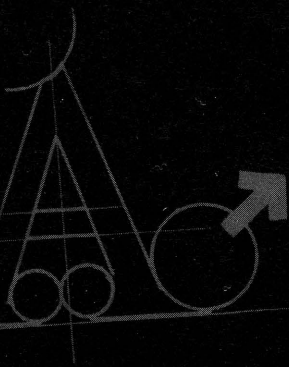


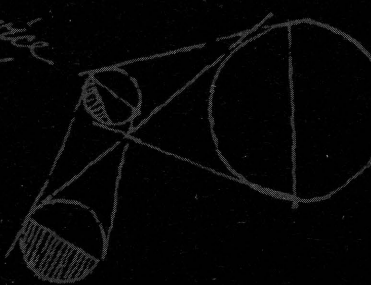
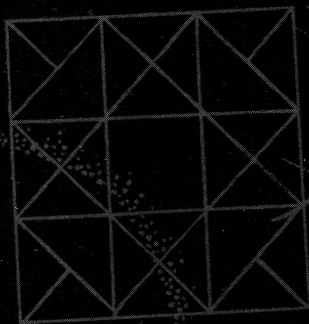


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*truth through service
is the justice and
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UNDERGRADUATE
CATALOGUE

east carolina university

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GREENVILLE, NORTH CAROLINA

**EAST CAROLINA UNIVERSITY
IS A MEMBER OF OR ACCREDITED BY**

**The Southern Association of Colleges and Schools
The North Carolina Association of Colleges and Universities
Association of American Colleges
The National Commission on Accrediting
The Council of Graduate Schools in the United States
The National Association of Schools of Art
American Association of Collegiate Schools of Business
The National Association for Business Teacher Education
The National Association of Schools of Music
The National League for Nursing, Department of Baccalaureate
and Higher Degree Programs
Council on Social Work Education
The American Association for Colleges of Teacher Education
National Council for Accreditation of Teacher Education
National University Extension Association
National Association of College and University Summer Sessions
National Collegiate Honors Council
American Association of University Women
Many other organizations in the several disciplines**

**Approved for Teacher Certification by the North Carolina State
Board of Education**

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1967

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7							1							1	1	2	3	4	5	6	7
8	9	10	11	12	13	14	2	3	4	5	6	7	8	2	3	4	5	6	7	8	8	9	10	11	12	13	14
15	16	17	18	19	20	21	9	10	11	12	13	14	15	9	10	11	12	13	14	15	15	16	17	18	19	20	21
22	23	24	25	26	27	28	16	17	18	19	20	21	22	16	17	18	19	20	21	22	22	23	24	25	26	27	28
29	30	31					23	24	25	26	27	28	29	23	24	25	26	27	28	29	29	30	31				
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12	13	14	15	16	17	18	7	8	9	10	11	12	13	6	7	8	9	10	11	12	12	13	14	15	16	17	18
19	20	21	22	23	24	25	14	15	16	17	18	19	20	13	14	15	16	17	18	19	19	20	21	22	23	24	25
26	27	28					21	22	23	24	25	26	27	20	21	22	23	24	25	26	26	27	28	29	30		
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12	13	14	15	16	17	18	4	5	6	7	8	9	10	10	11	12	13	14	15	16	10	11	12	13	14	15	16
19	20	21	22	23	24	25	11	12	13	14	15	16	17	10	11	12	13	14	15	16	17	18	19	20	21	22	23
26	27	28	29	30	31		18	19	20	21	22	23	24	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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1968

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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8	9	10	11	12	13	14	7	8	9	10	11	12	13	7	8	9	10	11	12	13	6	7	8	9	10	11	12
15	16	17	18	19	20	21	14	15	16	17	18	19	20	14	15	16	17	18	19	20	13	14	15	16	17	18	19
22	23	24	25	26	27	28	21	22	23	24	25	26	27	21	22	23	24	25	26	27	20	21	22	23	24	25	26
29	30	31					28	29	30					28	29	30	31				27	28	29	30	31		
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18	19	20	21	22	23	24	19	20	21	22	23	24	25	18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29			26	27	28	29	30	31		25	26	27	28	29	30	31	24	25	26	27	28	29	30
MARCH							JUNE							SEPTEMBER							DECEMBER						
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17	18	19	20	21	22	23	16	17	18	19	20	21	22	15	16	17	18	19	20	21	15	16	17	18	19	20	21
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1969

JANUARY							APRIL							JULY							OCTOBER											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
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23	24	25	26	27	28	29	29	30						28	29	30					28	29	30	31								

UNIVERSITY CALENDAR, 1968-1969

SPRING QUARTER, 1968

April 1-5 Preregistration for Summer Session
and Fall Quarter

SUMMER, 1968

First Term

May 20, Monday Last day for persons holding a bachelor's degree to apply for admission to First Term

June 10, Monday Registration

June 11, Tuesday Classes begin

June 13, Thursday Last day to register, make any changes in class schedules, apply for graduation in July, or withdraw from school without receiving failing grades

June 15, Saturday Classes held

June 18 and 19 Pre-registration for Second Summer Term and Fall Quarter

June 29, Saturday Classes held

July 13, Saturday Classes held

July 16, Tuesday Examinations—End of Term

Second Term

July 12, Friday Last day for persons holding a bachelor's degree to apply for admission to Second Term

July 17, Wednesday Registration

July 18, Thursday Classes begin

July 20, Saturday Classes held

July 22, Monday Last day to register, make any changes in class schedule, apply for graduation in August, or withdraw from school without receiving failing grades

July 25 and 26 Pre-registration for Fall Quarter

July 27, Saturday Classes held

August 17, Saturday Classes held

August 23, Friday Examinations—End of Term

FALL QUARTER, 1968 (56 days)

August 15, Thursday Last day for persons holding a bachelor's degree to apply for admission to Fall Quarter

FALL QUARTER, 1968, Cont'd.

September 9, Monday	9:00 a.m. Faculty meeting
	10:00 a.m. Freshman Orientation begins for students unable to attend Summer Orientation
September 10, Tuesday	Registration
September 11, Wednesday	Classes begin
September 17, Tuesday	Last day to register, apply for graduation in November, or withdraw from school without receiving failing grades
October 7-18	Change of major
October 14-18	Preregistration—Winter Quarter
November 21, Thursday	Classes end
November 27, Wednesday	3:00 p.m.—exams for Fall Quarter close

EXAMINATION SCHEDULE

There will be no departure from the printed schedule.

All examinations for one- and two-hour courses will be held during the last regular meeting of the class.

Common examinations will be held according to the following schedule:

French, Spanish, and

German 1	Thursday, November 21, 5:00- 7:00 p.m.
German 2	Thursday, November 21, 7:15- 9:15 p.m.
Geography 15	Friday, November 22, 5:00- 7:00 p.m.
Business 140	Saturday, November 23, 9:00-12:00 a.m.
Business 141	Saturday, November 23, 9:00-12:00 a.m.
Business 254, 255	Saturday, November 23, 2:00- 5:00 p.m.

Other examinations will be held on FRIDAY, NOVEMBER 22, MONDAY, NOVEMBER 25, TUESDAY, NOVEMBER 26, and WEDNESDAY, NOVEMBER 27 as follows:

Time Classes Regularly Meet	Day and Time of Examination
8:00	8:00-10:00 Friday, November 22
9:00	3:00- 5:00 Friday, November 22
10:00	8:00-10:00 Wednesday, November 27
11:00	1:00- 3:00 Wednesday, November 27
12:00	8:00-10:00 Monday, November 25

1:00	3:00- 5:00 Monday, November 25
2:00	8:00-10:00 Tuesday, November 26
3:00	11:00- 1:00 Tuesday, November 26
4:00	3:00- 5:00 Tuesday, November 26
Swimming Proficiency Test	2:00- 4:00 Friday, November 22 and Monday, November 25

EVENING AND SATURDAY CLASSES

Monday night	November 25
Tuesday night	November 26
Wednesday night	November 20
Thursday night	November 21
Friday night	November 22
Saturday morning	November 23

WINTER QUARTER, 1968-69 (57 days)

December 2, Monday	Registration
December 3, Tuesday	Classes begin
December 9, Monday	Last day to register, apply for graduation in February, or withdraw from school without receiving failing grades
December 20, Friday	5:00 p.m. Christmas holidays begin
January 6, Monday	Classes resume
January 6-17	Change of major
January 13-17	Preregistration—Spring Quarter
February 27, Thursday	Classes end
March 5, Wednesday	3:00 p.m.—exams for Winter Quarter close

EXAMINATION SCHEDULE

There will be no departure from the printed schedule.

All examinations for one- and two-hour courses will be held during the last regular meeting of the class.

Common examinations will be held according to the following schedule:

French, Spanish and

German 1	Thursday, February 27, 5:00- 7:00 p.m.
German 2	Thursday, February 27, 7:15- 9:15 p.m.
Geography 15	Friday, February 28, 5:00- 7:00 p.m.
Business 140	Saturday, March 1, 9:00-12:00 a.m.
Business 141	Saturday, March 1, 9:00-12:00 a.m.
Business 254, 255	Saturday, March 1, 2:00- 5:00 p.m.

Other examinations will be held on **FRIDAY, FEBRUARY 29, MONDAY, MARCH 3, TUESDAY, MARCH 4, and WEDNESDAY, MARCH 5** as follows:

Time Classes Regularly Meet	Day and Time of Examination
8:00	8:00-10:00 Friday, February 28
9:00	3:00- 5:00 Friday, February 28
10:00	8:00-10:00 Wednesday, March 5
11:00	3:00- 5:00 Wednesday, March 5
12:00	8:00-10:00 Monday, March 3
1:00	1:00- 3:00 Monday, March 3
2:00	8:00-10:00 Tuesday, March 4
3:00	11:00- 1:00 Tuesday, March 4
4:00	3:00- 5:00 Tuesday, March 4
Swimming Proficiency Test	2:00- 4:00 Friday, February 28 and Monday, March 3

EVENING AND SATURDAY CLASSES

Monday night	March 3
Tuesday night	March 4
Wednesday night	February 26
Thursday night	February 27
Friday night	February 28
Saturday morning	March 1

SPRING QUARTER, 1969 (55 days)

March 10, Monday	Registration
March 11, Tuesday	Classes begin
March 17, Monday	Last day to register, apply for graduation in June, or withdraw from school without receiving failing grades
March 31 -April 15	Change of major
April 3, Thursday	5:00 p.m. Spring Holidays begin
April 9, Wednesday	Classes resume
April 9-15	Preregistration
May 26, Monday	Classes end
May 30, Friday	3:00 p.m.—exams for Spring Quarter close
June 1, Sunday	Commencement

EXAMINATION SCHEDULE

There will be no departure from the printed schedule.

All examinations for one- and two-hour courses will be held during the last regular meeting of the class.

Common examinations will be held according to the following schedule:

French, Spanish and

German 1	Monday, May 26, 5:00- 7:00 p.m.
German 2	Monday, May 26, 7:15- 9:15 p.m.
Geography 15	Saturday, May 24, 9:00-12:00 a.m.
Business 140	Saturday, May 24, 9:00-12:00 a.m.
Business 141	Saturday, May 24, 9:00-12:00 a.m.
Business 254, 255	Saturday, May 24, 2:00- 5:00 p.m.

Other examinations will be held on TUESDAY, MAY 27, WEDNESDAY, MAY 28, THURSDAY, MAY 29, and FRIDAY, MAY 30 as follows:

Time Classes Regularly Meet	Day and Time of Examination
8:00	8:00-10:00 Tuesday, May 27
9:00	3:00- 5:00 Tuesday, May 27
10:00	8:00-10:00 Friday, May 30
11:00	1:00- 3:00 Friday, May 30
12:00	8:00-10:00 Wednesday, May 28
1:00	3:00- 5:00 Wednesday, May 28
2:00	8:00-10:00 Thursday, May 29
3:00	11:00- 1:00 Thursday, May 29
4:00	3:00- 5:00 Thursday, May 29
Swimming Proficiency Test	2:00- 4:00 Tuesday, May 27 and Wednesday, May 28

EVENING AND SATURDAY CLASSES

Monday night	May 26
Tuesday night	May 27
Wednesday night	May 28
Thursday night	May 29
Friday night	May 23
Saturday morning	May 24

SUMMER, 1969

First Term

June 9, Monday	Registration
June 10, Tuesday	Classes begin

June 12, Thursday	Last day to register
June 14, Saturday	Classes held
June 28, Saturday	Classes held
July 4, Friday	Holiday
July 12, Saturday	Classes held
July 16, Wednesday	Examinations and end of term

Second Term

July 17, Thursday	Registration
July 18, Friday	Classes begin
July 19, Saturday	Classes held
July 22, Tuesday	Last day to register
July 26, Saturday	Classes held
August 16, Saturday	Classes held
August 22, Friday	Examinations and end of term

UNIVERSITY BULLETINS

East Carolina University publishes the following bulletins, which may be obtained from the offices noted:

General Information Bulletins—Dean of Admissions

East Carolina University Catalogue—Dean of Admissions

The Bulletin of the Graduate School—Graduate School

The Bulletin of Summer Sessions—Director of Summer Session

Schedule of Courses—Dean of Academic Affairs

Bulletins of Division of Continuing Education—Dean of Division

General Information Bulletin

The Undergraduate Evening College

Goldsboro (Seymour Johnson Air Force Base) Center

Camp Lejeune Center

Cherry Point Center

Art Workshops

Non-Credit Courses in Geography for Teachers

Science Education Workshops for Elementary Teachers

General Information

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PURPOSE AND OBJECTIVES OF EAST CAROLINA UNIVERSITY

The purpose of East Carolina University is to offer a liberal and practical education and to promote research in order to serve a free society.

In pursuit of this purpose, East Carolina University pledges itself:

To provide a proper atmosphere for the intellectual development of qualified students.

To maintain a faculty dedicated to scholarship and the purposes of a university.

To create knowledge through research in all disciplines.

To be cognizant of new knowledge and to be ever ready to meet the challenge of new ideas.

To expand the cultural horizons and to develop an appreciation of the good and the beautiful.

To cooperate with other institutions of higher learning for the betterment of mankind.

Fundamental to these objectives is the belief that a university must always seek the truth, teach the truth, and preserve the truth.

HISTORY OF THE UNIVERSITY

East Carolina Teachers Training School was established by an Act of the General Assembly, passed on March 8, 1907. The Charter, in Consolidated Statutes, Chapter 96, was subsequently amended by the Extra Sessions in 1920 and 1921 and the Regular Session of 1925. Ground was broken for the first building on July 2, 1908. The first regular session opened on October 5, 1909, with 174 students enrolled in the one-year and two-year curricula. The first summer school was held from May 24 to July 30, 1910. The first class was graduated from the two-year normal curriculum on June 6, 1911. The insti-

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tution was authorized on November 20, 1920, to offer a four-year teacher education curriculum and to grant the Baccalaureate Degree, and its name was changed, by legislative act in 1921, to East Carolina Teachers College. The first degrees were conferred in June, 1922. Seven years later, the college was authorized to grant the Master of Arts Degree, the first degree being conferred in August, 1933. By the late 30's, it was apparent that the College needed to expand its curriculum to meet the demands of an increasing number of citizens for college training in fields other than teaching. Consequently, authorization was given on May 29, 1941, to establish a liberal arts program leading to the Bachelor's Degree. With these expanding services the name of the institution was changed to East Carolina College in April 1951 by the North Carolina State Legislature. On July 1, 1967, by legislative action, the College, with its seven Schools, two independent Departments, Division of Continuing Education and off-campus centers, and various other services to the people of North Carolina, became East Carolina University.

ENROLLMENT

Students enrolled in residence are as follows:

	Regular School Year	Summer	Total	Names Counted Twice	Net Enroll- ment
1963-64	6,570	4,309	10,879	2,622	8,257
1964-65	7,318	5,022	12,340	3,022	9,318
1965-66	8,667	5,204	13,871	3,550	10,321
1966-67	9,779	5,126	14,905	3,721	11,184

CAMPUS AND BUILDINGS

The campus of East Carolina University, originally extending a few blocks along one of the main streets of Greenville and containing only six buildings, now encompasses approximately 300 acres on which are located over fifty structures devoted to classrooms, housing, and supporting activities.

Much of this development has been recent to meet the

ever-expanding needs of East Carolina University. Groundbreaking ceremonies, with the same spade used in 1908 by Governor Thomas J. Jarvis for the first campus building, were held in May 1962 at the site of the James S. Ficklen Memorial Stadium. Graduation exercises in June 1963 marked its first official use. The fall of 1963 brought the dedication of Kerr Scott Dormitory for men, and the seven-story Inglis Fletcher Hall for women students was opened in the fall of 1964. That year also saw the completion of a three-story classroom building, New Austin. The Education-Psychology Building and additions to Wright Building and Joyner Library were used for the first time in 1965-66. Two dormitories, Belk for men and one, not yet named, for women, and a new music building were readied for occupancy in 1966-67. Recently completed were the School of Nursing, Scales Field House, and Minges Coliseum, for men's health and physical education activities. E.C.U.'s new athletic complex also includes one of the South's finest all-weather tracks, two baseball fields, three football practice fields, a soccer field and eight tennis courts. Under construction are the new science building, which will house the Biology and Physics Departments, the new Home Economics Department, which is an extension of the Nursing School facility, a further addition to Joyner Library, a women's dormitory, a new heating plant, and an addition to Ficklen Stadium. Projected construction includes four more dormitories, a classroom building, and a new Student Union building.

ORGANIZATION OF THE UNIVERSITY

Board of Trustees

	Address	Term Expires
WILLIAM A. BLOUNT	Durham, N. C.	1969
MRS. J. RUSSELL KIRBY	Wilson, N. C.	1969
REGINALD F. McCOY	Laurinburg, N. C.	1969
IRVING E. CARLYLE	Winston-Salem, N. C.	1971
MRS. TERRY SANFORD	Fayetteville, N. C.	1971
DAVID J. WHICHARD, II	Greenville, N. C.	1971
HENRY BELK	Goldsboro, N. C.	1973
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W. W. TAYLOR, JR.	Raleigh, N. C.	1975
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ACADEMIC AFFAIRS

ROBERT W. WILLIAMS, A.B., M.A., Ph.D.	Dean of Academic Affairs
JOHN H. HORNE, A.B., M.A., Ed.D.	Dean of Admissions
JOHN O. REYNOLDS, B.S., M.A., Ph.D.	Dean of Graduate School
WORTH E. BAKER, B.S., M.A.	Registrar
WENDELL W. SMILEY, A.B., A.B. in L.S., M.A.	Director of Library Services
DAVID J. MIDDLETON, A.B., M.Ed., Ph.D.	Dean of Division of Continuing Education
EDWIN W. MONROE, B.S., M.D.	Director, Life Sciences and Community Health Institute

STUDENT AFFAIRS

JAMES H. TUCKER, A.B., M.Ed., Ph.D.	Dean of Student Affairs
JAMES B. MALLORY, A.B., M.A.	Dean of Men
RUTH WHITE, A.B., M.A.	Dean of Women
GEORGE WEIGAND, A.B., Ph.D.	Director, Counseling Center
D. D. GROSS, A.B., M.A.	Director of Religious Activities

DEVELOPMENT

JAMES L. WHITE, A.B., M.A., Ed.D.	Director of Development
JOHN B. DAVIS, B.S., M.A., Ed.D.	Director of Institutional Research
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HENRY HOWARD, A.B.	Director of the News Bureau and Public Relations
THOMAS W. WILLIS, B.S.	Director of Regional Development Institute

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C. F. IRONS, M.D.	Director of Student Health Service
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JACK W. WILKERSON, M.D.	Associate University Physician
MALENE IRONS, M.D.	Director, Developmental Evaluation Clinic

OFFICERS EMERITI

HOWARD MCGINNIS, Ph.D.	President
ANNIE MORTON	Dean of Women
OLA S. ROSS	Assistant Registrar

Colleges, Schools and Divisions

College of Arts and Sciences
 School of Art
 School of Business
 School of Education
 School of Home Economics
 School of Music
 School of Nursing
 Graduate School
 Department of Industrial and Technical Education
 Summer Session
 General College
 Division of Continuing Education
 Division of Library Services
 Counseling Center

The General College

PROF. DONALD E. BAILEY, *Director*

PURPOSE

The General College functions to advise undergraduate students during their first two years and to prepare them for admission to one of the degree programs. It affords an opportunity for the student to sample various fields before he becomes committed formally to any field. Although a student who enters with a definite decision on his future will be encouraged to take courses in the area of his interests and, in some cases may be assigned an adviser from that field, the General College does not function to direct a student into a specific field. It functions to give the student an opportunity to examine the several fields that appeal to him while he is completing his general education requirements.

In its capacity as a proving ground for the student as he looks toward the degree programs, the General College assists both the student and the faculty in each degree program in determining the course of study the student should pursue. It provides for a systematic evaluation of a student's goals at the mid-point of his four-

year academic career which can save him from false starts that are costly in time and effort.

WHO ENTERS THE GENERAL COLLEGE

All entering or transfer students in the lower division (Freshmen and Sophomores) except the following will be registered in the General College:

1. Those who have already decided to enroll in the following professional Schools (Art, Education, Home Economics, Music and Nursing), who will register with the School of their choice.
2. Those who have already decided to enroll in the independent Department (Industrial and Technical Education), who will register with that Department.

TRANSFER FROM THE GENERAL COLLEGE TO DEPARTMENTS OF THE COLLEGE OF ARTS AND SCIENCES

Eligibility for transfer from the General College into a degree program at East Carolina University will be determined by requirements established for entry into a particular major field. However, no student will be allowed to transfer to any School or Department if his grade point average is such that he is either on academic warning or probationary status.

To enter one of the departmental majors within the College of Arts and Sciences, a student must be able to complete sufficient hours to be classed as a Junior at the end of the quarter in which the transfer is requested; and he must meet any additional departmental prerequisites for entering his proposed major field as established by the appropriate departmental Chairman. Except as noted hereafter, a student must complete his freshman-level general education requirements and must have no more than one quarter (fifteen hours) of general education requirements remaining at the time of transfer. Exceptions to the completion of general education course requirements will be made in majors which require a substantial amount of sequential course work at the freshman and sophomore levels. A student who intends to major or minor in the fields of Biology, Mathe-

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matics, Physics, Chemistry, Geology, Drama and Speech, or Health and Physical Education will be able to complete approximately sixty hours of general education in addition to his required sequence courses.

TRANSFER FROM THE GENERAL COLLEGE TO PROFESSIONAL SCHOOLS AND INDEPENDENT DEPARTMENTS

Eligibility for transfer from the General College into a degree program at East Carolina University will be determined by requirements established for entry into a particular major field. However, no student will be allowed to transfer to any School or Department if his grade point average is such that he is either on academic warning or probationary status.

To enter one of the majors offered by a professional School or independent Department, a student must be completing the final term of his freshman year of college work and he must meet any additional requirements for entering his proposed major field as established by the appropriate Dean or Chairman.

TRANSFER TO THE GENERAL COLLEGE

A student who initially registers in a professional School or independent Department may transfer to the General College after remaining in the independent Department or professional School of initial registration for three quarters provided he is not on academic warning or probation at the time the transfer is requested.

PROGRAM OF THE GENERAL COLLEGE

A student in the General College will ordinarily be advised by General College advisers from many different fields, and he will be advised to follow a schedule that will assure that he has completed general education requirements by the end of his sophomore year. Most of the degree programs at East Carolina are represented by specific general education requirements (such as English 1) or by limited electives (such as the requirement that a student take courses in two Social Science fields from a list of all Social Science disciplines).

A student interested in a degree program not included

in the general education requirements will be advised to take courses in that field on the assumption that some of them could be counted as electives if he does not finally adopt that major.

A student who enters the General College with the tentative plan of pursuing a degree in a field that requires a considerable amount of course work at the freshman and sophomore levels will be advised by a General College adviser who is a specialist in that discipline. These fields are: Biology, Mathematics, Physics, Chemistry, Geology, Drama and Speech, Health and Physical Education, and the pre-professional and two-year curricula.

Although a General College student may decide on his major before the end of his sophomore year, that decision will not be registered formally until he has met requirements for transfer into his proposed major. After he has made his decision, he may take some of the beginning courses in his field without making the formal declaration of a major. Nevertheless, a student in the General College must give primary attention to fulfilling general education requirements.

Many students in the General College will be those who will eventually obtain an A.B. degree or a B.S. degree in secondary education. The general education requirements of these two degree programs are quite similar. The General College student who elects to enter another program at the University will find that the general education requirements for the A.B. and B.S. degree are adaptable to the general education requirements of the program.

Division of Continuing Education

The East Carolina University Division of Continuing Education is designed to offer educational opportunities to the people of eastern North Carolina who, for various reasons, are unable to take advantage of regular campus programs. In order to fulfill the needs of a widely diversified group of people, credit courses are offered at both

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the undergraduate and graduate levels. College level non-credit courses in special areas of personal and vocational improvement are also a part of the extension program.

On the campus the Division operates the Undergraduate Evening College (UEC), which provides an opportunity for individuals within commuting distance of Greenville to complete their first year of college work during the evenings.

Off-campus, the Division maintains centers at Goldsboro (Seymour Johnson Air Force Base), Camp Lejeune, and Cherry Point, North Carolina, where resident college credit may be earned. Five 8-week terms are scheduled each year, and all classes meet at night. It is possible to earn a full year of credit by enrolling in all five terms as a full-time student.

Off-campus classes and workshops, both credit and non-credit, can be arranged for public school teachers, military and civil service personnel, special business and industrial groups, and for others who have particular educational needs.

For information concerning specific programs and courses offered, contact the Dean, Division of Continuing Education, Post Office Box 2727, East Carolina University, Greenville, North Carolina.

FACULTY, DIVISION OF CONTINUING EDUCATION AND OFF-CAMPUS CENTERS

DAVID JOHN MIDDLETON, Dean

A.B., Duke University; M.Ed., Ph.D., University of North Carolina.

HERMAN DALLAS PHELPS, Associate Director

B.S., M.A., East Carolina University.

GARLAN FREE BAILEY, Assistant Director

B.S., M.A., East Carolina University.

BRAYOM EUGENE ANDERSON, JR., Coordinator, Job Information Center

B.S., M.A., East Carolina University

CHARLES HARWOOD BOWMAN, JR., Instructor in History

B.A., M.A., University of North Carolina.

ELLEN LEWIS CARROLL, Assistant Professor of Education

B.S., M.A., East Carolina University

- VIVIAN PARNEE CRICKMORE, Librarian
B.S., M.A., East Carolina University.
- ROLANDO FISCHER, Assistant Professor of Spanish
Doctor en Leyes, Universidad de la Habana, Cuba.
- ERMA WILLIAMS GLOVER, Assistant Professor of English
A.B., Duke University; M.A., East Carolina University; M.A., University of North Carolina.
- SAMUEL PALMER HUDSON, Instructor in Psychology
B.S., M.A., East Carolina University.
- EDMOND WITHERIDGE LIMER, JR., Director, Camp Lejeune Center
B.S., M.A., Appalachian State University.
- COY EDWIN MCCLINTOCK, Assistant Professor of Mathematics
B.S., North Carolina State University; M.A., Duke University.
- JAMES ALBERT MCGEE, Director, Cherry Point Center
B.S., M.A., Appalachian State University.
- CHARLES FITZGERALD MCKIEVER, Director, Seymour Johnson - Wayne County Center
B.S., University of Maryland; M.A., East Carolina University.
- JOHN FREDERICK MOEHLMANN, Instructor in English
A.B., Lenoir Rhyne College, M.A., Appalachian State University.
- CHARLES SHELTON NICKENS, Instructor in History
B.A., North Carolina Wesleyan College; M.A., East Carolina University.
- BERNARD FRANKLIN PROCTOR, Instructor in History
B.A., Atlantic Christian College; M.A., East Carolina University.
- ELBERT MADISON ROBBINS, Instructor in English
A.B., Atlantic Christian College; M.A., East Carolina University.
- MARION PARKER SYKES, JR., Assistant Director of Camp Lejeune Center and Instructor in History
B.A., Campbell College; M.A., East Carolina University.
- FOUNTAIN TAYLOR, JR., Instructor in Mathematics
B.S., M.A., East Carolina University.

Joyner Library

Located near the center of the main campus where it is convenient to all students, Joyner Library, a modern air-conditioned facility completed in 1955 and expanded in 1965 and again in 1967, contains approximately 300,000 volumes, regularly receives more than 2000 periodicals, and continually adds to its collection. The Library has a complete file of the *New York Times* and partial files, in the North Carolina Collection, of most North Carolina newspapers. Joyner Library is an officially designated depository for selected United States government publications and is a participant in established interlibrary loan programs. The Library sub-

scribes to the American Antiquarian microprint project, which has already reproduced in microprint all books published in America before 1800; plans are under way to bring this project up to 1825, thus adding another 25,000 volumes to the Library collection. Of particular interest is the East Carolina Manuscript Collection, which has been established to preserve letters, diaries, journals, business and agricultural records, and unpublished memoirs. Numerous special facilities and services, including seminar rooms, carrels for faculty and graduate students, and various types of microfilm and microform readers are available.

The Library is open from 8:00 a.m. to 10:00 p.m. Monday through Friday, from 8:00 a.m. to 5:00 p.m. on Saturday, from 2:00 p.m. to 10:00 p.m. on Sunday, and on a limited basis during vacation periods.

LIBRARY SERVICE DEPARTMENT STAFF

WENDELL W. SMILEY, Director of Library Services

A.B., A.B. in Library Science, University of North Carolina; M.A., University of Illinois.

SARA STOREY BATTEN, Assistant Professor

A.B., Chowan College; M.S. in L.S., University of North Carolina.

ANNE S. BRILEY, Assistant Professor

B.S., M.A., East Carolina University.

ANNE CARGILE, Instructor

A.B., M.A., East Carolina University.

MARGUERITE VANDERCLOCK CRENSHAW, Associate Professor

A.B., University of Michigan; B.L.S., Trenton State College; M.A., Columbia University.

HENRY F. DADE, Associate Professor

B.S., Davidson College; M.S., University of Illinois.

LOUISE FARR, Assistant

A.B., Atlantic Christian College; A.B. in L.S., George Washington University.

V. ELIZABETH HERRING, Assistant

B.S., East Carolina University.

MARGUERITE C. HORNE, Instructor

B.S., M.A., East Carolina University.

MARJORIE JONES, Associate Professor

B.A., Drake University; B.S. in L.S., Drexel Institute.

PETER CHAI-SHAN KU, Assistant

B.A., Taiwan Provincial Chung Hsing University; M.A., University of Minnesota.

MARTHA E. LAPAS, Instructor

A.B., Elon College; M.S., in L.S., University of North Carolina.

LEAH McGLOHON, Assistant

B.S., M.A., East Carolina University.

SALLIE E. MANN, Assistant Professor

B.S., M.A., East Carolina University.

PHOEBE OWENS, Instructor

A.B., M.A., East Carolina University.

LOUISE PAYNE, Associate Professor

A.B., University of North Carolina; M.D., Womans Medical College of Pennsylvania.

ANNE D. REESE, Assistant

B.S., East Carolina University.

MILDRED D. SOUTHWICK, Professor

A.B., A.M., Vassar College; Ph.D., University of Wisconsin; B.L.S., University of California.

LILY CARR WEAVER, Assistant Professor

A.B., M.A., East Carolina University.

MARGUERITE WIGGINS, Instructor

B.S., East Carolina University; M.L.S., University of North Carolina.

VERNIE BERT WILDER, Assistant Professor

B.S., M.A., East Carolina University.

MARY ELIZABETH WILLIAMS, Assistant Professor

B.A., Millsaps College; M.A., East Carolina University.

LEE G. WILLIAMS, Associate Professor

A.B., University of North Carolina; B.S. in Library Science, Columbia University.

Computing Center

The Computing Center serves the University in three capacities: as a center for research, as a laboratory for teaching, and as a division for the processing of certain administrative records.

The Director of the Computing Center is a member of the faculty in the Mathematics Department and is assisted by a staff composed of graduate research fellows and undergraduate student assistants.

The School of Business, the Division of Continuing Education, and the Mathematics Department offer computer-related courses. Seminars are conducted periodically for faculty members who wish to update their knowledge of computer programming.

Both faculty and students are encouraged to bring their research problems to the Computing Center.

Developmental Evaluation Clinic

The Developmental Evaluation Clinic was established in 1964 to provide a multi-disciplinary developmental evaluation and to plan effective treatment methods for handicapped individuals whose functioning behavior suggests some retardation or developmental lag.

The Clinic is a laboratory for training students in the various disciplines. Also, it cooperates with local communities to educate professional and lay people interested in the handicapped person, and aids these communities in developing needed resources.

The services of this clinic are made available to those in need without regard to race, creed, color or ability to pay. The following criteria are employed in selection of patients for services.

1. Age: Primary consideration is given to individuals between two and twelve years of age.
2. Problem: Any developmental problem can be studied.
3. Residence: Any North Carolina citizen can be studied here.

Appointments for services are arranged, if deemed necessary, after the following have been received at the clinic and evaluated by the staff:

1. Completed General Information Form. This form can be obtained by writing or calling the Clinic.
2. Summaries from other physicians, psychologists, clinics, and hospitals from which the individual has received services or treatment.

Appointments for this evaluation are made according to the need of the individual patient. The evaluation includes thorough and complete information in the following areas: medical history and physical, psychological, social, environmental, educational and speech. It also involves interpretation of the findings to the parents, and assistance in finding and using resources which will be

beneficial for the growth and development of the patient. The cost of the clinical evaluation is based on a sliding fee scale.

For further information, write to:

Developmental Evaluation Clinic of
East Carolina University
P. O. Box 2711
Greenville, North Carolina 27834

East Carolina University Regional Development Institute

This Institute was established as part of East Carolina University in April, 1964 by the Board of Higher Education of the State of North Carolina. The general purpose of the Institute is to contribute toward understanding and facilitating the process of regional growth and development. The Institute's efforts will result in increased and improved employment opportunities, higher incomes, and thus higher standards of living for the people of Eastern North Carolina.

In keeping with its purposes and objectives, the East Carolina University Regional Development Institute offers the following services:

1. A data bank that serves as a depository for regional data collected directly by the Institute, by individuals, or by other research organizations including governmental agencies.
2. Technical and consultative services on special problems and programs such as the development of tourist, recreational, and historical resources.
3. The provision of factual information, through publications and otherwise, by developing and maintaining an effective business information service.
4. The development of guidance in total economic community development. The Institute will offer the services of its staff to study communities from a potential development standpoint and make recommendations therefrom.

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5. The encouragement of intercommunication between the business public of Eastern North Carolina and the faculty of East Carolina University in the fields of both community and commercial development.
6. Continuing education, provided in cooperation with the University Division of Continuing Education.
7. The undertaking of special studies such as economic base, cost-benefit ratios, marketing, and others.

For additional information, contact the East Carolina University Regional Development Institute, P. O. Box 2703, Greenville, North Carolina 27834.

For additional information, contact the Eastern North Carolina Development Institute, East Carolina College, P. O. Box 2703, Greenville, North Carolina 27834.

Alumni Association

The Alumni Association of East Carolina University was organized on June 5, 1912, by the Classes of 1911 and 1912, with its purpose "to develop a spirit of co-operation among its members, to increase a spirit of loyalty to its Alma Mater, and to promote the general welfare of the institution." Annually a meeting of the Alumni Association is held at East Carolina University on Alumni Day.

Local alumni chapters are making available annual tuition scholarships, and the funds of these scholarships are administered by the University. In addition, local alumni chapters encourage outstanding high school students to attend the University, and the chapters also support the institution on a financial basis through the annual Alumni Loyalty Fund.

Alumni activities and programs of the University and the Alumni Association are administered by the Director of Alumni Affairs. For further information concerning specific programs and functions write the Director of Alumni Affairs, East Carolina University, P. O. Box 2705, Greenville, North Carolina 27834.

DEGREES AND CERTIFICATES**UNDERGRADUATE**

Bachelor of Arts (B.A.)

Bachelor of Science (B.S.)

Bachelor of Science in Business Administration (B.S. in B.A.)

Bachelor of Science in Nursing (B.S.N.)

Bachelor of Fine Arts (B.F.A.)

Bachelor of Music (B.M.)

Bachelor of Science in Medical Technology (3 years at East Carolina plus 12 months at approved school of medical technology)

Combined Bachelor of Arts-Bachelor of Engineering (B.E.) (3 years at East Carolina plus 2 years at N.Y.U. College of Engineering)

Pre-professional courses qualifying for admission to schools of law, dentistry, medicine, optometry, pharmacy, physical therapy

Two-year curricula in forestry, agriculture, wood technology, pulp and paper technology qualifying for transfer to other colleges

Certificate of American Studies for foreign students

GRADUATE*

Master of Arts

Master of Science (in Chemistry, Home Economics)

Master of Arts in Clinical Psychology

Master of Fine Arts

Master of Arts in Education

Master of Music

Master of Business Administration

Advanced Principal's and Superintendent's Certificate

DEGREE PROGRAMS

Accounting—B.S.B.A.; B.A., minor

Anthropology and Sociology—See Sociology and Anthropology

Art—B.F.A.; B.A., minor; B.S.; M.A.; M.A. in Education; M.F.A.

Art History—B.A.

* See Graduate School Bulletin for complete information.

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- Asian Area Cognate Program—B.A., minor
Biology—B.S.; B.A.; M.A.; M.A. in Education
Broadcasting—B.F.A.; B.A.; B.S. (Minor for all degrees)
Business Administration — B.S.B.A.; B.A., minor;
M.B.A.; M.A. in Education
Business Teaching—B.S.B.A.
Ceramics—B.F.A.
Chemistry—B.S.; B.A.; M.S.
Church Music—B.M.; M.M.
Clinical Psychology—M.A.
Commercial Art—B.F.A.
Composition—Theory—see Music
Dance—B.F.A., minor; B.A., minor
Design—B.F.A.
Distributive Education—B.S.B.A.
Drama and Speech—B.F.A.; B.A.; B.S.
Economics—B.S.B.A.; B.A., minor; B.S., minor
Education, Elementary—B.S.
Education, Secondary—See subject
Engineering—B.A.-B.E. (combined degree; transfer program)
English—B.A.; B.S.; M.A.; M.A. in Education
Foreign Languages—see specific language
French—B.A.; B.S.
General Business Administration and Pre-legal—
B.S.B.A.
Geography—B.A.; B.S.; M.A.; M.A. in Education
Geology—B.S.; B.A.
German—B.A.; B.S.
Government—See Political Science
Guidance—M.A. in Education
Health and Physical Education—B.A.; B.S.; M.A.; M.A.
in Education
History—B.A.; B.S.; M.A.; M.A. in Education
Home Economics—B.S., M.S.
Industrial and Technical Education—B.S.; B.A.; M.A.;
M.A. in Education
Industry—B.S.
Institution Management—B.S.
Instrumental Music (piano, organ, harp, strings, woodwinds, brass, percussion)—B.M.; M.M.

Interior Design—B.F.A.
Latin American Studies—B.A., minor
Library Science—B.S.; M.A. in Education
Management—B.S.B.A.
Marketing—B.S.B.A.
Mathematics—B.A.; B.S.; M.A.; M.A. in Education
Medical Technology—B.S.
Music (Theory-Composition, Therapy, Education; see
Instrumental Music, Voice)—B.M.; B.A.; M.A.; M.M.
Nursing—B.S.N.
Office Administration—B.S.B.A.; B.A., minor
Painting—B.F.A.
Philosophy—B.A.
Physical Education—See Health and Physical Education
Physics—B.S.; B.A.
Physics and Mathematics (double major)—B.S.
Political Science—B.A.; B.S., minor; M.A.
Printmaking—B.F.A.
Psychology—B.A.; M.A.
Real Estate—B.S.B.A.
Science Education—B.A.; B.S.; M.A.; M.A. in Education
Sculpture—B.F.A.
Secondary Education—See subject
Social Welfare—B.A.
Sociology and Anthropology—B.A.; B.S., minor
Spanish—B.A.; B.S.
Speech and Drama—See Drama and Speech
Speech and Hearing—M.A. in Education
Voice—B.M.

FRESHMAN AND SOPHOMORE HONORS PROGRAMS

Freshmen and sophomores who are judged to be qualified for honors are invited to participate in the Freshman and Sophomore Honors Program, which consists of seminars in the Great Books. These seminars are presided over by two senior faculty members. Qualified students who accept the invitation to participate enroll in the following sequence of courses. A prerequisite to any of these credit courses is an invitation from the Director of the Honors Programs, Dr. John Kozy, Jr.

26 HONORS PROGRAMS

Students who are not invited to participate when they matriculate may apply for an invitation if their grade-point average is 3.0 or better.

Honors Seminar 101: Tragedy (3)

Fundamental human problems as these are presented in tragic literature. (This course can be used toward satisfaction of the literature requirement for general education.)

Honors Seminar 102: Politics (3)

Basic viewpoints toward the relationship between the citizen and his government. (This course can be used toward satisfaction of the social science requirement for general education.)

Honors Seminar 103: Scientific Method (3)

Fundamental problems of scientific method. (This course can be used toward satisfaction of the humanities or aesthetic values requirement for general education.)

Honors Seminar 104: Philosophy (3)

Fundamental problems of philosophy. (This course can be used toward satisfaction of the humanities or aesthetic values requirement for general education.)

Honors Seminar 105: Comedy (3)

Fundamental human problems as these are presented in comic literature. (This course can be used toward satisfaction of the literature requirement for general education.)

Honors Seminar 106: Some Human Lives (3)

Different kinds of lives chosen by great men. (This course can be used toward satisfaction of the literature requirement for general education.)

DORMITORIES AND HOUSING

An important part of attending college is simply living there. Many of the students reside in one of the fifteen college dormitories. Other alternatives are available, however, to the student attending East Carolina University. Some live off campus in private homes; others commute to and from school daily. Part of the Greeks live in one of the ten fraternity houses or the eight sorority houses.

It is required that all freshmen not commuting from home reside in the college dormitories as long as rooms are available.

Students residing in off-campus housing are under university authority at all times. If behavior becomes loud, boisterous, or disruptive to the neighborhood pattern, the university reserves the right to take appropriate action.

For information concerning dormitory room rent, see 4. *Expenses, Financial Aid.*

CAFETERIAS

The University operates cafeterias on the main campus and on the men's campus in which meals are available at moderate prices, for cash payment, according to usual cafeteria practice.

HEALTH SERVICES

The Student Health Service is under the supervision of a full-time director who is a physician. He is assisted by three part-time physicians. The supporting staff consists of eight full-time and three part-time registered nurses, and two full-time secretaries. Regular clinics are held three times daily under the supervision of the physicians, and health services are available at all times on call by the Infirmary supervisor. Students are admitted to the clinics and to the Infirmary wards at the

discretion of the physicians. All medical withdrawals from the University must be signed by the Director of the Student Health Service.

Students taking nine or more quarter hours classwork in regular session and five or more hours in summer session are entitled to Infirmary privileges. These students are required by the University to have the usual health certificate on file in the Infirmary. Staff members living in a dormitory on campus are entitled to Infirmary privileges. Other members of the faculty and staff, not entitled to Infirmary care, will be assisted, on an emergency basis, in obtaining services from their private physicians.

The Infirmary supplies many common drugs without charge to the student, and such services as the staff may render are without charge. Additional services (consultations, special nurses, operations, special drugs) recommended by the attending physician and approved by the student's parents or guardian must be paid for by the student. Students are required to pay for their meals while in the Infirmary.

MAIL

Student mail is delivered to the dormitories, where it is distributed through mail boxes. The East Carolina University Station, a branch post office on East Tenth Street adjoining the campus, provides all postal services.

STUDENT BANK

For the convenience of East Carolina University students, a bank is maintained on the ground floor of Wright Building next to the faculty lounge. Under the auspices of the Student Government Association, the Student Bank cashes checks and opens accounts for those students who wish to use its services. The bank is open only to students and staff.

Several commercial banks are located in Greenville convenient to the East Carolina campus.

STUDENTS SUPPLY STORES

The Students Supply Stores are owned and operated by East Carolina University for the convenience of the students, faculty, and staff.

The main purpose of the Stores is to provide the textbooks, supplies, and other items necessary for the students to obtain their education. These items, along with a wide variety of other merchandise that is normally carried by university stores including such things as art supplies, school imprinted jewelry, soft goods, and toiletries, are carried in the main store, which is located on the ground floor of Wright Building. Students may buy and sell used textbooks in the store, thus saving considerably on book costs.

In addition to the main store, the Students Supply Stores operate a Soda Shop which is also located in Wright Building, the concessions at athletic events and the Summer Theatre, and supervise the vending operations on campus. The Stores supply all textbooks to the three branches of the University at Camp Lejeune, N. C., Goldsboro, N. C., and Cherry Point, N. C., and also, to the Continuing Education courses taught throughout Eastern North Carolina.

STUDENT CONDUCT

Students enrolled at East Carolina University are expected to uphold at all times standards of integrity and behavior that will reflect credit upon themselves, their families, and East Carolina University. Students are also expected to behave with propriety and to respect the rights and privileges of others. They are expected to abide by the laws of the city, state, and nation, and by all rules and regulations of East Carolina University. Failure to do so may result in their being separated from the University.

Registration at the University involves not only the student's acceptance of the published academic regula-

tions, but also all other rules found in any official publication or announcement.

RELIGIOUS ACTIVITIES

Campus Organizations

As a tax-supported institution, East Carolina University neither promotes nor recommends a specific religious faith. The University does, however, encourage the participation of students and faculty members in the activities of their faith.

The groups which carry on regular activities either on campus or in their own student centers off campus are the following:

Baptist Student Union, 511 East Tenth Street
 Bible Study Fellowship (Nondenominational), Campus
 Canterbury Club (Episcopal), 401 East Fourth Street
 Christian Athletes, Campus
 Christian Fellowship, 126 East Eighth Street
 Christian Science, Fourth and Meade Streets
 Church of Jesus Christ of the Latter-Day Saints (Mormon),
 Campus
 Fellowship of Christian Athletes, Campus
 Free Will Baptist Fellowship, Campus
 Hebrew Youth Fellowship, Campus
 King Youth Fellowship (Pentecostal Holiness), Campus
 Lutheran Student Association, 1800 South Elm Street
 Newman Club (Catholic), Campus
 Unitarian-Universalist, Campus
 Wesley Foundation (Methodist), 501 East Fifth Street
 Westminster Fellowship (Presbyterian), 401 East Ninth Street

The Director of Religious Activities is a member of the faculty in the Department of Philosophy who represents the University in religious matters. In this capacity he performs the following duties:

Meets from time to time and keeps in continuous touch with the chaplains serving East Carolina University.

Assists groups with arrangements in putting on religious activities on campus.

Answers correspondence relating to religious matters.

Supervises the use of religious preference cards in

registration and supplies statistical information on religious matters.

Greenville Churches

The following denominations have churches or conduct regular services in Greenville:

A.M.E. Zion, Baptist, Catholic, Christian, Christian Scientist, Church of Christ, Church of God, Church of Jesus Christ of Latter Day Saints (Mormon), Episcopal, Free Will Baptist, Full Gospel, Jehovah's Witnesses, Lutheran, Methodist, Pentecostal Holiness, Presbyterian, Primitive Baptist, Salvation Army, Seventh-Day Adventist, Unitarian.

ORGANIZATIONS AND ACTIVITIES

University Union

MISS CYNTHIA A. MENDENHALL, *Director*

The University Union, located in the extension of the Wright Building, is the service and social center of the campus. Serving students, faculty, staff, and guests, the University Union provides services and conveniences needed by the University family in their daily life and informal association on the campus.

In addition to providing facilities for recreation and socializing, the University Union is an organization composed of volunteer students who plan and stage special program events for the student body and University family. All students are members of the University Union and each student is invited to join one of the committees: record and dance, social, fine arts, games, publicity, and special projects. Samples of some of the special program events are: freshman open house, homecoming open house, special games tournaments—table tennis, chess, bridge; Christmas decorating party, quarterly bowling league activity, combo dances, bingo parties, watermelon feasts, Fourth of July Fireworks Show, coffee house, etc.

Services offered by the University Union include cam-

pus directory file, public telephones, compilation and publication of monthly campus calendar, campus lost and found headquarters, information center and prominent campus bulletin board, and "rides-riders" board.

Students are urged to inquire in the University Union Office concerning its program and its committees.

Student Government Association

To promote a sense of personal responsibility in the students of the University a Student Government Association has been inaugurated subject to the approval of the President of the University and of an advisory board. This organization adopts such regulations as concern the entire student body. The Association has so administered its duties as to merit the approval of both faculty and students.

Publications

The *Buccaneer* is the University annual. It is published by the students each regular school year.

The *East Carolinian*, the University paper, is published semi-weekly by the students. It carries University and alumni news, and is designed to furnish an outlet to student expression on all matters pertaining to their educational development.

The *Key* is a handbook published by the Student Government Association to inform students about organizations, policies, and activities of the University.

The *Rebel* is the University literary magazine. It is published by the students three times each year.

Sports and Athletics

East Carolina University is a member of the Southern Conference, whose other eight members are the College of William and Mary, West Virginia University, Virginia Military Institute, The University of Richmond, George Washington University, Furman University, Davidson College, and The Citadel. Known in intercollegiate competition as "The Pirates", East Carolina fields athletic

teams in the sports of football, basketball, baseball, soccer, tennis, golf, swimming, wrestling, cross country, indoor track, and outdoor track. Club sports are sponsored in crew, lacrosse, and gymnastics.

The 1966 football team posted an 8-2 record, one of the fifth best in the school's history. The 1967 Cross Country team finished second in Southern Conference competition and won the North Carolina state championship in competition with some 20 other schools. The 1967 baseball team set a school record for the number of victories and lost the conference championship in a play-off, barely missing as a repeat conference champion after having won in 1966 and representing the conference in the NCAA championship playoffs. As the basketball season began, the East Carolina team moved into the new Minges Coliseum, which can seat 7,000 for basketball games.

Service, Honorary, and Professional Fraternities

Alpha Beta Alpha (Library Science)	Phi Epsilon Kappa (Physical Education—Men)
Alpha Kappa Delta (Sociology)	Phi Epsilon Mu (Physical Education—Women)
Alpha Kappa Psi (Business)	Phi Mu Alpha (Music)
Alpha Phi Omega (National Service Fraternity)	Phi Omicron (Home Economics)
Chi Beta Phi (Science)	Phi Sigma Pi (Scholarship)
Delta Phi Delta (Art)	Phi Sigma Tau (Philosophy)
Delta Sigma Pi (Business)	Pi Kappa Lambda (Music)
Epsilon Pi Tau (Industrial and Technical Education)	Pi Omega Pi (Business Education)
Gamma Beta Phi (National Beta Club)	Psi Chi (Psychology)
Gamma Theta Upsilon (Geography)	Sigma Alpha Iota (Music)
Kappa Delta Pi (Education)	Sigma Delta Psi (Physical Education)
National Collegiate Players (Drama)	Sigma Pi Alpha (Foreign Languages)
Phi Alpha Theta (History)	Sigma Tau Delta (English)
Phi Beta Lambda (Business)	Sigma Tau Sigma (Tutoring)
Phi Delta Kappa (Education)	Sigma Xi (Science)
	Tau Sigma (Education)

Campus Organizations

Air Force ROTC	Association for Childhood Education
Angel Flight	Broadcasting Guild
Aquanymphs	Ceramics Group
Arnold Air Society	

Cheerleaders	Opera Workshop
Circle K Club	Philosophy Club
College Artists Association	Physical Education Club
Concert Choir	Poetry Forum
Crew	Political Science Club
Debate Union	Pre-Medical and Pre-Dental Society
East Carolina Playhouse	Psychology Club
East Carolina Printmakers	Society for the Advancement of Management
Fellowship of Christian Athletes	Sociology Club
Gymnastics Club	Student National Education Association
Home Economics Chapter	Student Nurses Association
Industrial and Technical Education Club	Student Party (campus political organization)
International Relations Club	Student Section of the American Institute of Physics
Karate Club	Symphonic Band
Lacrosse Club	Symphony Orchestra
Law Society	Tutorials of East Carolina
Library Club	University Chorale
Marching Pirates	University Marshals
Mathematics Club	University Party (campus political organization)
Men's Glee Club	Varsity Band
Men's Intramurals	WECU Campus Radio
Men's Judiciary	Women's Chorus
Men's Residence Council	Women's Glee Club
Model United Nations	Women's Judiciary
Modern Dance Club	Women's Recreation Association
Music Educators National Conference	Women's Residence Council
National Art Education Association	Young Democrats Club
National Railway Historical Society	Young Republican Club
National Society of Interior Designers	

Social Fraternities and Sororities

Interfraternity Council

Alpha Epsilon Pi	Phi Alpha Sigma	Sigma Chi Delta
Kappa Alpha	Phi Kappa Tau	Sigma Nu
Kappa Sigma	Pi Kappa Alpha	Sigma Phi Epsilon
Lambda Chi Alpha	Pi Kappa Phi	Theta Chi

Panhellenic Council

Alpha Delta Pi	Alpha Xi Delta	Delta Zeta
Alpha Omicron Pi	Chi Omega	Kappa Delta
Alpha Phi		Sigma Sigma Sigma

CULTURAL OPPORTUNITIES

Art Galleries and Exhibitions

The School of Art sponsors professional traveling exhibitions in many media in display cases in the foyer of the Rawl Building and in the Hallway Gallery. There are weekly senior shows in painting, sculpture, etc. in the Kate Lewis Gallery.

