Hebrew-Christian Heritage.**

*Three hours credit each semester.*

A course similar to 101, 102, but adapted to the capabilities of Sophomores, Juniors, and Seniors. Not open to students who have received credit for 101, 102.



**RELIGION 203. Hebrew Prophets.**

*Three hours credit.*

A study of the books of the prophets of the Old Testament: their background, style, and religious teachings.

**RELIGION 204. The Mission and Message of Jesus.**

*Three hours credit.*

A study of the life and teachings of Jesus as set forth in the Gospels.

**RELIGION 211. Principles of Religious Education.**

*Three hours credit.*

A study of methods of guiding children, youth, and adults in religious development. Christian belief as it provides the basis for such methods. Evaluation of current procedures in the light of findings from psychology and the social sciences.

**RELIGION 301. Life and Letters of Paul.**

*Three hours credit.*

The early history of the Christian Church and the expansion of Christianity from Palestine into the gentile world as revealed in the life and letters of Paul.

**RELIGION 313. Group Work.**

*Three hours credit.*

Study of group dynamics with children's, youth, and adult groups and examination of church organization so as to provide for good methods of working with persons. Special attention to teaching methods and materials.

**RELIGION 315. Psychology of Religion.**

*Three hours credit.*

A study of religious experiences and growth; examination of sources of motivation for belief and action; implications for worship and teaching.

**RELIGION 316. Children and the Church.**

*Three hours credit.*

A laboratory study of the characteristics of children and methods of teaching them. The church's program of the Church School, Missionary Education, and Summer Activities. Field work will be scheduled in the local churches.

**RELIGION 317. Organization of the Church.**

*Three hours credit.*

Study of organization of the church on local, regional, and national levels. Special emphasis on organizations for education in the local church, leadership education, and workers' conferences.

**RELIGION 318. Youth and Adult Work.**

*Three hours credit.*

Study of the needs and characteristics of youth and adults and how the church may develop an effective program for them. Special attention to teaching methods and materials.

**RELIGION 328. Church Music.**

*(See Music 328.)*

**RELIGION 331. Comparative Religion.**

*Three hours credit.*

A study of great leaders in the history of religion and of living religions as they are found in the world today.

**RELIGION 332. Contemporary Religion.**

*Three hours credit.*

A survey of religion in the United States today. Comparison of contemporary Judaism, Catholicism, and Protestantism, with special emphasis on the doctrines of the Protestant church.

**RELIGION 333. History of Christianity: from the Early Church through the Reformation.**

*Three hours credit.*

A study of the events, trends, personalities, and interpretations that have shaped Christianity from the time of the early church through the sixteenth century, intended to acquaint the student with the Christian heritage and to contribute to his understanding of contemporary Christianity.

**RELIGION 334. Current Interpretations of Christianity.**

*Three hours credit.*

A study of the thinking of the church in the Twentieth century and its relationship to the current thoughts expressed in literature and art.

**RELIGION 451. Seminar.**

*Three hours credit.*

Directed study and reports in the area of a student's concentration in the major field. Required of all majors in their Senior year.

**PHILOSOPHY PHILOSOPHY 201. Introduction to Philosophy.**

*Three hours credit.*

A course designed to introduce the general student to Philosophy by acquainting him with its major divisions. These include: (1) Epistemology (ways of knowing and the search for truth), (2) Axiology (standards of value), and (3) Metaphysics (questions about the ultimate nature of reality). Prerequisite for other courses in Philosophy.

**PHILOSOPHY 202. Contemporary Philosophical Thought.**

*Three hours credit.*

A survey of contemporary schools of western philosophical thought, including: Materialism and Naturalism, Idealism, Pragmatism, Realism, Logical Empiricism and Analytical Philosophy, and Existentialism.

**PHILOSOPHY 206. Logic.**

*Three hours credit.*

A course designed to train the student to think rationally and to use correctly the accepted methods of deduction and induction.

**PHILOSOPHY 301. History of Philosophy I.**

*Three hours credit.*

A historical study of classical philosophy from the Pre-Socratics through the Stoics (with special emphasis on Plato and Aristotle) and of medieval scholastic thought (with special emphasis on Thomas Aquinas).

**PHILOSOPHY 302. History of Philosophy II.**

*Three hours credit.*

A historical study of the modern classical philosophers of the seventeenth through the nineteenth centuries with special emphasis on the following: Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Fichte, Hegel, and Schopenhaur.

**PHILOSOPHY 303. Theoretical Ethics.**

*Three hours credit.*

A survey of the ideas which have been most influential in shaping current standards of conduct, and an examination of classical theories of morality and of the unique vantage point from which they can be seen by the Christian perspective.

**PHILOSOPHY 304. Practical Ethics.**

*Prerequisite: Philosophy 303.*

*Three hours credit.*

A brief analysis of the Biblical and historical bases for the Christian understanding of man's moral situation, followed by a study of the social implications of Christianity in such areas of life as marriage, race, the political and economic order.

**PHILOSOPHY 305. Philosophy of Religion.**

*Three hours credit.*

An investigation into the critical philosophical issues involved in religion: the critical problems of religious meaning and truth in reference to the relationships between reason, faith, and revelation; the role of philosophy and natural theology in the formulation of the doctrine of God, the doctrine of man, and related religious issues and concepts.

**PHILOSOPHY 306. Modern Philosophy.**

*Prerequisites: Philosophy 301 and 302.*

*Three hours credit.*

A study of the major figures and dominant schools of thought in western philosophy of the twentieth century with some reference to their immediate antecedents before the turn of the century. This course is a continuation of History of Philosophy.

Dr. Hays

Mr. Hormachea

# Sociology

**OBJECTIVES** THE specific purpose of the Department of Sociology is to prepare students to better understand social and cultural interrelationships of the members of society. Generally, Sociology 201 is a prerequisite to all other courses offered by the Department. Required courses to earn a major in sociology are: 33 units in sociology (including Sociology 201, 313, 403, 405, 451) plus Psychology 311 (Statistical Methods). For a minor in Sociology: 18 units in sociology (including Sociology 201, 313, and 403).

## **SOCIOLOGY 201. General Sociology.**

*Three hours credit.*

An introduction to the science of sociology. An analysis of society through a study of social principles, concepts, and theories.

## **SOCIOLOGY 204. Social Pathology.**

*Three hours credit.*

Poverty, maladjustment, physical defectiveness, alcoholism, and the principal forms of pathology that prevail in our modern society are studied with a view to alleviating their causes and effects.

## **SOCIOLOGY 300. Race Relations.**

*Three hours credit.*

A survey of the historical and scientific question of race; a study of sociocultural patterns in various interracial areas; an inquiry into problems of conflict and adjustment.

## **SOCIOLOGY 306. Sociology of Religion.**

*Three hours credit.*

The use and value of the scientific, ethical, and theological approaches to the investigation of sociological problems; the role of religion in societal dynamics; interrelations with major social institutions; denominationalism as social reform.

## **SOCIOLOGY 309. Rural Sociology.**

*Three hours credit.*

A study of the nature of the development of rural life, with special attention given to the problem of the country home, church, and school, and to the migration of rural people to urban areas.

**SOCIOLOGY 311. Population Problems.**

*Three hours credit.*

The analysis of the causes and consequences of major population trends throughout the world; of changes in birth and death rates; and of mobility and migration of peoples.

**SOCIOLOGY 312. Urban Sociology.**

*Three hours credit.*

A study of the ecological and cultural aspects of modern cities, their growth, and resulting problems.

