

High Point College
1972
1973

High Point,
North Carolina

Correspondence Directory

Address inquiries as follows to the office indicated
HIGH POINT COLLEGE, HIGH POINT, N.C. 27262
TELEPHONE: (919) 885-5101

Nature of Inquiry:

Address to:

Administrative Affairs and General InformationPresident
Academic AffairsDean of the College
Admissions, Information for Prospective Students,
General Descriptive LiteratureDirector of Admissions
Student Affairs, Housing,
To Locate a StudentDirector of Student Personnel
Financial Affairs, Payments of Student AccountsBursar
Scholarships, Loans, Grants-in-AidDirector of Financial Aid
Alumni AffairsAlumni Executive Secretary
PlacementDirector of Placement
Grades, Credit Hours, TranscriptsRegistrar
Gifts, Grants, Bequests, and TrustsDirector of College Relations

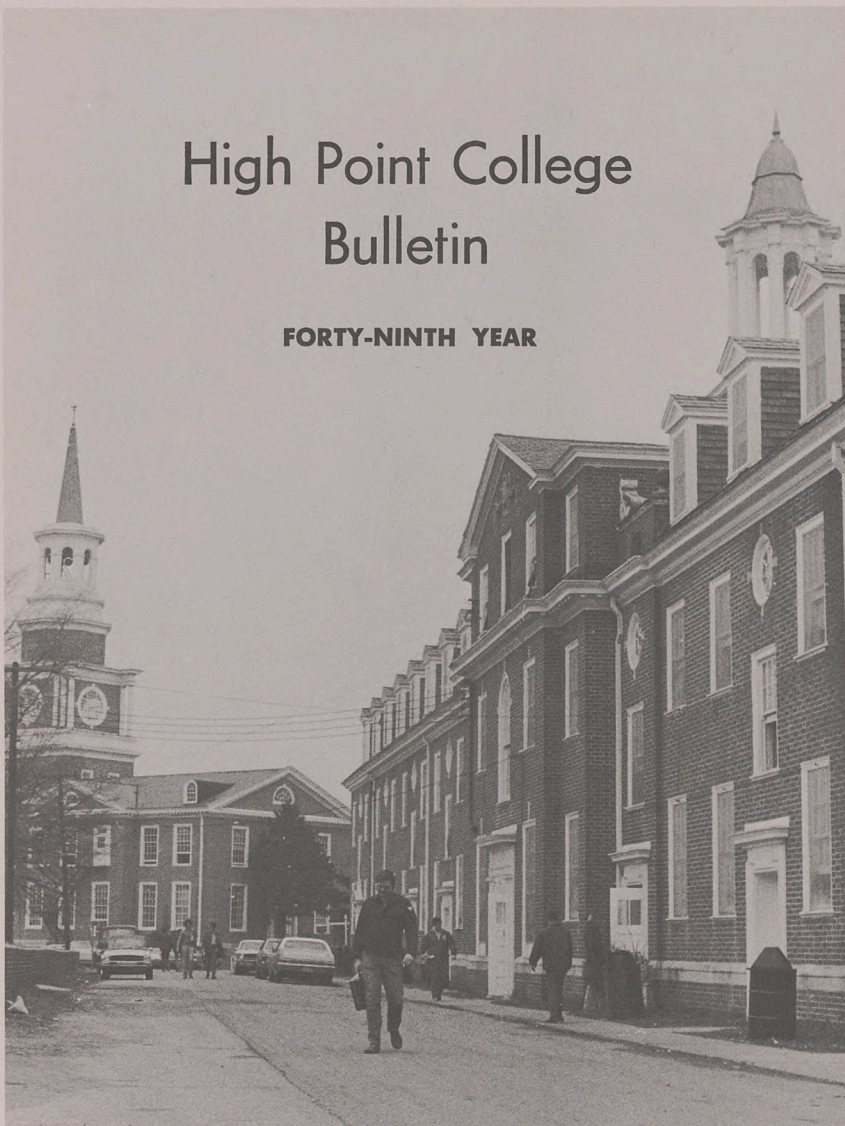
How to Apply for Admission

1. Write or call the Director of Admissions for the application form. Complete this form and return it to High Point College. See above for address and/or telephone number.
2. Request from your high school counselor a transcript of your high school grades be sent to High Point College.
3. Schedule yourself for taking the Scholastic Aptitude Test and request that your scores be sent to High Point College. Information concerning this test may be obtained from your high school counselor.
4. A recommendation from your high school counselor and minister must be obtained and sent to High Point College. These should be obtained as soon as possible.

For further information concerning admissions see page 17

High Point College Bulletin

FORTY-NINTH YEAR



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Calendar 1972-1973

Summer Session-1972

First Term June 12-July 14
Second Term July 17-August 18

Fall Term-1972

Sunday September 3 Freshmen Arrive
Sunday-Wednesday September 3-6 Freshman Orientation
Tuesday September 5 Freshman Registration
Wednesday September 6 Upperclassmen Registration
Thursday September 7 Classes begin
Thursday September 14 Last day courses may be added
Friday October 6 Last day of withdrawal from
 courses without penalty
Monday October 23 Mid-term
Wednesday November 8 Pre-registration for Interim
 Term and second semester.
 No class meetings.
Wednesday November 22 Thanksgiving Holidays begin
 noon.
Monday November 27 Classes resume
Wednesday December 13 Last day of classes
Thursday December 14 Reading day
Friday-Wednesday December 15-20 Fall term final examinations

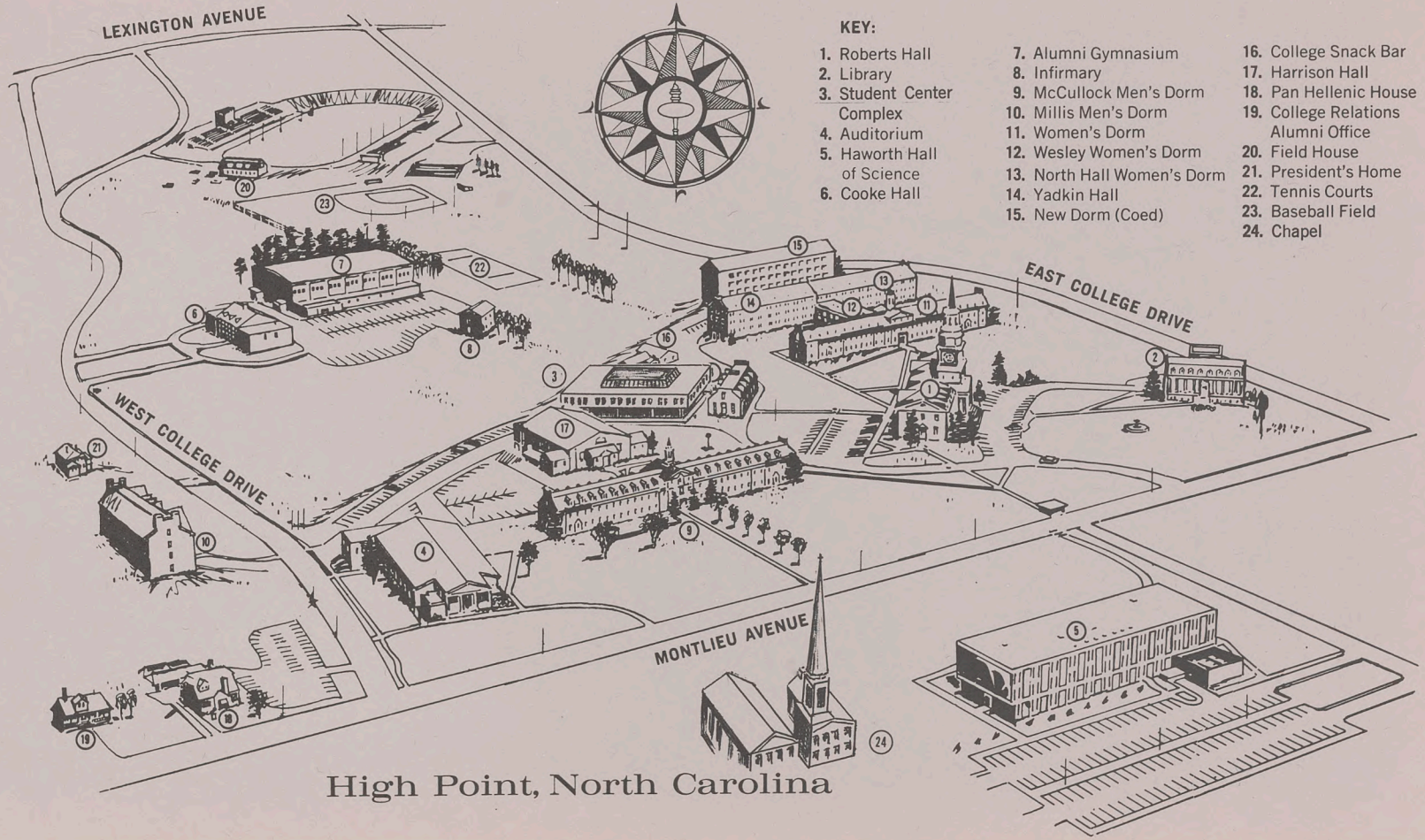
Interim Term-1973

Monday January 8 Interim Term begins
Friday January 26 Interim Term ends

Second Semester-1973

Monday January 29 Registration for second
 semester
Tuesday January 30 Classes begin
Tuesday February 6 Last day courses may be added
Saturday February 17 Homecoming Day and Parents
 Day
Tuesday February 27 Last day of withdrawal from
 courses without penalty
Friday March 16 Mid-term
Friday March 23 Spring Holidays begin
 4:00 p.m.
Monday April 2 Classes resume
Wednesday April 25 Pre-registration for Fall Term,
 1973 and Interim Term,
 1974. No class meetings.
Wednesday May 2 Honors Day Assembly
Friday May 11 Last day of classes
Monday-Friday May 14-18 Second semester examinations
Sunday May 20 Commencement

HIGH POINT COLLEGE CAMPUS



KEY:

- | | | |
|----------------------------|-----------------------------|-------------------------------------|
| 1. Roberts Hall | 7. Alumni Gymnasium | 16. College Snack Bar |
| 2. Library | 8. Infirmary | 17. Harrison Hall |
| 3. Student Center Complex | 9. McCulloch Men's Dorm | 18. Pan Hellenic House |
| 4. Auditorium | 10. Millis Men's Dorm | 19. College Relations Alumni Office |
| 5. Haworth Hall of Science | 11. Women's Dorm | 20. Field House |
| 6. Cooke Hall | 12. Wesley Women's Dorm | 21. President's Home |
| | 13. North Hall Women's Dorm | 22. Tennis Courts |
| | 14. Yadkin Hall | 23. Baseball Field |
| | 15. New Dorm (Coed) | 24. Chapel |

High Point, North Carolina

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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 United 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.

Two degree programs are offered: Bachelor of Arts (A.B.) with majors in eighteen areas and the Bachelor of Science (B.S.) with majors in eight areas. In addition, programs in pre-medicine, pre-dental, pre-law, pre-engineering, pre-forestry and other pre-professional areas are offered.

The regular college has an enrollment of 1,100 undergraduates. Students attend the college from thirty states and several foreign countries.

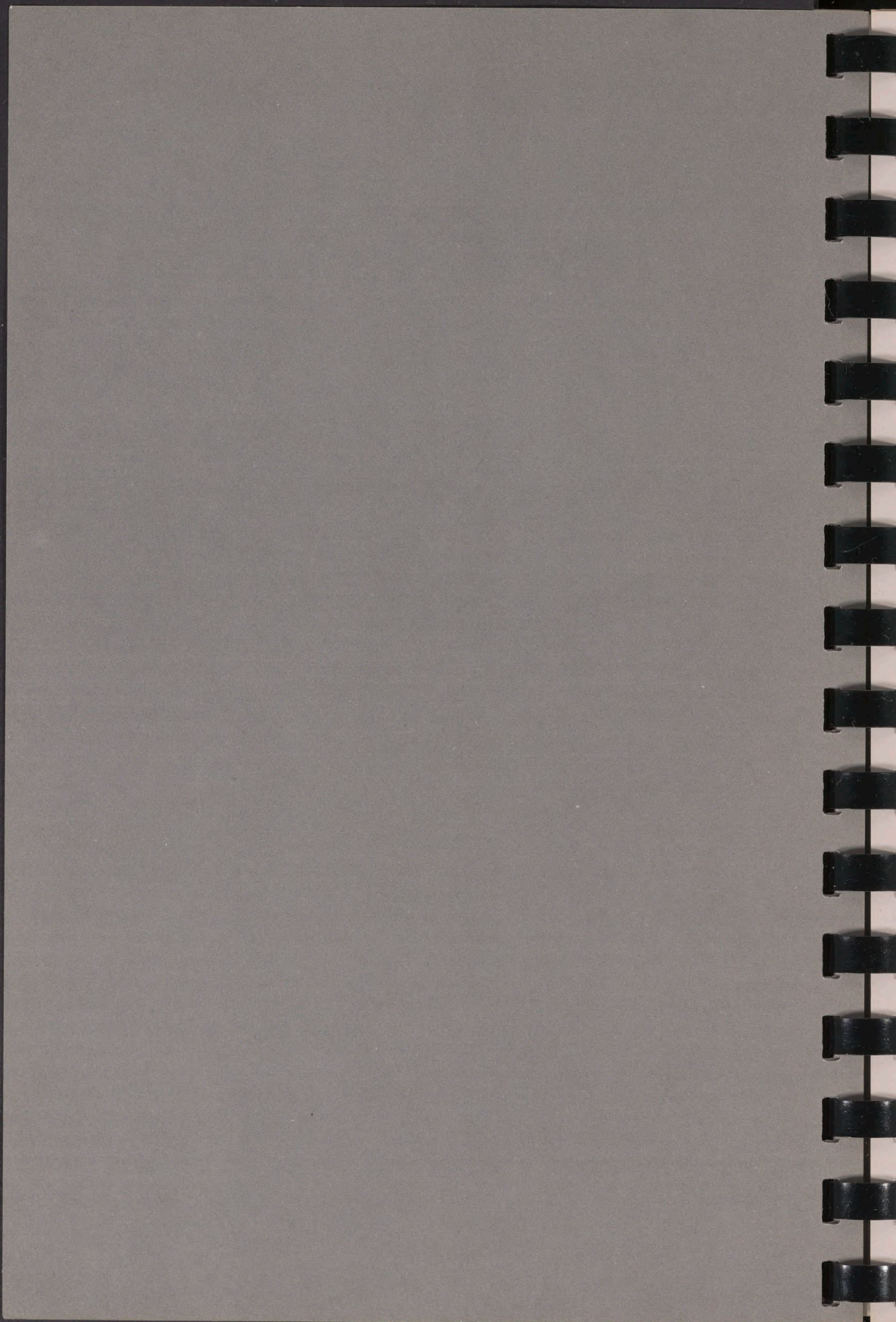
High Point College is located in High Point, North Carolina, a city with a population of approximately 75,000. High Point is situated halfway between the Atlantic Ocean to the east and the Blue Ridge Mountains to the west. The campus, consisting of 75 beautiful, wooded and landscaped acres in one of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



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 United Methodist Church, High Point College educates young men and women so that they may live useful lives and make worthwhile 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 education 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 1,100 students. This policy was adopted so that we may achieve as many of the advantages of the large college or university as possible, while retaining the spirit, interest and opportunity that is found only in a small college.

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

to the student who is truly educated.

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

YOUR PART

College is a meaningful 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 1,100. 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 medium size college. It is not so large that the personal relationships 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 students at High Point College come from practically every county in North Carolina, from twenty-five other states, and from several foreign countries. Over 70 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 college in the state related to The Methodist Protestant Church and promoted that idea throughout the conference.

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

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

The 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.

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 75,000 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 four commercial airlines: Eastern, United, Delta, and Piedmont.

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 culbs found here. The College finds an ideal setting in the progressiveness of the Piedmont.



BUILDINGS AND GROUNDS

Roberts Hall

Houses the administrative offices, some of the classrooms and faculty offices, and a small chapel.

Woman's Hall

Dormitory for young women. The rooms on the first two floors are arranged in suites of two with a bathroom between, a large closet, and hot and cold running water in each room. Four girls may occupy a suite. There are spacious club rooms on all three floors.

Susanna Wesley Hall

Occupied in the fall of 1953, this building houses 42 young women. It is modern and fireproof with adequate social rooms.

North Hall

Occupied in 1958, it houses 98 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 110 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. 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.

The New Dormitory

This new dormitory, completed in August of 1968, houses 138 students. This dormitory is used as a co-educational facility housing 76 women and 62 men. This four-story dormitory is designed along motel lines with each four-room suite having an entrance onto an outside balcony-walkway.

Each fully carpeted suite will contain four student rooms, a living room, and a bath area. In addition to these conveniences telephone service can be arranged through the local telephone company.

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 building provides space for reading rooms, offices for the library staff, work rooms, and conference rooms. The library now contains over 80,000 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. As many as 600 students can be seated in this building.

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.

Horace S. Haworth Hall Of Science

Erected in 1967. The laboratories for teaching biology, chemistry, physics, and general science are located in this modern and well equipped building.

Dennis H. Cooke Hall

Built in 1954. Named in recognition of Dr. Dennis H. Cooke, former President of High Point College. This building houses the Departments of Business Administration and English.

Campus Center

The Campus Center, scheduled for completion in September 1972, consists of 44,000 square feet of space on three floors and will cost approximately \$1.4 million. The ground floor consists of a 450 seat cafeteria, snack bar and private dining rooms. The main floor will provide a book store, lounge area and administrative offices. The top floor will consist of lounges, recreation areas, meeting rooms, and student activities offices.

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

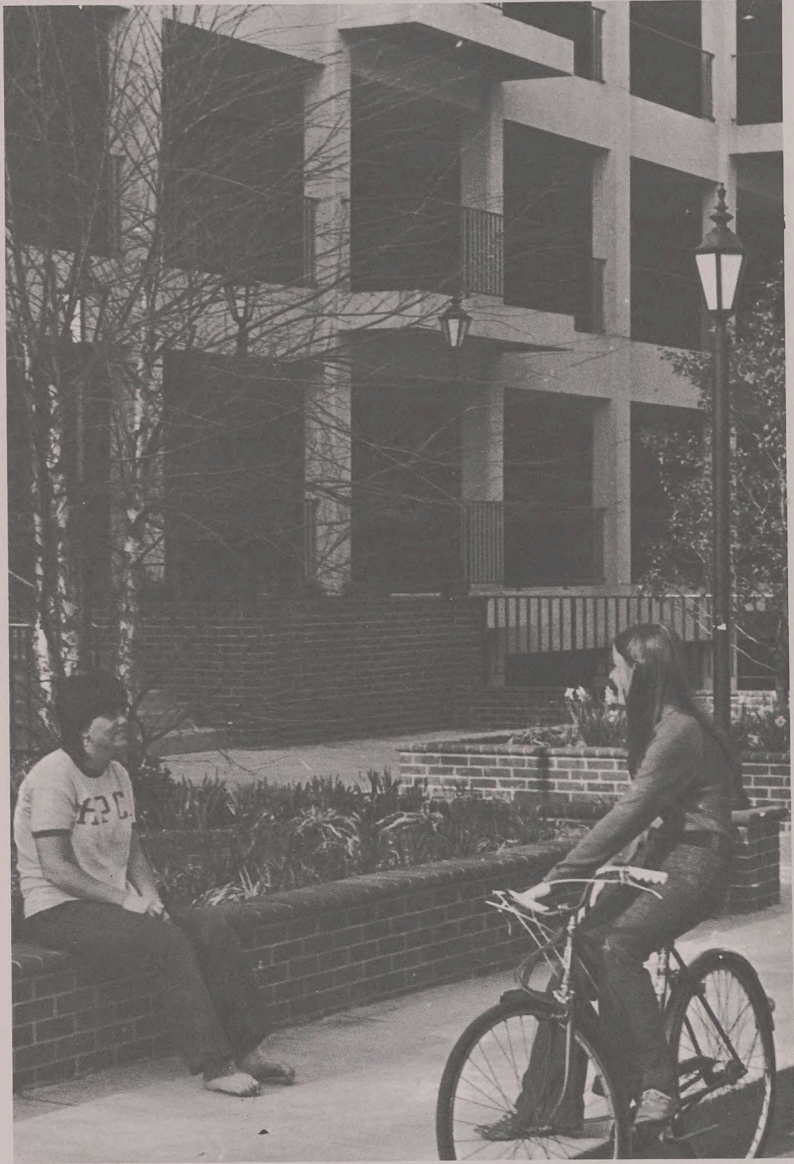
A nine-room, two-story house located at 905 Montlieu Avenue. This house is used as a meeting place and social center for the college sororities.

President's Home

The President's Home is located at the corner of Deep River Road and Gordon Road two miles from the College campus. The home sits beautifully in 52 acres of farm and woodland. It is not only a beautiful home but it provides a facility for entertaining college guests and all functions required of a College President.

College Relations Building

A nine-room, two-story house located at 901 Montlieu Avenue. It houses the Development, Alumni and News Bureau.



College Infirmary

The College Infirmary accommodates twelve students with separate facilities for men and women, a dietetic kitchen, living quarters for 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. Many 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 brick field house erected by the American Business Club and donated to the college in 1947 adds greatly to the facilities of the stadium.

The Chapel

The Chapel, scheduled for completion in May 1972, consists of approximately 9000 square feet. Erected at a cost of \$300,000 the Chapel consists of a sanctuary accommodating 275 people, a Chaplain's office, seminar and conference rooms.

The Albion Millis Stadium

A football field, a quarter-mile track and 220-yard straight-away, and seating over 6,000 people, give the college one of the good stadiums among the small colleges of the South.

A second field, adjoining the stadium proper, provides for baseball, soccer, and intramural sports. A grandstand seating 700 people overlooks the baseball diamond.

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

Tennis Courts

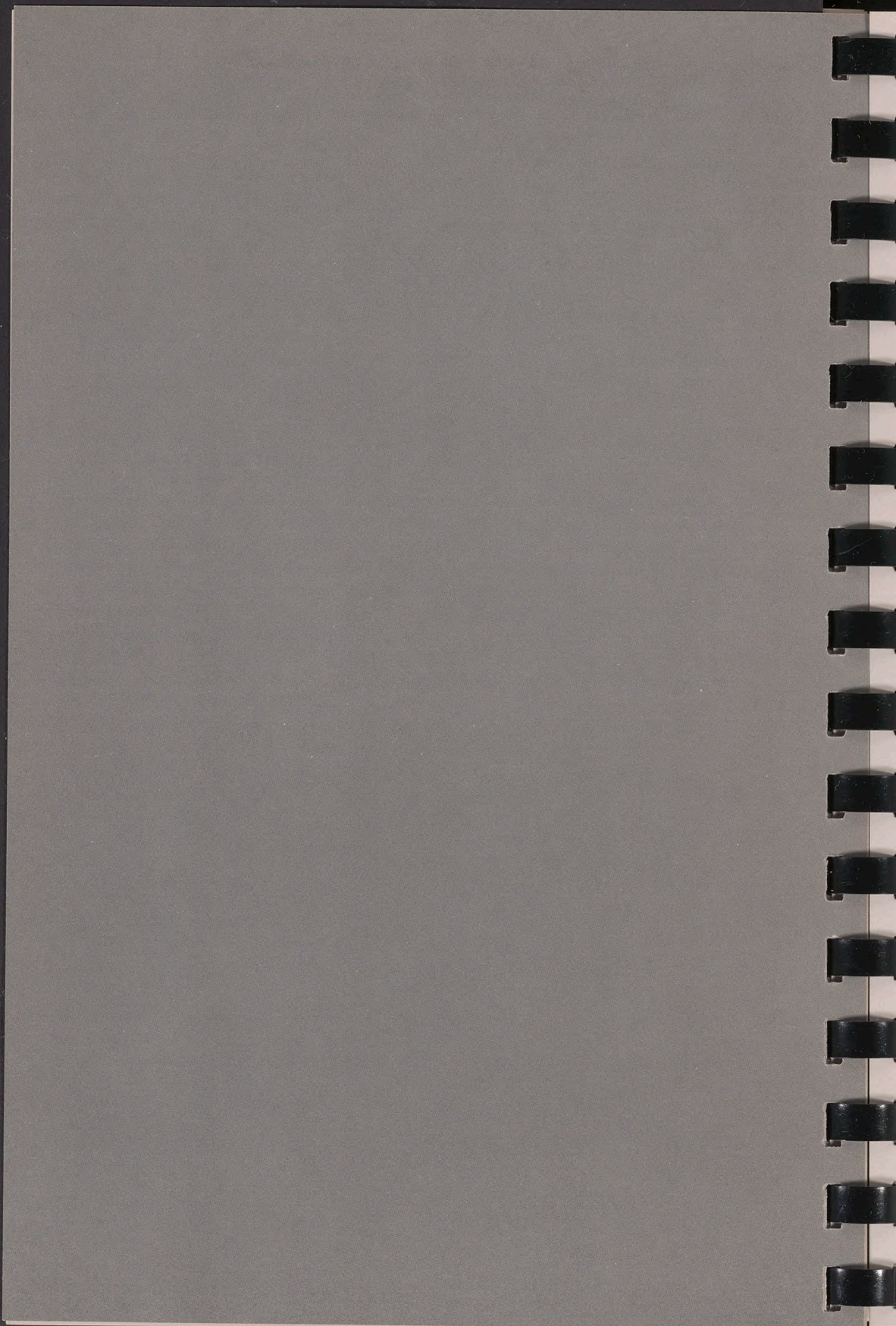
Tennis courts for student use, are located east of the Alumni Gymnasium.