The College Artists and the campus chapter of Delta Phi Delta hold programs, sales, and exhibitions during the year.

The several departments of the School send out shows in the state and region to other colleges, libraries, public schools, banks and other such institutions.

Greenville Art Center

The Greenville Art Center, sponsored by the East Carolina Art Society, Inc., at 802 Evans Street, Greenville, is open to the public free of charge. Gallery hours are 10-12 and 1-5, Tuesday through Saturday. The Center is closed in July and August. Monthly art exhibits are held in the first-floor galleries; the permanent collections, including the North Carolina series of etchings by Louis Orr, are housed on the second floor in the Rachel Maxwell Moore Memorial Gallery, the Hallway Gallery, and two large studio-classrooms.

Annual Contemporary Music Festival

Each year a guest composer of national stature and a music critic visit the campus to participate in and review the programs offered during the Festival. Programs include solo literature, chamber music, the University Symphonic Band, Symphonic Orchestra, the University Chorus, the Opera Theater, and a Student Composition Contest.

North Carolina State Ballet Company

The North Carolina State Ballet Company, chartered in 1959 as the first state ballet in the nation, became the

"ballet in residence" at East Carolina University by action of the Board of Trustees on October 27, 1967. The State Ballet has two main purposes: to maintain a professional concert company to perform classical and new ballets, and to operate a training program for gifted young dancers. In its resolution on affiliation with East Carolina University, the board of the North Carolina State Ballet Company proposed (1) to continue efforts toward bringing professional performances of the dance to all the people of this state and region; (2) to work out programs of performances and teaching at the University, such as master classes for students of dance, lecture demonstrations for the student body at large, a summer workshop and performances by the Company as part of the University concert series; and (3) to have the Company and the University explore together every avenue of mutual benefit in expanding this phase of the University's performing arts program and the cultural life of the state and region.

North Carolina Poetry Circuit

The North Carolina Poetry Circuit was formed in 1961 under the leadership of the University of North Carolina Press. At that time it was one of two such circuits in the nation. The colleges and universities which form the circuit are Davidson College, Elon College, Duke University, N. C. Wesleyan College, East Carolina University, N. C. State University, and U. N. C. at Chapel Hill, Charlotte, and Greensboro. From the beginning, the English Department at East Carolina University has participated each year in this cooperative venture. The circuit brings relatively young, but recognized, poets into contact with college students. This contact encourages the poets and benefits the young people to whom they read.

Artists Series

Presenting concerts of the highest quality that have both appeal and a cultural uplift for the entire University community are the goals of the Artists Series Committee. The committee receives its budget from the Student

Government Association, and it presents world-acclaimed symphony orchestras, ballets, choral groups, and other artists.

Popular Entertainment Series

The Popular Entertainment Committee presents the greatest names in the field of "pop" entertainment on campus each year. Artists from the world of jazz, folk, rhythm and blues, and popular entertainment play to SRO houses at East Carolina throughout the season.

Lecture Series

The Lecture Committee brings narrated travel films and renowned speakers to campus each year. With funds provided by the Student Government Association, the committee selects and presents programs of varied topics of general student interest.

Theatre Series

The East Carolina Playhouse is the play-producing arm of the Department of Drama and Speech. The Student Government Association provides funds for the Playhouse to produce each season four major plays as well as a musical and occasionally an opera in conjunction with the School of Music. Although preference in casting is given to students, roles in plays are open to faculty and staff members of the college and to citizens of Greenville and the surrounding area. Freshmen are eligible to audition for plays in their first quarter. Students and others also take part in all areas of technical production.

Central Ticket Office

Tickets for all concerts, entertainments, lectures, and playhouse productions sponsored by the Student Government are available to students, faculty, and staff free of charge (as long as tickets last) in the Central Ticket Office, which is located in Wright Auditorium. A limited supply of tickets is available for sale to the public. Stu-

dents must present both their I.D. and Activity Cards, and faculty and staff members their I.D. Cards in order to get tickets. Students, faculty, and staff may be asked to show their I.D. Cards, as well as tickets, at SGA programs.

Popular Movies

Throughout the year movies are presented each week on campus. The Popular Movies Committee, which is a part of the Student Government Association, selects recent films, plus a few "oldies," and presents them for student enjoyment. The Student Government Association appropriates the funds for these films.

International Films

At least once each month, the International Films Committee presents a film on campus. The programs are mainly foreign films, but occasionally an American print is shown. The committee is a part of the Student Government Association, and funds for its operation come from the student activity fees which are paid quarterly by the students of East Carolina University.

E.C.U. Summer Theatre

A professionally produced seven-week season of musicals and plays is presented on the campus each summer. Professional directors, choreographers, actors, and singers make up the key membership of the company, but many parts are done by advanced students from the Department of Drama and Speech and School of Music as well as students from other institutions. The theatre is supported entirely by season subscriptions which are sold well in advance of each summer season by leading citizens of Greenville and surrounding communities.

Television and Radio Programs

As a part of the curricula in broadcasting, the faculty and students of the Department of Drama and Speech produce weekly radio interviews and other programs that are supplied to the major stations of the state. A

carrier current radio station (WECU) is also operated and managed entirely by students to provide news and music to the dormitories.

STUDENT PERSONNEL SERVICES

Academic Counseling

To assist students in their academic programs, the University has established in each College, School, and Department a system of academic counseling wherein the student is assigned to a faculty member who serves as his adviser. The adviser helps to plan the student's academic program, particularly during pre-registration and registration periods; keeps a record of his progress; and is available throughout the year for additional counseling.

Advisers will make every attempt to give effective guidance to students in academic matters and the refer students to those qualified to help them in other matters, but the final responsibility for meeting all academic requirements for a selected program rests with the student.

In addition to his faculty adviser, the student may obtain help from the Chairman of his major Department or the Dean of his College or School. Further counseling needs are met through the services of the Counseling Center, described below. Personal counseling is also offered by the Dean of Men and the Dean of Women.

Counseling Center

The purpose of the Counseling Center is to assist students to make the most of their opportunities for academic and personal development while attending the University. Services in the area of vocational, academic, educational, and personal counseling are provided. In addition, the staff of the Counseling Center provides both classroom and individual programs for students who wish to improve their study skills. The Center also pro-

vides a self-help program for students who wish to improve their study methods, vocabulary, spelling, and reading skills. Where necessary, tests and inventories are used to help students ascertain their areas of greatest interest and aptitude or to gain insight into areas where personal adjustment may be necessary. Provisions are also made to assist small groups where the individuals concerned wish to discuss various problems arising from the stress of university life. The annual Student Activity Fee paid by all students entitles all full-time and part-time students to any and all services of the Counseling Center without any additional charge. The Counseling Center is located in Wright Building, Room 207.

COUNSELING CENTER STAFF

GEORGE WEIGAND, Director, Counseling Center

A.B., Johns Hopkins University; Ph.D., University of Maryland.

WILBERT R. BALL, Assistant Professor

A.B., Fairmont State College; M.Ed., Miami University Ohio.

PHYLLIS J. KERNEN, Assistant Professor

B.S., M.A., Eastern Kentucky College.

H. DEWOOD LAMBETH, JR., Associate Professor

A.B., M.Ed., Ph.D., University of North Carolina.

IONE J. RYAN, Associate Professor

Ed.B., University of Hawaii; M.S., University of Minnesota; Ed.D., Stanford University.

Speech Clinic

The University Speech Clinic is a training facility within the School of Education for students who are preparing to become speech therapists in the schools of North Carolina. It is also a service facility for the University students. Students with problems are given recommendations and therapy may be offered. All Speech Clinic services are rendered without charge.

University News Bureau

The goal of the News Bureau is to keep the public informed about activities and developments at the Uni-

versity. A two-fold approach is used: news stories are written and dispatched daily—by mail, telephone or telegraph—to newspapers, broadcast stations and magazines; and regular contacts are made with news directors, editors and reporters to encourage them to visit the campus and to offer assistance to them in developing their own stories about the University and its program.

Much time and effort are devoted to gathering, writing and distributing news stories about individual student achievements and accomplishments. Each year the News Bureau sends thousands of such stories to home town newspapers and broadcast stations. A basic part of this effort is a systematic program of sending to home town media at least one story each year about each student enrolled at the University.

Placement Service

Placement services are available to all graduates of East Carolina University and graduates of other institutions who have completed at least fifteen quarter hours of course work at East Carolina University.

All students are urged to register with the Placement Service when they become seniors or while attending Graduate School, regardless of whether they have an immediate need for the service. Students may have their records placed in the inactive file for future use. Delay of registration until completion of military service or for some other reason may make it extremely difficult to obtain the favorable references that are available now.

Students whose records are in the active file are recommended to prospective employers in business, government, and education and notified of vacancies which exist. Upon request by a prospective employer, a set of the student's confidential credentials, consisting of personal data, references from professors, and student teaching reports for those who do student teaching, is sent to the employer by the Placement Service. Registrants are eligible for interviews with recruiters who

come to the Placement Service office seeking applicants for jobs.

Placement forms are available at any time during office hours in the Faculty-Alumni Building. A reading room has been set up in this building where occupational literature on school systems, government agencies, and business firms is available.

The Director is available for counseling interviews with registrants who need information about job opportunities. With the increasing complexity of the world of work from year to year, it is necessary to keep abreast of the changes in order to make wise professional choices.

There is no charge for any of the placement services.

RESERVE OFFICER TRAINING PROGRAMS

Department of Aerospace Studies (USAF)

In 1948 the Board of Trustees of East Carolina University entered into an agreement with the Department of the Air Force to establish and maintain an Air Force Reserve Officers Training Corps.

On October 13, 1964, the ROTC Vitalization Act of 1964 became law; this act repealed provisions of the previous law under which the Air Force ROTC functioned. The Air Force ROTC program under the new legislation is designed to provide education that will develop skills and attitudes vital to the career professional Air Force officer. Further, the program is designed to qualify for commission those college men who desire to serve in the United States Air Force.

The Department of Aerospace Studies is an integral academic subdivision of East Carolina University and includes all ROTC activities conducted at the institution as stipulated in the contract with the U.S. Air Force.

The mission of the Department of Aerospace Studies is to select and prepare cadets, through a permanent

program of instruction, to serve as career commissioned officers in the regular and reserve components of the Air Force, and to assist in discharging, where necessary, any institutional obligations to offer military training.

East Carolina University offers the two- and four-year Air Force ROTC programs. Upon successful completion of either program and graduation from college, the cadet will be commissioned a second lieutenant in the USAF and will be called to active duty. Prior servicemen are encouraged to apply.

Required uniform items and Aerospace Studies texts will be issued to the student. During the junior and senior years, a cadet will receive \$50.00 per month. A cadet in the four-year program will be eligible for a financial assistance grant. This grant includes tuition, fees, \$25.00 per quarter for books, and \$50.00 per month. Two-year applicants are not eligible for this grant. Qualified senior cadets will attend a ground school and receive over 36 hours of flight training in light aircraft at the local airport. Successful completion of the flying curriculum qualifies the cadet for the FAA Private Pilots Certificate.

The Department offers a cognate minor in the field of Aerospace Studies (Professional Officer Course).

QUALIFICATIONS: The following requirements must be met before a student can enroll in Air Force ROTC.

Four-Year Program

General Military Course (GMC) (Freshmen & Sophomores)

1. Be enrolled as a full-time student at East Carolina University.
2. Be a citizen of the United States.
3. Have no obvious disqualifying medical defects.
4. Have approval from the Chairman of the Department of Aerospace Studies.
5. Prior servicemen and students with previous mili-

tary schooling (i.e. high school ROTC), at the discretion of the Chairman of the Department of Aerospace Studies, may not be required to complete the entire General Military Course.

Professional Officer Course (POC)
(Juniors & Seniors)

1. Complete the AFROTC General Military Course during the student's freshman and sophomore years of college.
2. Pass the Air Force Officer Qualification Test (AFOQT).
3. Meet the medical requirements for a commission.
4. Meet and successfully pass an interview by a board composed of Air Force ROTC officers.
5. Have approval from the Chairman of the Department of Aerospace Studies.
6. Have at least a 2.0 grade point average.

Two-Year Program

Professional Officer Course (POC)
(Juniors & Seniors)

1. Apply prior to 1 Feb. of sophomore year.
2. Satisfy requirements 2 through 6 of four-year program.
3. Complete a six weeks field training course at an Air Force base during the summer between the student's sophomore and junior years.

Detailed information regarding the AFROTC program may be obtained from the Chairman of the Department of Aerospace Studies, New Austin Building, Room 129, East Carolina University, Greenville, N. C., 27834.

United States Marine Corps

Students who are qualified may apply for admission to the United States Marine Corps Platoon Leaders course.

This course is given in two phases: a junior and a senior course. Each course is six weeks in length and the training is normally given in two consecutive summers. Students are granted nine quarter hours credit in Military Science at the completion of this training. For details contact Dean of Admissions, East Carolina University.

United States Navy

Students who are qualified may apply for admission to the United States Navy Reserve Officer Candidates Program for both Aviation and Surface Navy. This course is given in two phases: a junior and a senior course. Each course is eight weeks in length and the training is normally given in two consecutive summers. Students are granted nine quarter hours credit in Naval Science at the completion of this training. For details contact Dean of Admissions, East Carolina University.

TRAFFIC RULES AND REGULATIONS

Motor Vehicle Registration

1. Each motor vehicle (including two-wheeled motor vehicles) driven or parked on the campus by students, faculty, or staff members must be registered in the Housing Office and must display a valid official parking permit.
2. Parking permits will be issued only to those students who present the vehicle Registration Card or Certificate that was issued by the Department of Motor Vehicles in his or her respective state. The driver's license will not be acceptable.
3. A student who owns or holds possession of a motor vehicle must register that vehicle only in his or her name. This is interpreted to mean that a student who has an automobile owned by himself, parents, or relatives will not be permitted to turn this vehicle over to another student for registration.

4. Except on Saturday and Sunday, each vehicle must be registered by the respective owner immediately when it is first brought on the college campus. All parking and traffic signs will be enforced effective as of registration day of the quarter.
5. All students registering out-of-state cars are required to show proof that they possess liability insurance equal to the minimum requirements of the State of North Carolina by giving to the Housing Office the name of the insurance company and the insurance policy number.

Eligibility Rules

No freshman (including Summer School) student at East Carolina University is permitted to have and/or to operate a motor vehicle on the East Carolina University campus or in the Greenville area.

In addition, no student having less than a "C" average or on disciplinary probation at East Carolina University is permitted to have and/or to operate a motor vehicle on the East Carolina University campus or in the Greenville area. If a student registers a motor vehicle while having a "C" average and during the year the student's grades drop below a "C", it is the responsibility of the student to return the registration sticker to the Housing Office immediately upon learning of his or her deficiency.

Exceptions to the above are:

1. Commuting students will be allowed to have car if they reside with their parents or guardian outside of an area determined by the Housing Office to be within walking distance or outside of the City of Greenville and if they travel to and from the East Carolina University campus.
2. Freshmen and/or upperclassmen with less than a "C" average, who are at least 21 years old, will be allowed to have a car with special permission from the Housing Office.

3. Any other exception must be approved by a committee composed of the Dean of Student Affairs, Dean of Men, Dean of Women, and the Director of Housing. A job is not justification for the possession of a motor vehicle.

Violations—Penalties

The penalty for receiving three or more tickets for parking or traffic violations in any school quarter is as follows:

1. Loss of privilege of having or operating a motor vehicle in the Greenville, North Carolina, area for two months (forty school days) from the date a notarized statement is received from the parents or guardian certifying that the vehicle in question has been returned home and that the student will not be allowed to bring that or any other motor vehicle to the Greenville, North Carolina, area during the period of loss of privilege.
2. Violators of this regulation — that is, having or operating a motor vehicle in the Greenville area after loss of privilege — will be subject to the same penalties as any other student who is ineligible to have or to operate a motor vehicle in the Greenville area.

Disregard of the policies regarding automobile possession or registration will result in automatic suspension for the remainder of the quarter.

One of the aims of East Carolina University is to render every service it may to advance the cause of education. The University realizes that many people do not find it convenient to enter at the beginning of an academic year. Furthermore, it recognizes that teachers wish to study after their schools close in order to better equip themselves for their profession. To serve these varied interests, the University admits students at the beginning of any regular quarter or either term of the summer session.

Unless otherwise specified, admissions to all curricula are under the jurisdiction of the Dean of Admissions, from whose office application forms may be secured. The complete forms, with required evidence of eligibility, should be submitted to the Dean of Admissions as soon as possible, but at least three weeks (one week for summer session) before the beginning of the quarter in which the applicants desire to enroll. Students who are seeking college credit but who are not working toward a degree must meet all admission requirements. Specific admission requirements are listed below.

ADMISSION—FRESHMEN

1. Minimum age of 16 by date of intended registration.
2. Certificate of graduation (or its equivalent) from an accredited secondary school and a satisfactory recommendation from the school last attended. (In exceptional cases, admission by special examination is possible.)
3. Sixteen acceptable units of secondary school credit including English, four (4) units; Algebra, two (2) units; Plane Geometry, one (1) unit; Foreign Language, two (2) units; Social Science, two (2) units; Science, one (1) unit; electives, five (5) units.
4. Satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board (P. O. Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701). If the applications are not

available from the local high school, prospective students should write to the Princeton address requesting an official test application form and other pertinent information concerning the test.

5. Satisfactory health certificate.
6. Nonresidents of North Carolina are required to pay a \$10.00 non-deductible, non-refundable application fee. Residents of North Carolina are not required to pay the application fee.
7. For music majors, an acceptable performance level must be demonstrated through personal audition or by submitting a tape recording.

Early Decision

An applicant for whom the University is the first and only choice may be admitted under this plan upon written request if he ranks in the top 25% of his graduating class and has superior scores on the Scholastic Aptitude Test. Such an applicant must submit by October 15 the following:

1. An application for admission.
2. A letter stating that East Carolina University is his first choice, and if admitted that he will enroll.
3. Secondary school record through the junior year.
4. Recommendation of the secondary school principal or counselor.
5. Scholastic Aptitude Test scores made during the junior year.

Early decision candidates will be notified of the action of the Admissions Committee by November 1, and acceptance of the admission must be received from the candidate by December 1.

Advanced Placement

Applicants who present acceptable grades on Advanced Placement Examinations of the College Entrance Examination Board will be given credit in the appropriate subject matter areas.

ADMISSION—TRANSFER

1. Transcript(s) showing:
 - a. Over-all academic average of "C" or better on all hours attempted. Out-of-state applicants must meet a slightly higher requirement.
 - b. Honorable dismissal and eligibility to return to the college or university last attended (attendance only at summer school does not apply).
2. Same secondary school units required of entering freshmen.
3. Satisfactory health certificate.
4. Five dollar evaluation fee.
5. For music majors, an acceptable performance level as demonstrated through personal audition or by submitting a tape recording.

Note: Transfer students who have attended an accredited college but have earned less than 15 semester hours of acceptable credit or equivalent must meet all freshman entrance requirements as well as have an over-all "C" average and be eligible to return to the institution last attended.

ADMISSION—GRADUATE SCHOOL

Admission to the Graduate School is the responsibility of the Dean of the Graduate School. All questions about graduate work should be directed to him. Also, see the Graduate School Bulletin.

ADMISSION—SUMMER SESSION

1. For those working toward a degree from East Carolina University, all of the above requirements hold.
2. For any student attending summer school only, a statement must be presented from the Dean or Registrar of the college or university at which he is enrolled verifying that he is in good standing and

recommending courses to be taken. Such students will be considered "visitors."

3. For any student taking 5 q.h. or more and thus entitled to Infirmary privileges, a satisfactory health certificate must be on file in the Infirmary.
4. For students holding a degree, the graduate requirements hold.

ADMISSION—DIVISION OF CONTINUING EDUCATION

Admission requirements for Continuing Education classes are generally the same as for comparable work in regular classes on campus. However, special students may be admitted for non-credit in many instances. See the appropriate Division bulletin; for detailed information, contact Dean, Division of Continuing Education, East Carolina University, Post Office Box 2727, Greenville, N. C. 27834.

ENROLLMENT DEPOSIT

Applicants who are admitted as undergraduate students are required to remit a deposit of \$25.00 to signify their intention to enroll.

Any applicant who is accepted for admission to East Carolina University for Fall Quarter must deposit the \$25.00 with the University Cashier not later than May 1. The approval for admission will be tentative until the deposit is received and until all required final academic records are received. If the deposit is not received by May 1, the applicant's acceptance will be continued only if space in the University is available.

If, after making the deposit, the applicant changes his decision, he may obtain a refund in the amount of \$20.00, provided he notifies the Dean of Admissions of the University that he will not enroll. No refund will be made to applicants who cancel admission for Fall Quarter on or after July 1. An applicant who is admitted for Fall Quarter after April 15 must remit the deposit of \$25.00

immediately. Applicants who are admitted for either the Winter or Spring Quarter must remit the \$25.00 deposit immediately.

All applicants who actually enroll will receive credit for the \$25.00 deposit toward their tuition and fees for the quarter for which they were admitted. Prospective students who desire to reserve dormitory space must make a separate room deposit.

GENERAL INFORMATION

All required forms for admission to the regular academic year must be on file in the Admissions Office three weeks prior to the opening date of the quarter for which the student desires to enroll. Applicants who have had any work whatsoever in other colleges or universities, whether or not they earned credit or wish to transfer credit, are required to submit records of all previous college attendance to the Office of Admissions. Failure to present such official records from institutions previously attended may result in dismissal from East Carolina University. All official records must be forwarded by *each* institution previously attended and must be on file in the Admissions Office before a student can be admitted.

Transcripts will be evaluated on the basis of East Carolina University requirements and not those of any institutions previously attended. In this evaluation, no credit will be given for courses on which the lowest passing grade was received. The fee for evaluation is five dollars and is non-refundable. To have a transcript evaluated, the student must file an application for admission with this evaluation fee as well as an official transcript from each school previously attended.

Any record submitted for evaluation may be rejected or partly disallowed according to East Carolina University policies and accrediting association regulations. Validating examinations may be required in any or all subjects and will be required for work done at non-accredited institutions, if the student wishes to establish such credit.

The State Department of Public Instruction determines accreditation of all colleges in North Carolina. Elsewhere, accreditation is by state universities or institutions of comparable rank, or by regional accrediting associations. All transfer students must earn a minimum of ninety-five (95) quarter hours of credit at an accredited senior college and this work must be above sophomore level. However, courses required of transfer students for graduation from East Carolina University but which are below junior level will be included in the ninety-five (95) hours.

In exceptional cases, the student may secure the equivalent of transfer credit by passing previously arranged special examinations in subjects in which he has systematically acquired knowledge under conditions which did not permit his earning transferable credit. Freshmen whose high school records and/or pre-entrance tests show unusual achievement and promise in a subject(s) may take special examinations to receive college credit. In either case, a maximum of fifteen per cent (15%) of the 190 quarter hours of credit required for graduation may be earned by special examination.

Grades transferred from another institution are not considered in computing the grade point average at East Carolina University, except in the case of seniors graduating with honors.

In addition to the above, the Board of Trustees has authorized the Admissions Committee, at its discretion, to require a personal interview and/or any test deemed advisable.

VETERANS AND CHILDREN OF DECEASED AND DISABLED VETERANS

Veterans and children of deceased and disabled veterans must meet regular admission requirements. It is urged that preliminary application for any educational benefits due them be made to the nearest Regional Office of the Veterans Administration well in advance of the desired admission date so that the necessary details and

documents may be obtained. The veteran must also submit a photostatic copy of DD Form 214 along with his application for admission.

Veteran students may apply for credit toward graduation training received under any of the armed forces college training programs. College credit may also be granted for specialized and technical training done under the auspices of the armed forces and for correspondence study courses taken through the United States Armed Forces Institute. This training may be accepted by the University for credit only if it is at the collegiate level, if it is approved by the University, and if it is appropriate to the particular college course of study in which the student enrolls. No credit is given for high school or college-level G.E.D. tests.

FOREIGN STUDENTS

Application

The University welcomes applications from qualified foreign students. It is felt that the presence of such students on campus adds to the experience of students native to the United States. Satisfactory scores on the Test of English as a Foreign Language (TOEFL) or an English Proficiency Examination administered by the Cultural Attaché of the American Consulate or Embassy are required for admission. Special application forms are required and should be secured from the Office of Admissions.

Certificate for Foreign Students

A student from a country other than the United States may, if recommended by the Chairman of the Department of Foreign Languages, apply for a Certificate of American Studies.

The program, which includes not less than 20 hours of work which must be passed with a grade of C or better, and which may include graduate or undergraduate courses, is subject to the approval of the Chairman of the

Department of Foreign Languages and shall be planned to meet the needs of the individual student.

The student shall give evidence of an adequate command of written and spoken English. If he is not able upon entrance to meet this requirement, he may substitute three hours of English writing and/or speech for an equivalent number of hours in the program outlined above.

A certificate with distinction shall be awarded to a student who meets the above language requirements and who completes a similar program of 30 hours of which at least 20 hours are passed with a grade of B or better.

AUDITORS

Persons wishing to attend college classes without earning credit may be admitted upon approval of the instructor and the Dean of Admissions. They are not required to take the entrance examinations. Auditing a course consists of attendance at classes and listening but taking no part in the class. An auditor is not responsible for any assignments or examinations. No credit may be earned in an audited course by examination or otherwise. The request for the privilege of auditing a course, or part of a course, should be made to the Dean of Admissions and should be for a specified quarter. All such requests shall be referred to the instructor concerned. The applicant shall then complete the prescribed procedure for enrollment through the Registrar's Office before attendance in classes is permitted. Also, an audit fee for each course shall be paid to the Cashier's Office prior to attendance in class.

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Expenses, Financial Aid

It is estimated that the average student who is a North Carolina resident incurs necessary expenses of approximately \$1,150 for room, meals, tuition, fees, and books during an academic year of three quarters. The cost of meals and textbooks may vary considerably, according to individual requirements. The University operates cafeterias on the main campus and on the men's campus in which meals are available at moderate prices, for cash payment, according to usual cafeteria practice.

Nonresidents of North Carolina are required to pay a \$10.00 nondeductible, nonrefundable application fee. Residents of North Carolina are not required to pay the application fee.

ENROLLMENT DEPOSIT

See 3. *Admission.*

FEES PAYABLE EACH QUARTER (Fall, Winter, Spring)

	Dormitory Students	Day Students
Registration	\$ 10.00	\$ 10.00
Tuition	56.00	56.00
Tuition (Nonresident of N. C.)	200.00	200.00
Medical Fee	6.00	6.00
Room Rent	77.00	—
Laundry (Minimum)†	5.00	—
Student Activity Fee*	29.00	29.00
Total (North Carolina Resident) ..	\$183.00	\$101.00
Total (Nonresident of North Carolina)	\$327.00	\$245.00

The above fees are payable on or before the date of registration for each quarter.

†Each dormitory student is charged a minimum of \$5.00 a quarter for laundry. This fee is included in the required fees for dormitory students; it is optional for day students not living at home. Charges are made on a piece rate basis and extra charge will be made when the \$5.00 initial payment is exceeded.

*This fee entitles a student to a Student Activity Card which must be picked up during the registration period each quarter. Use of this card is subject to the Student Government Association regulations found in the student handbook, the *Key*.

OTHER FEES

Private music lessons (per quarter hour)	\$10.00
Graduation fee (with application for graduation)	10.00
Transcript (after first)	1.00
Auditor (each course)	10.00

Special students, i.e., day students who schedule not more than nine quarter hours, will pay a fee of \$8.00 a quarter hour scheduled. Nonresident students will pay \$20.00 per quarter hour scheduled.

These fees are subject to revision by the Board of Trustees of the University, which reserves the right to revise them at any time found necessary or advisable.

RESIDENCE STATUS FOR TUITION PAYMENT

General: The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition a legal resident must have maintained his domicile in North Carolina for at least the six months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this state.

Minors: The legal residence of a person under twenty-one years of age at the time of his first enrollment in an institution of higher education in this state 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 living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.

A minor student whose parents move their legal residence from North Carolina to a location outside the state shall be considered to be a nonresident after six months from the date of removal from the state.

For the purpose of determining residence requirements under these rules, a person will be considered a minor until he has reached his twenty-first birthday. Married minors, however, are entitled to establish and maintain their residency in the same manner as adults. Attendance at an institution of higher education as a student cannot be counted as fulfilling the six months domicile requirement.

Adults: A person twenty-one years of age or older is eligible for in-state tuition if he has maintained continuous domicile in North Carolina for the six months next preceding the date of enrollment or re-enrollment, exclusive of any time spent in attendance at any institution of higher education. An in-state student reaching the age of twenty-one is not required to re-establish residence provided that he maintains his domicile in North Carolina.

Married Students: The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least six months under the same conditions as she could if she were single.

Military Personnel: No person shall be presumed to have gained or lost in-state status in North Carolina while serving in the Armed Forces. However, a member of the Armed Forces may obtain in-state status for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least the six months next preceding his or their enrollment or re-enrollment in an institution of higher education in this state.

Aliens: Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.

Property and Taxes: Ownership of property in or payment of taxes to the State of North Carolina apart from

legal residence will not qualify one for the in-state tuition rate.

Change of Status: The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina and may not thereafter be changed except: (a) in the case of a nonresident student at the time of his first enrollment who, or if he is a minor, his parents, has subsequently maintained a legal residence in North Carolina for at least six months; and (b) in the case of a resident who has abandoned his legal residence in North Carolina for a minimum period of six months. In either case, the appropriate tuition rate will become effective at the beginning of the term following the six months period.

Responsibility of Student: Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Dean of Admissions of the University. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Business Office of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

DORMITORY ROOMS

Upon notification of acceptance, a new student who desires a dormitory room should send to the University Business Office a deposit of \$60.00, with the reservation card which accompanies notification of acceptance. Assignments to rooms are made in the order in which applications are received.

Students already in residence desiring to retain rooms for the Fall Quarter of the next academic year must make application and pay a \$60.00 deposit by the date announced by the Dean of Women for women students and by the date announced by the Director of Housing for men students.

A Fall Quarter room reservation deposit, less \$10.00, is refundable on cancellations made by July 1. Room deposits are not refundable after July 1 except for illness which prevents enrollment, military conscription, death in the immediate family, or ineligibility to enroll.

A dormitory room deposit for Winter and/or Spring Quarter, less \$10.00, is refundable if requested prior to registration day of the quarter for which the payment is made. After registration day of the Winter and/or Spring Quarter, room deposits are not refundable except for the four reasons listed in the previous paragraph.

A request for transfer of a reservation deposit from one quarter to a subsequent quarter will be approved if, at the time the request is received, the student is eligible for a refund.

Room reservation for either of the two summer terms is made upon payment of the full amount of rent for one term, which is refundable if a cancellation request is received at least one week before registration day.

It is required that all freshmen not commuting from home reside in the college dormitories as long as rooms are available.

Rent does not cover occupancy during periods when the University is not officially in session.

The occupant of a room will be held directly responsible for all damage done to his room and its furniture.

The University reserves the right to make room inspections to insure compliance with rules and regulations, whether or not the occupants are present.

LATE REGISTRATION

A student registering later than the date designated as registration day must pay an additional fee of \$5.00.

TEXTBOOKS

Students are required to purchase their textbooks. The University maintains a depository where all necessary books may be purchased.

WITHDRAWALS, REFUNDS, CREDITS

Students who withdraw from the University prior to the completion of the seventh week of a quarter will receive a refund of tuition and fees, except registration fee and room rent, on a pro rata basis.

No degree, diploma, or certificate will be granted or a transcript of credits furnished a student until all financial obligations to the University, other than student loans, have been paid.

All previously incurred expenses and accounts at the University must be fully paid or secured before a student may re-enter at the beginning of any quarter.

SUMMER SESSION FEES

See Summer Session Bulletin.

FEES FOR DIVISION OF CONTINUING EDUCATION

See appropriate bulletin of the Division of Continuing Education.

FINANCIAL AID**Student Employment Programs**

The student employment programs enable eligible students to help pay college expenses while attending classes full time. Students participating in the programs are employed in the cafeterias, Library, administrative offices, and in the various Colleges, Schools, and Departments of East Carolina University.

The student employment programs consist of the East Carolina University Self-Help Program and the federal assistance program, the College Work-Study Program. To participate in the employment programs, a student must have on file in the Student Affairs Office a completed application for aid. Assignments are made as jobs become available.

Generally, a student may work up to fifteen hours per week. A student's work schedule will depend upon class schedules and will be arranged by the student and his work supervisor. The amount of compensation the student receives depends upon the program for which he qualifies.

Student Loan Programs

There are a number of loan programs available to students of East Carolina University who are in need of financial help for educational expenses. Persons interested in the programs should address inquiries to Student Aid Office, East Carolina University, P. O. Box 2726, Greenville, North Carolina 27834.

EAST CAROLINA UNIVERSITY LOAN FUND—Since the founding of the University in 1909, graduating classes, alumni organizations, and individual friends of the University have contributed toward loan funds for students. The funds are loaned to students for use in their sophomore, junior, and senior years.

NATIONAL DEFENSE STUDENT LOAN PROGRAM—High school graduates who have been accepted for enrollment by East Carolina University, or students presently enrolled and who are in good standing, and who need financial help for educational expenses may obtain a loan under the program. The amount of the loan the student receives is determined by the institution.

In determining a student's need for a loan under the program, the following shall be taken into consideration:

- (1) The income, assets, and resources of the applicant.
- (2) The income, assets, and resources of the applicant's family.
- (3) The cost reasonably necessary for the student's attendance, including any special needs and obligations which directly affect the student's financial ability to attend East Carolina University.

The repayment period and the interest do not begin until nine (9) months after the student ends his studies.

The loans bear interest at the rate of 3 percent per year and repayment of principal may be extended over a ten-year period, except that a minimum payment of no less than \$15 per month is required.

If a borrower becomes a full-time teacher in an elementary or secondary school or in an institution of higher education, as much as half of the loan may be forgiven at the rate of 10 percent for each year of teaching service. Borrowers who elect to teach in certain eligible schools located in areas of primarily low-income families may qualify for cancellation of their entire obligation at the rate of 15 percent per year.

Repayment may be deferred up to a total of three (3) years while a borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA). Repayment is deferred for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic work load.

NURSING STUDENT LOANS—High school graduates who have been accepted for enrollment as full-time students in the School of Nursing, or students presently enrolled in good standing, and who need financial help for educational expenses may obtain a loan under the program. The amount of the loan the student receives is determined by the University. In determining the eligibility of a student, the following shall be taken into consideration:

- (1) The income, assets, and resources of the applicant.
- (2) The income, assets, and resources of the applicant's family.
- (3) The cost reasonably necessary for the student's attendance, including any special needs and obligations which directly affect the student's financial ability to attend East Carolina University.

Students who are eligible for a loan under the Nursing Student Loan Program are prohibited by the Act from receiving a loan from the National Defense Student Loan

Program. The maximum amount available to an individual borrower in an academic year, or its equivalent, is \$1,000.

The repayment period and the interest begin twelve months after the borrower ceases to pursue the full-time course of study. The loans bear interest at the "going Federal rate" and repayment may be extended over a ten-year period.

Should a borrower become a full-time employee as a professional nurse (including teaching in any of the fields of nurse training and service as an administrator, supervisor or consultant in any of the fields of nursing) in any public or non-profit private institution or agency, as much as half of the loan may be forgiven at the rate of 10% for each year of employment. Cancellations can only be made for each complete year of such employment and must be applied during the year in which such employment was performed.



Loan programs which are administered by other agencies but which should be of interest to students are listed below.

NORTH CAROLINA SCHOLARSHIP LOAN FUND FOR PROSPECTIVE TEACHERS—North Carolina grants a limited number of \$350 scholarship-loans to prospective teachers who are legal residents of North Carolina. Those who receive the scholarship-loans will have \$350 credited toward repayment of their loans for each year they teach in public schools of North Carolina during a period of seven years after receiving their teaching certificate.

Students interested in applying for one of the scholarship-loans should write to State Superintendent of Public Instruction, Education Building, Raleigh, North Carolina. Applications must be made by March 1.

NORTH CAROLINA MEDICAL CARE COMMISSION—Educational Loans for Medical and Related Studies—Loans are confined to specific studies in the medical and other health-related professions for students who agree to practice their specialties in communities of limited population and specified health programs in North Carolina

in which there is an urgent need. Assistance is restricted to selected North Carolina residents in need of financial aid who have scholastic potentialities for completing courses of study. The financial resources of the applicant, his interest and academic capabilities will be examined very carefully by the Commission in selecting participants in the loan program.

All loans are cancelled on the basis of professional practice in accordance with the loan agreement one calendar year for each academic year or fraction thereof for which a loan is received. If the recipient is unable to practice as specified upon completion of professional training, he agrees to repay the loan on demand at 6% interest.

Students interested in the program should address inquiries to: The North Carolina Medical Care Commission, P. O. Box 9594, Raleigh, North Carolina.

COLLEGE FOUNDATION, INC.—Insured Loan Program for the Higher Education Act of 1965—

Funded by: North Carolina Bankers' Student Loan Plan

North Carolina Student Loan Plan

North Carolina Life Insurance Companies' Student Loan Plan

Under this program an undergraduate may borrow as much as \$1,000 a year; a graduate student may borrow as much as \$1,500 a year.

A student from a family with an adjusted income of less than \$15,000 a year pays no interest while he is a full-time student. Repayment of principal and interest begins when the student has ceased his course of study. At that time the federal government pays approximately one-half the interest and the student the remainder.

Students interested in obtaining a loan under the program may write Student Financial Aid Officer, East Carolina University, P. O. Box 2726, Greenville, North Carolina 27834.

OUT-OF-STATE STUDENT LOANS—Out-of-state students should contact their family banks or state higher education assistance agencies concerning state-administered guaranteed low-interest student loan programs.

EDUCATIONAL OPPORTUNITY GRANTS—Each academic year East Carolina University awards Educational Opportunity Grants to a limited number of undergraduate students. To qualify, a person must be enrolled or accepted for enrollment at East Carolina University, yet be financially unable to attend without an opportunity grant. The student must also show academic or creative promise. Once awarded to a student, the grant may be received each year of undergraduate study, up to four years, if he continues to qualify for assistance.

Students interested in these grants should address inquiries to Student Aid Office, East Carolina University, P. O. Box 2726, Greenville, North Carolina 27834.

Scholarships

THE EAST CAROLINA UNIVERSITY MERIT SCHOLARSHIPS of \$1,000 each are awarded annually to outstanding high school graduates. Recipients are chosen who show leadership potential, above average scholarship, good citizenship, and need. These scholarships are renewable if the holder maintains an academic and citizenship record in keeping with his potentiality.

THE HUGO E. MILLER MEMORIAL SCHOLARSHIPS are given by Dr. and Mrs. James W. Batten. The scholarships (not to exceed \$500 each) are awarded to outstanding undergraduate or graduate students based on leadership, potential, scholarship, character, and need. The scholarship is renewable contingent upon satisfactory academic progress and citizenship record.

THE ANDREWS SCHOLARSHIP, given by the late Mr. A. B. Andrews in memory of his wife, Helen Sharples Andrews, is an endowed scholarship valued at \$100.00 annually.

U.D.C. SCHOLARSHIPS are as follows: (a) The Samuel S. Nash Scholarship, \$130.00 annually, is given by the

Thirteenth District of the United Daughters of the Confederacy; (b) The Gen. James Johnston Pettigrew Scholarship, \$130.00 annually, is given by the North Carolina Division of the United Daughters of the Confederacy.

THE MARY CAUGHEY HELMS SCHOLARSHIP FUND IN BIOLOGY, established by alumni and faculty, pays the tuition for one quarter for a biology student selected by the faculty of the Biology Department.

THE JAMES FENLY SPEAR, JR., MEMORIAL AWARD is an annual award of \$50.00 given by Mrs. Nell C. Spear in memory of her son, James Fenly Spear, Jr., a former student of East Carolina University, who lost his life while serving his country in World War II. The recipient of this award is chosen by the faculty of the Physics Department on the basis of scholarship, citizenship, and leadership, from the physics majors of senior standing.

THE THOMAS C. WILLIAMS MEMORIAL SCHOLARSHIP AWARD is presented annually by Beta Kappa Chapter of Pi Omega Pi, the national honorary business education fraternity. It is awarded to the senior business education major with the highest scholastic average in four years of business education at East Carolina University. It is named in honor of a former member of the chapter.

THE ALEXANDER PARKER MEMORIAL SCHOLARSHIP was established by parents and friends of an art major killed in an automobile accident. It is awarded on the basis of an outstanding portfolio in the field of graphic arts to a rising junior.

THE PRESSER FOUNDATION OF PHILADELPHIA awards two \$200.00 scholarships each year to music majors in the School of Music. Apply to Dean, School of Music.

THE CHARLES A. WHITE APPLIED MUSIC SCHOLARSHIP is awarded to an outstanding Music major. Apply to Dean, School of Music.

THE NANCY LAY WHITE APPLIED MUSIC SCHOLARSHIP is awarded to an outstanding music major. Apply to Dean, School of Music.

THE PITT COUNTY MEDICAL AND DENTAL SOCIETY annually awards two scholarships of \$500 each to students attending or planning to attend the East Carolina University School of Nursing. Scholarship payments will be spread over the period of attendance in the School of Nursing. Preference will be given to residents of Pitt County.

THE LEWIS H. SWINDELL SCHOLARSHIP FOUNDATION consists of \$5,000 presented by Dr. Lewis H. Swindell for the purpose of providing scholarships. The principal is to be invested and the interest used for scholarships as the College sees fit.

THE TUITION SCHOLARSHIP of \$200.00 donated by Dr. and Mrs. James W. Butler is awarded to a son or daughter of a minister or to a music major student preparing for a church music career.

THE GREENVILLE *Daily Reflector* awards each year a scholarship for four years of \$200.00 per year in memory of the late David Jordan Whichard. The scholarships are awarded only to graduates of high schools located within Pitt County.

THE DAVID HARDEE MEMORIAL SCHOLARSHIP of \$500 is awarded annually by the Pitt County Mental Health Association to a graduate student preparing for a career in clinical psychology. The Psychology Department selects the recipient.

THE JOHN DECATUR MESSICK SCHOLARSHIP FUND is a scholarship established by gifts from the faculty and staff to honor the fifth President of the University. Additions to the funds are desired and are being contributed by friends of Dr. Messick. Interest earned on these amounts will provide grants to superior students.

THE GREENVILLE LIONS CLUB annually gives \$100 each to two students selected by the club.

FACULTY WIVES CLUB awards a scholarship of \$100 annually to a female student who has a "B" average.

THE MRS. TRILBY SMITH SHEPPARD SCHOLARSHIP is a fund of \$700.00, the interest from which is awarded

annually to a student selected by the Scholarship Committee. It was given by Dr. Joseph Smith, Mrs. Agnes Smith Bunn, and Mark H. Smith in memory of their late sister, Mrs. Trilby Smith Sheppard.

THE PITT COUNTY FOUNDATION SCHOLARSHIP. This is the fund made possible by the citizens of Pitt County by their contributions to the Scholarship Foundation. Only the income from this fund may be used for scholarships.

THE EASTERN NORTH CAROLINA FOUNDATION SCHOLARSHIPS. Scholarships from this fund will be available as the income accrues.

THE EAST CAROLINA RESOURCES SCHOLARSHIPS. Several scholarships are available from this fund each year. They are general scholarships awarded to both incoming freshmen and regular college students.

TUITION SCHOLARSHIPS in varying amounts are offered by the Pitt County, Wilson County, Kinston-Lenoir County, Raleigh-Wake County, Burlington, and other Alumni Chapters. These will vary from \$75 to \$150 annually.

AIR FORCE ROTC SCHOLARSHIPS. Scholarships are available to well-qualified cadets in the four-year program only. These cover full tuition, laboratory expenses, incidental fees, and an allowance for books. Scholarship cadets also receive \$50 per month in nontaxable pay. Applicants are selected on the basis of scores on a qualifying test, quality of their academic work, and a rating by an interview board.

Scholarships are now awarded to cadets on a competitive basis at all levels of their Air Force ROTC work including freshmen, sophomores, juniors, and seniors in college.

Scholastic Awards

THE JOHN B. CHRISTENBURY MEMORIAL TROPHY is awarded annually to a young male student of East Carolina University who is a member of an athletic team dur-

ing his senior year, and who is selected by a faculty committee on the basis of scholarship, character, and service to the University. The trophy is kept at the University and has the winner's name engraved on it each year.

DELTA ZETA CHAPTER OF THE INTERNATIONAL FRATERNITY OF DELTA SIGMA PI awards annually a Scholarship Key to the male senior who upon graduation ranks highest in scholarship for the entire course in business administration.

OUTSTANDING SENIOR AWARD: The Tau Chapter of Phi Sigma Pi, national honorary professional fraternity, awards each year a trophy to the outstanding male senior. He is selected by a faculty committee on the basis of his academic record and activities as a campus leader. The trophy, a gold-plated Lamp of Knowledge, is presented at the Senior Banquet held near the end of each academic year.

THE EAST CAROLINA UNIVERSITY SIGMA XI CLUB makes an award each year to the undergraduate and graduate student who presents the best undergraduate research paper to the group. These awards consists of a cash prize and a certificate.

SPECIAL NOTICE TO STUDENTS

The Catalogue of East Carolina University, issued in the spring of each year, is intended to give a description of the work of the University and such a digest of its regulations as are needed by students. Although the courses announced and the regulations given are fairly continuous from year to year, neither of them is valid beyond the succeeding year, for before the end of the succeeding year a new catalogue will have been issued, superseding all previous catalogues.

Ordinarily a student may expect to be allowed to secure a diploma or a degree in accordance with the requirements of the curriculum laid down in the catalogue in force when he first entered the University or in any subsequent catalogue published while he is a student, but the faculty reserves the right to make changes in curricula and in regulations at any time when in its judgment such changes are for the best interests of the students and of the University. If a student elects to meet the requirements of a catalogue other than the one in force at the time of his original entrance he must meet all requirements of the catalogue he elects. A student who changes his degree program or his major will be expected to meet all of the requirements of the new program of the catalogue in force at the time of the change, except for students who do not declare a major upon entrance and who may meet the requirements of the catalogue in force at the time of their entrance to East Carolina University. During the period that the student is registered in the General College, the University rule that a student adopts the catalogue that is current whenever he changes his program does not apply.

The catalogue that was current at the time he entered the General College will apply when he leaves the General College and declares a major unless (1) the student elects a later catalogue, (2) changes his program after his initial transfer from the General College, or (3) accreditation requirements for the University have been changed.

Advisers will make every attempt to give effective guidance to students in academic matters and to refer students to those qualified to help them in other matters, but the final responsibility for meeting all academic requirements for a selected program rests with the student.

The Board of Trustees is the governing Board of East Carolina University. The powers of the President and the faculty are delegated by the Board in accord with its policies. The faculty, through its own agencies, recommends policy to the President and the Board of Trustees in matters pertaining to the standards of admission, registration, requirements for and the granting of degrees earned in course, the curriculum (including extension credit courses), instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the University and other matters pertaining to the conduct of faculty affairs.

East Carolina University reserves the right, in the interest of all of its students, to decline admission, to suspend, or to require the withdrawal of a student when for any reason it is deemed to be in the interest of the University.

Students are expected to conduct themselves in accordance with generally accepted standards of decency and morality as well as in accordance with specific University rules and regulations. Although the University is not a sentencing authority for violation of state or local laws, it reserves the right to suspend, to require the withdrawal of, or to deny readmission to a student when it is declared to be in the best interest of the University.

Hazing is forbidden. No conduct involving hazard of personal injury will be tolerated in any phase of the initiation ceremonies of any University organization.

Appropriate disciplinary action will be taken against any student who participates in any illegal activity which results in the disruption of any normal function, curricular or extracurricular, of the University.

Registration at the University involves not only the student's acceptance of the published academic regula-

tions, but also all other rules found in any official announcement.

COURSES OF STUDY

Students should refer to the requirements of their respective schools for information about their programs of study, and confer with their advisers whenever problems arise. The student is expected to follow the program outlined as closely as possible, particularly in the first two years when he is satisfying basic degree requirements and prerequisites for advanced work.

Students should pursue required courses in the suggested sequence. Failure to do so may lead to future schedule difficulties and the student may find that the subject for which he wishes to enroll is either not available or closed to students with advanced standing.

ADMISSION AND ENROLLMENT PROCEDURES

To be officially enrolled a student must apply, be accepted and receive a permit to register from the Registrar's Office. The student pays fees and has his permit to register stamped by the Cashier. The student then reports to the office of the School or Department in which he will major or the office of the General College Program Director if he has not yet selected a major. He will be assigned an adviser who will give him further information.

Preregistration

Preregistration is a time designated each quarter to allow the student and his or her adviser to review the student's records and plan the student's courses for the upcoming quarter.

It is an important part of the student's program. The student, with his adviser, has an opportunity to discuss academic problems and keep abreast of his or her progress. It also attempts to insure that the courses requested on the preregistered schedule will be available for students the following quarter.

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Preregistration is not mandatory; however, students are encouraged to preregister, since those student who do not find it very difficult to secure a satisfactory schedule of courses on registration day.

Only those students currently enrolled are allowed the privilege of preregistration.

Late Registration

Students are expected to complete enrollment (including the payment of all required fees) on the dates prescribed in the University calendar. Those failing to do so will be required to pay a late registration fee of \$5.00.

Auditing Courses

Auditing a course consists of attendance at classes and listening but taking no part in the class. An auditor is not responsible for any assignments or examinations. No credit may be earned in an audited course by examination or otherwise.

An audit fee of \$10.00 per course is to be paid to the Cashier by persons enrolled only to audit.

Course Load

A student may take eighteen hours without restrictions. With the approval of his major adviser and his Department Chairman or Dean, a student who has earned an average of "B" in all of his work may take nineteen or twenty hours. The approval for extra-hour load must be signed on the Trial Schedule Card by the Chairman or Dean concerned.

Repetition of Course Work

A student should repeat a course he has passed in order to raise his grade only in the event that the College, School, or Department in which he is seeking a degree requires a higher grade in the course. A student who repeats a course he has failed will receive the failure (hours attempted and no grade points) and his passing

grade with hours attempted, hours earned, and grade points.

Dropping and Adding Courses

Courses may be dropped within the first three days of the quarter, provided such changes are approved by the Chairman of the Department or Dean of the School in which the student is majoring. After the last day to register or make any change in class schedule, a student who drops a course or courses receives a grade of "F" for all courses which he is failing at that time unless in the judgment of the Dean of the College or School or the Chairman of the Department of the student's major area of study, the failure or failures were caused by circumstances beyond the student's control. No student shall be allowed to drop a course within the last two weeks prior to examination or during the examination period.

After the last day to register or make any change in class schedule, a student who is passing may, for a justifiable cause, drop a course or courses with the approval of the Dean of the College or School or Chairman of the Department of the student's major area of study. If permitted to drop, no grade shall be recorded on the course or courses. However, a student taking a required course in the year in which it should be taken will not be allowed to drop the course without permission of the departmental Chairmen involved. A student will not be permitted to drop a *required* course and add another course.

After the last day to register or make any change in class schedule, a student withdrawing from school shall receive a grade of "F" for all courses which he is failing at that time unless, in the judgment of the Dean of the College or School or Chairman of the Department of the student's major field of study, the failures were caused by circumstances beyond the student's control.

A student may not enter courses later than the end of the first week of the quarter and get credit for such courses.

76 **ADMISSION AND ENROLLMENT PROCEDURES**

A student may drop courses from his program and take other courses instead, provided such changes are made before the end of the first 3 days of the quarter and provided also that such changes are approved by the Chairman of the Department or Dean of the College or School concerned.

Students should pay particular attention to procedural directions printed on the forms provided by the Registrar. No course is officially dropped or added until the required procedure is completed.