**SOCIOLOGY 313. Social Stratification.**

*Three hours credit.*

A study of contemporary society in terms of structure, organization, and class stratification. Some field work will be included.

**SOCIOLOGY 317. Crime and Delinquency.**

*Three hours credit.*

A study of causes, treatment, and prevention of crime. Such topics as: police methods, criminal procedure, prisons, probation, and parole practices will be considered.

**SOCIOLOGY 320. Marriage and the Family.**

*Three hours credit.*

History, structure, functions, and organization of the family; marriage and personality; family disorganization and programs of marital adjustment; an analysis of contemporary marriage in relation to marriage and family patterns in other countries.

**SOCIOLOGY 325-326. Cultural Anthropology.**

*Three credit hours each semester.*

An introductory study of primitive art, language, social control, and other cultural productions in representative aboriginal cultures. One semester is devoted to a study of Oceania, and the second semester to Africa and the Western Hemisphere.

**SOCIOLOGY 330. Social Work.**

*Three hours credit.*

An introduction to the field of social work. Problems presented by changing social situations; agencies and movements designed to help solve these problems. Field visits to representative social agencies.

**SOCIOLOGY 331. Social Case Work.**

*Three hours credit.*

A general study of the techniques of case work as carried out in a state public welfare office. Prerequisite: Sociology 330. Field trips to local welfare agencies will be included.

**SOCIOLOGY 340. Industrial Sociology.**

*Three hours credit.*

Sociological aspects of human interrelationships in industry; personnel problems; working situations; morale; problems of supervision; leadership; employee relations; labor and union problems.

**SOCIOLOGY 400. Parole and Probation.**

*Three hours credit.*

An introductory course to acquaint the student with the place of parole and probation in the rehabilitation of youth and adults. Field trips to first offenders camps may be arranged.

**SOCIOLOGY 403. Sociological Theory.**

*Three hours credit.*

*Taught each even year.*

A comparative study and critique of social thought and sociological theories. Special study is made of major sociological theorists of the nineteenth century, contributions of contemporary sociologists, and the role of theory in empirical science.

Only Seniors and special students may take the course; other students must have the permission of the instructor.

**SOCIOLOGY 405. Introduction to Sociological Research Methods.**

*Three hours credit.*

*Taught each odd year.*

The scientific method as applied to sociological problems. An examination and criticism of research papers and techniques used; techniques of social surveys; collection, classifying, interpreting, and presenting data on sociological problems.

Only Seniors and special students may take the course; other students must have the permission of the instructor.

**SOCIOLOGY 451. Seminar in Sociology.**

*Three hours credit.*

Required of all Seniors majoring in Sociology. This is a comprehensive preparation for graduation.







## Directory

A faint, light-colored background image of a large tree with many branches on the left side and a building tower with a clock face on the right side. The text is centered on the right side of the page.

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MR. HARRY B. FINCH .....	Thomasville, North Carolina
MR. TOM A. FINCH, JR. ....	Thomasville, North Carolina
MR. JOSH HORNE .....	Rocky Mount, North Carolina
MR. A. J. KOONCE .....	High Point, North Carolina
MR. HOLT MCPHERSON .....	High Point, North Carolina
MRS. KATIE MACAULAY RANKIN .....	Mount Gilead, North Carolina

### CLASS OF 1966

REV. J. CLYDE AUMAN .....	Winston-Salem, North Carolina
MR. EUGENE CROSS .....	Marion, North Carolina
REV. M. E. HARBIN .....	Thomasville, North Carolina
MR. HORACE S. HAWORTH .....	High Point, North Carolina
MR. CHARLES E. HAYWORTH .....	High Point, North Carolina
MR. VERNON HODGIN .....	Greensboro, North Carolina
MR. CHARLES L. KEARNS .....	High Point, North Carolina

### CLASS OF 1967

MR. STANFORD R. BROOKSHIRE .....	Charlotte, North Carolina
MRS. D. S. COLTRANE .....	Raleigh, North Carolina
BISHOP PAUL N. GARBER .....	Richmond, Virginia
DR. C. L. GRAY .....	High Point, North Carolina
DR. J. CLAY MADISON .....	Greensboro, North Carolina
DR. W. STANLEY POTTER .....	Kinston, North Carolina

## Committees of the Board of Trustees

### Buildings and Grounds

J. HARRISS COVINGTON, *Chairman*  
STANFORD R. BROOKSHIRE  
HARRY B. FINCH  
VERNON HODGIN  
HOLT MCPHERSON

### Endowment

CHARLES E. HAYWORTH, *Chairman*  
J. HARRISS COVINGTON  
EUGENE CROSS  
BISHOP PAUL N. GARBER  
DR. C. L. GRAY  
BISHOP NOLAN B. HARMON  
FELIX HARVEY III  
JOSH L. HORNE  
CHARLES L. KEARNS  
C. W. MCCRARY  
JAMES H. MILLIS  
W. STANLEY POTTER  
MRS. KATIE M. RANKIN  
ELLIOTT S. WOOD  
All other High Point  
members are  
auxiliary members.

### Executive

(Meets second Wednesday of each month.)  
HOLT MCPHERSON, *Chairman*  
HORACE S. HAWORTH, *Vice-Chairman*  
WENDELL M. PATTON, *Secretary*  
J. HARRISS COVINGTON  
CHARLES E. HAYWORTH  
A. J. KOONCE  
CHARLES W. MCCRARY  
J. CLAY MADISON  
ELLIOTT S. WOOD

### Faculty

HORACE S. HAWORTH, *Chairman*  
J. CLYDE AUMAN  
MRS. D. S. COLTRANE  
REV. M. E. HARBIN  
BLAINE MADISON  
WENDELL M. PATTON

### Finance

ELLIOTT S. WOOD, *Chairman*  
J. HARRISS COVINGTON  
TOM A. FINCH  
HORACE S. HAWORTH  
CHARLES L. KEARNS  
WENDELL M. PATTON  
WILLIAM F. WOMBLE

**Honorary Degrees**

WENDELL M. PATTON, *Chairman*  
Joint Faculty-Trustee Committee  
Three members appointed by Chairman of Board of Trustees  
Three members appointed by President of College.

**Nominations of Board Members**

Chairman and Vice-Chairman of the Board  
Chairman of the Finance Committee of the Board  
President of the College

## Board of Fellows

ALCOA FOUNDATION  
ANDERSON, WARREN L.  
BARTHMAIER, MRS. MYRTLE H.  
CAMPBELL, MR. JACK H.  
COVINGTON, MR. J. HARRISS  
DALTON, MR. FRANK  
DALTON, MRS. FRANK  
FINCH, MR. DOAK S.  
FINCH, JR., MR. TOM A.  
FOY, MR. JOHN C.  
HAWORTH, MR. HORACE S.  
HAYWORTH, MR. CHARLES E.  
HAYWORTH, MR. DAVID R.  
HEDGECOCK, MR. DELOS S.  
HIGH POINT BANK AND TRUST CO.  
INGLE, MR. I. PAUL  
INGRAM, JR., MR. C. T.  
KEARNS, MR. CHARLES L.  
LATIMER, MRS. ELEANOR POWELL  
THE LILLY COMPANY—MR. W. R. CAMPBELL  
LINTHICUM, JR., MR. WAYLAND E.  
MCCRARY-ACME FOUNDATION, INC.  
MCPHERSON, MR. HOLT  
MILLIS, MRS. J. E.  
MILLIS, MR. JAMES H.  
MOBLEY, MRS. L. K.  
NORTH CAROLINA NATIONAL BANK  
POWELL, MRS. ANNIE MAE  
REEVES, MR. JOHN M.  
SCHUTE, MR. LEON  
SILVER, MR. ROBERT M.  
SNIDER, MR. EDGAR H.  
WESTERN ELECTRIC FOUNDATION  
WOOD, MR. ELLIOTT S.  
WOOD, MR. FRANK S.

