



HIGH POINT COLLEGE 1966-67

Correspondence Directory

Address inquiries as follows to the office indicated
HIGH POINT COLLEGE, HIGH POINT, N. C.

Nature of Inquiry:	Address to:
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-THIRD YEAR



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933 Montlieu Avenue, High Point, North Carolina 27260

calendar

1966-67

First Semester	August 25	Thursday, 1:00 p.m., Orientation of new faculty
	August 26, 27	Faculty Seminars
	August 29-31	Monday, Tuesday, Wednesday: Orientation and testing of freshmen and transfers
	August 31	Wednesday, 8:30 a.m., Registration for upperclassmen
	September 1	Thursday, 8:30 a.m., Registration for freshmen
	September 2	Friday, 8:20 a.m., Classes begin
		Friday, 10:20 a.m., Opening assembly
	October 22	Mid-term
	November 12	Parents' Day
	November 23	Wednesday, 12:10 p.m., Thanksgiving Holidays begin
	November 28	Monday, 8:20 a.m., Classes resume
	November 28-30	Pre-registration for Spring Semester
	December 2-3	Graduate Record Exam: All seniors graduating in December and all Seniors applying for graduate school
	December 13	Reading Day
	December 14-21	First Semester Examinations
	December 21	Wednesday, 4:30 p.m., End of first semester
Second Semester	January 18-19	Wednesday, 8:30 a.m., Thursday, 8:30 a.m., Registration for second semester
	January 20	Friday, 8:20 a.m., classes begin
	March 17-18	Graduate Record Exam: May and August graduates
	March 18	Mid-term
	March 22	Wednesday, 5:00 p.m., Spring holidays begin
	March 30	Thursday, 8:20 a.m., classes resume
	April 26	Wednesday, 10:20 a.m., Senior Investiture
	April 24-26	Pre-registration for Fall Semester, 1967-68
	May 8	Monday, Honors Day
	May 10	Wednesday, Reading Day
	May 11-19	Second Semester examinations
	May 21	Sunday, Commencement
Summer Session 1967		
	First Term	
	June 5	Registration
	July 12	Term ends
	Second Term	
	July 13	Registration
	August 19	Term ends

calendar

1967-68

First Semester

August 24
August 25, 26
August 28-30
August 30
August 31
September 1
October 18
October 28
November 22
November 27
November 27-30
December 1, 2
December 13-20

Thursday, 1:00 p.m., Orientation of new faculty
Faculty Seminars
Monday, Tuesday, Wednesday: Orientation and testing of Freshmen and Transfer Students
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Friday, 10:20 a.m., Opening assembly
Mid-term
Parents' Day
Wednesday, 12:10 p.m., Thanksgiving Holidays begin
Monday, 8:20 a.m., Classes resume
Pre-registration for Spring semester
Graduate Record Examinations for all seniors graduating in December and seniors applying for graduate schools
First Semester Examinations

Second Semester

January 18
January 19
March 15, 16
April 10
April 18
April 24
May 6
May 8
May 9-18
May 19

Thursday, 8:30 a.m., Registration for second semester
Friday, 8:20 a.m., Classes begin
Graduate Record Examinations for May and August graduates
Wednesday, 5:00 p.m., Spring Holidays begin
Thursday, 8:20 a.m., Classes resume
Wednesday, 10:20 a.m., Senior Investiture
Monday, 10:20 a.m., Honors Day
Reading Day
Second Semester Examinations
Sunday, Commencement

Summer Session 1968

First Term

June 7
July 16

Registration
Term ends

Second Term

July 17
August 21

Registration
Term ends

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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.

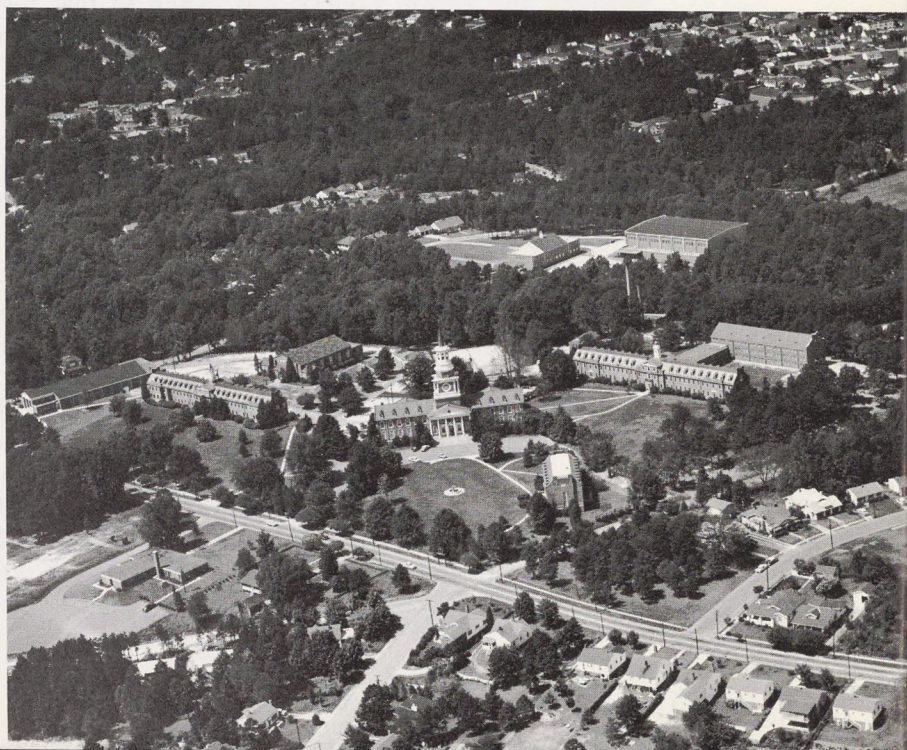
Four presidents have served High Point College since its opening: R. M. Andrews, D. D., 1924-30; Gideon I. Humphreys, A.M., D.D., LL.D., 1930-1949; Dennis H. Cooke, A.B., M.Ed., Ph.D., 1949-1959; Wendell M. Patton, Jr., B.S., M.S., Ph.D., LL.D., 1959 to present.

Three degree programs are offered: Bachelor of Arts (A.B.) with majors in Art, English, 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.

The regular college has an enrollment of 1,075 undergraduates. The evening school has an enrollment of 400. Students attend the college from 28 states and four foreign countries.

High Point College is located in High Point, North Carolina, a city with a population of approximately 72,000. High Point is situated halfway between the Atlantic Ocean to the east and the Blue Ridge Mountains to the west. The campus, consisting of 75 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

GOALS AND OBJECTIVES

OPPORTUNITIES

YOUR PART

OUR PART

THE COLLEGE AS A PLACE

History

Location

BUILDINGS AND GROUNDS



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:

**GOALS AND
OBJECTIVES**

Sponsored by The Methodist Church, High Point College educates young men and women so that they may live useful lives and make worth-while contributions to society.

In addition to the liberal arts curriculum, the college further offers specialization in professional areas such as teacher education, business administration, and the sciences. Able students are thus prepared to attend graduate school or to take their places in their chosen careers.

The college, through cultural experiences and exacting course work strives to stimulate the love of learning and the expression of creative ability. It encourages its students in habits of original thinking so that they become men and women who have the courage of their convictions and question mere conformity.

Through its total program the college helps its students to develop Christian character. All relationships within the college community are to be 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.

High Point College as a Christian institution must keep constantly in mind the goal of service. This goal means that the college, as a community of students and faculty, should take its place responsibly in the larger community of which it is a part, and that students should be inspired to go out from the college to pursue the highest ideals of service to the nation and to the world community.

Specifically with this philosophy in mind, High Point College strives to meet the following goals:

1. The development of the ability to read effectively, to write accurately, and to speak intelligently.
2. The broadening of the intellectual, social, and physical horizons of the students.
3. The stimulation and encouragement of students to develop greater depth in the humanities.

4. The development of basic understandings in the humanities, natural sciences, and social sciences and an awareness of the inter-relationships of these areas.

5. The encouragement of the development of certain professional skills and the education of teachers in the major fields available, in order that a student may become a productive member of society.

6. The encouragement of critical thinking and problem solving on the basis of observable data.

7. The striving for the development of a comprehensive and systematic philosophy of life.

8. The appreciation of the integrity and worth of the individual in a democratic society.

9. The encouragement of students to develop wholesome attitudes toward scholarship and to develop ways to express themselves creatively in the several fields of knowledge.

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 concen-

tration. 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.) and high school record 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**

High Point College dates its birth to the founding of Yadkin College in 1856 by the Methodist Protestant Church in North Carolina.

The late Reverend J. F. McCulloch, D.D., a native of Guilford County, North Carolina, became imbued with the idea of a col-

lege 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, 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 doors were 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 72,000 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 AND **Roberts Hall**

ROUNDS

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 fireproof with adequate social rooms.

North Hall

Occupied in 1958, it houses 100 young women. This is a modern, fireproof building with adequate social rooms, bath and laundry facilities, and beautiful furnishings.

Yadkin Hall

Dormitory for young women. Occupied in the fall of 1964. This building houses 96 young women. It is modern and fireproof with adequate social rooms.

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. 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. Each fraternity occupies a large social room in the dormitory. These are furnished modernly by each fraternity.

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 62,000 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 and News Bureau.

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 straightaway, 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.

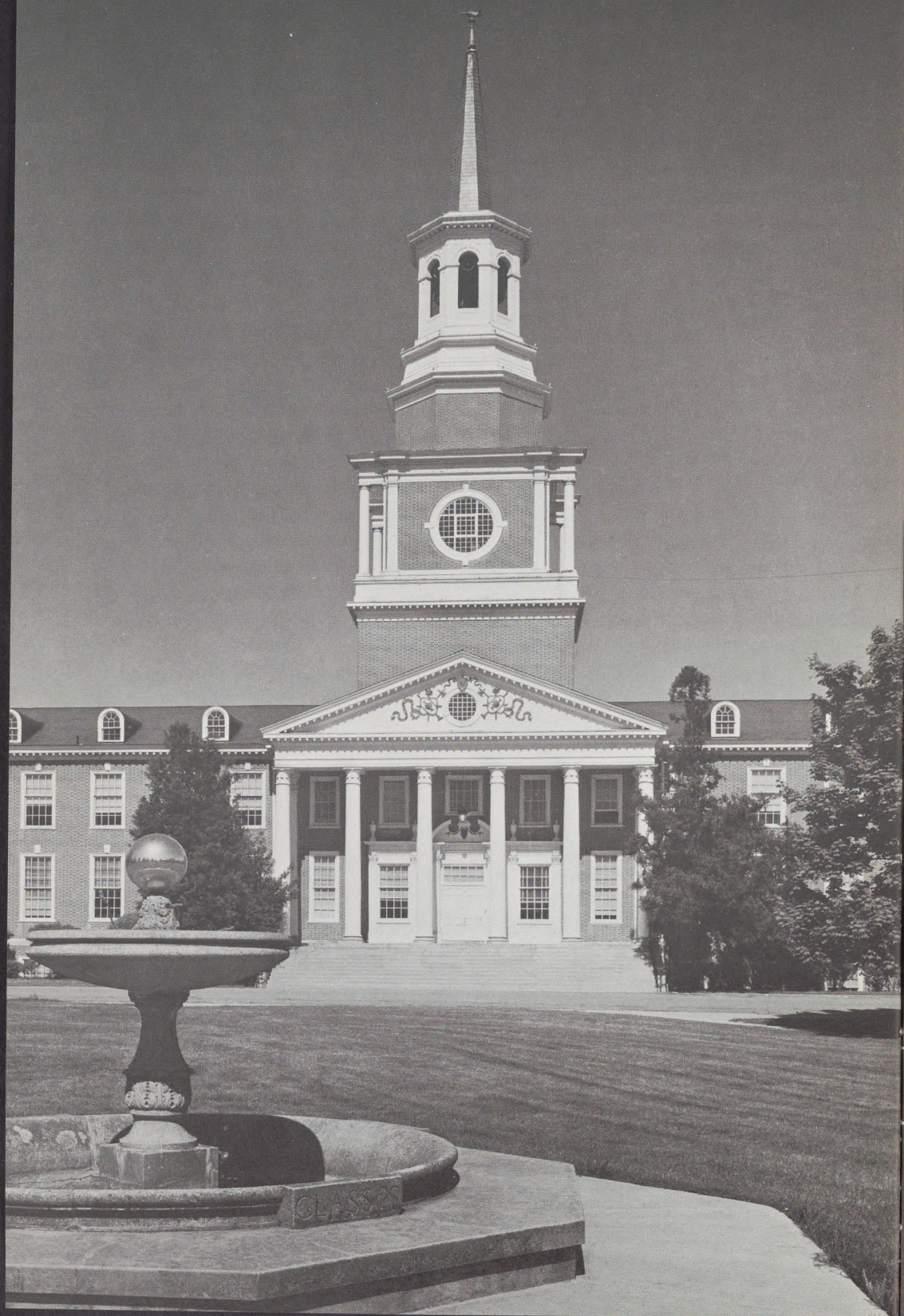
A stadium committee, appointed jointly by the college and the High Point City School Commissioners, has the custodianship and supervision of the stadium. Applications for all use must be made to the committee through its executive secretary.

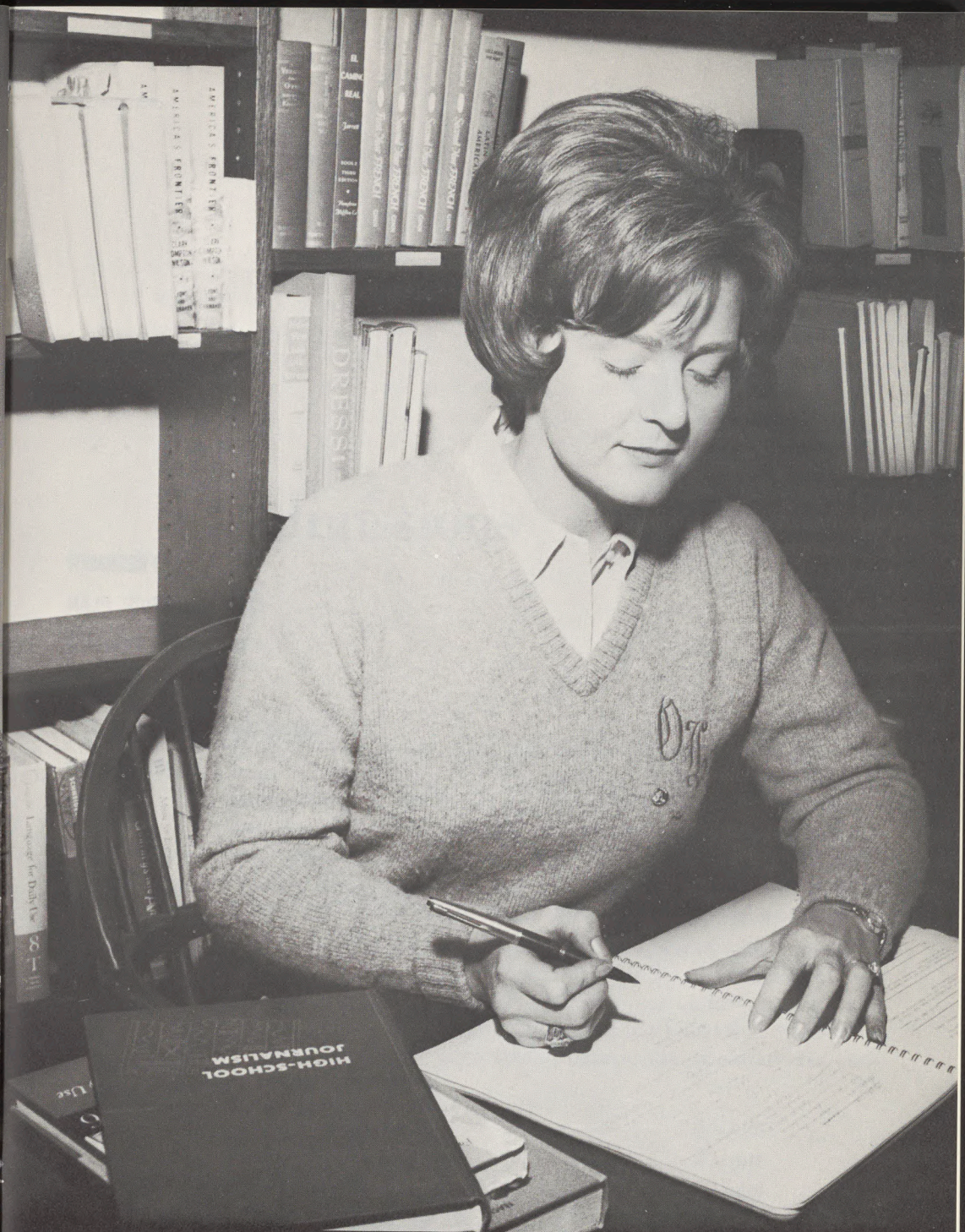
Tennis Courts

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.