Selection of Courses

An undergraduate student is not permitted to select courses which are more than one classification removed from the student's own classification. Any student who enrolls in a course in violation of this rule cannot count those hours toward graduation. There are occasions on which exceptions to this regulation may be deemed desirable and necessary by the student's adviser and/or Dean. The Registrar will honor exceptions two or more numbers either above or below the student's classification, if the registration or drop-add form contains the initial of the adviser and/or Dean written on a line with the course that is involved in the regulation. An undergraduate student may not, however, take a graduate (400 level) course unless he is within six quarter hours of graduation and then only for graduate credit. Graduate degree credit will not be allowed, however, until the student is properly admitted to the Graduate School.

Elective courses in any curriculum may be taken from any field and are decided upon with the approval of the adviser.

Students who take work off-campus to apply toward a degree at East Carolina University must receive the written approval of their major departmental Chairman or Dean of the College or School before registering for the course(s) in order for such credit to be acceptable to East Carolina University. This permission must be on

file in the Registrar's office on blanks supplied by the Registrar's Office.

The Dean of Academic Affairs has authority on all established curricular matters.

Official Withdrawal

Students desiring to withdraw from the University officially should apply to the Dean of Men or Women as appropriate for a **WITHDRAWAL FORM**. After the student has obtained the signature of the various officials designated on the form, it must be submitted to the Dean of Men or Women for final approval. Students withdrawing for medical reasons should complete the procedure as soon as possible and in no case later than 30 days after the last class attendance. All other students withdrawing should complete this procedure immediately after last class attendance and in no case later than 2 weeks after last class attendance. After the quarter has ended and grades have been posted, no withdrawal except in the case of severe medical emergency can be filed. Those not officially withdrawn will not be eligible to return nor will their transcripts be forwarded from East Carolina University until satisfactory arrangements have been made through the Dean of Men or Women as appropriate.

Change In Curriculum

A student who desires to change his program of studies involving transfer from one College or School or Department of the University to another is required to follow this procedure: (1) obtain from his advisor a **CHANGE OF MAJOR FORM**, (2) have this form signed by the Dean of the College or School or Chairman of the Department in which he is currently enrolled and obtain from him a complete student advisee file, (3) present the form for the approval of the Dean of the College or School or Chairman of the Department in which he plans to enroll and leave with him the advisee file.

To be valid, a change of curriculum must not only follow the procedures indicated, but it must also be completed in the week prior to or during pre-registration.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, the student should consult the Dean of his College or School or the Chairman of the Department in which he is majoring. The Dean or Department Chairman will petition by letter to the Registrar for substitutions or exceptions sought and will state the reasons therefor.

Any deviations from the applicable published degree requirements must have the approval of the appropriate Department Chairman and College or School Dean and the approval of the Dean of Academic Affairs.

Students transferring from other colleges who desire to substitute courses taken elsewhere for courses prescribed at the University must submit such petition prior to enrollment for their first quarter at the University.

Credits

The University operates on the quarter plan. The fall, winter, and spring quarters are each approximately twelve weeks in length. The summer quarter is divided into two 5½ week terms. The University is in session five and one-half days a week. Most classes meet five days a week. Credit hours to be earned in each course are noted for each course listed.

Credit will not be allowed on courses taken which substantially duplicate courses already completed.

Credit Without Class Attendance

Students regularly enrolled or formerly enrolled in the University may obtain credit by examination in a course in which they have had no class attendance or quarter

standing. Permission to take the examination must be obtained in advance from the Dean of the College or School or Chairman of the Department in which the course is offered and must be approved by the Dean of Academic Affairs. Examinations are not permitted in courses in which a student has previously been enrolled regularly or as an auditor. The applicant must pay to the University Cashier in advance of the examination a fee of \$2.00 per quarter hour; this fee is not refundable. The petition, receipted by the Cashier, must be shown to the instructor conducting the examination. The instructor reports the results of the examination to the Registrar. Credits earned under this regulation are recorded with the grade achieved on the examination.

Transfer Credit

A student transferred to the University from another college or university must, before enrolling in classes at the University, have his transcript evaluated by the Dean of Admissions and the Dean of the College or School in which he is enrolled. It is only in the light of such evaluation that a student will know definitely which courses will be valid in meeting degree requirements. This, in turn, will make possible more intelligent planning of his program while he is a student at the University.

No transfer credit will be accepted on a course for the equivalent of which a student has been enrolled previously in this University unless the academic work presented for transfer represents a minimum of a full year of residence work at the other institution. Duplicate credit cannot be granted under any circumstances.

Credits earned at another college or university while a student is under academic or social probation or suspension at East Carolina University will not be accepted.

Credit for summer school, correspondence, and extension work completed at other institutions by a regular East Carolina University student will not be accepted by transfer if the student has previously been enrolled in an equivalent course in the University. Credit on other

courses will be accepted only under the following conditions: (1) each course is to be approved in advance by the Chairman of the Department or the Dean of the College or School concerned and such approval filed in writing with the Registrar, (2) each course is passed with a grade adequate for transfer purposes.

Except by special permission from his adviser, and then only when he is carrying less than the maximum amount of work, a student is not allowed either to begin or to continue correspondence or extension courses while taking work in residence at East Carolina University. Moreover, a student enrolled for correspondence or extension work with another college must notify his adviser when he is taking such courses. Students are held individually responsible for any violations of this regulation.

Of the total hours required for graduation, a combination of 25% correspondence and extension will be allowed, with a maximum 15% of that total done by correspondence.

Students will not receive credit for correspondence courses in the major field.

Correspondence courses will not be credited toward the Master's degree.

Regular Examinations

Final examinations are held at the close of each quarter. There will be no departure from the printed schedule of examinations. Changes for individual emergencies of a serious nature will be made only with the approval of the instructor, the Chairman of the Department or Dean of the School involved, and the Dean of Academic Affairs. The Department Chairman or School Dean will, if he believes a serious emergency exists, forward a written request to the Dean of Academic Affairs setting forth the nature of the emergency. A student who is absent from an examination without an excuse will be given a grade of "F". An Incomplete will be given only in the case of a student absent from the final examination who has presented a satisfactory excuse to the Dean

of Men or the Dean of Women as appropriate. The symbol "I" will not be given unless an excuse has been presented prior to the scheduled examination.

Intermediate Tests and Quizzes

An instructor should not administer make-up quizzes or allow credit to those students who miss announced or scheduled intermediate tests and quizzes. Students who are absent with an excuse acceptable to the Dean of Men or Dean of Women as appropriate will be given a make-up test or an excuse from taking that test at the discretion of the instructor.

Re-Examinations

Re-examinations for the purpose of removing a failure or of raising a grade are not permitted, except in the case of graduating seniors who are in their last quarter before their scheduled commencement, and who are passing the course at the time the examination is given. Only one re-examination is permissible for a single student in a single course.

Classification—Regular Students

A regular or full-time student is required to schedule at least 12 quarter hours per quarter. A student may still be classified as a regular student if his load falls below 12 quarter hours but not below 10. If the load for any one quarter is below 10 hours he is classified as a special student. Regular or full-time students will be classified as to class-standing as follows:

Fewer than 48 quarter hours credit Freshmen
From 48-95 quarter hours credit Sophomores
From 96-143 quarter hours credit Juniors
Over 144 quarter hours credit Seniors

Classification—Special Students

Students who register for no more than 9 hours per quarter are classified as special students. A special student must receive a passing grade on each subject

scheduled and meet grade point requirements for his class standing based on completed hours to be eligible for readmission for the next succeeding quarter of the University (see Scholastic Eligibility Standards, below).

Gradation—Undergraduate

A grade point system based on all hours attempted at East Carolina University is used to calculate student scholarship. Grade symbols currently in use for all undergraduate courses are: A—excellent, B—good, C—average, D—barely passed, F—failed, course must be repeated to secure credit, I—incomplete. A grade of "I" for Incomplete is given for a deficiency in quantity and not for a deficiency in quality of work. A grade of "I" must be removed during the next quarter the student is enrolled in the University or it automatically becomes a failure. Incompletes must be removed and reported to the Registrar's Office at least two weeks prior to the end of the quarter. If the student does not return to school, the "I" must be removed within one year or it automatically becomes an "F." An "I" may not be removed by repeating the course.

Grade Points

Grade points are computed by multiplying the number of quarter hour credits by 4 for courses in which a grade of A is earned; by 3 for a grade of B; by 2 for a grade of C; by 1 for a grade of D. No grade points are given for a grade of F.

Grade-Point Ratio

The grade-point ratio is obtained by dividing the total number of grade points earned by the total number of quarter hours attempted.

Probation

Grade point calculations for probation shall be made at the end of each quarter and each summer session. A student shall be placed on academic probation if he does

not meet the minimum scholarship requirements as explained in the section which follows.

Scholastic Eligibility Standards

The minimum scholarship requirements are as follows :

- a. A freshman must pass 5 hours during the first quarter. During his second and third quarters he must earn at least 6 hours each quarter. Furthermore, in order to remain in school, a freshman must earn a minimum of 30 quarter hours and have a grade point average of 1.25.
- b. To be eligible to enroll for the fourth, fifth, and sixth quarters, a student must have a minimum grade point average of 1.25.
- c. During the fourth, fifth, and sixth quarters, a student must earn not less than 9 hours each quarter. Moreover, a student must earn a total of 35 hours of credit during this period.
- d. To be eligible to enroll for seventh, eighth, and ninth quarters, a student must have a grade point average of 1.5. Furthermore, third-year students must earn a minimum of 40 hours for the year and a minimum of 9 quarter hours each quarter.
- e. To be eligible to enroll for the tenth, eleventh, and twelfth quarters, a student must have a grade point average of 1.75. Furthermore, fourth-year students must earn a minimum of 40 hours for the year and a minimum of 9 hours each quarter.
- f. To graduate, a student must have a grade point average of 2.0.
- g. To remain in school, a transfer student must maintain scholarship requirements applicable to the student's classification.
- h. A student who does not meet the above requirements may attend summer sessions at this institution to remove his deficiency, but such deficiency may not be removed through correspondence or attendance at another college or university.

Class Absence Regulations

The University operates under the general principle that class attendance is necessary. Students are responsible for all work assigned in class.

The three general regulations that follow govern all class absences:

1. The appearance of the student's name on the infirmary slip constitutes a valid excuse for absence from class during the period that the student is in the infirmary. Doctor's excuses, other than infirmary slips, will be brought to Room 215, Administration Building, for approval or rejection.
2. A student who is a member of a regularly organized and authorized University activity and who may be out of town taking part in some scheduled event is to be excused during the approved period of absence. Notification of such an absence must be sent by the appropriate University official to the Office of the Dean of Women or Dean of Men. The student is then responsible for picking up the excuse on a form provided by the Dean's Office. *Excused Cut Lists* will *not* be issued except in rare instances and then only at the discretion of the Dean.
3. In case of death in the immediate family, the student should go to Room 215, Administration Building, to obtain an excuse.

In addition, these specific regulations are in effect:

1. During the first two days of the drop-add period, the student will be excused if he is dropping or adding a course. The drop-add form will serve as sufficient evidence of a satisfactory excuse.
2. A student taking courses numbered 1 through 199 is allowed the following absences to be used in the case of emergency only:
 - a. One-hour coursesone absence
 - b. Two-hour and three-hour courses ...two absences
 - c. Courses of four hours or morethree absences

3. After emergency absences are used up, any additional unexcused absences will result in the deduction of one grade point per class hour missed.
4. All excuses must be in the hands of the instructor(s) by the fifth school day from the one on which the student returned to school.
5. A grade of "F" will be given to a student who fails to attend 75% of the scheduled class meetings in a quarter regardless of the cause of absence. The meeting devoted to the final examination in any course will be counted as a single class meeting when this percentage is computed.
6. On the other hand, a student taking courses numbered 200 or above is allowed unlimited absences except as noted below.
7. For all classes (1 through 399), no excused absences will be allowed during the two class days immediately preceding or immediately following a holiday recorded on the college calendar. Each unexcused absence will result in the deduction of two grade points for each class hour missed.

Grade Reports

At the end of the quarter a report of grades and attendance is sent to parents or guardians. Graduate students receive such reports directly unless otherwise requested.

Posting of Grades

As soon as they are determined at the end of each quarter or summer session term, grades must be posted in a convenient place so that students may see them.

Honor Roll

The Honor Roll is composed of the names of all full-time undergraduates who make at least 3 grade points

per credit hour on all work taken with no grade below "C" and with no Incomplete grades.

Dean's List

The Dean's List is composed of the names of all full-time undergraduates who make at least three and one-half grade points per credit hour on all work taken with no grade below "C" and with no Incomplete grades.

Degree Requirements

All applicants are urged to confer with the Deans of their respective College or Schools or the Chairmen of their Departments about their programs and degree requirements prior to the beginning of their last year of residence at the University.

A student may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force when he entered the University, or under subsequent regulations published while he is a student. However, a student is restricted in his choice to the requirements of one specific bulletin. Undergraduate students who enter the University under the regulations of a catalogue have a period of five years, inclusive and continuous, in which to claim the rights of that catalogue.

All candidates for the B.S. degree in Teacher Education must take the National Teacher Examination in order to be eligible for graduation.

Second Undergraduate Degree

To satisfy the requirements for a second baccalaureate at East Carolina University, a student must complete a minimum of 45 additional quarter hours after he satisfies requirements for his first degree, and he must also satisfy the requirements of a major other than the major he declared for the first baccalaureate degree.

General Requirements For Graduation

Any student who receives a degree from East Carolina

University must have done as much as one scholastic year's work in residence study at the Greenville campus. The three quarters need not be consecutive, but the last quarter of residence study previous to graduation must be done at the University at Greenville.

He must also meet the curriculum requirements of the catalogue under which he enters or of some subsequent catalogue, provided that no student will be permitted to graduate under a catalogue issued more than five years prior to the date of his graduation.

No person pursuing a teacher-training curriculum will be graduated from the University who has not fully met all the requirements laid down by the State Board of Education for the teacher's certificate to which his curriculum specifically leads.

In order to graduate, all students must have earned a grade point average of 2.0 and must have a general grade average of 2.0 or better on courses taken in each major field of study. If a student completes required courses in his major and takes other courses in that field as elective, these additional courses will also be counted in computing the average grade in the major. Grades made on courses taken at other colleges or universities will not be considered.

Application for graduation must be made on a blank provided by the University not later than two and one-half quarters before the completion of the requirements for the degree. The diploma fee of \$10.00 must accompany the application.

Presence at graduating exercises is required, except when permission for graduation in absentia has been granted by the Registrar. A written request for such permission must be made at least ten days before commencement.

Transcripts of Records

Requests for transcripts of students' records should be addressed to the Office of the Registrar. One transcript of a student's record is furnished without charge. For each additional copy there is a fee of \$1.00.

Honorable discharge refers to conduct and character only. It will not be granted unless the student's record in these respects is satisfactory. A transcript will not be issued for a student who is indebted to the University. A transcript will not be issued for a student who has improperly withdrawn until a satisfactory arrangement has been made with the Dean of Men or Dean of Women.

Report of courses taken for the purpose of certificate renewal will not be automatically forwarded to the North Carolina State Department of Public Instruction unless a request is made on the proper form furnished by the Office of the Registrar.

Indebtedness

No degree will be conferred on, nor any diploma, certificate, or transcript of a record issued to a student who has not made satisfactory settlement with the Cashier for all of his indebtedness to the University. A student may not be permitted to attend classes nor final examinations after the due date of any unpaid obligation.

Change of Name and Address

It is the obligation of every student to notify the Office of the Registrar of any change in name or address. Failure to do so can cause serious delay in the handling of student records and in notification of emergencies at home.

ORGANIZATION

JOHN M. HOWELL, Dean and Professor of Political Science
A.B., M.A., University of Alabama; Ph.D., Duke University.

DEPARTMENTS AND CHAIRMEN**AEROSPACE STUDIES**

LT. COL. DOUGLAS F. CARTY

B.S., University of Omaha; Air War College, Air Command and Staff College, Academic Instructor School, Air University.

BIOLOGY

GRAHAM J. DAVIS

B.S., East Carolina University; M.A., George Peabody College; Ph.D., University of North Carolina.

CHEMISTRY

ROBERT C. LAMB

B.S., Presbyterian College; M.S., University of Georgia; Ph.D., University of South Carolina.

DRAMA AND SPEECH

EDGAR R. LOESSIN

B.A., University of North Carolina; M.F.A., Yale University.

ENGLISH

W. ERWIN HESTER

A.B., M.A., Ph.D., University of North Carolina.

FOREIGN LANGUAGES

JAMES L. FLEMING

B.S., Wake Forest College; M.A., Harvard University; Diplomas, Alliance Francaise, Institut de Phonétique, Université de Paris, France.

GEOGRAPHY

ROBERT E. CRAMER

A.B., Ohio University; M.S., Ph.D., University of Chicago.

GEOLOGY

CHARLES Q. BROWN

B.S., M.S., University of North Carolina; Ph.D., Virginia Polytechnic Institute

GERMAN AND RUSSIAN

HENRY WANDERMAN

Doctor Rerum Politicarum, Universitat in Bern, Switzerland.

HEALTH AND PHYSICAL EDUCATION

NEPHI M. JORGENSEN

B.S., Utah State University; M.S., University of Oregon; Ph.D., State University of Iowa.

HISTORY

HERBERT R. PASCHAL, JR.

B.A., Wake Forest University; M.A., Ph.D., University of North Carolina.

LIBRARY SCIENCE

GENE D. LANIER

B.S., East Carolina University; M.S. in L.S., University of North Carolina.

MATHEMATICS**TULLIO J. PIGNANI**B.S., Indiana University of Pennsylvania; M.S., Bucknell University;
Ph.D., Pennsylvania State University.**PHILOSOPHY****JOHN KOZY, JR.**B.A., Pennsylvania State University; M.A., Cornell University; Ph.D.,
Pennsylvania State University.**PHYSICS****J. WILLIAM BYRD**B.S., M.S., North Carolina State University; Ph.D., Pennsylvania State
University.**POLITICAL SCIENCE****WILLIAM F. TROUTMAN, JR.**

B.S., Western Carolina University; M.A., Ph.D., Duke University.

PSYCHOLOGY**CLINTON R. PREWETT**B.S., University of Georgia; M.A., University of Oklahoma; Ph.D., Uni-
versity of North Carolina.**ROMANCE LANGUAGES****JOSEPH A. FERNANDEZ**B.A., M.A., University of Pennsylvania; Doctor en Letras, University of
Madrid.**SCIENCE EDUCATION****FLOYD E. MATTHEIS**B.S., University of North Dakota at Ellendale; M.Ed., Ed.D., University
of North Carolina.**SOCIOLOGY AND ANTHROPOLOGY****MELVIN J. WILLIAMS**

A.B., B.D., Ph.D., Duke University.

FACULTY**EDWARD A. ABRAMSON**, Instructor in EnglishA.B., Hunter College of the City University of New York; M.A. University
of Iowa.**FRANCIS R. ADAMS, JR.**, Professor of English

A.B., Williams College; M.A., Ph.D., University of Maryland.

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B.S., M.A., University of Alabama; Ph.D., Emory University

NORMAN ROSENFELD, Associate Professor of English
B.S. Ed., California State College; M.A., Ph.D., University of Pittsburgh.

HERBERT P. ROTHFEDER, Associate Professor of History
A.B., College of William and Mary; M.A., Ph.D., University of Michigan.

ROSALIND R. ROULSTON, Associate Professor of Drama and
Speech
B.A., M.A., Emerson College.

CONSTANCE ROWE, Associate Professor of French
Litt. B., Douglass College; M.A., Columbia University; Ph.D., Columbia
University.

EDWARD P. RYAN, Associate Professor of Biology
B.S., Ouachita Baptist College; M.S., University of Delaware; Ph.D., Univer-
sity of Hawaii.

MAJOR KEVIN T. RYAN, JR., Assistant Professor of Aerospace
Studies (ROTC)
B.S., University of Maryland; Squadron Officer's School, Academic Instructor
School, Air University; Navigation Training, Pilot Training, Air Train-
ing Command.

ROBERT H. SANDERS, Associate Professor of Sociology
B.A., University of Texas; M.A., Texas Christian University; Ph.D., State
College of Washington.

FRANK W. SAUNDERS, Professor of Mathematics
A.B., M.A., University of North Carolina.

JOSEPHINE B. SAUNDERS, Instructor in Physical Education
A.B., Coker College; M.A., East Carolina University.

THOMAS C. SAYETTA, Associate Professor of Physics
B.S., Ph.D., University of South Carolina.

RAPHAEL SCHARF, Instructor in Physical Education
B.S., State Teachers College at Brockport; M.A.Ed., University of Arizona.

FELIX SCHNITZLER, Visiting Associate Professor of German
Ph.D., University of Heidelberg.

WALTER GEORG SCHREIBER, Assistant Professor of Drama
and Speech
A.B., Hobart College; M.F.A., Yale University.

ERNEST WILLIAM SCHWARZ, Assistant Professor of Physical
Education
B.A., M.Ed., University of North Carolina.

PREM P. SEHGAL, Assistant Professor of Biology
B.Sc., M.Sc., Delhi University; A.M., Harvard University; Ph.D., Duke Uni-
versity.

EDWIN PAGE SHAW, Instructor in English
B.A., M.A., East Carolina University.

PHILIP SHEA, Assistant Professor of Geography
B.A., Middlebury College; M.A., Michigan State University.

MOSES M. SHEPPARD, Associate Professor of Science Education
B.S., M.A., East Carolina University; Ph.D., Ohio State University.

MOHAMED I. SIDDIQI, Associate Professor of Geography and
Visiting Fulbright Professor from Pakistan
A.B., Muslim University (India); Ph.D., University of Kiel (W. Germany).

EVERETT C. SIMPSON, Professor of Biology
B.S., Oklahoma State University; M.S., Ph.D., University of Kentucky.

K. L. SINDWANI, Associate Professor of Sociology
B.A., Punjab University (India); M.A., Delhi University; M.S.W., Florida
State University; Ph.D., Ohio State University.

JAMES S. SLAUGHTER, III, Instructor in Drama and Speech
B.A., M.A., University of North Carolina.

IVIE LEE SMITH, Assistant Professor of Chemistry
B.S., Georgia State College for Women; M.S., Purdue University; Ph.D.,
Western Reserve University.

NORMAN EARL SMITH, Associate Professor of Physical Edu-
cation
A.B., M.A., East Carolina University.

SUSAN T. SMITH, Assistant Professor of Chemisry
B.S., University of Michigan; Ph.D., Duke University.

W. JAMES SMITH, Assistant Professor of Biology
A.B., Duke University; M.S., Denver University; Ph.D., Duke University.

JOHN A. SNEDEN, Associate Professor of Drama and Speech
B.A., M.A., University of North Carolina.

YOUNG-DAHL SONG, Assistant Professor of Political Science
A.B., Yonsei University (Korea); M.A., University of Georgia; Ph.D., Univer-
sity of Pennsylvania.

FREDERICK SORENSEN, Associate Professor of English
B.S., Utah State Agricultural College; M.A., Ph.D., Stanford University.

MARY G. SORENSEN, Assistant Professor of English
A.B., University of North Carolina at Greensboro; M.A., East Carolina
University.

MALCOLM H. SOUTH, Assistant Professor of English
B.A., College of William and Mary; M.A., Duke University.

KATYE OLIVER SOWELL, Associate Professor of Mathematics
B.A., Flora MacDonald College; M.S., University of South Carolina; Ph.D.,
Florida State University.

WILLIAM R. SPICKERMAN, Associate Professor of Mathematics
B.A., M.A., Omaha University; M.S., Xavier University (Cincinnati); Ph.D.,
University of Kentucky.

NELL STALLINGS, Professor of Physical Education
B.S., University of North Carolina at Greensboro; M.A., University of North
Carolina.

HAZEL F. STAPLETON, Assistant Professor of Psychology
A.B., Atlantic Christian College; M.A., East Carolina University.

CLARENCE STASAVICH, Associate Professor of Physical Edu-
cation and Director of Athletics
B.S., Lenoir-Rhyne College; M.A., University of North Carolina.

RALPH H. STEELE, Associate Professor of Physical Education
B.S., M.S., University of Illinois; Rec. Dr., Indiana University.

JOSEPH F. STEELMAN, Professor of History
A.B., M.A., Ph.D., University of North Carolina.

LALA CARR STEELMAN, Professor of History
A.B., Georgia State College for Women; M.A., Ph.D., University of North Carolina.

HELEN V. STEER, Assistant Professor of Drama and Speech
B.A., M.A., Ph.D., Louisiana State University.

JAY R. STEINBERG, Instructor in Psychology
B.A., Queens College (N. Y.); M.A., East Carolina University.

MARY A. STEPHENSON, Assistant Professor of Drama and Speech
B.S., Kent State University; M.A., University of Florida.

BARBARA ANN STEWART, Instructor in English
B.S., California State College; M.A., West Virginia University.

KIRK K. STEWART, Instructor in Physical Education
B.S., High Point College; M.A., East Carolina University.

EDGAR F. STILLWELL, Associate Professor of Biology
B.S., Wagner Lutheran Memorial College; M.A., Ph.D., Duke University.

H. DANIEL STILLWELL, Associate Professor of Geography
B.S., M.S., Duke University; Ph.D., Michigan State University.

KATHLEEN STOKES, Professor of Political Science
B.A., M.A., Dalhousie University; Ph.D., King's College, University of London.

CLAUDE C. STURGILL, Associate Professor of History
A.B., M.A., Ph.D., University of Kentucky.

HOWARD A. I. SUGG, Assistant Professor of Political Science
A.B., M.A., Jackson College (Hawaii); M.A., Ph.D., The American University.

MAJOR CARL E. TADLOCK, JR., Assistant Professor of Aerospace Studies (ROTC)
B.S., M.Ed., East Carolina University; Squadron Officer's School, Academic Instructor School, Air University.

AMANDA RAQUEL TAÑO, Instructor in Spanish
Maestro Normal, Escuela Normal para Maestros de Camaguey; M.A., University of North Carolina.

TSGT. GROVER M. THOMAS, Personnel Specialist of Aerospace Studies (ROTC)
Personnel Specialist School, Personnel Management and Data Systems School, Air Training Command.

WILLIAM E. THOMAS, Consultant in Psychology
B.S., Hillsdale College; M.A., University of Minnesota; Ph.D., Michigan State University.

KIRSTEN TOBIASSON, Instructor in Mathematics
F.K., F.M., University of Göteborg.

LEIF L. TOBIASSON, Associate Professor of Mathematics
F.K., F.M., F.L., University of Göteborg

RICHARD C. TODD, Professor of History
B.S., Millersville State College; M.Ed., Pennsylvania State University, Ph.D., Duke University.

HENRY C. VANSANT, Assistant Professor of Physical Education
B.S., M.A., East Carolina University.

- RELLY WANDERMAN**, Instructor in French
Licenta in Filologia Moderna, Universitatea Regele Carol din Cernauti, Roumania.
- ALFRED WANG**, Assistant Professor of English
B.A., Davidson College; M.A., Ph.D., Tulane University.
- VERONICA WANG**, Assistant Professor of English
B.A., Queens College; M.A., Ph.D., Tulane University.
- VERNON ALBERT WARD**, Assistant Professor of English
A.B., University of North Carolina; M.A., East Carolina University.
- BLANCHE G. WATROUS**, Professor of Anthropology
A.B., Ph.D., Northwestern University.
- JAMES HUGH WEASE**, Assistant Professor of History
B.S., East Carolina University; M.Ed., University of North Carolina.
- CARROLL A. WEBBER, JR.**, Associate Professor of Mathematics
B.S., California Institute of Technology; M.A., University of California.
- EDITH H. WEBBER**, Instructor in English
A.B., M.A., University of California.
- JOHNNY WALTER WELBORN**, Instructor in Physical Education
B.S., M.A., Appalachian State University.
- ODELL WELBORN**, Assistant Professor of Physical Education
B.S., Elon College; M.A., University of North Carolina.
- JAMES C. WHITE, JR.**, Consultant in Psychology
A.B., Queens College; M.A., Appalachian State University; Ph.D., University of Florida; Director of Psychology at Western Carolina Center.
- PETER WIESE**, Assistant Professor of German
B.S., M.A., Wayne State University.
- GEORGE-ANNE WILLARD**, Instructor in History
A.B., Atlantic Christian College; M.A., East Carolina University.
- GEORGE EVERETT WILLIAMS**, Instructor in Physical Education
B.S., M.A., East Carolina University.
- HARRY ALLEN WILLIAMS**, Associate Professor of Psychology
B.S., Ph.D., University of Tennessee.
- LOUISE WILLIAMS**, Professor of Mathematics
B.A., Kentucky Wesleyan College; M.A., Teachers College, Columbia University.
- ROBERT W. WILLIAMS**, Professor of Political Science and Dean of Academic Affairs
B.A., M.A., Ph.D., Tulane University.
- CECIL R. WILLIS**, Instructor in English
B.A., Atlantic Christian College; M.A., New York University.
- O. CHRISTINE WILTON**, Professor of Biology
B.S., University of Arkansas; M.A., Ph.D., University of Wisconsin.
- WILKINS B. WINN**, Associate Professor of History
A.B., Howard College; Th.M., Dallas Theological Seminary; Ph.D., University of Alabama.
- JAMES FREDERICK WIRTH**, Assistant Professor of Mathematics
B.Sc., Ph.D., University of Notre Dame.
- ROBERT M. WOODSIDE**, Assistant Professor of Mathematics
B.S., M.S., North Carolina State University.

EUGENE TINSLEY YARBROUGH, Assistant Professor of
Political Science
B.A., M.A., Ph.D., University of Alabama.

MARY ALICE YARBROUGH, Instructor in Political Science
B.A., M.A., University of Alabama.

HELENE G. ZAROVICH, Instructor in French
A.B., Barnard College; M.A., Teachers College, Columbia University.

FACULTY EMERITI

C. H. ALLEN, Psychology
B.S., M.A., Ph.D., George Peabody College.

AUSTIN D. BOND, Science Education
B.S., Teachers College, Columbia University; A.M., Ph.D., Columbia University.

JAMES B. CUMMINGS, Geography
B.S., M.A., George Peabody College.

DAVID R. DAVIS, Mathematics
A.B., A.M., Indiana University; Ph.D., University of Chicago.

VERA B. DAVIS, Mathematics
A.B., Indiana University; M.A., University of Chicago.

A. D. FRANK, History
B.S., M.A., George Peabody College; Ph.D., Columbia University.

LOIS GRIGSBY, English
B.A., Ohio Wesleyan University; M.A., Columbia University.

HUBERT C. HAYNES, Psychology
A.B., LL.B., M.A., Mercer University; Ph.D., George Peabody College.

MARY C. HELMS, Biology
B.S., Geneva College; M.A., Teachers College, Columbia University; Ph.D., Duke University.

EMMA L. HOOPER, English
B.A., Mississippi State College for Women; M.A., University of Virginia.

ANTOINETTE S. JENKINS, English
A.B., Woman's College of Georgia; M.A., University of North Carolina.

EDGAR B. JENKINS, English
A.B., M.A., Ph.D., University of North Carolina.

P. W. PICKLESIMER, Geography
B.Ped., Berea College; B.S., M.A., Ph.D., George Peabody College.

MEREDITH NEILL POSEY, English
B.A., M.A., Ph.D., University of Texas.

CHARLES W. REYNOLDS, Science
A.B., Kentucky Wesleyan College; M.A., Ph.D., George Peabody College.

LENA B. REYNOLDS, Drama and Speech
A.B., Eastern Kentucky State College; M.A., East Carolina University.

LAURA T. ROSE, History
B.A., Gustavus Adolphus College; M.A., Columbia University.

P. C. SCOTT, Mathematics
B.S., Mississippi Southern College; S.M., University of Chicago; M.A., Ph.D., George Peabody College.

106 CURRICULA

GRACE SEILER, English

A.B., Washington University; M.A., Radcliffe College; Ph.D., University of Missouri.

PAUL A. TOLL, Sociology

A.B., Wilmington College; M.A., Haverford College, Ph.D., Ohio State University.

LUCILLE TURNER, English

B.A., M.A., Ph.D., George Peabody College.

KATHERINE WHITE, English

B.A., University of North Carolina at Greensboro; M.A., Ph.D., University of North Carolina.

CURRICULA

Significance of Course Numbers

For freshmen 1 to 99, sophomores 100 to 199, juniors 200 to 299, seniors 300 to 399, graduate students 400 to 499.

The letter G following course numbers indicates senior-graduate courses, open only to seniors and graduate students.

Courses normally meet one hour for each quarter hour credit. The numbers in parentheses following the title of each course listed under the various Departments of the College of Arts and Sciences indicate the credit and number of hours each course meets weekly. Exceptions to this rule, such as laboratories and studio periods, are printed under each course title.

Requirements for the B.A. Degree

The number of required credits in quarter hours for a major shall not be less than 45 nor more than 54.

The number of required credits in quarter hours for a minor shall not be less than 36 nor more than 45.

The Degree of Bachelor of Arts is conferred by the University when the student has received a minimum of 190 quarter hours credit and has met the following requirements:

1. General education requirements 81-101 q.h.

English

English 1, 2, 3; Library Science 1 10 q.h.
 Literature 9 q.h.

Foreign Languages

All students must complete one 5-hour literature or civilization course beyond the intermediate level (i.e., Spanish, French, German or Russian 4) of one language. Another advanced language course may be substituted for literature or civilization by permission of the Chairman of the appropriate foreign language Department in special circumstances.

Science 12 q.h.

One year (12 quarter hours) of a natural science.
 (Biology, Chemistry, Physics, or Geology.)

Mathematics or Philosophy 70* 5 q.h.
 Mathematics 65 or equivalent

Social Sciences 25 q.h.

History—10 quarter hours of a History sequence
 Foreign Language Majors take History 140, 141
 Fifteen additional quarter hours of work from at
 least two of the following:

Economics
 Political Science
 Sociology or Anthropology
 Psychology
 Geography

Humanities 10 q.h.

Ten quarter hours from any three of the following:

Art
 Drama or Speech
 Music
 Philosophy

Health and Physical Education** 5 q.h.

2. Major and Minor subject matter credits

A candidate for the B.A. degree must declare a minor unless he has chosen a major with specified cognate courses. Requirements in the major and minor fields are listed subsequently by Departments.

Requirements for the B.A. Degree (Major and Minor) in Social Welfare

PURPOSE

The major in social welfare is designed for students intending to enter para-professional social welfare positions, or for background preparation for entrance in a

*If logic is used to satisfy this requirement, it may not be used to satisfy the humanities requirement for the B.A. degree.

** All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

graduate professional school of social work. A broad background in the liberal arts, emphasizing behavioral and social sciences, is supplemented by specific work in social welfare as a social institution and social work as a method. A beginning competence in social work practice will be achieved by supervised field experience in cooperating agencies.

The minor in social welfare will be useful for students wishing to major at the undergraduate level in a field which may or may not be in the social sciences. As citizen training, the student will obtain broad understanding of social welfare, its purpose, its goals, and its problems. Some field experience is provided.

Cooperating agencies are American Red Cross, Vocational Rehabilitation, The Caswell Center, Developmental Evaluation Clinic, County Departments of Public Welfare, Eastern Carolina Training School for Girls, and Girl Scouts of America.

East Carolina University holds constituent membership in the Council on Social Work Education.

CURRICULA

A. Social Welfare Major

1. General education requirements: Same as for B.A. degree, page 106. However, (1) the Biology sequence is recommended to fulfill the Science requirement and (2) selections under Social Sciences are not to be made from Sociology and Anthropology . . . 81-102 qh.
2. Required courses in Social Welfare 26- 28 q.h.

SW 240	Introduction to Social Work (3)	
	or	
SW 1	Orientation to Social Work (2) and SW 202, Methods of Social Work (3)	3-5 q.h.
SW 200	Social Welfare Legislation . .	3 q.h.
SW 201	Fundamentals of Interviewing for Social Workers	2 q.h.
SW 301a,b,c	Field Practice and Seminar (extending over three quarters)	9 q.h.

SW 300G Medical and Psychiatric Information for Social Workers . . . 3 q.h.

SW 355Ga,b Social Welfare as an Institution (extending over two quarters) 6 q.h.

3. Required cognate courses: Math 228 (Elementary Statistics), Sociology 25 (Courtship and Marriage), Psychology 375G (Abnormal Psychology) and 15 quarter hours in Sociology, Psychology, Political Science, Economics, or Education. One course in at least 3 fields is to be selected with the approval of the Social Welfare adviser. Current courses on the recommended list include: Sociology 311G (Contemporary Social Problems), Psychology 221 (Social Psychology), Political Science 220 (American Political Parties and Policies), Political Science 101 (Functions of American Government), Political Science 252 (Public Administration), Economics 220 (Labor Problems), Sociology 330 (Criminology), Sociology 331G (Juvenile Delinquency), Sociology 345 (Racial and Cultural Minorities), Education 161 (Introduction to Exceptional Children), Education 170 (Introduction to Mental Retardation). 26 q.h.

133-156 q.h.

4. Required minor and general electives to complete minimum 190 q.h. for graduation.

B. Social Welfare Minor

1. Required courses in Social Welfare 18- 20 q.h.

SW 240 Introduction to Social Work (3)

or

SW 1 Orientation to Social Work (2)
and SW 202, Methods of
Social Work (3) 3-5 q.h.

SW 200 Social Welfare Legislation . . . 3 q.h.

SW 301a,b Field Practice and Seminar
(extends over two quarters)
(6)

or

SW 302 Summer Field Work (6) 6 q.h.

SW 355Ga,b Social Welfare as an Institution (extends over two quarters) 6 q.h.

2. Required cognate courses in Sociology, Psychology, Political Science and Economics. (At least one course in each field selected with the approval of Social Welfare adviser.) (Current courses on recommended list same as those included in list for majors 20 q.h.)

38- 40 q.h.

Asian Area Cognate (Minor) Program for B.A. DegreePROF. JUNG-GUN KIM, *Coordinator*

Required Courses in Asian Area 36 q.h.

The required courses for a minor are:

Asian Area Seminar 300 and at least 10 quarter hours which include a course or sequence of courses in Geography, in History, and in Political Science from the area courses listed below. Additional courses to complete the requirement of 36 hours are to be selected after consultation with the Coordinator of Asian Area Studies from the courses listed below.

Art	311	Oriental Art History
Economics	332	Comparative Economic Systems
English	219c	Masterpieces of World Literature: Oriental
Geography	272	The Far East
	273	South Asia
	279	Southeastern Asia
History	225	History of East Asia to 1800
	226	History of East Asia since 1800
	374	History of China
	372G	Comparative History of East Asia and Europe
	373G	Twentieth Century China
Political	335	Asian Political Systems
Science	385G	Asian Politics
	340G	Southeastern Asian Politics
Philosophy	150	World Religions

300. Asian Area Seminar

An interdisciplinary seminar in which students attend lectures and engage in discussions and research designed to correlate their past coursework in Asian Area Studies. Open only to seniors who minor in Asian Area Studies.

Latin American Studies Minor, B.A. DegreePROF. C. JAMES DUNIGAN, *Coordinator***PURPOSE**

The minor in Latin American Studies is designed to provide interdisciplinary breadth with a regional focus. The student is expected to develop some research techniques for regional analysis and synthesis in addition to the accumulation of information.

The fundamental objective of foreign area study is the same as that of other academic efforts, that is, the

intellectual development of participating individuals in order that they may pursue the activities of civilization with vigor and efficiency. A fundamental premise of this program is that both comprehension and efficiency are greatly facilitated through foreign field study within an area of interest; thus, some work within one of the Latin American countries is normally required.

THE PROGRAM

1. Spanish—Meet the general education language requirements for the B.A. degree.
 2. Required courses in Latin American area studies 36 q.h.
 - a. At least eighteen hours must be above the sophomore level.
 - b. Normally the student is expected to earn at least six hours of credit while in residence at an approved Latin American institution of higher learning or at least six hours of credit involving field work in Latin America under the supervision of East Carolina University; however, when such a requirement places an excessive burden upon a student, the Coordinator and the student's adviser may jointly approve six hours of substitute course work 6 q.h.
 - c. Latin American Studies Seminar 300 3 q.h.
 - d. Electives, distributed among at least three Departments and outside the student's major, from the following in consultation with the major Department adviser or the Latin American Studies Coordinator. This would also include most subsequently developed Latin American Area course offerings. Also, other courses may be approved, but most usually on an *a priori* basis, where such courses would materially strengthen a student's program 27 q.h.
- | | | |
|------------|------|--|
| Art | 320G | Pan American Art History |
| Economics | 332 | Comparative Economic Systems |
| Geography | 220 | Caribbean America |
| | 222 | Mexico |
| | 252 | Field Study in Latin America |
| | 260 | Latin America |
| | 313G | Economic Geography of Latin America |
| History | 246 | Latin American History to 1808 |
| | 247 | Latin American History Since 1808 |
| | 248 | ABC Powers: Argentina, Brazil, and Chile |
| | 249 | Mexico and Central America |
| | 385G | A History of the Spanish Borderlands of North America, 1513-1821 |
| | 386G | The Relation of Latin America to World History |
| Philosophy | 150 | World Religions |

Political		
Science	380	International Politics
Spanish	121	Literature Prior to 1700
	122	Literature Since 1700
	225	Conversational Spanish
	351	First Half Spanish-American Literature
	352	Second Half Spanish-American Literature

300. Latin American Studies Seminar

An interdisciplinary seminar in which students attend lectures and engage in discussions and research designed to correlate their past experiences in Latin American Area Studies.

Requirements for the Bachelor of Fine Arts Degree in Drama

The degree of Bachelor of Fine Arts in Drama is conferred by the University when the student has received a minimum of 200 quarter hours credit and has met the following requirements:

- General education credits 72 q.h.
 English 1, 2, 3; Library Science 1;
 Speech 119 D; Literature 17 q.h.
 Mathematics or Philosophy 70 5 q.h.
 Health and Physical Education* 5 q.h.
 Laboratory Science 12 q.h.
 Foreign Language
 (French or German preferred) 20 q.h.
 Psychology 50 3 q.h.
 History 10 q.h.
- Major courses in Drama 131 q.h.
 General Theatre Foundation 61 q.h.
 Drama Concentration Field 20 q.h.
 Minor 40 q.h.
 Electives 10 q.h.

Requirements for Students Preparing to Teach (B.S. Degree)

The degree of Bachelor of Science is conferred by the University when the student has received a minimum of 190 quarter hours credit and has met the following requirements:

- General education requirements 85 q.h.
 (Appropriate credit in general education may count in the total and specific credit required in the subject field. Professional credits cannot be used to meet general education requirements.)

* All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

- Language skills 13 q.h.
 English 1, 2, 3; Library Science 1; Speech 119 or 217
- Aesthetic values 27 q.h.
 Literature
 Psychology 50
 Selection from at least two of the following:
 Fine or Practical Arts
 Philosophy or Religion or Psychology
 Foreign language (20 q.h. or completion of
 Language 4 (Spanish, French, German, or Rus-
 sian)
 Required of Drama and Speech, English, Geog-
 raphy, History, and Art majors
- History 10 q.h.
 Foreign Language majors take History 140, 141
- Selection from at least two of the following 10 q.h.
 Anthropology
 Economics
 Geography
 Political Science
 Sociology
- Science Sequence 12 q.h.
- Mathematics 65 or 104 5 q.h.
- Health and Physical Education* 8 q.h.
 Health 1 (5 q.h.)
 Physical Education service courses (3 q.h.)
2. Professional Credits 31 q.h.
 Education 223m, 318s, 324, and 325
 Psychology 240, 205
3. Major and Minor Subject Matter Credits:
 Requirements in the major and minor fields are listed
 subsequently by Departments.

Requirements for the B.S. Degree in Biology, Chemistry, Physics, or Geology

The degree of Bachelor of Science is conferred by the University when the student has received a minimum of 190 quarter hours credit and has met the following requirements:

1. General education requirements 85-110 q.h.
 English
 English 1, 2, and 3; Library Science 1 10 q.h.
 Literature (one course)

*All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

Foreign Languages

Students continuing the foreign language for which credits were obtained from high school are required to take one 5-hour literature or civilization course beyond French or German 4. Another advanced language course may be substituted by permission of the Chairmen of the foreign languages departments (if circumstances warrant such substitution). Students beginning a language different from that taken in high school are required to take 4 courses (e.g., French or German 1, 2, 3, 4) or their equivalent 5-25 q.h.

Science

Any one-year sequence in natural or physical science 12-15 q.h.

Mathematics

Mathematics 65 or equivalent, 75 or equivalent, and one five-hour elective 15 q.h.

Social Sciences 25 q.h.

History: 10 quarter hours of a sequence
Fifteen additional quarter hours from at least two of the following:

Economics
Political Science
Sociology or Anthropology
Geography
Psychology

Humanities 10 q.h.

Ten quarter hours from any three of the following:

Art
Speech
Music
Philosophy

Health and Physical Education* 5 q.h.

2. Requirements in the major field are listed subsequently by Departments.

Pre-Professional and Two-Year Curricula

Students desiring to enter the fields of cytotechnology, dentistry, engineering, medical technology, law, medicine, optometry, pharmacy, and physical therapy may take their pre-professional training at East Carolina University. The course of study are based on the requirements of various professional schools and recommendations of national organizations qualified to represent their respective fields. However, there are minor differences in ad-

*All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

mission requirements, so a student should know the requirements of the school he expects to attend. For further information, students should consult the Dean of the College of Arts and Sciences.

Pre-Cytotechnology Curriculum

Requirements for training in cytotechnology are completion of at least 96 quarter hours in an accredited college, with a minimum of 18 quarter hours of biological sciences (preferably more). Anatomy, physiology, histology, or embryology are recommended to supplement basic biology courses.

Becoming a cytotechnologist requires 6 months of training in a hospital or medical school laboratory, followed by 6 months of closely supervised experience. Upon completion of the year of training and experience, a trainee is eligible to take the cytology examination given annually by the Registry of Medical Technologists to qualify for certification.

Pre-Dental Curriculum

The following courses with sufficient electives to total 144 quarter hours are sufficient to meet the requirements for entrance to the Dental School at the University of North Carolina. Students wishing to attend other dental schools should choose the specific courses to meet their requirements.

Most dental schools strongly recommend that students plan to obtain the undergraduate degree at a four-year college before going into dental school.

English 1, 2, 3; Library Science 1; and one course in

Literature	13 q.h.
Foreign Language 1, 2, 3, 4 or equivalent	20 q.h.
Mathematics 65, 75	10 q.h.
Chemistry 64, 65, 66, 113, 114, 144, 145, 146	34 q.h.
Biology 80, 81, 82	12 q.h.
Physics 125, 126, 127	12 q.h.
Electives	36 q.h.

Courses in psychology, sociology, economics, comparative anatomy, embryology, etc. are highly recommended.

Two-Year Engineering Curriculum

The Department of Physics of East Carolina University and the School of Engineering of North Carolina State University at Raleigh have established a cooperative program leading to a single degree in engineering. The student completes a prescribed two-year sequence of courses at East Carolina University and then transfers to North Carolina State where he completes the requirements for an engineering degree in two years and one summer.

The following is the sequence of courses to be taken at East Carolina University:

First Year (Freshman)

Physics 115, 125, Mathematics 65, Chemistry 64, English 1, Library Science 1	17 q.h.
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Physics 116, 126, Mathematics 75, Chemistry 65, English 2, P.E.	17 q.h.
Physics 117, 127, Mathematics 182, Chemistry 66, English 3, P.E.	17 q.h.

Second Year (Sophomore)

Physics 135, Mathematics 183, History, INDT. 18, P.E.	18 q.h.
Physics 136, Mathematics 184, Literature I, INDT. 19, P.E.	16 q.h.
Physics 137, Mathematics 187, Literature II, Economics 111	17 q.h.

The Engineering Adviser in the Physics Department can provide information on the courses to be taken in the summer at North Carolina State University following the two years at East Carolina University.

Combined Plan of Study in Engineering and Liberal Arts

East Carolina University, in conjunction with New York University School of Engineering and Science, offers a five-year program leading to a Bachelor of Arts degree granted by East Carolina University and a Bachelor of Engineering degree granted by New York University. Students enrolled in this program attend East Carolina University for the first three years and complete their engineering work during the final two years of the program at New York University School of Engineering. Students desiring to follow this program may obtain further details from the Chairman of the Department of Physics, East Carolina University.

The following is the basic program of courses to be taken by those students who select either the civil, industrial, or mechanical engineering options.

Freshman Year

Physics 115, 126, Mathematics 65, Chemistry 64, English 1, Library Science 1	17 q.h.
Physics 116, 126, Mathematics 75, Chemistry 65, English 2, 3	19 q.h.
Physics 117, 127, Mathematics 182, Chemistry 66, Health 1 ..	18 q.h.

Sophomore Year

Physics 135, Mathematics 183, Foreign Language 1, INDT. 18	18 q.h.
Physics 136, 116, Mathematics 184, Foreign Language 2, INDT. 19	18 q.h.
Physics 137, 117, Mathematics 187, Foreign Language 3, Speech 119	18 q.h.

Junior Year

English Literature, History 140, Foreign Language 4, Art 217 or Music 120	15 q.h.
English Literature, History 141, Geography 15	13 q.h.
Economics 111, Physics 241, Philosophy 70, Elective (5 q.h.)	18 q.h.
Students preparing for chemical engineering take Chemistry 144, 145, 146, Organic Chemistry, 15 quarter hours. Civil engineering requires a course in Strength of Materials. Electrical engineering does not require INDT. 18, 19.	

B.S. in Medical Technology

In order to complete the requirements for the degree in Medical Technology, a student is required to take three years of work as outlined below at East Carolina University. After completing this three-year program, he will transfer to a school of medical technology which has been approved by the National Registry of Clinical Pathologists and East Carolina University for a minimum of twelve calendar months of training. A maximum of forty-five quarter hours will be accepted from the approved school of medical technology.

1. Professional Requirements:

A minimum of 24 quarter hours from the following:
Biology 80, 81, 82, 215, 231, 302G, 306, 310, 350G, 353
(Biology 310 is strongly recommended)

A minimum of 24 quarter hours from the following:
Chemistry 64, 65, 66, 144, 145, 251, Biology 375

2. Physics 125, 126, 127, 115, 116, 117.**3. Mathematics 65 and 75****4. General educational requirements and electives as for the B.S. degree.**

College credits: minimum of 145 quarter hours

Credits from a school of medical technology: 45 quarter hours

Total credits: 190 quarter hours

Pre-Legal Curriculum

The undergraduate program for law is not prescribed, by courses, as specifically as other pre-professional programs. A pre-law education should prepare the student to understand the world in which he lives, to express himself well, and to reason accurately and logically. In short, a liberal arts program is usually satisfactory.

Any one of several majors within a liberal arts program might be preferable if a student has, at the undergraduate level, a clear idea of the branch of law that he will emphasize. A future lawyer-politician might major in political science as an undergraduate. A future tax or corporation lawyer might stress economics or business. A patent lawyer might emphasize the physical sciences. A lawyer who will argue cases in a court of general jurisdiction might major in English, speech, history, political science, economics, sociology, psychology, geography, or philosophy. Other majors may be just as valid, but most law students have emphasized the humanities or the social sciences.

Students with good academic records who make a high score on the Law School Aptitude Test may be able to enter law school after three years of undergraduate work. They might present to the law school three years work toward a specific major or they might consult the catalogue of the law school they hope to enter to determine whether specific courses will be required of them. Since most students need to complete a bachelor's degree to enter the law

school of their choice, they should begin early in their college work to decide on a major in one of the academic departments.

Pre-Medical Curriculum

Philosophies of education and specific premedical course requirements vary among medical schools, but all emphasize the sciences (mathematics, chemistry, biology, and physics), communication skills, social sciences, and the humanities. An understanding of concepts and vocabulary in the sciences are mandatory, for medicine is based on principles stemming from these disciplines. Among American medical schools the most common requisites are physics, biology, inorganic and organic chemistry, English and foreign language.

Most medical schools recommend that students plan to obtain a liberal arts degree before initiating medical training. Students wishing to attend medical school should ascertain the requirements and recommendations of schools of their interest and select the specific courses required. The following specific courses are suggested as a part of, or in addition to, the requirements for the field of the major:

French, German, or Russian as specified in degree requirements	5-25 q.h.
Mathematics 65, 75	10 q.h.
Biology 80, 81, 82 and an advanced laboratory course	17 q.h.
Chemistry 64, 65, 66, 113, 144, 145, 146	31 q.h.
Physics 125, 126, 127	12 q.h.

Courses in comparative anatomy, vertebrate embryology, genetics, physical chemistry, and calculus are strongly recommended.