Blair Park Golf Course

An eighteen-hole course operated by the City of High Point is utilized as High Point College's home course.



Admissions



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 office as directed by 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 Office 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

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 office 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, 08540.

If you live in the Western part of the United States you may write to the C.E.E.B., Box 1025 Berkley, California, 94701.

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, Priest, or Rabbi. It will be necessary for these recommendations to be completed before any notification of acceptance or rejection can be issued by the Admissions office.

EARLY DECISION PLAN

High Point is one of several colleges which participate in the Uniform Early Decision Plan. This plan is designed to reduce the necessity for well qualified students to file applications at several colleges and to reduce their anxiety regarding acceptance by the college of their first choice.

An applicant seeking admission to High Point College under this plan must take the required College Entrance Examination Board test prior to his senior year.

- (a) The student agrees to apply only to High Point until a decision is reached under the Early Decision Plan (by December 1).
- (b) The student agrees to submit to High Point College by November 1 his application for admission and his application for financial aid if such aid is needed.
- (c) If accepted by High Point College, the student agrees to notify the college within fifteen days of receipt of the acceptance letter of his decision regarding matriculation and to make the \$100 advance tuition payment.
- (d) The College agrees to render a decision on admissions and on financial aid, if requested, by December 1.
- (e) If a specific decision on acceptance or rejection is not made by December 1, the College agrees to notify the student that his application will be guaranteed unbiased consideration under our regular admission plan and agrees to free the student to apply to other colleges.
- (f) The College agrees not to require the accepted student to take further admissions tests if he commits himself to matriculate and make the deposit.

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. Credit will be given for academic work done in any other accredited college or university if it is compatible with the curriculum at High Point College. Students who transfer to High Point College in September 1968 and thereafter may transfer a maximum of two "D" grades limited to courses outside their major field. 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. No quality points are assigned to grades transferred to High Point College.

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.

A student entering High Point College directly from secondary school will be allowed exemption and credit for a maximum of four courses upon presentation of satisfactory scores on Advanced Placement or CEEB Achievement Tests or College level work completed at an accredited college while a secondary student.

High Point College will allow exemption and credit for a maximum of four USAFI courses, compatible with the curriculum of High Point College and passed with a satisfactory score.

A student whose college work has been voluntarily interrupted for a period of 5 years or more, or a student who has graduated from secondary school some five years or more prior to seeking admission to college will be allowed exemption and credit for a maximum of six courses upon presentation of satisfactory completion of CLEP scores.

A student whose college career has been interrupted voluntarily will be allowed to present a maximum of four correspondence or service courses for credit, subject to approval of the Head(s) of Department(s) of the particular courses.

READMISSION

A student is admitted for one academic year. 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, re-applications 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 year	.50
(66 or less semester hours attempted) : End of year	.80
(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 his academic year, 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 his academic year as stated in the above scale, is ineligible for readmission in the next semester. With prior permission from the Dean of the College, upperclassmen may be allowed one period of probation in the High Point College Summer School in which to earn sufficient quality points to restore eligibility.

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. Students who have completed 92 semester hours and who have a 1.0 average will be classified as seniors.

In determination of grade point average, a student will be allowed to repeat a course once only without the penalty of additional hours attempted. The grade received on the second attempt of the course will stand.

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.

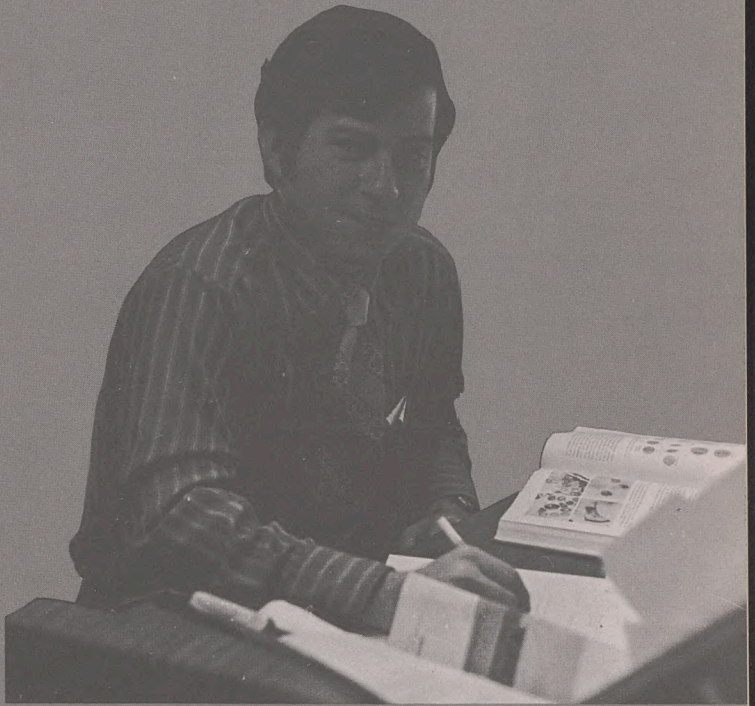
Students are classified as degree candidates or as special students. Degree candidates are students of High Point College who have been admitted to the college through regular admissions procedures, and must satisfy all requirements for graduation. The degree candidate should be a full time student, enrolled in a minimum of twelve 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.

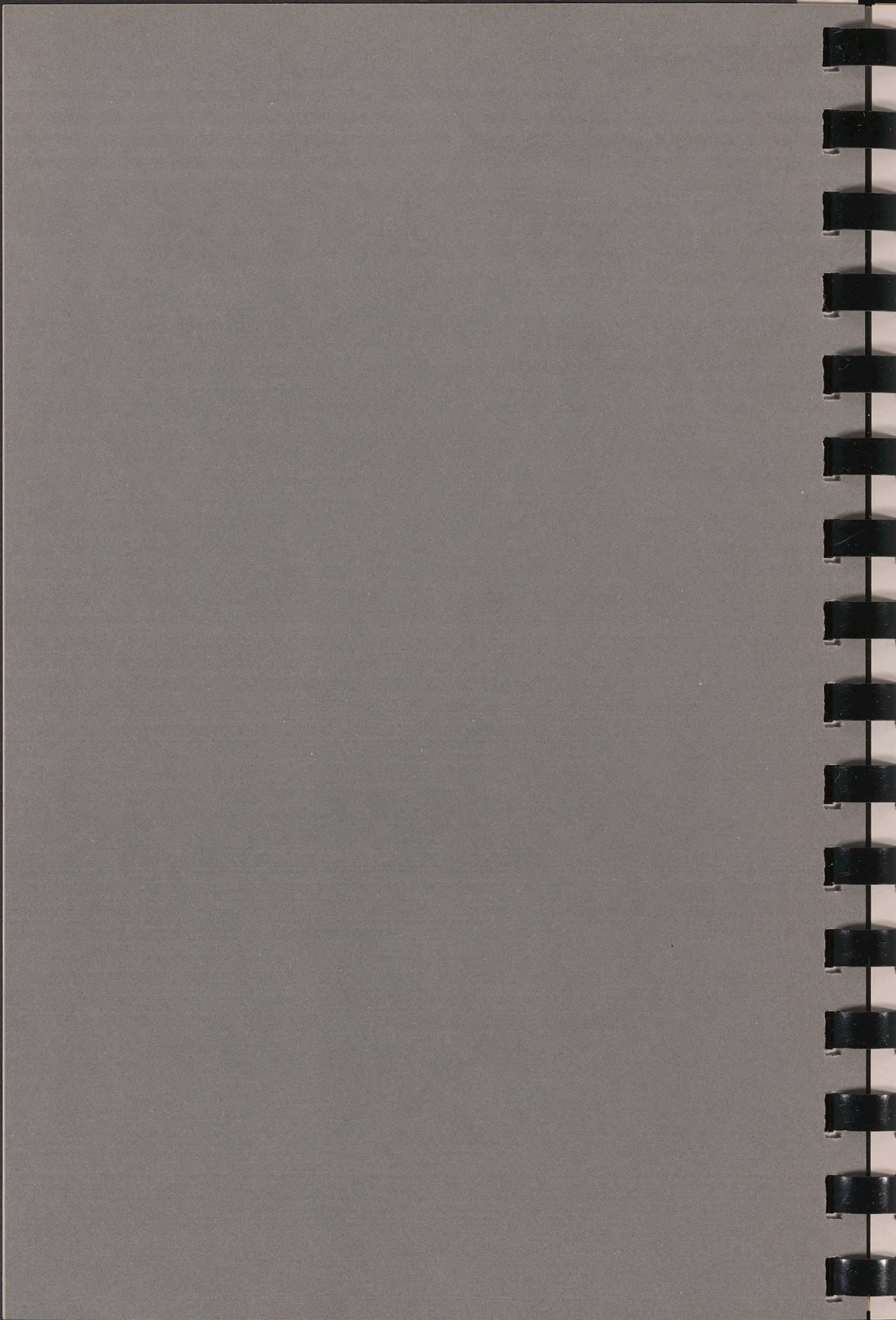
No class will be organized for which fewer than eight students register unless permission is granted by the Dean of the College.

Every new student must send to the college health center a physician's certificate stating that he or she has had a physical examination. The student should be in good health and fit for participation in the college program.

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



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.

STUDENT CHARGES FOR 1972-73

	<i>Per Semester</i>	<i>Per Year</i>
Tuition	\$450.00	\$900.00
General Fees	175.00	350.00
Campus Center	37.50	75.00
Room		
McCulloch Hall	125.00	250.00
Woman's Hall	125.00	250.00
Millis Hall	150.00	300.00
New Co-Ed Dormitory	175.00	350.00
Board	275.00	550.00
Out-of-State Student	75.00	150.00
*Health Service	25.00	50.00
**Room Damage Deposit	—	25.00

***Health Service**

All students except married students or students residing with their parents will be required to pay the Health Service Fee.

****Room Damage Deposit**

Refundable at termination of student's tenure at High Point College provided he has been charged with no excessive damage fees.

The charges listed above are for the student taking a normal load not exceeding 17 hours per semester. An extra charge of \$37.50 per semester hour will be made for each hour beyond the normal load of 17.

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.

In addition to the charges stated above, the student must have accident, hospitalization, and surgical insurance as provided on page 44, must pay any laboratory fees or private lesson fees as listed below, and should allow about \$90.00 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, bowling, golf, swimming and various other Physical Education courses that may be offered.

The fee for Education Courses 401B and 402 will be \$25.00 per semester and the fees for private music lessons are described on page 24. The fee for beginning Bowling 120 will be \$10.00 and for Intermediate Bowling 121 will be \$20.00 per semester. The fee for swimming, P.E. 150-152, will be \$20.00 per semester; the fee for golf will be \$5.00 per semester.

Fees for other P.E. courses will be announced when such courses are offered.

Summer School Charges

Room and board, per term (two in a room)	\$135.00
General fee, per term	25.00
Tuition, per semester hour	25.00

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 \$15.00 is due and payable 30 days before Commencement to cover the cost of the diploma, diploma case and cap and gown. All graduates will be required to pay this fee.

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 a \$5.00 late registration charge.

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.

Private piano lessons for non-college students taught by music majors under the supervision of a faculty member are \$35.00 per semester.

Class lessons in voice, 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 \$75.00 for one half-hour lesson per week.

Special Student Charges

Students attending on a special basis will pay \$37.50 per semester credit hour, plus a general fee of \$40.00 if they are taking no more than four semester credit hours, or a general fee of \$80.00 if they are taking five through ten semester credit hours. No more than ten semester credit hours may be taken on this basis.

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 preceding 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 in 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 nonresident 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 residence 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.



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, 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 27.

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, a payment of \$100 is required within thirty days of your acceptance. This payment is refundable if the college is notified by March 1 if your decision is not to attend. If you are accepted after May 1 a \$100 non-refundable payment is due within ten days after your acceptance. This fee 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 will a student receive any final grades or transcripts 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, the refund policy will be as follows:

First week, 80% of tuition, General Fee and Board

Second week, 60% of tuition, General Fee and Board

Third week, 40% of tuition, General Fee and Board

Fourth week, 10% of tuition, General Fee and Board

Fifth week, NONE

No refund will be made for Room, Student Fee, Golf, Bowling, Swimming Fees and other Physical Education Courses fees, Health Services, Insurance and Linen Service.

Any refund is contingent on a student officially withdrawing from school. To officially withdraw from school a student must report to the Dean of the College.

MONTHLY PAYMENT PLAN

High Point College has approved Monthly Tuition Plans as offered by Education Funds Inc., Management Corporation, 36 South Wabash Avenue, Room 1000, Chicago, ILL.—College Aid Plan Incorporated, 1700 Mishawak Avenue, South Bend, Indiana—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, HOSPITALIZATION AND SURGICAL INSURANCE

High Point College offers to its students a low premium accident, hospitalization and surgical insurance plan. This is on a voluntary basis and a large percentage of students take advantage of the plan.

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 \$25.00 for twelve months.

FINANCIAL AID

Today, a college education is almost a necessity, but it is also expensive. Realizing this, High Point College makes every effort to insure that qualified applicants can find the financial assistance necessary to pursue their education. The college maintains various Scholarship Funds, grants and work programs which are intended to supplement the financial resources of the student and his family. Students presenting evidence of financial need, a record of scholastic ability and leadership potential will be considered for financial aid.

Apply for financial aid when you apply for admission or shortly thereafter. An application for aid will not be considered until the student's application for admission to the college has been approved.

In addition to the standard financial aid application, the college also uses the Parents Confidential Statement of the College Scholarship Service to assist in determining financial need. CSS forms may be obtained from high school guidance counselors. The student should designate High Point College as a recipient of the PCS and mail it to the College Scholarship Service, Box 176, Princeton, N.J. 08540. Married students must request a Student Confidential Statement directly from the CSS.

Most financial aid needs will be met by a combination of a loan, possible scholarship or grant, and a work-study award. This "package" concept of awarding aid often allows the college to give aid from a variety of sources thereby allowing students to attend High Point College at a cost which compares favorably with tax-supported institutions. 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 freshman applications for aid must be filed no later than May 1 for favorable consideration.

Upperclassmen must apply by March 1. 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.



College work-Study

The college provides numerous part-time employment opportunities on campus. Within this program a number of College Work-Study jobs are available for students who qualify under the provisions of the Economic Opportunity Act. Summer jobs are offered through PACE, Inc., for students who qualify under the College Work-Study Programs.

LOANS

National Defense Student Loans

The National Defense Student Loan is a long term loan available in amounts up to \$1000 per year depending on the need and availability of funds. This loan is very popular with students. The interest rate is 3% and repayment may extend over a ten year period. Interest and repayment does not begin until ten months after the student terminates college. The minimum payment is \$15 per month. Repayment may be deferred if the student continues his education or is serving in the Peace Corps, Vista or in the military. Up to one-half of the loan may be cancelled if the student teaches in a public school system for five years. Special education teachers and teachers in predominantly low-income schools may cancel the entire loan over a longer period of time.

Methodist Loan Fund

Students who are members of the United Methodist Church may apply for loans ranging from \$500 to \$700 at a 3% interest rate. A student must be enrolled at the college before his application can be forwarded to the Board of Education of the United Methodist Church.

Guaranteed Loans

Long-term loans of up to \$1500 are available through commercial banks and lending institutions that participate in this program. Repayment begins on the tenth month after the student leaves college and may extend over a ten year period depending on the amount of the loan. When the adjusted family income is less than \$15,000 per year, the 7% interest will be paid by the guarantee agency while the student is in college. In North Carolina these loans are administered by College Foundation, Inc., 714 St. Marys Street, Raleigh, North Carolina and also by some banks and savings and loan associations which act as direct lenders to students. Out-of-state students should investigate similar loan funds of their own state.

Bryan Foundation Loans

North Carolina students are eligible to apply for loans up to \$1000 per year from the James E. and Mary Z. Bryan Foundation, Inc. Interest is at the rate of one-half of one percent per year while in school, and at three and one-half percent during the repayment period. College Foundation, Inc., administers this loan fund.

Institutional Loans

The college administers approximately a dozen loan funds established by friends of the college to help students in need of financial assistance. The size of the loan varies from \$50 to \$600 at various interest rates and terms.

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.

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
The James L. Glover Loan Fund

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.

GRANTS

Educational Opportunity Grant

This is a federally sponsored program available to full-time students who, because of insufficient financial resources, might otherwise be unable to attend college. Qualified students may receive grants ranging from \$200 to \$1000 per year according to the student's family income and parental contribution. This grant must be matched by the college with another type of financial aid. These grants are renewable.

Grants-in-Aid

Candidates for the ministry of the Methodist Church and 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 Financial Aid 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.

Athletic Grants

Qualified students are selected by the college coaching staff. Write to the Director of Athletics.

GENERAL SCHOLARSHIPS

Presidential

Scholarships valued at \$4000 are awarded on the basis of \$1000 each year

if a "B" average is maintained. Established by Dr. Wendell M. Patton, President of High Point College, these scholarships are presented to those high school seniors who are considered the most outstanding in scholarship, leadership and citizenship.

United Methodist

Scholarships valued at \$500 each are awarded to students who are active members of the United Methodist Church, demonstrate high scholastic and leadership ability and give evidence of financial need. The scholarship is renewable for one year if the student was in the upper third of his class the year prior to the award. Applicants are expected to have a "B" average or better and rank in the upper 20% of his graduating class. The scholarships are awarded by the General Board of Education of the United Methodist Church through the College Financial Aid Office.

Sigmund Sternberger

Established by the Sigmund Sternberger Foundation in honor of the late Sigmund Sternberger, a prominent industrialist associated with Cone Mills of Greensboro. The scholarship is valued up to \$1600 per year for North Carolina students, preferably from the Greensboro-Guilford County area, who may be considered worthy and needy as judged by the High Point College Financial Aid Office and by the Sigmund Sternberger Foundation.

Western Electric

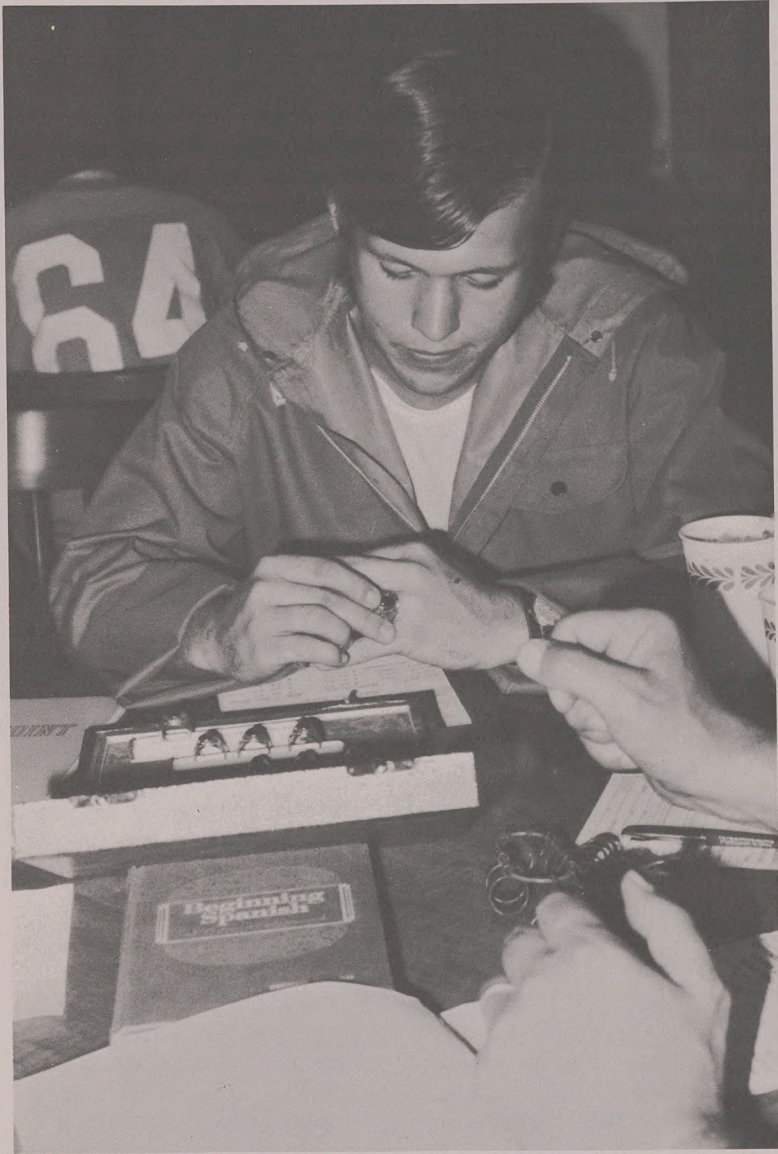
A scholarship ranging from a minimum of \$500 to a maximum of \$1500 per year is awarded to a full-time day student who has proven outstanding in academic performance and has established financial need.

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.

North Carolina Prospective Teachers'

The State of North Carolina offers to those students planning to become public school teachers awards up to \$600 per year. If the student teaches in North Carolina, the awards become scholarships and are cancelled at the rate of \$600 per year. The whole amount may be cancelled by teaching four of the seven years after graduation. If the student does not teach in North Carolina, the amount awarded is considered a loan. Apply to the Prospective Teachers' Scholarship Loan Fund, State Department of Public Instruction, Raleigh, North Carolina, before February 1.



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.

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.

The Richard Broadus Culler Memorial Scholarship

A scholarship has been provided by Mrs. Evelyn Culler in memory of her husband, Richard Broadus Culler. The sum of \$500 is provided annually and awarded to a deserving young man or young men meeting college standards. If practicable the recipients should be interested in athletics, but is not specifically restricted to this area.

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.

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.

Twilight Civitan Scholarship

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

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.

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.

A. C. Bulla Memorial Scholarship

Established by Security Upholstering Company of High Point in memory and recognition of A. C. Bulla, Founder. This scholarship was established for deserving students in the field of Business. Preference is given to children of employees of Security Upholstering Company.

The Presser Foundation

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

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.

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.

Vernon O. and Esther L. Paul, Scholarships

Established by Duffy L. Paul, Class of 1956, in honor of his parents, Vernon O'Neal and Esther Lee Paul of Morehead City. The scholarship is awarded annually to a student in good academic standing who needs financial assistance.

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.

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.

ENDOWED SCHOLARSHIPS

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.

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 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.

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 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 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.

Snider Scholarship

Established by friends in memory of Robert C. Snider, W. Fred Snider, William F. Snider, Jr., and Wayne Snider.

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 French L. McMillan Memorial Scholarship Fund

This fund was established by Mrs. French L. McMillan, daughter (Betty), and son (Lewis) as a memorial to Mr. McMillan. The income is to be used as a scholarship awarded to any worthy, needy High Point College student as income permits.

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 S. K. Spahr Memorial Scholarship

The income from \$1,000 to be used as a scholarship at the discretion of the college administration.

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.

Hefner Memorial Scholarship Fund

The Hefner Memorial Scholarship Fund was established in 1955 by the Reverend Cecil G. Hefner in memory of his daughter, Mary Jane (1941-1968), the income of which is to be used to aid deserving young students preparing to serve mankind, especially those entering the ministry.



The Anzelette Prevost Smith Scholarship Fund

Established by a gift in trust by High Point College alumni Mr. and Mrs. Carl M. Smith of Chapel Hill. The principal thereof is to be held in perpetuity with the income to be used for providing scholarships for students attending High Point College.

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 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.

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.

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 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 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.

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.

The Fleming Scholarships

An endowed scholarship fund created by Mike and Bob Fleming, graduates of High Point College. Beginning in 1969 with initial gifts from each, the income is to accumulate until such time as the amount is sufficient to award a general scholarship as the financial aid committee shall see fit.

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.

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 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.

The Reverend George Washington and Mary Foust Holmes Memorial Scholarship

This Scholarship was provided by Mrs. Bessie Holmes Robbins, Ralph W. Holmes, George W. Holmes, Jr., and Joseph W. Holmes. The donors are children of the Reverend and Mrs. Holmes and would like for the income to be used for a ministerial or Christian education major at High Point College from Alamance County, and if such a person is not available it may be used at the discretion of the College.

The Reverend George Washington Holmes, was one of the founders of High Point College, a member of the Board of Trustees, President of the General Conference of The Methodist Protestant Church in North Carolina and president of Yadkin College.