Admissions

FRESHMEN

EARLY DECISION PLAN

TRANSFER STUDENTS

READMISSION

CLASSIFICATION OF STUDENTS

REGISTRATION



Admissions

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 tends to be more 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.

EARLY DECISION PLAN

This plan is for applicants with excellent grades, test scores, and recommendations, who are certain High Point College is their first choice.

Prior to November 1, applicants should complete the requirements for admission. In order to have a completed file by November 1, the Scholastic Aptitude Test must be taken in the junior year and the results sent to High Point College.

An applicant for an early decision should attach a letter to the front of the completed application form stating (1) that he is applying under the Early Decision Plan and expects to have all forms and information reach High Point College by November 1, (2) that High Point College is definitely his first choice college and (3) that he will enroll at High Point College if accepted.

Before December 1, High Point College will accept some candidates, reject others, and delay the remainder until later in

the year when other applications for admissions are considered. If the decision is delayed, there will be no prejudice against the candidate at the time of later consideration because of unacceptability under the Early Decision Plan.

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, but no course from a junior college similar to a junior-senior level course of High Point College will count toward satisfaction of major degree requirements.

A total academic average of "C" is required of all transfer students.

CREDIT FOR WORK TAKEN TEN OR MORE YEARS PRIOR TO APPLICATION FOR ADMISSION TO HIGH POINT COLLEGE MUST BE APPROVED BY THE DEAN OF THE COLLEGE AND THE HEAD OF THE DEPARTMENT OF THE COURSES PRESENTED FOR TRANSFER.

READMISSION

A former student is not automatically readmitted. He must apply to the Director of Admissions for readmission. Readmission applications, accompanied by a \$100 advance payment showing intent of enrolling, must be in the admissions office no later than March 1 of the spring term if applying for readmission for the next fall term. If applying for the spring term, reapplications should be in the admissions office no later than November 1 of the fall term.

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

(34 or less semester hours attempted): End of year50
(66 or less semester hours attempted): End of year80
(98 or less semester hours attempted): End of year	1.00
(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.

Any student who fails to earn the required number of quality points by the end of the spring semester, as stated in the above scale, is ineligible for readmission in the fall semester. With prior permission from the Dean of the College, he may be allowed one period of probation in the High Point College Summer or Evening session next following, in which to earn sufficient quality points to restore eligibility.

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

Attendance at High Point College is a privilege and not a right. The College reserves the right to require the withdrawal of any student at any time, and no statement of reason for requiring such withdrawal need be given. It is understood and agreed that neither High Point, nor any of its officers or faculty, shall be liable in any way for such exclusion.

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 the proficiency examination in English. 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.

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.

Students are classified as degree candidates or as special students. Degree candidates are students of High Point College, including the Evening School, who have been admitted to the college through regular admissions procedures, and must satisfy all requirements for graduation. The degree candidate should be a full time student, enrolled in a minimum of fifteen semester hours unless unusual circumstances warrant a reduced load. Special students are not candidates for a degree from High Point College and are not subject to admissions regulations or other restrictions mentioned above.

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.

High Point College insists that all applicants be successfully immunized against poliomyelitis, small pox (within past few years) and tetanus (within past four years). The college also requires a chest x-ray (within past three months of initial registration) and the Wasserman test (within past six months of initial registration).





Financial Information

TUITION AND FEES

RESIDENCE STATUS

MONTHLY PAYMENT PLAN

ACCIDENT AND SICKNESS INSURANCE

FINANCIAL AID

STUDENT EMPLOYMENT

LOANS AND SCHOLARSHIPS



Financial Information

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.

CHARGES (Payable by semester in advance)	Per Semester	Per Year
**Tuition	\$305.00	\$ 610.00
General Fees	80.00	160.00
Student Activities	12.00	24.00
Total for a Day Student	\$397.00	\$ 794.00
*Room	\$100.00	\$ 200.00
Board	215.00	430.00
Health Service	12.50	25.00
Total for a Dormitory Student	\$724.50	\$1,449.00

*Men living in Millis Hall will be charged an additional \$15.00 per semester.
**Out-of-state students \$25.00 extra per semester.

The charges listed above are for the student taking a normal load not exceeding 17 hours per semester. An extra charge of

\$18.50 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 \$50.00 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 32, 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 and bowling. The fee for Education Courses 401B and 402 will be \$25.00 per semester and the fees for private lessons are described on page 29. The fee for bowling will be \$5.00 per semester.

Summer School Charges

Room and board, per term (two in a room)	\$125.00
General fee, per term	18.50
Tuition, per semester hour	18.50

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 \$50.00 for one half-hour lesson a week.

Class lessons in voice, piano, band or orchestral instruments are \$25.00 per semester for one credit hour.

Persons other than regular college students taking private music lessons will pay \$60.00 for one half-hour lesson per week.

Special Student Charges

Students attending on a special basis will pay \$18.50 per semester credit hour, plus a general fee of \$30.00 if they are taking no more than four semester credit hours, or a general fee of \$60.00 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.

Residence Status For Tuition Payment

The tuition charge for legal residents of North Carolina is less than for non-residents. A legal resident of North Carolina is one who has his domicile in this state. It is important that each applicant for admission and each enrolled student know his residence status. The following regulations cover most factual situations:

1. A person twenty-one years of age or older is not deemed a resident of North Carolina unless he has maintained his legal residence in North Carolina for at least six months next preceeding the date of his first enrollment at High Point College.
2. The legal residence of a person under twenty-one years of age at the time of his first enrollment is that of his parents, surviving parent, or legal guardian. In cases where parents are

divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court order to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian is North Carolina will be considered if either parent is still living unless the action of the court appointing the guardian antedates the student's first enrollment at High Point College by at least twelve months.

3. The residence status of any student is determined as of the time of his first enrollment at High Point College and may not thereafter be changed except: (a) in the case of a non-resident minor at the time of his first enrollment whose parents have subsequently established legal residence in North Carolina; and (b) in the case of a resident who abandons his legal residence in North Carolina. In either case, the appropriate tuition rate will become effective at the beginning of the semester next following the date of change of residence status.

4. The legal residence of a wife follows that of her husband except that a student currently enrolled as a resident may continue as a resident even though she marries a non-resident.

5. Military personnel attached to military posts or reservations in North Carolina are not considered residents, unless they have maintained a legal residence in the state for at least six months prior to first date of enrollment at this College.

Evening College Charges

Students attending the Evening College will pay \$18.50 per semester credit hour plus a registration fee of \$10.00 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 approved two Tuition Payment Plans which are described on page 29.

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 advance payment of \$100.00 within thirty days after your acceptance by the college. If you are accepted after May 1 within ten days after your acceptance by the college, 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.

MONTHLY PAYMENT PLAN

High Point College has approved Monthly Tuition Plans as offered by Education Funds Inc., 10 Dorrance Street, Providence, Rhode Island, and the Tuition Plan Inc., 575 Madison Avenue, New York, New York.

The College is not an agent for any of these plans, receives no commission or rebate, and assumes no responsibility for any contracts entered between a parent and either of these plans.

For complete details of these plans, write to the addresses listed above.

**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.

FINANCIAL AID

High Point College is particularly concerned that no able student is denied admission solely because of financial need. Scholarships, loans, and student employment have been established to meet the need in such cases. Financial aid is awarded upon three major areas of consideration — Scholastic Ability, Financial Need, and Leadership Potential.

Financial Information

Applicants who will experience difficulty in financing their education should write to the Financial Aid Office in the fall of their senior year in high school in request of a financial aid application. A standard application is required for all types of financial aid as well as a Parents' Confidential Statement through the College Scholarship Service for loans and scholarships. The Parents' Confidential Statement forms may be obtained from the High School Guidance Counselor or from the College Scholarship Service, Box 176, Princeton, New Jersey. High Point College is a member of the College Scholarship Service which is an activity of the College Entrance Examination Board in New York.

All applications for aid must be filed no later than May 1 for favorable consideration. For further information, write to the Director of Financial Aid, High Point College, High Point, North Carolina, 27262.



**STUDENT
EMPLOYMENT**

Various departments and administrative operations of the college employ students during the academic year. The student must apply through the financial aid office for placement. A student who desires campus employment must be academically in good standing and have the ability to perform the work requested. The student can receive credit for the hours he works on his student account or receive cash monthly. Campus employment enables the student to earn up to one-fifth of his college cost. It is the belief of the college that work is essential in preserving the dignity of the student who needs help in financing his education.

**LOANS AND
SCHOLARSHIPS**

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 \$400, and Seniors \$450.

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 may be excused and will not have to be repaid.

College Foundation, Inc.

Loan funds are made available from North Carolina Banks and are insured by the State Education Assistance Authority for North Carolina students at low interest rate and insurance premium. Undergraduates may borrow up to \$1,000 per year and graduates up to \$1,500 per year, with an aggregate of \$7,500 for six years of study. The loans are administered through the College Foundation, Inc., Raleigh, North Carolina.

James E. and Mary Z. Bryan Foundation, Inc.

North Carolina students are eligible to apply for loans up to \$1,000 per year for undergraduate study, with an aggregate of \$4,000 for four years of study. Interest is at the rate of one-half of one percent per year during the in-school period and at three and one-half percent during the repayment period. The College Foundation, Inc. administers the lending program of the Bryan Foundation.

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 is administered by the Alumni Loan Committee. Individual loans are not to exceed \$50. Each loan is 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 the 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 Reverend 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.

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

GENERAL SCHOLARSHIPS **Lela H. Coltrane Scholarship Fund**

Established by Mrs. Lela H. Coltrane of Raleigh, a trustee. Funds are to be awarded to an academic able student who is worthy of financial assistance. Preference is given to North Carolina students preparing for a church related vocation.

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 for one year. Students who apply must have a "B" average as a freshman and rank in the upper fifth of their graduating class. An upperclass student must be in the upper third of his class the year prior to the award.

The Mary Lewis Millis Scholarship

Established by her late husband, Mr. H. A. Millis. This scholarship pays \$300 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 Central 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 the 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.

Business and Professional Women's Club

An annual scholarship of \$500, to be awarded to a High Point Girl with a "B" average (preferably), of high moral character and in need of financial help. The selection is made by the Financial Aid Office at High Point College.

The Presser Foundation

Two scholarship awards granted by the Presser Foundation to students of music at High Point College.

Twilight Civitan Scholarship

The Twilight Civitan Club of High Point has established two \$300 scholarships for worthy and deserving graduates of Allen Jay High School who are enrolled at High Point College.

The Bob Bollinger Scholarship

Established by Kiddie Tot Hosiery Mills, Incorporated, of High Point, in memory of Bob Bollinger. A tuition scholarship is granted annually to a worthy and deserving student at High Point College. Preference is given to children of employees of Kiddie Tot Hosiery Mills, Inc., and Daisy Hosiery Mills, Inc.

Young Couple's 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.

George E. Hutchens Scholarship

Two annual scholarships of \$500 established by National Food Stores of High Point, North Carolina, in honor of Mr. George E. Hutchens. Although the scholarship is not restricted, preference will be given to applicants of High Point College who are employees or children of employees of National Food Stores, and to young men with potential leadership ability in the field of business. The applicants must demonstrate average or above average academic ability.

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 to 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 of \$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 \$300 a year. All candidates for the ministry of other denominations will be granted a concession on tuition charges to the amount of \$150.

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 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 4% 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 4% 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.

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.

The Edwin S. DuPoncet Memorial Scholarship

A \$300 scholarship established for a Romance Language major at High Point College who plans to pursue advanced degrees in Romance Languages. The student must have a superior record upon the completion of the junior level of studies in the language department at High Point College.

The Dr. Dan B. Cooke Scholarship

Established in memory of Dr. Dan B. Cooke who gave outstanding service to High Point College and the Education Department. Funds are to be awarded to aid well qualified and needy students who are pursuing a program of secondary teacher education or elementary education.

WRITE THE DIRECTOR OF FINANCIAL AID for further information and application forms.



Student Life

ORIENTATION WEEK

COUNSELING

DORMITORY LIFE

HEALTH SERVICE

RELIGIOUS EMPHASIS

PLACEMENT

ALUMNI ASSOCIATION

STUDENT GOVERNMENT

FRATERNITIES AND SORORITIES

CAMPUS SOCIAL LIFE

STUDENT CITIZENSHIP

DRAMATICS AND RADIO

MUSICAL OPPORTUNITIES

ATHLETICS

PUBLICATIONS



Student Life

STUDENT SERVICES

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 Counselors for Women, the Resident Counselors 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 introduce 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 and foreign languages, the new students will take various psychological tests.

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, North Hall, or Yadkin 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 blankets, pillows, curtains and towels. A linen service is available at the option of the student.

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 obtain 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; all other dormitory students must maintain a "C" average in order to keep a car. Exceptions to the above must be approved by the Director of Student Personnel.

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.

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.

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-minis-

terial 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.

Placement

The college maintains a placement office for the purpose 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. In addition each senior has the option of leaving a personnel file on record in the placement office as a permanent reference. 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.

**STUDENT
ORGANIZATIONS**
**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.

**Fraternities
and Sororities**

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.

Sororities

Alpha Gamma Delta
Kappa Delta
Phi Mu
Zeta Tau Alpha
Alpha Delta Theta

Fraternities

Delta Sigma Phi
Lambda Chi Alpha
Phi Kappa Alpha
Tau Kappa Epsilon
Theta Chi
Alpha Phi Omega

**STUDENT
ACTIVITIES**

**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.



**Student
Citizenship**

When a young man or young woman accepts the offer of admission to High Point College, the college assumes that the prospective student by accepting admission indicates that he will abide by the rules and regulations of the college, the codes of student conduct and the terms of the college charter, and in so doing will accept the authority of the college. Any student acting otherwise will be dismissed and his place given to another.