Pre-Pharmacy Curriculum

The following courses satisfy the requirements for the first year at the School of Pharmacy at the University of North Carolina.

English 1, 2, 3; Library Science 1	10 q.h.
History 140, 141	10 q.h.
Foreign Language 3, 4	10 q.h.
Mathematics 65, 75	10 q.h.
Chemistry 64, 65, 66	12 q.h.
Physical Education, 3 courses	3 q.h.
	55 q.h.

Students interested in transferring to other schools of pharmacy should ascertain the specific requirements and recommendations of those schools.

Pre-Physical Therapy Curriculum

The following program is recommended for students who intend to apply for admission to the Division of Physical Therapy of the School of Medicine of the University of North Carolina at Chapel Hill after two years.

Freshman Year

English 1, 2, 3; Library Science 1; English 112a	13 q.h.
Mathematics 65, 75	10 q.h.
Chemistry 64, 65, 66	12 q.h.
Psychology 50, 100	8 q.h.
Foreign Language 3, or 1	5 q.h.
History 140	5 q.h.
Physical Education (service courses)	(3 q.h.)*
Total	53 q.h.

Sophomore Year

Foreign Language	15 q.h.
History 141	5 q.h.
Physics 125, 126, 127	12 q.h.
Biology 80, 81, 82	12 q.h.
Physical Education (service courses)	(2 q.h.)*
Electives	8 q.h.
Total	52 q.h.

Biology 353 or Zoology 41 (at Chapel Hill) must be taken in summer school.

Because a very limited number of transfer students can be accepted, prospective students should write to several schools and obtain specific information about requirements. Contact with the schools should be made before the freshman year or as early in the freshman year as possible. A complete list of physical therapy schools of the United States can be obtained from the American Physical Therapy Association, 1740 Broadway, New York, New York 10010.

Two-Year Curriculum in Forestry

The following are required courses in the two-year Forestry Curriculum: 105 quarter hours. English 1, 2, 3; Library Science 1; Mathematics 65, 75, 120; Geology 101; Chemistry 64, 65, 66, 114; Biology 80, 82, 131; Physics 115, 116, 117, 125, 126, 127; History 50, 51; Economics 111. It is recommended that the 21 hours of electives be chosen from the following areas: ROTC, physical education, English, and social studies.

Two-Year Curriculum in Agriculture

The Agriculture Curriculum at East Carolina University parallels that offered at North Carolina State University.

The following are required courses in the two-year Agriculture Curriculum: 100 quarter hours. English 1, 2, 3; Library Science 1; Speech 217; Mathematics 65, 75, 120; Chemistry 64, 65, 66, 114; Biology 80, 81, 131; Physics 115, 116, 117, 125, 126, 127; History 50, 51; Political Science 10; Economics 111; Sociology 222 and Psychology 50. It is recommended that electives be chosen from the following areas: ROTC, physical education, English, social studies, and foreign language.

*No credit hours are transferred for service courses.

Two-Year Curriculum in Wood Technology and Pulp and Paper Technology

The following are required courses in this program: 105 quarter hours. English 1, 2, 3; Library Science 1; Speech 217; Mathematics 65, 75, 182, 183 or 65, 75, 120, 185, 186; Chemistry 64, 65, 66, 114;* Biology 80, 131; Physics 125, 126, 127; Economics 111; Industrial and Technical Education 18, 19, 20; Psychology 50; Physical Education, 3 quarter hours. It is recommended that electives be chosen from the following areas: ROTC, physical education, English, and social studies.

DEPARTMENTS

Department of Aerospace Studies

(Air Force ROTC)

LT. COL. CARTY, *Chairman*; MAJ. RYAN, MAJ. TADLOCK,
CAPT. EDWARDS, TSGT. HAMILTON, TSGT. THOMAS.

Academic Status of Courses in Aerospace Studies

General Military Course. This program is only for cadets enrolled in the four-year program. It requires six quarters for completion for which twelve quarter hours credit will be allowed. A student may substitute his Aerospace Studies credit in the following manner:

1. Apply all of the quarter hours earned toward free electives, or;
2. Apply two quarter hours of Corps Training for two hours of general education requirements in Physical Education Service Courses and the remaining quarter hours earned toward free electives provided individual certification requirements are met.

Professional Officer Course. Requires six quarters, four hours each quarter. The student may substitute his Aerospace Studies credits in the following manner:

1. Apply all of the quarter hours earned toward free electives, or;
2. After Aerospace Studies credits have been substituted for at least one-half of the total number of free electives available to the student, he may make substitu-

*Students planning to enroll in Wood Technology should substitute Chemistry 35 for Chemistry 114.

tions of specific courses in his fields of study upon approval of his adviser. He may make the following substitutions from the general education requirements provided certification requirements are complied with in all respects:

Speech 119 or 217 3 quarter hours
Physical Education Service Course . . 1 quarter hour

Students may apply for academic credit under this regulation. Students desirous of applying for credit under regulations of a previous catalogue may do so provided they plan to complete all of their academic requirements as listed for graduation under the same catalogue. The Air Force ROTC provisions of this catalogue apply to students entering the Fall Quarters of 1967 and 1968.

General Military Course (GMC)

The GMC is composed of academic and military training. The academic portion, World Military Systems, is a continuing study of the nature and purpose of war, the functions and employment of the United States military forces, and the current prospects and trends in the search for world peace. Corps Training provides practical leadership experience in basic military and officer-type activities. World Military Systems and Corps Training must be taken each quarter unless waived by the Chairman of the Department.

100a,b,c. World Military Systems (1 each)

100L. Corps Training (1)

Must be taken each quarter with 100 a,b,c.

200a,b,c. World Military Systems (1 each)

Prerequisite: permission of Chairman of Department.

200L. Corps Training (1)

Prerequisite: permission of Chairman of Department.

Must be taken each quarter with 200 a,b,c.

Cognate Minor For Professional Officer Course

Required courses in Aerospace Studies

at 300 and 399 level 20 q.h.

Required cognate courses—one course from

each of the following: 20 q.h.

Business and Economics: Business 10, 140; Economics 111

Drama and Speech: 227, 280

English: 220b, 248, 281

Geography: 219, 238, 266, 267, 268

History: 327, 329, 338, 370, 373G

Political Science: 330G, 347G, 380

The Chairman of the Department may approve other courses from the foregoing areas

40 q.h.

300a,b,c. Growth and Development of Aerospace Power (3 each)

Prerequisite: permission of Chairman of Department.

The development of airpower in the United States, aerospace power today, astronautics and space operation, and projected future developments in manned aircraft and space operations. Emphasis is devoted to developing the communicative skills needed by junior officers through oral presentations and written work.

300L. Corps Training (1)

Prerequisite: permission of Chairman of Department.

Provides practical leadership and organization experience.

Must be taken with 300 a,b,c.

399a,b,c. The Professional Officer (3 each)

Prerequisite: permission of Chairman of Department.

Air Force leadership at the junior officer level, including theoretical, professional, and legal aspects; and military management functions, principles, and techniques. Emphasis is devoted to developing the communicative skills needed by junior officers through oral presentations and written work.

399L. Corps Training (1)

Prerequisite: permission of Chairman of Department.

Provides advanced leadership and management experience and stresses the practical application of human relations in dealing with superiors, peers, and subordinates.

Department of Biology

MR. DAVIS, *Chairman*; MR. ALLEN, MR. BELICK, MR. BEL-LIS, MR. BOYETTE, MR. BURDEN, MRS. BURDEN, MISS DAUGHERTY, MR. ITO, MR. JEFFREYS, MR. KNIGHT, MR. LAURIE, MR. LAWRENCE, MRS. LITTLE, MR. LUNDY, MR. McDANIEL, MRS. McDANIEL, MR. RYAN, MR. SEH-GAL, MR. SIMPSON, MR. SMITH, MR. STILLWELL, MISS WILTON.

CURRICULUM FOR B.S. DEGREE IN BIOLOGY

Required courses in Biology: 80, 81, 82, 131, 132, 215, 250a, 250b, 306, 308G, 313a, 325G, 330G, 349Ga, 349Gb, 353 plus 12 q.h. of electives	65 q.h.
Required cognate courses: Chemistry 64, 65, 66, 144, 145, 146; Physics 115, 116, 117, 135, 136, 137; Mathematics 65, 75, 182, 183, 184	67 q.h.
General education requirements (see p. 113)	85-108 q.h.
	217-240 q.h.

CURRICULUM FOR B.A. DEGREE

A. Biology Major

Required courses in Biology: 80, 81, 82, 131, 215, 250a, 250b, 313a, 349Ga, 349Gb plus electives—at least three courses from each group:	
Group A: 132, 207, 247, 304G, 308G, 310, 325G, 337, 360G	
Group B: 140, 208, 231, 302G, 306, 307G, 320G, 330G, 350G, 353, 355G, 364	48- 57 q.h.
Required cognate courses: Chemistry 64, 65, 66, 35; Physics 115, 116, 117, 125, 126, 127; Mathematics 65, 75	38 q.h.
General education requirements (see p. 106)	81-101 q.h.
	167-196 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

B. Biology Minor

Required courses in Biology: 80, 81, 82, 131, 250a, 250b, plus electives—at least three courses from each group:	
Group A: 132, 207, 215, 247, 304G, 308G, 310, 325G, 337, 360G	
Group B: 140, 208, 231, 302G, 306, 307G, 320G, 330G, 353, 355G, 364	38- 48 q.h.
Required cognate courses: Chemistry 64, 65, 35; Mathematics 65	17q.h.

CURRICULUM FOR PREPARATION OF TEACHERS

A. Biology Major, B.S. Degree

Required courses in Biology: 80, 81, 82, 131, 215, 250a, 250b, 313a, 349Ga, 349Gb plus electives—at least three courses from each group:	
Group A: 132, 207, 247, 304G, 308G, 310, 325G, 337, 360G	
Group B: 140, 208, 231, 302G, 306, 307G, 320G, 350G, 353, 355G, 364	48- 57 q.h.

124 BIOLOGY

Required cognate courses: Chemistry 64, 65, 66, 35; Physics 115, 116, 117, 125, 126, 127; Mathematics 65, 75	38 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	85 q.h.
	202-211 q.h.

B. Biology Minor

Required courses in Biology: 80, 81, 82, 131, 250a, 250b plus electives—at least three courses from each group:	
Group A: 132, 207, 215, 247, 304G, 308G, 310, 325G, 337, 360G	
Group B: 140, 208, 231, 302G, 306, 307G, 320G, 330G, 353, 355G, 364	38- 48 q.h.
Required cognate courses: Chemistry 64, 65, 35; Mathematics 65	17 q.h.

COURSES

6 & 7. Anatomy and Physiology (8)

Two lectures and four hours of laboratory work per week for two quarters.

A two-unit course designed to give the student a working knowledge of the structure and function of the human body. Not for biology majors.

80. Principles of Botany (4)

Three lectures and three hours of laboratory work per week. Structure, growth, physiology, and economic importance of seed plants.

(Note: Biology 80, 81, 82 constitute a year sequence in biology.)

81. General Zoology I (4)

Three lectures and three hours of laboratory work per week.

The invertebrates with emphasis on structure, metabolism, behavior, and natural history of representative forms.

82. General Zoology II (4)

Three lectures and three hours of laboratory work per week.

Includes a brief survey of the chordates, the fundamentals of structure and function of the vertebrate body, and an introduction to embryology and genetics.

106. Human Anatomy (5)

Three lectures and four hours of laboratory work per week.

Prerequisites: Biology 81, 82 (except with consent of the instructor).

Designed to give the physical education student a comprehensive understanding of basic human anatomy.

110. Fundamentals of Microbiology (4)

Three lectures and three hours of laboratory work per week.
Prerequisites: Four hours of biology and eight hours of chemistry.

Microorganisms and their importance to man, with special emphasis on their fundamental life processes; and including a brief introduction to epidemiology and immunology. Not recommended for biology majors.

114. Science of the Sea (3)

Prerequisites: Biology 80, 81, 82, or Science 38 or consent of instructor.

The origin, water movements, productivity and life of the oceans. Special emphasis upon the estuaries of North Carolina. This course is intended for non-science majors. Several field trips will be taken.

131. The Plant Kingdom (4)

Three lectures and three hours of laboratory work per week.
Prerequisite: Biology 80.

Plants from the Thallophytes through the Gymnosperms, with a detailed study of the structure and life cycle of selected types.

132. Field Botany (4)

Two lectures and four hours of laboratory work per week.
Prerequisites: Biology 80, 131 recommended.

Taxonomy and ecology; emphasis is on species and habitats of the Coastal Plain of North Carolina.

140. Field Zoology (4)

Three lectures and three hours of laboratory or field excursions per week.

Prerequisites: Biology 81, 82, or consent of instructor.

Designed to develop knowledge or zoological field study relative to principles, methods, and application to the science of biology and to the teaching of biology.

205. Practical Taxidermy (3)

Two three-hour laboratory periods per week.

Prerequisite: Biology 82.

For students without previous training in taxidermy who are interested in proper preparation of taxidermy mounts, realistic displays, and study skins.

207. Fundamentals of Radiobiology (4)

Three lectures and three hours of laboratory work per week.
Prerequisites: One year of biology and chemistry or consent of instructor.

The nature of atomic radiation and the effects of radiation on organisms and tracer techniques as applied to biology. Topics in health physics will be considered.

208. Isotopic Tracers in Biology (4)

Three lectures and three hours of laboratory work per week.

Prerequisites: Biology 207 or consent of instructor.

Theory and practice in the use of radioactive isotopes in biology. Lectures will stress the basic biochemistry of the processes studied in the laboratory along with the study of tracer mechanisms.

215. Cellular Physiology (5)

Prerequisites: Biology 80, 81, 82; Chemistry 64, 65, 66, 35, or consent of instructor.

Concerned with details of structure and function of cells with emphasis on the physico-chemical aspects. The current status of major problems in the field is considered.

222. Evolution (3)

Prerequisites: Biology 81, 82.

Introduction to and analysis of the concept of organic evolution, considering such items as mutation, adaptation, selection, cooperation, competition, and origin of species.

231. Human Physiology (4)

Three lectures and three hours of laboratory work per week.

Prerequisites: Biology 81, 82. At least one quarter of chemistry; Biology 106 recommended.

The basic principles of the major systems of the vertebrate body with special emphasis on the human. Not recommended for biology majors.

247. Plant Physiology (5)

Three lectures and six hours of laboratory work per week.

Prerequisite: Biology 80, Chemistry 64, 65, 66; Chemistry 35 strongly recommended.

Plant development, mineral nutrition, water relations, and cellular metabolism.

250a,b. Biology Seminar (1)

Hours to be arranged.

Recent advances and problems in biology with student participation and general discussion. Must be taken for credit during the junior year by all biology majors and minors.

251. Anatomy and Physiology of the Ear and Voice Mechanisms (3)

Anatomical and functional aspects of the ear, nasal and vocal mechanisms, with a consideration of some pathological and developmental abnormalities which may appear in certain instances.

302G. Animal Parasitology (4)

Three lectures and three hours of laboratory work per week.

Prerequisites: Biology 81, 82.

The structure, classification, and life cycles of representative

protozoan, worm, and other metazoan parasites, with emphasis on host-parasite relationships.

304G. Introductory Mycology (4)

Three lectures and three hours of laboratory work per week.

Prerequisites: Biology 80, 131.

Structure, classification, and processes of the unicellular, filamentous, and fleshy fungi. Importance of these organisms as plant or animal pathogens; their use in agriculture and industry.

306. Embryology (5)

Three lectures and four hours of laboratory work per week.

Prerequisites: Biology 81, 82.

Early developmental processes of anatomical and physiological significance, with particular emphasis on developmental stages of the frog, chick, and mammalian embryos.

307G. Ornithology (3)

Two lectures and two hours of laboratory or field work per week.

Southern bird-life; recognition of native birds in their natural surroundings, structure, economic importance, seasonal occurrence and migration, etc.

308G. Plant Anatomy and Morphology (4)

Two lectures and four hours of laboratory work per week.

Prerequisites: Biology 80, 131, or their equivalent.

The internal structure of seed plants with emphasis upon Angiosperms.

310. Bacteriology (5)

Three lecture and four laboratory hours per week.

Prerequisites: Biology 80, 131; Chemistry 64, 65, 66; Chemistry 35 strongly recommended.

An introductory course in general bacteriology, with special emphasis on the morphology, physiology, and ecology of bacteria.

311G. Plant Growth and Development (5)

Four lectures and three hours of laboratory work per week.

Prerequisites: A course in physiology or plant morphology or permission of the instructor.

Growth regulation in plants with emphasis on tissue culture work. Differentiation at the anatomical and biochemical levels will be treated in detail.

313a,b. Research Problems in Biology (3 each)

Six hours of research work per week.

Prerequisite: Consent of instructor.

Designed to meet the individual needs and interests of well-qualified undergraduate students and will be offered only upon demand.

320G. Invertebrate Zoology (4)

Two lectures and four hours of laboratory work per week.
Prerequisites: Biology 81, 82.

Designed to establish the general comparative anatomical and physiological aspects of invertebrate groups; emphasis will be placed on the similarities, differences, and evolution of invertebrate organ systems.

323G. Phycology (4)

Three lectures and three hours of laboratory work per week.
Prerequisites: Biology 80 and 131 and at least one advanced course in ecology or physiology.

Biology of the algae with emphasis on their physiology, ecology, and economic importance.

324G. Limnology (4)

Three lectures and three hours of laboratory or field work per week.

Prerequisites: Biology 80, 81, 82; Chemistry 64, 65, 66 or their equivalents.

Physical, chemical and biological factors of inland waters and their influence upon aquatic organisms.

325G. Ecology (4)

Two lectures and four hours of laboratory work per week.
Prerequisites: Biology 80, 81, 82.

Various environmental factors operative in different natural habitats considered in relation to the floral and faunal composition of each community.

330G. Heredity (3) or (4)

Three hours of lecture per week; two hours of laboratory work per week optional.

Prerequisites: Biology 80, 81, 82, or their equivalent or consent of instructor.

Deals with the origin and evolution of the germ plasm, its physical and chemical constitution, its interactions with the environment, and its influences on development; the emphasis is upon modern genetics and its applications in plant and animal breeding.

337. Laboratory Techniques (3)

One lecture and four hours of laboratory work per week.
Prerequisite: Two years of biology.

Preparation and uses of demonstration and laboratory materials and equipment.

349Ga,b. Biology Seminar (1)

Hours to be arranged.

A consideration of recent advances and problems in biology with student participation and general discussion. Must be taken for credit during the senior year by all biology majors.

350G. Histology (4)

Three lectures and three hours of laboratory work per week.

Prerequisite: At least two years of biology.

Descriptive analysis of mammalian tissues, with particular stress on human microanatomy.

353. Comparative Vertebrate Anatomy (5)

Two lectures and six hours of laboratory work per week.

Prerequisites: Biology 81, 82.

Structure and relationships of vertebrate animals emphasizing the development of organ systems up through the various classes.

355G. General Ichthyology (5)

Three lectures and six hours of laboratory work per week.

Prerequisite: Biology 140.

The taxonomy, anatomy, physiology, distribution, phylogeny, natural history, and ecology of the major fish groups of the world; with special emphasis on Marine and fresh water species of the Atlantic coast of the United States, particularly those of North Carolina.

360G. Recent Advances in Biology (3)

Prerequisite: Consent of the instructor.

363G. Comparative Animal Physiology (5)

Three lectures and six hours of laboratory work per week.

Prerequisites: Biology 80, 81, 82; Chemistry 64, 65, 66 or their equivalents.

A comparative study of the principles of function of the organ systems of the major groups of vertebrates.

364. Entomology (4)

Three lectures and three hours of laboratory work per week.

Prerequisites: Biology 81, 82.

Anatomy and physiology of insect organ systems; collection and identification; life cycles and ecological data included as pertinent information.

375. Elementary Biochemistry (4)

Three lectures and three hours of laboratory work per week.

Prerequisites: Biology 82; Chemistry 64, 65, 35, or equivalent.

Major metabolic pathways in the living cell with emphasis on the relationship of chemical structure to biological function.

381G. Intermediary Metabolism (4)

Three lectures and three hours of laboratory per week.

Prerequisites: Biology 80, 81, 82; Chemistry 64, 65, 66, 144, 145, 146. Elementary biochemistry strongly recommended.

Chemical processes within cells and tissues concerned with their functional operation and maintenance.

385G. Biometry (3)

Prerequisites: Mathematics 65 or equivalent; at least one year of biology.

A fundamental survey of biometric principles including discussions of mensuration, probability, sampling of biological populations and the basics of frequency distributions. Specific treatment of quantitative biological data involving correlation, regression, chi square, and the analysis of variance as applied to research techniques.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Chemistry

MR. LAMB, *Chairman*; MR. AYERS, MRS. AYERS, MR. CASPAR, MR. CLEMENS, MR. DERRICK, MR. EVERETT, MR. HECKEL, MR. KLEIN, MR. KUO, MR. LeCONTE, MR. McALLISTER, MR. PARHAM, MISS SMITH, MRS. SMITH.

CURRICULUM FOR B.S. DEGREE IN CHEMISTRY

Required courses in Chemistry: 64, 65, 66, 113, 144, 145, 146, 261, 262, 263, 313, 320G, 321G, 345G plus one of the following: 324G, 337	62 q.h.
Required cognate courses: Physics 115, 116, 117, 135, 136, 137; Mathematics 65, 75, 182, 183, 184 or equivalent	40 q.h.
General education requirements (see p. 113)	85-108 q.h.
Plus electives to complete minimum 190 q.h. for graduation	187-210 q.h.

CURRICULUM FOR B.A. DEGREE

A. Chemistry Major

Required courses in Chemistry: 64, 65, 66, 113, 123, 144, 145, 146 plus one of the following group of three courses: Group A: 119, 237, 251 Group B: 261, 262, 263	47- 51 q.h.
Required cognate courses: Physics 115, 116, 117, 125, 126, 127; Mathematics 65, 75	22 q.h.
General education requirements (see p. 106)	81-101 q.h.
Plus electives to complete minimum 190 q.h. for graduation	150-174 q.h.

B. Chemistry Minor

Required courses in Chemistry: 64, 65, 66, 113, 119, 123, 144, 145, 146	39 q.h.
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CURRICULUM FOR PREPARATION OF TEACHERS

Chemistry Major, B.S. Degree

Required courses in Chemistry: 64, 65, 66, 113, 119, 123, 144, 145, 146, 261, 262	46 q.h.
Required cognate courses: Biology 80, 81, 82; Physics 115, 116, 117, 125, 126, 127; Mathematics 65, 75, 120, 185, 186 or equivalent	49 q.h.
Professional credits (see p. 112)	31 q.h.
General education credits (see p. 112)	85 q.h.
	211 q.h.

COURSES

- 24, 25, 26. General Descriptive Chemistry (4 each)**
Three lecture hours and three hours of laboratory work per week.
A terminal course in general chemistry designed for non-science majors. Satisfies the general education requirements for a laboratory science for non-science majors. Will not satisfy chemistry requirements for science majors.
- 34. Basic General Chemistry (4)**
Three lecture hours and three hours of laboratory work per week.
A terminal one-quarter course in general chemistry. Will not satisfy chemistry requirements for science majors.
- 35. Basic Organic Chemistry (4)**
Three lecture hours and three hours of laboratory work per week.
Perequisites: Chemistry 34 or Chemistry 64 and 65.
An elementary treatment of organic chemistry stressing aliphatic and aromatic compounds and fundamental reactions of the more important functional groups. Will not satisfy requirements for a chemistry major.
- 36. Basic Biochemistry (4)**
Three lecture hours and three hours of laboratory work per week.
Prerequisite: Chemistry 35.
A study of the chemistry and intermediary metabolism of lipids, carbohydrates, proteins, vitamins, and nucleic acids. Will not satisfy requirements for a chemistry major.
- 64, 65, 66. General Chemistry and Qualitative Analysis (4 each)**
Three lecture hours and three hours of laboratory work per week.
General college chemistry for science majors emphasizing fundamental principles and including the chemistry of the

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elements in terms of the periodic table. Laboratory includes development of the quantitative relationships of chemical principles and traditional qualitative analysis.

113. Quantitative Analysis (5)

Three lecture hours and six hours of laboratory work per week.

Prerequisites: Chemistry 64, 65, 66.

The theories, techniques, and practices of quantitative analysis. Standard as well as newer procedures in the fields of volumetric, gravimetric, and instrumental analysis will be discussed and illustrated.

119. Quantitative Instrumental Analysis (3)

Two lecture hours and three hours of laboratory work per week.

Prerequisite: Chemistry 113

Theory and applications of modern instruments to analytical chemistry presented on a noncalculus basis.

123. Elementary Inorganic Chemistry (4)

Three lecture hours and three hours of laboratory work per week.

Prerequisites: Chemistry 113, 114.

A detailed study of the properties and reactions of the elements using the periodic table as a guide.

144, 145, 146. Organic Chemistry (5 each)

Chemistry 144—four lecture hours and three hours of laboratory work per week.

Chemistry 145, 146—Each consists of three lecture hours and six hours of laboratory work per week.

Prerequisites: Chemistry 64, 65.

Emphasizes aliphatic and aromatic compounds, classes of compounds and their typical reactions. The mechanisms of organic reactions will be stressed.

237. Intermediate Organic Chemistry (5)

Three lecture hours and six hours of laboratory work per week.

Prerequisites: Chemistry 144, 145, 146.

The mechanisms of organic reactions with elaboration in the laboratory of important organic reactions.

251. Introduction to Physical Chemistry (4)

Three lecture hours and three hours of laboratory work per week.

Prerequisites: Chemistry 113; Physics 125, 126, 127.

The theories and laws upon which the science of chemistry is based. Designed primarily for pre-medical students and teachers of chemistry.

261, 262, 263. Physical Chemistry (4 each)

Three lecture hours and three hours of laboratory work per week.

Prerequisites: Chemistry 113; Physics 125, 126, 127; Mathematics 185, 186 or equivalent.

A theoretical and mathematical treatment of the fundamental laws and theories underlying the science of chemistry.

308G. History of Chemistry (3)

Three lecture hours per week.

Prerequisites: Chemistry 64, 65, 66 or equivalent.

The developments of the great concepts and discoveries of chemical sciences, their philosophic implications, and intimate treatment of the lives and actions of the people who performed them.

313. Instrumental Methods of Analysis (4)

Three lecture hours and three hours of laboratory work per week.

Prerequisites or corequisites: Chemistry 261, 262, and 263.

Designed to provide training in the theory and practical uses of many of the modern methods of instrumental analysis.

320G, 321G. Advanced Inorganic Chemistry (3 each)

Prerequisites or corequisites: Chemistry 261, 262, 263.

The newer theories, developments, and practices in the field of inorganic chemistry.

324G. Inorganic Preparations (3)

One lecture hour and six hours of laboratory work per week.

Prerequisites: Chemistry 113, 144, 145, and 146.

Designed to develop the student's talent in inorganic synthesis by introducing such techniques as vacuum synthesis, high temperature reactions, inert atmosphere synthesis, non-aqueous solvent systems, and electrolysis.

337. Organic Preparations (3)

Nine hours of laboratory work per week.

Prerequisites: Chemistry 144, 145, 146.

Introduction to laboratory operations and techniques not previously experienced by the student; e.g., vacuum distillations, reactions under inert atmosphere, and other skilled operations. The preparations required of the student will be selected to augment his previous experience.

345G. Qualitative Organic Analysis (5)

Three lecture hours and six hours of laboratory work per week.

Prerequisites: Chemistry 113, 144, 145, 146.

The theory involved and the techniques used in the identification of organic compounds.

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356G, 357G. Chemical Thermodynamics (3 each)

Prerequisites: Chemistry 261, 262, 263.

The laws of thermodynamics and their application to pure phases, solutions, and changes in state; the properties of gases, liquids, and solutions.

395. Research Problems in Chemistry (1-4)

Hours to be arranged.

Prerequisite: Permission of instructor.

Individual problems in chemistry of an advanced nature pursued under the supervision of a staff member.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Drama and Speech

MR. LOESSIN, *Chairman*; MR. BENZ, MR. COOK, MRS. LOESSIN, MR. PERTALION, MISS RAY, MR. RAY, MR. REES, MISS ROULSTON, MR. SCHREIBER, MR. SLAUGHTER, MR. SNEDEN, MISS STEER, MISS STEPHENSON.

CURRICULUM FOR BACHELOR OF FINE ARTS DEGREE IN DRAMA

Required courses in Drama: each of the following:

Group A: General Theater Foundation	58 q.h.
Group B: Drama Concentration Field	20 q.h.
Required cognate (minor) courses	40 q.h.
Electives	10 q.h.
General education requirements (see p. 112)	72 q.h.

200 q.h.

CURRICULUM FOR B.A. DEGREE

A. Drama Major

Required courses in Drama: 130, 131a, 131b, 131c, 230a, 231a, 245a, 355a, 355b plus one course in Dance (Ballet, Contemporary, Jazz—see offerings under Drama)	30 q.h.
Required cognate courses: Speech 119d, 125; English (one dramatic literature course); Art 15; Home Economics 120	17 q.h.
Limited electives: 8 q.h. from the following: Drama 230b, 230c, 231b, 231c, 235, 245a, 245b, 246a, 246b, 333, 350G; Speech 126, 217, 227, 260, 280, 342; English 325, 336, 337; Art 22, 25, 89, 224; Physical Education 108, 109; Industrial and Technical Education 130; Applied Music; Philosophy 280, 380G or as approved by adviser	8 q.h.
General education requirements (see p. 106)	81-101 q.h.

135-155 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. Drama and Speech Major

Required courses in Drama and Speech: Drama 131a, 131b, 230a, 231a, 245a, 355a; Speech 119d, 125, 217, 260	34 q.h.
Required cognate courses: Education 167; English (one dramatic literature course); Home Economics 120	10 q.h.
Limited electives: 8 q.h. from the limited electives list under A. Drama Major	8 q.h.
General education requirements (see p. 106)	81-101 q.h.
	132-152 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

C. Drama Minor

Required courses in Drama: same as for Drama Major	47 q.h.
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D. Drama and Speech Minor

Required courses in Drama and Speech: same as for Drama and Speech Major	44 q.h.
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E. Broadcasting Minor

(Open to All Students)

Required courses: 36 q.h. from the following courses in Speech: 125, 126, 132, 134, 135, 237, 238a, 238b, 289a, 289b, 301, 302, 303, 304	36 q.h.
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F. Dance Minor

(Open to All Students)

Required courses in Dance (see offerings under Drama) from the following:	
Group A: at least 12 q.h. in Ballet: Drama 21abc, 121abc, 221abc, 321abc	12 q.h.
Group B: Drama 323	3 q.h.
Group C: a maximum of 21 q.h. in Contemporary and Jazz Dance: Drama 22abc, 23abc, 122abc, 123abc, 222abc, 223abc, 322abc	21 q.h.
	36 q.h.

The student minoring in Dance should take at least one dance course each quarter he is in college.

CURRICULUM FOR PREPARATION OF TEACHERS

Drama and Speech Major, B.S. Degree

Required courses in Drama: 21a, 130, 131a, 131b, 230a, 231a, 231b, 245a, 355a; required courses in Speech: 119d, 125, 217, 227, 260, 289a,	46 q.h.
Required cognate courses: Education 166, 167	6 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	85 q.h.
	168 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation.

Drama

21a,b,c. Ballet I (3 each)

Class meets five hours each week.

The most difficult, disciplined, and refined form of the dance. The work is progressive and continuous in perfecting technique and style.

22a,b,c. Contemporary Dance I (3 each)

Class meets five hours each week.

Breaks away from the rigid ballet form, expressing dramatic, interpretive, and primitive movements.

23a,b,c. Jazz Dance I

Class meets five hours each week.

The most recent of dance forms, stemming from ballet and the modern movement, influenced by the South American and the Negro; the basic jazz beats in the dance form.

100. Introduction to the Theatre (2)

Concerns the audience's appreciation of the art of the playwright, actor, director and designer. (For non-Drama majors).

121a,b,c. Ballet II (3 each)

Class meets five hours each week.

Further work in development and perfection of ballet technique.

122a,b,c. Contemporary Dance II (3 each)

Class meets five hours each week.

Further work in the technique of modern dance.

123a,b,c. Jazz Dance II (3 each)

Class meets five hours each week.

Further study of jazz forms.

130. Literature for the Theatre (3)

Significant plays, both classic and contemporary, that make up the literature of the theatre.

131a. Stage Scenery (3)

Back stage organization and the basic function and requirements of scenery.

131b. Stage Scenery (3)

A continuation of Drama 131a with main emphasis on actual scenery construction in the laboratory.

131c. Stage Scenery (3)

A continuation of Drama 131a and b with special emphasis on the theory and application of painting technique.

140. The Art of Make-up (2)

Designed to give the student a basic knowledge of materials and techniques involved in the art of make-up for the stage.

221a,b,c. Ballet III (3 each)

Class meets five hours each week.

Continued study in the perfection of ballet technique.

222a,b,c. Contemporary Dance III (3 each)

Class meets five hours each week.

Further work in the technique of modern dance.

223a,b,c. Jazz Dance III (3 each)

Class meets five hours each week.

Further study of jazz forms.

230a. Acting (3)

Designed to give the student a basic technique and approach to the art of acting.

230b. Acting (3)

A continuation of Drama 230a involving further work in the technique of acting.

230c. Acting (3)

A continuation of Drama 230a and b offering further work in the technique of acting as it applies to sustaining a long role.

231a. Directing (3)

Designed to give the student a knowledge of the methods and techniques of play direction. (Prerequisite: Drama 230a).

231b. Directing (3)

A continuation of Drama 231a intended to teach the student techniques in staging a play with consideration of the problems of coordinating the entire production to achieve the director's conception.

231c. Directing (3)

A continuation of Drama 231a and b offering further work in the technique and possibilities of the stage.

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235. Advanced Acting (3)

The technique of acting in dealing with complex roles in plays of style and period and the poetic drama.

245a. Stage Lighting (3)

Acquaints the student, in theory and practice, with the methods and purposes of stage lighting.

245b. Stage Lighting (3)

Further work in the theory and practice of stage lighting with emphasis on plot techniques and laboratory work.

246a. Scenery Design (3)

Principles of scenery design for production.

246b. Scenery Design (3)

An advanced course emphasizing special and experimental types of design.

Prerequisite: 246a.

321a,b,c. Ballet IV (3 each)

Class meets five hours each week.

Continued study in the perfection of the ballet technique.

322a,b,c. Contemporary Dance IV (3 each)

Class meets five hours each week.

Further work in the technique of modern dance.

323. History of the Dance (3)

Development of dance since the beginning of time. Considers the sociological factors of religion, dress and culture that influenced movement, as well as the great dancers and choreographers.

330. Theatre Management (4)

Acquaints the producer-director with financial and promotional aspects of the theatre.

333. Playwriting (3)

The structure of the play as a piece of writing with special emphasis on the actual writing of one-act plays.

340. Stage Management (2)

The duties and procedures of the stage manager in the professional and non-professional theatre.

346. Decor and Ornament for the Stage (3)

The development of decor and ornament in western civilization for theatrical usage, including furniture, interior and exterior decor and ornament in architecture.

350G. Dramatic Arts Workshop (3)

Presentation and evaluation of informal workshop projects and plays. The course is experimental in nature, dealing with both new and old dramatic forms and materials.

355a,b. History & Literature of the Theatre (6)

Significant developments in the theatre from its beginning to the present.

Speech

104, 204, 304. Broadcasting Laboratory (1 each)

A minimum of five hours of practical work per week in some area of broadcasting with faculty guidance.

119. Voice and Diction (3) 119d. (Drama Majors) (4)

Improvement of articulation and pronunciation, including an introduction to vocal anatomy, and delivery of simple speeches and readings.

125. Fundamentals of Broadcasting (3)

Prerequisite for all courses in broadcasting.

To develop an understanding of broadcasting through a study of its physical nature origin and growth, economy, social effects and the social forces which modify its conduct.

126. Radio and Television Speaking (2)

Analysis and practice in applying radio and television speaking through study of announcements, commercials, newscasts, interviews, special events and narrative forms.

132. Radio and Television News (2)

To develop skill in preparing and producing programs of national and local news, special events, commentaries, interviews.

134. Writing for Television (3)

Discussion and practice in the techniques of writing commercials, promotional announcements, continuity and dramatic programs especially for television.

135. Radio Writing (3)

To develop skill in preparing continuity, commercial copy formats, documentaries, adaptations and original drama especially for radio.

180. Business and Professional Speech (3)

The use of oral communications in business, industry and the professions.

209. Advanced Voice and Diction (3)

Designed to develop professional competence in pronunciation, intonation and the strenuous use of the voice. The work includes an introduction to standard stage diction.

217. Public Speaking (3)

Acquaints the student with forms and means of public address, the outlining and presentation of speeches for all occasions.

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DRAMA AND SPEECH

223m. The Teaching of Speech (3)

Designed to explore materials and techniques of teaching for the prospective high school teacher of Speech and Drama. The areas of public speaking, discussion, debate, interpretation and dramatic arts are examined.

227. Debate (3)

Study of and practice in the methods of debate.

237a,b. Radio Production (3 each)

To develop fundamental skills in production techniques and provide experience in use of studio equipment in practical projects.

238a,b. Motion Pictures for Television (3 each quarter)

Basic motion picture techniques and actual practical work in planning, shooting and editing simple films.

260. Oral Interpretation (3)

Designed to train the student to read aloud efficiently to the audience.

Techniques suitable for presenting prose narrative, dialogue, and poetry.

280. Advanced Public Speaking (3)

Persuasive discourse and discussion. Students will present persuasive speeches and also participate in group discussions.

289a,b. Television Production (3 each)

Basic television production techniques and equipment through lectures and laboratory participation.

301. Radio Management (5)

To develop an understanding of the laws and regulations governing world and American broadcasting, and the interrelationships of the programming production activities with engineering, sales, promotion, news and special events, continuity, music and public service departments, in small and large, affiliated and independent stations.

302. Television Direction (3)

Prerequisites: Drama and Speech 231, 289.

Analysis and practice of basic principles of television direction for non-dramatic as well as dramatic program forms. Participation in laboratory production.

303. Broadcast Engineering (3)

Basic and beginning engineering, with emphasis on repair and maintenance of existing facilities, and on preparing the student to take the FCC examination for third-class license.

304. Television Performance (3)

Prerequisites: Drama and Speech 126, 230, 289.

To accustom students to the transfer of technique from radio and stage to television in acting, and to provide practical experience in various other on-camera techniques.

309a,b,c,d,e. Dialects for the Stage (2 each)

A practical study of selected dialects, with the aid of phonetics and recordings, for the stage.

342. History of Public Address (3)

The history and development of oratory and rhetorical theory from the ancient Greeks and Romans to the present.

360. Advanced Oral Interpretation (3)

Prerequisite: Speech 260.

The development of literary appreciation through the oral presentation of narrative selections, scenes, and poetry.

Department of English

MR. HESTER, *Chairman*; MR. ABRAMSON, MR. ADAMS, MRS. ADAMS, MRS. BASS, MR. BENYAMIN, MR. BEZANSON, MR. BINGHAM, MR. BROWNE, MRS. BROWNING, MRS. CAIN, MR. CAPWELL, MISS CARAWAY, MRS. CHETKIN, MR. CHETKIN, MRS. CLAY, MRS. CONGLETON, MRS. DADE, MR. EBBS, MRS. EVERETT, MISS FITZGERALD, MR. FRIEDMAN, MR. FULMER, MR. GARROW, MR. GRATE, MISS GREENE, MRS. HANNERS, MISS HARDISON, MISS HERLIN, MISS HICKMAN, MRS. JONES, MRS. KILPATRICK, MR. LAWRY, MR. LAWSON, MR. LOWERY, MR. MOTLEY, MRS. PICKELL, MR. PIERCE, MISS PINION, MR. REILLY, MR. RIVES, MR. ROSENFELD, MR. SHAW, MR. SORENSON, MRS. SORENSEN, MR. SOUTH, MISS STEWART, MR. WANG, MRS. WANG, MR. WARD, MRS. WEBBER, MR. WILLIS.

CURRICULUM FOR B.A. DEGREE

A. English Major

Required courses in English (exclusive of Freshman Composition): 103, 120 (these must be taken prior to junior-level—200 series courses); two of these three: 112a, 112b, 112c plus a period or figure course in English literature in the area not chosen of the 112a,b,c sequence; two of these three: 123a, 123b, 123c plus a period or figure course in American Literature in the area not chosen of the 123a,b,c sequence; two of these three: 325a, 325b, 325c; 329, plus electives: 21 q.h. of junior, senior, or senior-graduate courses in English. At least 12 q.h. of these must be taken above the junior level. English 313 may not be counted among these electives. No more than 3 q.h. in advanced writing courses

may be counted as advanced English electives	54 q.h.
General education requirements (see p. 106)	81-101 q.h.
	141-163 q.h.

Required cognate course: Speech 217 (see general education requirements, p. 106)

Recommended cognate courses: see general education

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requirements, p. 106, for foreign language requirement (German or French recommended); English History, preferably after 1603

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. English Minor

Required courses in English (exclusive of Freshman Composition): same as for English Major, except for electives: 12 q.h. of junior, senior, or senior-graduate courses in English. At least 6 q.h. of these must be taken above the junior level. English 313 may not be counted among these electives. No more than 3 q.h. in advanced writing courses may be counted as advanced English electives 45 q.h.

Required and recommended cognate courses: same as for English Major

CURRICULUM FOR PREPARATION OF TEACHERS

English Major, B.S. Degree

Required courses in English (exclusive of Freshman Composition): 103, 120 (these must be taken prior to junior-level—200 series—courses); two of these three: 112a, 112b, 112c plus a period or figure course in English literature in the area not chosen of the 112a,b,c sequence: two of these three: 123a, 123b, 123c plus a period or figure course in American literature in the area not chosen of the 123a,b,c sequence; 132, 219a, 220a, 220b, 312, 325a; one of these two: 325b, 325c plus electives: 9 q.h. of junior, senior, or senior-graduate course in English. At least 6 q.h. of these must be taken above the junior level. English 313 may not be counted among these electives. No more than 3 q.h. in advanced writing courses may be counted as advanced English electives 54 q.h.

Professional credits (see p. 112) 31 q.h.

General education requirements (see p. 112) 85 q.h.

170 q.h.

Required cognate course: Speech 217 (see general education requirements, p. 112)

Recommended cognate courses: see general education requirements, p. 112, for foreign language requirement (German or French recommended); English History, preferably after 1603

Plus electives to complete minimum 190 q.h. for graduation

COURSES

1. Composition (3)

Rhetorical analysis of essays; frequent themes based on reading selections. Laboratory work will be required of students who are deficient in basic language skills.

2. Composition (3)

Prerequisite: English 1 and Library Science 1. May be taken after English 3.

Analysis of longer works of prose, including biography, history, and fiction; introduction to the techniques of research and documentation; frequent themes.

3. Composition (3)

Prerequisite: English 1. May be taken prior to English 2. Analysis of fiction, drama, and poetry; analytical and critical themes.

English 1, 2, and 3 must be completed before taking any other English course except 26, 103, 120, or 149.

26. Vocabulary Building (3)

May be taken concurrently with any of the above courses.

The study of word roots, prefixes, and suffixes; designed to improve language proficiency.

Any literature course on the sophomore level (100 series) or junior level (200 series) may be used to satisfy the General Education requirement for literature.

103. Introduction to Poetry (3)

May be taken concurrently with the student's third quarter of the Freshman Composition sequence.

Narration, description, metrics, tone and attitude, imagery, and theme in poetry.

112a. English Literature (3)

British authors to 1660.

112b. English Literature (3)

British authors from 1660 to 1832.

112c. English Literature (3)

British authors from 1832 to the present.

120. Critical Reading of Literature (3)

May be taken concurrently with the student's third quarter of the Freshman Composition sequence.

Intensive reading of prose, with attention to literary types and the basic principles of literary criticism.

123a. American Literature (3)

American writing to 1850.

123b. American Literature (3)

American writing from 1850 to 1900.

123c. American Literature (3)

American writing from 1900 to the present.

132. English Grammar (3)

Traditional and descriptive grammar, particularly traditional, with emphasis on syntax.

149. Introduction to Journalism (3)

Prerequisites: Two quarters of freshman composition. Third-quarter freshmen admitted with permission of instructor.

A survey of journalistic media and news writing.

150. Journalistic Writing (3)

Prerequisites: English 1, 2, 3, and 149 or permission of instructor.

Gathering, writing, and editing of news stories.

151. Feature and Article Writing (3)

Prerequisites: English 1, 2, 3, 150, and permission of instructor.

Theory and practice in writing features and special articles for newspapers and magazines.

219a. World Masterpieces in Translation (3)

Significant works from the earliest Greek writings to the close of the Middle Ages.

219b. World Masterpieces in Translation (3)

Significant works from the Renaissance to the present.

219c. World Masterpieces in Translation (3)

Representative classics from the literature of the Near East, India, and the Orient.

220a. Advanced English Grammar (3)

Prerequisite: English 132 or equivalent.

An intensive study of the principles of structural grammar.

220b. Advanced Composition (3)

An advanced study of the kinds of composition and practice in effective writing.

223m. The Teaching of English in High School (3)

Prerequisite: Speech 217. Must be taken during the quarter immediately preceding student teaching.

Methods of teaching language, composition, and literature in grades 7 through 12.

225. The Short Story (3)

The history, development, and analysis of the short story.

233a. Western Drama: Tragedy (3)

The tragic vision in western drama: readings from classical, Renaissance, and modern drama.

233b. Western Drama: Comedy (3)

The development of the comic spirit from its religious origin in classical and medieval drama to the modern comedy of social pressures.

237. American Folklore (3)

Myths and legends in American folk literature with attention to folk music and humor.

238. Introductory Linguistics (3)

Language examined as a fit subject for precise analysis; elementary speech patterns and divergent theories of syntax; language families and language history.

244. The Bible as Literature (3)

The various literary genres in the Bible.

248. Scientific Writing (3)

Prerequisite: Junior standing.

Advanced composition with practice in the types of writing used in scientific papers and reports. Of particular importance to the science major.

249. Copy Editing and Make-up (3)

Prerequisites: English 1, 2, 3, and 149.

A basic course in editing and make-up with emphasis on newspaper editing and make-up.

250. Journalistic Production (3)

Prerequisites: English 1, 2, 3, 149, and 150 or permission of the instructor and the student's adviser.

Communications work with the *East Carolinian* and other campus and area publications and organizations, under faculty supervision.

281. Creative Writing (3)

Prerequisite: Consent of the instructor.

Practice in writing, with emphasis on the short story.

301G. Sixteenth Century Non-dramatic English Literature (3)

A consideration of the forces which shaped the Renaissance in England and detailed readings in the poetry and prose of the sixteenth century.

302G. Early Seventeenth Century Non-dramatic English Literature (3)

Prose and poetry of the seventeenth century to 1660, with emphasis on the metaphysical tradition.

305. Poetry of the Romantic Period (3)

Major poets of the Romantic Period.

- 306. Poetry of the Victorian Period (3)**
Major poets of the Victorian Period.
- 307G. Descriptive Linguistics (3)**
Methods of describing spoken languages, deriving speech from historical materials, dating, and reconstruction.
- 308G. Modern Grammar (3)**
Modern grammar in all its aspects: derivation, logic, methods of analysis, and encoding of systems. Designed especially for the practicing teacher.
- 310G. The American Novel Before 1860 (3)**
The American novel before the Civil War with special attention to the works of Hawthorne and Melville.
- 311G. The American Novel 1865 to 1900 (3)**
The rise of realism in the American novel as shown in the works of Clemens, Howells, Crane, and James.
- 312. Literature for High School (3)**
This course must be taken during the quarter immediately preceding student teaching. May not be used to satisfy the General Education requirement for literature.
Literature for the high school student, grades 7 through 12.
- 312Ga. History of Literary Criticism (3)**
Analysis of the major texts of literary criticism from Plato through Arnold, dealing with both historical changes and perennial problems of the critic and writer.
- 312Gb. Twentieth Century Literary Criticism (3)**
Extensive exploration of the major critical approaches of the twentieth century.
- 313. Literature for Children (3)**
May not be used as an advanced elective for English majors or minors. May not be used to satisfy the general education requirement for literature.
Literature for the grade school student, grades 1 through 8.
- 313G. Medieval Literature (3)**
Non-Chaucerian literature from the twelfth to the fifteenth centuries.
- 314Ga. Early Twentieth Century Drama (3)**
The drama from Ibsen to World War II.
- 314Gb. Contemporary Drama (3)**
The drama from World War II to the present.
- 315G. The Age of Pope (3)**
Non-dramatic literature of the earlier eighteenth century including Pope, Swift, Addison and Steele, Thomson, and Defoe.

316G. The Age of Johnson (3)

Non-dramatic literature of the later eighteenth century, including Johnson, Boswell, Goldsmith, Cowper, Burns, and Blake.

317G. The English Novel of the Eighteenth Century (3)

The development of the English novel from early narrative forms, with emphasis on the works of Defoe, Richardson, Fielding, Sterne, and Smollett.

318Ga. Major American Writers of the Colonial and Federalist Periods to 1830 (3)

The basis of American culture as expressed in the writings of the Colonial and Federalist writers.

318Gb. Major American Writers of the American Renaissance to 1865 (3)

Authors of the American Renaissance with particular reference to the Transcendentalists.

318Gc. Major American Writers from 1865 to World War I (3)

Representative American authors of the American Realistic Movement.

319Ga. Early Twentieth Century Poetry (3)

Representative British and American poets from the late nineteenth century to World War II.

319Gb. Contemporary Poetry (3)

Representative British and American poets from World War II to the present.

320G. Prose of the Victorian Period (3)

The Victorian frame of mind as revealed principally in the non-fiction prose of the period.

321G. The English Novel of the Victorian Period (3)

Major Victorian novelists with particular attention to Dickens, Thackeray, the Brontës, Trollope, George Eliot, and Hardy.

324. Student Teaching and Classroom Observation (12)

Prerequisite: Speech 217, English 223m, English 312.

A supervised apprenticeship in a junior or senior high school. Students must file application in the year before the one in which they teach.

325a. Shakespeare: The Tragedies (3)

A close reading and critical study of the tragedies.

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- 325b. Shakespeare: The Comedies (3)**
A close reading and critical study of the comedies.
- 325c. Shakespeare: The Histories (3)**
A close reading and critical study of the histories.
- 328. Chaucer (3)**
Selections from Chaucer's poetry.
- 329. History of the English Language (3)**
The emergence and development of the English language.
- 329G. Milton (3)**
Milton's poetry, with emphasis on *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.
- 331G. Southern Regional Writing (3)**
Southern writing representing the attitudes of the region.
Confined to literary genres.
- 336. English Drama from the Beginning to 1642 (3)**
English drama from its beginning in the medieval church through its development in the Elizabethan and Jacobean periods, exclusive of Shakespeare.
- 337. English Drama from 1642 to 1900 (3)**
The development of English drama from the Cromwellian era through the nineteenth century.
- 395a,b. Senior Honors Seminar (6)**
Tutorially directed readings in selected areas and research writing. The two 3-hour units are given in succession, but no grade or credit is recorded until completion of the second 3-hour unit.
- 400-level courses: see GRADUATE SCHOOL BULLETIN.**

Department of Foreign Languages

MR. FLEMING, *Chairman*; MR. AMBERT.

See Department of German and Russian, Department of Romance Languages.

Department of Geography

MR. CRAMER, *Chairman*; MR. CHESTANG, MR. CONNER, MR. DUNIGAN, MR. GILLENWATER, MR. GUSTAFSON, MR. LARSON, MR. MARTIN, MR. MASING, MISS MONTEIRO, MRS. PETTERSON, MR. SHEA, MR. SIDDIQI, MR. STILLWELL.

CURRICULUM FOR B.A. DEGREE

A. Geography Major

Required courses in Geography: 15 (not required of majors or minors who have already completed two or more introductory Geography courses), 105, 108, 115, 157, 355G, 398, plus electives	50 q.h.
General education requirements (see p. 106)	81-101 q.h.
	131-151 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. Geography Minor

Required courses in Geography: 15 (not required of majors or minors who have already completed two or more introductory Geography courses), 105, 108, 115, 157, 355G plus electives	36 q.h.
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C. Planning Minor

Required courses in Geography: as outlined by advisor for Planning Minor students	42 q.h.
(Major: see B.A. Degree requirements for Geography, Political Science or Sociology)	

CURRICULUM FOR PREPARATION OF TEACHERS

A. Geography Major, B.S. Degree

Required courses in Geography: 15 (not required of majors or minors who have already completed two or more introductory Geography courses), 105, 108, 115, 157, 355G, 398 plus electives, two courses of which must be in Regional Geography	50 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirement (see p. 112)	85 q.h.
	166 q.h.