The Mrs. Ann Swindell Wyche Scholarship

Established by Mr. and Mrs. Gilbert B. Swindell, (parents) of Raleigh, N.C. The income on \$1000.00 is to be awarded, annually, to a Southern, Protestant, senior ministerial student with an average of B (preferably) in his previous work on his major subjects. The candidate must agree in writing to the Bursar's office that he will assume indebtedness to the college for the scholarship if he leaves the Christian Ministry or does not enter the regular Christian Ministry within two years after graduation from High Point College. The scholarship recipient is to be recommended by the Head of the Department of Religion.

The Mary Miller Brantley Scholarship

Established by her husband, Dr. Allen P. Brantley. The income on \$2500.00 at 4% is to be awarded annually, preferably to a ministerial or Christian Education student attending High Point College. If the scholarship is not needed for the preferences, it may be awarded to another student at the discretion of the college.

The Bertha S. Asher Memorial Scholarship Fund

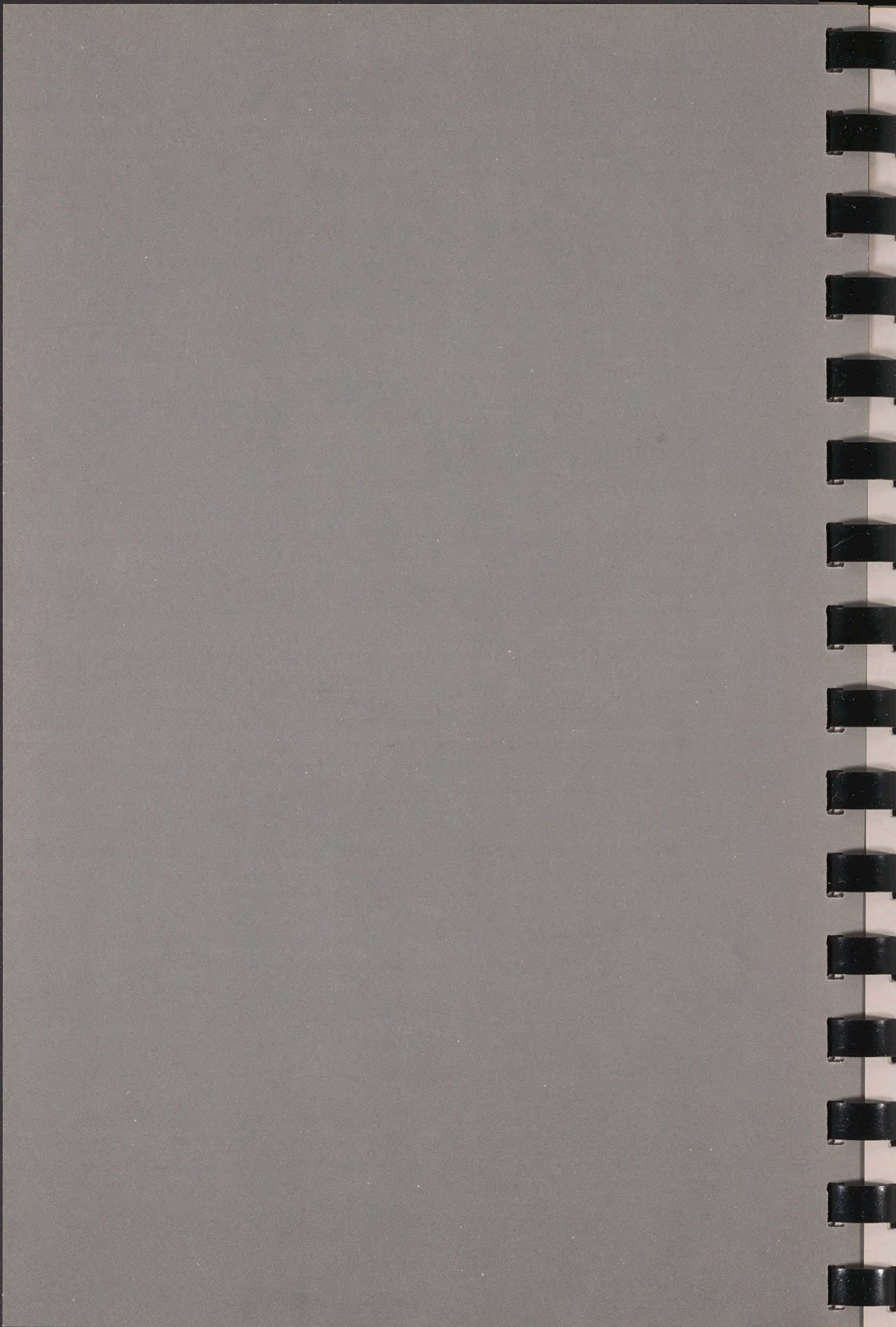
Established by Mr. E. J. Asher in memory of his wife. Income from the amount of \$1000.00 is to be used for scholarships.

The Mr. and Mrs. George F. Ivey Scholarship

Established by the Ivey Foundation, Inc., in the memory of Mr. and Mrs. George F. Ivey, founder of the Southern Desk Company. Awarded to students residing in North Carolina with preference to a child of a Methodist missionary.



Student
Life



Student Life

Orientation

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 Student Personnel Deans 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.

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.

All freshmen and transfer students are required to go through the full orientation program and will take various placement and psychological tests given by the Director of Counseling and Guidance.

Counseling

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

Dormitory Life

Recognizing that an adjustment to dormitory life will have to be made, High Point College provides adequate accommodations, 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, and Yadkin Hall for women as well as the New Dormitory for both Men and 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.

Dormitory students must maintain a "C" average in order to keep a motor vehicle on campus. 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.

A local physician serves as Director of Medical Services; he maintains daily office hours in the Infirmary. Registered Nurses are on duty in the infirmary.

Every resident student's fees provide medical care for minor ailments and accidents when needed, through the College Infirmary. As a convenience to the student the College will pay for medical services considered beyond the capacity of the College Infirmary and charge such costs to the student's account.

Students who receive medicines in the form of antibiotics, penicillin, etc., will be charged (on their account) for such medicines. These medicines will be billed at the cost to the College. Aspirin and other minor medicines will be free of charge.

The health insurance policy for hospitalization and other benefits which the College arranges is optional for all students. 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 are morning devotionals and vesper services, Fellowship Teams, and dormitory devotionals. There are organizations of pre-ministerial students, of young women in religious education; and there are denominational groups. These activities are under the direction of the College Chaplain. 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. With the advice and counsel of two faculty advisers and the Directors 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.

The Student Union is the newly formed branch of the Student Government, the officers of which are appointed by the Executive Council. It is responsible for planning and coordinating the social and cultural activities of the Student Government (such as Fall and Spring Weekends).

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
Theta Chi
Alpha Phi Omega

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 is subject to disciplinary action. Students are referred to *The High Point College Student Handbook* for a delineation of College regulations in the various areas of campus life.

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. 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

Knowing that drama must be forever close to human concerns—that it plays a role in leading humanity—High Point College supports the dramatic facilities on its campus.

Students who make outstanding contributions to the High Point College theatre program may gain election to the Upsilon Xi chapter of Alpha Psi Omega, the national honorary dramatics fraternity.

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 and the Madrigalians appear frequently at churches and schools and every year make a tour. These groups also perform at chapel and assembly programs on the campus. Students may sing; they also may play in the Concert Orchestra 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.

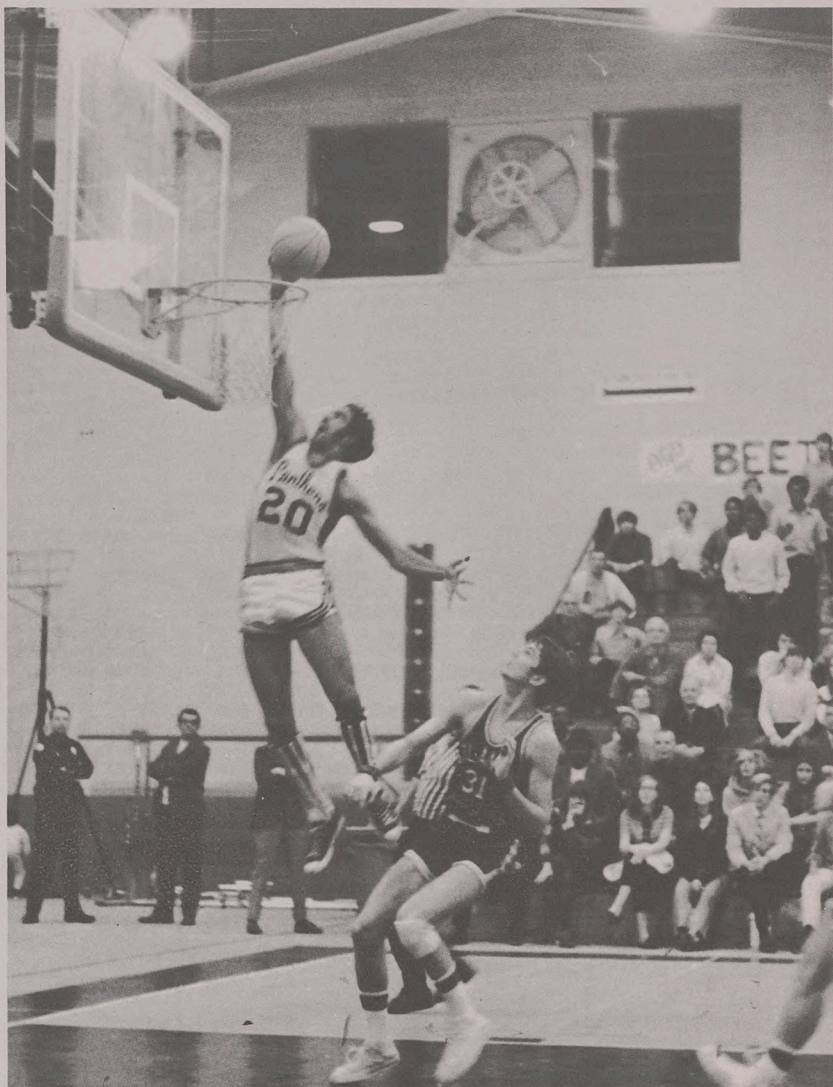
Athletics

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, bowling, ping pong, basketball and softball. Individual awards are given to members of all championship teams.

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. The publications are supported by allotments from the Student Activities Fee and from general advertisements.



Academic Program



Academic Program

ACADEMIC CALENDAR

High Point College currently operates on a 4-1-5 calendar system. Four courses may be taken in the Fall Term; one course in the Interim Term, and five courses in the Spring Semester. The Fall Term and the Interim Term make up the First Semester. This three-term system enables a student to take fewer courses within a term, thus affording increased concentration. The two-semester Summer School session allows a student to complete up to fourteen (14) credit hours in addition to those earned during the regular academic year.

The Interim Term offers a varied program of unusual, innovative courses. A separate Interim catalog describes the courses offered during the current year, special study-travel opportunities, etc.

DEGREE REQUIREMENTS

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

The following are the *Basic Requirements*:

(Courses)	(Hours)
One Course in writing techniques (grammar and composition)	3
English 101 or English 103 or English 106	
One course in religion	3
Any course in Religion may be chosen to fulfill this requirement with the exception of the professional courses, i.e., Religion 251-328.	
Two courses in physical education activity	2
Physical Education 105 <i>and</i> skill proficiency in an activity sport.	
Proficiency in a modern foreign language proven by any one of . . .	0-6
the following ways:	
a. A score of 3,4, or 5 on the specific language Advanced Placement test of the CEEB, <i>OR</i>	
b. A score of 500 or above on the specific language Achievement test of the CEEB, <i>OR</i>	
c. An acceptable score on the proficiency test administered by High Point College, <i>OR</i>	
d. One year (6 semester hours) in a modern foreign language at High Point College.	

The following are the *Area Requirements*:

Courses taken as Basic Requirements *may not* be considered as fulfillment of any of the Area Requirements.

A minimum of six (6) semester hours must be chosen from each of the Areas below: Any combination of at least six (6) semester hours is permissible with the exception that Biology 101-102 must be taken as a unit if it is utilized to fulfill the Area of Science and Mathematics requirement.

<p>Area of Arts and Literature</p> <ul style="list-style-type: none"> Art English Music Speech and Drama Modern Languages <p>Area of Behavioral Sciences</p> <ul style="list-style-type: none"> Education Physical Education Psychology Sociology Business Administration 	<p>Area of Foundations of Civilization</p> <ul style="list-style-type: none"> History Philosophy Religion Economics Political Science <p>Area of Science and Mathematics</p> <ul style="list-style-type: none"> Biology Chemistry Mathematics Natural Science Physics
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MAJORS

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

BACHELOR OF ARTS (A.B.)		BACHELOR OF SCIENCE (B.S.)	
(Majors)	(Hours)	(Majors)	(Hours)
Applied Music	42	Biology	36
Art	42	Business Administration	
Art Education	39	and Economics	45
Behavioral Science	45	Chemistry	42
Christian Education	30	Chemistry-Business	50
Church Music	48	General Science	52
Early Childhood Education ...	33	Mathematics	33
English	36	Medical Technology	35
Foreign Languages	30-36	Physical Education and	
History	30	Health	40
Intermediate Grades Education	33		
Music Education	48		
Philosophy	30		
Political Science and History ...	54		
Psychology	30		
Religion	30		
Sociology	46		
Social Studies	42		

In addition to the major hours listed above, most majors also include required supporting courses. Refer to the departmental curricula for these supporting courses.

GRADUATION REQUIREMENTS

A total of 124 semester hours are required for graduation.

All candidates for graduation must complete the last 31 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.

Formal graduation exercises are held each year at the close of the Spring Semester. Students who complete graduation requirements at the close of the First or Summer semesters will be awarded degrees at the annual Commencement program scheduled the following May or June.

Note: All students enrolled as full-time students in the fall semester 1971-72 have the choice of satisfying requirements for graduation as found in the 1971-72 catalog, or that catalog in force on the date of latest entrance, or that catalog in effect on the date of graduation.

CREDIT HOURS

All credit hours are based upon the semester. Two semesters make an academic year. A semester hour represents one lecture or three 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 (one year).

WP Withdrew passing.

WF Withdrew failing.

PASS/FAIL

Students in their sophomore, junior and senior years may elect one course a semester, the final grade of which will be either pass or fail. This course must be outside their major field of study and not a general college requirement. Student transcripts will indicate that the course was taken on a pass-fail basis, and the semester hours thus earned will count toward graduation; however, they shall not be included within the quality point ratio, and failure to earn credit will not affect the quality point ratio.

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. Quality points are assigned only to course grades attained at High Point College.

In determination of grade point average, a student will be allowed to repeat a course once only without the penalty of additional hours attempted; and the grade he attains the last time he takes the course will stand.

Mid-semester grades are required from each instructor for all freshmen enrolled in his courses during the first semester 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 add 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. The grade WP will be entered on the permanent grade record if the student drops a course within one month following the first class meeting, or after the first month if the instructor of the course estimates that the student is passing at the time; if the student's work is estimated as below passing after the first month of class meetings, the grade WF will be entered.

ACADEMIC PROBATION

Students are placed on academic probation due to any of the following causes: failure to achieve the required grade point average each semester; failure of six or more semester hours any semester; failure to achieve the required grade point average at the end of the student's two-semester academic year (summer terms are not counted as part of the normal academic year.) A student placed on academic probation more than one time may be re-admitted only at the discretion of the Dean of the College. High Point College will not accept credit for courses completed at another institution during a period of academic probation or ineligibility to return to High Point College.

Class Attendance

Students are expected to attend classes regularly and promptly. The individual faculty member has the right to establish his own attendance regulations for his classes and the responsibility of informing his students of such regulations at the beginning of each semester. Students assume

responsibility for class attendance by meeting the standards set by their instructors.

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. A semester grade point average of 2.5 establishes eligibility.

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 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.

2. 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.

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.

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.

CONTRACT PROGRAM

The Contract Program is an innovative approach to education that allows selected students to plan an individual educational program, tailored to their specific needs, rather than following established catalogue degree requirements.

Participation in the Contract Program is limited to students who:

1. Have clearly defined goals for the future that cannot be met to the best advantage by the prescribed standard curriculum;
2. Possess a maturity and stability sufficient to meet this responsibility;
3. Will submit a formal application and written proposal describing in detail their educational objectives and plans for meeting them.

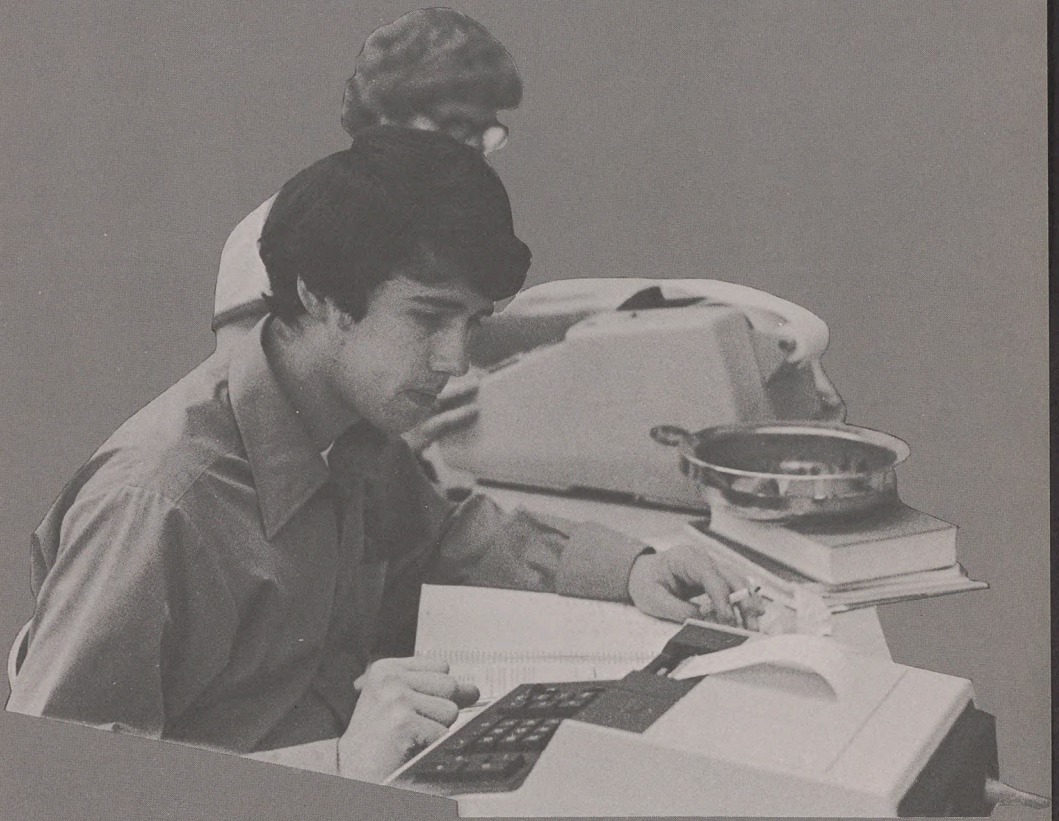
The Contract Program Participant in full consultation with the Contract Program Council will structure a "contract" of study that will lead to the fulfillment of the following objectives:

1. A skillful use of the English language which permits him to speak and write with clarity, precision, and effectiveness.
2. A reasonable proficiency in a foreign language, i.e., a reading knowledge of the language.
3. An awareness of contemporary problems.
4. A basic understanding of the humanities, natural sciences, and social sciences *and* an awareness of the inter-relationships of these areas.
5. A knowledge and understanding of information resources, i.e., the retrieval of information in a given area of study.
6. The ability to successfully undertake and complete independent study projects.
7. A background in the history and economics of American society.
8. A reasonable competence in a concentration area and in cluster, i.e., related areas.
9. A basic understanding of the Christian heritage of our nation and its value systems.

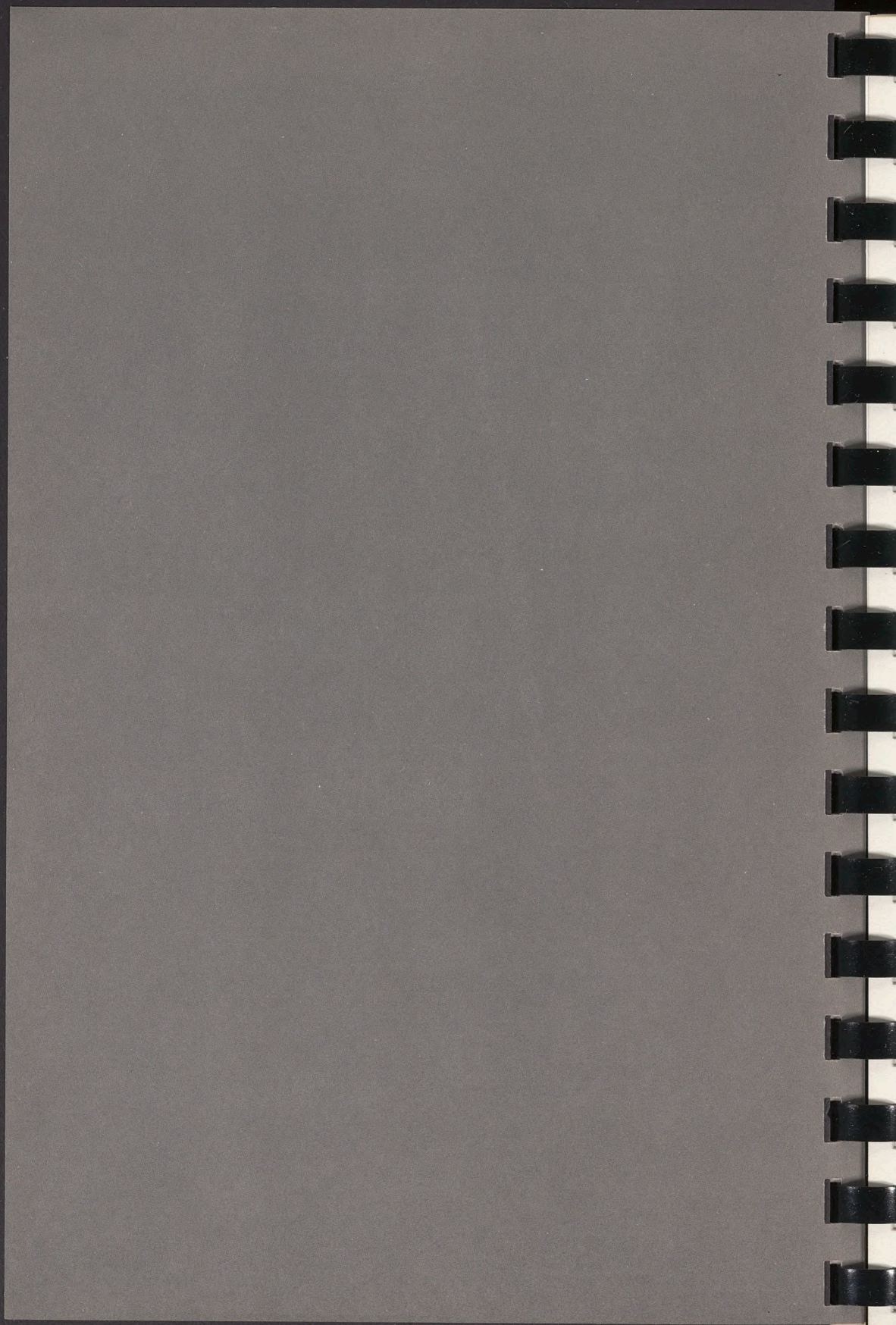
As the Contract Program is individualized learning, the Contract is not written with a specific tenure. When the student feels that he has fulfilled his Contract, he makes application to the Contract Program Council for evaluation for certification. When the Council is satisfied that the terms of the Contract have been fulfilled, they will forward the Contract to the Dean of the College with a recommendation that the Contract participant be accepted for graduation.

Operating as an integral part of the Contract Program will be a series of seminars on contemporary issues.

For further details on the Contract Program contact the chairman of the Contract Program Council.



Courses
of
Instruction



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.

A hyphenated course sequence indicates that the first course is pre-requisite to the second course.

Special Programs

Medicine, pre-professional

Major: Application to medical schools can be made after satisfactory completion of a *minimum* of three years of undergraduate study (90-96 semester hours). However, 70-100% of students accepted for medical study have already earned a bachelor's degree.

Any area of concentration may be chosen as a major, provided the requisite foundation in natural sciences and mathematics has been obtained.

<i>Required Courses (for admission to Schools of Medicine)</i>	<i>Semester Hours</i>
Chemistry 101-102: General Chemistry	8
Chemistry 209-210: Organic Chemistry	8
Biology 101-102: General Biology	8
Physics 201, 202: General Physics	8
English 101, 103 or 106*: Freshman Composition ...	3
Mathematics 141: Introductory College Mathematics ..	3
Mathematics 142*: Calculus I	3
English* (a literature course)	3

*It is essential that each student planning to seek admission to a School of Medicine be aware of the *specific* admission requirements for that particular medical school. Requirements vary. Full information is available in the annual publication of the Association of American Medical Colleges, *Medical School Admission Requirements*.