## Professors Emeritus

<b>Mrs. Alda T. Berry</b>	Lowrys, South Carolina
<b>Dr. Ben H. Hill</b>	Frederick College, Portsmouth, Virginia
<b>Dr. Clifford R. Hinshaw</b>	902 North Rotary Drive, High Point, North Carolina
<b>Dr. George H. Hobart</b>	603 West Farriss Avenue, High Point, North Carolina
<b>Miss E. Vera Idol</b>	Presbyterian Home, Greensboro Road, High Point, North Carolina
<b>Dr. Lincoln Lorenz</b>	3509 Parkwood, Greensboro, North Carolina
<b>Dr. C. Excelle Rozzelle</b>	1018 S. Hawthorne Road, Winston-Salem, North Carolina
<b>Mrs. Alice Paige White</b>	Emerywood Court Apts., North Main Street, High Point, North Carolina
<b>Mr. Arthur S. Withers</b>	Frederick College, Portsmouth, Virginia

## Faculty and Administration

(Arranged in alphabetical order. Dates refer to first year of service with the college.)

<b>Louise Adams</b> 1933	<i>Assistant Professor of Mathematics</i> A.B., High Point College A.M., U.N.C. at Chapel Hill
<b>Joe C. Allen</b> 1961	<i>Instructor of Business Administration</i> B.S., Pfeiffer College M.A., Appalachian State Teachers College
<b>J. Hobart Allred</b> 1924	<i>Professor of Modern Languages</i> A.B., A.M., U.N.C. at Chapel Hill

- Helen R. Bartlett**  
1939  
*Professor of History*  
A.B., Western Maryland College  
A.M., George Washington University  
Ph.D., University of Maryland
- Harold F. Burhans**  
1957  
*Assistant Professor of Business Administration*  
B.S., M.S., Syracuse University
- Marcella Carter**  
1947  
*Librarian and Assistant Professor*  
A.B., Fresno State College  
B.S. in L.S., George Peabody College
- Charles R. Clark**  
1962  
*Instructor of Fine Arts*  
B.S., High Point College  
M.A., Appalachian State Teachers College
- Betty Jo Clary**  
1962  
*Instructor of Physical Education*  
B.S., Western Carolina College  
M.Ed., U.N.C. at Greensboro
- Herman E. Coble**  
1945  
*Associate Professor of Education*  
A.B., High Point College  
A.M., U.N.C. at Chapel Hill
- Verta I. Coe**  
1962  
*Visiting Lecturer in Education*  
A.B., High Point College  
M.E., U.N.C. at Chapel Hill
- David W. Cole**  
1962  
*Professor of History*  
A.B., Erskine College  
M.A., Ph.D., University of South Carolina
- Elizabeth H. Conner**  
1940-43  
1962  
*Assistant Professor of Biology*  
B.S., Duke University  
A.M., University of Missouri
- Harold E. Conrad**  
1955  
*Professor of History and Social Sciences*  
A.B., Brown University  
A.M., Clark University  
Ph.D., University of Toronto
- Carlton J. Cook**  
1960  
*Assistant Professor of Mathematics*  
B.S., Massachusetts Institute of Technology  
M.S., Purdue University
- Dan B. Cooke**  
1959  
*Professor of Education and Psychology*  
B.S., M.A., Western Carolina College  
D.Ed., University of Tennessee

**Dennis H. Cooke**  
1949

*Professor of Education and Psychology*  
A.B., M.Ed., Duke University  
Ph.D., George Peabody College

**L. Hughes Cox**  
1960

*Assistant Professor of Religion and  
Philosophy*  
A.B., Wabash College  
S.T.B., Boston University School of Theology  
M.A., Ph.D., Yale University

**Clyde Crobaugh**  
1963

*Professor of Business Administration*  
A.B., A.M., Stanford University  
Ph.D., University of Pittsburgh

**Edmund O. Cummings**  
1928

*Professor of Chemistry*  
B.S., U.N.C. at Chapel Hill  
Ph.D., Massachusetts Institute of Technology

**Robert D. Davidson**  
1962

*Instructor of Physical Education and  
Health*  
B.S., High Point College  
M.E., U.N.C. at Chapel Hill

**Stuart C. Deskins**  
1948

*Professor of History*  
A.B., Elon College  
A.M., Ph.D., U.N.C. at Chapel Hill

**Donald A. Drapeau**  
1963

*Instructor in Fine Arts*  
A.B., High Point College  
M.A., University of Connecticut

**Dorothy E. Hays**  
1962

*Assistant Professor of  
Religion and Philosophy*  
A.B., Florida Southern College  
M.R.Ed., Boston University School of Theology

**Ernestine Fields**  
1941

*Assistant Professor of Music*  
B.Mus., American Conservatory of Music  
B.S., Ft. Hayes State College  
M.Mus., University of Michigan

**John M. Flowers, Jr.**  
1961

*Associate Professor of Chemistry and  
Physics*  
A.B., M.S., University of Alabama  
M.Ed., D.Ed., Duke University

**Joe L. Fryhover**  
1958

*Assistant Professor of Music*  
A.B., Southeastern State College  
A.M., Columbia University



- |                                     |  |
|-------------------------------------|--|
| <b>A. Paul Gratiot</b><br>1962      | <i>Associate Professor of History</i><br>L.L.B., University of Louisville<br>A.B., University of Louisville<br>A.M., Ph.D., University of Pennsylvania |
| <b>Jean R. Halladay</b><br>1963     | <i>Assistant Professor of English</i><br>A.B., Utica College of Syracuse University<br>M.A., State University of Iowa<br>Ph.D., University of Kentucky |
| <b>Adeline S. Hamilton</b><br>1962  | <i>Assistant Librarian and Instructor</i><br>A.B., University of Arkansas<br>A.B.L.S., University of Michigan  |
| <b>James T. Hamilton</b><br>1960    | <i>Professor of Physical Education, Health<br/>and Athletics</i><br>A.B., M.A., U.N.C. at Chapel Hill<br>Ed.D., George Peabody College                 |
| <b>Charles F. Hartman</b><br>1958   | <i>Instructor in Physical Education and<br/>Health</i><br>A.B., A.M., U.N.C. at Chapel Hill  |
| <b>Leopold M. Hays</b><br>1955      | <i>Associate Professor of Sociology</i><br>A.B., Duke University<br>S.T.B., Ph.D., Boston University   |
| <b>Berta Hirtzler</b><br>1961       | <i>Instructor in Modern Languages</i><br>B.A., Scarritt College<br>M.A., Southern Methodist University   |
| <b>Carroll R. Hormachea</b><br>1961 | <i>Assistant Professor of Sociology</i><br>B.A., M.S., Trinity University  |
| <b>Walter E. Hudgins</b><br>1957    | <i>Associate Professor of Religion</i><br>A.B., B.D., Ph.D., Duke University   |
| <b>William Lazaruk</b><br>1961      | <i>Professor of Biology</i><br>B.Sc., B.Ed., University of Alberta<br>M.S., South Dakota State College<br>Ph.D., Rutgers University                    |
| <b>Arthur E. Le Vey</b><br>1958     | <i>Professor of Modern Languages</i><br>A.B., Colorado Teachers College<br>A.M., University of Denver<br>Ph.D., University of Chicago                  |