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. Students violating municipal, state or federal laws will be subject to disciplinary action by the college.

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 REFUNDED IN WHOLE OR IN PART, AND NEITHER THE COLLEGE NOR ITS OFFICERS SHALL BE UNDER ANY LIABILITY WHATSOEVER FOR SUCH EXCLUSION.

**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.

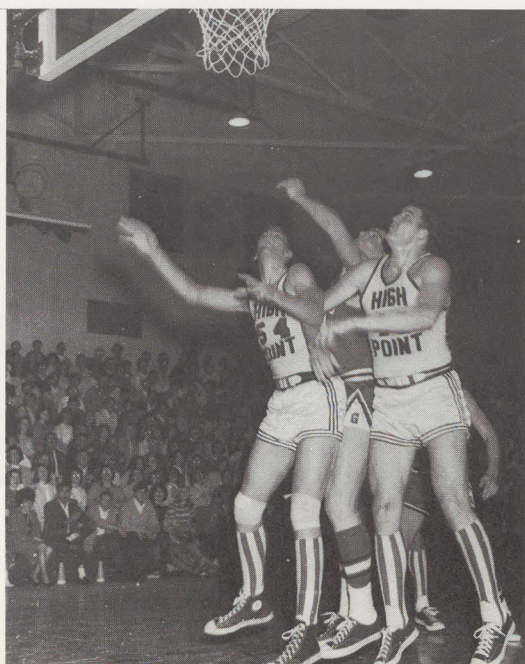
Musical Opportunities

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.

All intercollegiate 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:

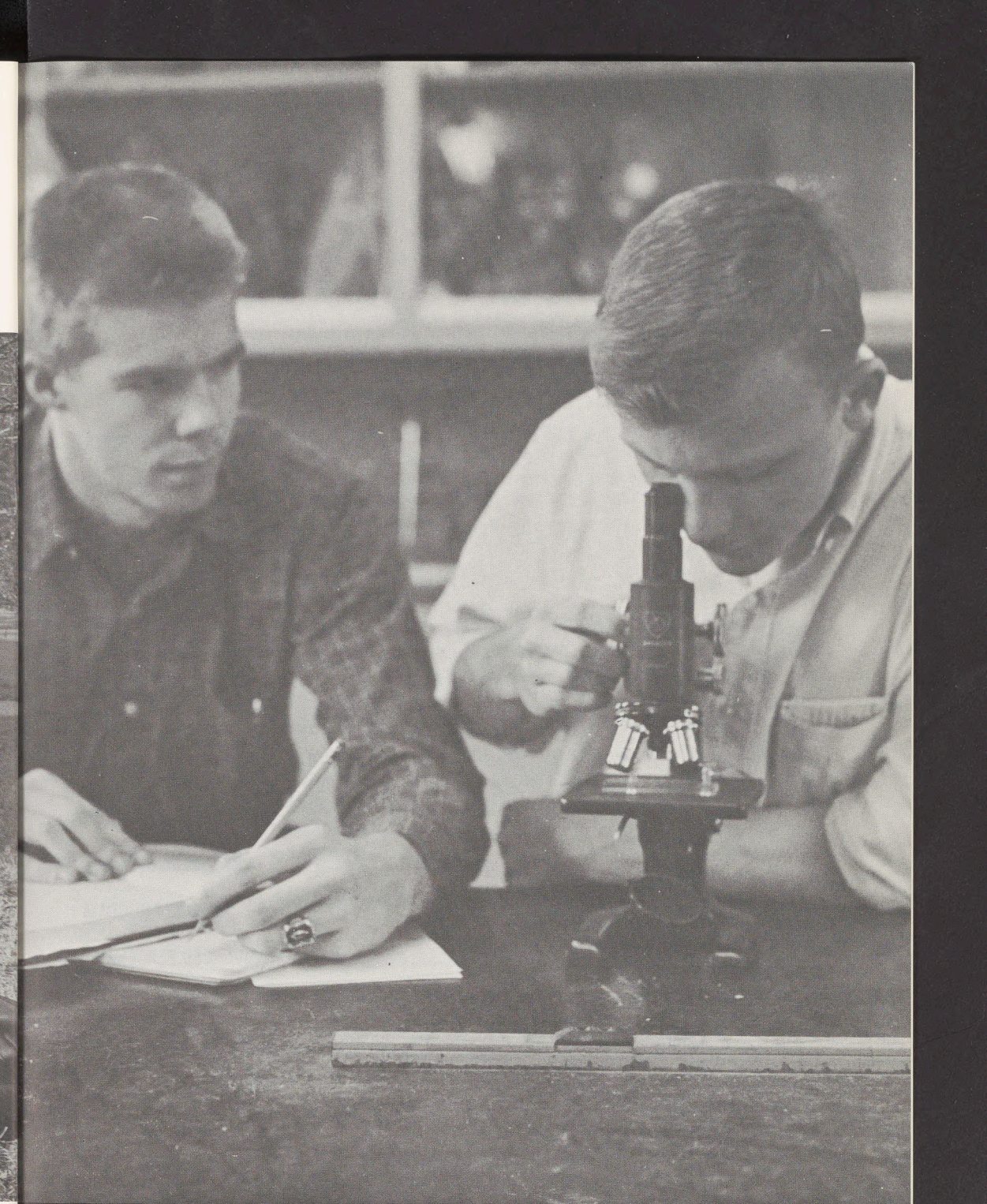
1. At the beginning of every season the coach shall submit to the athletic council a list of all players who are candidates for positions on the team to determine their eligibility. Any player found deficient in academic work during the season will be debarred from all athletic contests until such deficiency 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.

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.





Academic Program

DEGREE REQUIREMENTS

MAJORS

GRADUATION REQUIREMENTS

CREDIT HOURS

GRADING

ABSENCES

AWARDS

DEAN'S LIST

DEGREES WITH HONOR

CATALOGUE CHANGES

HONORS PROGRAM

ADVANCED PLACEMENT



Academic Program

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. Core requirements for each degree, listed on the page following, should be met with advice of the major professors.

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 in Elementary Education 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 two years in the same language were taken in high school, courses 101 and 102 must be taken.

***Two hours are required of candidates for the A.B.T. degree in Elementary Education.

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 or Political Science)	
History	36	General Psychology	3
Political Science and History	45	Speech	3
Music	48	Philosophy	3
Philosophy	30		
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	Mathematics	3
Chemistry	52	Social Sciences and Humanities	6
General Science	48	(Sociology, Economics Philosophy, Psychology or Political Science)	
Mathematics	42		
Human Relations	30		

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 202	3
Music Education	48	Social Science	6
Physical Education	36	Education	21
		Elementary:	
		Children's Literature	3
		Social Studies	3
		Health and	
		Physical Education	6
		Art and Music	9
		Mathematics	3

*Including 21 hours of Education shown in Core Courses.

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 majoring 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 may not have more than two unsatisfactory grades 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. All seniors are required to take the Graduate Record Examination.

Note: Students may satisfy requirements for graduation as found in the catalog in force upon latest entrance at the College or that catalog in force on the date of graduation.

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, with the exception of those of a course graded WP.

Mid-semester grades are required from each instructor for all freshmen enrolled in his courses and for all upperclassmen doing unsatisfactory work. 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 will be allowed to change courses later than seven days after classes begin. Any course dropped without the permission of the Dean of the College will be recorded as F. If at the time of a student's withdrawal from a course after the first month his grade in the course is estimated by the instructor as below passing, grade WF will be entered upon his record for the semester; if the student is estimated as passing, grade WP will be entered.

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.

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.

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. A student must have completed sixty-four semester hours work at the College to be eligible for graduation with honors.

CATALOGUE CHANGES

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

HONORS PROGRAM

1. GOALS.

The purpose of the High Point College Honors Program is to offer students of proved ability and independence the opportunity of extending their competence in general education during their freshman and sophomore years and in their major fields during the last two years of their undergraduate course. A candidate for a degree will receive his degree when his performance demonstrates the excellence of his Honors work in one of three categories: with Honors in his major field, with High Honors in his major field, and with Highest Honors in his major field. This shall be so stated on his diploma.

Opportunities for his participation in Honors study are to be organized under two distinct programs: General Honors and Departmental Honors.

2. GENERAL HONORS.

a. During the freshman and sophomore years General Honors programs shall be open to those students who have maintained a "B" average in all their academic work during the preceding semester to that in which the Honors Program is pursued.

b. Freshmen are eligible to enter the Honors Program during their second semester at High Point College. They may apply to the Honors Committee of the faculty or they may be invited to apply by this committee. This committee, which will consist of the Director of the Honors Program and two representatives of each of the three disciplines leading to the Bachelors' degrees, will have full responsibility for selecting the participants and planning the program.

c. Colloquia – seminars in which selected books or topics are discussed and individual papers presented – will be available for the Honors students. These will count as courses, and three semester hours of college credit will be given to a student who completes the work successfully. These colloquia shall be organized so as to explore intellectual topics which the college curricula does not include. Two faculty members shall be in charge of each group, and this shall count as one three-hour course in his teaching load.

d. A student may enter the program at the beginning of his second, third, or fourth semester in college. His continuation in the program will be dependent upon his successful completion of the previous semester Honors Program.

e. Any appeal from the routine administration of the colloquia shall be to the Honors Committee.

3. DEPARTMENTAL HONORS.

a. A student may elect a program leading to a Bachelor's degree with honors in a particular subject at the beginning of the junior year and, in some cases, at the beginning of the senior year.

b. The qualifications for entry into the program shall be at least a "B" average in the complete college course and a "B"

average in the major field, and for those who have successfully completed the Honors Program in the underclass area. The same faculty committee will have general supervision of the senior college program and shall admit the students to membership.

c. The nature of this Honors work will differ from department to department, but all should include independent work on the part of the student. This work may be in seminars, in tutorials, or private research, but all must be under the supervision of departmental advisors. The students in this program may be excused from certain academic requirements, such as tests, attendance in classes (up to 25%) at the discretion of the professor in whose class they are registered.

d. All students who are candidates for honors must pass not only a written comprehensive but also oral examinations as well. Visitors from other colleges in the area should be invited to participate in the oral tests. Also, these students should be required to write a thesis on some topic in their major field. These Honors courses should not amount to over 12 semester hours of the last 64 hours of college credit.

4. GENERAL RECOMMENDATIONS.

a. When a student has completed his college course as an Honors candidate, he should be recommended to the Committee on Honors for awarding his degree with Honors.

b. Faculty who are on the Academic Honors Committee, those who direct the junior division colloquia, and those directing the departmental honors program should all be permitted to count these courses as part of their teaching load — the exact amount to be determined by conference with the Deans and the President.

ADVANCED PLACEMENT

Without obliging students to repeat college-level work already accomplished in high school, High Point College accepts credit under the plan for advanced placement as developed by the College Entrance Examination Board. Those students who score three or higher on the Advanced Placement Examination in History, Biology, Chemistry, English, French, German, Spanish, Mathematics, and Physics will be approved for placement in sophomore level courses.





Courses of Instruction

NUMBERING SYSTEM

BIOLOGY

BUSINESS ADMINISTRATION AND ECONOMICS

EDUCATION AND PSYCHOLOGY

ENGLISH

FINE ARTS

APPLIED ARTS

HISTORY, POLITICAL SCIENCE AND GEOGRAPHY

MATHEMATICS

MODERN FOREIGN LANGUAGES

PHYSICAL EDUCATION AND HEALTH

PHYSICAL SCIENCE

RELIGION AND PHILOSOPHY

SOCIOLOGY

SPECIAL PROGRAMS

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.

Special Programs

Pre-Medical and Pre-Dental

This curriculum leads to the B.S. Degree with a major in either Chemistry or Biology. Additional courses are to be added upon consultation with advisor.

First Year

First Semester

Chemistry 101	4
English 101	3
Mathematics 111	3
Biology 103	4
Physical Education	1

Second Semester

Chemistry 102	4
English 102	3
Mathematics 112	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 303	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.

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

This curriculum leads to a B.S. degree with a major in General Science for teachers. Students are qualified for a Science certificate for teaching in other than schools in North Carolina.

First Year

First Semester

Biology 103 Botany	4
Mathematics 111	3
English 101	3
Foreign Language (German, French or Spanish) 201	3
History 101	3
Physical Education	1
	<hr/>
	17

Second Semester

Biology 104 Zoology	4
Mathematics 112	3
English 102	3
Foreign Language (German, French or Spanish) 202	3
History 102	3
Physical Education	1
	<hr/>
	17

Second Year

First Semester

Chemistry 101	4
English 203	3
Social Science	3
Religion 101	3
Physical Education	1
Elective	3
	<hr/>
	17

Second Semester

Chemistry 102	4
English 204	3
Social Science	3
Religion 102	3
Physical Education	1
Elective	3
	<hr/>
	17

Third Year

First Semester

Geology 101 Physical Geology ..	4
Physics 201	4
*Science electives	8
	<hr/>
	16

Second Semester

Geology 102 Historical Geology	4
Physics 202	4
*Science elective	4
Education 201 The school as a social and Educational Institution	3
	<hr/>
	15

Fourth Year

First Semester

Education 304	
Developmental Psychology	3
*Science Electives	9
Biology 451 or 452	3
or	
Chemistry 451 or 452	3
	<hr/>
	18

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

Total semester hours: 128 or 129.

*All Science Electives shall be taken in one field of science.

**Pre-Engineering
Curriculum**

First Year

First Semester

Mathematics 111	3
English 101	3
Chemistry 101	4
History 101	3
Physical Education	1
Mathematics 112	3

17

Second Semester

Mathematics 152	6
English 102	3
Chemistry 102	4
History 102	3
Physical Education	1

17

Second Year

First Semester

Mathematics 251	3
Physics 201	4
English 203	3
Economics 207	3
Elective	3 or 4
Physical Education	1

17 or 18

Second Semester

Mathematics 252	3
Physics 202	4
English 204	3
Economics 208	3
Elective	3 or 4
Physical Education	1

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 303-304 in their second year.

Forestry Pre-Forestry Curriculum Cooperative

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.

Students planning to transfer to a school of forestry in one of the cooperating colleges or universities at the end of two years should follow the first two years program as shown below. Students planning to take the cooperative program for transfer to Duke University at the end of three years should follow the curriculum below for the three years.

First Year

First Semester

Chemistry 101	4
English 101	3
History 101	3
Mathematics 111	3
Mathematics 112	3
Physical Education	1
	<hr/>
	17

Second Semester

Chemistry 102	4
English 102	3
History 102	3
Mathematics 152	6
Physical Education	1
	<hr/>
	17

Second Year

First Semester

Biology 103	4
†Economics 207	3
English 203	3
*Language	3
Physics 201	4
Physical Education	1
	<hr/>
	18

Second Semester

Biology 104	4
†Economics 208	3
English 204	3
*Language	3
Physics 202	4
Physical Education	1
	<hr/>
	18

Third Year

First Semester

Religion 101	3
*Language—2nd year	(3)
Electives in:	
Physical Sciences,	
Social Sciences, or	
Mathematics	3-6
General Electives	3-6
	<hr/>
	15

Second Semester

Religion 102	3
*Language—2nd year	(3)
Elective in:	
Physical Sciences,	
Social Sciences, or	
Mathematics	3-6
General Electives	3-6
	<hr/>
	15

†Students taking the three year program may postpone Economics 207 and 208 to their third year accordingly in order to have a 15 hour schedule for both the second and third years, each semester.