Dentistry, pre-professional

Major: Application to dental schools can be made after satisfactory completion of a *minimum* of three years of undergraduate study (90-96 semester hours). Some dental schools will accept applications after two years of pre-professional study, although the preference is for 3-4 years of pre-dental study (50-100% of students accepted for dental study have already earned a bachelor's degree.)

Any area of concentration may be chosen as a major, provided the requisite foundation in natural sciences and mathematics has been obtained.

<i>Required Courses (for admission to Schools of Dentistry)</i>	<i>Semester Hours</i>
English - composition and literature*	6-12
Chemistry 101-102: General Chemistry	8
Chemistry 209-210: Organic Chemistry	8
Biology 101-102: General Biology	8
Physics 201, 202: General Physics	8

Bachelor of Science in General Science

This curriculum leads to a B. S. degree with a major in General Science for teachers. Students who complete the curriculum will qualify for certification in Science.

	<i>Semester Hours</i>
<i>Basic Requirements</i>	<i>8-14</i>
<i>Required Major Courses</i>	
Biology 101-102: General Biology	8
Chemistry 101-102: General Chemistry	8
Physics 201, 202: General Physics	8
Math 141: Introductory College Mathematics	3
and Math 131: Finite Mathematics	3
or Math 142: Calculus I	
	30
<i>Concentration Area (Biology or Chemistry)</i>	
<i>Biology:</i>	
Biology 302: Vertebrate Embryology	4
Biology 305: Genetics	4
Biology 315-316: Cellular & Advanced Physiology	8
Biology 451: Seminar	2
Biology electives: 4 hours	4
	22

*It is essential that each student planning to seek admission to a School of Dentistry be aware of the *specific* admission requirements for that particular dental school. Requirements vary. Full information is available in the annual publication of the American Association of Dental Schools, *Admission Requirements of American Dental Schools*.

<i>Chemistry:</i>	
Chemistry 209-210: Organic Chemistry	8
Chemistry 303: Inorganic Quantitative Analysis ..	4
Chemistry 315-316: Physical Chemistry	8
Chemistry 451: Seminar and Chemical Literature.	1
	21

Other Courses required for certification

Education 201: The School as a Social & Educational . Institution	3
Education 302: The High School	3
Psychology 304: Psychology of Adolescence and Adulthood	3
Psychology 305: Educational Psychology	3
Education 401a: Special Methods of Teaching High .. School Subjects	3
Education 401b: Teaching & Practicum in the High .. School	6
	21

Bachelor of Science in Chemistry-Business

This interdisciplinary program is designed for the student who is oriented toward both chemistry and business administration. Successful completion of this major program provides the foundation for careers in chemical sales, management in the chemical industry, as well as post-baccalaureate studies.

<i>Required Major Courses</i>	<i>Semester Hours</i>
Chemistry 101-102: General Chemistry	8
Chemistry 209-210: Organic Chemistry	10
Chemistry 303: Quantitative Analysis	4
Chemistry 304: Instrumental Analysis	4
	26
Chemistry 315-316: Physical Chemistry 8 s.hrs. must be taken if the student plans graduate study in chemistry. (integral calculus is a pre- or co-requisite.)	
Bus. Adm. 203-204: Principles of Accounting	6
Economics 207-208: Principles of Economics	6
Bus. Adm. 311: Marketing Principles & Problems	3
Bus. Adm. 321: Principles and Applications of Management	3
Economics 341: Managerial Economics	3
Bus. Adm. 352: Fundamentals of Data Processing	3
	24

Required Supporting Courses

Math 141: Introductory College Mathematics	3
and Math 131: Finite Mathematics	3
or Math 142: Calculus I	
Physics 201, 202: General Physics	8
	14

Recommended Electives

Psychology 202, Sociology 201, Speech 202, German as the language.

Bachelor of Science in Medical Technology

The Bachelor of Science in Medical Technology will be granted upon completion of three consecutive years of prescribed work at the college and certification from any one of the following Schools for Medical Technologists approved by the American Society of Clinical Pathologists.*

Bowman Gray School of Medicine, Winston-Salem, North Carolina.

Duke University Medical Center, Durham, North Carolina.

Rex Hospital, Raleigh, North Carolina.

St. Joseph's Hospital, Asheville, North Carolina.

Watts Hospital, Durham, North Carolina.

The following requirements must be met in the three years of study at High Point College (in addition to the Basic Requirement, p. 51).

	<i>Semester Hours</i>
<i>Major Requirements</i>	
Chemistry 101-102: General Chemistry	8
Chemistry 209-210: Organic Chemistry	8
Biology 101-102: General Biology	8
Biology 304: Microbiology	4
Biology 209 or 302 or 305 or 315	4
Mathematics 141: Introductory College Mathematics ..	3
	35
<i>Recommended Electives (Strongly recommended!)</i>	
Sociology 201: General Sociology	3
Psychology 202: General Psychology	3
Physics 201, 202: General Physics	8
Chemistry 303: Quantitative Analysis	4
	18
<i>Electives</i>	25-31

Bachelor of Science in Forestry

Professional and scientific programs of study in forestry for men and women are offered in cooperation with the School of Forestry, Duke University. The student spends three years in residence at High Point and an additional five semesters at Duke. Upon satisfactory completion of two semesters at Duke the student will have earned the B.S. degree from High Point, and upon completing the remainder of the program will be awarded either the M.F. or M.S. degree from Duke, depending upon the nature of the program.

During the three years at High Point, the student should complete at least 92 semester hours including the Basic Requirements, Area Requirements, and specific major requirements. The choice of courses other than those for satisfaction of Basic and Area Requirements should be made in consultation with the Pre-Forestry Advisor in light of the following major fields of forestry offered at Duke University:

*Consult the Medical Technology advisor concerning any other approved School of Medical Technology.

Biological Science

- Forest Ecology
- Tree Physiology and Biochemistry
- Forest Pathology
- Forest Entomology
- Dendrology and Wood Anatomy

Environmental Science

- Forest Soils
- Forest Meteorology and Biometeorology
- Wildland Hydrology

Statistics and Operations Research

- Biometry and Statistics
- Mensuration
- Operations Research

Economics and Management

- Natural Resources Economics and Policy
- Forest Management

Each student should include the foundation courses in chemistry, biology, physics, and mathematics in his program at High Point College.

Pre-Forestry Curriculum

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

Students planning to transfer to a school of forestry at the end of two years should complete the following courses while at High Point College:

	<i>Semester Hours</i>
Chemistry 101-102: General Chemistry	8
Biology 101-102: General Biology	8
Physics 201, 202: General Physics	8
Mathematics 141: Introductory College Mathematics ..	3
Mathematics 142: Calculus I	3
English Composition and Literature	6
Physical Education Activity	4 credits
Electives (History, English, Economics)	18-24

Pre-Engineering Curriculum

The pre-engineering curriculum at High Point College offers the courses that are generally prerequisite for transfer to a School of Engineering. During the one or two years of study at High Point the student should complete the following courses:

	<i>Semester Hours</i>
Chemistry 101-102: General Chemistry	8
English Composition and Literature	6
Mathematics 142, 241, 242: Calculus I, II, III	9
Mathematics 327: Differential Equations	3
Physics 201, 202: General Physics	8
Humanities and Social Sciences*	12
Physical Education Activity courses	2-4 credits
Economics 207-208: Principles of Economics	6

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 209-210 in their second year.

***Electives (Recommended)**

Comparative religion, comparative literature, music, philosophy (especially philosophy of science), political science, sociology.



HUMAN RELATIONS

Objectives

The purpose of this program is to provide the best possible undergraduate background for a young person who is 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 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 experiences and understanding of its students through work projects, field trips to agencies, and other extracurricular features. The basic behavioral science courses taught for majors in this program are of the seminar type.

Program

The curriculum for students interested in a career in Girl Scouts, Boy Scouts, YMCA, YWCA, boy's clubs, girl's clubs, and other youth-serving agencies is included in the Behavioral Sciences. It is as follows:

Psychology 306, 308, 312, and three additional courses in	
Psychology other than the prerequisite Psychology 202 ..	21
Sociology 313, 403, and four additional courses in	
Sociology other than the prerequisite Sociology 201	21
Behavioral Science (Human Relations) 232, 401,	
407, and 451	12
Speech	3
Economics 207	3
Total semester hours	60
Strongly recommended are Behavioral Science (Human	
Relations) 350, 351, and 352	3

DR. MATTHEWS
 MR. MOODY
 MR. ASHER
 DR. BRITT
 MR. COPE
 DR. HAWK
 DR. POPE
 DR. HILL
 DR. SPILLMAN

Behavioral Science

A major in the Behavioral Sciences is offered basically at the present time as a terminal degree major for many students. It is well suited for the student who formerly chose a major in Human Relations, Psychology, Sociology or for the student who did not want a specialized major. It does offer adequate background for the student planning to attend graduate school.

All Behavioral Sciences majors should be particularly careful to see that their courses of study comply with the general college requirements. Those courses in Category A are required for the major. The courses of study in Category B have been found by experience and research to be extremely valuable, and behavioral sciences majors are urged to take these courses if at all possible. Category C is a list of courses that might be useful for electives or to use in pursuing an interest a little more thoroughly.

Category A

Psychology 306, 308, 312, and four additional courses including Psychology 202	21
Sociology 313, 403, and four additional courses other than Sociology 201	21
Behavioral Science Seminar 451	3
Speech	3
Economics 207	3
Total Hours	51

Category B

Behavioral Sciences 232, 401, 407, 350, 351, and 352
 Biology 101, 102, 201 and 202, 305
 English 301
 Music 225
 Economics 208
 Political Sciences 201 and 202
 History 205 and 206

Category C

- Speech 202
- Biology 205, 301, and 302
- Physical Education
- Art 101
- Business Administration 321 and 324
- Psychology (any additional course)
- Sociology (any additional course)

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BEHAVIORAL SCIENCE 232 (Human Relations). Group Work and Welfare Organization.

Three hours credit.

The purpose and operation of social group work and community welfare organizations will be the concern and focus of this course.

BEHAVIORAL SCIENCE PRACTICUM 350, 351, and 352 (Human Relations).

One hour credit for each course.

The practicum may be taken as a one, two, or as a three-hour course.

The practicum is designed to give the participating student on the job training in a work situation that is directly correlated with his major interest.

BEHAVIORAL SCIENCE 401 (Human Relations). Social Work Financing and Public Relations.

Three hours credit.

The concern in this course will be on public relations, relationships, and the financing of social agencies.

BEHAVIORAL SCIENCE 407 (Human Relations). Administration of Social Agencies.

Three hours credit.

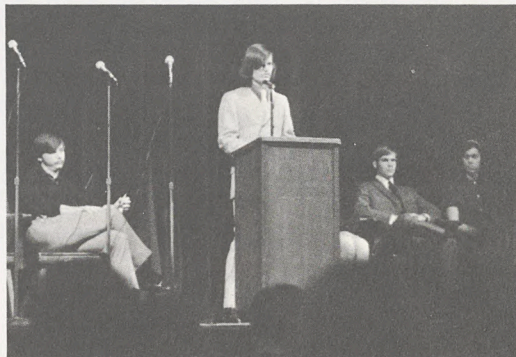
The operations and functions of the administration of youth and social agencies will be the concern of this course.

BEHAVIORAL SCIENCE SEMINAR 451.

Three hours credit.

Open only to seniors.

Attention is paid to exploring areas appropriate to the student's background. Consideration is given to the vocational aspects of the major and continuing education and how to approach these aspects. The major emphasis is placed on two pieces of research; one working as an individual and another working as a group. All faculty in the division may be considered as resource people.



DR. WEEKS
DR. YEATS
DR. WARD

Biology

OBJECTIVES

1. To provide an introductory course in biology to fulfill the science area requirement in the college's liberal arts program.
2. To provide a sequence of courses leading to a concentration in biological science which will prepare the student for graduate school or for positions in research, industry or public health.
3. To provide the necessary preparation in biology for students in the Pre-Medical, Pre-Dental, Pre-Forestry, and Medical Technology programs.
4. To provide courses in biological science that will prepare the student to teach biology in High School.
5. To introduce the student to the methods of science and the challenges of a rapidly developing field in which the total body of knowledge is currently increasing at a rapid rate. Understanding of basic principles and the development of the ability to reason logically are stressed.

A major in biology should complete the following courses: Biology 101-102, 302, 305, 315-316, 401, 451, and eight to twelve hours of electives.

Required supporting courses are Chemistry 101-102, 209-210. Math 141.

Advised supporting courses: Physics 201, 202. Mathematics through the Calculus.

Your advisor should be consulted for a need in foreign language, psychology, sociology and other related subjects. The need for these courses will be dependent upon the student's objectives.

Biology 101-102 is prerequisite to all other courses in the major. Advanced courses in the department are ordinarily given in alternate years.

BIOLOGY 101-102. General Biology.

Four hours credit each semester.

Three lectures and three laboratory hours.

A study of the characteristics of living things, the evolution of their structure, the relation between structures and function, the interactions between lower forms of life and man and the application of biological principles to man.

NATURAL SCIENCE 102. Selected Topics in Biology.

Four hours credit, second semester.

Three lectures and three laboratory hours.

Does not count toward a major in biology.

The topics covered include the following: Life and Life Processes, Biological Regulation, Reproduction and Development, Genetics and Evolution, and Environmental Biology.

BIOLOGY 201. Human Anatomy.

Prerequisites: Biology 101-102.

Three hours credit. For Physical Education and other Majors, except Biology.

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.

Prerequisites: Biology 101-102.

Three hours credit. For Physical Education and other Majors, except Biology.

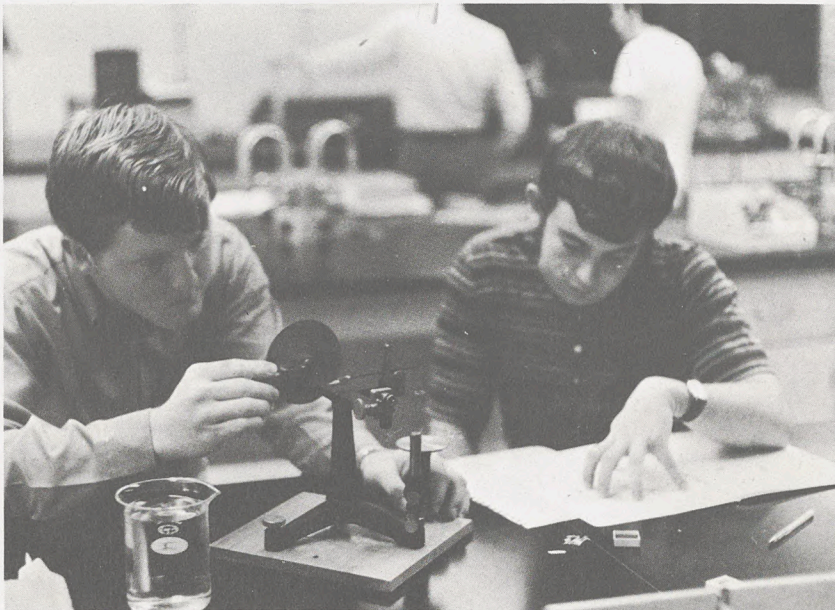
The aim of the course is to present modern teachings in human physiology in such a manner that the student is not lost in a mass of detail, yet may obtain a working knowledge of the behavior of the body as a whole and of the function of its parts. Sufficient anatomy is introduced to explain certain physiological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

BIOLOGY 205. Invertebrate Zoology.

Four hours credit. (Offered in odd-numbered years.)

Three lectures and three laboratory hours.

The collection and identification of invertebrate animals, with a study of their comparative morphology, physiology and evolution.



BIOLOGY 209. Histology and Histological Techniques.

Four hours credit. (Offered in odd-numbered years.)

Two lectures and four laboratory hours.

A study of cells and how they are related in tissues and organs. Laboratory work will include the preparation of some tissues for microscopic examination.

BIOLOGY 301. Comparative Anatomy of Vertebrates.

Four hours credit. (Offered in odd-numbered years.)

Two lectures and four laboratory hours.

A study of the evolution of structure and function in the systems of Amphioxus and representative vertebrates.

BIOLOGY 302. Vertebrate Embryology.

Four hours credit. (Offered in odd-numbered years.)

Two lectures and four laboratory hours.

A comparative study of the development of vertebrates.

BIOLOGY 304. Microbiology.

Four hours credit. (Offered in even-numbered years.)

Two lectures and four laboratory hours.

An introductory course covering the fundamental principles and techniques of microbiology with emphasis on morphology, physiological processes, and parasitic implications of microorganisms (bacteria, molds, yeasts, viruses, etc.); methods of control; and applied microbiology.

BIOLOGY 305. Genetics.

Four hours credit. (Offered in even-numbered years.)

Two lectures and four laboratory hours.

Principles of heredity; the nature and method of action of genes.

BIOLOGY 306. General Ecology.

Four hours credit. (Offered in even-numbered years.)

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

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

BIOLOGY 311. Cryptogamic Botany.

Four hours credit. (Offered in odd-numbered years.)

Three lectures and three laboratory hours.

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. (Offered in odd-numbered years.)

Three lectures and three laboratory hours.

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

BIOLOGY 315-316. Cellular and Advanced Physiology.

Four hours credit each semester. (Offered in even-numbered years.)

Three lectures and three laboratory hours.

The first semester deals with the submicroscopic structures of the cell and their biochemical functioning. The second semester is concerned with the activities of systems in higher organisms, especially man, and with the maintenance of homeostasis.

BIOLOGY 401. Undergraduate Research.

Prerequisite: Permission of head of department.

Two hours credit. Offered both semesters.

All majors are required to complete a research project in their senior year and present the results in the form of a scientific paper. Junior students who have adequate training and good academic standing may be admitted to the course.

BIOLOGY 451. Seminar.

Two hours credit. Offered both semesters.

A consideration of current problems in the various fields of biology.

MR. NELSON
MR. ROGERS
MRS. WATSON
MR. ROBINSON
MR. LOWE
MISS COLLINS
MR. ODOM
MR. RAMSEY
MR. KRUYER

Business Administration and Economics

Objectives

The primary aim of the program in business and economics is the teaching of economics as a social science. The program offers selected business courses that afford useful examples of applied economic analysis or are essential tools of communication. A second aim of the program is to create a lasting interest in the economic problems of the United States and the world and to develop a means of reaching a reasoned judgment of economic problems. These objectives are intended to serve the function of citizenship, as well as to be of value in a wide array of business and governmental occupations. These include sales and marketing, public and private accounting, finance, production, general management, professional economics in business or government, and the teaching of economics and business. The program provides a foundation upon which the graduate may build a professional specialization either through occupational experience immediately following graduation or through graduate study.

The members of the department believe that it is possible and desirable to combine a liberal arts education with the practical application of economic theory. 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 are encouraged to elect courses from the liberal arts selection of other departments in the College.

* * *

The department offers the *Bachelor of Science Degree in Business Administration and Economics*, and co-sponsors with the Physical Science Department the *Bachelor of Science Degree in Chemistry-Business* (see page 61). Students in the Department of Business Administration and Economics who wish to receive a *North Carolina Basic Business Certificate to teach business and economics* should consult the chairman of the department.

* * *

In addition to the general college requirements (see page 51), the following courses are required for all majors: Business Administration 203-204, 301-302, 311, 321, 351, Economics 207-208, 317, and Mathematics 141

(or an advanced course). A minimum of forty-five semester hours must be completed in 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.

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.

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. Intermediate Accounting.

Three hours credit.

Prerequisites: Business Administration 203 and 204.

An understanding of accounting theory and practice which underlies statement preparation is emphasized through an analysis and interpretation of accounting statements.

BUSINESS ADMINISTRATION 306. Advanced Accounting.

Three hours credit.

Prerequisites: Business Administration 203, 204, and 305.

Partnership, branch accounting, estate and trust accounting, multiple corporations, and mathematical concepts common to accounting practices and procedures.

BUSINESS ADMINISTRATION 307-308. Cost Accounting.

Three hours credit each semester.

Prerequisites: Business Administration 203 and 204.

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

BUSINESS ADMINISTRATION 309. Income Tax Accounting.

Three hours credit.

Prerequisites: Business Administration 203 and 204.

The Federal Income Tax Law situations and 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.

The study of objectives and methods of independent Certified Public Accountants in exercising the attest function. Topics include meaning and quality of evidence, development of an audit program, statistical sampling, audit reports, and auditors' responsibilities.

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 producer to consumer; the functional, institutional, and commodity approaches, and the related situations.

ECONOMICS 317. Statistical Methods.

Three hours credit.

Prerequisites: Mathematics 141 or an advanced course.

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

BUSINESS ADMINISTRATION 321. Principles and Applications of Management.

Three hours credit.

An analysis of the essential fundamental process of management—planning, organizing, actuating, and controlling. The practical employment of these functions through the management of the office, advertising, the sales force, and the small business.

ECONOMICS 322. Labor Problems and Human Relations.

Three hours credit.

Prerequisites: Economics 207 and 208; no prerequisite for non-majors.

An economics approach to the labor market and to labor market problems including unemployment, wage determination, inflation, working hours and conditions, and employment insecurity. The history, theory, and future of the labor movement. Union organization, structure, government, growth, and goals. Analysis of collective bargaining, labor laws, arbitration, and tactics of labor and management.

BUSINESS ADMINISTRATION 324. Personnel Management.

Three hours credit.

Prerequisites: Economics 207 and 208; no prerequisite for non-majors.

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

BUSINESS ADMINISTRATION 328. Production Management.

Three hours credit.

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

Principles and techniques of modern factory management are developed through a study of plant location and layout, maintenance, research and development, materials handling and transportation, production scheduling, work improvement, and production controls. Analysis of economic, political, and social influences on industry.

ECONOMICS 331. Monetary Theory, Policy, and Institutions.

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.

BUSINESS ADMINISTRATION 333. Financial Management.

Three hours credit.

Prerequisites: Business Administration 203 and 204, and Economics 207 and 208; Economics 207 and 208 omitted as a prerequisite for non-majors.

A study of the principles and practices of financing business enterprise 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 corporate responsibilities affecting the public interest.

BUSINESS ADMINISTRATION 334. Investment Analysis.

Three hours credit.

Prerequisites: Economics 207 and 208, and Business Administration 333.

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 336. General Insurance.

Three hours credit.

Principles of insurance: life, sickness and accident, property, casualty, automobile, workmen's compensation, and transportation. Social insurance in our economy is also evaluated. Emphasis is placed on personal and business use.

ECONOMICS 341. Managerial Economics.

Three hours credit.

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

The use of economic principles and concepts in the business decision making process. Special emphasis is placed on policies and analysis of problems in various situations of cost, price marketing, and production.

ECONOMICS 342. Business Fluctuations and Forecasting.

Three hours credit.

Prerequisites: Economics 207, 208, and 317.

Analysis of the characteristic 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. Emphasis will be given to the Soviet economy.

ECONOMICS 344. History of Economic Thought.

Three hours credit.

Prerequisite: 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 Economic Development.

Three hours credit.

Prerequisites: Economics 207 and 208.

The theory and practices of international trade and finance from the mercantilists to the modern economist: including the economic basis of international trade and investment, financing transactions, policies affecting trade and finance, and proposals for the re-establishment of free markets.

BUSINESS ADMINISTRATION 351. Written 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; no prerequisite for non-majors.

A presentation of the broad 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.

BUSINESS ADMINISTRATION 354. Independent Study.

One to six hours credit.

Admission by permission of the chairman of the department to undertake an assignment planned in advance.

MR. COBLE
MISS WORTHINGTON
DR. COOKE
DR. THACKER
MRS. SHELTON
DR. HILL
DR. SPILLMAN

Education

OBJECTIVES

THE Department of Education has the following Objectives:

1. To co-ordinate the education of all teachers and to provide the necessary professional-education courses and experiences.
2. To have an acceptance by the entire faculty of a sense of responsibility for teacher education; to attain a unity of purpose and thinking among faculty members representing the various subject-matter areas and the professional education area; to have the faculty dignify and appraise highly the teaching profession; and to obtain on the campus a wholesome, encouraging, and responsible environment for teacher education.
3. In the education of teachers, to provide a thorough preparation of high quality.
4. To contribute to the over-all general education objectives of the College through its courses in education.
5. To provide majors in early childhood and intermediate grades education.
6. The scope of teacher education at High Point College includes the preparation of teachers for early childhood and the intermediate grades of the elementary school; for secondary school teaching fields of business, English, mathematics, modern foreign languages (French and Spanish), science (general science, biology, and chemistry), and social studies (history and sociology); and for the special subject areas of art, music, and physical education and health.

PROGRAM

The National Council for Accreditation of Teacher Education and the North Carolina State Board of Education have approved the teacher education programs offered at High Point College. Refer to the following pages

for the approved program in each teaching area.