- Lew J. Lewis**  
1952  
*Professor of Music*  
Diploma, Ithaca Conservatory of Music  
Sch. Music B., Oberlin Conservatory of Music  
A.M., Ohio State University  
Ed.D., Stanford University
- William R. Locke**  
1950  
*Professor of Religion*  
A.B., Wesleyan University  
S.T.B., Ph.D., Boston University
- Margaret W. Lyles**  
1963  
*Instructor in English*  
A.B., Columbia College  
M.A., Tulane University
- John D. Martin**  
1962  
*Instructor in Psychology and Education*  
B.A., Tennessee Temple College  
M.A., Baylor University
- William P. Matthews**  
1961  
*Professor of Psychology*  
B.A., Lynchburg College  
M.A., Ph.D., Teachers College,  
Columbia University
- Jerry Michael**  
1963  
*Visiting Lecturer in  
Business Administration*  
B.S., U.N.C. at Chapel Hill
- Halsey W. Miller, Jr.**  
1963  
*Associate Professor of Biology*  
A.B., Temple University  
M.S., Yale University  
Ph.D., University of Kansas
- Charles E. Mounts**  
1962  
*Associate Professor of English*  
A.B.E., M.A., University of Florida  
Ph.D., Duke University
- James L. Nelson**  
1958  
*Assistant Professor of  
Business Administration*  
B.S., High Point College  
M.S., U.N.C. at Chapel Hill
- George W. Netts**  
1961  
*Assistant Professor of Business  
Administration*  
B.S., United States Naval Academy  
M.B.A., George Washington University
- Ina M. Patrick**  
1952  
*Assistant Librarian and Instructor*  
A.B., High Point College  
A.B. in L.S., College of William and Mary

**Wendell M. Patton, Jr.**  
1959

*Professor of Business Administration*  
B.S., M.S., University of Georgia  
Ph.D., Purdue University  
LL.D., Wake Forest College

**Herbert H. Peterson**  
1957

*Assistant Professor of Education and Psychology*  
A.B., Central Wesleyan College  
A.M., D.Ed., University of Denver

**Sandra K. Phillips**  
1963

*Instructor in Biology*  
B.S., M.S., University of South Carolina

**Raiford M. Porter**  
1956

*Assistant Professor of Art*  
B.F.A., College of William and Mary  
M.F.A., U.N.C. at Greensboro

**James R. Pritchett**  
1963

*Instructor in History and Political Science*  
A.B., M.A., U.N.C. at Chapel Hill

**Tom R. Quinn**  
1962

*Assistant Professor of Physical Education*  
A.B., Marshall University  
M.P.H., University of Florida

**Shirley Y. Rawley**  
1962

*Instructor in English*  
A.B., High Point College  
M.A., Appalachian State Teachers College

**Philip Reines**  
1961  
(on leave of absence)

*Assistant Professor of Fine Arts*  
B.A., Adelphi College  
M.A., University of Colorado

**Kathryn G. Ring**  
1957

*Instructor in Home Economics*  
B.S., East Carolina College  
M.S., University of Tennessee

**J. Wilson Rogers**  
1963

*Assistant Professor of Business Administration*  
B.S., High Point College  
M.B.A., Northwestern University

**Evelyn W. Simpson**  
1962

*Visiting Lecturer of Modern Languages*  
A.B., U.N.C. at Greensboro  
M.A., U.N.C. at Chapel Hill

**Emily B. Sullivan**  
1961

*Instructor in English*  
A.B., Meredith College  
M.A., University of Pennsylvania

**Sam J. Underwood**  
1962

*Professor of English*  
A.B., M.E., U.N.C. at Chapel Hill  
Ph.D., Michigan State University

**Christopher L. Wilson**  
1961

*Professor of Chemistry*  
B.S., Leeds University  
Ph.D., D.Sc., London University

**Ruth Worthington**  
1955

*Assistant Professor of Education and Psychology*  
A.B., Central State College  
A.M., Ohio Wesleyan University

**Nathaniel P. Yarborough**  
1925

*Professor of Modern Languages*  
A.B., Wofford College  
A.M., University of South Carolina

#### GENERAL ADMINISTRATION

**Wendell M. Patton, Jr.**  
1959

*President*  
B.S., M.S., Ph.D., LL.D.

**Mary C. Spurrier**  
1954

*Secretary to the President*

#### ACADEMIC ADMINISTRATION

**David W. Cole**  
1962

*Acting Dean of the College*  
A.B., M.A., Ph.D.

**Harold E. Conrad**  
1955  
(\*on leave of absence)

*Dean of the College\* and  
Director of the Summer School*  
A.B., A.M., Ph.D.

**N. P. Yarborough**  
1925

*Registrar*  
A.B., A.M.

**Duffy L. Paul**  
1962

*Director of Admissions and  
Financial Aid*  
B.S.

**James R. Calloway**  
1963

**Clifford R. Hinshaw**  
1927

**Dennis H. Cooke**  
1949

**Dorothy E. Hays**  
1962

**Marcella Carter**  
1947

**Ina Patrick**  
1952

**Adeline S. Hamilton**  
1962

Lillian Mays

Louise Blake

Dorothy Price

Zelle Martin

Louise Williams

Charlotte White

*Admissions Counselor*  
A.B., B.D.

*Director of Evening School*  
A.B., A.M., Litt.D.

*Director of Teacher Education*  
A.B., M.Ed., Ph.D.

*Director of Religious Activities*  
A.B., M.R.Ed.

*Librarian and Assistant Professor*  
A.B., B.S.L.S.

*Assistant Librarian and Instructor*  
A.B., A.B.L.S.

*Assistant Librarian and Instructor*  
A.B., A.B.L.S.

*Secretary Dean's Office*

*Secretary Registrar's Office*

*Secretary Admissions Office*

*Secretary Teacher Education Office*

*Assistant in the Library*

*Visual-Aids*

## STUDENT PERSONNEL ADMINISTRATION

**Jesse L. Taylor**  
1962

**William P. Matthews**  
1961

**Dorothy Griffiths**  
1962

Judy Green

James Allen

Mary Austin

Mary Bennett

*Director of Student Personnel*  
B.S., M.A.

*Acting Director of Guidance*  
B.A., M.A., Ph.D.

*Assistant to Director of Student Personnel*  
B.C.S.

*Secretary Student Personnel Office*

*Campus Policeman*

*Resident Counselor for Men*

*Resident Counselor of Women*

**Bobbie G. Everhart**  
**Mamie Goolsby**  
**Emmett H. Hancock**  
**Floyd C. Latta**  
**Frances McMeekin-Kerr**  
**W. E. Stone**

*R.N., Campus Nurse*  
*Resident Counselor Panhellenic House*  
*Campus Policeman*  
*Campus Policeman*  
*Resident Counselor for Men*  
*Campus Policeman*

### COLLEGE RELATIONS ADMINISTRATION

**W. Lawson Allen**  
1962  
**Dale W. Brown**  
1963  
**Marguerite Hormachea**  
1962  
**Louise Adams**  
1933  
**Helen Brown**  
**Mona Saunders**

*Director of College Relations*  
B.S., M.R.E.  
*Alumni Executive Secretary*  
*and Director of Placement*  
A.B.  
*Director of News Bureau*  
A.B.  
*Assistant in Alumni Office*  
A.B., A.M.  
*Secretary Alumni Office*  
*Secretary College Relations Office*

### PHYSICAL AND FINANCIAL ADMINISTRATION

**W. Lawson Allen**  
1962  
**Wesley W. Gaynor**  
1955-57, 1958  
**Herman E. Coble**  
1945  
**Jack L. Thompson**  
**Dorothy Collins**  
**Frances Gaynor**  
**Dorothy Kerr**  
**Ann Parks**  
**Peggy Trogdon**  
**L. G. Wright**  
**Peggy Wright**

*Acting Business Manager*  
B.S., M.R.E.  
*Bursar*  
B.S.  
*Manager of the Bookstore*  
A.B., A.M.  
*Superintendent of Buildings and*  
*Grounds*  
*Telephone Switchboard Operator*  
*Bookkeeper*  
*Secretary Bursar's Office*  
*Secretary Bursar's Office*  
*Secretary Bursar's Office*  
*Dietitian and Cafeteria Manager*  
*Assistant Dietitian*

## Chairmen of 1964-65 Faculty and Staff Committees

Every member of the teaching faculty is a member of one or more committees.  
Instructional staff meets every second Wednesday at 3:25 P.M.