*The second year of language requirement is necessary only for those students who must take the first year of language in accordance with college policy.

CHEMICALS COATINGS CENTER

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, under the direction of Dr. E. O. Cummings.

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.

CHEMISTRY 317-318. Polymer and Coatings Chemistry.

Four hours credit each semester.

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.

CHEMISTRY 451, 452. Independent Study.

Two to four hours credit per semester.

Independent study may consist of a basic research problem, a library thesis, or a problem in chemical education. The study project and the credit given will be determined in consultation with the staff of the Chemistry Department.

HUMAN RELATIONS

Objectives

The purpose of the program is to provide the best possible undergraduate background for young men and women who are looking forward to professional leadership in youth-serving agencies.

It seeks to provide a broad understanding of the nature of social work, the philosophy of group work, and the basic psychology and sociology involved in working with people.

In addition to a specific curriculum of courses not ordinarily found at the undergraduate level, the program seeks to enrich the experience and understanding of its students through work projects, field trips to agencies, and other extra-curricular features. The curriculum leads to the B.S. degree in Human Relations.

Requirements

Requirements for a major in Human Relations (30 hours as the minimum): Human Relations 232, 306, 308, 313, 330, 407, 451, plus 12 additional hours from the Department of Human Relations.

The following related courses are also required: Psychology 202; Sociology 201; Economics 207, 208. Men intending to enter professional scouting are required to take HR 401.

HUMAN RELATIONS 201. Recreational Leadership.

Two hours credit.

The planning and organization of recreation for groups. The responsibilities of recreational leaders. Studies of the experiments and advancements in this field.

HUMAN RELATIONS 202. Camp Leadership.

Three hours credit.

Organization and administration of a camp. Duties and responsibilities of counselors. Theory and practical camp experience; laboratory arranged.

HUMAN RELATIONS 232. Social Group Work.

Two hours credit.

The historic and generic development of the group process as it applies to all age groups, problems of group interaction, leadership functions and criteria for the selection of group activities.

HUMAN RELATIONS 300. Race Relations (See Sociology 300).

Three hours credit.

HUMAN RELATIONS 301. Public Relations in Social Work.

Three hours credit.

An analysis of the methods and procedures by which a social agency may interpret its program, leadership and financial needs to the various publics within the community.

HUMAN RELATIONS 302. Supervision in Youth-Serving Agencies.

Two hours credit.

Study of the objectives, principles and techniques of supervising professional and volunteer leaders in a social agency setting.

HUMAN RELATIONS 306. Small Group Process (See Psychology 306).

Three hours credit.

HUMAN RELATIONS 307. Community Welfare Organization.

Three hours credit.

A study of both urban and rural communities, their potential needs, and how through co-operative planning, organization and program, these needs of individuals and groups of all ages may be met.

HUMAN RELATIONS 308. Social Psychology. (See Psychology 308).

Three hours credit.

HUMAN RELATIONS 310. Institutional Relations.

Prerequisite: H.R. 307.

Three hours credit.

A study of the history, organization, and policies of those institutions within the community which relate themselves to national, state and community programs of welfare, recreation, education, character and citizenship training for children and youth.

HUMAN RELATIONS 313. Principles of Guidance. (See Psychology 313).

Three hours credit.

HUMAN RELATIONS 330. Social Work (See Sociology 330).

Three hours credit.

HUMAN RELATIONS 401. Financing Social Agencies.

Three hours credit.

A study of finance organization and administration for potential social agency executives. To include budget planning, methods of budget control and accounting, techniques of raising funds through co-operative and independent community campaigns, trust funds, membership campaigns, membership campaign and publicity and public relations activities. Open only to majors in Human Relations.

HUMAN RELATIONS 403. Sociological Theory. (See Sociology 403).

Three hours credit.

HUMAN RELATIONS 405. Introduction to Social Research Methods.

(See Sociology 405).

HUMAN RELATIONS 407. Administration of Social Agencies.

Three hours credit.

Principles and techniques of administering a social agency. A scientific approach to planning, organizing, directing and controlling. Problems of staff selection and development.

HUMAN RELATIONS 451. Seminar.

One-Two-Three hours credit.

Preparation of the student to enter his chosen field of service through special reading and assigned projects.

Dr. Lazaruk

Mrs. Conner

Miss Terry

Biology

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
¹ Mathematics 111	3
² Foreign Language, History or Physical Education	1-3

Second Semester

Biology 104 or 103	4
Chemistry 102	4
English 102	3
Mathematics 112	3
Foreign Language, History or Physical Education	1-3

Second Year

First Semester

Biology 205 or 304	4
Chemistry 209	5
English 203	3
Religion 201	3
Physical Education	1-2

Second Semester

Biology 209 or 305	3-4
Chemistry 210	5
English 204	3
Religion 202	3
Physical Education	1-2

Third Year

First Semester

Biology 315	4
³ Physics 201 or Calculus	3-4
Electives	6-8

Second Semester

Biology 316	4
Physics 202 or Elective	4
Electives	6-8

Fourth Year

First Semester

⁴ Biology 451	1
Biology 401	1-4
Biology electives	4-8
Electives	3-8

Second Semester

Biology 452	1
Biology 402	1-4
Biology electives	4-8
Electives	3-8

¹Students who have obtained a satisfactory score on the proficiency test in mathematics may elect an advanced course in mathematics (Calculus or Statistics).

²Students may select Foreign Language or History the choice that meets their needs for the first year.

³Students who have had two full years of physics in high school and who have obtained a satisfactory score on the proficiency tests are not required to take Physics 201 and 202.

⁴All Biology majors are required to take the seminar in their fourth year. Juniors are urged to attend the seminar and participate.

BIOLOGY 103. Introduction to Botany.

Four hours credit.

Three lectures and three hours laboratory per week.

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.

Three lectures and three hours laboratory per week.

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. For Physical Education Majors only.

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.

Three hours credit. For Physical Education Majors only.

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.

Three lectures and three hours laboratory per week.

Comparative morphology, physiology, evolution, and bionomics of invertebrates with emphasis on parasitic invertebrates and their relationship to the host, and man and his environment.

BIOLOGY 209. Histo- and Cyto-Techniques.

Prerequisite: Biology 103-104.

Three hours credit.

Two three-hour meetings per week.

A study of plant and animal tissues with emphasis on anatomy, organization, and reproduction of cells. Laboratory work be devoted to preparation of cells and tissues for microscopic examination and measurement.

BIOLOGY 301. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 104.

Four hours credit.

Three lectures and one three-hour labs per week.

A comparative study of the anatomy of chordate animals with consideration of the evolutionary significance of various structures.

BIOLOGY 302. Vertebrate Embryology.

Prerequisite: Biology 104.

Four hours credit.

Three lectures and one three-hour labs per week.

A comparative study of the origin and development of the organ systems of the vertebrates. In the laboratory the student will prepare some of the specimen for study.

BIOLOGY 304. Microbiology.

Four credit hours.

Three two-hour sessions per week.

Morphology, fundamental physiological precesses, and identification of the more important groups of microorganisms; bacteria, yeasts, molds, viruses, etc., and their relationship to man and his environment. Laboratory work will include identification of the microorganisms, and analysis of water, milk, air, and soil.

BIOLOGY 305. Genetics.

Prerequisites: Biology 103-104.

Four credit hours.

Three two-hour sessions per week.

Principles of heredity and variations as developed from the morphological, physiological, and biochemical levels of gene action and their applications to plants and animals.

BIOLOGY 306. General Ecology.

Four hours credit.

Two lectures, laboratory with field trips three-six hours per week.

A study of plants and animals in their relation to environment. Attention will be directed to problem of conservation of biological resources.

BIOLOGY 311. Cryptogamic Botany.

Four hours credit.

Three one hour lectures and one three hour laboratory.

A study of morphology, ecology, systematics and value of non-vascular plants including collection, identification, and classification of the more common forms.

BIOLOGY 312. Advanced Botany.

Four hours credit.

Three lectures and three hours laboratory per week.

A study of anatomy, morphology, systematics, and evolution of vascular plants.

BIOLOGY 315-316. Cellular and General Physiology.

Prerequisites: Biology 103 and 104; Chemistry 101-102 and 209.

Four hours credit each semester.

Three lectures and three hours laboratory per week.

First semester will cover cellular physiology: A study of growth functions of animal and plant cells with emphasis on chemical and physical properties of the cells. Second semester will include the study of plant and animal systems, organs, and tissues with emphasis on their relationship to the growth and survival of plants and animals.

BIOLOGY 401-402. Undergraduate Research.

Prerequisite: permission of head of department.

May be extended to two semesters.

Credit to be arranged.

Maximum: four hours credit.

Students who have adequate training and good academic standing may undertake special work in any field of biology for which proper facilities are available.

BIOLOGY 451. Seminar.

One hour credit per semester.

Studies in selected fields of biology to culminate in a creditable paper and a report to the seminar group.

Mr. Nelson

Dr. Patton

Mr. Netts

Mr. Rogers

Mr. Leonard

Miss Sink

Mr. Thompson

Mr. Bodenheimer

Business Administration and Economics

OBJECTIVES THE curriculum in Business Administration and Economics is designed to develop the capacity of students to make sound judgments in their eventual role as business executives, and to give the student an understanding of economic institutions and a knowledge of basic principles and analytical tools of economics and business. It provides a foundation upon which the graduate may build a professional specialization either through occupational experience immediately following graduation or through graduate study.

Experience and reason support the view that training for a successful career rests upon a comprehensive education in the broad area 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 Bachelor of Science Degree in Business Administration, the Bachelor of Arts Degree in Economics, and the Bachelor of Arts in Teaching Degree in Business Education.

TEACHER'S CERTIFICATE IN BUSINESS EDUCATION

Students who wish to obtain a North Carolina Certificate to teach business subjects should consult the department of Business Administration and Economics immediately upon their arrival at High Point College. A special program must be built for each of these students.

BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Course Outline for First Two Years

First Year

First Semester

English 101	3
History 101	3
Science	4
Foreign Language	3
Mathematics 111	3
Physical Education	1
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	17

Second Semester

English 102	3
History 102	3
Science	4
Foreign Language	3
Mathematics 112	3
Physical Education	1
	<hr/>
	17

Second Year

First Semester

English 203	3
Religion	3
Foreign Language	3
Business Administration 203	3
Economics 207	3
Physical Education	1
	<hr/>
	16

Second Semester

English 204	3
Religion	3
Foreign Language	3
Business Administration 204	3
Economics 208	3
Physical Education	1
	<hr/>
	16

During the junior and senior years additional courses must be elected from the business and economics curriculum to accumulate a minimum of 45 semester hours, but no more than 60 semester hours of credit, to qualify for the Bachelor of Science Degree. Students who have not completed one year of typewriting in high school must elect one semester of college typewriting.

Six areas of concentration are offered candidates for the Bachelor of Science Degree in Business Administration. Each student is required to choose one area of concentration. Although narrowly specialized training is avoided, these concentration areas permit upperclassmen to acquire knowledge of depth in one area of particular interest to them.

As students in business administration are required to complete a concentration in business administration and economics, it is recommended that electives be chosen from the broad area of liberal arts. These students should not complete a minor.

Junior and Senior Required Courses

Business Law (Bus. 301-302)	6
Marketing Principles and Problems (Bus. 311)	3
Statistics (Econ. 317)	3
Management Processes (Bus. 321)	3
Communications (Bus. 351)	3
Seminar (Econ. 451)	3
	<hr/>
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Areas of Concentration

Accounting (State C.P.A. Requirements)

Intermediate Accounting (Bus. 305-306)	6
Cost Accounting (Bus. 307-308)	6
Income Tax Accounting (Bus. 309)	3
Auditing (Bus. 310)	3

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Economics

Managerial Economics (Econ. 341)	3
Business Cycles (Econ. 342)	3
Comparative Economic System (Econ. 343)	3
History of Economic Thought (Econ. 344)	3
International Economics (Econ. 346)	3

15

Finance

Money and Banking (Econ. 331)	3
Investments (Econ. 332)	3
Corporation Finance (Bus. 333)	3
General Insurance (Bus. 334)	3

12

Management

Managerial Economics (Econ. 341)	3
Labor Problems and Human Relations (Econ. 322)	3
Personnel Management (Bus. 324)	3
Business Cycles (Econ. 342)	3

12

Marketing

Personnel Management (Bus. 324)	3
Business Cycles (Econ. 342)	3
General Insurance (Bus. 334)	3
International Economics (Econ. 346)	3

12

Secretarial

Shorthand (Bus. Ed. 101°-102° and 201)	9
Typewriting (Bus. Ed. 103°-104°)	4
Secretarial Practice (Bus. Ed. 206)	3
Office Management (Bus. Ed. 210)	2

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* May be omitted by those students who demonstrate tested ability.

BACHELOR OF ARTS DEGREE IN ECONOMICS

Students who are earning an A.B. Degree in Economics should follow the same program their first two years as do the students who are earning a Bachelor of Science Degree in Business Administration (see page 78), *except that Fine Arts must be substituted for Mathematics 108.*

During the junior and senior years additional courses must be elected from the economics curriculum to accumulate a minimum of thirty 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.

It is recommended that A.B. students in economics select a minor field of study. This minor field is to be chosen with the approval of the head of the department of Business Administration and Economics.

BUSINESS ADMINISTRATION 203-204. Principles of Accounting.
Three hours credit each semester.

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

BUSINESS ADMINISTRATION 301-302. Business Law.

Three hours credit each semester.

The fundamental principles of law as applied to business transactions. Contracts, agency, negotiable instruments, partnerships, corporations, bailments, real property, crime, and tort.

BUSINESS ADMINISTRATION 305-306. Intermediate Accounting.

Three hours credit each semester.

Prerequisites: Business Administration 203 and 204.

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

BUSINESS ADMINISTRATION 307-308. Cost Accounting.

Three hours credit each semester.

Prerequisites: Business Administration 203, 204, 305, and 306, or permission of the instructor. May be taken concurrently with Business Administration 305 and 306.

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 ADMINISTRATION 309. Income Tax Accounting.

Three hours credit.

Prerequisites: Business Administration 203, 204, 305, 306, 307 and 308, or permission of the Head of the Department.

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

BUSINESS ADMINISTRATION 310. Auditing.

Three hours credit.

Prerequisites: Business Administration 203, 204, 305, 306, 307, and 308.

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

BUSINESS ADMINISTRATION 311. Marketing Principles and Problems.

Three hours credit.

Prerequisites: Economics 207 and 208.

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

BUSINESS ADMINISTRATION 321. Management Processes.

Three hours credit.

Prerequisites: Economics 207 and 208.

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

BUSINESS ADMINISTRATION 324. Personnel Management.

Three hours credit.

Prerequisites: Economics 207 and 208, and Business Administration 321.