Plus electives to complete minimum 190 q.h. for graduation

B. Geography Minor

Required courses in Geography: 15 (not required of majors or minors who have already completed two or more introductory Geography courses), 105, 108, 115, 157, 223M, 355G plus electives, one of which must be in Regional Geography	36 q.h.
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COURSES

Introductory Geography

(Any one of the following Introductory Courses will meet the general education requirements.)

15. Earth and Man (5)

The major physical and cultural elements of the environment and their influence on man's activity. Recommended as basic course to the field of geography.

105. Physical Geography (5)

Open to freshmen. May be taken as a beginning course in Geography.

Man's natural environment with focus on the areal distribution and interrelation among elements of climate, land-form, soil, vegetation and water.

108. Cultural Geography (3)

Open to freshmen. May be taken as a beginning course in Geography.

The broad concepts and methods of cultural geography. Emphasis is placed upon the distribution of man and the cultural features with which he is associated.

115. Economic Geography (5)

Open to freshmen. May be taken as a beginning course in Geography.

Recommended for majors in the School of Business. The important geographic patterns associated with man's economic activities and the use of earth resources, including a study of the distribution of types of agriculture, mining, manufacturing, transportation, and trade.

142. World Geography (5)

Open to freshmen. May be taken as a beginning course in geography. Will not count toward a Geography major or minor.

Geographic factors and how they have produced contrasting economies and cultures in nations of the world.

Systematic Geography

(Five hours of Geography from Introductory Courses are recommended before taking systematic courses listed below)

212. Historical Geography of the United States (3)

The growth and development of the United States through an analysis of geographic conditions.

226. Urban Geography (5)

The origin and growth of urban areas including the relationship between them, their size, function and tributary territory.

227. Urban and Regional Planning (5)

The philosophy, theories, and principles involved in the planning of urban areas and regions.

229. Resources and Conservation (3)

The use and misuse of natural resources and their relation to conservation practices. The course is confined mainly to the United States.

238. Geographic Background of World Affairs (3)

Geographic factors in current national and world problems.

239. Recreational Land Use (2)

The impact of recreation on land use and the economy in urban, rural, and wilderness areas.

261. Geography of International Trade (2)

Prerequisite: Geography 115.

International trade from the geographical point of view. Analysis of direction and scope of commodity flow and its effects on geographical regions and national units.

264. Geography of Transportation (3)

Prerequisite: Geography 115.

A geographic analysis of movement of freight and people over the earth's surface. Emphasis on the elements of the transportation system and the effects of transportation on economic location. A study of the routes and characteristics of transportation by road, rail, pipeline, inland waterway, air and ocean shipping.

268. Weather and Climate (5)

A systematic and regional study of the atmosphere, how it differs from place to place, and how it is related to man's activities.

301G. Principles of Geography (3)

An advanced approach to the principles of geography involving interrelationships of the physical and cultural patterns. This course or its equivalent is recommended to graduate students before taking other courses in geography.

318G. Geography of Agriculture (3)

A systematic investigation into regions of agricultural specialization, general farming, and subsistence farming. The course is confined mainly to the United States.

319G. Geography of Manufacturing (3)

An analysis of manufacturing regions and the major industries of leading industrial nations of the world. Attention is given to factors influencing the localization of industries.

152 GEOGRAPHY

327. Principles of Urban Site Design (3)

Prerequisites: Geography 157 and 227.

Principles in site designing of residential subdivisions, industrial parks or districts, shopping centers, redevelopment areas and small communities.

353G. Advanced Physical Geography (3)

Study of selected physical elements at an advanced level.

354G. Advanced Cultural Geography (3)

Study of advanced concepts in cultural geography.

Emphasis is placed upon the distribution of man and the cultural features with which he is associated.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Regional Geography

(Five hours of Geography from Introductory Courses are recommended before taking regional courses listed below).

216. North Carolina (2)

A physical and cultural survey of North Carolina including a detailed study of geographic regions.

218. Scandinavia and Finland (2)

The geographic patterns of Norway, Sweden, Denmark, Iceland, and Finland.

219. Soviet Union (3)

A regional survey of the Soviet Union with emphasis on its rapid rise to a major world power.

220. Caribbean America (2)

A regional and systematic survey of Middle America and the areas bordering the Caribbean Sea.

222. Mexico (2)

Geographic survey of the physical environment, the people, economies, religions, historical and political aspects of Mexico.

232. United States and Canada (5)

Intensive study of the United States and Canada based on analysis and comparison of regions.

235. Europe (5)

A geographic survey of Europe followed by a detailed regional study of the individual European nations.

260. Latin America (5)

The geography and recent economic development of Latin American nations.

265. Africa (5)

The physical environment, the people and recent political and economic development of the African nations.

266. Underdeveloped Countries (3)

An analysis of regions and countries not using their full resource potential. Emphasis will be placed on the study of geographic, economic and institutional factors influencing growth patterns.

272. Far East (5)

China, Korea, Japan, India, Pakistan, Southeast Asia: their geographic patterns, economy, population and role in world affairs.

274. Middle East (3)

Southwest Asia and North Africa: geographic patterns, economy, population and role in world affairs.

283. Australia and the Pacific Islands (3)

The geographic patterns of Australia, New Zealand, and the islands of the Pacific.

290. Polar Lands (3)

A geographic survey of the Arctic, Antarctic, and subarctic lands. Emphasis will be placed on results of recent scientific studies.

313G. Southeastern United States (3)

Geographic factors in the establishment of the economic patterns of Southeastern United States and their relationship to the total national pattern.

315G. Australia and the Pacific Islands (3)

The geographic background of Australia and the Pacific Islands and an advanced analysis of problems in the area.

327G. Economic Geography of Latin America (3)

An economic and social study of Latin America and an advanced analysis of problems of the area.

355G. World Regional Geography (3)

Regional approaches to geography and their application to all continents of the world.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Seminars, Techniques and Problems

157. Map Reading and Interpretation (5)

Prerequisite: Geography 15 or equivalent.

A systematic analysis of maps and their construction, including an introduction to materials which are used in compiling and drafting the map.

154 GEOGRAPHY

- 223m. The Teaching of Geography in High School (3)**
Materials and techniques employed in the high school geography classroom.
- 259. Cartography (3)**
Prerequisite: Geography 157 or departmental permission.
Techniques, skills, and problems involved in making maps. Each student is required to compile and draft several maps.
- 267. Interpretation and Application of Aerial Photographs (3)**
Prerequisite: Geography 157 or departmental permission.
Basic principles of aerial photographs and how they are utilized. Includes detailed studies and interpretation of photographs.
- 320G. Advanced Cartography (3)**
Prerequisite: Geography 259 or departmental permission.
Techniques, skills, and problems involved in map and model design and construction.
- 323G. The Teaching of Geography (3)**
An advanced study of materials and techniques employed in the geography classroom.
- 325G. Economic Development and Land Utilization (3)**
Prerequisite: Geography 115 or departmental permission.
An interpretation and analysis of regional growth and growth differentials including land utilization of regions and subregions. A study is made, also, of policies at the municipal, state and national level designed to stimulate regional growth of depressed areas.
- 340Ga,b. Techniques of Field Geography (3 each)**
Prerequisites: Geography 157 and twenty hours of Geography or departmental permission.
Particular attention to field mapping methods and techniques of collecting field data.
- 385G. Quantitative Geography (3)**
Prerequisite: Elementary statistics or permission of the instructor.
Statistical methods which apply to the field of geography.
- 391G, 392G, 393G. Problems in Geography (1,2,3)**
Departmental permission required.
Analysis of a specific problem in geography in consultation with an assigned professor.
- 395. Honors (3)**
Open to Geography majors who have demonstrated high academic ability.

398. Senior Seminar (3)

Prerequisites: Senior classification and thirty hours of geography.

An overview of the field of geography, its personalities, and its contributions to the natural and behavioral sciences.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Travel Study Tours
(Summer Field Trips)

150a, 350Ga. Northeastern United States and Canada (9)

150b, 350Gb. Southwestern United States (9)

150c, 350Gc. Northwestern United States (9)

150d, 350Gd. Europe and the Holy Lands (9)

150e, 350Ge. Southern United States and Mexico (9)

Special Geography Institutes

215. Africa (9)

An intensive study of the geographic patterns of Africa, as well as detailed studies of African nations.

271. China (9)

An intensive study of the geographic patterns of China.

273. South Asia (9)

An intensive study of the geographic patterns of South Asia, as well as detailed studies of South Asian nations. Emphasis will be placed on India, Pakistan and neighboring nations.

276. Middle East (9)

An intensive study of the geographic patterns of the Middle East, as well as detailed studies of Middle East Nations.

279. Southeast Asia (9)

An intensive study of the geographic patterns of Southeastern Asia, as well as detailed studies of specific nations.

Department of Geology

MR. BROWN, *Chairman*; MR. BISHOP, MR. CROSBY, MISS LOWRY, MR. RIGGS.

CURRICULUM FOR B.S. DEGREE IN GEOLOGY

Required courses in Geology: 100, 101, 102, 110, 111,
112, 200, 201, 278, 279, 298, 300, 310, 320, 330
plus an approved field camp **51 q.h.**

156 GEOLOGY

Required cognate courses: Chemistry 64, 65, 66; Physics 115, 116, 117, 135, 136, 137; Biology 80, 81, 82; Mathematics 65, 75, 182, 183, 184	61 q.h.
General education requirements (see p. 113)	58- 83 q.h.
	170-195 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

CURRICULUM FOR B.A. DEGREE

A. Geology Major

Required courses in Geology: 100, 101, 102, 110, 111, 112, 200, 201, 278, 279, 300 plus four elective courses from the following: 249, 298, 310, 320, 330 ..	44- 45 q.h.
Required cognate courses: Chemistry 64, 65, 66; Mathematics 65, 75	22 q.h.
General education requirements (see p. 106)	81-101 q.h.
	147-168 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

B. Geology Minor

Required courses in Geology: 100, 101, 102, 110, 111, 112, 200, 201, 278, 279, 300 plus 9 q.h. elected from the following: 249, 298, 310, 320, 330	36 q.h.
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CURRICULUM FOR PREPARATION OF TEACHERS

A. B.S. in Geology for Teaching Earth Science

Required courses in Geology: 100, 101, 102, 110, 111, 112, 200, 201, 278, 279, 298, 300 plus two elective courses from the following: 249, 310, 320, 330	40- 41 q.h.
Required cognate courses: Science Education 235, 312G; Geography 268; Mathematics 65, 75 plus two of the following sequences: Biology 80, 81, 82; Chemistry 64, 65, 66; Physics 125, 126, 127, 115, 116, 117	45 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	68 q.h.
	184-185 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

B. Earth Science Minor

Required courses in Geology: 100, 101, 102, 110, 111, 112, 200, 278, 249 or 300 plus 8 q.h. chosen from any Geology courses offered except 305G and 306G ..	28 q.h.
Required cognate courses: Geography 268; Science Education 235	8 q.h.
	36 q.h.

COURSES

100, 101, 102. General Geology (3 each)

Corequisites: Geology 110, 111, 112.

Approximately equal treatment of the principles of physical and historical geology. An introduction to the materials of the earth's crust and their origin, consideration of the processes which effect changes on and in the earth and the energy sources which drive the complexly interrelated portions of the earth. Concepts of the earth's beginning and geologic and chemical principles to the solution of earth history. Organic and inorganic evolution are interpreted from the beginning of the geological record to the present.

110, 111, 112. General Geology Laboratory (1 each)

Three laboratory hours per week.

Corequisites: Geology 100, 101, 102.

Study of common minerals and rocks. Effects of geological processes through the use of topographic maps, laboratory analog and simulation techniques, and field trips. Recognition of fossil plants and animals and the principles of preservation, especially as they relate to environments and geologic time. Concepts of geologic structures and geologic map interpretation are reinforced by field observations.

200. Mineralogy I (2)

Six laboratory hours.

Prerequisite: Geology 101.

Essentials of crystallography with emphasis on external classification of crystal forms through an analysis of symmetry, followed by a study of about 100 common and economic minerals.

201. Mineralogy II (4)

Three lectures and three laboratory hours per week.

Prerequisites: Geology 200 or permission of the instructor.

Physico-chemical basis of mineral origin, occurrence, and classification, with emphasis on principles of crystal chemistry and optical analysis.

249. Physiography of North America (4)

Three lectures and three laboratory hours per week.

The physiographic regions of the continent in light of the rock structure and stages in the cycle of erosion.

278. Petrology I (2)

Six laboratory hours per week.

Prerequisite: Geology 200.

Emphasis upon the importance of observation and a methodological approach to the handspecimen study of rocks. Recognition of minerals in natural associations and the philosophy and utility of classifications for the igneous, metamorphic, and sedimentary rock.

279. Petrology II (3)

Two lectures and three laboratory hours per week.

Prerequisites: Geology 201 and 278 or permission of the Department Chairman.

Theoretical approach to the origin, distribution, chemical relations and transformations of the igneous, metamorphic and sedimentary rocks, complemented by optical petrographic study in the laboratory and field trips.

298. Paleontology (5)

Three lectures and six laboratory hours per week.

Prerequisites: Geology 100, 101, and 102

The fossilized remains of the principal animals and plants that lived during earth history. Emphasis is upon paleontologist principles, especially as applied to invertebrate fossils. Topics include taxonomic classification; evolutionary patterns; paleoecological implications; and world-wide correlation of contemporaneous sedimentary deposits.

300. Geomorphology (4)

Three lectures and three laboratory hours per week.

The advanced study of landforms, the stages of their development, and the agencies which have shaped them.

305. Sedimentation (4)

Three lectures and three laboratory hours per week.

Prerequisites: Geology 279 or permission of the instructor.

Emphases on the processes involved in the formation of sedimentary rocks, including origin, transportation and deposition of rock-forming materials, their diagenesis and lithification; modern interpretations of sediments and their historical significances.

305G. Physical Geology (3)

The origin, composition, construction and development of the physical features of the earth. The course is designed primarily for teachers and those who have limited background in physical geology.

306G. Historical Geology (3)

The origin of the earth and progressive changes in the appearance of the earth, its climate and life forms. The course is designed primarily for teachers and those who have limited background in historical geology.

310. Stratigraphy (4)

Three lectures and three laboratory hours per week.

Description, classification, and interpretation of stratified sedimentary rocks. Emphasis on stratigraphic principles, especially as related to correlation and to the interpretation of paleoenvironments. Roles of paleontology and sedimentary processes in stratigraphy are stressed.

320. Structural Geology (5)

Three lectures and six laboratory hours per week.

The study of structures resulting from tectonic deformation of the earth's crust and from intrusion of molten magma.

330. Economic Geology (4)

Three lecture and three laboratory hours per week.

Prerequisite: Geology 200.

The genesis, mode of occurrence, and utilization of mineral resources.

340, 341, 342. Directed Studies in Geology (3 each)

Nine laboratory hours.

Prerequisite: Senior standing in Geology or approval of the Department Chairman.

Content varies dependent upon needs and interests of the student. Field, laboratory or library study of an approved topic.

350. Marine Geology (3)

Prerequisite: Geology 100, 101, 102.

A general course concerned with geologic processes in the marine environment. Physical oceanographic principles and marine geochemistry are brought to bear on problems of the evolution of ocean basins; source, transportation and formation of marine sediments; geomorphology of the sea floor and sea level changes.

Department of German and Russian

MR. WANDERMAN, *Chairman*; MR. DAUGMAN, MRS. DUNN, MR. MADLER, MRS. MIEGLER, MR. SCHNITZLER, MR. WIESE.

CURRICULUM FOR B.A. DEGREE

A. German Major

Required courses in German: 3, 4, 120, 125, 205, 221, 222, 225 plus 12 q.h. of electives from the following: 118, 371, 372, 381, 382, 383, 384, 385G, 391G

50 q.h.

General education requirements (see p. 106) 81-101 q.h.

131-151 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. German Minor

Required courses in German: 3, 4, 118 or 120, 125, 221 or 222, 225 plus 7 q.h. of electives from the following: 371, 372, 381, 382, 383, 384, 385G

40 q.h.

160 GERMAN AND RUSSIAN

CURRICULUM FOR PREPARATION OF TEACHERS

A. German Major, B.S. Degree

Required courses in German: 3, 4, 120, 123, 125, 205, 221, 222, 225, plus 11 q.h. of electives, at least 6 q.h. of which must be in literature above the sophomore (100 series) level	50 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	85 q.h.
	166 q.h.

Plus electives to complete 190 q.h. for graduation

B. German Minor

Required courses in German: 3, 4, 118 or 120, 123, 125, 205, 221 or 222, 225 plus 6 q.h. of electives above the sophomore (100 series) level which must be in literature	40 q.h.
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German

- 1, 2. Elementary German (5 each)
Through two quarters. Laboratory work required. Not open to students who present two high school units of German for admission to college.
- 3, 4. Intermediate German (5 each)
Through two quarters. Laboratory work required. Prerequisite: German 1 and 2 or two high school units of German.
118. Reading in Technical Fields (5)
Prerequisite: German 4.*
120. German Civilization (5)
Prerequisite: German 3 and 4.*
123. Laboratory Theory and Techniques (1)
Open to German majors and minors only.
125. Phonetics and Oral Practice (3)
Laboratory work required.
205. Advanced Grammar and Composition (5)
221. German Literature Prior to 1740 (5)
222. German Literature Since 1740 (5)
- 223m. Methods of Teaching German (3)
225. Conversational German (5)

*A student in German 3 with a grade of B or better may take German 4 and German 118 or 120 simultaneously.

371. The Baroque Era (3)
Prerequisite: German 221 and 222.
372. Eighteenth Century Literature (3)
Prerequisite: German 221 and 222.
381. German Romanticism (3)
Prerequisite: German 221 and 222.
382. The Classic Period (3)
Prerequisite: German 221 and 222.
383. Nineteenth Century Literature (3)
Prerequisite: German 221 and 222.
384. Twentieth Century Literature (3)
Prerequisite: German 221 and 222.
- 385G. History of the German Language (3)
Prerequisite: German 205.
- 391G. Selected Topics (3)
Offered to majors in German and to others with departmental consent.

Russian

- 1, 2. Elementary Russian (5 each)
Through two quarters. Laboratory work required. Not open to students who present two high school units of Russian.
- 3, 4. Intermediate Russian (5 each)
Through two quarters. Laboratory work required.
Prerequisite: Russian 1 and 2 or two high school units of Russian.
120. Russian Civilization (5)
Prerequisite: Russian 3 and 4.

Department of Health and Physical Education

MR. JORGENSEN, *Chairman*; MRS. BLOCKER, MR. BOONE, MR. BULLARD, MR. CARSON, MISS DOUGLAS, MR. GANTT, MISS GRAFF, MR. GRIMSLEY, MR. HOOKS, MR. L. JOHNSON, MR. T. JOHNSON, MR. KENDRICK, MR. MARTINEZ, MISS MITCHELL, MR. PORTER, MR. QUINN, MRS. SAUNDERS, MR. SCHARF, MR. SCHWARZ, MR. SMITH, MISS STALLINGS, MR. STASAVICH, MR. STEELE, MR. STEWART, MR. VANSANT, MR. J. WELBORN, MR. O. WELBORN, MR. WILLIAMS.

CURRICULUM FOR B.A. DEGREE

A. Health and Physical Education Major

Required courses in Health and Physical Education:

10, 123, 125, 234, 250, 303, 304, 305, 306, 348 32 q.h.

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Required cognate courses: Biology 81, 82, 106, 231;	
Chemistry 24; Physics 115, 125	25 q.h.
General education requirements (see p. 106)	81-101 q.h.
	138-158 q.h.
Plus minor and general electives to complete minimum 190 q.h. for graduation	

B. Health and Physical Education Minor

Required courses in Health and Physical Education: same as for Health and Physical Education Major ..	57 q.h.
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C. Certification in Recreation

Required courses in Health and Physical Education: 2, 18, 100, 104, 105, 127, 185, 247, 265, 312, 315G	25 q.h.
Required cognate courses: Industrial and Technical Education 101; Drama 231a or Art 209	6 q.h.
	31 q.h.

CURRICULUM FOR PREPARATION OF TEACHERS

Health and Physical Education Major, B.S. Degree

Required courses in Health and Physical Education: 10, 60, 70, 80 (Men), 80 (Women), 123, 125, 150, 163, 166, 172, (Women), 185, 186 (Women), 187 (Men), 234 246, 247, 250, 252 (Women), 253 (Women), 254 (Women), 282 (Men), 283, (Men), 284 (Men), 303, 304, 305, 306, 331 (Men), 348	64 q.h.
Required cognate courses: Biology 231; Chemistry 24; Physics 115, 125	12 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	83 q.h.
	190 q.h.

COURSES

Health

1. Personal and Community Hygiene (5)

Designed to acquaint students with basic physiology and anatomy as it relates to the objectives of everyday living.

123. Principles of Health and Physical Education (5)

The basic principles and philosophy of physical education and health education, showing the relationship to general education. Presents historical, biological and sociological bases for health and physical education.

125. Safety Education and First Aid (3)

Fundamentals of administering first aid in its various areas are stressed using the regular Red Cross First Aid Course.

244. Practices and Procedures in Health for Elementary Schools (3)

Required of all majors in elementary education. Emphasis given to class organization, principles and practices associated with health education at the elementary level.

313G. School Health Education (3)

Designed to explore the total school health area: philosophy, direction, scope, instructional procedures. Workshop techniques will be used and specialists will be invited as consultants.

331. Prevention and Care of Athletic Injuries (Men) (2)

Practical training in strapping, bandaging and use of special protective equipment and the diagnosis and treatment of athletic injuries.

345G. Alcoholism in Health Education (3)

The effects of alcohol on the human body with sociological and economic implications as they apply to everyday living. Methods and procedures for incorporating alcoholism in health teaching is presented with resource materials.

348. Health Education Problems (3)

Offered to meet the needs of physical education majors in teaching health in the secondary schools. Selection, purchase, and care of health facilities, health services, counseling will be stressed.

Physical Education**Professional Training Courses****10. Introduction to Physical Education (2)**

The history, philosophy and content of physical education.

60. Basic Skills Development (3)

Six hours a week.

Designed to develop fundamental skills of archery, soccer, tennis and volleyball.

70. Basic Skills Development (3)

Six hours a week.

Designed to develop fundamental skills of rhythms, swimming, tumbling, gymnastics, and recreational activities.

80. Basic Skills Development (Men) (3)

Six hours a week.

Designed to develop fundamental skills of conditioning, track, field, and wrestling.

80. Basic Skills Development (Women) (3)

Six hours a week.

Designed to develop fundamental skills of conditioning, track, field, and body mechanics.

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100. Methods and Materials in Group Games of Low Organization (3)

An elective for elementary school majors and physical education majors. Designed to teach the fundamental skills associated with various age groups and aid in the selection of motor activities best suited for maximum child development.

127. Playground and Community Recreation (3)

A brief study and elementary presentation of the foundations of organized recreation; backgrounds and theories; objectives and principles; social and economic factors associated with recreation. Practical lab experience presented.

150. Basic Mechanics of Motion (1)

Two hours a week.

The basic principles of mechanics and the application of these principles to the movements of the human body.

163. Skills and Applied Techniques (2)

Four hours a week.

Methods, materials, techniques and skills of teaching swimming.

166. Skills and Applied Techniques (2)

Four hours a week.

Methods, materials, techniques and skills of teaching tumbling and gymnastics.

172. Skills and Applied Techniques (Women) (2)

Four hours a week.

Methods, materials, techniques and skills of teaching field hockey, soccer and speedball.

178. Senior Life Saving (2)

Four hours a week.

185. Skills and Applied Techniques (2)

Four hours a week.

Methods, materials, techniques and skills of teaching rhythms—folk and square dance.

186. Skills and Applied Techniques (Women) (2)

Four hours a week.

Methods, materials, techniques and skills of teaching the modern dance.

187. Skills and Applied Techniques (Men) (2)

Four hours a week.

Methods, materials, techniques and skills of teaching wrestling.

- 188. Water Safety Instructors Course (3)**
Five hours a week.
Prerequisite: Advanced swimming or equivalent techniques as certified Red Cross Water Safety Instructors.
- 204. Tutoring (1)**
Two hours a week.
Assigned to activity classes for training and experience in the actual conduct of class work.
- 223m. Methods of Teaching Health and Physical Education (3)**
A prerequisite to student teaching in the field of health and physical education, requiring all students to pass this course with a minimum average of "C." Deals with the selection of materials and presentation methods to be utilized in secondary school health and physical education.
- 234. The Curriculum in Physical Education (2)**
Deals with the function of physical education and the factors affecting the curriculum as proposed for the primary, intermediate, junior high and senior high schools.
- 245. Practice and Procedures in Physical Education for Elementary Schools (3)**
Required course for elementary education majors.
Emphasis given to the selection of materials and presentation methods to be utilized with physical education in the elementary school.
- 246. Skills and Applied Techniques (3)**
Five hours a week.
Designed to give an understanding of the elementary school physical education program, curriculum, facilities, equipment, and the teaching of activities.
- 247. Skills and Applied Techniques (3)**
Five hours a week.
Designed to develop skills and teaching techniques of rhythms applicable to the elementary school program.
- 250. Kinesiology (3)**
Prerequisite: Biology 106.
The fundamentals of human motion as they relate to physical education activities and skill performance.
- 252. Skills and Applied Techniques (Women) (2)**
Four hours a week.
Designed to develop skills and techniques of teaching team sports together with practical experience in officiating.

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- 253. Skills and Applied Techniques (Women) (2)**
Four hours a week.
To equip the professional student of physical education with the skills, techniques and knowledge essential for successful teaching in the areas of basketball and body mechanics.
- 254. Skills and Applied Techniques (Women) (2)**
Four hours a week.
Designed to acquaint students with methods, skills, and techniques in teaching individual sports: golf, tennis, archery.
- 265. Techniques of Camping (2)**
Three hours a week.
Intended for future camp-program leaders. Types, philosophies, and skills of camping. The role of camping as a recreation and educational force on society. Practical experience in leading youth camping programs.
- 282. Skills and Applied Techniques (Men) (2)**
Four hours a week.
Familiarizes the student with methods and techniques of organizing and conducting football for interscholastic competition.
- 283. Skills and Applied Techniques (Men) (2)**
Four hours a week.
Includes pre-season preparation, fundamentals, offensive and defensive principles of basketball.
- 284. Skills and Applied Techniques (Men) (2)**
Four hours a week.
Designed to teach the fundamentals of baseball: team play, training and strategy.
- 303. Organization and Administration of Health and Physical Education (5)**
An analysis of the problems involved in planning, organizing and directing health and physical education programs in the secondary school.
- 304. Tests and Measurements in Physical Education (2)**
A survey of tests associated with a sound program in physical education. Some emphasis on statistical procedures, general motor abilities, physical fitness, skills and appreciations and knowledge tests.
- 305. Physiology of Exercise (3)**
The immediate and lasting effects of physical exercise on the physical and chemical processes of the human body.

306. Developmental and Adapted Activities (5)

Examination procedures, the detection of physical defects, and procedures for dealing with the physically handicapped student.

312. Recreation Fieldwork (5)

Prerequisite: P. E. 127 or equivalent.

Supervised field experiences in recreational activities with opportunity for varied practical on-the-job training.

325G. Activities in Physical Education for the Elementary School (3)

Surveys the developmental needs of elementary school children in terms of activity; analyzes and reviews, skills at this age level; formulates programs of physical education.

351G. Recreation Planning and Administration (3)

Principles and methods of program planning, scheduling, organizing. Relationship of administration, finances, budget, records, leadership and community resources to the recreational program.

370. Physical Education and Recreation for the Mentally Retarded (3)

Four hours a week.

Prerequisites: P.E. 245 or 246; Educ. 170 or permission of instructor.

Study of the mentally retarded in terms of need for development in physical fitness and motor skills; social and emotional development through physical education and recreation; adaptation of activities; techniques of teaching; evaluation. Designed for teachers of the mentally retarded.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Service Courses*

- 2. Fundamentals of Rhythm
- 13. Soccer
- 14. Elementary Basketball
- 15. Softball
- 18. Elementary Swimming
- 21. Elementary Tennis
- 24. Elementary Field Hockey

*All Service Courses meet two hours a week. Credit: one quarter hour. A gymnasium uniform is required of every student. Elementary courses are designed for the beginning students with intermediate and advanced courses for those who have mastered the basic fundamentals but desire additional training and practice.

168 **HEALTH AND PHYSICAL EDUCATION**

- 25, 26, 27. Adapted Activities
- 101. Physical Conditioning
- 104. Archery
- 105. Recreational Activities
- 107. Square Dancing
- 108. Elementary Modern Dance
- 109. Intermediate Modern Dance
- 111. Social Dancing
- 112. Folk Dancing
- 113. Advanced Social Dancing
- 115. Tap Dance
- 116. Badminton
- 118. Intermediate Swimming
- 119. Volleyball
- 120. Golf
- 121. Advanced Tennis
- 124. Elementary Lacrosse
- 132. Advanced Soccer
- 138. Synchronized Swimming
- 148. Advanced Swimming

Freshman and Varsity Sports*

- 31. Freshman Track
- 51. Freshman Football
- 55. Freshman Swimming
- 61. Freshman Basketball
- 71. Freshman Baseball
- 81. Freshman Tennis
- 91. Freshman Wrestling
- 94. Freshman Golf
- 131. Varsity Track

*Open to member of Freshman and Varsity Teams only.
Credit: one quarter hour.

- 151. Varsity Football
- 155. Varsity Swimming
- 161. Varsity Basketball
- 171. Varsity Baseball
- 181. Varsity Tennis
- 191. Varsity Wrestling
- 194. Varsity Golf

Driver Education

- 300. Driver Education (3)
Prerequisite: State Driver's License.
Methods, materials, techniques and skills in teaching driver education with practical experience in driving.
- 310. Advanced Driver Training (3)
Methods, materials, techniques and skills in teaching driver education with special emphasis on the safety aspects of driving and teaching driving.

Department of History

MR. PASCHAL, *Chairman*; MR. ADLER, MR. ATKESON, MRS. BRATTON, MRS. BOYETTE, MR. BREWSTER, MR. BROWN, MR. CAINE, MR. CALHOUN, MR. CAMPION, MR. CLAY, MR. COLEMAN, MISS CONGLETON, MR. DIKET, MISS DUNLOP, MR. DUVAL, MR. ELLEN, MR. FAHRNER, MR. FERRELL, MR. HERNDON, MR. LENNON, MR. LOKKEN, MR. MURRAY, MR. NEVILLE, MR. O'CONNELL, MR. PRICE, MR. RAGAN, MR. ROTHFEDER, MR. STEELMAN, MRS. STEELMAN, MR. STURGILL, MR. TODD, MR. WEASE, MISS WILLARD, MR. WINN.

CURRICULUM FOR B.A. DEGREE

A. History Major

Required courses in History: 50, 51, 140, 141, plus 28 q.h. of electives from courses numbered above 199, at least 3 q.h. of which must be taken at the senior-graduate (300G series) level. 48 q.h.
General education requirements (see p. 106) 81-101 q.h.

129-149 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. History Minor

Required courses in History: 50, 51, 140, 141 plus 16 q.h. of electives above the sophomore (100 series) level 36 q.h.

CURRICULUM FOR PREPARATION OF TEACHERS

Social Studies Certification

A person wishing to meet the requirements for certification in Social Studies must obtain a major in the B.S. program in History and a minor in the B.S. program in one of the following areas: Political Science, Geography, Sociology, or Economics. In addition, he must offer a five-hour introductory course in two of the above named four fields not taken as a minor.

A. History Major, B.S. Degree

Required courses in History: 50, 51, 140, 141, 355 or 356 plus 23 q.h. of electives from courses numbered above the 199 level, at least 3 q.h. of which must be taken at the senior-graduate (300G series) level	48 q.h.
Professional credits (see p. 112)	32 q.h.
General education requirements (see p. 112)	85 q.h.
	165 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. History Minor

Required courses in History: 50, 51, 140, 141 plus 16 q.h. of electives in History above the sophomore (100 series) level	36 q.h.
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COURSES

History

50. American History to 1865 (5)
The history of the United States from the discovery of America in 1492 to the end of the Civil War in 1865.
51. American History Since 1865 (5)
The history of the United States from the close of the Civil War to the present.
140. World History to 1500 (5)
The development of ancient and medieval civilizations from prehistoric man to 1500.
141. History of Europe Since 1500 (5)
European civilization from the Renaissance to the present.
225. History of East Asia to 1800 (5)
Gives the student an understanding of a traditional non-Western civilization.
226. History of East Asia Since 1800 (5)
Gives the student an understanding of the modernization of a non-Western civilization and of the complex problems of American policy there.

230. History of Greece (5)

The history of ancient Greece from its origins to its conquest by the Romans (146 B.C.).

231. History of Rome (5)

Surveys the history of ancient Rome from its origins to the death of Constantine the Great (337 A.D.).

233. Medieval Europe (5)

Provides the student with an understanding of the nature and contributions of the Middle Ages.

235. History of Europe, 1648-1815 (5)

Gives an understanding in some depth of European developments from the conclusion of the religious wars in 1648 to the end of the Napoleonic era in 1815.

237. History of Europe, 1815-1918 (5)

Traces the economic, political, and social development of the various countries in Europe from the downfall of Napoleon to the ending of World War I, with emphasis on the growth of nationalism, the social reform movements, the unification of Germany and Italy, and the causes and events of World War I.

238. History of Eastern Europe (5)

A general survey from the tenth century to the present of the political, social, economic, and cultural history of the peoples of Eastern Europe exclusive of Russia.

246. Introduction to Latin American History: Colonial Period (5)

The Indian and European background of Latin American history; the discoveries and colonization of the New World in the sixteenth century; the establishment of political, social, and economic institutions; the expansion of the Spanish empire and international relations in the later colonial period, to 1808.

247. Introduction to Latin American History:**Since 1808 (5)**

The Wars for Independence, followed by surveys of the Latin American nations since independence. Particular attention is paid to the growth of republican institutions, social organization, and economic and cultural developments.

248. The ABC Powers: Argentina, Brazil, and Chile (5)

The major developments in the Republics of Argentina, Brazil, and Chile since independence. Emphasis is given to the conservative-liberal struggle, the development of democratic institutions, and economic changes.

249. Mexico and Central America (5)

Major developments in the history of Mexico and the Central American republics.

255. North Carolina History (5)

Open to elementary majors only.

Political, social, and economic developments in North Carolina from the colonial era to the present.

264. Representative Americans I (5)

Provides a biographical approach to American history to 1865 with emphasis on significant and representative personalities in all fields of achievement and their contributions to American development.

265. Representative Americans II (5)

Provides a biographical approach to American history since 1865 with emphasis on significant and representative personalities in all fields of achievement and their contributions to American development.

267. Problems in American History (5)

The principal turning points in American history with emphasis on varying interpretations.

285. Constitutional History of the United States (5)

Illustrates in concrete historical terms the nature of our federal system of government, primarily as interpreted by the Founding Fathers and since their day by the Supreme Court justices.

300G. The American Revolution and Counter-Revolution, 1763-89 (3)

Traces the growth of radicalism leading to American independence and the return of conservatism resulting in ratification of the Federal Constitution.

304G. Renaissance and Reformation (3)

Deals with the developments in European history in the period from about 1300 to 1600.

307G. The Civil War and Reconstruction, 1860-1877 (3)

The causes leading to, the events comprising, and the results of the struggle between the states, 1861-1865.

312G. The Middle Period, 1815-1860 (3)

A detailed study of the major political, economic, and social developments in an important era in American history.

316G. Foundations of Modern America, 1877-1897 (3)

The political and economic developments of the era which laid the foundations for the complex society of the United States in the twentieth century.

320G. Intellectual History of Europe (3)

The inherited Judaeo-Christian, Graeco-Roman tradition as a background for a study of the main currents of European thought from the Middle Ages to the twentieth century.

323G. The Ancient Near East (3)

The Near East civilizations from the lower paleolithic age to the conquest of Persia by Alexander the Great.

327. History of the Middle East (5)

The Middle East from the time before the rise of Islam to the present.

328G. United States Since 1929 (3)

An advanced survey of the Great Depression, the New Deal, World War II, and adjustments to the Cold War.

329. History of Russia (5)

Traces the rise of the Russian State from the migrations of the Slavic tribes to the formation of the Soviet Union with attention to the land and the peoples as well as to government and policy.

330. History of Modern Germany (5)

Embodies an intensive examination of the political, social, economic, and cultural evolution of the German nation since the close of the Thirty Years War.

331. History of Modern France (5)

The growth and development of modern France from 1589 to the present. Emphasis on the internal history of France.

337G. History of the Balkans in the 20th Century (3)

The emergence of the Balkan nations into independence; post-independence developments to the present. Emphasis on the rise of political nationalism and the transformations following World Wars I and II.

338. Europe Since 1918 (5)

Provides an understanding of the transformation that has taken place in Europe from the end of World War I to the present.

343. Constitutional History of England (5)

The general evolution of the English government and its institutions from Anglo-Saxon times to the present.

344G. Tudor-Stuart England (3)

The emergence of England into a position of world leadership and the internal developments which shaped the political, economic, and social life of its people in the sixteenth and seventeenth centuries.

174 HISTORY

345. English History to 1603 (5)

The political and constitutional development of England from the Roman conquest to the death of Elizabeth I.

346. English History Since 1603 (5)

The political, social, economic, and cultural development of the English people from James I to the present.

347G. England in the New World to 1689 (3)

English interest in exploration and discovery in the sixteenth and seventeenth centuries and the course of English settlement of America to the Glorious Revolution.

355. North Carolina History to 1835 (5)

A detailed survey of North Carolina history from the period of exploration to the Constitutional Convention in 1835. Bibliography and work in the primary sources are stressed.

356. North Carolina History Since 1835 (5)

A detailed survey of North Carolina history from the Constitutional Convention of 1835 to the present. Bibliography and work in the primary sources are stressed.

361G. The Old South (3)

The development of the Southern United States to the outbreak of the Civil War.

362G. The New South (3)

The development of the Southern United States from the end of the Civil War to recent years.

364G. The American West (3)

The development of the American West with special emphasis upon frontier characteristics and trans-Mississippi developments.

370. Diplomatic History of the United States (5)

Surveys American diplomatic practices and traces major trends in foreign policy from the inception of the nation to the present.

372G. Comparative History of East Asia and Europe (3)

A comparative study of historical developments in East Asia and Europe. Special emphasis will be given to feudalism and the modernization of traditional societies.

373G. Twentieth Century China (3)

An advanced survey of the transformation of China in the twentieth century and of China under communism.

374. History of China (5)

The history of China from the pre-dynastic culture to the present.

380. Economic History of the United States to 1865 (5)

The economic development of the United States from the colonial period to the Civil War and the relationship of economic problems to the political and social development of the nation.

381. Economic History of the United States Since 1865 (5)

The economic development of the United States: the rise of big business and mass production, agricultural evolution, financial problems, the labor movement, and the growth of the transportation system.

382. History of American Urban Life (5)

An historical assessment of the importance of the American city in United States history.

385G. History of the Spanish Borderlands of North America, 1513-1821 (3)

Spanish culture in the South and Southwest, covering the exploration of the South and Southwest, colonization, and international conflicts from Florida to California.

386G. The Relation of Latin America to World History (3)

The relationship of Latin America to the major phases of world development since the fifteenth century.

390. Honors Course

No credit until 391 is completed.

391. Honors Course (6)

Credit: 6 hours for both 390-391.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Social Studies Education

223m. Materials and Methods in Social Studies (4)

Basic teaching techniques employed in the high school social studies classroom.

Department of Library Science

MR. LANIER, *Chairman*; MRS. BERRY, MISS BOYCE,
MRS. EVERHART

CURRICULUM FOR PREPARATION OF SCHOOL LIBRARIANS

Library Science Major, B.S. Degree

Required courses in Library Science: 204, 205, 208 or 209, 223, 226, 227, 304, 305	28 q.h.
Professional credits (see p. 112)	31 q.h.
General education credits (see p. 112)	85 q.h.
Teaching major or minor: sufficient courses in one field (e.g., Biology, English, French, Geography, German, History, Mathematics, Spanish) to as- sume proficiency and certification	36-54 q.h.
	180-198 q.h.
Plus electives to complete 190 q.h. for graduation	

Library Science Certification

Plan A: Open to persons working toward a North Carolina Class "A" Teacher's Certificate in other academic areas including primary and grammar education and persons already holding a Class "A" Teacher's Certificate.

Required courses in Library Science: 204, 205, 208
or 209, 223, 226, 227, 304, 305

28 q.h.

Plan B. Open to graduates of accredited colleges or universities with **non-teaching** degrees who wish to become school librarians.

Required courses in Library Science: 204, 205, 208
or 209, 223, 226, 227, 304, 305

28 q.h.

Professional credits: Education 318, 324, 325,
Psychology 240, 205

28 q.h.

56 q.h.

COURSES

1. Research Skills (1)

Designed to introduce college freshmen to the library and its resources. Basic research tools are introduced and skills are developed in the use of these resource materials. Taught in conjunction with freshman composition.

204. Administration of School Libraries and Organization of Materials (5)

Designed to develop the understandings, attitudes, skills, and information necessary for leadership in a program of library service that will contribute to the realization of educational objectives. Includes study of acquisition, organization, housing, and use of materials of instruction.

205. Cataloging and Classification (5)

Basic techniques of classification and cataloging. Includes cataloging of all types of printed materials, filing of catalog cards, maintenance of the card catalog, and use of printed cards. Ability to operate a typewriter required.

208. Story Telling (3)

The fundamental principles and techniques of telling stories and the selection of suitable materials. Involves preparation and presentation of stories.

209. Non-Book Materials (3)

To prepare prospective librarians for efficient acquisition and organization of non-book materials in libraries. Includes historical development of non-book materials, principles of selection, ordering, cataloging, circulation, maintenance and storage of non-book materials in library centers. Designed to include a study of motion pictures, filmstrips, slides, recordings, tapes, maps, pictures, and microforms.

223. Selection of Books and Related Materials (3)

Designed to introduce the principles and methods of selecting books and non-book materials for libraries. Attention is given to the nature of the book selection process; the tools, criteria, and sources for selection; the problems of selection.

226. Reading Guidance and Materials for Children (3)

The principles and objectives of reading guidance and a study of books and other related materials necessary for reading guidance. Extensive reading, class discussions, book talks, and the examination of books for children.

227. Reading Guidance and Materials for Youth (3)

To prepare teachers and librarians for an effective sharing of responsibility for development and extensive use of the library for study, enrichment, and recreational reading. Includes reading interests and consideration of abilities of young people; characteristics of many materials; evaluation of materials, and ways of guiding reading activities.

304. Reference and Bibliography (3)**305. Indexing and Subject Bibliography (3)**

Sequence courses which consider the library as an information center; the evaluation of reference materials, general tools, materials in the subject fields; and the use of the general collection for reference. Attention is given to the methods of teaching the use of these materials to students.

322. Observation and School Library Practice (5)

One recitation and ten hours of library practice work a week for one quarter.

Library practice in the Demonstration School and high school libraries designed to give the prospective school librarian experience in many aspects of school library service, including organization of materials and their use with teachers and pupils.

350G. Reading Guidance for Adults (3)

Reading interests and habits of adults and techniques of reading guidance for adults. Means by which the library may stimulate and guide the community in the effective use of library materials and services. Includes investigation of current research in areas of individual and group adult reading habits. Books in subject fields and in fiction are examined and reviewed from the standpoint of adult reader interest. The promotion of adult reading and the evaluation of book collections are included.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Mathematics

MR. PIGNANI, *Chairman*; MR. BAILEY, MRS. BELLIS, MRS. BENNETT, MR. BRANNAN, MRS. COULTER, MRS. DAUGHERTY, MR. J. DAVIS, MR. K. DAVIS, MR. DEBNATH, MRS. DERRICK, MRS. DUDLEY, MRS. FLEMING, MRS. GARROW, MRS. GROSS, MR. HAGGARD, MRS. HODGIN, MR. JOHNSON, MRS. McGRATH, MRS. MANNING, MRS. MOYE, MR. REYNOLDS, MR. SAUNDERS, MRS. SOWELL, MR. SPICKERMAN, MRS. TOBIASSON, MR. TOBIASSON, MR. WEBBER, MISS WILLIAMS, MR. WIRTH, MR. WOODSIDE.

PROFICIENCY REQUIREMENTS

In all curricula leading to a Mathematics Major or Mathematics Minor, a grade of at least a "C" must be earned for all courses which are prerequisites to Mathematics 182 or Mathematics 185. Furthermore, this requirement must be met before undertaking Mathematics 182 or Mathematics 185.

CURRICULUM FOR B.A. DEGREE**A. Mathematics Major**

Required courses in Mathematics: one of these two sequences: 120, 185, 186, 187 or 182, 183, 184, 187 plus 256, 263, 264, 268, 269, 365G plus 15 q.h. of electives from courses numbered above 199 excluding 201, 202, 300, 301, 302, 303 or 304 53 q.h.

General education requirements (see p. 106). Preferable languages for the B.A. in Mathematics are French, German, Russian, Italian) 81-101 q.h.

134-154 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. Mathematics Minor

Required courses in Mathematics: one of these two sequences: 120, 185, 186, 187 or 182, 183, 184, 187 plus 256, 263, 264, 365G plus 5 q.h. of electives from courses numbered above 199 excluding 201, 202, 300, 301, 302, 303 or 304 37 q.h.

C. Information Science Minor

Required courses in Mathematics: 200, 201, 202, 256,
307 plus 19 q.h. or more chosen from the following
electives: 273, 300, 301, 302, 303, 304, 340G 36 q.h.

CURRICULUM FOR PREPARATION OF TEACHERS

A. Mathematics Major, B.S. Degree

Required courses in Mathematics: one of these two
sequences: 120, 185, 186, 187 or 182, 183, 184, 187
plus 228, 243, 256, 263, 264, 322, 365G, 371G plus
5 q.h. of electives from courses numbered above
199 53 q.h.
Professional credits (see p. 112) 31 q.h.
General education requirements (see p. 112) 85 q.h.

169 q.h.

Plus electives to complete minimum 190 q.h. for
graduation

B. Mathematics Minor

Required courses in Mathematics: one of these two
sequences: 120, 185, 186, 187 or 182, 183, 184, 187,
plus 243, 256, 365G, 371G plus 3 q.h. of electives
from courses numbered above 199 37 q.h.

C. Physics and Mathematics (Double Major), B.S. Degree

The Departments of Mathematics and Physics offer a double
major program leading to certification to teach both subjects.
See description of curriculum under Department of Physics, p. 190.

COURSES

45. General College Mathematics (5)

An elementary college-level course. May not be used to satisfy the general education mathematics requirement.

65. College Algebra (5)

Sets, linear, quadratic, polynomial, and exponential functions, inequalities, permutations, combinations, and the binomial theorem.

75. Plane Trigonometry (5)

An analytical and graphical study of the properties of the trigonometric functions and their applications, of inverse trigonometric functions, vectors, and complex numbers.

104, 105, 106. Modern Basic Mathematics (5 each)

Freshman Honors sequence.

Admission by invitation.

A one-year course consisting of topics from college algebra, trigonometry, and analytic geometry treated with more than the usual depth.

180 MATHEMATICS

108. Plane Surveying (5)

Three lectures and four hours of laboratory work per week.
Prerequisites: Mathematics 65, 75

To give a systematic introduction to the fundamental concepts of engineering and land surveying with emphasis on the associated numerical analysis.

109. Technical Mathematics (5)

Prerequisite: Mathematics 65, 75, or equivalent.

This is a survey course which includes topics from statistics, vectors, and calculus.

111. Introduction to Modern Mathematics (5)

(For Non-Mathematics Majors)

Modern day concepts of mathematics exploited and applied to problems of today's scientific and technical civilization.

120. Plane Analytical Geometry (5)

Prerequisite: Mathematics 75.

A study of plane curves with the aid of the rectangular coordinate system, with special attention given to conic sections, parametric equations, polar coordinates, and transformation of coordinates.

127, 128, 129. Basic Concepts of Mathematics I, II, III (3 each)

Designed for elementary teachers.

The system of the real numbers and its subsystems, and their properties from an algebraic and geometric point of view.

182, 183, 184. Integrated Calculus I, II, III (5 each)

Prerequisite: Mathematics 75; Mathematics Majors or Minors must satisfy Proficiency Requirements.

An integrated sequence of courses in plane analytical geometry and the fundamentals of calculus. Essentially the material in this sequence is that of Mathematics 120, 185, 186. Students planning to take Physics 135, 136, 137 should take this sequence rather than the alternate sequence.

185, 186. Calculus I, II (5 each)

Prerequisite: Mathematics 120; Mathematics Majors or Minors must satisfy "Proficiency Requirements."

Topics in the differential and integral calculus such as fundamental properties of a function, differentiation and integration of algebraic and transcendental functions and applications.

187. Calculus III (5)

Prerequisite: Mathematics 184 or 186.

A continuation of the calculus consisting of properties of

vectors and their applications to solid analytic geometry, partial differentiation, multiple integration, infinite series and expansion of functions.

200. Introduction to Digital Computation (3)

Class meets daily and laboratory work is required.

Includes analysis, automatic programming, and coding. Elementary problems will be written and actually run on the machine by all students. These problems may be related to the student's major, but a multitude of simple mathematical problems is available, which could serve to reinforce the student's general education in Mathematics.

201. Computer Organization and Programming (3)

Prerequisite: Mathematics 200.

To relate the operations and transformations of mathematics to the operations and transformations performed by digital computers. It is expected that the student will develop understanding of and skill in programming in both machine language and assembly language.

202. Advanced Programming (3)

Prerequisite: Mathematics 201.

To introduce the various types of programming and the concepts involved in current work in this area.

219gg. Teaching Elementary Arithmetic (2)

Prerequisite: Mathematics 127 and 128.

Presents modern techniques and methods of teaching arithmetic in the grammar grades.

219p. Teaching of Elementary Arithmetic (2)

Prerequisite: Mathematics 127 and 128.

Similar to the preceding course but adapted to the work of the primary grades.

223m. Teaching of Mathematics (3)

Modern methods and techniques used in teaching secondary school mathematics are carefully considered.

228. Elementary Statistical Methods (5)

Credit cannot be counted toward a Mathematics Major or Minor in the B.A. program.

Prerequisite: Mathematics 65 or equivalent.

Collection, systematic organization, analysis and interpretation of numerical data obtained in measuring certain traits of a given population. It is designed for students with limited mathematical training.

229. Elementary Statistical Methods II (5)

Prerequisite: Mathematics 228 or equivalent.

To acquaint the student with additional topics, covering,

among others, analysis of variance, multiple and partial correlation, multiple linear regression and nonparametric tests.

243. College Geometry (5)

Prerequisite: Mathematics 182 or 185.

Modern college geometry is presented as an outgrowth and extension of elementary plane geometry. It emphasizes the analytic method of approach and deals with many recent fundamental geometric theorems.

256. Linear Algebra (3)

Vectors, matrices, and determinants lead immediately to a wide variety of problems in linear algebra that arise in mathematics and the natural sciences, engineering, business, the social sciences, and other fields of investigation.

263, 264. Introduction to Modern Algebra I, II (3 each)

Presentation of the postulational viewpoint of modern algebra. The defining postulates for a mathematical system are exhibited from which the properties of the system are then derived. The principal systems studied are groups, rings, and fields, each fully treated with illustrative examples.

268. Analysis I (3)

Designed to increase the student's understanding of certain basic concepts and to introduce the student to other topics of functions of the one variable. The material covers the real number system, functions, sequences, limits, continuity, and the Cauchy criterion for sequences and functions.

269. Analysis II (3)

Designed to deepen the student's understanding of the basic concepts of this field. The material to be covered includes uniform continuity, point sets, open sets, closed sets, compact sets, connected sets, differentiation, and integration.

273. Introduction to Numerical Analysis (5)

Prerequisite or Corequisite: Mathematics 200.

To give the student without training in calculus algorithms suitable for automatic computation in the areas of—and thus to introduce him to—linear algebra, linear programming, slope finding, area finding, and nonlinear equation solution. Especially valuable to non-mathematics majors as well as to mathematics students seeking an alternate route to calculus.

274. Numerical Analysis II (5)

Prerequisite: Mathematics 182 or 185; prerequisite or corequisite: Mathematics 200.

The numerical solution of difference equations, a study of Bernoulli's Method, the Quotient-Difference Algorithm, Newton's Method, and matrix transformation are employed in the numerical solution of problems.