Admissions .....	MR. YARBOROUGH
Advisory Council on Teacher Education .....	DR. DENNIS COOKE
Assembly and Artists .....	DR. LOCKE
Athletic Council .....	MR. NETTS
Curriculum .....	DR. CONRAD
Executive (Meets every second and fourth Monday at 10:20 A.M. and on call.) .....	DR. PATTON
Faculty .....	DR. FLOWERS
Library .....	MISS CARTER
Publications .....	DR. GRATIOT
Student Personnel .....	MR. NELSON
Student Aid .....	MR. PAUL
Research and Grants .....	DR. LAZARUK
Faculty Marshall .....	MR. PORTER
Class Counselors:	
Class of 1964..... MR. FRYHOVER	Class of 1966..... DR. FLOWERS
Class of 1965..... MRS. SULLIVAN	Class of 1967..... DR. MATTHEWS
Foreign Student Advisor .....	MR. CALLOWAY

## Consulting Physicians

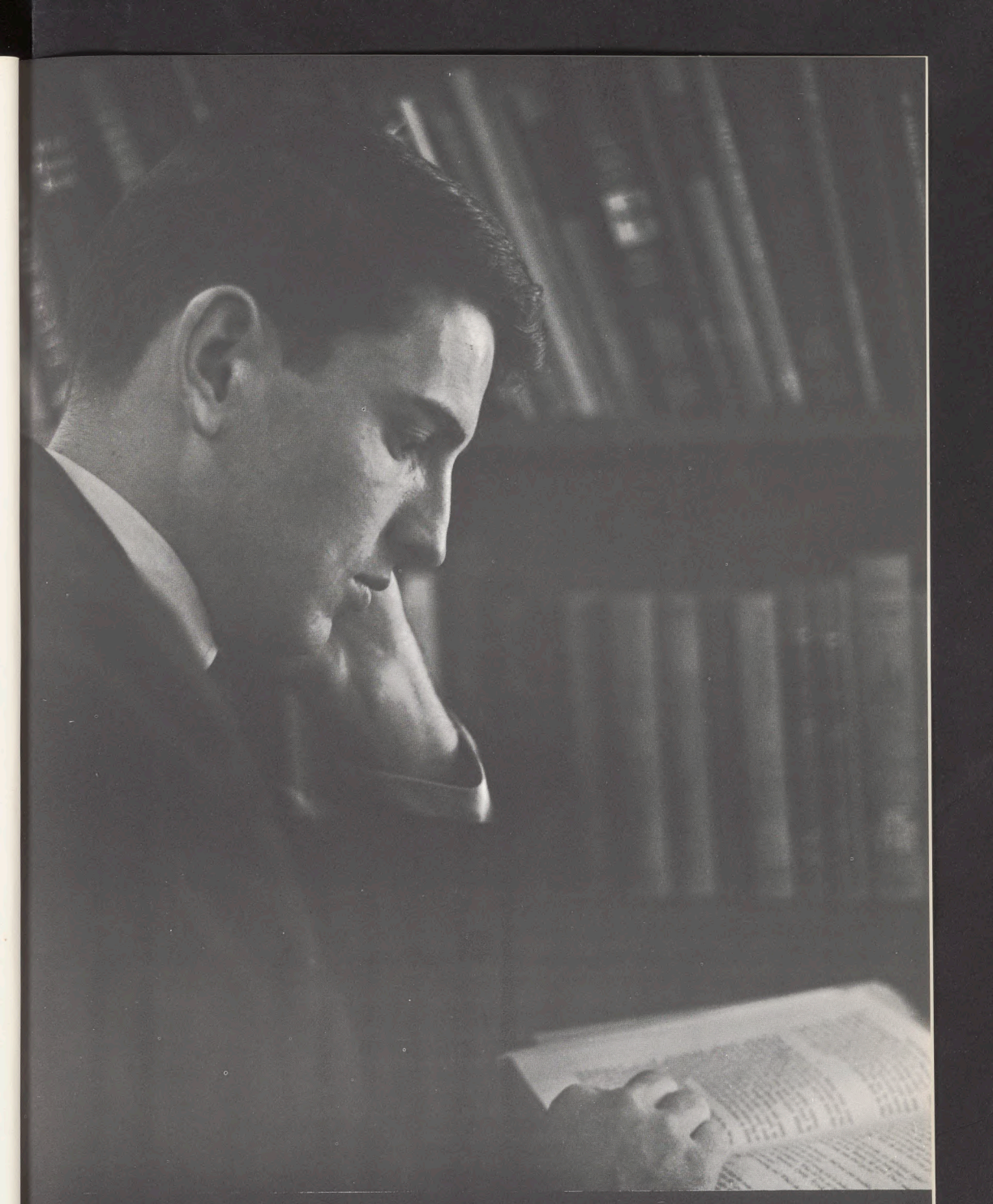
- DR. EDWIN L. AUMAN—Internal Medicine,  
Coordinator of Consulting Physicians  
B.S., High Point College; M.D., Bowman Gray School of Medicine
- DR. L. U. CREECH—General Practice  
B.S., University of North Carolina; M.D., Tulane University
- DR. W. B. DONALD, JR.—Ophthalmologist  
B.S., University of Virginia; M.D., Bowman Gray School of Medicine
- DR. DONALD DOUGLASS—Surgery  
B.S., Wake Forest College; M.D., Bowman Gray School of Medicine

- DR. WILLIAM P. HINSON—Specialist in oral surgery  
B.S., D.D.S., Medical College of Virginia
- DR. W. J. HUNT—Internal Medicine  
B.S., Wake Forest College; M.D., University of Maryland
- DR. R. G. JENNINGS—Dermatology  
B.S., Wake Forest College; M.D., Bowman Gray School of Medicine
- DR. ROBERT C. JOHNSON—Orthopedics  
B.S., Emmanuel Missionary College; M.D., Loma Linda University Medical School
- DR. MAX P. ROGERS—Surgery  
B.S., High Point College; M.D., Duke University Medical School
- DR. EARL W. SCHAFER—Orthopedics  
B.S., University of West Virginia; M.D., Jefferson Medical School
- DR. J.E. SLATE—General Practice  
B.S., M.D., Tulane University
- DR. ELDORA H. TERRELL—Internal Medicine  
B.S., M.D., Duke University
- DR. T. EUGENE TERRELL—Internal Medicine  
B.S., M.D., Duke University
- DR. CHARLES W. SURLS, JR.—Dentist  
B.S., D.D.S., University of North Carolina
- DR. R. T. WILDER—Ears, Nose, and Throat  
B.S., Wake Forest College; M.D., Temple University