A study of the principles and human relations problems involved in the administration of personnel. Topics include personnel department objectives, functions, organization, staff and budget; employment policies, including training, motivation, incentives, wage and salary administration; personnel research.

BUSINESS ADMINISTRATION 332. Investments.

Three hours credit.

Prerequisites: Economics 207 and 208.

Principles of investments in stocks and bonds. Evaluation of sources of information, methods of analysis, management of industrial and institutional funds, and the effect of taxation upon investment policy.

BUSINESS ADMINISTRATION 333. Corporation Finance.

Three hours credit.

Prerequisites: Business Administration 203 and 204, and Economics 207 and 208.

A study of the principles and practices of financing business enterprises with special reference to the modern corporation. Attention is given to methods of acquiring permanent capital, administration of earnings, expansion, reorganization, the problem of public control, the impact of taxation on corporate financing, and to corporate responsibilities affecting the public interest.

BUSINESS ADMINISTRATION 334. General Insurance.

Three hours credit.

Prerequisites: Economics 207 and 208.

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

BUSINESS ADMINISTRATION 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.

BUSINESS ADMINISTRATION 352. Fundamentals of Data Processing.

Three hours credit.

Prerequisites: Business Administration 203 and 204, and Economics 207 and 208.

A presentation of the board concepts of data processing and computer problems. Emphasis is placed upon the theory and philosophy of application rather than on the mechanics of the various systems.

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.

Prerequisites: Mathematics 111 and 112.

An introduction course which includes the measures of central tendency, dispersion and relationships, index numbers of prices, business forecasting and correlation. Affords the student an understanding of statistical principles and methods and their application to economics and business.

ECONOMICS 322. Labor Problems and Human Relations.

Three hours credit.

Prerequisites: Economics 207 and 208, and Business Administration 321.

A study of the relations of employer and employee, collective bargaining, labor organizations, strikes and boycotts, industrial peace, and labor laws.

ECONOMICS 331. Money and Banking.

Three hours credit.

Prerequisites: Economics 207 and 208.

A study of money, credit, banking and the mechanism of exchange, with emphasis upon the Federal Reserve System and current development in the theory and practice of money and credit control.

ECONOMICS 341. Managerial Economics.

Three hours credit.

Prerequisites: Economics 207, 208, and 317, and Business Administration 203 and 204.

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 of the firm.

ECONOMICS 342. Business Cycles.

Three hours credit.

Prerequisites: Economics 207, 208, and 317.

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.

Prerequisites: Economics 207 and 208.

A description, analysis, and evaluation of the political-economic and philosophical aspects of Capitalism, Socialism, Communism, and other economic systems. Special attention is given to the issues in the competition between the United States and Russia for world leadership.

ECONOMICS 344. History of Economic Thought.

Three hours credit.

Prerequisites: Economics 207 and 208.

A study of the development of economic doctrines and schools of economic thought from medieval times to the present. Special attention is given to the great masterpieces of economics within the context of the times in which they were written.

ECONOMICS 346. International Economics.

Three hours credit.

Prerequisites: Economics 207 and 208.

The theory and practices of international trade and finance from the mercantilists to the modern economists, including the economic basis of international trade and investment, financing transactions, policies affecting trade and finance, and proposals for the reestablishment of free markets.

ECONOMICS 451. Seminar—Current Economic Problems.

Three hours credit.

Prerequisites: Business Administration 351 and senior standing.

This course presents problems for research in Accounting, Marketing, Management, Finance, and Economics.

BUSINESS EDUCATION 101-102. Shorthand.

EDUCATION *Three hours credit each semester.*

Five class hours each week.

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

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

BUSINESS EDUCATION 103-104. Typewriting.

Two hours credit each semester.

Five class hours each week.

(Those students who demonstrate tested ability may register for Business Education 104 without taking Business Education 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 the business office.

BUSINESS EDUCATION 201. Advanced Shorthand.

Three hours credit.

Five class hours each week.

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

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. Secretarial Practice.

Three hours credit.

Prerequisites: Business Education 101, 102, 103, 104, and 201.

Retention of recording and transcription speed, office-style dictation, filing, office machines, and work assignments dealing with the duties and responsibilities of a secretary.

BUSINESS EDUCATION 210. Office Management.

Two hours credit.

Two class hours each week.

Office management and procedure. Consideration is given to layout, the working environment, machines and equipment, analysis and control, automation, flow of work, office service, and employment and training of office personnel.

Dr. Dennis H. Cooke

Mr. Coble

Miss Worthington

Dr. Peterson

Dr. Matthews

Mr. Godwin

Dr. Pope

Dr. Thacker

Mrs. Shelton

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 (33 hours) or a minor (18 hours) in psychology.
3. To provide a major (33 hours) 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".

In May, 1965, a chapter of the National Honor Society in Education — Kappa Delta Pi — was installed by the national organization.

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 shown on pages 86-88.

High-School Teachers

Second Year

Education 201

(3 sem. hours)

M., W., F., 9:20 and 11:20; T., Th.,
S., 9:20 each semester.

Third Year

Education 201

(if not taken in sophomore yr.)

Education 304

(3 sem. hours)

T., Th., S., 10:20 and 11:20 each
semester.

High-School Teachers (Continued)

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).

Those students planning to do student teaching in the high schools should plan it for the semesters designated below for their teaching areas.

Fall Semester

Art
Chemistry
English
Geology
Music
Religion
Social Studies

Spring Semester

Biology
Business
General Science
Mathematics
Modern Foreign Languages
Physical Education

Curriculum for Teachers in the Elementary Grades

Please observe all footnotes carefully.

Fall

Freshman:

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

Spring

English	102 (3)
(a) Foreign Language 102	
or (b) Speech 201	(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:

Education	201 (3)
(f) English	207 (3)
Mathematics	101 (3)
(b) Physical Education	247 (3)
(b) Art 101 or Music	225 (3)

Education	303 or 315 (3)
(Children's Lit)	
Mathematics	102 (3)
(b) Physical Education	232 (3)
Political Science	201 or 202 (3)
(c) Psychology 202 or	
Concentration subject	(3)

Junior:

Education	303 or 315 (3)
Education	304 (3)
(b) Geography	301 (3)
(b) Music 225 or Art 101	(3)
(b) Speech 201 or	
Concentration subject	(3)
(c) Concentration subject	
or elective	(2)

Education	306 (3)
Education	309 (3)
(b) Geography	304 (3)
(e) Fine Arts	304 (3)
(c) Concentration subject and	
or electives	(5)

Senior: (d)

Education	305 (3)
Education	307 (3)
Education	308 (3)
Education	402 (6)
(Student teaching)	

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

Alternate for Senior Year:

Education	307 (3)
Education	308 (3)
(b) Education	451 (3)
(c) Concentration subject and	
or electives	(6)

Education	305 (3)
Education	306 (3)
Education	309 (3)
Education	402 (6)
(Student Teaching)	

- a. Foreign Language is *not* required of those who have had two years in the same foreign language in high school or one year in college.
- b. May be interchanged in semesters.
- c. Each teacher should have a concentration of 18 hours in one subject or area (referred to as Concentration Subject), including subjects already required in this schedule. 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. Student teaching may be done either semester of the senior year. If done in the spring semester, use *alternate* plan for senior year.
- e. Six hours of Art 301 and Music 332 may be substituted.
- f. Six hours of English 203 and 204 may be substituted.

Secondary-School Certificates.

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

A. Art Education	36
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. Bible or Religion	21
Old Testament	6
New Testament	6
Electives	9
C. Business Education	36
(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.)	

D. English 36

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

E. Mathematics 30

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.	

F. Modern Foreign Language 30

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.)	

G. Music Education 48

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
H. Physical Education and Health	36
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	
I. Science (General)	48
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.)	

J. 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 other courses in education, and may be taken as an elective.

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. May be taken as elective.

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.

Open only to those admitted to teacher education and majors and minors in 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.

Open only to those admitted to teacher education and majors and minors in 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. Mathematics in the Elementary School.

Three hours credit each semester.

Required of all elementary-school majors.

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.

EDUCATION 307. Reading in the Elementary School.

Three hours credit each semester.

Required for all elementary-school majors.

The principles and techniques of reading in the elementary grades, with especial attention to phonetics.

EDUCATION 308. Social Studies and Language Arts in the Elementary School.

Three hours credit each semester.

Required for all elementary-school majors.

A survey of the nature and content of the social studies offered in the elementary schools, combined with an analysis of the skills of communication. An intensive study is made of methods, materials, and resources in the teaching of social studies, language, spelling, creative writing, and penmanship.

EDUCATION 309. Natural Science in the Elementary School.

Three hours credit each semester.

Required of all elementary-school majors.

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

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.

(Same as English 315)

Three hours credit each semester.

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.

Required for high-school teachers' certificates.

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.

Required for elementary-school teachers' certificates.

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 each semester.

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 202, 304, 305, 308 or 409, 311, 312, 401, 404, 406, 451, and one additional course in psychology approved by the major advisor. Psychology 202 is required of all sophomores and 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.

Prerequisite: Sophomore classification (27 hours)

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 effects 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.

Prerequisite: Psychology 311.

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. Psychological 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

Mrs. Sullivan

Mrs. Rawley

Mrs. Godwin

Mr. Baker

Mr. Phillips

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. (Same as Education 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.

Junior English Examination

Students are expected to maintain a satisfactory standard of oral and written English throughout the college course at High Point College. Any student may be reported by a member of the faculty for examination in English, and, if found deficient by the English Department, as measured by standardized tests and an essay test, required to take without credit such work as the English Department might direct. To facilitate repeating deficiencies, the instructor may check any deficiency on the final semester grade sheet.

All candidates for a degree from High Point College shall be given a standardized objective and essay examination during their junior year in the use of expository English. The Senior transfer student shall be given the Junior English Examination his first semester or residence at High Point College. Should he fail or receive a condition in this test, he shall take such further work in English as the Department Chairman may desire until the student proves he has overcome his deficiency in this respect. In any case, this deficiency should be removed no later than the end of the first semester of the senior year.

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. Students failing to make a satisfactory grade in English 103 ("C" or better) will be required to take English 102 before completing their freshman requirement in English.

ENGLISH 203-204. Literature of the Western World.

Three hours credit each semester.

An interpretative survey of the great literary masterpieces of western civilization, emphasizing the relation of literature to the fine arts. The full year course will be required of all students except those working for the degree of Bachelor of Arts in Teaching, who ordinarily will enroll for English 201.

English 203 is invariably a prerequisite to English 204, and the two halves of the year course must be taken in normal order. If A.B.T. students choose to take English 203 instead of 207, they must also take English 204 to complete their sophomore requirement in English.

ENGLISH 207. Survey of English Literature.

Three hours credit.

This course is designed to cover the masterpieces of English literature. It is designed specifically for those students pursuing the Bachelor of Arts in Teaching.

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 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. Introduction to Literary Criticism.

Three hours credit.

A close and intensive study of various critical approaches to literary genres and to methods of criticism. The course will concentrate on critical analyses of fiction, drama, and poetry.

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 312. Creative Writing.

Prerequisites: Junior standing and permission of instructor.

Three hours credit.

Study of the techniques of the various literary art forms. Original writing will be done.

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 420. History of the English Language.

Three hours credit.

An historical approach to the study of the English language, stressing philology and structural changes in the language.

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. Clark
Mr. Drapeau
Mrs. Burton
Mrs. Redding
Mrs. May

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-drama, and music.

FINE ARTS 302. Music and Art for Elementary Teachers.

Prerequisites: Art 101 and Music 225.

Three hours credit.

Elementary Education majors study grade school methods and materials with special emphasis on 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 Major requirements for the A.B. in Art: Art 103-104, 105-106, 203, 206, 207, 210, 451 plus fifteen hours of art electives which shall include six additional hours in the field of concentration.

Major requirements for the A.B.T. in Art Education: Art 101, 103-104, 105-106, 206-306, 203, 207, 210, 301, 304, 451.

The minor in Art requires eighteen semester hours of work approved by the department.

ART 101. Art Appreciation.

Three hours credit.

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

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 201. Art History.

Three hours credit.

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

ART 202. Art History.

Three hours credit.

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

ART 203-*303-*403. Graphic Design.

Three hours credit each semester.

A course dealing with techniques of graphic relief, intaglio, and planographic print processes. Develops skills in the use of tools and materials essential to this visual expression.

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

Three hours credit each semester.

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

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 each semester.

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

ART 301. Art for Elementary Teachers.

Three hours credit.

Elementary Education majors study grade school methods and materials with special emphasis on the development of their own skill in art. Art Education majors must supplement the class assignments with observations in the public schools and with directed individual study in the teaching of art at the elementary school level.

ART 304.

Three hours credit.

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

ART 311. The Development of Modern Art.

Three hours credit.

A study of the art of the nineteenth and twentieth centuries in Europe and the Americas. Special emphasis on nineteenth century developments and relationships to current movements in art.

ART 312. Far Eastern Art.

Three hours credit.

A survey of the painting, architecture, sculpture, and minor arts of India, Indonesia, China, and Japan from ancient times to the present. The interdependence of Occidental and Oriental civilizations is studied.

ART 451. Art Seminar.

Three hours credit.

Required of all art majors. Through intensive reading and discussion each student is encouraged to re-examine his own understanding of art.

ART 452. Art Education Seminar.

Three hours credit.

Art Education majors explore approaches to art education from an 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 beginner's class of his particular art interest and can receive advanced credit by working on individually assigned projects.

SPEECH-DRAMA

A minor in this area requires eighteen semester hours of work approved by the department.

SPEECH 107-108, 207-208, 307-308, 407-408. Forensic Participation.

One hour credit each semester.

Credit earned by participants in debate and intercollegiate speech events.

SPEECH 201. Fundamentals of Speech.

Three hours credit.

The principles and practice of effective speaking.

SPEECH 202. Advanced Public Speaking.

Three hours credit.

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

SPEECH 203. Oral Interpretation.

Three hours credit.

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

SPEECH 305. Introduction to Broadcasting.

Prerequisite: English 101-102 and Speech 201.

Offered in Evening School.

Three hours credit.

A survey of the history of radio and television, their development as mass media, and the subsequent effect on culture. Students are introduced to programming and to the fundamentals of writing and speaking for broadcast.

SPEECH 306. Radio and Television Production.

Prerequisite: Speech 305.

Offered in Evening School.

Three hours credit.

An intensive study of writing and programming for broadcast. Laboratory production of documentaries, educational programs, special events, and dramatic materials.

DRAMA 109-110, 209-210, 309-310, 409-410. Drama Participation.

One hour credit each semester.

Credit earned by participants in directing, acting, production crews, and management of major productions and student productions.

DRAMA 204. Introduction to the Theatre.

Three hours credit.

A general survey of the theatre designed to familiarize the student with the various aspects of the dramatic arts, physical theatre, and artists of the theatre.

DRAMA 205. Theatre History.

Three hours credit.

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

DRAMA 301. Acting.

Three hours credit.

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

DRAMA 302. Play Production.

Three hours credit.

A practical study of the technical aspects of play production.

DRAMA 303. Advanced Play Production.

Three hours credit.

A continuation of Drama 302.

DRAMA 304. Directing.

Three hours credit.

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 Major requirements for the A.B. in Applied Music or in Church Music and the A.B.T. in Music Education include eighteen hours of applied music and Music 121-122-223, 221-222, 321-322, 226, 325, 329-330, 451. Church music majors will add Music 327-328 as part of the required minor in religion. Music Education majors will add Music 332.