There are twenty-eight (28) states that grant reciprocity privileges in the certification of teachers who are graduates of institutions accredited by the National Council for Accreditation of Teacher Education. They are

Alabama	Maine	Rhode Island
Arizona	Maryland	South Dakota
Colorado	Mississippi	Tennessee
Delaware	Missouri	Texas
Florida	Nebraska	Utah
Georgia	North Carolina	Vermont
Illinois	North Dakota	Washington
Indiana	Oklahoma	West Virginia ¹
Iowa	Oregon	
Kentucky	Pennsylvania	

Criteria For Admission To The Teacher-Education Program

1. Be admitted to a degree program at High Point College or have a baccalaureate degree from High Point College or a college or university of comparable standing.
2. Earn a passing grade in Education 201, "The School as a Social and Educational Institution."
3. Score 100 or more on a test of mental ability, such as the "California Test of Mental Maturity."
4. Complete a personal data sheet; this is filed for information as needed in the guidance of the student.
5. Be recommended by two professors; one of these must be in the department of the applicant's major field.
6. Have a "C" average on all work taken at High Point College.
7. Be approved by the Advisory Council on Teacher Education.

These criteria are applied at the time the student makes application for admission to the teacher-education program. Application is made routinely in the course, Education 201, "The School as a Social and Educational Institution."

APPROVED PROGRAM

Early Childhood Education (Kindergarten—Grade 3)

General Education (Refer to general requirements of the college)

One course in writing techniques	3
One course in religion	3
Two courses in physical education activities	2
Proficiency in a modern foreign language	
Area of Arts and Literature	6
Art appreciation and music appreciation are specified in the approved program.	

¹National Council for Accreditation of Teacher Education. *Annual List 1970-1971* (1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006)

Area of Behavioral Sciences	6
Psychology 202 and Sociology 201 are specified in the approved program.	
Area of Foundations of Civilization	6
United States History is specified in the approved program.	
Area of Science and Mathematics	8
Science is specified in the approved program.	
Minimum number of hours exclusive of language	34
 <i>Professional Education</i>	
Psychological foundations with emphasis on the young child.	6
Psychology 302 and 305 are specified in approved program.	
The school as a social and educational institution	6
Education 201 and 304 are specified in approved program.	
Methods and techniques of teaching	12
Education 306, 307, 308, and 309 are specified in approved program.	
Teaching and practicum	6
Education 402 is specified in approved program.	
Total hours of professional education	30
 <i>Subject-Matter Specialization</i>	
Language arts	12
Speech 201, Education 315, and two courses in literature are specified in approved program.	
Social studies	12
Sociology 205; Geography 201, 204; and one course in political science are specified in approved program.	
Science (see general education, above)	
Mathematics	6
Mathematics 101, 102 or equivalent are specified in approved program.	
Art (in addition to general education, above)	3
Art 301 is specified in approved program.	
Music (in addition to general education, above)	3
Music 332 is specified in approved program.	
Health and Physical Education	6
Physical Education 232 and 247 are specified.	
Research	3
Education 451 is specified in approved program.	
Total hours in subject-matter specialization	45
Electives to bring total hours to 124 for graduation	

APPROVED PROGRAM

Intermediate Grades

General Education (Refer to general requirements of the college)

One course in writing techniques	3
One course in religion	3
Two courses in physical education activities	2
Proficiency in a modern foreign language	
Area of Arts and Literature	6
An art course and a music course are specified.	
Area of Behavioral Sciences	6
Psychology 202 is specified; elect another course.	
Area of Foundations of Civilization	6
Two courses in history are specified.	
Area of Science and Mathematics	8
Science is specified in the approved program.	
Minimum number of hours exclusive of language	34

Professional Education

Sociological, historical, and philosophical foundations	6
Education 201 and 303 are specified.	
Psychological foundations of education	6
Psychology 303 and 305 are specified.	
Instructional procedures, methods, and materials	12
Education 306, 307, 308, and 309 are specified.	
Full-time student-teaching experience	6
Education 402 is specified.	
Total hours of professional education	30

Subject-Matter Specialization (Basic requirements are shown in the first column. At least one academic concentration is required; two are preferred. The total hours of general education and subject-matter specialization required for a concentration in each area is shown in the second column.)

Language arts	9	24
Speech 201 and two courses in literature are specified. Also Education 315 is specified for a concentration in language arts.		
Social studies	9	24
Geography 201, 204 and a course in political science are specified.		
Science (see general education, above)	18	
Mathematics	6	18
Mathematics 101, 102 or the equivalent are specified		
Art (see general education, above)	18	
Music (see general education, above)	18	
Health and Physical Education	6	18
Physical Education 232 and 247 are specified.		
Research	3	
Education 451 is specified.		
Total basic requirements in subject matter	33	
Electives to bring total hours to 124 for graduation		

APPROVED PROGRAMS

Secondary School and Special Subjects (K-12)

To qualify for a certificate based on the baccalaureate degree and valid for teaching secondary-school subjects and special subjects in kindergarten through grade 12, the requirements in addition to the degree are the completion of one of the approved programs as described below.

General Education (Refer to the general requirements of the college)

Professional Education

The sociological, historical, and philosophical foundations of American Education	6
Education 201 and 302 are prescribed. It is suggested that Education 201 be taken during the sophomore or junior year and Education 302 during the student-teaching semester. ¹	
Psychological foundations of education	6
Psychology 304 and 305 are specified. It is recommended that Psychology 304 be taken during the junior year, and Psychology 305 during the student-teaching semester. ¹	
Curriculum, instructional procedures, materials, and methods appropriate to the major area	3
Education 401A is specified to be taken during the student-teaching semester. ¹	
Full-time student teaching	6
Education 401B is specified.	
Total hours in professional education	21

¹Education 302, Psychology 305, and Education 401A meet daily throughout the first half of the semester in which student teaching is done. Education 401B is teaching and practicum (student teaching). Students spend the entire school day in a classroom throughout the second half of the semester.

Those planning to do student teaching in the secondary schools or in special subjects should plan it for the semesters designated below for their teaching areas.

Fall Semester

Art
Chemistry
English
Music
Social Studies
History

Spring Semester

Biology
Business
General Science
Mathematics
Modern Foreign Language
Physical Education

Subject-Matter Preparation: Secondary-School Subjects

BUSINESS EDUCATION	36
(Basic Business Certificate)	
Accounting	9
Office Skills	3
(Typewriting, office machines, etc.)	
Economics and Business	24
(Principles of marketing, principles of economics, management, finance, business law, etc.)	
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
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.	
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.)	
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.)		
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)		
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.)		
 Subject-Matter Preparation: Special Subjects (K-12)		
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	
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
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 K-12	6
6. Electives in Music	4
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	



Education 201 is prerequisite to all other courses in education, and may be taken as an elective.

Psychology 302, 303, or 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. Offered 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. Offered each semester.

A continuation of Education 201 with emphasis on philosophy, purposes, principles, and practices related 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 and special-subject certificates.

EDUCATION 303. The Intermediate Grades.

Three hours credit. Offered each semester.

This is a continuation of Education 201 with emphasis on a study of philosophy, purposes, principles, and practices in the intermediate grades. Experience in a classroom setting is offered in this course prior to student teaching. Throughout the semester and on a regular schedule, students assist an experienced teacher; they work with individual children and small groups. Thus, the study and application of principles and techniques are blended. Required of all candidates for the intermediate certificate.

EDUCATION 304. Early Childhood Education.

Three hours credit. Offered each semester.

This is a continuation of Education 201 with emphasis on a study of philosophy, purposes, principles, and practices in early childhood education. Experience in a classroom setting is offered in this course prior to student teaching. Throughout

the semester and on a regular schedule, students assist an experienced teacher; they work with individual children and small groups. Thus, the study and application of principles and techniques are blended. Required of all candidates for the early childhood education certificate.

EDUCATION 306. Mathematics in the Elementary School.

Three hours credit. Offered each semester.

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. Offered each semester.

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

EDUCATION 308. Language Arts in the Elementary School.

Three hours credit. Offered each semester.

An intensive study, combined with an analysis of the skills of communication, is made of the basic content, methods, materials, and resources in the teaching of language, spelling, creative writing and penmanship.

EDUCATION 309. Natural Science and Social Studies in the Elementary School.

Three hours credit. Offered each semester.

A survey of the nature and content of the natural sciences and of the social studies, as offered in elementary school. Emphasis is upon basic content, materials, and methods for teaching these areas.

EDUCATION 310. History of Education.

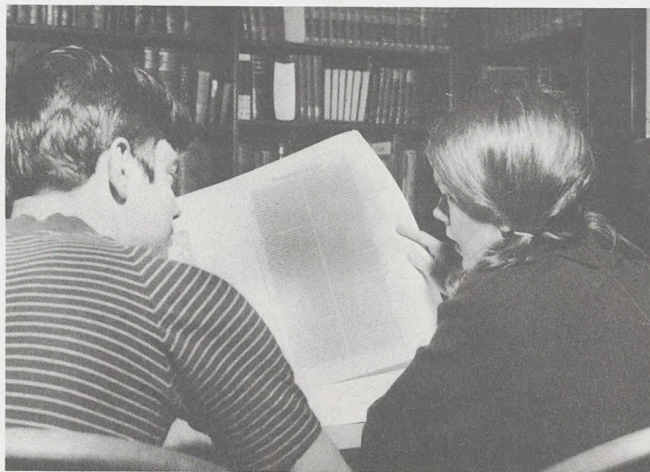
Three hours credit.

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.

(Same as Psychology 404.)



EDUCATION 315. Children's Literature.

Three hours credit. Offered each semester.

A study of the sources and materials of literature taught in the elementary grades. Required for the early childhood education certificate and for the language arts concentration, intermediate certificate.

EDUCATION 392. Procedures for Teaching Slow Learning Children.

Three hours credit.

This course is designed to enable the regular classroom teacher to diagnose faulty understanding, performance and habits of students, and to devise effective procedures for correcting and remedying them.

EDUCATION 393. Procedures for Teaching the Academically Talented.

Three hours credit.

This course is designed to enable the regular classroom teacher to gain an understanding of the characteristics of the academically talented, to identify his talents, and to develop effective procedures for teaching him.

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

Required for secondary school and special subjects (K-12) teachers' certificates.

Prerequisites: Education 201 and Psychology 304.

Three hours credit. Offered 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 secondary school and special subjects (K-12) teachers' certificates. Requires the full time of each student.

Prerequisites: Education 201, 302, 401A; Psychology 304, 305.

Six hours credit. Offered the second half of each semester.

Observation and directed teaching in selected school situations in one or more fields. In addition to actual teaching, student teachers familiarize themselves with and, whenever possible, participate in other activities of the school.

Since it is impossible to place student teachers in schools within walking distance of the college, each student is responsible for arranging his own transportation.

EDUCATION 402. Teaching and Practicum in the Elementary School.

Required for early childhood and intermediate certificates. Requires the full time of each student.

Prerequisites: Education 201, 303 or 304, 306, 307, 308, 309; Psychology 302 or 303, and 305.

Six hours credit. Offered the second half of each semester.

Students plan teaching activities and teach in several academic areas in selected school situations. In addition to teaching, students engage in various school activities, including recording pupil behavior, general permanent record keeping, teachers' meetings, etc.

Since it is impossible to place student teachers in schools within walking distance of the college, each student is responsible for arranging his own transportation.

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. Offered each semester.

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

DR. MOUNTS
MRS. SULLIVAN
MRS. RAWLEY
MR. WILKINSON
DR. KIME

English

I. Overall Prospectus:

The student majoring in English covers a broad range of literary genre and thought, extending from the ancient Chinese, Hindu, and classical periods on through the modern age. As the student follows this long-range approach, he is expected to increase his knowledge of literary history. The ultimate and more specific goals of the English major are concentrated within two areas: the linguistic and the aesthetic. Each student will gain perception and proficiency in the resources of English as a language. He will also gain an appreciation of and a critical insight into the aesthetic qualities of all modes of literature. Each major will be required to demonstrate achievement in the critical and writing disciplines of English through long papers written in the upper-level courses, especially in the seminars. The Department hopes that each English major will be equipped, upon graduation, to enter the graduate school of his choice or to use his knowledge in the professional capacity of teacher, journalist, or writer.

II. The Curriculum and Degree Requirements:

A. General Requirements:

In fulfillment of the College General Education requirement in English *all* students are required to complete one course (3 semester hours) in writing techniques. This basic requirement may be met by successfully completing one of the three freshman writing courses, structured according to various levels of competence—3 hours credit.

ENGLISH 101. Freshman Writing.

Three hours credit.

This course concentrates on intensive training in the composition of expository prose through classroom lectures, workshops, and individual conferences. Proficiency in writing clearly and coherently is stressed as the student becomes increasingly aware of the uses and resources of language.

ENGLISH 103. Advanced Freshman Writing.

Three hours credit.

This course is designed for freshman students who qualify through high scores on the Entrance Examination which will be given during Orientation. Basic groundwork in grammatical structure will be eliminated, and a more flexible pattern will be followed as the student gains proficiency in writing. Intensive writing

and individual conferences are absolutely essential to the successful completion of English 103.

ENGLISH 106. Accelerated Freshman Writing.

Three hours credit.

This course is primarily designed for the prospective English major or for any interested student who has received a superior score on the English Achievement Test of the College Entrance Examination Board (College Placement) or the similar examination given during Orientation. All prospective English majors are encouraged to take the C.E.E.B. Achievement Test during the course of their secondary education. English 106 is restricted to a limited number of students, from ten to fifteen, never more than twenty. The instructor will serve mainly as discussion leader, questioner, and critic in helping each student assume the responsibility for his own learning.

B. Specific Requirements for the English major:

Thirty-six (36) hours from the 200, 300, and 400 level courses are required as a minimum fulfillment for the English major. No 100-level course will count towards this requirement. Nine (9) additional hours selected from an approved list of supporting courses are strongly recommended. These supporting courses are listed at the conclusion of the English curriculum. Of these thirty-six hours in English, the following eighteen (18) hours are required *without exception* (twenty-one (21) hours if the major is receiving teacher certification). These required courses are necessary in insuring for each student a strong background in literary history and genre.

Required Courses: These courses are also open to non-English majors who have successfully completed English 101, 103, or 106.

ENGLISH 207, 208. English Literary Historiography.

Three hours credit each semester.

A chronological and historical approach to the linguistic and generic patterns in English literature. The course attempts to gain deeper insights into each period and to view each period as a part of the whole literary tradition.

ENGLISH 215, 216. World Literature I and II.

a) ENGLISH 215.

Three hours credit.

World literature I from ancient Eastern cultures on through the Continental Renaissance (approximately to 1650). Emphasis will be placed on the classical Greek and Roman literature, Dante's *Divine Comedy*, and European Renaissance masterpieces by Rabelais, Cervantes, et al.

b) ENGLISH 216.

Three hours credit.

World Literature II from 1650 to the early twentieth century. This course covers the main movements of European literature, Neo-Classicism, Romanticism, Realism, and Naturalism.

ENGLISH 301, 302. American Literature.

Either 301 or 302 must be taken to meet the requirement of the English major as well as the requirement for teacher certification in English. Both semesters are strongly recommended.

a) ENGLISH 301. Major American Writers.

Three hours credit.

Emphasis will be placed on the American Renaissance and the major writers of the nineteenth and early twentieth centuries. Trends leading up to and away from the Renaissance will be stressed. Recommended as the basic groundwork study in American literature.

b) ENGLISH 302. Seminar in American Literature.

Three hours credit.

Always follows 301 and is open to qualified students. Specialized areas of American literature will be pursued in some depth. Independent study will be involved. Permission of the instructor is required.

ENGLISH 407. Seminar in Literary Criticism.

Three hours credit.

Some attention is given to the historical development of literary theory and criticism, but the main stress is on contemporary criticism, especially the mythical and archetypal. Much practice will be gained in critically evaluating all modes of literature.

Note: These eighteen hours constitute the required courses for the English major. One additional course is required for the major who is receiving a teacher's certificate in English:

ENGLISH 311. Advanced Writing and Grammar.

Three hours credit.

An intensive study in structural and transformational grammar, accompanied by extensive writing on many levels of composition. *Required* for certification in teaching and recommended for all majors who have had no previous training in modern grammar.

Note: Each of the above required courses will be given during every academic year, either in the *fall* or *spring semester*.

- C. Elective Courses—The English major may choose the remaining eighteen (18) hours from the following 200, 300, or 400 level courses. (Those receiving a teacher's certificate will need only fifteen (15) hours). Non-English majors may also elect these courses upon completion of English 101, 103, or 106 and upon the instructor's approval. The English major should be in *direct consultation with his advisor* in selecting courses from each major period of literature. A comprehensive examination will be given to senior English majors in March before graduation in May in order to test proficiency in all major periods.

ENGLISH 108. Introduction to Literary Genre.

Pre-requisite 101, 103, or 106.

Three hours credit.

A natural follow-up to these courses and may serve in fulfilling three hours in the College General Education requirements for Area I (Arts and Literature). Special attention will be placed on literary interpretation and analysis of poetry, fiction, and drama. This study is also recommended for English majors who have not had secondary training in literary analysis.

ENGLISH 213. Poetry Writing and Poetic Techniques.

Three hours credit.

The art of poetry studied as the student gains practice and insight into the technical aspects of form and structure. The course will include lectures, workshops, and class evaluations.

ENGLISH 217. Studies in Mythology.

Three hours credit.

A knowledge of the basic myths is essential to the understanding of all literature from ancient to modern times. The study ranges from Ovid's *Metamorphoses* through Fraser's *Golden Bough*.

ENGLISH 243, 244. Journalism.

Three hours credit each semester.

Training will be given in all areas of journalism from news reporting to feature



writing and editing. Class lectures will be accompanied by direct experience in newspaper writing.

ENGLISH 300. Contemporary Trends in Modern Literature.

Three hours credit.

A study of the literature of the 1960's and 1970's will be viewed in the light of current sociological and humanistic backgrounds. Literary periodicals will serve as a means of determining dominant trends.

ENGLISH 302 (See above under Required Courses).

This seminar in American Literature always follows English 301. All students who elect this seminar should have a good general background in American literature.

ENGLISH 304. Comparative Studies in Modern Fiction.

Three hours credit.

Fictional movements and techniques will be studied in the light of Continental and English novelists: Joyce, Lawrence, Gide, Kafka, Camus, Hesse, et al.

ENGLISH 305. Victorian Prose and Poetry.

Three hours credit.

Tennyson, Browning, Arnold, Carlyle, Ruskin, Hopkins, and other major writers from 1832 to 1900, exclusive of the Novelists. Special attention will be given to the intellectual and social problems of the nineteenth century.

ENGLISH 309. The English Novel.

Three hours credit.

The rise of the novel as a specific genre and the subsequent development up to the twentieth century: Defoe, Richardson, Fielding, Sterne, Austen, Dickens, Thackeray, Hardy, Conrad et al.

ENGLISH 312. Creative Writing.

Three hours credit.

Pre-requisite: superior standing in English 101, 103, or 106, or by special permission of the instructor.

Training and direct experience in various writing techniques, principally poetry and short fiction. Attention will be given to individual preferences.

ENGLISH 314. Studies in Modern Comparative Poetry.

Three hours credit.

This course concentrates on European, English, and American poetry of the twentieth century. Major poets studied will include Yeats, Eliot, Pound, Rilke, Rimbaud, Stevens, Roethke, et al. Major themes and patterns will be studied intensively.

ENGLISH 317. Philosophy in Literature (same as Philosophy 317).

Three hours credit.

ENGLISH 318. Studies in the Romantic Movement.

Three hours credit.

Poetry of the late eighteenth and early nineteenth centuries from Blake on through Wordsworth, Coleridge, Byron, Shelley, and Keats. The prose study will concentrate on the major critics and essayists: Coleridge, Lamb, Hazlitt, and De Quincy.

ENGLISH 320, 321. Shakespeare I and II.

Three hours credit.

Strongly recommended for all English majors. Shakespeare I concentrates on the sonnets and major tragedies. Shakespeare II concentrates on the histories, comedies, and romances.

ENGLISH 322. Medieval Literature.

Three hours credit.

Chaucer and contemporaries, with some insight into Italian and French influences, especially Dante, Boccaccio, Machaut, and Deschamps.

ENGLISH 323. A Comparative Study of Modern Drama.

Three hours credit.

A study of Continental, English, and American drama from the rise of Realism on through Expressionism. Ibsen, Chekhov, Strindberg, Shaw, Wilde, O'Neill, Brecht, Beckett, Ionesco, others.

ENGLISH 330. Afro-American Literature.

Three hours credit.

A survey of Afro-American poetry, drama, fiction, and non-fiction: Dunbar, Cullen, Hughes, Wright, Baldwin, Ellison, Malcolm X, and the Modern Black Arts Movement.

ENGLISH 332. Studies in Seventeenth Century Literature.

Three hours credit.

Milton and his period. Principal authors and literary movements in the non-dramatic literature from 1600 to 1660, with particular attention to John Milton (offered alternately with English 352).

ENGLISH 335. The Modern American Novel.

Three hours credit.

A critical and interpretive study of the major American novels from Twain through Faulkner.

ENGLISH 342. Studies in Eighteenth Century Prose and Poetry.

Three hours credit.

The Augustan Age. A close study of the chief works of Swift, Pope, Johnson, and others as viewed from the background of Dryden and earlier Neo-Classicism. (The rise of prose fiction is reserved for English 309).

ENGLISH 350. Comparative Studies in the Development of the Short Story.

Three hours credit.

Special attention is given to the rise and development of short fiction in French, Russian, English, and American literature—DeMaupassant, Dostoevsky, Chekhov, Poe on through Conrad, James, Camus, Lawrence and others.

ENGLISH 352. Elizabethan Literature: Spenser and his Period.

Three hours credit.

Non-dramatic literature of the sixteenth century with particular attention to Spenser. (offered alternately with English 332).

ENGLISH 354. Elizabethan Drama.

Three hours credit.

Major playwrights exclusive of Shakespeare will be studied: Marlowe, Kyd, Jonson, Greene, Lyly, and others.

ENGLISH 408. Independent Study.

Three hours credit.

Follows English 407, but is not required of English majors. A tutorial approach to independent study geared to individual interests. Critical analyses involve contemporary modes of criticism studied in 407.

ENGLISH 420. History of the English Language.

Three hours credit.

Recommended for all English majors. A philological and structural approach to the changes in growth of the English language.

Note: With the exception of English 320, 321 (Shakespeare I and II) and English 408 all of the above courses will be given on alternate years or on demand. English 101, 103, or 106 is a pre-requisite to all 200-300-400 level courses. Permission of the instructor in all upper level courses is required.

III. Recommended Supporting Courses and Electives—

At least 9 hours should be taken as interdisciplinary courses, selected from the following list.

1. Philosophy 301—Aesthetics

Three hours credit.

Strongly recommended for an interpretation and evaluation of beauty in relation to literature and allied arts.

2. Philosophy 202—History of Philosophy

Three hours credit.

The study of Plato and Aristotle goes hand in hand with the origins of critical and literary concepts essential to an understanding of all literature.

3. Philosophy 204—Modern Philosophy

Three hours credit.

The study of Naturalism, Realism, and Existentialism forms the basis of much of contemporary literature.

4. Art 311—The Development of Modern Art
Three hours credit.
The current trends in modern literature are either influenced by or closely affiliated with the developments in art.
5. Drama 204—Introduction to Theatre
Three hours credit.
Helpful in studies pertaining to Elizabethan Drama, Modern Drama, and Literary Criticism.
6. History 303-304—English History
Six hours credit.
This course is strongly recommended for students taking English Literary Historiography. (English 207 and 208).
7. Religion 336—Modern Christian Thought
Three hours credit.
An understanding of current theological and ethical thought is especially important in the study of contemporary fiction and drama.
8. Sociology 205—Cultural Anthropology
Three hours credit.
This course is significant in understanding the current emphasis on archetypal and mythical patterns in literature. Also important in showing the relationship of literature to the cultural backgrounds.
9. Music 225—Music Appreciation
Three hours credit.
The study of motifs and rhythmical structures in music adds insight into the study of poetic themes and techniques.

IV. Comprehensive Examination for English Majors—

The Department will give a comprehensive examination in March of each year to all English majors who plan to graduate in May. Each of the following areas will be covered.

Area 1—Old English, Medieval, and Early Tudor

Area 2—Elizabethan, Neo-Classical, Romantic, Victorian

Area 3—The American Renaissance—All of nineteenth and early twentieth century American literature

Area 4—Contemporary Movements and Cycles—English and American (with some attention to Continental)

Graduation will depend on successfully passing this examination.

V. Honors in English (to be implemented during the 1972-73 academic year.)

1. Fulfillment of the requirements for a major in English with a 2.3 grade point average.
2. Intensive and independent study in two areas—an area will consist of a specific author, genre, or a literary movement.
3. A thesis in one of the areas of independent study.

Acceptance into the Honors Program will be determined by members of the English Department and by the Dean of the College.