## Officers of the Alumni Association

- MR. WILLIAM R. HENDERSON..... President
- MR. BLAINE M. MADISON..... Vice President
- MRS. SUE C. BROWN..... Recording Secretary
- MRS. JANE B. RIERSON..... Treasurer
- MR. DALE W. BROWN..... Executive Secretary
- MR. OCCO D. GIBBS..... Executive Committee
- MR. J. D. STEELE..... Executive Committee
- REV. JAMES R. CALLOWAY..... Executive Committee
- MR. A. WAYNE CAGLE..... Executive Committee
- DR. L. B. HOLT..... Executive Committee
- MR. ERNEST H. BALL..... Executive Committee
- Athletic Council Representative..... MR. R. BROADUS CULLER
- Alternate Athletic Council Representative..... MR. WILLIAM D. LEWIS





## Appendix

**LOANS AND SCHOLARSHIPS**

**BUILDINGS AND GROUNDS**

**ANALYSIS OF STUDENT ENROLLMENT**

## Loans and Scholarships

WRITE THE DIRECTOR OF FINANCIAL AID for information and applications.

There are several funds from which loans can be made; some require interest and some do not:

The Pickett Montgomery  
The T. M. Johnson  
High Point Woman's Club  
General Loan Fund

### **LOANS**    **Methodist Student Loan Fund**

Established by the Methodist Church in 1872. Available to Methodist students with good academic records. Freshmen may borrow \$250, Sophomores \$300, Juniors \$350 and Seniors \$400.

### **National Defense Education Act**

Funds advanced by the Federal Government to be loaned, without endorsement, to needy and worthy students, who can and will do creditable college work, with low interest rate and easy repayments. For those going into teaching after graduation, up to one-half of the loan will be excused and not have to be repaid.

### **North Carolina Bankers Student Loan Fund**

Established by the North Carolina Bankers Association at the request of Governor Sanford and administered by the College Foundation, Inc., in Raleigh. North Carolina students may borrow up to \$500 per academic year.

### **The Dr. T. M. Stanback Loan Fund**

Established by Dr. T. M. Stanback of Salisbury, North Carolina.

### **The Tennie Highfill Memorial Loan Fund**

The sum of \$15,000 given by Mrs. Tennie Highfill Fox of Siler City, North Carolina, to be loaned to worthy and needy students.

### **Student Emergency Loan Fund**

Established by the Alumni Association as one expression of its interest in High Point College students. The fund valued at \$550.00 is administered by the Alumni Loan Committee. Individual loans not to exceed \$50.00 each are for sixty days at no interest and are available to any full time High Point College student.

### **Prospective Teachers Scholarship Loan Fund**

Established by the North Carolina General Assembly and administered by State Department of Public Instruction. Grants are valued at \$350 per year and are available to prospective teachers from North Carolina.

### **The Rev. and Mrs. William Heller Dyar Loan Fund**

Established by the Rev. and Mrs. Dyar to aid the regular or part-time student who is ineligible for other aid and who is in need of financial assistance. Loans are valued up to \$75 per term at 3% interest for a period of six months. The time limit may be extended to a maximum of twelve months if necessary. This fund is administered by the Financial Aid Committee.

**GENERAL SCHOLARSHIPS**    **The Dr. and Mrs. L. Thomas Morton Scholarship**

An annual scholarship of \$75 to that student who at the end of his junior year has made the best record for three years in High Point College.

**The Penny Brothers Benefaction**

In recognition of the interest of Mr. George T. Penny and Mr. James C. Penny in the work of the former Methodist Protestant Children's Home for so many years, and of their generous donations to enable the Home to carry on its good work, the College makes available each year the sum of \$1,500 as a self-help fund to aid and assist young men from the Methodist Children's Home of Winston-Salem who register at High Point College.

**National Methodist Scholarships**

Awarded by the General Board of Education of the Methodist Church. Valued at \$500 each and renewable once. Students who apply must have and maintain an overall "B" average and be active members of the Methodist Church.

**The Mary Lewis Millis Scholarship**

Established by her late husband Mr. H. A. Millis. This scholarship pays \$300.00 to a worthy and needy High Point College student.

**National Honor Society Scholarships**

The College grants two National Honor Society Scholarships of \$50 each to seniors of the High Point High School each year who are members of the society and who have been recommended by the Principal of this High School. Each scholarship continues for four years.

**The Junior Chamber of Commerce**

The High Point Chapter of the Junior Chamber of Commerce provides a full scholarship for a day student each year to cover his or her expenses for the freshman year.

**The United Daughters of the Confederacy**

The North Carolina Division of the United Daughters of the Confederacy grants a \$150 scholarship each year to a worthy student selected by the Division.

**The American Business Club**

The High Point Chapter of the American Business Club provides a \$600 scholarship for a High Point High School graduate each year for the freshman year.

**The J. B. Cornelius Foundation**

The J. B. Cornelius Foundation, Inc., each year grants several scholarships to aid worthy young women to attend Methodist colleges that are a part of the Western North Carolina Conference. High Point College has always had some of these young women in attendance. They are recommended by the College and selected, authorized, and approved by the Foundation.

**The Pi Kappa Alpha Memorial Foundation**

A scholarship award of \$300 is given to a worthy fraternity sophomore. This award is granted through High Point College in appreciation of its contribution to the fraternity life of this nation.

**The Presser Foundation**

Two scholarship awards granted by the Foundation to students of music at High Point College.

**High Point Musical Arts Club**

An annual grant of \$100.00 is given to a student majoring in music. Preference is given to graduates of high schools in the High Point area. The scholarship is awarded by the Scholarship Committee of the Musical Arts Club on the recommendation of the Head of the Fine Arts Department.

**Beta Sigma Phi Scholarship**

Granted by the Alpha Rho Chapter of Beta Sigma Phi Sorority. Preference is given to a High Point resident majoring in Education.

**Young Couples' Class West Market Street Methodist Church**

Established by this class in Greensboro in the amount of \$500 annually to a worthy ministerial student.

**Grace Methodist Church Scholarships**

Established by Grace Methodist Church of Greensboro to aid worthy ministerial students. Scholarships range from \$200 to \$700 per student per year and convert to loans if the students do not enter the ministry.

**Snider Scholarship**

Established by friends in memory of Robert C. Snider, W. Fred Snider, William F. Snider, Jr. and Wayne Snider.

**ENDOWED  
SCHOLARSHIPS**    **The Ida M. Alexander Scholarship**

The income from \$2,000, invested by Misses Minnie and Mary Alexander, Mrs. Mina A. Long, and Mr. A. E. Alexander, in memory of their sister. Preference is given descendants of the United Daughters of the Confederacy.

**The S. K. Spahr Memorial Scholarship**

The income from \$1,000 to be used as a scholarship at the discretion of the College Administration.

**The Davis Street Methodist Church (Burlington) Memorial Scholarship Fund**

The income from \$2,000 as a memorial for four boys from this church who gave their lives in World War II—Preference to be given to students coming from this church.

**The Carr Methodist Church (Durham) Memorial Scholarship Fund**

The income from \$3,260 (to be increased later to \$4,000) invested by members and friends of Carr Methodist Church, in loving memory of their fallen comrades, and in honor of the men and women who served so heroically on the field of battle, in both World Wars I and II.