All music majors will participate without academic credit in at least one ensemble each semester. All music majors must pass a proficiency examination in piano. Applied music majors are required to give a public recital during the senior year. Church Music and Music Education majors have the option of presenting a recital before members of the department only. The church musician will be expected to direct a local church choir for at least one year and prospective public school music teachers will do student teaching.

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.

Prerequisite: Adequate preparation in piano.

One or two hours credit each semester.

One or two half-hour lessons a week.

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 and intermediate instruction in band instruments.

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

One hour credit each semester.

Beginning and intermediate instruction in string instruments.

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

One hour credit each semester.

Three periods a week and additional sectional rehearsals.

The Concert Choir offers an opportunity to sing many types of choral literature. The choir makes frequent public appearances culminating in a spring tour.

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.

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

One hour credit each semester.

Two period a week.

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

MUSIC 121-122. Sight Singing and Dictation.

One hour credit each semester.

Two periods a week.

Concentrated practice in the techniques and principles of aural musicianship.

MUSIC 223. Sight Singing and Dictation.

One hour credit.

Two periods a week.

A continuation of Music 122.

MUSIC 221-222. Theory of Music.

Three hours credit each semester.

Practice in writing, playing and analyzing tonal music. Content is based on harmonic materials of the eighteenth and nineteenth centuries.

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 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.

Three hours credit each semester.

Contrapuntal harmony extending into the polyphonic styles of the Renaissance and Baroque periods. Original Composition is encouraged.

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 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. History of Music.

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.

Three hours credit.

Elementary Education majors study grade school materials and methods with special emphasis on the development of their own skill in music. Music Education majors must supplement the class assignments with observations in the public schools and with directed individual study in the teaching of vocal or instrumental music.

MUSIC 451. Music Seminar.

Three hours credit.

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.

Dr. Gratiot
 Dr. Deskins
 Dr. Conrad
 Dr. Cole
 Mr. Pritchett
 Mr. Kirkman
 Mrs. Calloway
 Mr. Coble

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, are required; twenty-one 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	27
	<hr/> 54

Majors in Social Studies preparing for a Teacher's Certificate will follow the course outline on page 92. No major is offered in Social Studies except in the Teacher Training Program.

PREREQUISITES.

History 101-102 is prerequisite for all European History courses on the 300 level. History 205-206 is prerequisite for all American History courses on the 300 level. Political Science 201 is prerequisite to all Political Science courses on the 300-400 level.

HISTORY HISTORY 101-102. World Civilizations (Since 1500).

Three hours credit each semester.

A study of the development of world civilizations with emphasis upon the cultural, social and economic factors from the beginning of the Modern period 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 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 334. India and Southeast Asia.

Three hours credit.

A survey of the historical and cultural development of India from ancient times, with special attention to Indian influences in Indo-China (Laos and Vietnam), Burma, Thailand, Malaya, and Indonesia.

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 201. United States Government.

SCIENCE *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.

Prerequisite: Political Science 201-202.

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. Open to majors and pre-legal students.

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 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.

Mr. Cook

Miss Adams

Mr. Idol

Mr. Myrick

Mathematics

OBJECTIVES THE Mathematics Department furnishes necessary mathematics courses for students working for a Bachelor of Science degree, in the sciences, including Business Administration and Mathematics. It also furnishes the mathematics courses required for students working for a Bachelor of Arts and Bachelor of Arts in Teaching degrees, for students taking the Pre-Medical, Pre-Engineering, and Pre-Forestry programs.

General Requirements

Mathematics 101 and 102 will be taken by all students planning to teach in elementary education. Mathematics 111 and 112 will be taken by all students planning to major in one of the sciences, in mathematics, or in business administration and by all students planning to teach in one of these fields. Mathematics 111 will be taken by all students planning to major in economics. All other students will take either Mathematics 111 or Mathematics 101. Students transferring from another college may be given credit for Mathematics 101, 102, 111, or 112 on approval of suitable transfer subjects by the chairman of the Mathematics Department. Students desiring to take advanced placement tests during freshman orientation week, may be excused from the 100 series mathematics courses on satisfactory completion of the tests in accordance with the advanced placement policy of the college, except that students planning to teach mathematics in secondary schools will be required to take Mathematics 112, which covers Trigonometry.

Major Requirements

Students majoring in mathematics must complete the following courses:

Mathematics 201, 202, or Mathematics 152 Analytic Geometry and Elementary Calculus.

Mathematics 251, 252 Intermediate Calculus.

Mathematics 261, 262 Modern Algebra.

Mathematics 327 Differential Equations.

Mathematics 376 Modern Geometry.

Mathematics 451 Mathematics Seminar.

At least two other courses numbered 300 in Mathematics.

†Economics 317 Statistics.

†Philosophy 206 Logic.

••Physics 201 and 202.

†Economics 317 and Philosophy 206 may be used to meet the requirements for six hours of social sciences required in the core courses for a B.S. degree.

••Physics 201 and 202 may be used to meet the requirement for eight hours of science required under General Requirements for all degrees.

MATHEMATICS 101-102. Basic Concepts in Mathematics.

Three hours credit each semester.

A study of the basic properties of the real number system, including the integers, rational numbers, and real numbers, together with the basic properties of sets, with the applications of these properties to arithmetic and algebra; basic concepts in geometry, in business mathematics, in statistics, and in the use of logarithms.

MATHEMATICS 103. Intermediate Algebra.

A review of elementary and intermediate high school algebra. This course will be accepted toward meeting the admission requirement of two years of high school mathematics for one of these two years. However no credit will be given for this course toward meeting any of the requirements for a degree from High Point College. Given in the Evening School only.

MATHEMATICS 111-112. Introduction to Mathematical Analysis.

Three hours credit each semester.

Prerequisite: Three semesters of high school algebra, or Mathematics 103, or approval of the instructor.

A study of the basic properties of the real number system and of set theory, with the applications of these properties to algebra and trigonometry; a study of algebraic expressions, equations, and inequalities; the study of algebraic, exponential, logarithmic, and trigonometric functions, and introduction to the theory of vectors, matrices, and analytic geometry.

MATHEMATICS 151. Introduction to Mathematical Analysis.

Six hours credit.

Prerequisite: Same as Mathematics 111-112.

This course is a six-hour, one semester course offered in the fall semester only. It is a combination of Mathematics 111-112 and is offered especially for pre-engineering and pre-forestry students.

MATHEMATICS 152. Analytic Geometry and Elementary Calculus.

Six hours credit.

Prerequisite: Mathematics 112 or 151.

This course is a six-hour, one semester course offered in the spring semester only. It is a combination of Mathematics 201-202 and is a continuation of Mathematics 151 for pre-engineering and pre-forestry students especially.

MATHEMATICS 201-202. Analytic Geometry and Elementary Calculus.

Three hours credit each semester.

Prerequisite: Mathematics 112 or 151.

Plane analytic geometry, limits, differentiation of algebraic functions, applications; differentiation of trigonometric, exponential and logarithmic functions, conic sections, the definite integral, and applications.

MATHEMATICS 251-252. Intermediate Calculus.

Three hours credit each semester.

Prerequisite: Mathematics 152 or 202.

A continuation of either Mathematics 202 or Mathematics 152; includes properties of continuous and differentiable functions, infinite series, elementary vector analysis, polar coordinates, parametric equations and applications, solid analytic geometry, partial differentiation, multiple integration, study of line and surface integrals.

MATHEMATICS 261-262. Modern Algebra.

Three hours credit each semester.

Prerequisite: Mathematics 112 or equivalent.

A study of the theory of algebraic structures and systems and of linear algebra needed for advanced study in mathematics and for the teaching of mathematics. Includes theory of logic, sets, groups, rings, integral domains, fields, ideals, Boolean algebra, vector spaces, linear equations, determinants, linear transformations, and matrices.

MATHEMATICS 271. College Geometry.

Three hours credit.

Prerequisite: One year of high school geometry or approval of the instructor.

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 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 308. Linear Programming.

Prerequisite: Mathematics 112 or 151.

Three hours credit.

The theory of linear programming with applications to business, science, and engineering.

MATHEMATICS 327. Differential Equations.

Prerequisite: Mathematics 152 or 202.

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 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. LeVey

Mr. Yarborough

Miss Hirtzler

Mr. Scott

Mr. Miranda

Modern Foreign Languages

OBJECTIVES THE Modern Foreign Language Department has a four-fold purpose in instruction: First, to teach the student to understand the foreign language as spoken by an educated native; to teach the student to speak in order to express simple concepts and with proper accent and idiom; to read and to write the foreign language. Second, to give advanced students a background of the oral language and of the literature so that they may pursue them for their own cultural and professional requirements. Third, to promote friendly relations between peoples of our own and foreign countries through increased understanding of languages, customs, and cultures. Fourth, to equip advanced students to teach modern foreign languages.

Today, linguistic ability is not only desirable but essential if we are to continue to hold our place in a world of shrinking distance and increased tensions. Now, the understanding of another man's ideas, best communicated in his own tongue, may mean life itself.

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, or French 223-224, Spanish 223-224). The minimum requirement for a minor in French or Spanish is eighteen hours, beginning with the intermediate courses (French 201-202, Spanish 201-202, or French 223-224, Spanish 223-224).

For majors in French or Spanish the following departmental courses, in addition to 201-202 or 223-224, 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 or 223-224, 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 contemporary 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.

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

Credit for first semester of an elementary language course will be given only upon completion of the second semester of the course if taken to fulfill the graduation requirement in foreign languages.

Students entering the college with two or more years of high school credit in modern foreign language and either elect not to take or fail the entrance foreign language placement tests will be allowed no credit for first year foreign language, to which they will automatically revert under these circumstances.

Foreigners 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 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 or with advanced courses in his native 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. They will be permitted to enter the next course in sequence if they pass the tests; 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: history, economics, philosophy, art.

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 required.

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. Literary readings in French during second semester. Laboratory required.

FRENCH 223-224. Intermediate Conversation and Composition.

Prerequisite: French 202 or superior score on French Placement Test.

Three hours credit each semester.

Training in pronunciation, intermediate conversation and composition based on situations of everyday life. French-language publications and other media are used in conversational practice. Laboratory required.

FRENCH 310. Nineteenth Century Literature.

Prerequisite: French 223-224 or academic 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 literature.

FRENCH 311. Middle Age Literature.

Prerequisite: French 223-224 or academic 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 223-224 or academic equivalent.

Three hours credit.

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

FRENCH 401-402. Advanced Conversation and Composition.

Prerequisite: French 223-224 or academic equivalent.

Three hours credit each semester.

Intensive training in phonetics, linguistics, advanced conversation and composition based on cultural content. Other media are also used in conversational practice. Students preparing to teach French will take this course in their second half junior and first half senior years. Laboratory required.

ROMANCE LANGUAGE 320-321. Introduction to Culture.

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

Three hours credit each semester.

Course is designed to provide understanding of the cultural heritage of France and of 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.

ROMANCE LANGUAGE 451. Seminar.

Three hours credit.

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.

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 required.

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 required.

SPANISH 223-224. Intermediate Conversation and Composition.

Prerequisite: Spanish 202 or superior score on Spanish Placement Test.

Three hours credit each semester.

Training in pronunciation, intermediate conversation and composition based on situations of everyday life. Spanish-language publications and other media are used in conversational practice. Laboratory required.

SPANISH 310. Nineteenth Century Literature.

Prerequisite: Spanish 223-224 or academic 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 223-224 or academic 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 223-224 or academic 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 Conversation and Composition.

Prerequisite: Spanish 223-224 or academic equivalent.

Three hours credit each semester.

Intensive training in phonetics, linguistics, advanced conversation and composition based on cultural content. Other media are also used in conversational practice. Students preparing to teach Spanish will take this course in their second half junior and first half senior years. Laboratory required.

GERMAN GERMAN 101-102. Elementary German.

Three hours credit each semester.

For students with no previous training in the language. Oral practice, grammar, reading. Laboratory required.

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. Laboratory required.

Dr. Epperson

Dr. Wilson

Dr. Cummings

Dr. Miller

Mr. Myrick

Physical Science

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 must complete the following courses: Chemistry 101-102, 209-210, 303, 304, 311, 312, 315-316, Physics 201-202, German 101-102, 201-202, and mathematics through the calculus.

CHEMISTRY CHEMISTRY 101-102. General Chemistry.

Four hours credit each semester.

Three class hours; three laboratory hours.

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. Organic chemistry is introduced via a study of the covalent bond. Nuclear transmutations are treated briefly. Laboratory work consists of preparative and analytical methods including inorganic qualitative analysis.

CHEMISTRY 209-210. Organic Chemistry.

Five hours credit each semester.

Three class hours; six laboratory hours.

A comprehensive study of organic compounds stressing electronic valence theory. Laboratory work includes the preparation of typical compounds, a study of their reactions and the qualitative identification of unknown substances. Quantitative analytical procedures are included.

CHEMISTRY 303. Inorganic Quantitative Analysis.

Four hours credit.

Two class hours; six laboratory hours.

The theory and technique of chemical separations, volumetric, gravimetric, and colorimetric methods.

CHEMISTRY 304. Instrumental Analysis.

Four hours credit.

Two class hours; six laboratory hours.

The theory and technique of spectrophotometric, electro-analytical and chromatographic methods.

CHEMISTRY 311. Inorganic Chemistry.

Three hours credit. (Offered in alternate years.)

Three class hours.

Fundamental concepts of theoretical inorganic chemistry and the application of physical chemical principles to inorganic systems.

CHEMISTRY 312. Advanced Organic Chemistry.

Three hours credit. (Offered in alternate years.)

Three class hours.

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.

CHEMISTRY 315-316. Physical Chemistry.

Four hours credit each semester. (Offered in alternate years.)

Three class hours; three laboratory hours.

A study of the theoretical aspects of chemistry. Emphasis is placed on chemical thermodynamics, chemical kinetics, and molecular structure. States of matter and solutions are studied in some detail.

CHEMISTRY 317-318. Polymer and Coatings Chemistry.

Four hours credit each semester.

See page 71.

CHEMISTRY 451, 452. Independent Study.

Two to four hours credit per semester.

Independent study may consist of a basic research problem, a library thesis, or a problem in chemical education. The study project and the credit given will be determined in consultation with the staff of the Chemistry Department.

PHYSICS PHYSICS 201-202. General Physics.

Four hours credit each semester.

Three class hours; three laboratory hours.

An introduction to mechanics, dynamics, statics, heat, light and magnetism, and electricity. Topics 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 Hooke's Law and harmonic motion and its relation with molecular properties. The second semester emphasis is on heat, light and electricity.

PHYSICS 301-302. Advanced Physics.

Four hours credit each semester.

This course is primarily directed towards a study of the solid state with special reference to semiconduction and requires a good background in basic physics including electricity and magnetism. In the laboratory basic electronic circuits are built and their characteristics determined. Later, electronic instruments are constructed which have use in chemical instrumentation and modern electronic automation.

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.

GEOLOGY 203. Mineralogy.

Prerequisite: Geology 101 or General Chemistry.

Three hours credit. Two lectures, one lab.