DR. LEWIS
MR. PORTER
MRS. BURTON
MRS. MAY
MRS. RAUCH
MR. HIGHBAUGH
MRS. MARSHALL
MISS EPPERSON

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-theatre, and music.

ART

Major requirements for the A.B. in Art: Art 105, 106, 201, 202, 203, 206, 207, 210 plus eighteen hours of art electives which shall include six additional hours in the field of concentration.

Major requirements for the A.B. in Art Education: Art 101, 105, 106, 201, 202, 206-306, 203, 207, 210, 301, 304, 452.

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. (Spring semester 1972-73 and alternate years.)

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

ART 202. Art History.

Three hours credit. (Spring semester 1971-72 and alternate years.)

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 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 in the Elementary School.

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. Art in the Secondary School.

Three hours credit. (Spring semester 1972-73 and alternate years.)

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

ART 311. The Development of Modern Art.

Three hours credit. (Spring semester 1972-73 and alternate years.)

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. (Spring semester 1971-72 and alternate years.)

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 452. Art Education Seminar.

Three hours credit. (Spring semester 1971-72 and alternate years.)

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-THEATRE

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

SPEECH 107, 108, 207, 208. Readers Theatre and Oral Interpretation.

One hour credit each semester.

Students participate in the oral interpretation of selected plays and other types of literature through group and individual readings.

SPEECH 201. Fundamentals of Speech.

Three hours credit.

The principles and practice of effective speaking.

SPEECH 202. Speech for Business and Professional People.

Three hours credit.

Prerequisite: Speech 201 or permission of the instructor.

Principles and practice in the forms of speech communication frequently found in business and in the professions. Emphasis on parliamentary procedure, conferences, interviewing, and persuasive speaking.

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 205. Creative Dramatics for Children.

Three hours credit.

A study of the research and literature of creative dramatics for children ages five through fourteen. Observation and practice in creative dramatics. A consideration of creative dramatics as an approach to teaching in the various areas of the school curriculum.

THEATRE 109, 110, 209, 210, 309, 310, 409, 410. Theatre Participation.

One hour credit each semester.

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

THEATRE 204. Introduction to the Theatre.

Three hours credit.

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

THEATRE 301. Acting.

Three hours credit. (Fall semester 1971-72 and alternate years.)

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

THEATRE 302. Play Production.

Three hours credit. (Fall semester 1972-73 and alternate years.)

A practical study of the technical aspects of play production.

THEATRE 304. Directing.

Three hours credit. (Spring semester 1971-72 and alternate years.)

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



THEATRE 305. History of Dramatic Theory and Criticism.

Three hours credit. (Spring semester 1972-73 and alternate years.)

Prerequisite: Theatre 204.

A study of the identification and development of dramatic form from the early Greek drama to contemporary forms; the aesthetics of theatre arts; and dramatic criticism.

MUSIC

Major requirements for the A.B. in Applied Music, in Church Music, and in Music Education include eighteen hours of applied music and Music 121-122, 221-222, 321-322, 226, 325, 329-330. Church music majors will add Music 327-328 as part of the required minor in religion. Music Education majors will add Music 332 and 401.

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 private 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 private 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 private half-hour lessons a week.

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

MUSIC 107, 108, 207, 208. Band and Orchestral Instruments.

One or two hours credit each semester.

One or two private half-hour lessons a week.

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

MUSIC 109, 110, 209, 210, 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. Voice majors registered for Music 309-310 will study methods and materials by means of class observations and special assignments.

MUSIC 111. Woodwind Class.

One hour credit each semester.

A practical introduction to woodwind instruments with special attention to techniques of teaching elementary school children.

MUSIC 112. Brass Class.

One hour credit each semester.

A practical introduction to brass instruments with special attention to techniques of teaching elementary school children.

MUSIC 113. Percussion Class.

One hour credit each semester.

A practical introduction to percussion instruments with special attention to techniques of teaching elementary school children.

MUSIC 114. String Class.

One hour credit each semester.

A practical introduction to stringed instruments with special attention to techniques of teaching elementary school children.

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. Vocal Ensemble.

One hour credit.

The Madrigalians sing music appropriate to small ensembles with special emphasis on the Renaissance and Contemporary periods.

MUSIC 119, 120, 219, 220. Instrumental Ensemble.

One hour credit each semester.

Groups are organized according to the instrumentation available.

MUSIC 121-122. Sight Singing and Dictation.

One hour credit each semester.

Concentrated practice in the techniques and principles of aural musicianship.

MUSIC 123-124. Playing the Piano.

One hour credit each semester.

A beginning piano class structured for college students. A maximum of six students to a class meet twice a week and do outside practice. (Special Music Fee: \$25.00.)

MUSIC 221-222. Theory of Music.

Three hours credit each semester.

Practice in writing, playing, and analyzing modal and tonal music. The first semester's work consists of the invention and elaboration of melodies and their combination in two and three part writing. The second semester emphasizes chord structure, four part writing, simple form, secondary dominants, and modulation. An original composition constitutes the final examination each semester.

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.

Two hours credit.

Conducting techniques and score reading. Experience in conducting choral and instrumental groups.

MUSIC 321-322. Theory of Music.

Prerequisite: Music 221-222.

Three hours credit each semester

During the first semester the student extends his concept of modulation as a producer of form, examines the use of diatonic seventh chords and the various types of altered chords, and practices basic contrapuntal techniques. During the second semester Classical and Romantic styles are compared with those of Impressionism and contemporary approaches. An original composition constitutes the final examination each semester.

MUSIC 325. Orchestration.

Two 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 Elementary School.

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 333, 334. Piano Pedagogy.

One hour credit each semester.

Music majors teach beginning and intermediate piano pupils under the supervision of a faculty member.

MUSIC 401. Music in the Secondary Schools.

Three hours credit.

Music education majors study the organization of junior and senior high school vocal and instrumental groups, the selection of music for these groups, and various techniques of rehearsal and public performance. To meet requirements for the course the student must also attend specified meetings of Education 401A.



DR. GRATIOT
 DR. DESKINS
 DR. CONRAD
 DR. COLE
 DR. WHEELLESS
 MR. PRITCHETT
 MRS. WASHINGTON
 MR. COBLE
 MR. HOLT
 MR. STITT

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 30 semester hours. History 208 and 451 are required; twenty-four hours of History courses will complete the major.

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

History 101, 102	6
History 205, 206	6
History 208	3
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 . . .	24
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Majors in Social Studies preparing for a Teacher's Certificate will follow the course outline on page 81. No major is offered in Social Studies except in the Teacher Training Program.

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 Civilization (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 208. Undergraduate Historiography.

Three hours credit.

An analysis of primary source materials, secondary works, bibliography, bibliographical aids, and research problems involved in the fields of History and Political Science. Required of majors in History and History and Political Science.

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. (Offered in 1972-73 and alternate years.)

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. Europe, North Africa, and the Middle East from 500 to 1500.

Three hours credit. (Offered in 1972-73 and alternate years.)

A general survey of the political, social, economic and religious developments of medieval history in these areas with special attention to the Byzantine, Islamic, and Ottoman Empires.

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 322. Latin American History.

Three hours credit. (See Spanish 322.)

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 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 363. United States from 1920 to 1945.

Three hours credit.

A study of the political, economic, social, and other changes in U. S. affairs from 1920 to the end of World War II.

HISTORY 364. United States from 1945 to the Present.

Three hours credit.

A study of political, economic, social, diplomatic, and other events in U. S. affairs to the present.



HISTORY 451. Seminar in History.

Three hours credit. (Offered each semester.)

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

POLITICAL SCIENCE

POLITICAL SCIENCE 201. United States Government.

Three hours credit.

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

POLITICAL SCIENCE 202. State and Local Government.

Three hours credit.

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

POLITICAL SCIENCE 304. Introduction to American Constitutional Law.

Three hours credit.

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 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.

POLITICAL SCIENCE 309. Contemporary Political Ideas and Issues.

Three hours credit.

A study of American problems and policies arising from the development of liberalism, conservatism and socialism in the nineteenth century; followed by the impact of world totalitarian movement upon American political thought in the twentieth century.

POLITICAL SCIENCE 310. Administrative Law.

Three hours credit.

An analysis of administrative law in its relation to the Federal and State Constitutions, their legal interpretation, and the problems of law enforcement. This course will also include a study of the functions of public administration and their relationship to various federal administrative agencies.

GEOGRAPHY

GEOGRAPHY 201. 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 204. 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.

DR. MYRICK
MR. IDOL
MRS. SHARROCK
MRS. GENTRY

Mathematics

OBJECTIVES

THE MATHEMATICS Department offers a diversified program of study to prepare students to enter graduate study, or the mathematical areas of business, industry and engineering, or the teaching profession on the secondary level.

Students in B.S. degree programs should take Mathematics 142 as a first course. If they are not prepared for calculus, Mathematics 141 should be taken first. Many students, including most A.B. degree program students, elect Mathematics 131 as an interesting excursion into modern mathematics. Mathematics 101 and 102 are designed for elementary teachers and credit is restricted to registered elementary education majors only.

Advanced placement may be achieved with a satisfactory performance on the advanced placement examination in mathematics offered by either the College Entrance Examination Board during the senior year of high school, or by the college during orientation period.

Courses may be challenged by examination.

Requirements

A major in mathematics requires a minimum of eleven courses, including Mathematics 142, 211, 241, 242, 263, 361, 441, 362, or 442, and three other courses numbered above 300. Physics 201 and 202 are required.

A minor in mathematics requires a minimum of six courses, including Mathematics 142, 241 and two courses numbered above 300.

MATHEMATICS 100. Basic Algebraic Concepts.

(Offered every fall and Interim Term.)

Three hours credit.

Credit for this course may be counted toward graduation only if the student successfully completes Mathematics 141 at a later time.

A study of elementary and intermediate algebra including the following topics: fundamental operations, fractions, special products and factors, first and second degree equations, graphs, exponents and radicals, absolute values and inequalities, and logarithms. This is primarily a remedial course that should not be taken by the student who has had the standard high school sequence of college preparatory mathematics courses.

MATHEMATICS 101-102. Mathematics for Elementary Teachers.

Three hours credit each semester.

A study of sets, symbolic logic, numeration systems, abstract mathematical systems, intuitive geometry and the development of the systems of rational, real and complex numbers. These courses are designed for the prospective elementary teacher. Credit is restricted to elementary education majors only.

MATHEMATICS 131. Finite Mathematics.

Three hours credit.

An interest type course designed to broaden the student's appreciation, understanding, and use of mathematics. The course introduces some of the concepts of modern mathematics with emphasis on logic, sets, probability, and game theory. Applications of these topics are taken from the biological, social, and physical sciences.

MATHEMATICS 141. Introductory College Mathematics.

Three hours credit.

An analytical study of the algebraic, exponential, logarithmic, and trigonometric functions. The course includes a weekly one hour lab.

MATHEMATICS 142. Calculus I.

Three hours credit.

Prerequisite: Mathematics 141.

This introductory course is a study of analytic geometry, limits, continuity, differentiation of algebraic functions, and the definite integral.

MATHEMATICS 208. Linear Programming.

(Offered every spring.)

Three hours credit.

Prerequisite: Mathematics 141.

The theory of linear programming with applications taken from the fields of business and science.

MATHEMATICS 211. Mathematical Logic and Set Theory.

(Offered every spring.)

Three hours credit.

Prerequisite: Mathematics 141

A study of basic logic and truth tables, methods of proof, notation, mappings, and Theory and operation of sets. The course is designed to give a firm abstract foundation for later courses.

MATHEMATICS 241. Calculus II.

Three hours credit.

Prerequisite: Mathematics 142.

A continuation of Mathematics 142 in which the following topics are studied: conics, integration and differentiation of transcendental functions, polar coordinates, and indeterminate forms.

MATHEMATICS 242. Calculus III.

(Offered every spring.)

Three hours credit.

Prerequisite: Mathematics 241, 263.

The final course of the introductory calculus sequence covers the topics of vectors, solid analytic geometry, partial differentiation, multiple integrals, and infinite series.

MATHEMATICS 263. Linear Algebra.

(Offered every fall.)

Three hours credit.

Prerequisite: Mathematics 211.

A basic study of the algebra and geometry of vectors in Euclidean n -space, real vector spaces, linear transformations, and fundamental determinant and matrix theory and operations.

MATHEMATICS 311. Geometry.

(Offered in fall of odd-numbered years.)

Three hours credit.

Corequisite: Mathematics 241.

Metric and synthetic approaches to plane geometry with emphasis on algebraic models and the development of Euclidean geometry from other geometries.



MATHEMATICS 320. Probability and Statistics.

(Offered in spring of odd-numbered years.)

Three hours credit.

Prerequisite: Mathematics 241.

Permutations and combinations, continuous and discrete distributions, central values, generating moments, expectation, confidence limits, and tests of hypotheses.

MATHEMATICS 327. Differential Equations.

(Offered in fall of even-numbered years.)

Three hours credit.

Prerequisite: Mathematics 241.

A study of first and second order ordinary differential equations that arise from physical applications.

MATHEMATICS 361, 362. Abstract Algebra.

(Sequence offered in 1971-72 and on alternate years.)

Three hours credit.

Prerequisite: Mathematics 263 or consent of the instructor.

A study of set theory and the basic properties of groups, rings, integral domains, and fields.

MATHEMATICS 411. Special Topics and Research.

(Offered every fall.)

Three hours credit.

Prerequisite: Mathematics 242.

Specialized topics will be presented by the instructor. Students will conduct individual research in areas of particular interest as approved by the instructor. The course may be repeated for credit with the consent of the instructor.

MATHEMATICS 432. Theory of Numbers.

(Offered in fall of odd-numbered years.)

Three hours credit.

Prerequisite: Mathematics 361 or consent of the instructor.

A study of various properties of number relations including congruences, arithmetic functions, and quadratic reciprocity.

MATHEMATICS 441, 442. Advanced Calculus.

(Sequence offered in 1970-71 and on alternate years.)

Three hours credit.

Prerequisite: Mathematics 241.

A rigorous study of topics selected from multi-variable calculus including the following: limits, continuity, derivative, integrals, vector analysis, and topics from real analysis.

MATHEMATICS 450. Numerical Analysis.

(Offered in spring of odd-numbered years.)

Three hours credit.

Prerequisite: Mathematics 242.

A study of error analysis, interpolation and approximation, numerical differentiation and integration, roots of non-linear equations, and solution of differential equations.

MATHEMATICS 470. Topology.

(Offered in spring of even-numbered years.)

Three hours credit.

Prerequisite: Mathematics 361 or consent of the instructor.

Basic set theory, topological spaces, metric spaces, continuity, compactness, and connectedness.

MR. GRAINGER
MR. YARBOROUGH
MR. SCOTT
MR. VILLEGAS
MRS. KAYSER

Modern Foreign Languages

Objectives

The language ability of Americans is a vital concern of American higher education. It is an ability which is essential to the growing influence and ever-deepening involvement of this country in world affairs.

The primary objective of the Modern Foreign Language Department is to help the student find a balance between learning and creating, in the intricate world of languages, literatures, and cultures, and to derive from this balance a lifetime source of enjoyment. There are four lesser included objectives which may contribute to individual motivation: first, to understand the expression of the better-educated foreigner, to speak, read, and write in his mode of expression; second, to acquire a background in foreign culture, literature, and human interests, to serve individual cultural and professional needs; third, to create friendly international relationships; fourth, to develop a desire and ability to teach a foreign language.

Requirements

The Statement of Degree Requirements (p. 51) includes proficiency in a foreign language as a basic requirement for graduation; it also provides ways of establishing proficiency in lieu of completing six semester hours of language for credit. Further information is included under the heading *Placement* below. If the student takes courses to meet the requirement, the six semester hours must be in a single language. Proficiency in a foreign language not offered at High Point College must be approved by the Registrar and the Department of Modern Foreign Languages.

The minimum requirement for a major in French or Spanish is thirty-six hours, beginning with the intermediate (200-level) courses. If the major begins at a higher-numbered course than 201-202, the requirement for the major may be reduced to 30 hours. The 100-level courses in foreign language may not be applied to a foreign language major or minor. The minimum requirement for a minor in French or Spanish is 18 hours, beginning with the intermediate courses, or 15 hours if the minor begins with a higher-numbered course than 201-202.

Required of a major in either French or Spanish are the courses numbered 211-212, 223, 226, and 401. The remainder will be selected from courses offered in the major language or literature and will include at least one course numbered 451.

Placement

Students entering High Point College with high school credits in modern foreign language will take entrance placement tests in the foreign language of record, to determine the level at which they may begin foreign language study in college. Those who place high will be permitted to take the proficiency test, with a view to satisfying the basic requirement of proficiency in a foreign language at the outset of their college careers. Upperclassmen who have received a passing grade for "no credit" in the 101-102 level course will also be permitted to take this test; with a qualifying score, they may satisfy the requirement of proficiency. Those who have received credit for a language course numbered 101-102 may not take the 103-104 course in the same language for credit.

Foreigners for whom English is a second language will be exempt from the required course in their native tongue if they have had approved formal study in their language (including literature) at an advanced level. Waiving such requirement is subject to review of the student's transcript by the Registrar and the Modern Foreign Language Department. If not exempted, the student may fulfill the graduation requirement with a different foreign language or with advanced courses in his native language.

FRENCH

FRENCH 101-102. Beginning French.

Three hours credit each semester. (Students with previous experience in French not admitted to this course.)

For students with no previous experience in French. Acquisition of basic language skills. Laboratory required.

FRENCH 103-104. Elementary French.

Three hours credit each semester. (Students who have credit in French 101-102 not admitted to this course.)

For students with previous French language experience and unqualifying scores in the entrance placement test. Review and improvement of basic language skills. Laboratory required.

FRENCH 201-202. Intermediate French.

Three hours credit each semester.

Prerequisite: French 101-102 or 103-104 or qualifying score on the entrance placement test.

Review and improvement of basic language skills. Readings in French. Laboratory required.

FRENCH 209, 210, 409, 410. French Theatre Participation.

One hour credit each semester.

Prerequisite: Credit or concurrent enrollment in a college-level three-semester-hour French course, or demonstrated speaking ability in French. For French 409, 410, the credit must be at least at the level of French 201-202.

Credit is earned by participants in directing or acting in student French-language productions for inter-collegiate contests and local audiences.

FRENCH 211-212. Introduction to French Literature.

Three hours credit each semester.

Prerequisite: French 201-202 or high score on the entrance placement test.

Readings from French writers; confrontation of literary and human trends in renewal and growth. Laboratory program.

FRENCH 223. Conversation and Composition.

Three hours credit (Fall semester).

Prerequisite: French 201-202 or 211-212 or the equivalent.

Conducted in French. Training in pronunciation, conversation, and composition based on contemporary situations. Laboratory required.

FRENCH 226. Introduction to French Culture and Civilization.

Three hours credit (Spring semester).

Prerequisite: French 223 or the equivalent.

Reading and discussion in French of a spectrum of subjects, to convey a summary of the impact of French interests upon our own, and upon the international scene. Laboratory program.

FRENCH 317. French Literature of the Seventeenth Century.

Three hours credit (Fall 1971 and alternate years, or on demand).

Prerequisite: French 211-212 or 223 and 226, or equivalent.

Study of the experience and expression of classical French writers and others of the century as they weather the storm or sunshine of royal favor and patronage.

FRENCH 318. French Literature of the Eighteenth Century.

Three hours credit (Fall 1972 and alternate years, or on demand).

Prerequisite: French 211-212, French 223 and 226, or equivalent.

Study of French literary activity in the conflict of reason and feeling which culminated in revolution.

FRENCH 319. French Literature of the Nineteenth Century.

Three hours credit (Spring 1973 and alternate years, or on demand).

Prerequisite: French 211-212, French 223 and 226, or equivalent.

Study of the many literary movements enmeshed in a century of continuous revolution.

FRENCH 320. French Literature of the Twentieth Century.

Three hours credit (Spring 1972 and alternate years or on demand).

Prerequisite: French 211-212 or 223 and 226, or equivalent.

Study of the literary search for a saner life in the shadow of two world wars and nuclear fission.

FRENCH 401. Linguistics: Phonology and Structure.

Three hours credit (Spring 1973 and alternate years or on demand).

Prerequisite: French 223 and 226, or equivalent.

Intensive training in phonetics, linguistics, structure of the French language. Laboratory required.

FRENCH 409, 410 (see French 209, 210 above).

FRENCH 451. Seminar.

Three hours credit.

Prerequisite: French 211-212 or 223 and 226, or equivalent.

Course designed to permit individual or exploratory study in fields of interest to the student of French literature, linguistics, civilization, or foreign study. This course may be repeated, with varied subjects, for credit.

SPANISH

SPANISH 101-102. Beginning Spanish.

Three hours credit each semester. (Students with previous experience in Spanish not admitted to this course.)

For students with no previous experience in Spanish. Acquisition of basic language skills. Laboratory required.

SPANISH 103-104. Elementary Spanish.

Three hours credit each semester. (Students who have credit in Spanish 101-102 not admitted to this course.)

For students with previous language experience in Spanish and unqualifying scores in the entrance placement test. Review and improvement of basic language skills. Laboratory required.



SPANISH 201-202. Intermediate Spanish.

Three hours credit each semester.

Prerequisite: Spanish 101-102 or 103-104 or qualifying score on the entrance placement test.

Review and improvement of basic language skills. Readings in Spanish. Laboratory required.

SPANISH 203. Business Spanish.

Three hours credit. Spring semester, alternative for Spanish 202. (Offered on demand).

Prerequisite: Spanish 201 or the equivalent.

Basic course for students interested in acquiring commercial and secretarial vocabulary for the Spanish business world.

SPANISH 209, 210, 409, 410. Spanish Theatre Participation.

One hour credit each semester.

Prerequisite: Credit or concurrent enrollment in a college-level three-semester-hour Spanish course, or demonstrated speaking ability in Spanish. For Spanish 409, 410, the credit must be at a level as high as Spanish 201-202.

Credit is earned by participants in directing or acting in student Spanish-language productions for inter-collegiate contests and local audiences.

SPANISH 211-212. Readings in Spanish.

Three hours credit each semester.

Prerequisite: Spanish 201-202 (or 201, 203) or high score on the entrance placement test.

Brief review of grammar. Readings in peninsular and Spanish American literature. Laboratory program.

SPANISH 223. Conversation and Composition.

Three hours credit (Fall semester).

Prerequisite: Spanish 201-202 (or 201, 203) or 211-212.

Conducted in Spanish. Training in pronunciation, conversation, and composition based on contemporary situations. Laboratory required.

SPANISH 226. Introduction to Spanish Culture and Civilization.

Three hours credit (Spring semester).

Prerequisite: Spanish 223 or the equivalent.

Reading and discussion in Spanish of peninsular and Spanish-American civilization and contemporary culture. Laboratory program.

SPANISH 301, 302. Survey of Spanish Literature.

Three hours credit each semester (Offered 1971-72 and alternate years).

Prerequisite: Spanish 211-212, 223 and 226, or the equivalent.

Reading and study of peninsular literature: the Jarchas, the Golden Age, Romanticism, the Generation of '98, and twentieth-century literature. Required for majors.

SPANISH 314. Modern Spanish Literature.

Three hours credit (Spring 1973).

Prerequisite: Spanish 211-212, or 223 and 226, or the equivalent.

Reading, study and discussion of modern literature and literary trends in Spain and Spanish America.

SPANISH 322. Latin American History.

Three hours credit (Spring 1973 and alternate years).

Same as History 322. A survey of Hispanic America: pre-Columbian civilizations, explorations, colonization, struggle for independence through modern political and economic development. Spanish majors will do outside reading and research in Spanish.

SPANISH 330. Golden Age Drama.

Three hours credit (Fall 1972 and alternate years).

Prerequisite: Spanish 211-212, or 223 and 226, or the equivalent.

Reading, study, and discussion of the masterpieces of Golden Age theater from Lope de Vega to Calderón.

SPANISH 401. Linguistics: Phonology and Structure.

Three hours credit (Spring 1973 and alternate years or on demand).

Prerequisite: Spanish 223 and 226 or the equivalent.

Intensive training in phonetics, linguistics, structure of the Spanish language. Laboratory required.

SPANISH 409, 410 (see Spanish 209, 210 above).

SPANISH 451. Seminar.

Three hours credit.

Prerequisite: Spanish 211-212, or 223 and 226, or the equivalent.

Course designed to permit individual or exploratory study in fields of interest to the student of Spanish literature, linguistics, civilization, or foreign study. May be repeated, with varied subjects, for credit.

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.

Three hours credit each semester.

Prerequisite: Two years high-school German or one year college German.

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

MISS CLARY
MR. HARTMAN
MR. DAVIDSON
MR. BARNETT
DR. FUTRELL
MISS PALMER

Physical Education and Health

Objectives

The Department of Physical Education and Health strives to develop knowledges and appreciations related to the efficiency of human movement in leisure time sport activity. Skill proficiency in recreational and individual endeavors and an understanding of the values of fitness and health in contemporary society are objectives of the required program.