### **The Methodist Protestant Women's Memorial Scholarship Fund**

Established by the women of the former Methodist Protestant Church in North Carolina. The income from approximately \$12,000 is to be used to award these scholarships for the freshman year to students who have superior high-school records. To be administered by the Trustees of High Point College.

### **The H. Frank Hunsucker Scholarship**

Established by Mrs. J. H. Adams, Mrs. Nell Adams Ayers, and Mrs. Elizabeth Adams Watkins in his memory. The income on \$1,000 (to be increased) to be awarded annually to a needy and deserving ministerial student who has an academic average of "B" or better in High Point College.

### **Living Memorial Scholarship Fund of Yanceyville Charge**

In memory of Bryant Loftis, George Wilson and Herman Moore, who gave their lives in World War II, and in honor of all their men who served in the recent war. The income from \$1,029, (to be increased later to \$4,000) to be used for a student from this charge.

### **Lindley Memorial Scholarship Fund**

Established by the Alumni of High Point College in memory of Dr. Percy E. Lindley, whose spiritual and intellectual guidance meant so much to many students. The income from approximately \$5,500 (to be increased later to \$10,000) is available each year to a student selected by the Alumni Scholarship Committee.

### **The Willis H. Slane Scholarship**

Established by Mrs. Slane and her children of High Point, North Carolina, in his memory. The income on \$9,600 is available annually to a worthy and needy student, preferably a self-help student working in a High Point industry or business.

### **The William Thomas Powell Scholarship**

Established by Mrs. Annie Mae Powell, and his daughter, Eleanor Powell Latimer, in his memory. The income on \$10,000 is to be awarded annually to a deserving young man or woman student who has an academic average of "B" or better.

### **The John Scott Welborn Scholarship**

Established by Mrs. Cadia Barbee Welborn, in his memory. The income on \$5,000 is to be awarded annually to a needy and deserving ministerial student who has an academic record of "B" or better in High Point College.

### **Ministerial Concessions**

Candidates for the ministry of The Methodist Church and dependent children of ministers and missionaries of The Methodist Church will be granted a concession on tuition charges to the amount of \$250.00 a year. All candidates for the ministry of other denominations will be granted a concession on tuition charges to the amount of \$100.00.

All ministerial candidates must be recommended by the proper denominational authorities and present such credentials to the Bursar's office before the concessions above mentioned will be credited. These candidates must

also sign notes for the amount of the concessions, agreeing to assume indebtedness for all such tuition charges remitted, the same to be paid the college in event the candidate does not enter the ministry.

#### **The Roberts Bequest**

The income on the J. C. Roberts bequest which is managed by the Wachovia Bank and Trust Company according to court order, is available each year to aid worthy and needy ministerial students at High Point College to meet their college expenses. Application for aid from this fund should be made to the Chairman of the Scholarship Committee.

#### **General Ministerial and Religious Education Scholarship Fund**

Judge D. E. Henderson of Charlotte, North Carolina, began this fund with personal contributions of \$1,625 and donations from others of \$2,925. The purpose of this scholarship fund is to assist needy and worthy young men who want to study for the ministry and needy and worthy young women who want to prepare themselves for full-time employment in Christian Education.

#### **The Mrs. Daniel Milton Litaker Scholarship**

Established by her son, the late Mr. Charles H. Litaker, in the amount of \$2,800 for assisting ministerial students to attend High Point College from the territory now comprising the Western North Carolina Conference.

#### **The Kittrell Scholarship**

Established by Mr. E. C. Kittrell in memory of his wife. The income from \$500 to be awarded to ministerial students.

#### **The Mary Miller Brantley Scholarship**

Established by her husband Dr. Allen P. Brantley. The income on \$2,500 at four per cent is to be awarded annually to a Ministerial Student attending High Point College.

#### **The Royster-Parker Scholarships**

Established by Mr. Fred S. Royster of Henderson, North Carolina. The income on \$10,000 at four per cent is to be awarded annually to two ministerial students attending High Point College.

#### **The Lossing L. Wrenn Scholarships**

Provided in the will of the late L. L. Wrenn of Siler City, North Carolina. The income on \$25,000 is to be used annually for the benefit of young women from the area of the North Carolina Methodist Conference who are preparing for a career in church work.

#### **The Beulah Mauney Scholarship**

Established by Mr. J. E. Mauney (husband) of Kings Mountain, North Carolina. The income on \$1,000 is to be awarded annually to a ministerial student attending High Point College.

#### **Fogle Scholarships**

A bequest (\$10,000) by Mrs. Jessica Thomas Fogle of Winston-Salem for grants to be made to majors in the Fine Arts. Scholarships will be awarded upon recommendation of the Head of the Fine Arts Department.

### **The Kate B. and Nat M. Harrison Memorial Scholarship Fund**

A fund of \$30,000 has been established in memory of Kate B. and Nat M. Harrison by their son, Rev. Nat M. Harrison, Jr. The income from this investment will be used for scholarships for needy and worthy children of Methodist ministers in North Carolina, and candidates from North Carolina for the ministry and mission work of the Methodist Church. These scholarships revert to a loan basis if the candidate does not enter full-time Christian service within two years after completing educational requirements. The maximum amount of scholarship for one year is \$500.00.

### **Goldston Scholarship**

Established by W. D. Goldston, Jr., and awarded annually to a young man who has proven his ability to excel academically in his college program. Preference is given to students from North Carolina.

### **Louise Adams Alumni Scholarship**

Established by the members of the class of 1963 in honor of Louise Adams, teacher and friend. The income from \$1,600 (to be increased later by the class and others) will be available to a student selected by the Alumni Scholarship Committee.

## **BUILDINGS AND GROUNDS**

### **Roberts Hall**

Houses the administrative offices, some of the classrooms and faculty offices, and a small chapel.

### **Woman's Hall**

Dormitory for young women. The rooms on the first two floors are arranged in suites of two with a bathroom between, a large closet, and hot and cold running water in each room. Four girls may occupy a suite. There are spacious club rooms on all three floors.

### **Susanna Wesley Hall**

Occupied in the fall of 1953, this building houses 50 young women. It is modern and fire proof with adequate social rooms.

### **North Hall**

Occupied in 1958, it houses 100 young women. This is a modern, fire proof building with adequate social rooms, bath and laundry facilities, and beautiful furnishings.

### **McCulloch Hall**

Dormitory for young men, with two of the three floors arranged in sections. There are ten sections with eight bedrooms to a section. In each section there are two bathrooms with showers, lavatories, and toilets. Two hundred and twenty-five is the capacity of this dormitory. In the center of the building, on the first and third floors, there are two large club rooms with open fireplaces. Reading room and television for general use are found on the first and third floors. The counselor for dormitory men has an apartment in this building.



### **Millis Hall**

A dormitory for men first occupied in the academic year 1963-64. Air conditioned and modern in every respect. Houses 100 men.

### **M. J. Wrenn Memorial Library**

The original building, erected in 1937, was the gift of the late Mrs. M. J. Wrenn, of High Point, in memory of her husband. In 1959, a five-story addition for book stacks was added to the original building. The entire building provides ample space for reading rooms, offices for the library staff, work rooms, and conference rooms, as well as space for 100,000 volumes. The library now contains over 56,000 volumes.

### **Harrison Hall**

Named in recognition of the persistent efforts of Dr. N. M. Harrison toward securing gifts of materials and moneys for a gymnasium which was built in 1933. In 1957, it was remodeled as a new cafeteria, kitchen, and rooms for 23 men students. As many as 600 students can be seated in this building. There are private dining rooms and offices for the managers.