Sight recognition of 100 mineral species, and an introduction to blowpipe analysis, crystallography, and the petrographic microscope. The lecture will treat mineral classification, crystal structures, and Bragg's Law.

GEOLOGY 204. Petrology.

Prerequisite: Geology 203.

Three hours credit. Two lectures, one lab.

The study of igneous, metamorphic, and sedimentary rocks in hand specimens, and a brief introduction to petrography. The lecture deals with classical igneous and metamorphic geology and the newer concept of granitization.

GEOLOGY 212: Paleontology of the Vertebrates.

Prerequisite: Geology 102, or Biology 104, or Anthropology.

Three credit hours.

The evolution of vertebrated animals, the origin, evolution, and prehistory of man.

GEOLOGY 213. Invertebrate Paleontology.

Prerequisite: Geology 102 or Zoology 104.

Three hours credit.

The evolution and morphology of fossil invertebrates. Both micro and macro fossils will be studied. Their importance in stratigraphic as well as evolutionary studies will be discussed.

GEOLOGY 224. Field Techniques.

Prerequisite: Geology 101 and 102.

Three hours credit.

Field work consisting of section measuring, determination of rock types and mapping. The course is a preparation for an intensive summer field camp.

Mr. Morris
Mr. Hartman
Mr. Davidson
Miss Clary
Mr. Vaughn

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.

Students 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: Four courses from Physical Education 101 through Physical Education 211, Physical Education 223, 224, 232, 233, 241, 247, 304, 313, 318, 322, 323, and 451; Biology 103, 104, 201, and 202.

Men: Four courses from Physical Education 101 through Physical Education 211, Physical Education 223, 224, 232, 233, 241, 247, 304, 313, 318, 320, 321, and 451; Biology 103, 104, 201, and 202.

Recommended electives are 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 223	1	Physical Education 224	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 321 or 323	3
Electives	6	Physical Education 101-211	1
	<hr/>	Social Science	3
	16		<hr/>
			15

Fourth Year

Physical Education 320 or 322	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. Bowling.

One hour credit.

PHYSICAL EDUCATION 105. Girls. Modern Dance.

One hour credit.

Introduction to the fundamentals of modern dance.

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 109. Activities for Girls. Field Hockey and Tumbling.

PHYSICAL EDUCATION 200. Mixed. Golf and Archery.

One hour credit.

The fundamentals of golf and archery.

PHYSICAL EDUCATION 202. Mixed. 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 and Soccer.

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 supervisory problems in the elementary, secondary, and collegiate institutions.

PHYSICAL EDUCATION 320. Theory of Coaching Varsity Sports.

Three hours credit.

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

PHYSICAL EDUCATION 321. Theory of Coaching Varsity Sports.

Three hours credit.

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

PHYSICAL EDUCATION 322. 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 323. 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 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. Actual practice in care and treatment of athletic injuries.

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. Crow

Dr. Weatherly

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.

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 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.

Prerequisite: Religion 211.

Three hours credit.

How to work with church groups — Children, youth, and adults. The psychology of group dynamics as well as a study of the various techniques applicable to Christian education.

RELIGION 316. Children and the Church.

Prerequisite: Religion 211.

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. The Program of Christian Education in the Church.

Prerequisite: Religion 211 or 313.

Three hours credit.

A study of the organization of the church and its program of nurture for Christian living. Leadership development, curriculum, and workers' conferences will be given emphasis.

RELIGION 318. The Christian Education of Youth and Adults.

Prerequisite: Religion 211 or 313.

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. Laboratory sessions will be scheduled.

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 survey of the events and personalities that have influenced the growth and development of the Christian Church from the first century to the present, intended to acquaint the student with the Christian Heritage and to contribute to his understanding of contemporary Christianity.

RELIGION 335. Christian Beliefs.

Three hours credit.

A study of the fundamental doctrines of Christians throughout the history of the church.

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).

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. Ethics.

Three hours credit.

A survey of the classical concepts of morality, examined in the light of Christian ethics, with a consideration of such contemporary problems as human relations, the political and economic orders.

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. Philosophy of Science.

Three hours credit.

An analysis and evaluation of the scientific method, the pre-suppositions of science, and the effects of major developments in science on philosophical thought.

Dr. Hays

Mr. Cope

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. Cultural Anthropology.

Three hours credit.

An introductory study of primitive art, language, social control, and other cultural productions in representative aboriginal cultures.

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. 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 403. Sociological Theory.

Three hours credit.

Taught each even year, fall semester.

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 even year, fall semester.

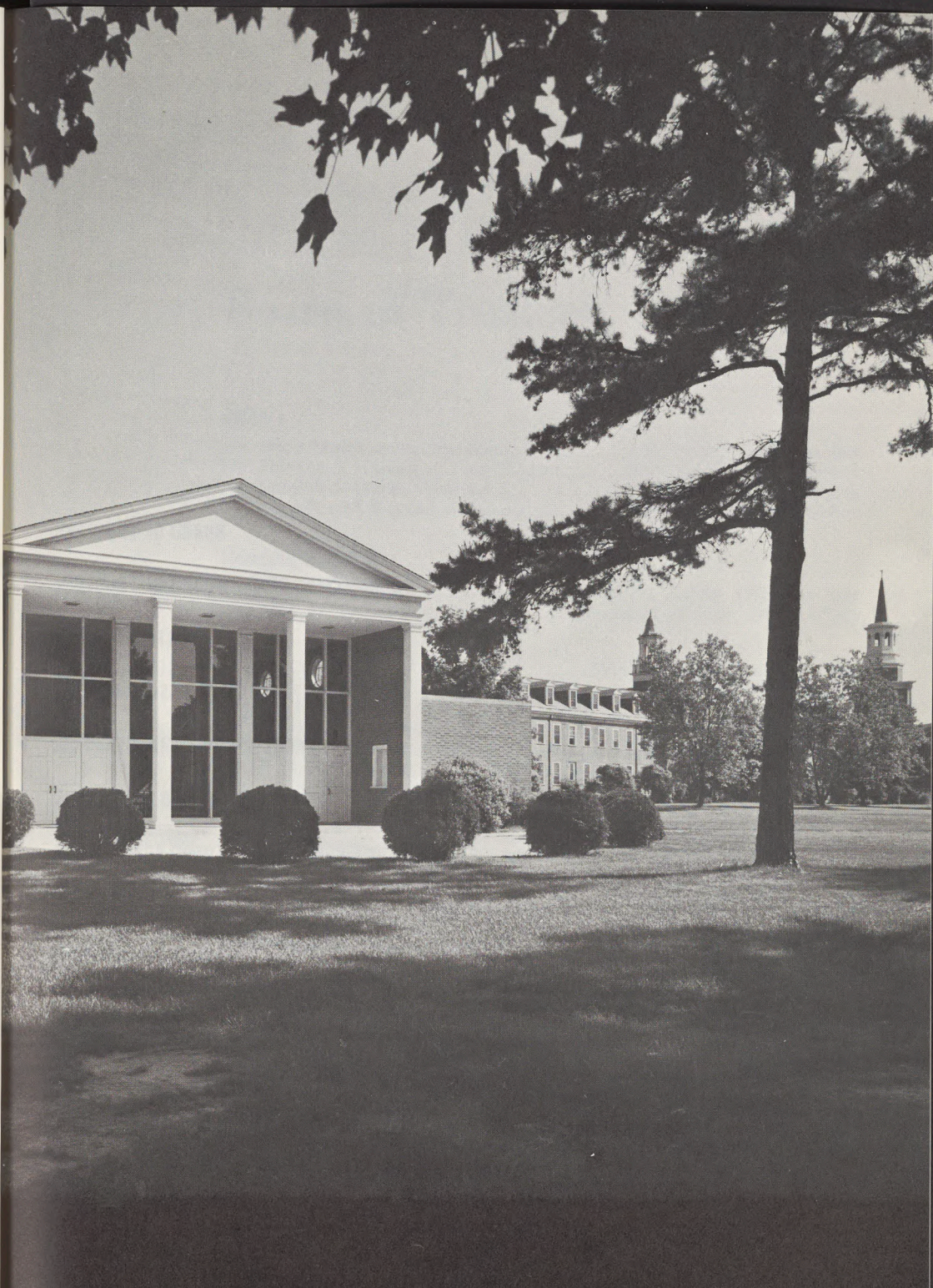
The scientific method as applied to sociological problems. An examination and criticism of research papers and techniques used; techniques of social surveys; collection, classifying, interpreting, and presenting data on sociological problems.

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.



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Mr. Harold F. Burhans	1315 Woodhaven Avenue High Point, North Carolina
Dr. Ben H. Hill	Tennessee Polytechnic Institute Cookeville, Tennessee
Dr. Clifford R. Hinshaw	902 North Rotary Drive, High Point, North Carolina
Dr. George H. Hobart	603 West Farriss Avenue, High Point, North Carolina
Miss E. Vera Idol	Presbyterian Home, Greensboro Road, High Point, North Carolina
Dr. Lincoln Lorenz	3509 Parkwood, Greensboro, North Carolina
Dr. C. Excelle Rozzelle	1018 S. Hawthorne Road, Winston-Salem, North Carolina
Mr. Arthur S. Withers	Frederick College, Portsmouth, Virginia

Faculty and Administration

(Arranged in alphabetical order. Dates refer to first year of service with the college.)

Louise Adams 1933	<i>Assistant Professor of Mathematics</i> A.B., High Point College A.M., U.N.C. at Chapel Hill
Ira L. Baker 1965	<i>Associate Professor of English</i> A.B., Wake Forest College A. M., Columbia University M.S., University of Illinois
Jane F. Burton 1965	<i>Instructor of Art</i> A. B., U.N.C. at Greensboro M.F.A., U.N.C. at Greensboro
Mary Ann Calloway 1965	<i>Instructor of History</i> A.B., Salem College M.A., Wake Forest College
H. Samuel Carter 1965	<i>Visiting Lecturer in Religion</i> A.B., High Point College B.D., Emory University
Marcella Carter 1947	<i>Librarian and Assistant Professor</i> A.B., Fresno State College B.S. in L.S., George Peabody College
Charles R. Clark 1962	<i>Instructor of Fine Arts</i> B.S., High Point College M.A., Appalachian State Teachers College
Betty Jo Clary 1962	<i>Assistant Professor of Physical Education</i> B.S., Western Carolina College M.Ed., U.N.C. at Greensboro
Herman E. Coble 1945	<i>Associate Professor of Education</i> A.B., High Point College A.M., U.N.C. at Chapel Hill
David W. Cole 1962	<i>Professor of History</i> A.B., Erskine College M.A., Ph.D., University of South Carolina
Harold E. Conrad 1955	<i>Professor of History and Social Sciences</i> 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
Colonel, U. S. Army Reserves (Retired)

Dennis H. Cooke

1949

Professor of Education and Psychology

A.B., M.Ed., Duke University
Ph.D., George Peabody College

William F. Cope

1964

Instructor in Sociology

A.B., High Point College
M.S., Trinity University

Earl P. Crow

1964

Associate Professor of Religion and Philosophy

A.B., Duke University
B.D., Duke Divinity School
Ph.D., University of Manchester, England

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

Assistant Professor 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

Assistant Professor of Fine Arts

A.B., High Point College
M.A., University of Connecticut

E. Roy Epperson

1966

Professor of Chemistry

B.S., Millsaps College
M.A., U.N.C. at Chapel Hill
Ph.D., University of the Pacific

Ernestine Fields

1941

Assistant Professor of Music

B.Mus., American Conservatory of Music
B.S., Ft. Hayes State College
M.Mus., University of Michigan

Joseph Godwin

1964

Assistant Professor of Psychology

M.Ed., U.N.C. at Chapel Hill
B.S., Troy State Teachers College
B.D., Southwestern Seminary

Lucille S. Godwin

1964

A. Paul Gratiot

1962

Adeline S. Hamilton

1962

Charles F. Hartman

1958

Dorothy E. Hays

1962

Leopold M. Hays

1955

Berta Hirtzler

1961

Manyon L. Idol

1964

O. Arthur Kirkman

1965

William Lazaruk

1961

Robert G. Leonard

1965

Assistant Professor of English

A.B., Limestone College
A.M., U.N.C. at Chapel Hill

Professor of History

L.L.B., University of Louisville
A.B., University of Louisville
A.M., Ph.D., University of Pennsylvania

Assistant Librarian and Instructor

A.B., University of Arkansas
A.B.L.S., University of Michigan

Assistant Professor of Physical Education and Health

A.B., A.M., U.N.C. at Chapel Hill

Assistant Professor of Religion and Philosophy

A.B., Florida Southern College
M.R.Ed., Boston University School of Theology

Associate Professor of Sociology

A.B., Duke University
S.T.B., Ph.D., Boston University

Assistant Professor of Modern Languages

B.A., Scarritt College
A.M., Southern Methodist University

Instructor in Mathematics

B.S., Guilford College
M.S., Appalachian State Teachers College

Distinguished Lecturer in History and Political Science

B.S., M.S., University of Virginia

Professor of Biology

B.Sc., B.Ed., University of Alberta
M.S., South Dakota State College
Ph.D., Rutgers University

Associate Professor of Business Administration

B.S., Newark College of Engineering
M.E.S., Princeton University
D.B.A., George Washington University

Arthur E. Le Vey

1958

Professor of Modern Languages

A.B., Colorado Teachers College
A.M., University of Denver
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

Charlotte C. Locke

1965

Assistant Instructor of Biology

A.B., Bates College

William R. Locke

1950

Professor of Religion

A.B., Wesleyan University
S.T.B., Ph.D., Boston University

William P. Matthews

1961-64
1965

Professor of Psychology

A.B., Lynchburg College
A.M., Ph.D., Teachers College,
Columbia University

Patsy J. May

1966

Instructor of Music

B.M., U.N.C. at Greensboro
M.M., U.N.C. at Greensboro

Halsey W. Miller, Jr.

1963

Associate Professor of Geology

A.B., Temple University
M.S., Yale University
Ph.D., University of Kansas

Juan Miranda

1965

Visiting Lecturer of Spanish

A.B., U.N.C. at Chapel Hill

Charles M. Morris

1966

*Associate Professor of Physical
Education and Health*

B.S., Abilene Christian College
M.A., University of Denver

Charles E. Mounts

1962

Associate Professor of English

A.B.E., M.A., University of Florida
Ph.D., Duke University

Alvin G. Myrick

1965

*Instructor of Mathematics and
Physics*

B. S., North Carolina State College
M.A., U.N.C. at Chapel Hill

James L. Nelson
1958

*Assistant Professor of Business
Administration and Economics*
B.S., High Point College
M.S., U.N.C. at Chapel Hill

George W. Netts
1961

*Assistant Professor of Business
Administration and Economics*
B.S., United States Naval Academy
M.B.A., George Washington University
Commander, U. S. Navy (Retired)

Ina M. Patrick
1952

Assistant Librarian and Instructor
A.B., High Point College
A.B. in L.S., College of William and Mary

Daniel R. Odom
1965

*Visiting Lecturer in
Business Administration*
B.S., High Point College
C.P.A.