275. Numerical Analysis III (5)

Prerequisite: Mathematics 182 or 185; prerequisite or corequisite: Mathematics 200.

Solutions of problems approximated by means of polynomials, power series and Fourier expansions, employing methods of approximating the numerical solution of partial differential equations. A major programming project is required of each student.

285. Introduction to Vector and Tensor Analysis (5)

A development of the algebra and calculus vectors and tensors accompanied by geometric interpretations.

300. Information Processing (3)

Prerequisite: Mathematics 201.

To provide a study of the aspects of the field of Information Processing and how they relate to each other.

301. Machine Organization (3)

Prerequisite: Mathematics 201.

To introduce the concepts involved in the logical design of computers and computer systems.

302. Theory of Automata (3)

Prerequisites: Mathematics 201 and consent of instructor.

To introduce the concepts of finite automata and sequential machines; to acquaint the student with the ideas of finite state acceptors and transducers; to give him a better understanding of algorithms; to increase his ability to handle abstract concepts and proof procedures.

303. Combinatorics (3)

Prerequisite: Mathematics 186 or consent of instructor.

To introduce combinatorics so as to exemplify the use of the material in other courses—chiefly groups and algebraic structures—culminating in an understanding of George Polya's fundamental theorem in enumerative combinatorial analysis. Selected topics in graph theory will also be presented.

304. Systems Simulation (3)

Prerequisites: Mathematics 202 and one course in Statistics.

To examine the subset of symbol manipulation applications of the computer, involving the numerical and logical representation of an existing or proposed system for the purpose of experimentation with one model, thus simulating comparison of proposed methods of operating the system.

307. Mathematical Statistics I (5)

Prerequisite: Mathematics 184 or 186.

The axiomatic development of the theory of probability and the application of the theory of probability to the construction of certain mathematical models.

308. Mathematical Statistics II (5)

Prerequisite: Mathematics 307.

Construction of mathematical models for various statistical distributions. Includes testing of hypotheses and estimation, small-sample distribution and regression and linear hypotheses.

310. Analytic Geometry of Space (5)

The properties of vectors and matrices employed for the study of space figures, including the type forms of the quadric surfaces.

322. Foundations of Mathematics (3)

The fundamental concepts and structural development of mathematics, the properties of our number system, the techniques used in developing the different branches of elementary mathematics together with their interrelations and applications. Mathematics treated as a postulational system which developed and organized about certain fundamental concepts and key theorems.

331. Differential Equations (5)

Linear differential equations of the first, second, and higher orders.

332. The Calculus of Finite Differences (5)

Designed to study discrete changes that take place in the values of a function, the dependent variable, due to discrete change in the independent variable.

340G. Mathematical Logic (5) Formerly Philosophy 370G

Prerequisite: Philosophy 70 or equivalent.

A formalized study of propositional and predicate logic with an introduction to metalogic. Same as Philosophy 340G.

341G. Statistical Theory I (3)

Prerequisite: Mathematics 187.

To give a systematic introduction to modern probability theory and mathematical statistics; to present an outline of their application to concrete situations.

342G. Statistical Theory II (3)

Prerequisite: Mathematics 341G.

A continuation of Mathematics 341G.

345G. 346G. Non-Euclidean Geometry (3 each)

The development of geometry with particular attention given to the synthetic structure of the hyperbolic and elliptic non-Euclidean geometries. In the second part an analysis is used in developing the properties of these non-Euclidean geometries.

365G, 366G. The Theory of Numbers (3 each)

Topics in elementary theory of numbers such as properties of integers, residues, congruences, and certain fundamental theorems.

369G. The Historical Development of Mathematics (3)

Acquaints the student with the historical development of mathematics up to the present century, by way of the problem-study approach which gives the student some training in research.

370G. Readings and Lectures in Mathematics (3)

371G, 372G. Theory of Equations (3 each)

The properties of polynomial functions. Matrices and determinants used in the study of simultaneous linear equations, linear dependence and linear independence.

375G, 376G. Analytic Mechanics (3 each)

The fundamental principles of statics, kinematics, and kinetics.

381G, 382G. Modern Mathematics for Elementary Teachers I, II (3 each)

Not open to undergraduate or graduate majors or minors in Mathematics.

The numeration systems and real numbers from an axiomatic approach. Also, topics in geometry are studied in the sequence. (A teacher taking these courses would receive certificate renewal credit and/or six hours of graduate elective credit in Elementary Education.)

385G, 386G. Advanced Calculus I, II (3 each)

Treats the basic properties of the real number system, point sets, theory of limits, ordinary and uniform continuity, the fundamental theorems of calculus, infinite series and regions of convergence.

391G, 392G. Introduction to Complex Variables I, II (3 each)

Includes analytic functions, mapping of functions, differentiation and integration, power series, residues, and conformal mapping.

393G, 394G. Introduction to Point Set Topology I, II (3 each)

Acquaints the student with those topics in mathematics usually called "Topology" and to enable the student to do further study independently.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Philosophy

MR. KOZY, *Chairman*; MR. BRADNER, MR. CRAIGHEAD,
MR. GROSS, MISS JONES, MR. LANFEAR, MR. MARSHALL.

CURRICULUM FOR B.A. DEGREE

A. Philosophy Major

Required courses in Philosophy: 1, 2, 3, 70, 101, 102, 103, 160 plus at least 20 q.h. of elective courses in Philosophy numbered above 199. Courses in Religion (Philosophy 50, 51, 150) cannot be used to satisfy major requirements in Philosophy	48 q.h.
General education requirements (see p. 106)	81-101 q.h.
	129-149 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation.

B. Philosophy Minor

Required courses in Philosophy: same as for Philosophy Major except for electives in Philosophy: at least 10 q.h. of courses numbered above 199. Courses in Religion (Philosophy 50, 51, 150) cannot be used to satisfy minor requirements in Philosophy	38 q.h.
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C. Area and Period Studies

The members of the Philosophy Department believe that the great ideas must be studied in depth if a student is to understand them adequately; that such a study requires that a student not only know how to describe the ideas but also how they were developed, justified, and criticized. Consequently, in addition to major and minor programs in Philosophy, the Department offers to students majoring and minoring in other departments Area and Period studies which would enable such students to acquire the philosophical knowledge that adequate mastery of their own subject matter requires. English and History majors might consider electing a period group, while students majoring and minoring in other fields might consider electing the appropriate area group.

Period Groups

Ancient
Philosophy 1 (3)
Philosophy 103 (3)
Philosophy 201 (5)
Philosophy 301 (5)

Medieval
Philosophy 1 (3)
Philosophy 101 (3)

Area Groups

The Fine Arts
Philosophy 1 (3)
Philosophy 70 (5)
Philosophy 280 (3)

French
Philosophy 2 (3)
Philosophy 202 (5)
Philosophy 204 (5)

Area Groups

Philosophy 103 (3)
 Philosophy 201 (5) or
 Philosophy 301 (5) or both.

17th and 18th Centuries

Philosophy 2 (3)
 Philosophy 3 (3)
 Philosophy 202 (5) or
 Philosophy 203 (5) or both.
 Philosophy 302 (5) or
 Philosophy 303 (5) or both.

19th Century

Philosophy 1 (3)
 Philosophy 3 (3)
 Philosophy 302 (5)
 Philosophy 304 (5)

20th Century

Philosophy 2 (3)
 Philosophy 3 (3)
 Philosophy 102 (5)
 Philosophy 204 (5)

German

Philosophy 1 (3) or
 Philosophy 103 (3) or both.
 Philosophy 3 (3)
 Philosophy 302 (5)
 Philosophy 204 (5) or
 Philosophy 304 (5) or both.

Mathematics

Philosophy 1 (3)
 Philosophy 2 (3)
 Philosophy 3 (3)
 Philosophy 70 (5) or
 Philosophy 340 (5) or both.

Political Science and Pre-Law

Philosophy 1 (3)
 Philosophy 70 (5)
 Philosophy 160 (5)
 Philosophy 282 (3)

Psychology

Philosophy 103 (3)
 Philosophy 2 (3)
 Philosophy 70 (5)
 Philosophy 281 (3)

Science

Philosophy 70 (5)
 Philosophy 281 (3)
 Philosophy 340 (5)

Sociology

Philosophy 1 (3)
 Philosophy 70 (5)
 Philosophy 281 (3)
 Philosophy 282 (3)

COURSES

1. Introduction to Philosophy I (3)
 Philosophy through Plato's early and middle dialogues.
2. Introduction to Philosophy II (3)
 Philosophy through the philosophies of Descartes, Locke, and Berkeley.
3. Introduction to Philosophy III (3)
 Philosophy through the philosophies of Hume and Kant.
50. The Bible and Its Background I (3)
 The major events, personalities, and ideas of the Old Testament.

51. The Bible and Its Background II (3)
The major events, personalities, and ideas of the New Testament.
70. Introduction to Logic (5)
Discussion of informal fallacies, modern propositional logic, and a modern mathematical treatment of formal Aristotelian Logic.
101. Survey of Medieval Philosophy (3)
An introduction to the philosophical systems of the Middle Ages.
102. Survey of Contemporary Philosophy (3)
An introduction to contemporary philosophical thinking.
103. Ancient Philosophy (3)
An introduction to the Pre-Socratics, Aristotle, and the Hellenistic Philosophers.
150. World Religions (5)
The basic ideas of the religions of mankind as found in primitive and advanced cultures.
160. Introduction to Ethics (5)
Basic ethical systems and important ethical problems.
201. Plato (5)
Prerequisite: Philosophy 1.
Selected dialogues written by Plato.
202. Descartes (5)
Prerequisite: Philosophy 2.
Selected philosophical writings by Descartes.
203. Empiricism (5)
Prerequisite: Philosophy 2.
Selected philosophical writings by Locke, Berkeley and Hume.
204. Existentialism (5)
Prerequisite: Six hours in Philosophy.
Selected writings by Existentialist Philosophers.
250. Introduction to the Philosophy of Religion (3)
The content and methodology of the philosophy of religion.
280. Introduction to the Philosophy of Art (3)
A survey of writings in aesthetics.
281. Introduction to the Philosophy of Science (3)
Scientific method, its problems, and its justification.

282. Political and Social Philosophy (3)
Basic political and social philosophies.
301. Aristotle (5)
Prerequisite: Philosophy 1 or 103.
Selected philosophical writings by Aristotle.
302. Kant (5)
Prerequisite: Six hours in Philosophy.
Selected writings by Kant.
303. Rationalism (5)
Prerequisite: Philosophy 2, but Philosophy 202 is also recommended.
The major philosophical writings by Spinoza and Leibniz.
304. Hegel (5)
Prerequisite: Six hours in Philosophy.
Selected writings by Hegel.
- 310Ga,b,c,d,e. Research (3, 5, 3, 5, 3)
Prerequisite: Consent of the Chairman of the Department.
Directed readings.
- 311G. Metaphysics (5)
Prerequisite: Six hours in Philosophy.
Some metaphysical problem or problems taken from some influential metaphysical work or works.
- 312G. Epistemology (5)
Prerequisite: Six hours in Philosophy.
Some epistemological problem or problems taken from some influential epistemological work or works.
- 340G. Mathematical Logic (5) Formerly Philosophy 370G.
Prerequisite: Philosophy 70 or consent of the instructor.
A formalized study of propositional and predicate logic with an introduction to metalogic. Same as Mathematics 340G.
- 360G. Axiology I (3)
Prerequisite: Six hours in Philosophy including Philosophy 160 or 280; or nine hours in the fine arts, or consent of the instructor.
Some problem or problems in value theory taken from some currently influential axiological work or works.
- 361G. Axiology II (3)
A continuation of Philosophy 360G.

380G. Aesthetics (3)

Prerequisite: Six hours in Philosophy including Philosophy 280; or nine hours in the fine arts.

Philosophical theories of art, with special attention being paid to student creative work and its relation to various theories of art.

Department of Physics

MR. BYRD, *Chairman*; MR. ADLER, MR. COULTER, MR. HELMS, MR. McENALLY, MR. READ, MR. SAYETTA.

CURRICULUM FOR B.S. IN PHYSICS

Required courses in Physics: 115, 116, 117, 135, 136, 137 plus 34 q.h. of electives from the following: 224, 225, 226, 227, 228, 232, 233, 241, 242, 297, 298, 299, 303G, 316, 317, 326, 347G, 348G	49 q.h.
Required cognate courses: Chemistry 64, 65, 66; Mathematics 65, 75 (these may be replaced with Mathematics electives by students with sufficient background), 182, 183, 184, 187	42 q.h.
General education requirements (see p. 113)	58- 81 q.h.
	149-172 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

CURRICULUM FOR B.A. DEGREE**A. Physics Major**

Required courses in Physics: 115, 116, 117, 125, 126, 127, 135, 136, 137 plus 24 q.h. of electives from the following: 224, 225, 226, 227, 228, 232, 233, 241, 242, 297, 298, 299, 303G, 316, 317, 326, 347G, 348G	48 q.h.
Required cognate courses: Chemistry 64, 65, 66; Mathematics 65, 75 (these may be replaced with Mathematics electives by students with sufficient background), 182, 183, 184, 187	42 q.h.
General education requirements (see p. 106)	64- 84 q.h.
	154-174 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

B. Physics Minor

Required courses in Physics: 115, 116, 117, 125, 126, 127, 135, 136, 137 plus 16 q.h. of electives from the following: 224, 225, 226, 227, 228, 232, 233, 241, 242, 297, 298, 299, 303G, 316, 317, 326, 347G, 348G ..	40 q.h.
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CURRICULUM FOR PREPARATION OF TEACHERS

Physics and Mathematics (Double Major), B.S. Degree

The Departments of Mathematics and Physics offer a

double major program leading to certification to teach both subjects.

Required courses in Mathematics: 65, 75 (these may be replaced with Mathematics electives by students with sufficient background): one of these two sequences: 182, 183, 184, 187 or 120, 185, 186, 187 plus 243, 256, 263 plus 3 q.h. of electives from the following: 200, 285, 331, 365G, 371G	44 q.h.
Required courses in Physics: 115, 116, 117, 125, 126, 127, 210, 214, 215, 216, 227, 241, 242, 313, 316, 317	44 q.h.
Required cognate courses: Chemistry 64, 65	8 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	68 q.h.
	195 q.h.

COURSES

115, 116, 117. Laboratory for General Physics (1 each)
Two hours laboratory per week.

Corequisites: Physics 125, 126, 127, or Physics 135, 136, 137.
Sequence must be taken in order to receive credit for either of the aforementioned lecture sequences but must be taken only once.

119. Fundamentals of Physics (5)
Three hours of lecture and four hours of laboratory per week.
Basic principles of physics intended for students in Home Economics and Nursing.

125, 126, 127. General Physics (3 each)
Corequisite: Mathematics 65.
The basic principles of physics, including mechanics, heat, thermodynamics, electricity, magnetism, light, wave motion and modern developments.

135. Advanced General Physics I (4)
Prerequisite: Mathematics 182.
The basic principles of mechanics including kinematics, dynamics, energy, orbital motion and oscillatory systems.

136. Advanced General Physics II (4)
Prerequisites: Physics 135, Mathematics 183.
Topics in electricity and magnetism including electrostatics, magnetostatics, capacitance, current, circuits and electro-magnetic induction.

137. Advanced General Physics III (4)
Prerequisites: Physics 136, Mathematics 184.
Topics drawn from the fields of relativity, atomic and mo-

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lecular physics, and nuclear physics. Emphasis is given to the theory of special relativity, the structure of atoms and molecules and the emergence of the quantum physics.

210. Contemporary Laboratory for Secondary Schools (1)

Three hours laboratory per week.

Prerequisite: two years of physics.

For prospective teachers of secondary school physics. Will not satisfy physics credit for non-teaching Physics majors.

214, 215. Analytical Mechanics (3 each)

Prerequisites: Physics 125, 126, 127; Mathematics 182 or equivalent; corequisites: Mathematics 183, 184 (in sequence).

A theoretical study of kinematics, statics and dynamics of particles and rigid bodies, including central forces, oscillations, conservation of energy and of momentum. Both Newtonian and Einsteinian relativity treatments in two dimensions are used. Intended for persons who expect to become teachers of physics.

216. Heat and Thermodynamics (3)

Three hours of lecture and two hours of laboratory per week.

Prerequisites: Physics 125, 126, 127; corequisite: Mathematics 183 or equivalent.

Concerned with a broad area of physics involving the temperature concept, including thermometry, thermodynamic processes, heat-work processes, and phase transformation. Intended for persons who expect to become teachers of physics.

224, 225. Mechanics (4 each)

224. Three lectures and two hours laboratory per week.

225. Four lectures per week.

Prerequisites: Physics 135, 136, 137; Mathematics 187.

Classical mechanics approached from a more rigorous viewpoint than that encountered in General Physics. Topics include the dynamics of particles and rigid bodies, energy, oscillatory motion, two and three-dimensional motion, central force fields and generalized coordinates.

226. Thermodynamics (4)

Three lectures and two hours laboratory per week.

Prerequisites: Physics 137, Mathematics 187.

The thermal properties of matter, including equations of state, the First and Second Laws, phase changes, entropy, and the thermodynamic potentials.

227. Optics (4)

Three hours lecture and two hours laboratory per week.

Prerequisites: Physics 125, 126, 127; Mathematics 75.

Geometrical and physical optics. Treatment of thick lens

theory, polarization, interference and diffraction phenomena, and propagation of light in material media.

228. Introductory Electronics (4)

Three hours lecture and two hours laboratory per week.

Prerequisites: Physics 125, 126, 127; Mathematics 75.

Properties of electronic tubes and solid state devices as utilized in instruments commonly used in the sciences.

232, 233. Introduction to Theoretical Physics I, II (3 each)

Prerequisites: Physics 137; Mathematics 187.

Introduction to the use of mathematical methods in the solution of physical problems, with examples chosen from mechanics. Topics include differential equations, vectors, group theory, Fourier analysis, transformations, and boundary value problems.

241. Modern Physics (3)

Prerequisites: Physics 125, 126, 127; Mathematics 75.

Experimental bases of quantum and relativity principles developed and applied to atomic structure. Principles of radiative emission are added in introducing the subject of nuclear physics with particular attention to energy.

242a,b,c. Advanced Physics Laboratory (1) or (2) or (3)

Laboratory work to meet the needs of the student, especially in relation to Physics 241. Additional experiments and investigations may be undertaken to supplement any of the other physics courses.

297, 298, 299. Problems in Physics (1 each)

Problems of research by certain talented students under faculty supervision.

303G. Quantum Mechanics (4)

Prerequisite: Physics 233 (or equivalent).

Introduction to quantum mechanics, including a historical development of the quantum theory, a discussion of the Schrodinger equation, angular momentum, spin, and a study of the hydrogen atom.

313. Statistical Methods in Physics (3)

Prerequisite: Physics 241.

Statistical methods in the solution of physical problems, including quantum theory, kinetic theory and statistical mechanics. The emphasis is not on the details of these three areas but rather in the use of statistical methods in formulating the problems therein.

316. Introductory Astronomy (4)

Three lectures and two hours laboratory per week.

Prerequisites: Physics 125, 126, 127; Mathematics 75.

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Astronomy as the birthplace of great concepts of physics; the nature of the solar system, of stars, and of galaxies.

317. Electricity (4)

Three lectures and two hours laboratory per week.

Prerequisites: Physics 125, 126, 127; Mathematics 75.

Emphasis on DC and AC circuits and the components of circuits. Study of electrostatic and magnetic fields is directed toward explanation of circuits and functioning of components.

326. Statistical Physics (4)

Prerequisite: Physics 226.

The kinetic theory of gases and classical statistical mechanics, including equations of state, distribution of molecular velocities, equipartition of energy, theory of specific heats, phase space and entropy. Elementary concepts of quantum statistics are introduced.

Department of Political Science

MR. TROUTMAN, *Chairman*; MR. CARLTON, MR. DIXON, MR. EAST, MR. HOWELL, MR. INDORF, MR. KIM, MR. PAK, MR. SONG, MISS STOKES, MR. SUGG, MR. YARBROUGH. MRS. YARBROUGH.

CURRICULUM FOR B.A. DEGREE

A. Political Science Major

Required courses in Political Science: 10, 101, 102 plus 35 q.h. of electives from courses numbered above 199	48 q.h.
General education requirements (see p. 106)	81-101 q.h.
	129-149 q.h.

Plus minor and general electives to complete minimum for graduation

B. Political Science Minor

Required courses in Political Science: 10, 101, 102 plus 23 q.h. of electives from courses numbered above 199	36 q.h.
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CURRICULUM FOR PREPARATION OF TEACHERS

Social Studies Certification

See description under Department of History, p. 170.

Political Science Minor

Required courses in Political Science: 10, 101, 102 plus 23 q.h. of electives from courses numbered above 199	36 q.h.
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10. National Government (5)
American national government with emphasis on basic concepts, structure, powers, procedures and problems.
101. Functions of American Government (5)
Traditional roles, such as foreign affairs and modern management of the economy. (Formerly 210).
102. State and Local Government (3)
Principal emphasis on principles and structure rather than functions and administration.
200. Voting Behavior and Public Opinion (3)
Empirical research from a variety of fields used in an attempt to understand and analyze the factors that mold popular attitudes and political behavior.
205. Legislative Behavior (3)
Special consideration given to the impact of constituencies, parties, interest groups, interpersonal relations, and other related factors upon legislators, and to the role of the legislature in the American political system.
220. American Political Parties and Politics (5)
Politics, parties, and pressure groups, taking into account the findings of recent research in many aspects of political behavior.
231. Comparative Government I (3)
A comparison of institutions and political processes of the major governments of Western Europe.
232. Comparative Government II (3)
A comparison of institutions and political processes of the U.S.S.R. and the European Communist States.
233. Political Processes: Western Europe (9)
A field study of the comparative political processes of Great Britain, France, the Federal Republic of Germany and other principal states. Extended stays in the capitals of these countries will provide opportunities to supplement lectures and discussions with interviews and visits to government departments, political parties, trade unions, social organizations, and industrial establishments.
240. Municipal Government and Administration (5)
The broad questions of politics and government of American cities with an introductory background of municipal institutional development.
245. Latin American Political Systems (5)
Comparative politics and government in Latin America.

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- 250. American Political Thought (5)**
American political thought from the Puritans to the present.
- 252. Public Administration (5)**
An introduction to Federal government administration and the role of administrative agencies in the formulation and implementation of public policy.
- 300G. Political Behavior I (3)**
The nature and scope of recent behavioral studies.
- 301G. Political Behavior II (3)**
Prerequisite: Political Science 300G or special permission of the instructor.
Research techniques used in behavioral political studies.
- 302G. Political Behavior III (3)**
Prerequisites: Political Science 300G and 301G special permission of the instructor.
The development and execution of a behavioral project.
- 325. Constitutional Law (5)**
Prerequisites: Political Science 10 and 101.
The role of the judiciary in the development of constitutional democracy in the United States.
- 330G. International Organization (3)**
The origins, structure, and functions of the United Nations, the Organization of American States, the North Atlantic Treaty Organization and other major multinational and supranational organizations. (Formerly 330.)
- 335. Asian Political Systems (3)**
Major emphasis on the organization of the governments of mainland China, Japan, and Korea.
- 340G. Southeast Asian Politics (3)**
Concentrates on recent international politics and relations of countries lying south of China and east of Afghanistan.
- 347G. Inter-American Politics (3)**
International politics among the countries of the Western Hemisphere within the framework of Pan-Americanism and the Organization of American States.
- 350G. History of Political Thought I (3)**
A critical study of the masters of political thought of the classical and medieval period from Plato to Machiavelli. (Formerly 353G.)
- 351G. History of Political Thought II (3)**
A critical study of political thought of the early modern period from Machiavelli to John Stuart Mill.

354G. Contemporary Political Theory (3)

A critical study of political theory from Mill to the present.

360G. Middle Eastern Political Systems (3)

A comparative study of selected countries of the Middle East.

365G. African Political Systems (3)

A comparative study of selected countries in Africa.

**370G. Constitutional Democracy and Totalitarianism
(3 to 9)**

A specialized course in comparative government and political theory which compares the ideas and institutions of the Soviet Union and other totalitarian systems with those of the United States and other constitutional democracies.

375G. Advanced Course in American Government (3)

An intensive exposure to basic and classic books concerned with the study of American government.

380. International Politics (5)

The concepts of international politics, the nature of the international system, and the forces affecting international politics, with emphasis on developments since World War II.

385G. East Asian Politics (3)

An analysis of the foreign policies of China, Japan, and other Asian states involved presently or potentially in global conflicts of interest. (Formerly 385.)

390. Directed Readings in Political Science (3)

Prerequisite: Permission of Department Chairman.

Opportunity for advanced students to read some of the basic literature in the field.

397, 398, 399. Honors (3 each)

Open to Political Science majors who have demonstrated high academic ability by grade-point average, aptitude scores and class rank.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Psychology

MR. PREWETT, *Chairman*; MR. BURKHEIMER, MR. COLE, MR. DIXON, MR. GROSSNICKLE, MR. HEDGES, MR. HIGGINS, MR. KINZIE, MR. LONG, MISS McLAIN, MISS MARSHALL, MR. MARTOCCIA, MR. MITCHELL, MR. ROGERS, MRS. STAPLETON, MR. STEINBERG, MR. WILLIAMS, Consultants: DR. BADROCK, MR. THOMAS, MR. WHITE.

CURRICULUM FOR B.A. DEGREE

Any student who is admitted to the undergraduate college is

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eligible to major in Psychology. A faculty adviser will be assigned to each student to help him plan his program. A student desiring to minor in Psychology should consult his faculty adviser, or the Chairman of the Psychology Department, to determine the most appropriate sequence of courses for his minor.

The Psychology major is a four-year curriculum leading to the B.A. degree. Undergraduate students majoring in Psychology are encouraged to minor in Biology, Chemistry, Mathematics, Philosophy, Physics, or Sociology, or to take a composite minor (courses selected from a variety of related fields; see faculty advisor for details concerning composite minor).

A. Psychology Major

Required courses in Psychology: 50, 100, 101, 210, 225, 300, 310, 325G plus at least 20 q.h. as approved by the student's advisor	50 q.h.
General education requirements (see p. 106)	81-101 q.h.
	131-151 q.h.
Plus minor and general electives to complete minimum 190 q.h. for graduation	

B. Psychology Minor

Required courses in Psychology: 50, 100, 101 plus 23 q.h. of electives	36 q.h.
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Selection of the Psychology electives should form a pattern relevant to the student's interest. The following courses are recommended for the areas indicated:

General (for those interested in a concentrated background in Psychology, but unable to take 50 hours): 206, 210, 225, 280, 290, 300, 310, 325G.

Social Welfare (as a collateral program for students interested in Social Welfare): 206, 221, 275, 325G, 345, 375G, 380G.

Industrial (primarily for Business majors): 150, 221, 241, 242, 275, 325G.

Educational (for Elementary or Secondary Education majors): 201, 305, 240, 275, 325G, 345, 380G.

COURSES

50. General Psychology (3)

Prerequisite to all other Psychology courses.

The fundamental principles underlying human behavior.

100. Advanced General Psychology (5)

A more detailed treatment of the topics surveyed in Psychology 50.

- 101. Psychological Statistics (5)**
 Three hours of lecture and four hours of laboratory per week.
 Prerequisite: Psychology 100.
 Statistical methods, covering measures of central tendency, variability, and correlation. Included also are the normal, chi-square, and t distributions. These topics are applied to problems of statistical inference.
- 105. General Psychology (5)**
 Offered only in off-campus residence centers or by extension.
 May be substituted for Psychology 50.
- 150. Applied Psychology (3)**
 Applied psychology including advertising, clinical, counseling, personnel, and educational psychology.
- 201. Psychology of Childhood* (4)**
 Scientific findings in the areas of the growth and development of children; implications for the school.
- 206. Developmental Psychology* (5)**
 Prerequisite: Psychology 100.
 The psychological evolution of the individual through the life span and the effect of the bio-social field on his evolution.
- 210. Experimental Psychology (5)**
 Three hours of lecture and four hours of laboratory per week.
 Prerequisite: Psychology 101.
 Methods of experimentation, including problems of experimental control and data evaluation.
- 221. Social Psychology (3)**
 The interaction of the individual and society. Main topics are the nature, formation, and change of attitudes; interpersonal relationships; group memberships and group dynamics; social problems.
- 225. Psychology of Learning (3)**
 Prerequisite: Psychology 100.
 An introductory survey of the significant concepts and experimental methods of learning and forgetting.
- 240. Psychology of Adolescence* (4)**
 Adolescent problems and behavior with special emphasis on educational and social development.
- 241. Personnel and Industrial Psychology I (3)**
 Employee-employer relationships influencing productivity and

* A student who takes Psychology 206 is ineligible to take 201 or 240, or vice versa.

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satisfaction. Research on principles of effective leadership is stressed; application to industry, government, and military organizations.

242. Personnel and Industrial Psychology II (3)

Psychology 241 is NOT a pre-requisite. Employee selection and placement, criteria development, job analysis and evaluation, performance appraisal, employee training, and human engineering. Major emphasis on employee selection strategies, using interviews and tests.

275. Mental Hygiene (3)

The dynamic adjustive process in normal individuals; basic characteristics of human personality development and the role of adjustment of frustration, conflict, and other psychologically thwarting situations.

280. History of Psychology (3)

Prerequisite: Psychology 100.

Systems of psychological thought from presystematic psychology to Aristotle, continuing through the initial stages of experimental psychology; emphasis on issues such as mind-body dualism, relationalism, empiricism, associationism, and positivism.

290. Comparative Psychology (3)

Two hours of lecture and three hours of laboratory per week.

Prerequisite: Psychology 210 or permission of instructor. Procedures and results in selected areas of animal experimentation.

300. Psychology of Personality (3)

Prerequisite: Psychology 100.

The development of contemporary theories of personality emphasizing definition, instrumentation, and empirical usage.

305. Educational Psychology (5)

Prerequisites: Psychology 50 and one of the following: 201, 206, 240 or equivalent.

The teaching-learning process with stress on the individual, his capacities and motivations, and their meaning in terms of the educational environment.

310. Physiological Psychology (3)

Prerequisite: Psychology 100.

Physiological correlates of behavior, thought, learning, and perception. Basic neuroanatomy and physiology.

311G. Sensation and Perception (3)

Prerequisite: Psychology 310.

Neural theories of sensation; the psychophysiology of perception; behavioral and phenomenological studies of perception.

314. Motivation and Perception (3)

Prerequisites: Psychology 210 and 310 recommended but not required.

The theoretical basis of motivation and perception with particular stress on experimental data.

315, 316, 317, 318. Readings in Psychology (1 hour each)

(Formerly Problems in Psychology.)

Prerequisite: Application form obtained from Psychology office. Open to Psychology majors only.

Written critical analyses of readings appropriate to the student's interests and needs. No class meetings; hours for conferences with the instructor to be arranged.

320G. Test Construction and Analysis (3)

Prerequisite: Psychology 100.

The rationale and techniques for making effective tests; emphasis on the evaluation of test items through item analysis.

325G. Introduction to Psychological Testing (3)

Prerequisite: a course in statistics.

Mental and educational tests; nature and application of standardized tests; illustrations of widely used tests; methods of administering, scoring, and interpreting test results.

326G. Group Testing (3)

Group measurement techniques and instruments with attention to statistical dimensions and utilization possibilities in group settings.

343G. Psychology of Organizational Behavior (3)

An analysis of organizational behavior; principles relating to employee productivity and morale are developed; emphasis on recent research on employee attitudes, the primary group, the effects of various patterns of leadership, the role of formal and informal organizations, and job design.

345. Psychology of Mental Deficiency (3)

Prerequisite: Psychology 201 or 206.

The causes and problems of mental deficiency; attention given to therapy and educational possibilities.

360G. Instrumentation for Behavioral Research (2)

Open only to students who have completed, or are currently taking, Psychology 210. Lecture and laboratory.

Instrumentation for research in psychology. Intended for students who are planning to undertake graduate work in psychology.

370G. Mental Hygiene in School (3)

The influences within the school which affect the student's self-concept, motivation, and social adjustment; factors affecting the teacher's mental health will also be considered.

375G. Abnormal Psychology (3)

The etiology, diagnosis, and prognosis of abnormal behaviors.

380G. Psychology of the Exceptional Child (3)

A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics.

395G. Directed Readings in Psychology (3)

Prerequisite: Permission of Departmental Chairman and instructor.

Intensive reading on a particular problem in psychology. No class meetings; hours for conference with the instructor to be arranged.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Romance Languages

MR. FERNANDEZ, *Chairman*; MR. AMBERT, MR. BARÓ, MRS. DEMERS, MISS ELLENBERG, MISS FERNANDEZ, MRS. FERNANDEZ, MR. FLEMING, MR. GEE, MRS. HILL, MISS KELLER, MR. KING, MRS. KOONCE, MR. MARION, MR. MARTIN, MRS. MAYBERRY, MR. MAYBERRY, MISS MORGAN, MR. MURAD, MRS. PERRY, MISS RICHARDSON, MR. RICKMAN, MISS ROWE, MISS TAÑO, MRS. WANDERMAN, MISS ZAROVICH.

CURRICULUM FOR B.A. DEGREE

A. French Major

Required courses in French: 3, 4, 20, 121, 122, 125, 205, 225 plus 12 q.h. of electives from the following: 271, 272, 281, 291, 292, 316, 351, 352, and 300G-series courses	50 q.h.
General education requirements (see p. 106)	81-101 q.h.
	131-151 q.h.
Plus minor and general electives to complete minimum 190 q.h. for graduation	

B. French Minor

Required courses in French: 3, 4, 20, 121, 122, 125,
205, 225 plus 7 q.h. of electives from the following:
271, 272, 281, 291, 292, 316, 351, 352, and 300G-
series courses 45 q.h.

C. Spanish Major

Required courses in Spanish: 3, 4, 20, 121, 122, 125,
205, 225 plus 12 q.h. of electives from the follow-
ing: 218, 219, 318, 319, 327, 351, 352, 371, and 300G-
series courses 50 q.h.
General education requirements (see p. 106) 81-101 q.h.

131-151 q.h.
Plus minor and general electives to complete mini-
mum 190 q.h. for graduation

D. Spanish Minor

Required courses in Spanish: 3, 4, 20, 121, 122, 125,
205, 225 plus 7 q.h. of electives from the follow-
ing: 218, 219, 318, 319, 327, 351, 352, 371, and
300G-series courses 45 q.h.

CURRICULUM FOR PREPARATION OF TEACHERS

A. French Major, B.S. Degree

Required courses in French: 3, 4, 20, 121, 122, 123,
125, 205, 225 plus 11 q.h. of electives above the
sophomore (100 series) level, at least 5 q.h. of
which must be in literature 50 q.h.
Professional credits (see p. 112) 31 q.h.
General education requirements (see p. 112) 85 q.h.

166 q.h.
Plus electives to complete minimum 190 q.h. for
graduation

B. French Minor

Required courses in French: 3, 4, 20, 121, 122, 123,
125, 205, 225 plus 6 q.h. of electives in literature
above the sophomore (100 series) level 45 q.h.

C. Spanish Major, B.S. Degree

Required courses in Spanish: 3, 4, 20, 121, 122, 123,
125, 205, 225 plus 11 q.h. of electives above the
sophomore (100 series) level, at least 5 q.h. of
which must be in literature. 50 q.h.
Professional credits (see p. 112) 31 q.h.
General education requirements (see p. 112) 85 q.h.

166 q.h.
Plus electives to complete minimum 190 q.h. for
graduation

D. Spanish Minor

Required courses in Spanish: 3, 4, 20, 121, 122, 123,
125, 205, 225 plus 6 q.h. of electives in literature
above the sophomore (100 series) level 45 q.h.

COURSES

French

- 1,2, Elementary French (5 each)
Through two quarters. Laboratory work required. Not open
to students who present two high school units of French for
admission to college.
- 3,4, Intermediate French (5 each)
Through two quarters. Laboratory work required. Prerequi-
site: French 1 and 2 or two high school units of French.
20. French Civilization (5)
Prerequisite: French 3 and 4.
121. Literature Prior to 1715 (5)
122. Literature Since 1715 (5)
123. Laboratory Theory and Techniques (1)
Open to French majors and minors only.
125. Phonetics and Oral Practice (3)
Laboratory work required.
205. Advanced Grammar (5)
Fall.
- 223m. Methods of Teaching French (3)
Spring.
225. Conversational French (5)
271. Seventeenth Century French Dramatic Literature
(3)
Prerequisite: French 121 and 122.
272. 17th Century French Non-Dramatic Literature (3)
Prerequisite: French 121 and 122.
281. Eighteenth Century Literature (3)
Prerequisite: French 121 and 122, or permission of Depart-
ment Chairman.
291. First Half Nineteenth Century Literature (3)
Prerequisite: French 121 and 122, or permission of Depart-
ment Chairman.

- 292. Second Half Nineteenth Century Literature (3)**
Prerequisite: French 121 and 122, or permission of Department Chairman.
- 312Ga,b. French Grammar and the Language Laboratory (3)**
- 316. Poetry (3)**
Prerequisite: French 121 and 122.
- 320Ga,b. Civilization Française (3 each)**
- 323G. Laboratory Theory and Techniques (1)**
Open to French majors and minors only.
Not open to those who have taken French 123.
- 333Gm. Audio-Lingual Techniques and Demonstration (3)**
- 343G. Applied Linguistics (2)**
- 351. Twentieth Century French Poetry and Theatre (5)**
Prerequisite: French 121 and 122.
- 352. Twentieth Century French Novel (5)**
Prerequisite: French 121 and 122.
- 361. Sixteenth Century French Literature (3)**
Prerequisite: French 121 and 122, or permission of Department Chairman.
- 395. Honors (3)**
Intensive reading under the direction of the Honors Committee of the Department of Romance Languages. Research paper and oral examination required. Open only to recommended students with a 3.5 grade-point average in French courses. Offered on demand with recommendation of the Committee.

Spanish

- 1,2. Elementary Spanish (5 each)**
Through two quarters. Laboratory work required. Not open to students who present two high school units of Spanish for admission to college.
- 3,4. Intermediate Spanish (5 each)**
Through two quarters. Laboratory work required.
Prerequisite: Spanish 1 and 2 or two high school units of Spanish.
- 20. Spanish Civilization (5)**
Prerequisite: Spanish 3 and 4.

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121. Literature Prior to 1700 (5)
122. Literature Since 1700 (5)
123. Laboratory Theory and Techniques (1)
Open to Spanish majors and minors only.
125. Phonetics and Oral Practice (3)
Laboratory work required.
205. Advanced Grammar (5)
218. Nineteenth Century Spanish Novel (3)
Prerequisite: Spanish 121 and 122.
219. Modern Spanish Novel (3)
Prerequisite: Spanish 121 and 122.
- 223m. Methods of Teaching Spanish (3)
Spring.
225. Conversational Spanish (5)
- 312Ga,b. Spanish Grammar and the Language
Laboratory (3 each)
318. Nineteenth Century Spanish Drama (3)
Prerequisite: Spanish 121 and 122.
319. Modern Spanish Drama (3)
- 320Ga,b. Civilización Hispánica (3 each)
- 323G. Laboratory Theory and Techniques (1)
Open to Spanish majors and minors only.
Not open to those who have taken Spanish 123.
327. Drama of the Golden Age (3)
Prerequisite: Spanish 121 and 122, or permission of Department Chairman.
- 333Gm. Audio-Lingual Techniques and Demonstration
(3)
- 343G. Applied Linguistics (2)
351. First Half Spanish-American Literature (3)
Prerequisite: Spanish 121 and 122, or permission of Department Chairman.
352. Second Half Spanish-American Literature (3)
Prerequisite: Spanish 121 and 122, or permission of Department Chairman.

371. Cervantes and the Prose of the Golden Age (5)

Prerequisite: Spanish 121 and 122.

395. Honors (3)

Intensive reading under direction of the Honors Committee of the department of Romance Languages. Research paper and oral examination required. Open only to recommended students with a 3.5 grade-point average in Spanish courses. Offered on demand with recommendation of the Committee.

Department of Science Education

MR. MATTHEIS, *Chairman*; MR. BAILEY, MR. ELLER, MR. HAMPTON, MRS. HAMPTON, MR. NICHOLSON, MR. SHEPPARD.

CURRICULUM FOR B.A. DEGREE

A. Science Major

Required courses in sciences: Chemistry 64, 65, 66; Biology 80, 81, 82; Physics 115, 116, 117, 125, 126, 127; Mathematics 65, 75; 8 q.h. of electives in science	54 q.h.
General education requirements (see p. 106)	81-101 q.h.
	135-155 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

B. Science Minor

Required courses in sciences: Chemistry 64, 65, 66; Biology 80, 81, 82; Physics 115, 116, 117, 125, 126, 127	36 q.h.
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C. Science Major and Minor

Required courses in sciences: Chemistry 64, 65, 66; Biology 80, 81, 82; Physics 115, 116, 117, 125, 126, 127	36 q.h.
Required cognate courses in one of the sciences (Biology, Chemistry, Physics): to be selected with approval of Science adviser	24 q.h.
Science electives	12 q.h.
General education requirements (see p. 106)	81-101 q.h.
	153-173 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

CURRICULUM FOR PREPARATION OF TEACHERS

A. Science Major, B.S. Degree

Required courses in sciences: Chemistry 64, 65, 66;

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Biology 80, 81, 82; Physics 115, 116, 117, 125, 126, 127 (students wishing depth should take 135, 136, 137 in place of 125, 126, 127); Mathematics 65, 75	46 q.h.
Required cognate courses: 31 q.h. from one of the following groups:	
Group A: Chemistry 113, 114, 119, 123, 144, 145, 251, 261, 262, 263, 313	
Group B: Biology 131, 132, 140, 207, 208, 215, 231, 247, 250a, 250b, 302G, 304G, 306, 307G, 308G, 310, 313, 320G, 325G, 330G, 337, 348Ga, 348Gb, 350G, 353, 360G, 364	
Group C: Physics 225a, 225b, 226, 227, 228, 229, 232, 233, 241, 242, 303, 347G, 348G, 359G	31 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	68 q.h.
	176 q.h.
Plus electives to complete minimum 190 q.h. for graduation	

B. Science Major for Junior High School Teachers, B.S. Degree

Required courses in sciences: Biology 80, 81, 82; Chemistry 64, 65, 66; Physics 115, 116, 117, 125, 126, 127; Geology 100, 100L, 101, 101L; Science 235; Mathematics 65, 75	57 q.h.
Required cognate courses: 31 q.h. from one of the groups listed above (A. Science Major, B.S. Degree)	31 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	68 q.h.
	197 q.h.

COURSES

Science Education

223m. Materials and Methods in Science (3)

For prospective high school science teachers; attempts to show in a concrete and practical way how the findings of modern experimental and educational psychology may be applied in science teaching.

318s. Classroom Management (2)

One two-hour seminar per week.

Taken concurrently with student teaching. Problems generally considered in this seminar include grading, discipline, classroom routine, working with students, classroom presentation and laboratory teaching. The seminar is modified to meet the special needs of the student teachers during a particular quarter. Special attention is given to the use of audio-visual aids.

324. Observation and Student Teaching (12)

Science

38. Biological Science for Elementary Majors (5)

Three hours lecture and four hours laboratory work a week. Developed around biological principles and taught in a manner which recognizes the needs of elementary school teachers and pupils.

39. Physical Science for Elementary Majors (5)

Three lectures and four hours of laboratory work a week.

Selected topics in the physical sciences. The laboratory work is particularly oriented to the application of these topics in the elementary school.

111. Elements of Photography (3)

One lecture and four hours of laboratory work per week.

A thoroughly scientific course designed to meet the desires of those students who wish a comprehensive knowledge of the scientific background and the fundamental techniques of photography which they will be able to put to practical use.

235. Descriptive Astronomy (3)

An introductory course in astronomy for prospective teachers and liberal arts majors.

239. Advanced Science for Elementary Majors (5)

Three hours lecture and four laboratory hours per week.

Designed to familiarize the student with the significance of energy as a technical concept and, therefore, to stress such topics as work, heat, light, sound, electricity, magnetism, and nuclear energy.

312G. Oceanography (3)

One three-hour lecture per week.

Elementary oceanography. The physics and chemistry of the ocean with an introduction to ecological factors that determine marine habitats.

315G. Integrated Science for Elementary Teachers (3)

One three-hour lecture per week.

Selected topics in biological and physical science designed to provide prospective teachers or in-service teachers the opportunity to improve their knowledge of science.

322G. Apprenticeship Science (3)

Gives the student an opportunity to carry out laboratory procedures under the direct supervision of members of the science staff.

379G. Field Work in Elementary School Science (3)

The study in the field of selected topics in the biological sciences suitable for use in elementary schools.

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389G. Laboratory Science for Elementary Majors (3)

Designed to familiarize both the future teacher and the in-service teacher with the physical sciences normally encountered in the elementary school curriculum and the laboratory materials and techniques which may be associated with them.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Sociology and Anthropology

MR. WILLIAMS, *Chairman*; MRS. CRAMER, MR. DOUGLAS, MRS. HOWELL, MR. KIM, MR. KUNKEL, MR. NAPP, MR. SANDERS, MR. SINDWANI, MRS. WATROUS.

CURRICULUM FOR B.A. DEGREE

A. Sociology Major

Required courses in Sociology: 110, 337, 370, 385G plus 25 q.h. of electives	43 q.h.
Required cognate course: Mathematics 228 or Psychology 101	5 q.h.
General education requirements (see p. 106)	81-101 q.h.
	129-149 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. Sociology Minor

Required courses in Sociology: 110, 111, 222 or 225 plus 21 or 23 q.h. of electives	36 q.h.
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C. Anthropology Minor

Required courses in Anthropology: 10, 120, 320, plus 23 q.h. of electives	36 q.h.
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CURRICULUM FOR PREPARATION OF TEACHERS

Social Studies Certification

See description under Department of History, p. 170.

Sociology Minor

Required courses in Sociology: 110, 111, 222 or 225 plus 21 or 23 q.h. of electives	36 q.h.
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COURSES

Sociology

10. Societies Around the World (5)

See Anthropology 10.

25. Courtship and Marriage (3)

Designed to introduce freshmen students to critical thinking and empirical knowledge relative to affectional involvement.

110. Introduction to Sociology (5)

The nature, concepts and principles of sociology; society, culture, socialization, groups, institutions and organizations, the class system, social change, social processes.

111. Modern Social Problems (5)

The nature, extent, causes and consequences of social problems in America today; the examination of methods of limiting and solving these problems.

222. Rural Sociology (3)

The American rural tradition and forces that have modified it; recent changes in agriculture and the rural way of life; rural problems and planning in a changing society.

225. Urban Sociology (5)

Prerequisite: Sociology 110.

Origin and development of the city; urbanism as a way of life; organization, functions, and problems of urban communities; urban renewal and planning.

235. Population Trends and Problems (3)

Prerequisite: Sociology 110.

Population theory, the composition, dynamics, and mobility of population, and the problems involved in population trends.

280. Industrial Sociology (3)

An analysis of industrial society through the study of sociological concepts and principles. The student is introduced to the wide body of research studies, the theories, and literature related to social relations in industry and the sociology of work organizations. An extensive study project is required of each student.

311G. Contemporary Social Problems (3)

Social problems and subcultures which relate to social disorganization in American communities. Special emphasis is given to such problems as juvenile delinquency, sex offenses, alcoholism, family tensions and divorce, group conflicts and their consequences. Study projects and reports are expected from all students.

325. Marriage and the Family (5)

Prerequisite: Sociology 110.

The family cycle, roles and status of members in their relationships; family and social class; nature, causes, and consequences of family problems; methods of adjustment.

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330. Criminology (5)

Prerequisite: Sociology 110.

A study of the nature, extent causes, and methods of treatment and prevention of crime and delinquency.

331G. Juvenile Delinquency in Modern Society (3)

Prerequisite: Sociology 110 or equivalent.

Juvenile delinquency in American communities: causes, extent, social impact, and methods of controlling juvenile deviant behavior. Emphasis is placed upon personality of the delinquent, social forces and the sub-culture of adolescent society, and programs of juvenile corrections.

335G. Sociology of Marriage Problems (3)

An advanced study of the nature, causes, and consequences of marriage and family problems; sociological and counseling techniques in treatment and prevention of problems.

337. Advanced Principles of Sociology (3)

Prerequisite: Sociology 110.

An intensive exploration of the concepts of sociology, emphasizing the structure and functioning of contemporary American society and the study of bureaucracy as a characteristic feature of modern social organization.

343G. Culture and Personality (3)

Prerequisite: Sociology 110 and Anthropology 120 or consent of the instructor.

The influence of culture and social relations upon character structure and the development of human personality. Anthropological and sociological materials are drawn upon.

345. Racial and Cultural Minorities (3)

Prerequisite: Sociology 110 or Anthropology 120.

A comprehensive analysis of minorities and intergroup relations from the standpoint of contemporary sociology, anthropology, and social psychology; nature and types of racial and cultural groups; causes and consequences of prejudice and discrimination; scientific facts and democratic values in planning and resolving intergroup tensions.

347. Social Stratification (3)

Prerequisites: Sociology 110; Junior and Senior rank.

An analytic approach to the existence of social classes in nearly all societies while offering specific concepts and research on social stratification in the U. S. A.

370. Methods of Social Research (5)

Prerequisites: Sociology 110 and 5 q.h. statistics.

Research methods and techniques employed in sociology and the behavioral sciences: formulation of problems, study design, techniques and instruments of observation, measure-

ment of relationships, interviewing, sampling, data processing; research reporting.

385G. History of Sociology (5)

Prerequisite: Sociology 110.

Development of scientific sociology; study of sociological schools and systems; modern sociological theory:

400-level courses: see GRADUATE SCHOOL BULLETIN.

Anthropology

10. Societies Around the World (5)

Different peoples around the world; their way of life; their customs and habits, communities and villages—primitive and civilized.

120. General Anthropology (5)

Prerequisite: Anthropology 10 or Sociology 110.

The science of man and his culture; study of physical evolution of mankind; modern racial types; nature and development of culture; archeology and linguistics; cultural change and acculturation.

230. The American Indian (3)

Prerequisite: Anthropology 10 or 120.

Races, languages and cultures of aboriginal America. Economic, social, religious life of representative tribes. Current adjustment of American Indians.

235. Peoples of Mid America (3)

Anthropology 10, 120.

Social, economic, religious life of the Aztec, Maya and other Middle American groups with emphasis on Aztec and Mayan art and architecture.

240. Peoples of Africa (3)

Prerequisite: Anthropology 10 or 120.

Populations, languages, cultures of Sub-Saharan Africa with emphasis on developing nationalism and culture change in the new independent countries.

250. Peoples of the South Pacific (3)

Prerequisite: Anthropology 10 or 120.

Races and cultures of Oceania including Melanesia, Micronesia, Polynesia, Australia.

260. Introduction to Archeology (3)

Prerequisite: Anthropology 120 or consent of instructor.

Archeological methodology and field techniques. Cultural development in specific areas of the Old and New World.

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265. Prehistory (3)

Prerequisite: Anthropology 120 or consent of instructor.

Prehistoric development of man and culture from the Early Pleistocene through the Neolithic.

310. Readings in Prehistory and Physical Anthropology (3)

Open to minors who have completed with distinction the required sequence of the Anthropology Minor Curriculum.

Selected readings in areas related to current research in archeology, paleontology, genetics and heredity.

311. Readings in Cultural Anthropology and Linguistics (3)

Prerequisites: Anthropology 10, 120, 320.

Selected case studies in cultural anthropology with emphasis on current theoretical assumption in economics, kinship and religion.

312. Independent Study—Directed Readings (3)

Open to students who have completed with distinction Anthropology 10, 120, 320.

Intensive research in a selected sub-discipline of anthropology.

320. Theories of Culture (3)

Prerequisite: Anthropology 120.

Interpretation of cultural differences and similarities. Significance of cultural patterns.

343G. Culture and Personality (3)

Same as Sociology 343G.

360G. Childhood in Contemporary Cultures (3)

Prerequisites: Anthropology 120, 343G or consent of instructor.

Data and theories related to the socialization of the child in literate and nonliterate societies.

375G. Advanced Cultural Anthropology (3)

Prerequisite: Anthropology 120.

The forms, institutions, and culture of contemporary primitive and certain modern societies.

Social Welfare

1. Orientation to Social Work (2)

Orientation to the field of social work, including the purpose and settings of social work practice. Special emphasis is given to motivation for entering social work and to an exploration of employment and career possibilities.