The aim of the professional program is to present the fundamental principles of teaching and directing activities and competitive sports which will enable students to assume an important role as teachers in the fields of physical education and health education.

Professional preparation for future physical educators includes an educational view of movement as a means of expressing, interpreting, and relating the individual in society to his environment. The scope of course content is concentrated on the integration of the biological, social and psychological sciences.

Members of the Physical Education and Health staff will review all applications of students who have indicated an intent to major in the department, such review to be accomplished by mid-term of the student's sophomore year. Transfer students who indicate a desire to major in Physical Education and Health must be interviewed by the department staff prior to admission to the program. All majors must be active members of the Physical Education majors club.

All majors are required to pass a Basic Performance Test in swimming or successfully complete Physical Education 150.

A course concentration for students who plan to major in Physical Education and Health consist of the following courses:

B.S. Degree with Teacher Certification: Physical Education 100, 101, 200, 201, 213, 223, 224, 232, 233, 241, 247, 300, 301, 304, 315, 318, 324, 325 and 328.

B.S. Degree in Physical Education and Health (minimum of 40 hours): Physical Education 100, 101, 200, 201, 213, 223, 224, 233, 241, 300, 301, 304, 315, 318, 325 and ten hours of electives.

Required supporting courses for both programs consists of the following: Biology 101-102, 201, 202, Sociology 201 and Psychology 202.

Recommended electives are Physical Education 311, 320, 321, 326, 327 and 414.

The *Basic Requirement* in physical education is fulfilled by completing Physical Education 105 (Foundations) and developing a skill proficiency in the sports activity program.

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.

SPORTS ACTIVITY OFFERINGS

Registration in Physical Education Sports Activity courses is on a credit/non-credit basis.

Basic Physical Education

105—Foundations

106—Conditioning

107—Adaptives

Individual and Dual Sports

110—Beginning Archery

115—Beginning Badminton

116—Intermediate Badminton

120—Beginning Bowling

121—Intermediate Bowling

125—Beginning Fencing

126—Intermediate Fencing

130—Beginning Golf

131—Intermediate Golf

135—Beginning Tennis

136—Intermediate Tennis

Dance

140—Folk Dance

141—Modern Dance

Aquatics

150—Beginning Swimming

151—Intermediate Swimming

152—Advanced Swimming

153—Senior Life Saving

154—Water Safety Instructor

155—Scuba Diving

Gymnastics

160—Beginning Gymnastics

Combatives and Special Courses

165—Self-Defense

166—Karate

PHYSICAL EDUCATION 100, 101. Theory and Practice in Selected Activities.
One hour credit each semester.

Field Hockey, Football, Soccer, Speedball, Basketball, Softball, Track and Field, Orientation.

PHYSICAL EDUCATION 200, 201. Theory and Practice in Selected Activities.

One hour credit each semester.

Volleyball, Archery, Badminton, Gymnastics.

PHYSICAL EDUCATION 213. First Aid.

Two hours credit.

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

PHYSICAL EDUCATION 223. Sports Officiating.

Two hours credit.

Men: Rules, regulations and principles of officiating football, volleyball, and basketball. Actual officiating in intramural games is a requirement of the course. Women: Rules, regulations and principles of officiating field hockey, basketball and speedball. Actual officiating in intramural games is a requirement of the course.

PHYSICAL EDUCATION 224. Sports Officiating.

Two hours credit.

Rules, regulations and principles of officiating softball, volleyball and track. Actual officiating in intramural games, men's track meets and secondary school sportsdays are a requirement of the course.

PHYSICAL EDUCATION 230. Physical Education for Elementary Schools.

Three hours credit.

Principles, practices and procedures in physical education with particular emphasis on early childhood education.

PHYSICAL EDUCATION 232. Physical Education for Elementary Schools.

Three hours credit.

Principles, practices and procedures in physical education with particular emphasis on intermediate grades.

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 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 health school living, health services, and health instruction are covered.

PHYSICAL EDUCATION 300, 301. Theory and Practice in Selected Activities.

One hour credit each semester.

Tennis, Bowling, Folk and Square Dance, Lacrosse, Modern Dance, Wrestling, Fencing.

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 315. Kinesiology.

Three hours credit.

A study of the fundamentals of human motion as they relate to physical education activities and skill performance.

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

Three hours credit.

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

PHYSICAL EDUCATION 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.

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

WOMEN: A study and practice of the various fundamental techniques of coaching field hockey and basketball.

PHYSICAL EDUCATION 324. Methods and Materials of Secondary School Health and Physical Education.

Three hours credit.

A comprehensive survey of the methods and materials to be used in teaching Health and Physical Education at the secondary school level. Emphasis is given to class organization; individual and group motivation, and a variety of materials (teacher made and commercial) to be used in applying the methods covered in the course.

PHYSICAL EDUCATION 325. Analysis of Methods and Techniques in Physical Education.

Three hours credit.

A laboratory experience designed to prepare the physical education student to teach the basic individual and team sports, and self-testing activities of the physical education curriculum.

PHYSICAL EDUCATION 326. Prevention and Treatment of Athletic Injuries.

Two hours credit.

Actual practice in care and treatment of athletic injuries.

PHYSICAL EDUCATION 327. Physiology of Exercise.

Three hours credit.

A study and investigation of the adjustment and adaption to the circulation, respiration and related processes within the body to meet the needs resulting from physical activity.

PHYSICAL EDUCATION 328. Practicum.

One hour credit.

A course designed to provide students with an opportunity to work individually with faculty members. The students will be assigned by the department to assist in required classes in the sports activity program.

PHYSICAL EDUCATION 414. Adaptive Physical Education.

Two 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.

DR. EPPERSON
DR. WILSON
MR. CONALLY

Physical Science

OBJECTIVES

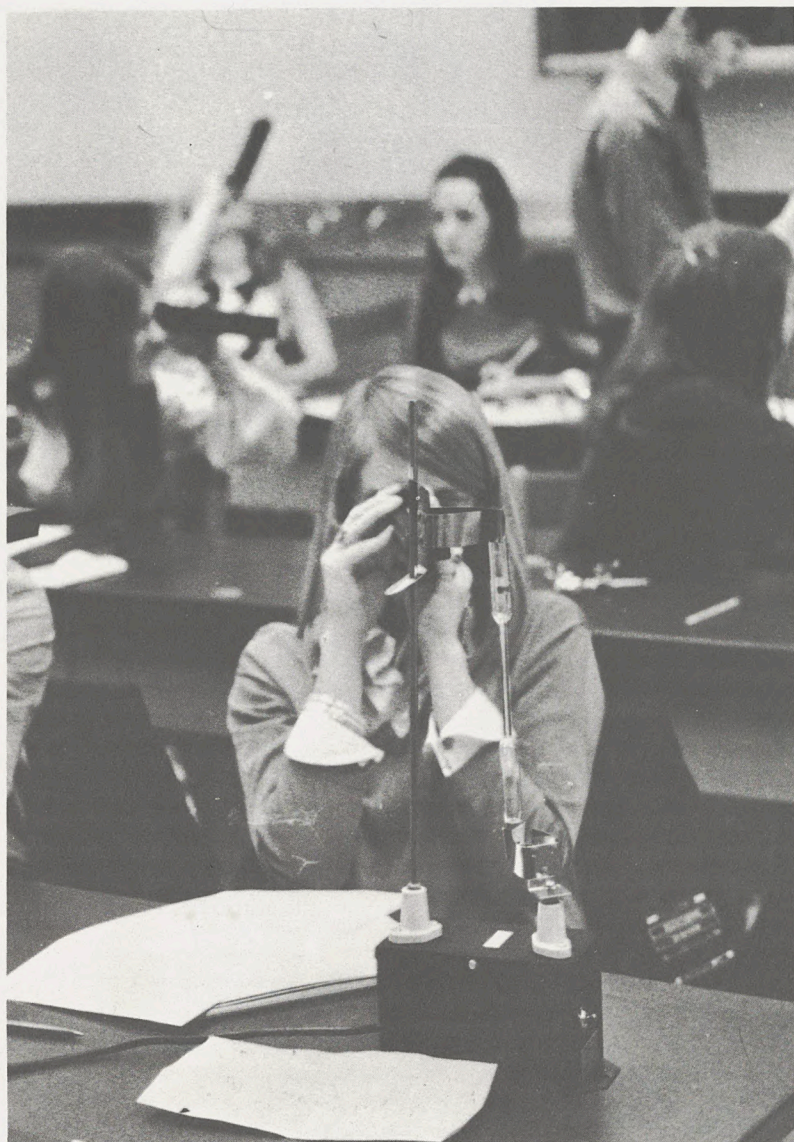
Educations cannot now be considered complete without an understanding of science and its role in modern society. The methods of science, particularly mathematics, physics and chemistry demand on the part of the student a logic and accuracy of reasoning not found elsewhere. It is becoming less and less possible to delineate the classical areas of scientific thought and the areas 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 department offers 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 seven 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 confused by his memory.



A major in chemistry must complete the following courses: Chemistry 101-102, 209-210, 303, 304, 311, 312, 315-316, 451 or 452, 411 or 412, Physics 201, 202, mathematics through the calculus, and demonstrate a reading proficiency in scientific German.

The interdisciplinary degree, B.S. in Chemistry-Business, is offered in cooperation with the Department of Business Administration and Economics (see p. 61 for details.)

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 transformations are treated briefly. Laboratory work consists of preparative and analytical methods including inorganic qualitative analysis.

CHEMISTRY 209-210. Organic Chemistry.

Four or five hours credit each semester.

Three class hours; three or 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. Non-majors will register for three hours of laboratory, majors will register for six hours of laboratory.

CHEMISTRY 303. 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 odd-numbered 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 odd-numbered 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 even-numbered years.)

Three class hours; three laboratory hours.

Pre- or co-requisite: Differential and integral calculus.

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 371, 372. Current Chemical Topics.

Two hours credit each semester. (Offered on demand.)

This course is designed to provide an opportunity for open-end study of physico-chemical methods and results of current interest.

CHEMISTRY 411, 412. 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 Chemistry faculty.

CHEMISTRY 451, 452. Seminar and Chemical Literature.

One hour credit each semester.

Two class hours.

A thorough introduction to the chemical literature. Review papers on current research topics will be prepared and presented.

PHYSICS

PHYSICS 201, 202. General Physics.

Four hours credit each semester

Three class hours; three laboratory hours.

Prerequisite: Mathematics 141 or trigonometry.

Physics 201 treats the basic principles of mechanics, properties of matter, heat, and sound. Physics 202 treats electricity and magnetism, optics, atomic and nuclear physics, and quantum theory.

These courses meet the need of all science students, and are well suited for the liberal arts students.

PHYSICS 301-302. Advanced Physics.

Four hours credit each semester. (Offered on demand.)

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.

NATURAL SCIENCE

NATURAL SCIENCE 101. Selected Topics in Physical Science.

Four credit hours.

Three class hours; three laboratory hours.

A study of the evolution of: the solar system, the structure of matter, and the face of the earth.

This course does not carry science credit for science majors.

NATURAL SCIENCE 102. Selected Topics in Biological Science.

(See page 69).

NATURAL SCIENCE 103. Physical Science 4-9.

Four hours credit. (Offered on demand.)

Three class hours; three laboratory hours.

A study of the principles of meteorology, mechanics, electricity and magnetism, and wave phenomena. This course is especially designed to meet the needs of the student seeking certification in the 4-9 science program.

This course does not carry science credit for science majors. Registration is restricted to 4-9 science certificate students.

DR. MATTHEWS
 DR. POPE
 MR. ASHER
 DR. BRITT
 DR. HILL
 DR. SPILLMAN

Psychology

PSYCHOLOGY

THE study of psychology at High Point College is based upon a biological-social approach while striving at the same time to use the scientific method whenever possible. The Department of Psychology's offering at High Point College is fundamental to a number of groups: First, the students who are psychology majors who will use a degree in psychology or the behavioral sciences as a terminal degree; Secondly, as a step toward an advanced degree or additional training; Thirdly, a number of courses in psychology are basic and/or required for majors in education, human relations, sociology, etc.; Fourthly, many students take courses in psychology simply because they have an interest in the various areas of psychology and these needs should be met too.

Students majoring in psychology must make a minimum of C or better in the basic course (Psychology 202). Psychology 202 is also a prerequisite for all other courses in psychology.

All Psychology Majors should be particularly careful to see that their courses of study comply with the general college requirements and the requirements for the departmental majors, Category A. The courses of study in Category B have been found by experience and research to be extremely valuable, and psychology majors are urged to take these courses if at all possible. Category C is simply a list of courses that might be useful for electives or to use in pursuing an interest a little more thoroughly.

Category A

Psychology 306, 308, 312, 314, 401, 404, 406, and one additional course in psychology above the 200 level	24
Behavioral Science Seminar 451	3
Biology 305	4
Sociology (not including Sociology 201)	6
Total hours 37	

Category B

Fine Arts (Art 101 and/or Music 225)
Economics 207 and 208
Biology 201, 202, and 306
History 205 and 206
English 301
Political Science 201

Category C

Psychology (other listed courses)
Sociology (other listed courses)
Biology 205, 301, 302
Economics 322
Physics 201 and 202
Physical Education Courses
Mathematics (other than those required)
Business Administration 321 and 324

PSYCHOLOGY COURSES

PSYCHOLOGY 202. Introduction to General Psychology.

Prerequisite: Sophomore classification (27 hours).

A prerequisite to all other psychology courses.

Three hours credit.

A study of the behavior of man and other animals biosocial, with emphasis on man as an individual who must react effectively in an everchanging world.

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 302. Psychology of Early Childhood.

Three hours credit (Open only to education majors with a 1.0 grade-point average).

A study of the individual psychologically-biologically-sociologically from conception through adulthood with the *major focus* on the person during early childhood.

PSYCHOLOGY 303. Psychology of Middle, Late Childhood, and Early Adolescence.

Three hours credit (Open only to education majors with a 1.0 grade-point average).

A study of the individual psychologically-biologically-sociologically from conception through adulthood with the *major focus* on the person during middle, late childhood, and early adolescence.

PSYCHOLOGY 304. Psychology of Adolescence and Adulthood.

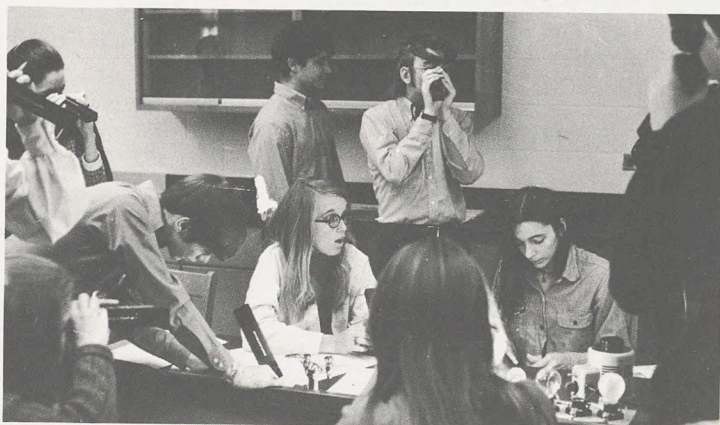
Three hours credit (Open only to education majors with a 1.0 grade-point average).

A study of the individual psychologically-biologically-sociologically from conception through adulthood with the *major focus* on the person during adolescence and adulthood.

PSYCHOLOGY 305. Educational Psychology.

Three hours credit (Open only to education majors with a 1.0 grade-point average).

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 .



PSYCHOLOGY 306. Small Group Behavior.

Three hours credit.

A study of the social interactions of small groups, concentrating attention on the effect of the individual's behavior and communication on the other members of the group and the effect of the group's behavior and communication on each individual. Priority will be given to juniors and seniors.

PSYCHOLOGY 307. Exceptional Children.

Three hours credit.

A survey study of various types of the atypical child, including the gifted (socially, mentally, and physically) and the other side of the continuum.

PSYCHOLOGY 308. Social Psychology.

Three hours credit.

An introduction to the study of the individual and his behavior in groups of various types and sizes. Consideration is given to the development, control, and resistance of groups.



PSYCHOLOGY 311. Statistics.

Three hours credit (Designed for the education, psychology, sociology, and behavioral science major).

Prerequisite: Mathematics 131 or 141.

A survey of the statistical methods of collecting and treating data including central tendencies, dispersions, significance of difference, correlations, and non-parametric statistics will be included.

PSYCHOLOGY 312. Experimental Psychology.

Three hours credit.

Prerequisite: Psychology 311.

The consideration and use of experimental methods and techniques as applied to psychological problems in industry.

PSYCHOLOGY 313. Principles of Guidance.

Three hours credit.

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

PSYCHOLOGY 314. Human Growth and Development.

Three hours credit.

Does not give teacher-certification credit and may not be substituted for Education 304. Both Education 304 and Psychology 314 may NOT be taken for credit. The psychological study of the individual throughout the life span and the effects of the biological, sociological, and psychological factors on the growth of the individual.

PSYCHOLOGY 390. Behavioral Modifications.

Three hours credit.

Behavioral Modifications is a course in the processes that cause and the processes that will help change behavior in individuals. A brief discussion of the relevant laws of learning will be noted during the course and the course will be presented primarily through the use of relevant case studies.

PSYCHOLOGY 401. Abnormal Psychology.

(See Sociology 204. Social Problems.)

Three hours credit.

An introduction to an overall consideration of the history, causes, and development of abnormal behavior. Emphasis is placed too on the treatment of the individual and the overall effect of the problem on society.

PSYCHOLOGY 404. Psychological Tests and Measurements.

Three hours credit (Same as Education 313).

A study of the theory and principles of construction, administration, interpretation and evaluation of educational and psychological tests. All students participate in the development, giving, scoring, and interpretation of tests.

PSYCHOLOGY 406. Motivation and Learning.

Three hours credit.

A study of animal and human motivation and learning and its effect on our lives. Emphasis is placed on gaining an introduction to recent literature on the subject.

PSYCHOLOGY 409. Psychology of Personality.

Three hours credit.

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

PSYCHOLOGY 451. Seminar.

Three hours credit (See also Sociology 451 and Behavioral Science Seminar 451). Open only to seniors.

Attention is paid to exploring areas appropriate to the student's background. Consideration is given to the vocational aspects of the major and continuing education and how to approach these aspects. The major emphasis is placed on two pieces of research; one working as an individual, and another working as a group. All faculty in the division may be considered as resource people.

DR. LOCKE
DR. CROW
DR. WEATHERLY
MRS. HAYS

Religion and Philosophy

OBJECTIVES

The Department 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 Christian 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.

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

Every student is required to complete three hours in Religion for graduation. Any course in Religion may be chosen to fulfil this requirement with the exception of professional courses (251-328).

The Department offers majors in three areas: Religion, Christian Education, and Philosophy.

A major in Religion requires 30 hours in addition to the required course. At least two courses should be chosen from each of these groups: 101-221, 251-328, 331-401. A seminar is required. In addition three courses should be taken in Philosophy.

A major in Christian Education requires 30 hours in addition to the required course. At least five courses should be chosen from 251-328. A seminar is required.

A major in Philosophy requires 30 hours in Philosophy. In addition one course should be taken in Psychology. A seminar is required.

It is strongly recommended that a student preparing for graduate work in Religion or Philosophy complete two years of a foreign language, preferably German or French.

RELIGION 101. Old Testament.

Three hours credit.

The historical, literary, and religious values of the Old Testament as it forms the basis of the Hebrew-Christian heritage.

RELIGION 102. New Testament.

Three hours credit.

The beginnings of the Christian community with particular concern for the basic affirmations of the Christian faith and the meaning of those affirmations today.

RELIGION 103. Christianity Today.

Three hours credit.

A study of the practical application of Christian principles in meeting the challenge of present-day living. Examination of the basis of the Christian faith to discover resources that may be drawn on in relevance to present-day living.

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. Life and Teachings of Jesus.

Three hours credit.

A study of the life and teachings of Jesus as set forth in the Gospels.

RELIGION 221. 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 251. Principles of Christian 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 253. Practicum in Christian Education.

One, two, or three hours credit.

Class work, one and one-half hours a week. Supervised field work on Fellowship teams and in local churches. A detailed study of the curriculum of the United Methodist Church for youth and a view of the curricula of other churches. Participation on the Fellowship Teams, visiting local churches and working with youth.

RELIGION 313. Group Work.

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.

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. Administering the Program of Christian Education in the Church.

Three hours credit.

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

RELIGION 318. The Christian Education of Youth and Adults.

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 319. Christian Worship.

Three hours credit.

A course designed to acquaint the student with the settings, purpose, and content of public worship. Church architecture, symbols, liturgical forms, and contemporary innovations will be surveyed through field trips, film, and research.

RELIGION 327, 328. Church Music.

(See Music 327, 328).

RELIGION 331. World Religions.

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. American Religion.

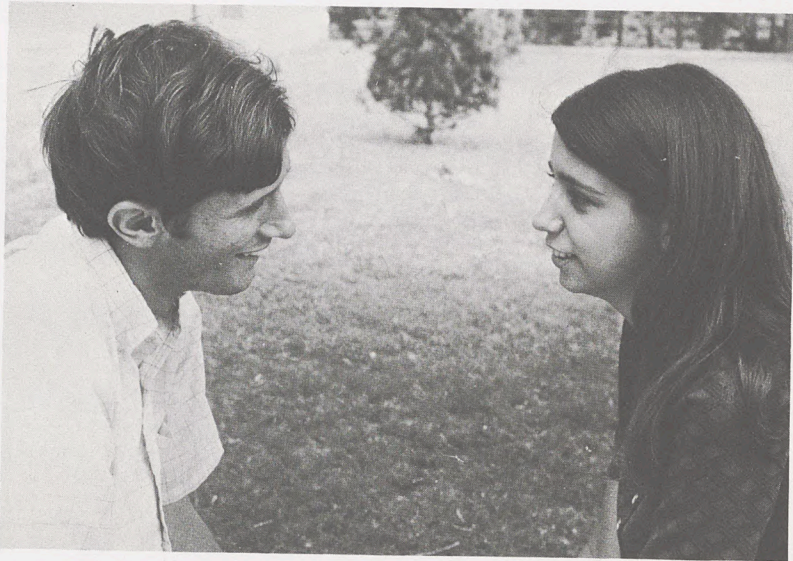
Three hours credit.

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 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 336. Contemporary Christian Thought.

Three hours credit.

A course designed to acquaint the student with some of the current theological and ethical questions of the twentieth century. The course will include readings in the work of men who have contributed to the development of theology in this century.

RELIGION 401. Directed Study.

Credit at the discretion of the instructor. Not more than three hours credit in any one semester.

Individual research or field work under the supervision of a member of the Department.

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 101. 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 102. History of Philosophy I.

Three hours credit.

An 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 106. 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 203. History of Philosophy II.

Three hours credit.

An 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 Schopenhauer.

PHILOSOPHY 204. Contemporary Philosophical Thought.

Three hours credit.

A survey of contemporary schools of western philosophical thought, including: Materialism, Naturalism, Idealism, Pragmatism, Realism, Logical Empiricism and Analytical Philosophy, and Existentialism.

PHILOSOPHY 205. 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 301. Aesthetics.

Three hours credit.

A study of the philosophical problems connected with the description, interpretation, and evaluation of beauty and the arts.

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 presuppositions of science, and the effects of major developments in science on philosophical thought.

PHILOSOPHY 307. The Philosophy of Plato.

Three hours credit.

An intensive study of the works and philosophy of Plato. Reading and discussion of the major writings of Plato, such as the Apology, Phaedo, the Republic, Statesman, Philebus, Timaeus, and the Laws. Emphasis on interpretation and evaluation.

PHILOSOPHY 309. Philosophy of Government.

Three hours credit.

A study of the major philosophies of the state developed through the centuries with particular emphasis on the role of government in modern society.

PHILOSOPHY 317. Philosophy in Literature.

Three hours credit in English or Philosophy.

An approach to the recognition and understanding of basic philosophical concepts as they are expressed in various literary forms. The course will concentrate on certain schools of thought such as Realism, Idealism, Romanticism, Existentialism and will attempt to discover their expression in literature. A team-teaching approach, involving an instructor from the Department of English and one from the Department of Philosophy.

PHILOSOPHY 451. Seminar.

Three hours credit.

Directed study and reports. Required of all majors in their Senior year.



Sociology

OBJECTIVES

Sociology is the scientific study of human relations. Its subject matter is the behavior of individuals and groups of individuals, and its purpose is the development of means which are useful in the prediction of social behavior and forms of interaction. The curriculum in the Department of Sociology is designed to develop in the student a better understanding and awareness of these social and cultural interrelationships and to prepare him for both professional specialization and graduate study.

The Department offers the Bachelor of Arts Degree in Sociology. There are seventeen courses of study available with emphasis being placed on theoretical and practical concepts in human relations. In addition to the general college requirements all candidates for the A.B. Degree in Sociology must complete the following:*

1. 36 semester hours in sociology including sociology 201 (invariably a prerequisite for departmental majors), 313, 403, and 405.
2. The Behavioral Science Seminar (Behavioral Science 451 or Sociology 451).
3. Psychology 311 (statistical methods).