Wendell M. Patton
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

*Associate Professor of Education and
Psychology*
A.B., Central Wesleyan College
A.M., D.Ed., University of Denver

William R. Phillips
1965

Instructor in English
A.B., A.M., Wake Forest College

Louis B. Pope
1964

Associate Professor of Psychology
A.B., High Point College
A.M., Ph.D., U.N.C. at Chapel Hill

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

*Assistant Professor of History and
Political Science*
A.B., M.A., U.N.C. at Chapel Hill

Shirley Y. Rawley
1962

Assistant Professor of English
A.B., High Point College
A.M., Appalachian State Teachers College

Frances S. Redding
1964

Instructor of Fine Arts
M.A., U.N.C. at Greensboro
A.B., Duke University

- | | |
|------------------------------------|--|
| J. Wilson Rogers
1963 | <i>Associate Professor of Business
Administration and Economics</i>
B.S., High Point College
M.B.A., Northwestern University
C.L.U., American College of
Life Underwriters |
| Thomas E. Scott
1965 | <i>Assistant Professor of Modern
Languages</i>
A.B., Emory University
A.M., U.N.C. at Chapel Hill |
| Nancy W. Shelton
1966 | <i>Instructor of Education and Psychology</i>
A.B., High Point College
M.Ed., U.N.C. at Chapel Hill |
| Deanna F. Sink
1961 | <i>Instructor of Business Administration</i>
B.S., High Point College
M.Ed., U.N.C. at Greensboro |
| Emily B. Sullivan
1961 | <i>Assistant Professor of English</i>
A.B., Meredith College
M.A., University of Pennsylvania |
| Angela Terry
1965 | <i>Instructor of Biology</i>
B.S., Valdosta State College
M.S., U.N.C. at Chapel Hill |
| James Allen Thacker
1965 | <i>Professor of Education</i>
A.B., High Point College
A.M., Duke University
Ph.D., U.N.C. at Chapel Hill |
| Walter B. Thompson
1966 | <i>Assistant Professor of Business
Administration and Economics</i>
B.A., Carson-Newman College
B.S., Georgia Tech
M.A., Texas Christian University |
| Sam J. Underwood
1962 | <i>Professor of English</i>
A.B., M.E., U.N.C. at Chapel Hill
Ph.D., Michigan State University |
| Robert F. Vaughn
1966 | <i>Instructor of Physical Education and
Health</i>
B.S., Western Maryland College
M.A., George Washington University |
| Owen M. Weatherly
1964 | <i>Associate Professor of Religion and
Philosophy</i>
A.A., North Greenville Junior College
A.B., Furman University
A.M., Ph.D., University of Chicago |

Christopher L. Wilson
1961

*Professor and Distinguished Lecturer
of Chemistry*
B.S., Leeds University
Ph.D., London University
D.Sc., London University

Ruth Worthington
1955

*Associate Professor of Education and
Psychology*
A.B., Central State College
A.M., Ohio Wesleyan University
Ed.S., Central Missouri State College

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

Dean of the College
A.B., M.A., Ph.D.

Harold E. Conrad
1955

*Dean of Academic Planning and
Director of the Summer School*
A.B., A.M., Ph.D.

N. P. Yarborough
1925

Registrar
A.B., A.M.

Robert E. Phillips
1964

Director of Admissions
A.B.

James R. Calloway
1963

Director of Financial Aid
A.B., B.D.

Clifford R. Hinshaw
1927

Director of Evening School
A.B., A.M., Litt.D.

Dennis H. Cooke
1949

Director of Teacher Education
A.B., M.Ed., Ph.D.

Dorothy E. Hays
1962

Director of Religious Activities
A.B., M.R.Ed.

Marcella Carter
1947

Ina M. Patrick
1952

Adeline S. Hamilton
1962

Leslie E. Moody
1965

Jean Austin

Lillian Mays

Louise Blake

Dorothy Price

Theda P. Cecil

Louise Williams

Charlotte White

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.

*Resident Administrator, American
Humanics Foundation*
B.S., M.A.

Secretary Dean's Office

Secretary Dean of Academic Planning

Secretary Registrar's Office

Secretary Admissions Office

Secretary Teacher Education Office

Assistant in the Library

Visual-Aids

STUDENT PERSONNEL ADMINISTRATION

Frederick Lee Edwards
1965

Louis B. Pope
1964

Anne B. Orren
1965

Judy Green

Frances McMeekin-Kerr

Mary Bennett

Hazel T. Long

Carolyn B. Miller

Bobbie E. Thompson

Mamie Goolsby

Emmett H. Hancock

Herbert Levy

W. E. Stone

John Watson

Dean of Students

A.B.
Captain, U. S. Navy (Retired)

Director of Guidance
B.A., M.A., Ph.D.

Assistant to Dean of Students
A.B.

Secretary Student Personnel Office

Resident Counselor for Men

Resident Counselor for Women

Resident Counselor for Men

Resident Counselor for Women

R.N., Campus Nurse

Resident Counselor Panhellenic House

Campus Policeman

Campus Policeman

Campus Policeman

Campus Policeman

COLLEGE RELATIONS ADMINISTRATION

W. Lawson Allen
1962

Dale W. Brown
1963

Carl S. Savage
1964

Louise Adams
1933

Ruth Simmons

Shirley Gawler

Director of College Relations
B.S., M.R.E.

*Assistant Director of Public Affairs and
Alumni Executive Secretary*
A.B.

Director, Information Services
A.B., M.R.E., D.R.E.

Assistant in Alumni Office
A.B., A.M.

Secretary Alumni Office

Secretary College Relations Office

PHYSICAL AND FINANCIAL ADMINISTRATION

Earle G. Dalbey
1964

Wesley W. Gaynor
1955-57, 1958

Susan B. Webb
1964

Jack L. Thompson

Business Manager
B.S., M.B.A.
Commander, U. S. Navy (Retired)

Bursar
B.S.

Manager of the Bookstore
A.B., A.M.

*Superintendent of Buildings and
Grounds*

Frances Gaynor

Mona Saunders

Sarah E. Wood

Darla Dorsett

Ann Parks

Doris Poindexter

Dorothy Collins

L. G. Wright

Peggy Wright

Susie Tuttle

Bookkeeper

Secretary Business Manager's Office

Secretary Bursar's Office

Secretary Bursar's Office

Secretary Bursar's Office

Assistant Bookkeeper

Telephone Switchboard Operator

Dietitian and Cafeteria Manager

Assistant Dietitian

Assistant Dietitian

Chairmen of 1965-66 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
Educational Policies	DR. CONRAD
Executive (Meets every second and fourth Monday at 10:20 A.M. and on call.)	DR. PATTON
Faculty	MR. ROGERS
Library	MRS. GODWIN
Publications	MR. BAKER
Research and Grants	DR. CONRAD
Student Aid	MR. CALLOWAY
Student Personnel	DR. CROW
Faculty Marshall	MR. PORTER
Class Counselors:	
Class of 1966	MR. ROGERS
Class of 1967	MR. DRAPEAU
Class of 1968	DR. POPE
Class of 1969	DR. MATTHEWS
Foreign Student Advisor	MR. CALLOWAY

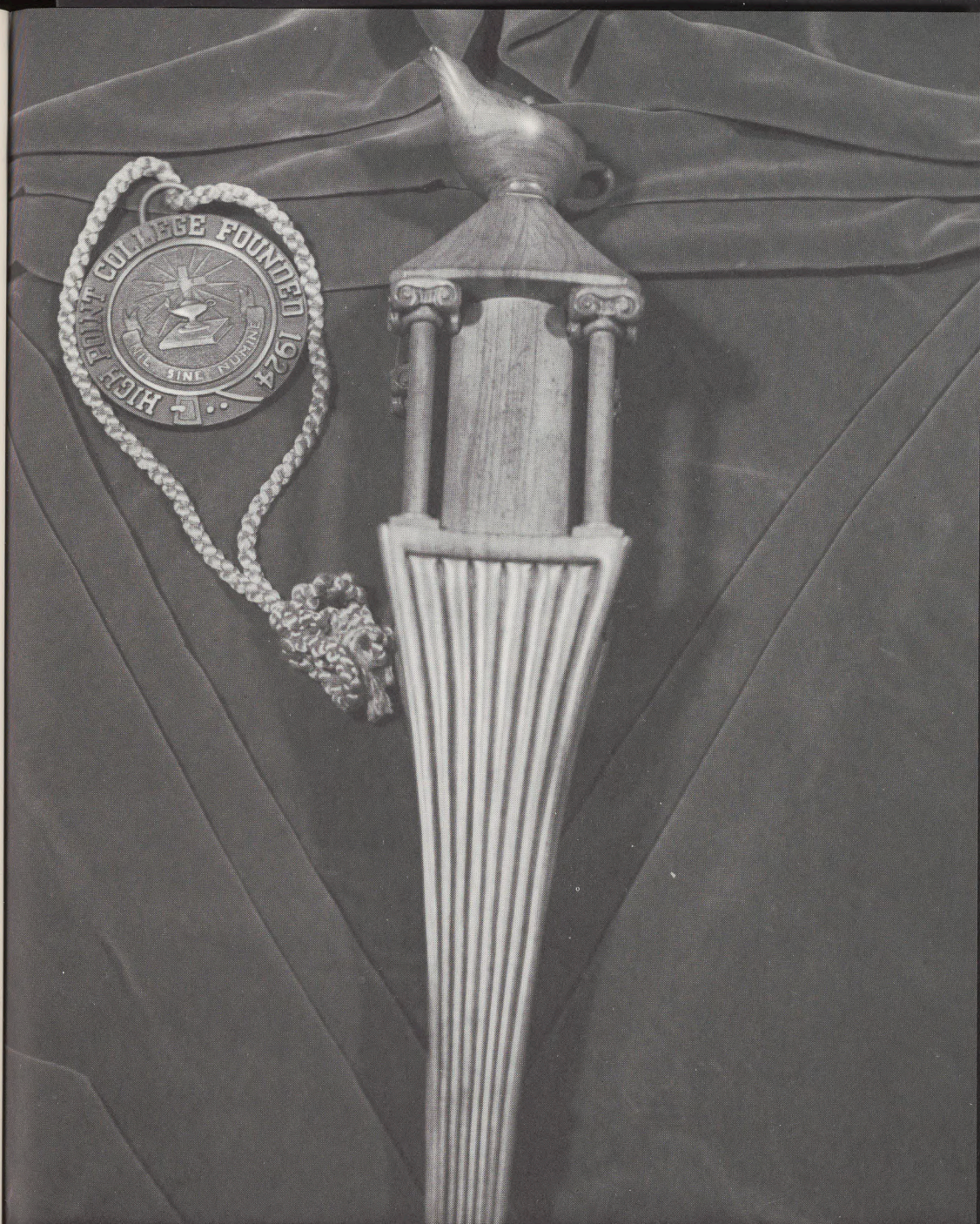
Consulting Physicians

DR. R. G. JENNINGS—Dermatology	Coordinator of Consulting Physicians
B.S., Wake Forest College; M.D., Bowman Gray School of Medicine	
DR. EDWIN L. AUMAN—Internal Medicine,	
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 North Carolina; 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. 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. SURLES, JR.—Dentist
B.S., D.D.S., University of North Carolina
- DR. R. T. WILDER—Ear, Nose, and Throat
B.S., Wake Forest College; M.D., Temple University

Officers of the Alumni Association

- DR. LAWRENCE B. HOLT.....President
- MR. LYLES H. KEARNS.....Vice President
- MRS. DELL CONRAD JOHNSON.....Recording Secretary
- MR. COY BURCHFIELD, JR.....Treasurer
- MR. DALE W. BROWN.....Executive Secretary
- DR. EDWIN AUMAN.....Executive Committee
- MR. WILLIAM D. GOLDSTON, JR.....Executive Committee
- MR. ALTON H. BROADWAY.....Executive Committee
- REV. C. EUGENE SIMPSON.....Executive Committee
- MR. JAMES BREWER.....Executive Committee
- MR. DEDRICK SAMUELS.....Executive Committee



Appendix

ANALYSIS OF STUDENT ENROLLMENT

Recapitulation (1964-65)

Recapitulation (1965-66)

SUMMARY BY STATES AND COUNTRIES

SUMMARY BY COUNTIES OF NORTH CAROLINA

Analysis of Student Enrollment

RECAPITULATION (1964-65): First and Second Semesters Combined

	Men	Women	Total
SENIORS	100	92	192
JUNIORS	115	85	200
SOPHOMORES	177	135	312
FRESHMEN	209	196	405
UNCLASSIFIED	438	185	623*
<hr/>			
Total in Regular Session	1039	693	1732
SUMMER SCHOOL (1965)	379	365	744
<hr/>			
Total in all Departments	1418	1058	2476

*Includes 423 Men and 172 Women in Evening School exclusively.

RECAPITULATION (1965-66): First and Second Semesters Combined

SENIORS	103	100	203
JUNIORS	112	101	213
SOPHOMORES	159	162	321
FRESHMEN	194	210	404
UNCLASSIFIED	440	186	626*
<hr/>			
Total in Regular Session	1008	759	1767
SUMMER SCHOOL (1965)	379	365	744
<hr/>			
Total in all Departments	1387	1124	2511

*Includes 422 Men and 169 Women in Evening School exclusively.

SUMMARY BY STATES AND COUNTRIES:

ALABAMA	3	NEW YORK	22
ALASKA	1	NORTH CAROLINA	1395
CALIFORNIA	1	OHIO	2
CONNECTICUT	16	OREGON	1
DELAWARE	15	PENNSYLVANIA	22
DISTRICT OF COLUMBIA	16	SOUTH CAROLINA	9
FLORIDA	30	TENNESSEE	1
GEORGIA	7	VERMONT	1
HAWAII	1	VIRGINIA	74
ILLINOIS	3	WEST VIRGINIA	2
INDIANA	3		
KENTUCKY	2		
MAINE	1		
MARYLAND	68	BOLIVIA	2
MASSACHUSETTS	13	CUBA	1
MICHIGAN	1	INDIA	1
NEW JERSEY	52	INDONESIA	1

SUMMARY BY COUNTIES OF NORTH CAROLINA:
(Excluding Unclassified Students):

ALAMANCE	13	LINCOLN	4
ALEXANDER	4	MADISON	1
ALLEGHANY	1	MECKLENBURG	32
ANSON	2	MITCHELL	1
BLADEN	1	MONTGOMERY	4
BUNCOMBE	2	MOORE	6
BURKE	10	ONSLow	5
CALDWELL	1	ORANGE	4
CASWELL	1	PAMLICO	1
CATAWBA	3	PERSON	7
CHATHAM	6	RANDOLPH	70
CHEROKEE	1	RICHMOND	2
CUMBERLAND	4	ROBESON	2
DAVIDSON	87	ROCKINGHAM	21
DAVIE	4	ROWAN	2
DURHAM	10	RUTHERFORD	7
FORSYTH	78	SAMPSON	2
GASTON	5	STANLY	5
GRAHAM	1	STOKES	12
GUILFORD	266	SURRY	15
HALIFAX	4	UNION	5
HAYWOOD	1	VANCE	1
HOKE	2	WAKE	13
IREDELL	17	WARREN	1
JACKSON	3	WAYNE	2
JOHNSTON	1	WILKES	1
LEE	1	YADKIN	2
LENOIR	1		

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FULLY ACCREDITED BY:

- The Southern Association of Colleges and Schools
- The University Senate of the Methodist Church
- 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
- Piedmont University Center