200. Social Welfare Legislation (3)

Prerequisite: Social Welfare 1 or 240; corequisite or pre-requisite: Social Welfare 355Ga.

Survey and analysis of social welfare legislation, considering the pre-legislative and legislative developments, and the major provisions of the laws together with their interpretation. Included are the Social Security Act and amendments, and the public welfare laws on the federal, state, and local levels, and other pertinent legislation at the three levels.

201. Fundamentals of Interviewing for Social Workers (2)

Prerequisites: Sociology 110, Social Welfare 1 or 240.

Introduction to the interview as a basic tool in social welfare practice. Consideration is given to understanding the interviewee, understanding oneself as the interviewer, implications of cultural backgrounds for the interview, basic attitude in interviewing, and methods and skills in interviewing.

202. The Methods of Social Work (3)

Prerequisite: Social Welfare 1 or 240.

Examination of the methodology and principles of the five methods of social work: social case work, social work, social administration, social research, and community organization. Not open, except as an elective, to students who have taken Social Welfare 240.

240. Introduction to Social Work (3)

Prerequisite: Sociology 110.

Preprofessional course, surveying the fields of social work, public and private welfare agencies; need and roles of social workers in modern society.

300G. Medical and Psychiatric Information for Social Workers (3)

Prerequisites: Social Welfare 240 or 1 and 202; Biology 80, 81, 82.

Designed to give the welfare worker understanding of personal and community health problems as they relate to social and emotional functioning; to familiarize the student with medical and psychiatric terminology and broad concepts; to heighten awareness of incipient medical and psychiatric problems, and to give an understanding of the modern treatments and effectiveness.

301a,b,c. Field Practice and Seminar (3 each)

Two hours of class meetings per week; minimum of four hours per week in assigned social agency.

Prerequisite: Senior rank and permission of the instructor. Prior to quarter for which he hopes to enroll, student must complete an application for social welfare agency assignment.

Directed field experience in selected social welfare agencies. Culmination of student's preparation at undergraduate level.

302. Summer Field Work in Selected Agencies (6)

Three hours per week in seminar; six weeks full time in social agency.

Prerequisites: Social Welfare 1 or 240; permission of instructor.

Assignment of students majoring in Social Welfare to a social welfare agency during the summer between their junior and senior academic years. While holding junior staff rank they will begin acquiring social work skills and the breadth of understanding needed for professional social work. Practical experience will be supplemented by weekly seminars with the college instructional staff.

355Ga,b. Social Welfare as an Institution (3 each)

Two hours per week in class; four hours per week in a social welfare agency.

Prerequisites: senior rank and completion of most requirements for the minor in Social Welfare, including Social Welfare 240.

Social welfare in its broad scope and implications for society. Agency observation is incorporated into the course as laboratory work.

400-level courses: see GRADUATE SCHOOL BULLETIN.

FACULTY

WELLINGTON B. GRAY, Dean and Professor

B.S., Kutztown State College; M.A., Ed.D., New York University.

METZ TRAN GORDLEY, Assistant Dean and Professor

B.F.A., Washington University; M.F.A. University of Oklahoma.

JOE B. BUSKE, Assistant Professor

B.F.A., M.F.A., University of Texas

CHARLES F. CHAMBERLAIN, Instructor

B.F.A., Massachusetts College of Art; M.F.A., Alfred University.

WARREN A. CHAMBERLAIN, SR., Associate Professor

B.S., M.A., New York University.

WESLEY V. CRAWLEY, Professor

A.B., M.S., University of Oregon.

DONALD L. DURLAND, Associate Professor

B.F.A., Miami University, Oxford, Ohio; M.A., Bradley University.

ROBERT S. EDMISTON, Associate Professor

B.F.A., M.F.A., University of Oklahoma.

SARA J. EDMISTON, Assistant Professor

B.A.E., University of Kansas, M.A., East Carolina University.

EMILY E. FARNHAM, Professor

B.S., Kent State University; M.A., Ph.D., Ohio State University.

JANET E. FISCHER, Instructor

B.S., M.A., M.F.A., Bowling Green State University.

MICHAEL G. FLINN, Instructor

B.S., M.A., University of Oregon

MARILYN GORDLEY, Assistant Professor

B.F.A., Washington University; M.F.A. University of Oklahoma.

WILLIAM H. HOLLEY, Associate Professor

B.S., M.A., East Carolina University.

RALPH E. JACOBS, Assistant Professor

B.S.Ed., M.Ed., University of Missouri.

PETER G. JONES, Instructor

B.F.A., Illinois Wesleyan University; M.F.A., Northern Illinois University.

NORMAN KELLER, Assistant Professor

B.F.A., M.F.A., University of Georgia.

PAUL RAMON MINNIS, Professor

B.S., Edinboro State College; M.Ed., Pennsylvania State University.

JOHN F. MOFFITT, Assistant Professor

B.F.A., California College of Arts and Crafts; M.A., San Francisco State College; Ph.D., University of Madrid.

FRANCIS LEE NEEL, Associate Professor

B.S., M.A., University of Missouri.

BETTY PETTEWAY, Associate Professor

B.F.A., M.F.A., University of North Carolina at Greensboro.

ELIZABETH ROSS, Instructor

B.S., M.A., East Carolina University.

218 SCHOOL OF ART

JOHN E. SATTERFIELD, JR., Instructor

B.Des., University of Florida; M.F.A., University of Kansas.

DONALD R. SEXAUER, Professor

B.S., Edinboro State College; M.A., Kent State University.

FRANCIS SPEIGHT, Professor

D.H., Wake Forest College; Corcoran School of Art; Pennsylvania Academy of Fine Arts; D.F.A., College of the Holy Cross.

FACULTY EMERITUS

KATE W. LEWIS

Diploma, Peace Institute; Snow-Froeblich School of Industrial Art.

CURRICULA

FINE ARTS DEGREE

Art Major, B.F.A. Degree

Majors are offered in painting, sculpture, ceramics, printmaking, commercial art, interior design, and design. Minimum degree requirement is 203 quarter hours of credit as follows:

1. General Education credits 69 q.h.
 - Library Science; English 1, 2, 3; Speech 119;
6 q.h. in Literature 19 q.h.
 - Mathematics 5 q.h.
 - Health and Physical Education* 5 q.h.
 - Laboratory Science 12 q.h.
 - Foreign Language (French or German
preferred) 15 q.h.
 - Psychology 50 3 q.h.
 - History 10 q.h.
2. Major Courses in Art 134 q.h.
 - Foundation Program (including Philosophy
280 65 q.h.
 - Art Major 45 q.h.
 - Art Minor 18 q.h.
 - Art Electives 6 q.h.

LIBERAL ARTS DEGREE

Art History Major, B.A. Degree

Minimum degree requirement is 192 quarter hours of credit as follows:

- Required courses in Art History: 112, 113, 114, 144,
145, 146, 244, 245, 246, 247, 302G, 310, 311, 312G,
313 44 q.h.
- The following courses are required in studio art: 15,
22, 25, 26, 88, 89, 90, 91, and six studios in a chosen
field of concentration 45 q.h.

*All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

SCHOOL OF ART 219

Required cognate course; Philosophy 280	3 q.h.
General education requirements (see p. 106)	100 q.h.
	192 q.h.

Art Minor, B.A. Degree

Required courses in Art: Des. 15a, Draw. 25, Draw. 26, Paint. 89, Sculp. 90, Ceram. 91, Paint. 129 or 139 plus 9 q.h. in Art History and 15 q.h. of Art electives	45 q.h.
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CURRICULUM FOR PREPARATION OF TEACHERS

Art Major, B.S. Degree

Minimum degree requirement is 197 quarter hours of credit as follows:

Required courses in Art: Des. 15a, Des. 22, Draw. 25, Draw. 26, Print. 88, Paint. 89, Sculp. 90, Ceram. 91, A. H. 112, Draw. 127, A. E. 150, Des. 200, A. E. 221, Des. 224, A. E. 268a, A. E. 269 plus four courses in studio (Ceramics, Printmaking, Painting, Sculpture, Commercial Art, Interior Design) plus two electives in Design plus 15 q.h. in Art History	78 q.h.
Required cognate courses: Philosophy 280, Industrial and Technical Education 130	6 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	82 q.h.
	197 q.h.

The School of Art reserves the right to keep any piece of student work from any art class for the collection of the School.

COURSES

Lecture courses meet for one hour for each quarter hour credit.
Studio courses meet for two hours for each quarter hour credit.

Design

Des.15. Color and Design (3)

Color theory and design principles.

Des.22. Three-Dimensional Design (3)

Design principles as applied to three dimensions.

Des.115. Basic Design (3)

Prerequisite: Des. 15.

Continuation of Des. 15. Emphasis on design fundamentals.

Des.200. Design for the Home (3)

Interior design, color, furniture styles, model making.

Des.201. Jewelry Design (3)

Design and production of jewelry including stone cutting.

Des.208. Crafts Design (3)

The application of design principles to crafts and the use of craft materials and tools.

Des.209. Textile Design and Weaving (3)

The loom and its operation, methods of weaving, and the methods of textiles decoration.

Des.210. Advanced Textile Design and Weaving (3)

The development of drafting patterns for the loom, advance threading, and different fibers in textile design as well as their purpose and use.

Des.224. Advanced Design (3)

2 and 3-D applied design.

Des.381. Advanced Jewelry Design (3)

400-level courses: see GRADUATE SCHOOL BULLETIN.

Drawing

Draw.25. Drawing (3)

One lecture, five studios per week.

Introduction to drawing in various media.

Draw.26. Figure Drawing (3)

One lecture, five studios per week.

Exercises, in various media, leading to an understanding of the figure.

Draw.35. Drawing (3)

Prerequisite: Draw. 25.

Continuation of Draw. 25. Emphasis on representational techniques.

Draw.119. Drawing (3)

Prerequisite: Draw. 25 and 35.

Further investigation of theories for abstraction in drawing.

Draw.126. Figure Drawing (3)

Prerequisite: Draw. 26.

Presents opportunities for deeper understanding of techniques introduced in Draw. 26.

Draw.127. Advanced Figure Drawing (3)

Prerequisite: Draw. 26.

B.F.A. students also need Draw. 126.

Expressive use of the figure in various art media.

Printmaking

Print.88. Printmaking Survey (3)

An introductory course to acquaint the student with the broader aspects of relief, intaglio, and planographic.

Print.108a,b. Printmaking Studio I (3 each)

Study of relief process (woodcut, wood engraving, linocut) in printmaking.

Print.128a,b. Printmaking Studio II (3 each)

Study and investigation of the various intaglio processes.

Print.228a,b. Printmaking Studio III (3 each)

Study and investigation of the planographic area.

Print.238a,b,c. Printmaking Studio IV (3 each)

Concentrated study of the intaglio area with emphasis on color printing.

Print.248a,b,c. Printmaking Studio V (3 each)

Concentrated study of lithography.

Print.308Ga,b,c. Printmaking Studio VI (3 each)

Independent investigation of specific problems in the field of printmaking.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Painting

Paint.89. Painting Survey (3)

To acquaint the student with the field of painting as a fine art. Media: gouache; emphasis: representation of visual phenomena related to pictorial composition.

Paint.129a,b. Painting Studio I (3 each)

Expressive use of realistic representation using watercolor and gouache as media.

Paint.139a,b. Painting Studio II (3 each)

Departure from realistic form for inventive purposes and the use of the self-portrait as subject matter.

Paint.229a,b. Painting Studio III (3 each)

Emphasis on control of compressed space, functional color, directly related to the invention of both from visual stimulus.

Paint.239a,b,c. Painting Studio IV (3 each)

Pure non-objective painting dependent on individual perception of surface phenomena and a basic vocabulary of form and color.

Paint.249a,b,c. Painting Studio V (3 each)

Pursuit of a personally satisfying direction in painting with greater emphasis on independence in regard to stimulation and evaluation.

Paint.319Ga,b,c. Painting Studio VI (3 each)

Selection of either a mural problem or a theme for easel painting in relation to the student's interests and needs.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Ceramics

Ceram.91. Ceramics Survey (3)

Introduction to total ceramic process—emphasis on potter's wheel.

Ceram.111a,b. Ceramics Studio I (3 each)

Further use of potter's wheel, glazes and colorants.

Ceram.121a,b. Ceramics Studio II (3 each)

Further study of potter's wheel, clays, and clay forming techniques.

Ceram.131a,b. Ceramics Studio III (3 each)

Glaze components, calculations and formulation, functional clay products.

Ceram.211a,b,c. Ceramics Studio IV (3 each)

Glaze faults. Industrial techniques.

Ceram.261a,b,c. Ceramics Studio V (3 each)

Design problems in clay-glaze experimentation.

Ceram.321Ga,b,c. Ceramics Studio VI (3 each)

Kiln design and construction. Senior exhibit preparation.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Sculpture

Sculp.90. Sculpture Survey (3)

Prerequisite: Des. 22.

A survey of the methods and materials as well as styles of sculpture.

Sculp.90. Sculpture Survey (3)

Prerequisite: Des. 22.

A survey of the methods and materials as well as styles of sculpture.

Sculp.100a,b. Sculpture Studio I (3 each)

Plastic (clay, plaster, concrete) and glyptic (wood, stone) forms and techniques in sculpture.

Sculp.110a,b. Sculpture Studio II (3 each)

Construction (metal, plastic, wood) forms and techniques in sculpture.

Sculp.250a,b. Sculpture Studio III (3 each)

Relief forms and processes in sculpture.

Sculp.260a,b,c. Sculpture Studio IV (3 each)

Advanced study of plastic modeling techniques in sculpture.

Sculp.320a,b,c. Sculpture Studio V (3 each)

Sculpture scale and its relationship to architecture.

Sculp.350Ga,b,c. Sculpture Studio VI (3 each)

Concentrated pursuit and development of a personal sculptural statement in form and expression.

Product Design

This program can be taken for the B.F.A. degree only.

P.D.206. Product Design I (5)

Elementary problems in the design of functional forms.

P.D.256. Product Design II (5)

Elementary problems in design of functional forms of specific mass production techniques.

P.D.266. Product Design III (5)

Elementary design of functional forms with emphasis on furniture.

P.D.276. Descriptive Drawing I (3)

Problems in visual analysis exploring two-dimensional systems.

P.D.286. Descriptive Drawing III (3)

Continuation of 276 with emphasis on impact and effects of color.

P.D.296. Descriptive Drawing III (3)

Continuation of P.D. 276 and 286 with emphasis on professional techniques of presentation.

P.D.316. Advanced Product Design I (5)

Problems in depth emphasizing aesthetic aspects of form.

P.D.326. Advanced Product Design II (5)

Continuation of P.D. 316 especially concerning hand-crafted furniture.

P.D.336. Advanced Product Design III (5)

Continuation of P.D. 316 especially concerning mass-produced products.

P.D.346. Advanced Design: Visual Perception (3)

Lectures and studio work concerning visual problems of product design.

P.D.356. Advanced Design: Human Factors (3)

Design problems relating to limitations imposed by human factors.

P.D.366. Advanced Design: Visual Analysis (3)

Problems which exhibit results of a process of visual analysis.

P.D.397. Seminar: Ideas in Design (2)

Designed to foster creative thinking in design problems.

P.D.398. Seminar: Design Readings (2)

Assigned specialized readings in the design fields.

P.D.399. Thesis: Product Design (3)

Independent research in the product design fields.

Commercial Art

Two 100-level courses are required of commercial art majors as prerequisite to the 200-level courses.

C.A.105a,b. Commercial Art Studio I—Lettering Design (3 each)

Basic lettering forms and techniques with emphasis on design application.

C.A.120a,b. Commercial Art Studio II—Advertising Design (3 each)

Creative layout and design for publication.

C.A.160a,b. Commercial Photography Studio I—Basic Elements (3 each)

Equipment and techniques with emphasis on the medium as an art form.

C.A.205a,b,c. Commercial Art Studio III—Commercial Art Techniques (3 each)

Studio production: typography, camera ready art, printing (offset and letterpress), air brush, and silkscreen.

C.A.290a,b,c. Commercial Art Studio IV—Illustration (3 each)

Drawing, painting, and creative visual materials as applied to contemporary publication.

C.A.322a,b,c. Commercial Photography Studio II—Photographic Design (3 each)

Prerequisite: C.A. 160a.

Creative use of photography for graphic publication.

C.A.362a,b,c. Commercial Art Studio V—Advanced Graphic Design (3 each)

Prerequisite: C.A. 120a.

Emphasis on design use and application of creative visual images in communication.

Bus.280. Principles of Marketing (5)

Bus.352. Principles of Advertising (5)

Interior Design

I.D.122a,b. Interior Design Studio I (3 each)

Color as it applies to interior design.

I.D.132a,b. Interior Design Studio II (3 each)

Principal periods of furniture styles.

I.D.222a,b. Interior Design Studio III (3 each)

Presentation drawings used for the client: isometrics, perspectives, elevations.

I.D.252a,b,c. Interior Design Studio IV (3 each)

Model construction, interior, exterior.

I.D.332a,b,c. Interior Design Studio V (3 each)

Materials, fabrics, papers and floor covering.

I.D.342a,b,c. Interior Design Studio VI (3 each)

Commercial interiors: offices, reception rooms, lobbies, etc.

Art History and Appreciation

A.H.112. Reading Seminar (2)

Intended to foster thinking about the visual arts.

A.H.113. Art History Survey (3)

An introduction to western traditions in the visual arts.

A.H.114. History of Prints and Drawings (3)

Deals with printmaking and drawing from the Renaissance to the present.

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- A.H.144. Ancient Art History (3)**
Deals with Egyptian, Assyrian, Minoan, Greek, and Roman art.
- A.H.145. Medieval Art History (3)**
Deals with European art from 400-1100.
- A.H.146. Italian Renaissance Art History (3)**
Deals with Italian painting, sculpture, and architecture from 1100-1550.
- A.H.217. Art Appreciation (2)**
Art and forms and processes with emphasis upon contemporary art.
- A.H.244. Northern Renaissance Art History (3)**
Deals with Flemish and Dutch painting, sculpture and architecture from 1400-1500.
- A.H.245. Baroque and Rococo Art History (3)**
Deals with Italian and French painting, sculpture and architecture from 1550-1750.
- A.H.246. 19th Century Art History (3)**
Deals mostly with French painting from David to Cezanne (ca. 1780-1900).
- A.H.247. 20th Century Art History (3)**
Deals with major trends in art such as Fauvism, Expressionism, Cubism, Non-objectivity.
- A.H.302G. Pan-American Art History (3)**
Acquaints the student with the cultural and artistic life of the Pan-American countries (past and contemporary).
- A.H.310. Primitive Art History (3)**
Deals with pre-historical and aboriginal art.
- A.H.311. Oriental Art History (3)**
Deals with the painting, sculpture and architecture of China, Japan and India.
- A.H.312G. Art of the United States (3)**
Survey of painting, sculpture, architecture and the minor arts from Colonial times to the present.
- A.H.313. Prehistoric Art**
Deals with art produced from the Pleistocene Age through the Neolithic culture.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Independent Study

Ind.S.280. Independent Study (3) by permission of Dean only.

Ind.S.380. Independent Study (3) by permission of Dean only.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Art Education

A.E.150. Art Observation (1)

One hour observation of public school art classes per week. Sophomore standing.

A.E.155. Culture and Art of Europe (9)

A six-week travel and study tour through western Europe. Museums, galleries, monuments and studios are visited in England, France, the Low Countries, Germany, and Italy.

A.E.221. Media and Techniques (3)

Experimentation with media and techniques including methodology in presentation for junior-senior high schools.

A.E.223m. Methods of Teaching Art in the High School (3)

Includes the philosophy and methodology of art education at the junior-senior high school level.

A.E.268. Art in the Elementary School (5)

Art educational philosophy, methodology, and specific projects for elementary level classes.

A.E.269. Classroom Participation in Art (1)

Two hours of classroom participation per week. Junior standing.

A.E.325G. Culture and Art of Europe (9)

A six week travel and study tour through western Europe. Museums, galleries, monuments and studios are visited in England, France, the Low Countries, German, and Italy.

A.E.340G. Culture and Art of Mexico (9)

A six-week travel study tour through Mexico by way of the Gulf States covering approximately 7000 miles. Art, craft, and cultural centers visited to acquaint students with native arts and crafts.

A.E.390G. Visual Presentation in the Classroom (3)

The application of design principles in presentation of display and visual materials in the classroom. Not open to art majors.

400-level courses: see GRADUATE SCHOOL BULLETIN.

FACULTY

E. R. BROWNING, Dean and Professor of Business

B.C.S., Bowling Green College of Commerce; A.B., Marshall University;
M.Ed., Duke University; Ed.D., Colorado State College.

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- WILLIAM S. HART**, Associate Professor of Business
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- JOSEPH A. HILL**, Professor of Business
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- SAMUEL THOMAS HILL**, Associate Professor of Business
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B.S., American International College; M.B.A., University of Pennsylvania;
Ph.D., University of Madrid.

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B.S., New York University; M.B.A., Kent State University.

WILFRED F. RYLANDER, Associate Professor of Accounting

B.B.A., M.B.A., University of Texas.

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JACK W. THORNTON, Associate Professor of Economics

B.A., Blackburn College.

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LOUIS H. ZINCONE, JR., Associate Professor of Economics

B.A., University of Richmond; Ph.D., University of Virginia.

FACULTY EMERITUS

W. W. HOWELL

A.B., Elon College; M.A., University of North Carolina.

ACCREDITATION

The School of Business of East Carolina University is a member of the American Association of Collegiate Schools of Business.

BACCALAUREATE DEGREE PROGRAMS

Bachelor of Science in Business Administration

Courses in Business and Economics that are numbered at the 200 and 300 levels at East Carolina University

cannot be transferred from a junior college. Only courses in Business and Economics that are numbered below 200 at East Carolina University can be transferred from a junior college. All students who transfer from senior colleges must earn a minimum of 45 quarter hours in Business and Economics at the junior and senior levels in on-campus residence in the School of Business. Students who transfer upper-level courses in Business and Economics from other senior colleges will be advised by the Dean of the School of Business concerning the exact courses needed to meet the B.S.B.A. degree requirements.

GENERAL COLLEGE

School of Business students will enter the General College for the first two years. Upon completing requirements, the students will transfer to the School of Business. The minimum entrance requirements for the School of Business are as follows:

- A. The student must complete 96 hours.
- B. The student must successfully complete those freshman and sophomore courses prescribed for the respective curricula.
- C. The student must have a grade point average of 1.5 to be eligible to enroll in seventh, eighth, and ninth quarters.
- D. The student must have a minimum grade point average of 2.0 in all business, economics, and accounting courses.
- E. All freshmen and sophomores who are now in the School of Business and who are eligible to return to the University will automatically be admitted to the School of Business.
- F. The above requirements for admission to the School of Business become effective on June 1, 1968.

FRESHMAN AND SOPHOMORE COURSES

Required Freshman and Sophomore Courses for the GENERAL BUSINESS, PRE-LEGAL, MANAGEMENT, MARKETING, REAL ESTATE, ECONOMICS, AND ACCOUNTING Curricula. (Curricula in Business Teacher Education have minor variations from the following. Students planning on being admitted to a Teacher Education or Office Administration program should consult with advisors in the General College.)

Business and Economics	Hours
Business 10 (Introduction to Business)	5
Accounting 140, 141	10
Economics 111, 112 (Principles of Economics)	10

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General Education Requirements	
English 1, 2, 3, and Library Science 1	10
Math 65	5
A Science Sequence	12
Foreign Language 3, 4, and a five hour literature or Civilization course or an approved Math sequence (Math sequence required by Accounting Department)	15

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An additional 29 hours must be chosen from the following:

History	10
Geography; Political Science or Sociology	5
Health and/or P. E. (Five one hour P. E. activity courses recommended.)*	5
Art History or Music Appreciation	2
Speech 180, 119, or 217	3
Literature	3
Restricted Electives (Humanities)	
Twelve hours from the following areas: Art, Foreign Language, Music, Philosophy, Psychology, or Religion	
Free Electives	6

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Total 96

General Education Requirements (89-114 q.h.)

English 1, 2, 3; Speech 119 or 180 or 217; Library Science 1
 Fine or Practical Arts, Philosophy, Religion, Psychology, Foreign Language: must include 27 quarter hours as follows:

One course in literature
 One course in music or art
 Practical Arts: Business 140, 141
 Psychology 50 (Required of Business Teacher Education students only)

Electives from fine arts, literature, philosophy, psychology, religion and foreign language

Anthropology, Economics, Geography, History, Political Science, Sociology:

Two courses in history
 Economics 111, 112, 210
 One of the following:

Anthropology
 Geography
 Political Science
 Sociology

Science sequence in Biology or Chemistry or Geology or Physics
 Mathematics 65

Health and/or Physical Education 5 quarter hours
 Foreign Languages (Not required of Business Teacher Education students)

All students must complete one 5 hour literature or civilization course beyond the intermediate level (i.e.: Spanish 4, French 4, German 4) of one language. Another advanced language course

*All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

may be substituted for literature or civilization by permission of the chairmen of the foreign language departments in special circumstances. Advanced courses in Mathematics beyond Mathematics 65 (5-25 hours) may be substituted for this requirement with the written permission of the adviser and the Dean of the School of Business. Accounting majors are required to take the mathematics sequence.

Core Curriculum in Business and Economics (43 q.h.)

In addition to the general education requirements of the University, all Business students must take the following required core curriculum in Business and Economics.

- Business 10—Introduction to Business
- Business 140, 141—Principles of Accounting
(Required in General Education)
- Business 219—Business Communications
- Business 241, 242—Business Law
- Business 250—Principles of Industrial Management
- Business 254—Accounting for Planning and Control or Business
255—Intermediate Accounting (Required of Accounting majors and Basic Business Teacher Education majors)
- Business 274—Business Finance
- Business 280—Principles of Marketing
- Economics 111, 112—Introduction to Economics
(Required in General Education)
- Economics 210—Money and Banking
(Required in General Education)
- Economics 328—Economic and Business Statistics

Liberal Arts (B.A.) Degree

Minors in Accounting, Business Administration, Economics and Office Administration

1. Accounting Minor:
Economics 111, 112
Business 140, 141, 255, 256, 290, 361, 362, and one course from
Business 257, 271, 390
This accounting minor does not qualify the student to take the
Certified Public Accountant's Examination.
2. Business Administration Minor:
Economics 111, 112, 328
Business 140, 141, 241, 250, 274, 280
3. Economics Minor (Also for Teacher Education—B.S. Degree)
Economics 111, 112, 210, 216, 227, 328, and additional advanced
courses in Economics for a minimum of thirty-six hours
4. Office Administration Minor:
Business, six hours from 2, 3, 104, 204
Business 109, 115, 116, 120, 140, 141, 150, 214, 215
Economics 111, 112

Department of Accounting

MISS POTTER, Acting Chairman; MISS BRANDON, MR. CAMERON, MR. COLCORD, MISS EDENS, MRS. HART, MR. JAMES, MR. LEDBETTER, MRS. LITTLE, MR. RYLANDER, MR. SMITH.

CURRICULUM

Thirty-six quarter hours in accounting above the core curriculum courses:

- Business 240—Introduction to Electronic Data Processing—Computer Operation and Accounting Functions
- Business 256—Intermediate Accounting
- Business 257—Advanced Accounting
- Business 290—Income Tax
- Business 361—Auditing
- Business 362—Cost Accounting
- Business 390—Federal Income Tax for Partnerships and Corporations
- Business 392—CPA Review

COURSES

140. Principles of Accounting (5)
Prerequisites: Business 10 and Mathematics 65 or equivalents.
The beginning course emphasizing the accounting cycle for proprietorships.
141. Principles of Accounting (5)
Prerequisite: Business 140.
Accounting for partnerships and corporations. The course work encompasses both merchandising and manufacturing enterprises.
240. Introduction to Electronic Data Processing—Computer Operation and Accounting Functions (3)
Prerequisite: Business 254 or 255.
Includes planning techniques, relation to accounting systems, programming IBM 1620 computer for simulated accounting situations, and card punch operation.
254. Accounting For Planning and Control (5)
Prerequisite: Business 141.
Terminal course emphasizing use of accounting data for management and analysis, and recommended for those students whose chief interests are in marketing, management and finance.
255. Intermediate Accounting (5)
Prerequisite: Business 141. Required of Accounting majors and Basic Business Teacher Education majors.
Concepts and principles underlying accounting processes. Theory and problems of financial accounting.
256. Intermediate Accounting (5)
Prerequisite: Business 255.
Analysis of financial statements, including the preparation of Flow of Funds statement and the special problems of accounting for business in liquidation and estates and trusts.

257. Advanced Accounting (5)

Prerequisite: Business 256.

Special accounting problems of installment and consignment sales, partnerships, parent and subsidiary accounting.

271. Governmental Accounting (3)

Prerequisite: Business 255.

Principles of fund accounting with emphasis on municipal organizations.

290. Income Tax (5)

Prerequisites: Business 242, 255.

Federal income tax and its application to returns of individuals.

361. Auditing (5)

Prerequisite: Business 256.

An intensive course in auditing theory and practice for accounting majors.

362. Cost Accounting (5)

Prerequisite: Business 256.

Cost accounting for industrial firms and the use of information gathered for decision-making.

390. Federal Income Tax for Partnerships and Corporations (3)

Prerequisite: Business 290.

Laws and regulations controlling the preparation and filing of tax returns for corporations, partnerships, estates, and trusts.

391. Budgeting (3)

Prerequisite: Business 255.

Budgeting for effective managerial control, budget construction and application, operation of the budget, and miscellaneous budget considerations.

392. CPA Review (5)

Prerequisites: Business 256, 257, 361, 362, 390.

To help accounting majors prepare for the professional examination in accounting.

393. Accounting Theory (3)

Prerequisite: Business 256.

The development of accounting theory, discussion of significant accounting concepts, and presentation of accounting theory in selected special areas.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Business Administration

MR. J. HILL, Chairman; MR. ABULELA, MR. BEARDEN, MR. BROWNING, MR. CONLEY, MISS DANIELS, MRS. DEBTER, MISS DEMPSEY, MRS. DEMPSEY, MRS. DEWAR, MR. DURHAM, MR. FINCH, MR. FLETCHER, MISS HARRISON, MR. HART, MR. S. HILL, MR. JONES, MRS. JONES, MISS LOWE, MRS. LUNDY, MR. McDANIELS, MR. McGRATH, MRS. McGRATH, MR. ROCKE, MR. ROSENBLATT, MR. SHARPE, MR. WATSON, MR. WHITE.

CURRICULA

1. General Business and Pre-Legal.
 Twenty-five quarter hours in Business Administration and Economics above core curriculum courses. These courses must be selected from at least three of the following areas of concentration:
 - Accounting
 - Economics
 - Management
 - Marketing
 - Real Estate
2. Management
 Twenty-eight quarter hours in Business Administration and Economics above the core curriculum courses:
 - Business 151 or 240—Computer Operation and Data Processing
 - Business 381—Personnel Management
 - Business 382—Production Management
 - Business 383—Administrative Practices
 - Business 384—Business Policy
 - Economics 220—Labor Problems
3. Marketing.
 Twenty-six quarter hours in Business Administration and Economics above the core curriculum courses:
 - Business 351—Principles of Selling and Sales Promotion
 - Business 353—Retail Management
 - Business 356—Cases in Marketing Strategy
 Thirteen quarter hours to be taken from the following:
 - Business 352—Principles of Advertising
 - Business 354—Credit and Collection
 - Business 357—Advanced Selling and Sales Management
 - Economics 226—International Economics and Finance
 - Economics 389—Principles of Transportation
4. Office Administration.
 Twenty-six quarter hours in Business Administration above the core curriculum courses:
 - Business—six hours from 2, 3, 104, 204, Typewriting
 - Business 109—Duplicating Machines
 - Business 115, 116, 120—Shorthand and Transcription
 - Business 214, 215—Secretarial Science

Business 212—Secretarial Procedures

Business 222—Machine Transcription

5. Real Estate.

Twenty-five quarter hours in Business Administration and Economics above the core curriculum courses:

Business 285—Business Law of Real Estate

Business 286—Real Estate Appraisals

Business 287—Real Estate Management and Brokerage

Economics 387—Property Insurance

One course from the following:

Business 228—Administrative Management

Business 290—Income Tax

Business 351—Principles of Selling and Sales Promotion

Business 352—Principles of Advertising

Economics 220—Labor Problems

Economics 389—Principles of Transportation

6. Comprehensive Business Teaching Certificate.

Twenty-six quarter hours in Business Administration above the core curriculum courses. These requirements are the same as those listed under Office Administration. See 4 above.

Thirty-one quarter hours in Education and Psychology.

7. Basic Business Teaching Certificate.

Seventeen quarter hours in Business Administration above the core curriculum courses:

Business—six hours from 2, 3, 104, 204, Typewriting

Business 109—Duplicating Machines

Business—ten hours in advanced accounting electives above

Business 255

Thirty-one quarter hours in Education and Psychology.

8. Distributive Education Teaching Certificate.

Twenty-seven quarter hours in Business Administration above the core curriculum courses:

Business—six hours from 2, 3, 104, 204, Typewriting

Business 167—Distributive Education, Coordination Techniques

Business 351—Principles of Selling and Sales Promotion

Business 352—Principles of Advertising

Business 353—Retail Management

One course from the following:

Business 354—Credit and Collection

Business 356—Cases in Marketing Strategy

Business 357—Advanced Selling and Sales Management

Thirty-one quarter hours in Education and Psychology.

Distributive Education students are also required to meet an experience requirement of one year of 1,200 clock hours of experience in some area of distribution in approved positions that were held after graduation from high school. This requirement may be met by working in distributive occupations on Saturdays, spare-time jobs, vacations, summer work, and holidays. Immediately after the student's first registration in the Distributive Education curriculum, he must work out a program with the

Director of Teacher Training in Distributive Education under which he will meet the experience requirement before graduation.

COURSES

2. Intermediate Typewriting (2)
Five hours a week.
Prerequisite: Students must have credit for one-half or one year of high school typewriting.
3. Advanced Typewriting (2)
Three hours a week.
Prerequisite: Business 2.
For students who have had two years of high school typewriting.
10. Introduction to Business (5)
Designed to introduce the Business freshman to the areas of accounting, business finance, economics, transportation, management, marketing, business law, and business education.
104. Advanced Typing Drill (2)
Three hours a week.
Prerequisite: Business 3.
109. Office Machines: Duplicating Machines (1)
Prerequisite: Business 3.
115. Shorthand (3)
Five hours a week.
Prerequisites: English 1; Students must have credit for one year of high school shorthand.
116. Shorthand (3)
Five hours a week.
Prerequisite: Business 115.
For students who have had two years of high school shorthand.
120. Introduction to Transcription (3)
Prerequisites: Business 2, 115.
Should be taken simultaneously with Business 116.
151. Computer Data Processing for Business (3)
Prerequisite: Business 140.
Includes data processing fundamentals, equipment, programming and systems. The basic concepts of data flow, machine-processable data, and data organization are related to electronic equipment and programming techniques used in business.

- 204. Applied Typewriting (2)**
Hours arranged, five hours a week.
Prerequisites: Business 109, Business 104, or six hours of college typewriting.
- 212. Secretarial Procedures (3)**
Prerequisite: Business 116.
- 214. Secretarial Science (3)**
Five hours a week.
Prerequisite: Business 3, 116, 120; English 1, 2, 3.
- 215. Secretarial Science (3)**
Five hours a week.
Prerequisite: Business 214.
- 219. Business Communications (3)**
Prerequisites: English 3; Business 141, Economics 112.
To assist the student in developing an understanding of the need for effective communication and in building effective relations in business and industry.
- 222. Machine Transcription (1)**
Prerequisite: Business 214.
- 223m. Materials and Methods of Teaching Business and Distributive Education (3)**
Credited as Education 223M. Required of all Business Education students.
Prerequisites:
Comprehensive Certificate students: Business 3, 109, 214, 254 or 255.
Basic Business Certificate students: Business 3, 109, 254 or 255.
Distributive Education Certificate students: Business 254 or 255.
The most advanced methods of teaching business courses at the high school level.
- 228. Administrative Management (5)**
Prerequisites: Business 141, Economics 112.
Provides an opportunity to examine evolving concepts and practices of Administrative Management. While emphasis is placed upon modern techniques of information management, also included are such topics as machines and equipment, personnel selection and placement, and evaluation of employee and managerial performance.
- 241. Business Law (5)**
Prerequisites: Business 141, Economics 112.
Covers the following areas of business law: law and society;

law and its enforcement; contracts; personal property; agency and employment; bailments and sales; commercial paper; and the uniform commercial code as it pertains to these fields.

242. Business Law (5)

Prerequisites: Business 141, 241, Economics 112.

Security devices; business organizations; real property, leases, and mortgages; insurance; trusts, decedents' estates, and bankruptcy; and government and business.

250. Principles of Management (5)

Prerequisites: Business 141, Economics 112.

Management principles, controls for industrial organizations, development of industrial work force, employee relations, ratings, wage plans, supporting functions of industrial management, and the management team.

267. Distributive Education—Coordination Techniques (3)

Prerequisites: Business 141, Economics 112.

Concerned with work experience in high school. Topics include the organization, administration, and evaluation of work experience programs.

274. Business Finance (5)

Prerequisites: Business 141, Economics 112.

To acquaint the student with the basic principles and theories of business finance as they apply to various forms of business organizations.

280. Principles of Marketing (5)

Prerequisites: Business 141, Economics 112, or Art major.

Marketing policies and practices; marketing consumer goods; and marketing industrial goods.

285. Business Law of Real Estate (5)

Prerequisites: Business 141, 241, Economics 111, 112.

Economics of real estate; legal instruments used in real estate transactions; the real estate market; the real estate business; and the public and real estate activities.

286. Real Estate Appraisals (5)

Prerequisite: Business 285.

The economics of valuation of real property; the levels of property valuation with emphasis on appraisal for financing purposes; the factors and principles affecting residential and commercial values; methods of appraising property utilizing the reproduction cost, market data, and income approaches. The course corresponds to Appraisal I, Basic Principles, Methods and Techniques, American Institute of Real Estate Appraisers.

287. Real Estate Management and Brokerage (5)

Prerequisite: Business 286, 242.

The organization and conduct of real estate brokerage and managerial business and professional activities. Social, economic, legal and ethical responsibilities of the real estate broker and real property manager.

351. Principles of Selling and Sales Promotion (5)

Prerequisite: Business 280.

The nature and importance of selling; the sales interview; retail and store salesmanship; the salesman and his firm; and the evaluation of sales practices.

352. Principles of Advertising (5)

Prerequisite: Business 280 or Art major.

To acquaint the student with the development of advertising and its economic significance to the consumer and to the advertiser.

353. Retail Management (5)

Prerequisite: Business 280.

Retailing; the retail store; retail organization; buying, receiving, and pricing; sales promotion and customer services; and retail control.

354. Credit and Collection (3)

Prerequisite: Business 280.

The meaning and significance of credit, credit instruments, classes of credit, mercantile credit terms, elements determining the credit risk, the financial statement, and collection methods and procedures.

356. Cases in Marketing Strategy (3)

Prerequisite: Business 280.

The consumer and marketing, retailing, wholesaling, sales promotion and advertising, and government and marketing.

357. Advanced Selling and Sales Management (3)

Prerequisite: Business 351.

An analysis of a wide variety of problems of salesmen and sales managers.

380. Honors (3)

Prerequisites: junior or senior standing, freshman and sophomore business core courses, and a B— average.

The great books in business, selected from a reading list. Research paper and final examination are required. Schedule arranged with instructor.

381. Personnel Management (5)

Prerequisite: Business 250.

Job analysis, staffing, interviewing, training, labor relations, contract negotiation, compensation, communications, and research.

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382. Production Management (5)

Prerequisites: Business 250 and 274.

Plant location and design; internal organization for operations, production planning and control, stores control, routing and handling of materials; quantitative approaches; operations research and PERT.

383. Administrative Practices (5)

Prerequisite: Business 250.

Development of attitudes about human situations and relations in business. Stresses methods of getting a job done through correct decisions.

384. Business Policy (5)

Prerequisites: Business 250, senior standing.

Uses the case method or the analytical approach. Trains students in a chief executive framework for organizational analysis. Stresses an overall integrated viewpoint of business policy and/or strategy from the viewpoint of an individual firm.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Department of Economics and Finance

MR. ZINCONE, *Acting Chairman*; MR. BASSLER, MR. BROWN, MR. GULATI, MR. HENDERSHOT, MR. KNIPE, MISS LARSEN, MR. MASTEN, MR. MOORE, MR. ROMITA, MR. THORNTON, MR. STEWART, MR. VICHAS, MR. YEH.

CURRICULUM

Twenty-five quarter hours in Economics above the core curriculum courses:

Economics 216—Intermediate Economic Theory

Twenty quarter hours of restricted electives in economics.

COURSES

111. Introduction to Economics (5)

Prerequisite to all other courses in Economics. Survey of basic economic aspects such as national income, business organization, pricing mechanisms, labor, and the banking system.

112. Introduction to Economics (5)

Prerequisite: Economics 111.

Continuation of Economics 111 with attention given to pricing, international trade and finance, and current economic problems.

210. Money and Banking (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

The forms and functions of money, credit problems, commercial and central banking. Special emphasis upon development and practices in the United States.

216. Intermediate Economic Theory (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

Detailed development of equilibrium, theory, determination of prices and outputs, theory of the firm, the theory of distribution, and employment of theory.

220. Labor Problems (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

Labor in the American economy, supply and demand for labor, determination of wage rates, collective bargaining, unemployment, and other current problems in business.

221. Public Finance (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

The principles of governmental expenditures, revenues, and debts with particular reference to the United States.

226. International Economics and Finance (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

Fundamental principles of various national economic structures and the role of international trade in the United States economy.

227. Macro Economics and National Income (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

National accounts, national income, production and employment, production and prices, the cost of unemployment, consumption expenditures, and investment expenditure.

325. Business Cycles (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

The study of the nature and significance of business fluctuations in the modern economy. Emphasis upon cycles, measures provided by economic indicators, theories, and proposed remedies.

326. Development of Economic Thought (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

The basic course of development of economic thought, ranging from the Greeks to the present day. Emphasis on figures and biographical and historical information.

328. Economic and Business Statistics (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

Formerly Business 338G

Statistical tables and charts; ratios; percentages; analysis of frequency distributions with measures of central tendency, dispersion, skewness and kurtosis; probability; the normal distribution; and simple regression and correlation.

329. Economic and Business Statistics (5)

Prerequisite: Economics 328 or its equivalent.

Use of research sources, collection of original data, sampling techniques, the normal distribution, the binomial distribution, tests of hypotheses, index numbers, analysis of time series, correlation of time series, multiple regression and correlation, and quality control.

330. Investments (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

Investment possibilities for the individual. Corporate and other securities as investments, the organization of the capital market, and the analysis and evaluation of securities.

332. Comparative Economic Systems (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

Capitalism, Marxian theory of socialism and communism, modern socialism and communism, British socialism, the economy of the Soviet Union, communism in Yugoslavia and China.

385. Quantitative Methods for Economics and Business (5)

Prerequisites: Economics 111, 112; Business 250; Math 65.

An exploration of mathematical techniques used in economics and business management with emphasis on applied problems and the relationship between the techniques and economic theory.

386. Life Insurance (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

Fundamentals of legal reserve life insurance; company organization and operation association and state supervision and regulation of companies.

387. Property Insurance (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

Casualty insurance, fire insurance, marine insurance, insurance carriers, underwriters association, and state supervision and regulation.

389. Principles of Transportation (5)

Prerequisites: Economics 111, 112; Business 141 for Business majors.

The economic organization and functioning of the transportation industries. Impact on industrial location, prices, and markets. The nature of the public policy in transportation.

400-level courses: see GRADUATE SCHOOL BULLETIN.

FACULTY

DOUGLAS R. JONES, Dean

A.B., M.A., East Carolina University; Ed.D., George Peabody College.

FRANK ARWOOD, Associate Professor and Chairman, Department of Elementary Education

B.S., East Tennessee State University; M.A., Ph.D., University of North Carolina

JAMES WILLIAM BATTEN, Professor and Chairman, Department of Secondary Education

A.B., M.A., Ed.D., University of North Carolina.

RALPH BRIMLEY, Professor and Chairman, Department of Educational Administration and Supervision

B.S., North Carolina State University; M.A., University of North Carolina; Ed.D., George Washington University.

EDWARD J. CARTER, Professor

A.B., Lenoir-Rhyne College; M.A., Ph.D., University of North Carolina.

THOMAS ANDERSON CHAMBLISS, Associate Professor

B.S., Troy State College; M.Ed., Ed.D., Auburn University.

AMOS O. CLARKE, Associate Professor

A.B., M.A., East Carolina University; Ed.D., Duke University.

JOSEPH WILFRED CONGLETON, JR., Associate Professor

B.S., M.A., East Carolina University; Ph.D., University of North Carolina.

BILLIE LYNNE DANIEL, Assistant Professor

B.F.A., University of Georgia; M.A., University of Tennessee.

SHELDON C. DOWNES, Associate Professor

B.S.A., Bethany College; M.S., West Virginia University; Ed.D., Penn State University.

ELSIE S. EAGAN, Assistant Professor

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B.S., Aurora College; M.A., Ed.D., George Washington University.

MILTON E. GODFREY, Instructor

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ROBERT GREGORY, Instructor

B.A., Cornell University; M.A., Ph.D., Syracuse University.

KEITH D. HOLMES, Professor

B.S., Oswego State Teachers College; M.A., Columbia University; Ph.D., Cornell University.

MARGARET HELEN INGRAM, Associate Professor

A.B., Wake Forest College; M.Ed., Ed.D., University of North Carolina.

ESTA D. JOHNSON, Assistant Professor

B.S., Mississippi Southern University; M.A., Northwestern University.

SALLY KLINGENSCHMITT, Assistant Professor

A.B., Duke University; M.A., Northwestern University.

LOUISE LEVEY, Instructor

B.S., Williamamantic College; M.Ed., East Carolina University.

WILLIAM B. MARTIN, Associate Professor

B.S., Clarion State Teachers College; M.A., Arizona State University; Ed.D., George Peabody College.

RUTH MODLIN, Associate Professor

A.B., East Carolina University; M.A., Columbia University; Ed.D., George Peabody College.

CLIFFORD L. NIXON, Professor

A.B., M.A., Ed.D., University of California at Berkeley.

RUTH H. NIXON, Associate Professor

A.B., M.A., Ed.D., University of California at Berkeley.

GILBERT G. RAGLAND, Professor and Chairman,

Department of Special Education

B.S., University of North Carolina; M.S., North Carolina State University; Ed.D., University of Virginia.

WILLIAM C. SANDERSON, Assistant Professor

B.S., M.A., East Carolina University; Ed.D., Duke University.

RICHARD S. SPEAR, Professor

A.B., Catawba College; M.A., Ed.D., Duke University.

MARY LOIS STATON, Professor

A.B., Flora MacDonald College; M.A., East Carolina University; M.A., Teachers College, Columbia University; Ph.D., University of North Carolina.

**CONSULTANTS IN SPECIAL EDUCATION FOR THE
SCHOOL OF EDUCATION**

MALENE G. IRONS, M.D., Developmental Evaluation Clinic

ALBIN JOHNSON, M.D.

KYOUNG-HI P. KIM, M.D.

DEMONSTRATION SCHOOL

C. C. CLEETWOOD, B.S., M.A., Ed.D., Superintendent of City Schools, Greenville.

GLENN L. COX, B.S., M.A., 6th yr., Assistant Superintendent, City Schools.

Wahl-Coates Laboratory School

CHARLES ROSS, Principal

B.S., M.A., East Carolina University.

DOROTHY C. BROWN, Supervising Teacher, First Grade

A.B., M.A., East Carolina University.

ALICE B. ARLEDGE, Supervising Teacher, First Grade

B.S., M.A., East Carolina University.

EDNA DELORES FORD, Supervising Teacher, First Grade

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LOU J. CAVENDISH, Supervising Teacher, Second Grade

A.B., M.A., East Carolina University.

REBECCA B. TAYLOR, Supervising Teacher, Second Grade

B.S., M.A., East Carolina University.

EDITH WORTHINGTON, Supervising Teacher, Second Grade

A.B., M.A., East Carolina University.

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DOROTHY JOHNSON, Supervising Teacher, Third Grade
B.S., M.A., East Carolina University.

MARY G. MURRELL, Supervising Teacher, Third Grade
B.A., Johnson C. Smith University.

KATHERINE SLAY, Supervising Teacher, Third Grade
A.B., East Carolina University; M.A., Eastern Michigan University.

ELIZABETH TAYLOR, Supervising Teacher, Fourth Grade
A.B., M.A., East Carolina University.

MARGARET W. WHITE, Supervising Teacher, Fourth Grade
B.S., M.A., East Carolina University.

KATHRYN W. SMITH, Supervising Teacher, Fourth Grade
B.S., M.A., East Carolina University.

KARA LYNN FENNELL, Supervising Teacher, Fifth Grade
A.B., M.A., East Carolina University.

FRANCES TYSON, Supervising Teacher, Fifth Grade
A.B., B.S., East Carolina University.

MAVIS ALDER, Supervising Teacher, Fifth Grade
B.S., M.A., East Carolina University.

THELMA ALLEN, Supervising Teacher, Sixth Grade
B.S., M.A., East Carolina University.

MYRTLE B. CLARK, Supervising Teacher, Sixth Grade
B.S., George Peabody College; M.A., East Carolina University.

MARY ROSE STOCKS, Supervising Teacher, Sixth Grade
B.S., M.A., East Carolina University.

LILY CARR WEAVER, Supervising Teacher, Librarian
A.B., M.A., East Carolina University.

VIVIAN BEACH, Supervising Teacher, Music
B.S. in Music Education, Mount Union College; M.A., University of Georgia.

NORMA GRAY, Supervising Teacher, Art
B.S. in Art Education, State College, Kutztown, Pennsylvania; M.A. in Art Education, East Carolina University.

Greenville High School

EDWARD N. WARREN, Principal
A.A., Campbell College; A.B., Atlantic Christian College; M.A., East Carolina University.

JAMES C. ARLEDGE, Supervising Teacher, Art
B.S., East Carolina University.

DEANIE BOONE HASKETT, Supervising Teacher, English
A.B., M.A., East Carolina University.

J. E. RODGERS, Supervising Teacher, Band
A.B., University of North Carolina; M.A., Teachers College, Columbia University.

R. B. STARLING, Supervising Teacher, Social Studies
A.B., Atlantic Christian College; M.A., University of North Carolina.

FACULTY EMERITI

DORA E. COATES

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J. K. LONG

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ANNIE MAE MURRAY

A.B., Anderson College; M.A., George Peabody College.

ANNIE C. NEWELL

Diploma, State Normal School, Trenton, N J.; B.S., M.A., Diploma in Kindergarten, Teachers College, Columbia University.

J. L. OPPELT

A.B., Otterbein College; M.A., Teachers College, Columbia University; Ph.D., Ohio State University.

LOUISE GALPHIN

A.B., Winthrop College; M.A., Duke University.

EUNICE McGEE

A.B., Piano Certificate, LaGrange College; M.A., Oglethorpe University.

FRANCES WAHL

Diploma, State Teachers College, Conway, Arkansas; B.S., George Peabody College; M.A., Teachers College, Columbia University.

CURRICULA

REQUIREMENTS FOR STUDENTS PREPARING TO TEACH (B.S. Degree)

The degree of Bachelor of Science is conferred by the University when the student has received a minimum of 190 quarter hours credit and has met the following requirements:

1. General education requirements 85 q.h.
(Appropriate credit in general education may count in the total and specific credit required in the subject field. Professional credits cannot be used to meet general education requirements.)
- Language skills 13 q.h.
English 1, 2, 3; Speech 119 or 217; Library Science 1
- Aesthetic values 27 q.h.
Literature
Psychology 50
Selection from at least two of the following:
Fine or Practical Arts
Industrial and Technical Education requires
INDT. 25
Philosophy or Religion or Psychology
Foreign language (minimum of 20 q.h.)
Required of Drama and Speech, English,
Geography, History, and Art majors

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- History 10 q.h.
 - Elementary majors take History 50, 51
 - Foreign Language majors take History 140, 141
- Selection from at least two of the following 10 q.h.
 - Anthropology
 - Economics
 - Industrial and Technical Education requires Econ. 111
 - Business requires Econ. 111, 112
 - Geography
 - Elementary Education requires Geog. 15
 - Political Science
 - Elementary Education requires Govt. 10
 - Sociology
- Science 10-12 q.h.
 - Elementary Education requires Science 38, 39 (10 q.h.)
 - Secondary Education requires a sequence of biology, chemistry, or physics (12 q.h.)
 - Industrial and Technical Education requires sequence courses in physics
- Mathematics 5 q.h.
 - Elementary Education majors take Math 127, 128
 - Secondary Education majors take Math 65 or 104 according to background preparation of the student.
- Health and Physical Education* 8 q.h.
 - Health 1 (5 q.h.)
 - Physical Education service courses (3 q.h.)
- 2. Professional Credits:
 - Primary Grades Majors 36 q.h.
 - Education 101, 203, 304, 341-2-3-4
 - Psychology 201, 205
 - Grammar Grades Majors 36 q.h.
 - Education 101, 305, 311, 345-6-7-8
 - Psychology 201, 205
 - Secondary Education Majors 31 q.h.
 - Education 223m, 318s, 324, and 325
 - Psychology 240, 205
- 3. Major and Minor Subject Matter Credits:
 - Requirements in the major and minor fields are listed in the courses of instruction section of the catalogue by Departments.
- 4. School of Art requirements for graduation with the Bachelor of Science degree are 197 quarter hours credit.