* A minimum of "C" must be maintained to continue in the department.

The following are included as strongly recommended supportive courses:

Economics 207
Political Science 201, 305
Speech 201
Math 131
English 304
Psychology 202 (prerequisite to Psy. 311), 306, 308, 314, 390, 401
Philosophy 101 or 203
Religion 331 or 332
Biology or Natural Science (8 hours)

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 Problems.

Three hours credit.

An analysis of societal deviance, maladjustment, and the dynamics of major social problems which prevail in our society with a view toward an understanding of the causes and effects.

SOCIOLOGY 205. Cultural Anthropology.

Three hours credit.

A study of the nature of culture and of its origins and transformations. Comparisons of behavior in a number of primitive and other societies to identify the culture universals and the culture variables.

SOCIOLOGY 300. Race and Minority Relations.

Three hours credit.

A study of the meaning of minority group status in society and of race and racial stereotypes. A consideration of some of the important minority groups in contemporary society.

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.

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 313. Social Stratification.

Three hours credit.

A study of contemporary society in terms of structure, organization, and class stratification. An analysis of human relationships and behavior as class determined.

SOCIOLOGY 315. The Community.

Three hours credit.

A qualitative study of community life today and of the changing role of the local community in the larger society. The patterns of social interaction found in rural, urban, and metropolitan communities are analyzed.



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.

A study of: (1) the history, structure, functions, and organization of the family; (2) the impact of the family on its members in the context of social change; and (3) courtship patterns and marriage, with emphasis on personal relationships.

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 work in representative social agencies is required.

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 work in community agencies.

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 390, 391, 392. Independent Study.

Three hours credit each semester.

The study of a particular research problem with the permission of the head of the department and under the supervision of a member of the instructional staff. Restricted to majors in the behavioral sciences.

SOCIOLOGY 403. Sociological Theory.

Three hours credit.

A comparative study and critique of social thought and sociological theories. Special study is made of major sociological theories of the nineteenth and twentieth centuries, and the role of theory in empirical science. Prerequisite: 12 hours of sociology.

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.

The scientific method as applied to sociological problems and phenomena. 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.

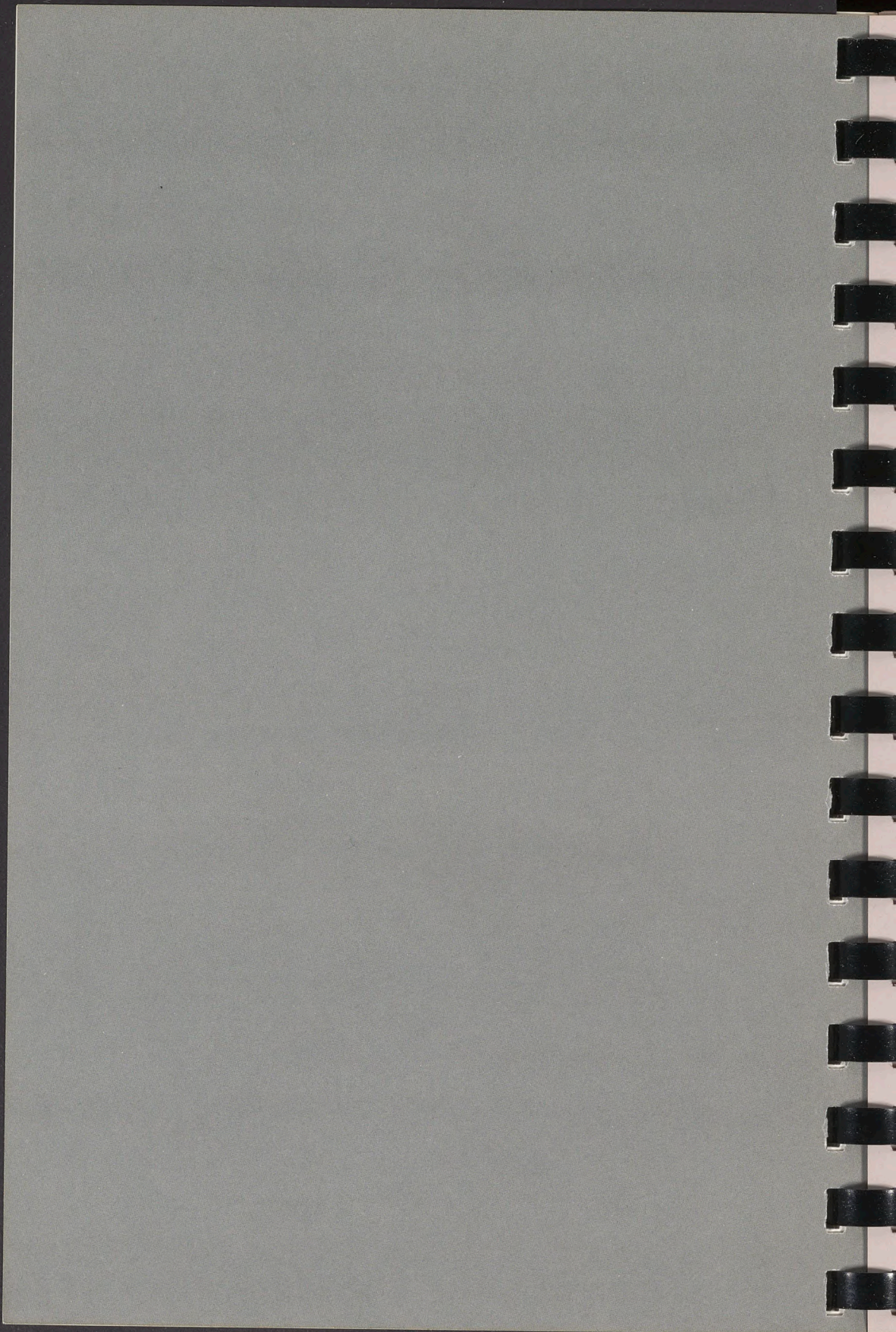
SOCIOLOGY 451. Seminar.

Three hours credit (See also Psychology 451 and Behavioral Science Seminar 451).

Required of all Seniors majoring in Sociology. Attention is paid to exploring areas appropriate to the student's background. Consideration is given to the vocational aspects of the major and continuing education and how to approach these aspects. The major emphasis is placed on two pieces of research: one working as an individual, and another working as a group. All faculty in the division may be considered as resource people.



Directory



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Mr. William E. Stevens Lenoir, North Carolina

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Mr. Charles L. Kearns High Point, North Carolina
Honorable Dan K. Moore Raleigh, North Carolina
Mr. W. Roger Soles Greensboro, North Carolina
Rev. Thomas B. Stockton Asheville, North Carolina

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Dr. Charles F. Carroll Raleigh, North Carolina
Mrs. D. S. Coltrane Raleigh, North Carolina
Dr. C. L. Gray High Point, North Carolina
Dr. J. Clay Madison Charlotte, North Carolina
Dr. W. Stanley Potter Sanford, North Carolina

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members are
auxiliary members.)

EXECUTIVE

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Earle G. Dalbey, Asst. Secretary
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Dr. M. E. Harbin
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W. Roger Soles

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Dr. M. E. Harbin
Blaine M. Madison
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William E. Stevens
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Joint Faculty-Trustee Committee
Three members appointed by Chairman,
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Three members appointed by President of
College

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J. Harriss Covington
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Charles E. Hayworth
Charles L. Kearns
James H. Millis
W. Roger Soles
Earle G. Dalbey, Secretary

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BOARD MEMBERS**

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Board
Treasurer of the Board
President of the College

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- Mr. Eugene Cross, Sr. Marion, North Carolina
- Bishop Nolan B. Harmon Atlanta, Georgia
- Mr. J. Vernon Hodgin, Sr. Greensboro, North Carolina

Professors Emeriti

- | | |
|-----------------------|-------------------------|
| Mr. J. H. Allred | Dr. Ben H. Hill |
| Dr. Helen R. Bartlett | Dr. George H. Hobart |
| Mrs. Alda T. Berry | Miss E. Vera Idol |
| Dr. E. O. Cummings | Dr. Arthur E. Le Vey |
| Miss Ernestine Fields | Dr. Lincoln Lorenz |
| Dr. L. M. Hays | Dr. C. Excellé Rozzelle |
| Mr. Arthur S. Withers | |

Faculty and Administration

(1971-72)

Arranged in alphabetical order.

Dates refer to first year of service with the college.

E. J. Asher 1969	Visiting Lecturer in Psychology A.B., A.M., University of Kentucky
Joseph D. Barnett 1971	Instructor of Physical Education and Health B.S., M.S., Winona State College
Morris F. Britt 1970	Associate Professor of Psychology A.B., Wake Forest University A.M., University of North Carolina at Greensboro Ed.D., University of North Carolina at Greensboro
Jane F. Burton 1965	Assistant Professor of Art A.B., University of North Carolina at Greensboro M.F.A., University of North Carolina at Greensboro
Marcella Carter 1947	Librarian and Assistant Professor A.B., Fresno State College B.S., in L.S., George Peabody College
Betty Jo Clary 1962	Assistant Professor of Physical Education and Health B.S., Western Carolina College M.Ed., University of North Carolina at Greensboro
Herman E. Coble 1945	Associate Professor of Education A.B., High Point College A.M., University of North Carolina at Chapel Hill
David W. Cole 1962	Professor of History A.B., Erskine College M.A., Ph.D., University of South Carolina
Faye Collins 1970	Part-Time Instructor of Business Administration B.S., M.A., Appalachian State University M. Ed., University of North Carolina at Greensboro
Thomas G. Conally 1967	Instructor of Chemistry B.S., Elon College
Harold E. Conrad 1955	Professor of History and Social Sciences A.B., Brown University A.M., Clark University Ph.D., University of Toronto
Dennis H. Cooke 1949	Professor of Education A.B., M.Ed., Duke University Ph.D., George Peabody College
William F. Cope 1964	Assistant Professor of Sociology A.B., High Point College M.S., Trinity University
Earl P. Crow 1964	Professor of Religion and Philosophy A.B., Duke University B.D., Duke Divinity School Ph.D., University of Manchester, England

- Robert D. Davidson
1962
Assistant Professor of Physical Education and Health
B.S., High Point College
M.E., University of North Carolina at Chapel Hill
- Stewart C. Deskins
1948
Visiting Lecturer in History
A.B., Elon College
A.M., Ph.D., University of North Carolina at Chapel Hill
- E. Roy Epperson
1966
Professor of Chemistry
B.S., Millsaps College
M.A., University of North Carolina at Chapel Hill
Ph.D., University of the Pacific
- Sandra Lee Epperson
1971
Instructor of Drama
A.B., Catawba College
M.F.A., University of North Carolina at Greensboro
- Charlie Q. Futrell
1969
Assistant Professor of Physical Education and Health
B.S., East Carolina University
M.Ed., East Carolina University
Ed.D., George Peabody College
- Alice Y. Gentry
1968
Assistant Professor of Mathematics
A.B., Berry College
A.M., University of Georgia
- Inslee E. Grainger
1970
Associate Professor of Modern Languages
B.S., M.A., University of Virginia
Candidate for Ph.D., University of North Carolina at Chapel Hill
- A. Paul Gratiot
1962
Professor of History
L.L.B., University of Louisville
A.B., University of Louisville
A.M., Ph.D., University of Pennsylvania
- Adeline S. Hamilton
1962
Instructor and Assistant Librarian
A.B., University of Arkansas
A.B.L.S., University of Michigan
- Charles F. Hartman
1958
Assistant Professor of Physical Education and Health
A.B., A.M., University of North Carolina at Chapel Hill
- David B. Hawk
1971
Professor of Sociology
Holder, Jefferson Pilot Chair of Learning
A.B., Iowa State Teachers College
A.M., University of Chicago
Ph.D., Duke University
- Dorothy E. Hays
1962
Assistant Professor of Religion and Philosophy
A.B., Florida Southern College
M.R.Ed., Boston University School of Theology
- William K. Highbaugh
1968
Assistant Professor of Music
B.S., A.M., George Peabody College
M.S.M., Southern Seminary

- Fred W. Hill
1968
Associate Professor of Education and Psychology
A.B., Marion College
A.M., Appalachian State Teachers University
Ed.D., Duke University
- David H. Holt
1967
Assistant Professor of History and Political Science
A.B., High Point College
M.E., University of North Carolina at Chapel Hill
- Manyon L. Idol
1964
Assistant Professor of Mathematics
B.S., Guilford College
M.S., Appalachian State Teachers University
- Pauline B. Kayser
1968
Assistant Professor of Modern Languages
A.B., A.M., Texas Technological College
M.Ed., Midwestern University
- Benna K. Kime
1970
Assistant Professor of English
A.B., University of Oklahoma
A.M., Ph.D., Tulane University
- Cletus H. Kruyer, Jr.
1971
Associate Professor of Business Administration
Holder, Earl N. Phillips Chair of Business Administration
A.B., Indiana University
A.M., University of Notre Dame
- Lew J. Lewis
1952
Professor of Music
Diploma, Ithaca Conservatory of Music
B.Sch.Music, Oberlin Conservatory of Music
A.M., Ohio State University
Ed.D., Stanford University
- William R. Locke
1950
Professor of Religion and Philosophy
A.B., Wesleyan University
S.T.B., Ph.D., Boston University
- C. Marshall Lowe
1967
Assistant Professor of Business Administration
A.B., Guilford College
M.B.A., East Carolina University
- Judy T. Marshall
1970
Instructor of Speech
A.B., Greensboro College
A.M., University of North Carolina at Greensboro
- William P. Matthews
1961-64
1965
Professor of Psychology
A.B., Lynchburg College
A.M., Ed.D., Teachers College, Columbia University
- Pat Moore May
1966
Assistant Professor of Music
B.M., Salem College
M.M., University of North Carolina at Greensboro
- Leslie E. Moody
1965
Visiting Lecturer of Human Relations
B.S., Kansas State College
A.M., Stanford University
- Charles E. Mounts
1962
Professor of English
A.B.E., M.A., University of Florida
Ph.D., Duke University
- Alvin G. Myrick
1965-67
1969
Associate Professor of Mathematics
B.S., North Carolina State College
A.M., University of North Carolina at Chapel Hill
Ed.D., Duke University

- James L. Nelson
1958
Associate Professor of Business Administration
and Economics
B.S., High Point College
M.S., University of North Carolina at Chapel Hill
Certificate of Advanced Study, New York Uni-
versity
- Jacqueline A. Palmer
1970
Instructor of Physical Education and Health
B.S., University of Bridgeport
M.S.P.E., University of North Carolina at Greens-
boro
- Louis B. Pope
1964
Associate Professor of Psychology
A.B., High Point College
A.M., Ph.D., University of North Carolina at
Chapel Hill
- Raiford M. Porter
1956
Associate Professor of Art
B.F.A., College of William and Mary
M.F.A., University of North Carolina at Greens-
boro
- James R. Pritchett
1963-66
1968
Assistant Professor of History and Political Science
A.B., A.M., University of North Carolina at
Chapel Hill
- Carolyn Rauch
1967
(on leave)
Instructor in Drama
B.S. in Music, New York State
University College at Fredonia
M.A., Florida State University
- Shirley Y. Rawley
1962
Assistant Professor of English
A.B., High Point College
A.M., Appalachian State University
- Joseph W. Robinson
1967
Assistant Professor of Business Administration
A.B., Roanoke College
M.S., West Virginia University
- J. Wilson Rogers
1963
Associate Professor of Business Administration
and Economics
B.S., High Point College
M.B.A., Northwestern University
C.L.U., American College of Life Underwriters
- Adelaide M. Schnell
1967
Instructor and Assistant Librarian
A.B., University of North Carolina at Chapel Hill
- Thomas E. Scott
1965
Associate Professor of Modern Languages
A.B., Emory University
A.M., University of North Carolina at Chapel Hill
- Ruth Y. Sharrock
1967
Instructor of Mathematics
A.B., Carson-Newman College
M.Ed., University of North Carolina at Chapel
Hill
- Nancy W. Shelton
1966
Assistant Professor of Education
A.B., High Point College
M.Ed., University of North Carolina at Chapel
Hill
- Carolyn V. Spillman
1970
Visiting Lecturer of Education
A.B., High Point College
M.Ed., Ed.D., University of North Carolina at
Greensboro

- James W. Stitt
1969
(on leave)
Instructor of History
A.B., High Point College
A.M., University of South Carolina
- Emily B. Sullivan
1961
Associate Professor of English
A.B., Meredith College
A.M., University of Pennsylvania
- J. Allen Thacker
1965
Professor of Education
A.B., High Point College
A.M., Duke University
Ph.D., University of North Carolina at Chapel Hill
- Jaime Villegas
1968
Assistant Professor of Modern Languages
B.S., University of Puerto Rico
M.A., University of Georgia
- John E. Ward, Jr.
1970
Assistant Professor of Biology
B.S., High Point College
A.M., Wake Forest University
Ph.D., University of South Carolina
- Lucy J. Washington
1967
Assistant Professor of History
A.B., A.M., University of North Carolina at Chapel Hill
- Gwendolyn S. Watson
1966
Assistant Professor of Business Administration
B.S.S.A., University of North Carolina at Greensboro
M.Ed., University of North Carolina at Greensboro
- Owen M. Weatherly
1964
Professor of Religion and Philosophy
A.B., Furman University
A.M., Ph.D., University of Chicago
- Leo Weeks
1967
Professor of Biology
B.S., Georgia Southern College
M.A., George Peabody College
Ph.D., University of Nebraska
- Carl M. Wheelless
1971
Visiting Lecturer of History and Political Science
A.B., Cornell College
A.M., University of Tennessee
Ph.D., Georgetown University
- Wayne B. Wilkinson
1969
Assistant Professor of English
A.B., High Point College
A.M., University of North Carolina at Greensboro
- 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
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

Fred T. Yeats
1969

Assistant Professor of Biology
B.S., Mississippi College
M.S., University of Mississippi
Ph.D., University of South Carolina



General Administration

Wendell M. Patton, Jr. 1959	President B.S., M.S., Ph.D., LL.D.
Murphy M. Osborne 1971	Assistant to the President B.S., M.Ed., Ed.D.
Mary C. Spurrier 1954	Secretary to the President

Academic Administration

David W. Cole 1962	Dean of the College A.B., A.M., Ph.D.
E. Roy Epperson 1966	Assistant Dean of the College B.S., M.A., Ph.D.
David H. Holt 1967	Registrar A.B., M.E.
Robert A. Wells, Jr. 1968	Director of Admissions A.B.
Craig H. Falor 1970	Director of Financial Aid and Admissions Counselor A.B.
Susan L. Stroud 1970	Admissions Counselor A.B.
J. Allen Thacker 1965	Director of Teacher Education A.B., A.M., Ph.D.
Cletus H. Kruyer, Jr. 1971	Director of Corporate Relations A.B., A.M.
Marcella Carter 1947	Librarian A.B., B.S.L.S.
Adelaide M. Schnell 1967	Assistant Librarian A.B.
Adeline S. Hamilton 1962	Assistant Librarian A.B., A.B.L.S.
Leslie E. Moody 1965	Resident Administrator, American Humanics Foundation B.S., M.A.
Dorothy Price	Secretary Dean's Office
Faye Conally	Secretary Admissions Office
Mollie A. Cospers	Data Processing Assistant
Theda P. Cecil	Secretary Teacher Education Office
Louise Williams	Assistant in the Library
Charlotte White	Visual-Aids

Student Personnel Administration

William T. Guy 1970	Dean of Students B.S., M.Ed.
Nanci C. Motsinger 1967	Dean of Women B.S., M.Ed.
William E. Davis 1969	Assistant in Student Personnel A.B.
Louis B. Pope 1964	Director of Guidance A.B., A.M., Ph.D.
Austin P. Fortney 1968	Director of Medical Services B.S., M.D.
Martha B. Blake	Secretary Student Personnel Office
Elizabeth S. Warren	Resident Counselor for Men
Eunice P. Wages	Resident Counselor for Men
Mozelle B. Turpin	Resident Counselor for Women
Faye Collins	Resident Counselor for Women
Peggy B. Martin	R.N. Campus Nurse
Beverly A. Peacock	R.N. Campus Nurse
Frances McMeekin-Kerr	Assistant in Infirmary

College Relations Administration

W. Lawson Allen 1962	Vice President for College Affairs B.S., M.R.E.
Ray S. Alley 1970	Director of Information Services A.B.
Louise Adams 1933	Supervisor of Mailing Services and Assistant in Public Affairs A.B., A.M.
Jeanne Hazzard	Secretary College Relations Office
Tommie Herndon	Secretary Alumni Office
Margaret Ingram	Secretary Information Services

Physical and Financial Administration

Earle G. Dalbey 1964	Vice President for Financial Affairs B.S., M.B.A. Commander, U. S. Navy (Retired)
Wesley W. Gaynor 1955-57, 1958	Bursar B.S.
Susan B. Webb	Manager of the Bookstore
Jack L. Thompson 1960	Superintendent of Buildings and Grounds
Frances Gaynor	Bookkeeper
Mona Saunders	Secretary Business Manager's Office
Louise Nowicki	Secretary Bursar's Office
Barbara Jane Gibson	Secretary Bursar's Office
Ann Parks	Mimeograph and Mail Room
Doris Poindexter	Assistant Bookkeeper
Hallie Allgood	Telephone Switchboard Operator
Frank K. Caulfield	Dietitian and Cafeteria Manager

Chairman of 1971-72 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. Davidson
Advisory Council on Teacher Education	Dr. Thacker
Assembly and Artists	Mrs. Rawley
Athletic Council	Dr. Matthews
Educational Policies	Dr. Epperson
Executive (Meets every second and fourth Monday at 10:00 A.M. and on call.)	Dr. Patton
Faculty Affairs	Dr. Crow
Library	Dr. Yeats
Publications	Mr. Scott
Research and Grants	Dr. Britt
Student Aid	Mr. Falor
Student Personnel	Mr. Cope
Faculty Marshal	Mr. Porter

Class Counselors:

Class of 1972	Dr. Crow	Class of 1974	Mr. Pritchett
Class of 1973	Mrs. Shelton	Class of 1975	Dr. Ward

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Mr. John L. Czarnecki	Executive Committee
Mr. Michael B. Fleming	Executive Committee

RECAPITULATION (1970-71): First and Second Semesters Combined

	<i>Men</i>	<i>Women</i>	<i>Total</i>
SENIORS	140	114	254
JUNIORS	131	119	250
SOPHOMORES	118	154	272
FRESHMEN	180	190	370
UNCLASSIFIED	3	10	13
Total in Regular Semester	572	587	1159
SUMMER SCHOOL (1970)	390	312	702
Total in all Departments	962	899	1861

RECAPITULATION (Fall Semester 1971)

	<i>Men</i>	<i>Women</i>	<i>Total</i>
SENIORS	104	103	207
JUNIORS	122	124	246
SOPHOMORES	140	134	274
FRESHMEN	183	116	299
SPECIAL	21	13	34
	570	490	1060

Total students Fall 1971 and New Students

Spring 1972	1110
Summer School 1971	
1st Term	334
2nd Term	275
Total Both Terms	609

**SUMMARY BY STATES AND COUNTRIES: (Classified Students)
(Fall 1971)**

California	3	Rhode Island	1
Connecticut	9	South Carolina	6
Delaware	55	Tennessee	4
District of Columbia	7	Texas	1
Florida	16	Virginia	103
Georgia	7	U. S. Citizens Abroad	3
Illinois	5	W. Virginia	2
Indiana	1	Vermont	1
Maryland	150	Bolivia	1
Massachusetts	4	Puerto Rico	3
Missouri	1	Indonesia	1
New Jersey	77	Rhodesia	1
New York	16	Iran	1
North Carolina	558		
Ohio	1		
Pennsylvania	29	TOTAL	1060

**SUMMARY BY COUNTIES OF NORTH CAROLINA: (Fall Semester
(1971))**

Alamance	6	Lenoir	2
Alleghany	1	Lincoln	1
Bertie	1	Montgomery	1
Bladen	1	Mecklenburg	14
Brunswick	1	Moore	5
Buncombe	4	New Hanover	1
Burke	6	Onslow	1
Cabarrus	6	Orange	2
Caldwell	1	Pitt	2
Carteret	3	Randolph	36
Caswell	1	Richmond	1
Catawba	6	Rockingham	7
Cleveland	4	Rowan	2
Columbus	2	Rutherford	2
Craven	1	Scotland	1
Cumberland	1	Stanly	5
Currituck	2	Stokes	4
Dare	1	Surry	8
Davidson	57	Union	3
Davie	4	Vance	1
Durham	6	Wake	4
Forsyth	86	Warren	1
Gaston	3	Wayne	1
Green	1	Wilkes	1
Guilford	237	Wilson	1
Halifax	3	Yadkin	2
Henderson	1		
Hoke	1		
Iredell	2	TOTAL	558

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Notes



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