### **Alumni Gymnasium**

Erected in 1957 in honor and memory of those Alumni who made substantial contributions toward the cost of construction. With a seating capacity of over 3,200, there are adequate facilities for the physical education, athletic, and health programs.

### **Science Building**

Erected in 1954. All the necessary equipment and laboratories for teaching biology, chemistry, physics, general science and comparative anatomy, are found in this modern and well equipped building.

### **Student Center**

Located North of Roberts Hall, this building was constructed in 1941-42 and enlarged and remodeled in 1959. The college bookstore, which sells books, supplies, candies, milk, college jewelry, etc., and the post office are located on the first floor.

The second floor is occupied by a large recreation room, known as The Alumni Room in recognition of gifts from the Alumni toward its paneling, and a social room furnished by Mrs. Charles F. Long in memory of Charles Long Casey who was lost in military service in Korea. This social room is equipped with a large television set and a stereophonic record player which are gifts of the class of 1959. Offices for the Student Government, The Hi-Po, The Zenith, and the Student Christian Council are located on the third floor with a small assembly room.

### **Memorial Auditorium and Fine Arts Building**

Occupied in the fall of 1954, with a seating capacity of 1,200, this building houses a recreation room with kitchenette, a combination auditorium-chapel and adequate facilities for all of the work in music, art, speech, and dramatics. It is equipped with Steinway Grand pianos and an Allen Organ for concerts and the work in music.

### **Panhellenic House**

A nine-room, two-story house located at 905 Montlieu Avenue. This house is used as a meeting place and social center for the college sororities.

### **President's Home**

A two-story brick house, modern in all its appointments, and located at 821 West College Drive overlooking the college campus.

### **College Relations Building**

A nine-room, two-story house located at 901 Montlieu Avenue. It houses the Development, Alumni, News and Guidance offices.

### **Dispensary**

Adequately equipped for men and women students and supervised by a registered nurse.

### **The Central Heating Plant**

The recent addition of two new boilers (150 horsepower in 1953 and 400 horsepower in 1957) has almost quadrupled the heating capacity of the plant. Concrete conduits run from it to the different buildings, thus furnishing heat at small loss from radiation. All the buildings on the campus are heated from this plant.

### **Shop Building**

Occupied in the spring of 1953, this building houses the Maintenance Department with ample space for storage of supplies and equipment.

### **Field House**

A modern brick field house erected by the American Business Club and donated to the College in 1947 adds greatly to the facilities of the stadium. Several boys are housed here.

### **Bus Shelter**

A permanent brick and stone structure near the dormitories from which the students board frequently scheduled city buses that go directly to and from the shopping and theatre districts of the city.

### **The Albion Millis Stadium**

A football field, a quarter-mile track and 220-yard straight-away, and seating over 6,000 people, give the college one of the good stadiums among the small colleges of the South.

A second field, adjoining the stadium proper, provides for baseball, soccer, and intramural sports. A grandstand seating 700 people overlooks the baseball diamond.

A stadium committee, appointed jointly by the College and the High Point City School Commissioners, has the custodianship and supervision of the stadium. Applications for all use must be made to the committee through its executive secretary.

### **Tennis Courts**

Adequate tennis courts for student use, located east of the Alumni Gymnasium. These are used frequently by students and faculty.

### **Blair Park Golf Course**

An eighteen-hole course operated by the City of High Point has been leased as High Point College's home course.

# Analysis of Student Enrollment

## RECAPITULATION (1962-63): First and Second Semesters Combined

	Men	Women	Total
SENIORS .....	75	96	171
JUNIORS .....	79	69	148
SOPHOMORES .....	231	134	365
FRESHMEN .....	215	137	352
UNCLASSIFIED .....	295	184	479*
<hr/>			
Total in Regular Session .....	895	620	1515
SUMMER SCHOOL (1963) .....	366	333	699
<hr/>			
Total in all Departments .....	1261	953	2214

\*Includes 267 Men and 155 Women in Evening School exclusively.

## RECAPITULATION (1963-64): First Semester Only

SENIORS .....	69	70	139
JUNIORS .....	99	82	181
SOPHOMORES .....	235	110	345
FRESHMEN .....	170	140	310
UNCLASSIFIED .....	307	122	429*
<hr/>			
Total in Regular Session .....	880	524	1404
SUMMER SCHOOL (1963) .....	366	333	699
<hr/>			
Total in all Departments .....	1246	857	2103

\*Includes 286 Men and 106 Women in Evening School Exclusively.

## SUMMARY BY STATES AND COUNTRIES:

ALABAMA .....	1	MASSACHUSETTS .....	12
CALIFORNIA .....	1	MICHIGAN .....	1
CONNECTICUT .....	14	MISSOURI .....	1
DELAWARE .....	9	NEW JERSEY .....	30
DISTRICT OF COLUMBIA .....	22	NEW YORK .....	20
FLORIDA .....	15	NORTH CAROLINA .....	1152
GEORGIA .....	6	OHIO .....	2
ILLINOIS .....	1	PENNSYLVANIA .....	13
INDIANA .....	4	RHODE ISLAND .....	1
KANSAS .....	1	SOUTH CAROLINA .....	11
KENTUCKY .....	1	VERMONT .....	1
MARYLAND .....	31	VIRGINIA .....	44
<hr/>			
BOLIVIA .....	3	GREECE .....	1
CENTRAL AMERICA .....	1	INDIA .....	1
CUBA .....	2	SARAWAK .....	2

## SUMMARY BY COUNTIES OF NORTH CAROLINA:

ALAMANCE .....	11	LENOIR .....	3
ALEXANDER .....	2	LINCOLN .....	8
ANSON .....	1	McDOWELL .....	1
ASHE .....	1	MACON .....	1
BLADEN .....	3	MECKLENBURG .....	24
BUNCOMBE .....	4	MONTGOMERY .....	4
BURKE .....	4	MOORE .....	6
CABARRUS .....	8	ONSLow .....	2
CALDWELL .....	1	ORANGE .....	2
CATAWBA .....	3	PERSON .....	4
CHATHAM .....	3	PITT .....	1
CHOWAN .....	1	RANDOLPH .....	38
CLEVELAND .....	5	RICHMOND .....	2
COLUMBUS .....	4	ROBESON .....	1
CUMBERLAND .....	3	ROCKINGHAM .....	21
DAVIDSON .....	89	ROWAN .....	5
DAVIE .....	1	RUTHERFORD .....	2
DURHAM .....	2	SAMPSON .....	4
FORSYTH .....	78	STANLY .....	4
FRANKLIN .....	1	STOKES .....	8
GASTON .....	8	SURRY .....	12
GRANVILLE .....	1	UNION .....	4
GUILFORD .....	301	VANCE .....	1
HALIFAX .....	4	WAKE .....	11
HERTFORD .....	1	WAYNE .....	1
HOKE .....	3	WILKES .....	2
IREDELL .....	8	WILSON .....	1
JOHNSTON .....	1	YADKIN .....	5
LEE .....	2		

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**FULLY ACCREDITED BY:**

- The Southern Association of Colleges and Secondary Schools
- The University Senate
- The North Carolina College Conference
- The North Carolina State Department of Public Instruction
- The National Council for Accreditation of Teacher Education

**A MEMBER OF:**

- The Association of Schools and Colleges of the Methodist Church
- The American Association of Colleges for Teachers Education
- The Association of American Colleges
- The North Carolina Council of Church-Related Colleges
- The American Association of University Women
- The American Alumni Council
- The American College Public Relations Association
- The American Association of Collegiate Registrars and Admissions Officers
- The College Entrance Examination Board