*All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

**CURRICULA FOR PREPARATION OF
ELEMENTARY TEACHERS**

A. Primary Teachers

Required subject matter courses in	
area of specialization	52 q.h.
Art 15, 268	
English 132, 313	
Geography—any 5-q.h. regional course	
Health and Physical Education 244, 245	
History 140, 255	
Mathematics 219p., 129	
Music 117, 202	
Science 239	

B. Grammar Grade Teachers

Required subject matter courses in	
area of specialization	52 q.h.
Art 15, 268	
English 132, 313	
Geography—any 5-q.h. regional course	
Health and Physical Education 244, 245	
History 140, 255	
Mathematics 219gg, 129	
Music 117, 203	
Science 239	

STUDENT TEACHING

Student teaching is recognized as the culminating aspect of one's professional preparation for teaching. Adequate facilities for the administration of this phase of the student's work are provided by East Carolina University under the supervision of the Director of Student Teaching, whose office is located in the Alumni Building. The Director of Student Teaching works directly with the Dean and the staff of the School of Education to provide a program of student teaching experiences for elementary majors. Each school or department involved in the education of prospective secondary school teachers has a college supervisor who works with the Director of Student Teaching in providing appropriate student teaching experiences for secondary majors.

Student teaching is done in the Greenville City Schools or in one of the other schools in the service area of the

University which has been approved as a student teaching center.

All senior students enrolled in the teacher education program are required to observe the opening of a public school in a community of their choice before returning for their last year at the University. Written instructions for these observations are available in the offices of departmental college supervisors or in the office of the Director of Student Teaching.

Student teaching is done in the prospective teacher's major field only, except for candidates for the B.S. degree in library science who do student teaching in their minor. A student teaching practicum in library science is provided only for persons already holding B.A. degrees and seeking certification as librarians.

Applications for admission to student teaching must be made to the appropriate University departmental supervisor no later than the close of the registration period immediately preceding the quarter in which the student teaching is to be done. Elementary majors will receive application blanks and instructions for filing same during the class meetings of Ed. 203 and Ed. 305 each quarter. Their completed applications should be returned to instructors of Ed. 304 and Ed. 311 at the first class meeting each quarter. Secondary majors may obtain applications in the offices of University departmental supervisors. These forms, when not otherwise available, may also be obtained in the office of the Director of Student Teaching.

Before admission to student teaching, the applicant must have attained classification as a senior in the University and have met all departmental prerequisites including admission to the Upper Division of Teacher Education. A secondary major must have an average of not less than "C" in his major field of preparation as well as in his general "overall" average. Also, he must have earned at least a "C" in his major methods course, and he must have passed Ed. 325. An elementary major must have earned at least a "C" in Ed. 101, passed English 220a, and have a general average of not less than "C" for all courses taken at the University. More-

over, a primary major must have earned at least a "C" in Ed. 203 and 304, and a passing grade in Mathematics 219p; while an intermediate major must have earned at least a "C" in Ed. 305 and 311, and a passing grade in Mathematics 219gg.

Each applicant must pass a physical examination and be in good standing on the records of the Dean of Men or the Dean of Women. Each applicant is responsible for getting the health certificate on his application blank filled out by a doctor of his choice.

A transfer or graduate student will not be admitted to student teaching until he has completed at least two full quarters at East Carolina University.

Student teaching is done for one full quarter during which the entire day is spent in the student teaching center. Student teachers assigned to co-operating schools in excess of 25 miles from the campus are urged to establish residence for the quarter in the community where the co-operating school is located.

As a general policy, secondary majors will not be permitted to take any course concurrently with student teaching except Ed. 318s, which is required. (Exceptions may be made in hardship cases upon the written recommendation of the student's major adviser, the approval of his departmental supervisor of student teaching, the Departmental Director, and the Director of Student Teaching on a form provided by him.)

As a general policy, elementary majors will not be permitted to take any course concurrently with student teaching. (Exceptions may be made in hardship cases upon the written recommendation of the student's major adviser, the approval of his departmental supervisor of student teaching, the Dean of the School of Education, and the Director of Student Teaching, on a form provided by him. However, under no circumstances will an elementary major be permitted to enroll for more than 3 hours in addition to student teaching and such additional courses must meet in the evening or on Saturday morning.)

Facilities are not provided for student teaching at the secondary level during the summer session. However, during the first term of the summer session, facilities for a limited number of experienced elementary teachers are provided in the Wahl-Coates School on the campus. Prerequisites for admission to student teaching during the summer session are (1) three years of successful teaching experience, and (2) written recommendation from the school official by whom the applicant is employed.

Twelve (12) credit hours must be earned in student teaching at East Carolina University to complete the requirements for the B.S. degree.

UNIVERSITY SPEECH CLINIC

The function of the University Speech Clinic is two-fold. First, it is a training facility for students who are preparing to become speech therapists in the public schools of North Carolina. To accomplish this function, limited out-patient services in the form of diagnosis and consultations are scheduled throughout the regular school year. Speech therapy may be offered. A Summer Speech Clinic is held where an intensive program of therapy for the various problems of speech is given for a small number of children.

Second, the Speech Clinic is also a service facility for the University students. Students with problems are given recommendations and therapy may be offered. All Speech Clinic services are rendered without charge.

READING LABORATORY

The purpose of the Reading Laboratory and Clinic is to train teachers in proper procedures to be employed in developing and carrying on a program of remedial reading in their own schools. Instruments and processes of diagnosis are demonstrated as a first step. Following this, teachers are helped to plan programs in their own schools in term of recent developments in the field of reading.

COURSES

Significance of course numbers:

For freshmen 1 to 99, sophomores 100 to 199, juniors 200 to 299, seniors 300 to 399.

The letter G following course numbers indicates senior-graduate courses, open only to seniors and graduate students.

Courses normally meet one hour for each quarter hour credit. The numbers in parentheses following the title of each course indicate the credit and number of hours each course meets weekly. Exceptions to this rule, such as laboratories and studio periods, are printed under each course title.

101. Introduction to Education (3)

For Elementary Education majors.

161. Introduction to Exceptional Children (3)

The types of exceptionality, including the problems of mental retardation, gifted, vision, hearing, speech.

166. Principles of Speech Correction (3)

Prerequisite: Consent of instructor.

Speech correction, speech development, the psychology of the speech defective, and the nature of speech disorders and their treatment.

167. Introduction to Phonetics (3)

Applied phonetics; teaches the use of the International Phonetic Alphabet and the alphabet of sounds.

170. Introduction to Mental Retardation (3)

A comprehensive survey of the field of mental retardation, with emphasis on etiology, characteristics, diagnosis, institutionalization, social and family relationship, and historical aspects of mental retardation.

203. Language Arts and Directed Observation in the Lower Elementary Grades (6)

Stresses a sound philosophy in the language arts and in the more modern practices and procedures in the teaching of these arts. Directed observation is used to help the student to see the full significance of these arts in fostering educational achievement.

272. Introduction to Audiovisual Instruction—Materials and Techniques (3)

Designed to introduce prospective teachers to the problems inherent in educational communication, the broad spectrum of materials available for use, the significant characteristics of each of these materials which make the use of the material desirable, and the competencies necessary to the effective use of the materials.

256 SCHOOL OF EDUCATION

- 285. Remedial Reading for Handicapped Children (3)**
Concerns the problems of teaching children who are retarded in reading because of mental, physical or social handicaps.
- 286a,b. Problems, Materials and Methods in Teaching Retarded Children (3 each)**
Methods, materials and techniques of teaching educable and trainable retardates with special attention allocated to directed observations.
- 301. Education in the Kindergarten (3)**
Six hours or twelve hours per week. Credit: three quarter hours. Open to seniors only.
To give students opportunities to observe and participate in the program of the kindergarten. A study of the kindergarten environment and curriculum is included.
- 304. Teaching, Learning and Testing in the Lower Elementary Grades (6)**
Preparation for teaching, testing and learning in the various subjects of the elementary curriculum. Stress placed on the broader concept of method in number experiences, social studies, science, and the creative arts.
- 305. Teaching, Learning and Testing in the Upper Elementary Grades (6)**
The practice and theory of problems related to teaching, learning and testing in the upper elementary grades.
- 306G. Social Studies in the Elementary School (3)**
Methods and materials for use in the Social Studies curriculum for the elementary school teacher.
- 307G. The Primary School (3)**
Early childhood education.
- 311. Language Arts and Directed Observation in the Upper Elementary Grades (6)**
The teaching of reading and other related areas of the Language Arts combined with principles and practices of instruction in the regular content subjects in preparation for student teaching.
- 312Ga,b,c. Improvement of Reading Instruction in the Elementary Grades (3 each)**
Planned for teachers of experience. Concerned with remedial reading techniques as well as testing and diagnosis. Offered in first summer sessions as The Reading Laboratory and Clinic—(9).
- 314a,b,c. Kindergarten Workshop (2 each)**
Opportunity for teachers of young children to study and share experiences in modern early childhood education. Attention to specific problems suggested by registrants are.

- 315. Directed Observation in the Elementary School (3)**
 Observation in the laboratory school and lectures for persons preparing to teach in the elementary school. An overview of methods and materials.

- 316Ga,b. Applied Phonics in Reading and Spelling (3) each)**

- (a) A systematic presentation of basic ideas and valid techniques in the area of word perception in reading and spelling.
- (b) A sequential program consisting of lectures and laboratory experiences in the teaching of word analysis in the elementary school; stress is placed on the dictionary as an aid to word perception.

- 317Ga,b. Reading in the Junior and Senior High School (3) or (6)**

Concerned with reading problems at these levels. The use of special tools, materials and teaching techniques for the improvement of reading at the junior and senior levels.

- 318s. Classroom Organization and Control in the High School (2)**

A practicum taken concurrently with student teaching in the secondary fields.

- 319. Observation in the Kindergarten (2)**

Planned to give both prospective and experienced teachers of young children opportunities to observe the kindergarten in action; to see the relationship of the physical environment and program to child growth, and to observe techniques and procedures in teaching the kindergarten child.

- 320G. Audiovisual Methods and Materials (3)**

Not to be taken by students who have received credit for Ed. 272.

Utilization of types of visual materials, including slides, prints, filmstrips, films, and transparencies. Particular attention is given to the problem of selection, integration, and the evaluation of these materials in the school program.

- 324. Observation and Supervised Teaching in the High School (12)**

Observation and student teaching under supervision in secondary schools.

- 324G. Observation and Student Teaching in Special Education (6)**

Prerequisites: Consent of instructor and a minimum of 12 to 15 hours in Special Education in one area of concentration.

Student teaching in an area of Special Education.

325. Principles and Practices in Secondary Education (5)

The curriculum, organization of activities, and the place of guidance, measurement, and evaluation in the American public secondary school.

332-3-4-5. Problems in Education (1 hour each)

No class meetings. Hours for conferences with the instructor to be arranged. (Permission of the Dean of the School of Education and the instructor required.)

An individualized study of problems in some pertinent area in Education. May be taken for 1, 2, 3, or 4 hours of credit, depending on the depth and nature of the problems studied.

333G. Introduction to Mental Retardation (3)

A comprehensive survey of the field of mental retardation. The emphasis is on etiology, characteristics, diagnosis, institutionalization, social and family relationship, and historical aspects of mental retardation.

334G. Home-School-Community Relations (3)

Principles, practices and problems of home, school and community relations.

340a,b. Applied Speech Correction (3 each)

Prerequisites: Education 166, 167, 362, and consent of instructor.

Clinical practice with children and adults having defective speech and the study of the principles of clinical practice.

341-2-3-4. Observation and Supervised Teaching in the Lower Elementary Grades (12)

A practicum experience which gives the student opportunity under supervision to teach in an actual classroom situation.

345-6-7-8. Observation and Supervised Teaching in the Upper Elementary Grades (12)

A practicum experience which gives the student opportunity under supervision to teach in an actual classroom situation.

350. Materials of Instruction (9)

A five-week travel study tour covering nine European countries. Transoceanic travel will be by jet airliner and continental travel will be by automobile and public conveyance in conjunction with established education tours.

350Ga. Materials of Instruction (9)

A five-week travel study tour covering approximately 5,000 miles through the North Atlantic states to the Canadian provinces of Ontario, Quebec, New Brunswick, and the Maritime Group, returning to Greenville by way of the New England states and the Atlantic Seaboard.

350Gb. Materials of Instruction (9)

A five-week travel study tour covering approximately 7,000

miles through the Southwestern states to lower California and San Francisco, returning to Greenville by way of the Midwestern states.

350Gc. Materials of Instruction (9)

A five-week travel study tour covering approximately 8,000 miles through the Northwestern states to the Canadian provinces of Alberta, Saskatchewan, and British Columbia, then south to San Francisco, returning to Greenville by way of the Midwestern states.

350Gd. Materials of Instruction (9)

Same as Education 350 except that instructional requirements are more extensive and exacting to meet graduate standards.

350Ge. Materials of Instruction (9)

A five-week travel study tour covering approximately 7,000 miles through Southern states to Mexico. Included are Atlanta, Miami, New Orleans, Dallas, Houston, and in Mexico, Monterey, Mexico City, and Acapulco.

351G. The Bases of Speech (3)

An analytical study of speech including the social, physical, physiological, neurological, phonetic, linguistic, psychological, genetic and semantic aspects.

352G. Introduction to Phonetics (3)

Designed to develop ability in phonetic transcription with the International Phonetic Alphabet as applied to American speech and with applications to dialect, speech arts, and speech and hearing therapy. (Three hours lecture and one hour lab per week.)

353G. Hearing and Deafness (3)

An introduction to the concepts basic to normal and defective hearing, hearing testing, and hearing rehabilitation as applied to teachers and therapists working with speech and hearing problems.

354G. Introduction to Speech and Hearing Disorders (3)

Designed to acquaint the student with the nature and development of normal and defective speech. Information on incidence, types, causes, and the treatment of defective speech is given.

355G. Education and Retardation (3)

Basic information about the educational programs for trainable and educable retardates with special attention given to curriculum development, screening and selection of children for class placement, teacher competencies, and integration of special class and special programs with general public school and institutional settings.

358G. Tests and Measurements (3)

An introductory course in application of measurement tech-

niques to classroom problems. It includes discussion on making up classroom testing, statistical techniques, and the use of standardized tests.

360G. Principles of Guidance (3)

Introductory course in guidance. It includes an overview of the entire field of guidance work with particular emphasis on applications in schools.

362. Speech Pathology (3)

Prerequisites: Education 166, 167, and Psychology 275, or consent of instructor.

An advanced course in speech correction covering diagnosis and theory for problems of delayed speech, articulation, voice and stuttering.

363G. Speech Development and Correction (3)

Prerequisite: Permission of instructor.

The normal development of speech is presented and the early origins of problems of speech are considered.

366G. Introduction to Exceptional Children (3)

Information on incidence, nature, causes, and rehabilitation and education of children who are gifted, retarded, blind, deaf, crippled, speech-defective, or emotionally disturbed.

367G. Materials, Methods, and Selected Content of Instruction for Disadvantaged Children (3)

An exploration of selected teaching materials and techniques pertinent to the socio-economic background of disadvantaged children.

368G. Tests and Measurements in Special Education (3)

Prerequisite: Permission of instructor.

Basic theory of testing is considered in terms of exceptional children.

371G. Problems of Exceptional Children (3)

Prerequisite: Permission of instructor.

Presents the types of exceptional children with emphasis on the role of the special and classroom teacher.

372G. Introduction to Production of Teaching Materials (3)

Designed for classroom teachers as a sequel to Introduction to Audiovisual Instruction. Emphasis is placed on the materials which must be produced locally. The course concentrates on the development of competencies in the use of production equipment available to teachers in public schools today.

381G. Foundations of Arithmetic (3)

Elements of modern mathematics. For teachers of elementary mathematics, credit applicable as education.

384G. Introduction to Vocational Rehabilitation (3)

An introduction to the entire field of rehabilitation with emphasis on vocational rehabilitation counseling.

390Ga,b,c. Minor Problems in Special Education (3 each)

Prerequisites: Permission of instructor.

Conference, library or laboratory work in an area of special education. The course may be repeated for a total of 9 credit hours.

400-level courses: see GRADUATE SCHOOL BULLETIN.

FACULTY**EARL E. BEACH, Dean**

B.S.M., Capital University; M.A., Western Reserve University.

THOMAS W. MILLER, Assistant Dean and Professor

B.S., State College, West Chester, Pa.; M.A., East Carolina University; Mus. A.D., Boston University.

APOSTOLOS (PAUL) A. ALIAPOULIOS

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RUTH BOXBERGER, Associate Professor; Chairman, Music Therapy Curriculum

B.S., Kansas State Teachers College, Emporia, Kansas; M.M.E., University of Minnesota; Ph.D., University of Kansas.

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BEATRICE CHAUNCEY, Assistant Professor

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ELIZABETH DRAKE, Assistant Professor

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W. EDMUND DURHAM, Professor; Chairman, Music Theory Curriculum

A.B., Berea College; M. Mus. Ed., University of Oklahoma; Ph.D., Eastman School of Music, University of Rochester.

ROBERT LUKE HAUSE, Assistant Professor

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CLYDE HISS, Assistant Professor

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B.M., Oberlin Conservatory of Music; M.M., A.Mus.D., Eastman School of Music.

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HAROLD A. JONES, Assistant Professor

B.M., University of Michigan; M.A., East Carolina University.

EMILY KELLAM, Instructor

B.M. in Harp, Oberlin Conservatory, Oberlin, Ohio. Graduate work with Carlos Salzedo at Summer Harp Colony, Camden, Maine.

GEORGE W. KNIGHT, Assistant Professor

B.S., East Carolina University; M.S., University of Illinois.

GREGORY KOSTECK, Assistant Professor and Composer-in-Residence

B.M., University of Maryland; M.M., D.M.A., University of Michigan.

VIRGINIA LINN, Assistant Professor

B.Ed., University of Iowa; M.A., M.F.A., State College of Iowa.

RICHARD W. LUCHT, Instructor

B.M., Nebraska Wesleyan University; M.M., Wichita State University.

PATRICIA J. MARTIN, Associate Professor

B.S.M.; A.M.L.S., University of Michigan.

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B.M., Jordan College of Music; M.S., Butler University; D.M.A., Indiana University.

CATHERINE A. MURPHY, Associate Professor

B.F.A., Oklahoma A & M, M.M., Eastman School of Music; S.M.M., Union Theological Seminary; Ph.D., Florida State University

ELLIS EUGENE NARMOUR, Assistant Professor

B.M., M.A., Eastman School of Music.

JAMES H. PARNELL, Associate Professor

B.M., Cleveland Institute of Music; M.M., Florida State University.

SHARON POPE, Instructor

B.M., Friends University; M.M., Illinois Wesleyan University.

JOHN RODNEY SCHMIDT, Assistant Professor

B.M., Oberlin College; M.A., San Fernando Valley State College.

JAMES A. SEARL, Assistant Professor; Chairman, Comprehensive Musicianship Project

B.M., DePauw University; M.M., Eastman School of Music.

BARRY SHANK, Assistant Professor

B.M.E., Oberlin College; M.M., New England Conservatory of Music.

RUTH G. SHAW, Assistant Professor

B.S., Pennsylvania State University; M.S., University of Illinois.

CHARLES STEVENS, Associate Professor

A.B., University of North Carolina; M.A., East Carolina University.

ELEANOR E. TOLL, Assistant Professor

B.M., M.M., Cincinnati Conservatory of Music.

PAUL Q. TOPPER, Associate Professor; Chairman, String Curriculum

B.M., University of Missouri; M.M., University of Michigan; Diploma in Violin, Juilliard School of Music.

DONALD C. TRACY, Instructor

B.M., Eastman School of Music; M.M., University of Michigan.

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RALPH E. VERRASTRO, Assistant Professor

B.S.M.E., Mansfield State Teachers College; M.S., Ithaca College.

BRETT T. WATSON, Instructor

B.S., East Carolina University; M.M., Eastman School of Music.

SANDRA SUE WATSON, Assistant Professor

B.M.E., Baldwin-Wallace College; M.M., University of Illinois.

GLADYS B. WHITE, Assistant Professor

B.S., State College, West Chester, Pa.; M.A., New York University.

FACULTY EMERITI

CARL T. HJORTSVANG

B.A., Dana College; B.M., M.M., American Conservatory of Music; D.S.M., Union Theological Seminary.

GUSSIE KUYKENDALL

B.S., George Peabody College.

DAN E. VORNHOLT

B.M., M.A., University of Wisconsin.

CURRICULA

Performance Medium

Each Music Major is required to have a major performance medium. The medium may be chosen in any of the following areas: piano, organ, harp, voice, strings, woodwinds, brasses, or percussion. Private instruction in the chosen medium will be given throughout the four-year program of study, or until the required standard of proficiency for graduation is attained. Prior to graduation each student must give a recital.

Entrance Requirements

An audition is required for admission of all entering freshman and transfer students.

The entrance requirements in the major performance medium are as follows:

Voice: An acceptable voice and the ability to sing with accurate pitch and rhythm.

Piano: The ability to perform acceptably: Major and minor scales and arpeggios; compositions of the difficulty of Bach, "Two-Part Inventions"; Beethoven, "Sonata," Opus 49; Chopin, "Mazurka," Opus 33, No. 3.

Instruments: A fundamental knowledge of the instrument including an acceptable method of producing tone, awareness of intonation problems; accurate rhythmic feeling; some contact with solo literature available for the instrument; the ability to play major, minor, and chromatic scales with the proper fingering.

Placement Examinations

Freshman and transfer students will be given placement tests in the performing medium and in theory.

Please Note: Students unable to meet entrance requirements in the major performing medium will take preparatory work without credit. Credit will be granted the quarter following the successful completion of the preparatory study.

Piano Proficiency for All Majors

Each Music Major is required to demonstrate an acceptable level of proficiency prior to the Junior year.

Voice Proficiency for All Majors

Prior to the Junior year each student must demonstrate the ability to sing a given melody, or song, with accurate pitch and rhythm and demonstrate an acceptable understanding of voice culture.

B.A. DEGREE

Required courses in Music: Theory: 30 abc, 130 abc, 231, 232, 233; Music History and Literature: 40 abc, 140 abc; Conducting: 290 ab, 291 or 292; Applied Music: major instrument—9 q.h., minor instrument—3 q.h. plus performance and proficiency requirements 60 q.h.
General education requirements (See p. 106) 81-101 q.h.
141-161 q.h.
Plus minor and/or general electives to complete minimum 190 q.h. for graduation.

Performance: General performance requirements and proficiency examinations apply.

BACHELOR OF MUSIC DEGREE

Majors are offered in all instruments and voice; church music, theory-composition, piano pedagogy, music education and music therapy. All majors require 194 quarter hour credits except music education and music therapy which require 202 quarter hours.

1. General Education credits 82 q.h.
 - English 1, 2, 3; Library Science 1 10 q.h.
 - Mathematics (or Philosophy 70*) 5 q.h.
 - Health and Physical Education** 8 q.h.
 - Science Sequence 12 q.h.
 - Psychology 50 3 q.h.
 - Select two areas from Philosophy, Religion,
Foreign Language, Literature 12 q.h.
 - Select two areas from Anthropology, Eco-
nomics, History, Geography, Political
Science 20 q.h.
 - Music History and Literature 12 q.h.

*Not applicable for Music Education majors.

**All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

2. Credit requirements in the professional programs:

Performance	112 q.h.
Church Music	112 q.h.
Theory-Composition	112 q.h.
Piano Pedagogy	112 q.h.
Music Education (including Education)	120 q.h.
Music Therapy (including Psychology)	120 q.h.

See below for specific requirements for
various majors.

A. Piano Performance Major 112 quarter hours

Theory: 30 abc, 130 abc, 231, 232, 233, one three-hour elective
Music History and Literature: 40 abc, 140 abc, six hours of
electives.

Conducting: 290 ab, 291 or 292

Applied Music: Piano 36 q.h.; minor instrument 6 q.h.; ac-
companied or chamber music 6 q.h.; strings 3 q.h. (82
abc)

Pedagogy: 260ab 4 q.h.

Music Electives: 12 q.h.

Performance: Please check general performance requirements
and proficiency examinations.

Performance Group Participation: 12 quarters.

B. Organ Performance Major 112 quarter hours

Theory: 30 abc, 130 abc, 231, 232, 233, one three-hour elective.
Music History and Literature: 40 abc, 140 abc, six hours of
electives.

Conducting: 290 ab, 291

Applied Music: Organ 36 q.h.; minor or minors 6 q.h.;
strings 3 q.h.; functional piano 6 q.h.

Pedagogy: 261 ab, 4 q.h.

Music Electives: 12 q.h.

Performance: Please check general performance requirements
and proficiency examinations.

Performance Group Participation: 12 quarters.

C. Voice Performance Major 112 quarter hours

Theory: 30 abc, 130 abc, 231, 232, 233, one three-hour elective.
Music History and Literature: 40 abc, 140 abc, six hours of
electives.

Conducting: 290 ab, 291

Pedagogy: 262 ab, 4 q.h.

Applied Music: Voice 36 q.h.; minor or minors 6 q.h.; strings
3 q.h.; functional piano 6 q.h.

Music Electives: 12 q.h.

Performance: Please check general performance requirements
and proficiency examinations.

Performance Group Participation: 12 quarters.

D. Wind or Percussion

Performance Major 112 quarter hours

Theory: 30 abc, 130 abc, 231, 232, 233, one three-hour elective.

Music History and Literature: 40 abc, 140 abc, six hours of electives.

Conducting: 290 ab, 292

Pedagogy: 263 ab, or 264 ab, or 265 ab, 4 q.h.

Applied Music: Major instrument 36 q.h., minor instruments, 6 q.h.; strings 3 q.h.; functional piano 6 q.h

Music Electives: 12 q.h.

Performance: Please check general performance requirements and proficiency examinations.

Performance Group Participation: 12 quarters.

E. String Performance Major 112 quarter hours

Theory: 30 abc, 130 abc, 231, 232, 233, one three-hour elective.

Music History and Literature: 40 abc, 140 abc, 389Gab.

Conducting: 290 ab, 292

Pedagogy: 82(1), 182(2), 263 ab.

Applied Music: Major instrument 36 q.h.; functional piano or minors 6 q.h.; chamber music 6 q.h.

Music Electives: 12 q.h.

Performance: Please check general performance requirements and proficiency examinations.

Performance Group Participation: 12 quarters.

F. Music Education 120 quarter hours

Theory: 30 abc, 130 abc, 231, 232, 233.

Music History and Literature: 40 abc, 140 abc.

Conducting: 290 abc, 291 or 292

Music Education: 223a,b or c,d.

Applied Music: Major Instrument 22 q.h.; functional piano 6 q.h.; string, woodwind, brass and percussion classes, 7 q.h.; 281 and minor instruments 5 q.h.

Senior Music electives 9 q.h.

Education and Psychology, 28 q.h.: Psychology 205, 240; Education 318, 324, 325.

Please Note: This program of study carries certification for public schools.

Performance: Please check general requirements and proficiency examinations.

Performance Group Participation: 11 quarters.

G. Theory-Composition 112 quarter hours

Theory: 30 abc, 130 abc, 231, 232, 233, twelve hours of electives in theory and/or composition.

Theory Concentration: 9 q.h. advanced theory, 3 q.h. composition.

Composition Concentration: 12 q.h. composition.

Music History and Literature: 40 abc, 140 abc, nine hours of electives.

Conducting: 290 ab, 292.

Applied Music: Major Instrument 24 q.h.; minor instruments 6 q.h.; string, woodwind, brass, percussion classes, 7 q.h.; functional piano 6 q.h.

Music Electives: 12 q.h.

Performance: Please check general performance requirements and proficiency examinations.

Performance Group Participation: 12 quarters.

H. Church Music112 quarter hours

Theory: 30 abc, 130 abc, 231, 232, 233, one three-hour elective.

Music History and Literature: 40 abc, 140 abc.

Church Music: 12 hours: 250, 253, 254, 256.

Conducting: 290 ab, 291.

Applied Music: three options

1. Organ concentration

29 q.h. organ

9 q.h. piano

6 q.h. voice

2. Piano concentration

26 q.h. piano

12 q.h. organ

6 q.h. voice

3. Voice concentration

24 q.h. voice

8 q.h. piano

12 q.h. organ

Service Playing: 151a,b.

Strings: 3 q.h.

Music Electives: 10 q.h.

Performance: Please check general performance requirements and proficiency examinations.

Performance Group Participation: 12 quarters.

I. Music Therapy120 quarter hours

Theory: 30 abc; 130 abc; 231, 232, 233.

Music History and Literature: 40 abc; 140 abc.

Conducting: 290ab, 291 or 292

Applied Music: Major instrument, 24 q.h.; functional piano 6 q.h.; Voice 6 q.h. (if either piano or voice is the major, another minor must be selected);

Methods: 223 ab or 223 cd

Music Therapy: 18 q.h.

Psychology: 16 q.h.; 206, 345, 375G, elective

Performance: Please check general requirements and proficiency examinations.

Performance Group Participation: 12 quarters

- J. Piano Pedagogy 112 quarter hours
 Theory: 30 abc; 130 abc; 231, 232, 233, one three hour elective.
 Music History and Literature: 40 abc; 140 abc; 360G, one three-hour elective.
 Conducting: 290 ab.
 Applied Music: Piano 36 q.h.; accompanying and/or chamber music 6 q.h.; strings 3 q.h.
 Pedagogy: 260 abc; senior sequence including supervised teaching 9 q.h.;
 Music Electives: 9 q.h.
 Performance: Please check general performance requirements and proficiency examinations.
 Performance Group Participation: 12 quarters.

COURSES

Significance of course numbers:

For freshmen 1 to 99, sophomores 100 to 199, juniors 200 to 299, seniors 300 to 399, graduate students 400 to 499.

The letter G following course numbers indicates Senior-Graduate courses, open only to seniors and graduate students.

Courses normally meet one hour for each quarter hour credit. The numbers in parentheses following the title of each course indicate the credit

MUSIC COURSES

1. Recital no credit
 Studio, student and senior recitals.
 Laboratory for all Music Majors.
 - 399a,b,c. Music Honors Program (Credit variable 3 to 9 quarter hours)
 Music Honors Program open to seniors with minimum grade-point average of 3. Elective program. May be elected in lieu of senior electives in theory and/or music history and literature.
- Theory
- 30a,b,c. First Year Theory (3 each) (Formerly 11a,b,c)
 An integrated approach to the study of music theory involving harmonic and melodic dictation, sight-seeing, rhythmic-reading, keyboard harmony.
 - 130a,b,c. Second Year Theory (4 each) (Formerly 111a,b,c)
 Prerequisite: Music 30 a,b,c or equivalent.

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Continuation of the integrated study of harmonic elements as in Music 30 abc.

231. Counterpoint (3) (Formerly 211)

Prerequisite: Music 130 abc.

Sixteenth Century Counterpoint in two and three voices as exemplified in the works of Lassus and Palestrina.

232. Form Analysis (3) (Formerly 212)

Prerequisite: Music 130 a,b,c.

Analysis of the formal elements of musical structure, from the smallest unit to the sonata-allegro and rondo forms presented both aurally and from the printed score.

233. Orchestration (3) (Formerly 313)

Prerequisite: Music 130 a,b,c.

Scoring for strings, woodwinds, brass, and percussion, both as individual sections and as combinations. Principles of transposition and idiomatic writing for various instruments.

330. Advanced Theory (3) (Formerly 314)

Prerequisite: Music 130 a,b,c.

Advanced study. Theoretical concepts of the late 18th Century and the 19th Century. Emphasis on writing and analytical techniques.

331G. Tonal Counterpoint (3) (Formerly 320G)

Counterpoint based on a framework of harmonic background rather than the combination of melodic lines. Materials used from the works of J. S. Bach and other composers of the Baroque and Classical periods.

332G. Twentieth Century Harmony (3)

Materials and techniques used by composers of the 20th Century. Stylistic writing and analyzation within the styles of selected composers of this Century.

333G. Advanced Orchestration (3)

Scoring for both the orchestra and the symphonic band; techniques from the Classic period through the Contemporary idioms.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Composition

34a,b,c. Composition (1 each)

Beginning study.

134a,b,c. Composition (2 each)

Intermediate study: weekly seminar plus conference.

234a,b,c. Composition (3 each)

Advanced study: weekly seminar plus conference.

334a,b,c. Composition (3 each)

Advanced study: weekly seminar plus conference.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Music History and Literature

40a,b,c. Music Literature (1 each) (Formerly 18a,b,c)

A basic orientation course in all forms of music for freshman and transfer students with emphasis on aural acuity, terminology, periodicity of musical history styles.

**140a,b,c. Music History and Literature (3 each)
(Formerly 106a,b,c)**

Early Greek music, continuing to contemporary times.

340G. Music of the Baroque Era (3)

1600-1750. All types of music from Monteverdi to Bach and Handel in relation to philosophical background of the times and the arts.

341G. Music of Rococo and Classical Periods (3)

1720-1800. All types of music with particular attention to development of homophony, "style gallant," developments in symphony, sonata, concerto, and opera in relation to social, economic, political conditions of the times; includes Haydn, Mozart, Beethoven.

342G. Music of the Romantic Era (3) (Formerly 408)

1800-1900. All types of music against backdrop of literary revolt and development of humanitarian philosophy; from Schubert to end of the century.

343G. Twentieth Century Music (3) (Formerly 409)

1900 to present. All types of music keyed to developments in culture and the related arts; trends. "isms," from Debussy to the present.

344G. American Music (3)

Indigenous American music and the European influence from beginnings to present day with relation to historical development of the United States of America.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Church Music

151a,b. Service Playing (2 each) (Formerly 351G)

Hymn playing; anthem and solo accompaniment; arranging

272 SCHOOL OF MUSIC

of orchestral and piano scores; improvisation and modulation at the organ. Registration and a study of musical demands of the various liturgical services.

250. Introduction to Hymnology (3)

A historical survey of Christian hymnody with emphasis also on the contents of major contemporary hymnals.

253. Introduction to Church Music History (3)

History and development of church music through the Baroque period.

254. Introduction to Church Music History (3)

Prerequisite: Music 253.

History and development of church music from the Classic era to the present.

255. Music in Worship (3)

The relationship of music and religion; the function of music in worship; criteria for music used in worship; areas of responsibility for music in worship; liturgical and nonliturgical services.

256. Church Music Administration (3) (Formerly 251)

Practical considerations of organizing and administering a sound program of church music.

350G. Hymnology (3)

A comprehensive historical study of all important hymnological movements from pre-Christian times to the present.

353Ga,b. History of Church Music (3)

A two-quarter sequence.

The history of church music from the earliest known literature to contemporary times. Correlated listening, outside readings and a paper are required.

355G. Philosophy of Church Music

Development of a consistent philosophical and theoretical approach to the whole question of music in worship.

356G. Church Music Organization (3) (Formerly 451)

Library; materials; children, youth, adult choirs; church calendar; and all phases of organization of the Church music program. Emphasis on pastor-musician relationship.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Music Education

223a. Foundations and Principles of Music Education (2)

Fall Quarter only.

Consideration of goals, scope, and function of the music education program as it relates to the total school curriculum. Specific delineation of fundamental beliefs about the role of music in education, objectives of the music education program, and curricular experiences in the total music education program.

Required of all Music Education majors.

223b. Music Education Curriculum in the Elementary School (3)

Winter Quarter only.

Concerned with the child voice in singing, development of rhythmic and melodic expressions, directed listening, and criteria for the selection and utilization of music and materials suitable for elementary school children.

or

223c. Instrumental Music Education Curriculum (3)

Winter Quarter only.

The role of instrumental music in the schools and its relationship to the total school music program; organization and administration in elementary, junior, and senior high schools; teaching procedures and materials; the instrumental teacher and his responsibilities.

223d. Music Education Curriculum in the Secondary School (2)

Spring Quarter only.

Curriculum organization and administration of the general music class and the choral and instrumental music classes.

318. Classroom Organization (2)

Taught in conjunction with Observation and Practice Teaching. Seminar in problems of the Public School Music program.

324. Observation and Practice Teaching (12)

One quarter spent in observing and teaching in the public schools.

391G. Choral Literature (3) (Formerly 303G)

A historical and stylistic survey and critical evaluation of choral literature for use with school, community and church choirs.

392G. Wind Instrument Literature (3) (Formerly 304G)

Chamber music, band, wind and percussion literature for all phases of instrumental instruction.

393G. Teaching Music in the Elementary School (3) (Formerly 307G)

Materials, techniques, and all phases of the elementary school music program. Not credited toward M.M. degree.

394G. Choral Problems and Techniques (3)

Seminar in problems pertaining to the rehearsal and performance of choral music.

395G. Instrumental Problems and Techniques (3)
(Formerly 311G)

Seminar in problems pertaining to the elementary, junior high, and secondary school music program.

396G. Music Education Workshop (3) (Formerly 400)

Offered in conjunction with the annual Summer Music Camp. Selected topics of study related to Music Education Program.

397G. General Music in the Secondary School (3)

Exploration of contemporary concepts in the teaching of general music at the junior and senior high school levels, including an examination of literature and materials, program structuring, and the application of related information from other disciplines.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Conducting

290a. Conducting I (2) (Formerly 205a,b,c)

Development of basic conducting skills.

290b. Conducting II (2)

Prerequisite: Music 290a.

Practical considerations of score preparation, rehearsal techniques, and podium experience.

291. Choral Conducting (2)

Prerequisites: Music 290a and Music 290b.

For those students who primary conducting interest is in the choral music field.

292. Instrumental Conducting (2)

Prerequisites: Music 290a and Music 290b.

For those students who elect to pursue and instrumental music emphasis.

Music Therapy

226a. Music Therapy I: Introduction to Music in Therapy (2)

Prerequisite: Permission of instructor.

A survey of current trends and historical bases for the use of music in therapy.

226b. Music Therapy II: The Influence of Music on Behavior (3)

Prerequisite: Music 226a.

A review of the theoretical bases and experimental evidence of the influence of music on human behavior.

226c. Music Therapy III: Principles and Procedures in Music Therapy (3)

Prerequisite: Music 226ab.

The development of procedures for the use of music in a clinical setting with attention to the nature and principles of music therapy.

228. Clinical Experience (1)

Prerequisite: Permission of instructor.

Selected field experiences designed to provide the student with a background of hospital and institutional procedures appropriate to the use of music as therapy.

326Ga,b,c. Psychological Foundations of Music (3 each)

Prerequisite: Permission of instructor.

The nature and extent of psychological investigations into musical composition, musical performance, music education and music therapy.

327. Music for Group Activities (2)

Organization and development of social and recreational music activities with emphasis on their therapeutic function.

328. Clinical Internship (1)

Prerequisite: Permission of instructor.

Upon completion of the academic courses of the music therapy curriculum the student is required to spend six months as a music therapy intern at an approved hospital.

Service Courses in Music

120. Music Appreciation (2)

Introduction to the basic materials of music and the utilization of these in the understanding and enjoyment of music of different styles and periods. Musical elements, forms, stylistic features, and the role of music in our society. Emphasizes development of aural awareness.

121. Orchestral Music (2)

Designed for the general college student. An elective course which may be taken as a sequel to Music 120, or in lieu of Music 120 with consent of the instructor.

Orchestral Music from 1600 to 1900 with reference to cultural background and the other arts.

122. Music of the Theater (2)

Designed for the general college student. An elective course which may be taken as a sequel to Music 120, or in lieu of Music 120 with consent of the instructor.

Selected works from the field of opera and vocal music.

123. Contemporary Music (2)

Designed for the general college student. An elective course which may be taken as a sequel to Music 120, or in lieu of Music 120 with consent of the instructor.

An introduction to the understanding and appreciation of all forms of Contemporary Music in relation to the complexities of twentieth century culture.

201. Introduction to Basic Music Skills for Elementary School Teachers (4) (Formerly Music 117)

Five class meetings per week.

Development of skills and understandings necessary for teaching music in the elementary school.

202. Music Education in Elementary Grades (3)

Credited as Education.

Prerequisite: Music 201

Methods and materials applicable to grades 1, 2 and 3.

203. Music Education in Intermediate Grades (3)

Credited as Education.

Prerequisite: Music 201

Methods and materials applicable to grades 4, 5 and 6.

Pedagogy

260a,b,c. Piano Pedagogy (2 each) (Formerly 223P)

Materials and teaching techniques for specific levels of development including methods and principles of private and group instruction, studio management, and the development of basic musicianship as a part of the lesson. Offered in alternate years. Required of all piano performance and piano pedagogy majors.

261a,b. Organ Pedagogy (2 each)

Teaching materials and techniques for all levels of advancement. Offered in alternate years. Required of all organ performance majors.

262a,b. Voice Pedagogy (2 each)

Teaching materials and techniques for all levels of advancement. Offered in alternate years. Required of all voice performance majors.

263a,b,c. String Instrument Pedagogy (2 each)

Teaching techniques for private studio, string class, string clinic, ensemble, orchestra, public school; survey of applicable

literature. Offered alternate years. Required of all string performance majors.

264a,b. Woodwind Pedagogy (2 each)

Teaching materials and techniques for all levels of advancement. Offered in alternate years. Required of all woodwind performance majors.

265a,b. Brass Pedagogy (2 each)

Teaching materials and techniques for all levels of advancement. Offered in alternate years. Required of all brass performance majors.

360G. Piano Literature and Pedagogy (3) (Formerly 302G)

Survey of literature for piano in relation to contemporary pedagogical use for advanced students; includes standard teaching repertoire. Offered alternate years.

362G. Studio Vocal Techniques (3)

Prerequisite: permission of instructor.

The physical, acoustical, and psychological factors involved in the teaching of singing and application to studio teaching.

363G. Orchestral and String Pedagogy (3)

Development of string program for elementary school; string and orchestra programs for secondary school; teaching techniques and literature; instrument selection; minor repair. Offered alternate years.

366a,b,c. Applied Piano Pedagogy (3 each)

Prerequisite: 260 a,b,c.

For piano pedagogy majors; examination and application of group and private piano instruction techniques and literature to diverse age and advancement levels in lecture, observation, and supervised teaching.

389Ga,b. Survey of Performance Practice (3 each)

Original and secondary sources on performance practices from the Renaissance to the Present, including development of instruments and comparison of notated music with actual performance practices. Offered alternate years.

Opera

79. Opera Theater (1)

Offered each quarter. May be repeated for credit. Not to exceed six credits.

Includes performances of the operatic repertoire in complete, full-length operas, scenes from these, and complete one-act operas.

179. Opera Literature (3)

Offered Fall Quarter only. Alternate years.

Representative operas from the standard repertoire and their importance to operatic history.

279. Opera History (3)

Prerequisite: 179 or consent of instructor. Offered Fall Quarter only. Alternate years.

History of the lyric theater from the late 16th Century to the present stressing examples from the outstanding operas of the various periods in music history.

379G. Seminar in Opera Literature and History (3)

Prerequisite: 179 and 279. May not be repeated.

Research into specifics of the literature and history of opera.

400-level courses: see GRADUATE SCHOOL BULLETIN.

APPLIED MUSIC

Courses in applied music are open to all college students when teaching time is available. Entrance to advanced courses is obtained through examination by the instructor.

Fees:

Individual instruction—1 hour credit for each half-hour lesson. Cost per credit hour: \$10.00 per quarter.

Group instruction (at least 4 in a group), no fee.

Music Majors

All music majors are required to select a major performing medium in which entrance must be on level three and a minimum of level six must be attained. A recital is required of all music majors for graduation; two recitals are required of performance majors. Credit is normally granted on the basis of one hour credit for each half hour of instruction. Two hours credit is required as a minimum for the major performing medium. Any of the following instruments may be selected.

A—Piano	L—Oboe
B—Organ	M—Bassoon
C—Voice	N—Clarinet
D—Harp	O—Trumpet
E—Violin	P—French Horn
F—Viola	Q—Trombone
H—Cello	R—Baritone (Euphonium)
J—String Bass	S—Tuba
K—Flute	T—Percussion
	U—Saxophone

Credit is variable from 0-4 each quarter as indicated.

- 10. Freshman Applied Music (0)
- 11. Freshman Applied Music (1)
- 12. Freshman Applied Music (2)
- 13. Freshman Applied Music (3)
- 14. Freshman Applied Music (4)
- 110. Sophomore Applied Music (0)
- 111. Sophomore Applied Music (1)
- 112. Sophomore Applied Music (2)
- 113. Sophomore Applied Music (3)
- 114. Sophomore Applied Music (4)
- 210. Junior Applied Music (0)
- 211. Junior Applied Music (1)
- 212. Junior Applied Music (2)
- 213. Junior Applied Music (3)
- 214. Junior Applied Music (4)
- 310. Senior Applied Music (0)
- 311. Senior Applied Music (1)
- 312. Senior Applied Music (2)
- 313. Senior Applied Music (3)
- 314. Senior Applied Music (4)

Group Applied Music

Instruction in classes of four or more students is credited the same as individual lessons.

80a,b,c. Beginning Group Piano (1 each quarter, not to exceed 3 quarter hours credit)

Two meetings per week.

Functional use of the piano designed to develop piano proficiency for music majors. Required of all music majors who are not able to meet requirements for entrance into 180.

Credited as minor applied music.

180a,b,c. Intermediate Group Piano (1 each quarter, not to exceed 3 quarter hours credit)

Two meetings per week.

Functional use of the piano designed to develop piano proficiency for music majors. Required of all music majors except pianists who are able to meet proficiency requirements. Successful completion of sequence satisfies piano proficiency requirements.

Credited as minor applied music.

81a,b,c. Beginning Voice Group (1 each quarter, not to exceed 3 quarter hours credit)

Two meetings per week.

Fundamentals of vocal production and some literature. Required of all beginning voice minors.

Credited as minor applied music.

281. Vocal Fundamentals (1)

Designed to impart a basic understanding of the physical and mental processes involved in the effective use of the singing voice in the solo and choral activities. Required of all instrumental and keyboard Music Education majors.

82a,b,c. Beginning String Group — Upper Strings (1 each)

82d,e,f. Beginning String Group — Lower Strings (1 each)

Two meetings per week.

Three quarters are required of all music majors as follows:

Two consecutive quarters of upper and one of lower or two consecutive quarters of lower and one of upper. String majors elect one quarter (82 c or f) and two of Music 182.

182a,b,c. Intermediate String Group (1 each quarter, not to exceed 3 quarter hours credit)

Prerequisite: Music 82.

Intermediate string group instruction. May be substituted for Music 82 if desired proficiency is attained or may be elected as minor applied music credit.

83a,b. Woodwind Group (1 each)

Two meetings per week.

Development of basic playing ability on clarinet, saxophone, flue, oboe, and bassoon. Required of music education and theory-composition majors. Clarinet majors elect 83b and 183.

183. Intermediate Woodwind Group (1)

Prerequisite: Music 83 a,b.

Two meetings per week.

May not be repeated for credit. Intermediate woodwind instruction and study of related topics.

84. Brass Group (1)

Two meetings per week.

One quarter required of all Music Education and Theory/Composition Majors. Development of a basic playing ability on the common brass instrument.

184. Intermediate Brass Group (1)

Prerequisite: Music 84.

Two meetings per week; elective credit. May not be repeated for credit.

Intermediate Brass Group instruction for students desiring additional instruction on any brass instrument.

85. Percussion Group (1)

Two meetings per week.

Required of all Music Education and Theory/Composition Majors.

Fundamentals and teaching techniques for percussion.

Percussionists elect Mus. 185.

185. Intermediate Percussion Group (1)

Prerequisite: Music 85.

Two meetings per week.

May not be repeated for credit.

Intermediate percussion instruction with emphasis on the timpani and mallet instruments; additional experience with the problematic areas of percussion teaching.

286a,b,c. Accompanying (1 each)**386a,b,c. Accompanying (1 each)**

Study of skills, sight reading, transposition and style required of accompanists. One hour per week plus supervised accompanying of singers and instrumentalists. Required of piano performance and pedagogy majors.

MUSIC PERFORMANCE GROUPS

Requirements for Music Majors:

- A. All Music Majors must participate as regularly enrolled members of at least one major performance organization each quarter in residence. Major performance organizations: Marching Band, Symphonic Band, Varsity Band, Symphony Orchestra, Concert Choir, University Chorale, Men's Glee Club, Women's Glee Club.
- B. Instrumentalists must participate in a major instrumental performance organization each quarter in residence.
- C. All pianists, vocalists, and organists must participate in a major choral performance organization each quarter in residence as follows: Three quarters minimum in Men's or Women's Glee Club, six quarters minimum in mixed chorus, three quarters to be elected by student.
- D. Music education majors must meet the following requirements in addition to those in B and C.
 Wind, percussion, and string instrumentalists must participate as a member of a choral performance organization for a minimum of three quarters.

69, 169, 269, 369. Marching and Varsity Band (1 each)

Marching Band Fall Quarter only.

Three rehearsals per week. Open to all students with the consent of the instructor.

70, 170, 270, 370. Wind Ensemble and Symphonic Bands (1 each)

Wind Ensemble Fall Quarter only.

Three rehearsals per week. Open to all students by audition only.

71, 171, 271, 371. Symphony Orchestra (1 each)

Two rehearsals per week. Open to all students by audition only.

72, 172, 272, 372. Concert Choir (1 each)

Three rehearsals per week. Open to all students by audition only.

73, 173, 273, 373. University Chorale (1 each)

Three rehearsals per week. Open to all students.

75, 175, 275, 375. Men's Glee Club (1 each)

Three rehearsals per week. Open to all men students by audition only.

76, 176, 276, 376. Women's Chorus (1 each)

Two rehearsals per week. For elementary education majors.

77, 177, 277, 377. Women's Glee Club (1 each)

Three rehearsals per week. Open to all women students by audition only.

78, 178, 278, 378. Chamber Singers (1 each)

Two rehearsals per week. Open to all students by audition only.

87, 187, 287, 387. Chamber Music (1 each)

Two rehearsals per week.

Membership by audition only. May be any type of chamber music group.

400-level courses: see GRADUATE SCHOOL BULLETIN.

FACULTY

EVA W. WARREN, R.N., Dean

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B.S.N., East Carolina University; M.N., Emory University.

LINDA P. SLAUGHTER, R.N., Instructor

B.S.N., East Carolina University.

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JOANNE L. SUGGS, Associate Professor

B.S., Drexel Institute; M.P.H., University of North Carolina; A.D.A. Internship, Massachusetts General Hospital.

BONNIE E. WALDROP, R.N., Assistant Professor

A.A., B.S., University of California; M.A., East Carolina University.

MINNIE C. WOLCOTT, R.N., Professor

Diploma, New York State Normal School; Diploma in Nursing, Philadelphia General Hospital School of Nursing; B.S. in Ed., Syracuse University; M.S. in Ed., Alfred University.

CURRICULUM

The School of Nursing is accredited by the North Carolina Board of Nursing and by the National League for Nursing and is approved by the Army Nurse Corps and the Navy Nurse Corps so that qualified students may apply for their Student Nurse Programs. Graduates are eligible for state examinations for licensure as registered nurses (R.N.). Upon graduation, students qualify for beginning positions in nursing. They will also have a background for further education and for advancement to positions of leadership. The four-year program—four academic years and two summer terms—leads to the degree of Bachelor of Science in Nursing.

Experience in nursing is provided through contractual agreements with the following hospitals and agencies:

- Pitt County Memorial Hospital, Greenville, N. C.
 - Pitt County Health Department, Greenville, N. C.
 - Pitt County Mental Health Clinic, Greenville, N. C.
 - John Umstead Hospital, Butner, N. C.
 - Veterans Administration Hospital, Oteen, N. C.
 - Beaufort County Hospital, Washington, N. C.
 - Beaufort County Health Department, Washington, N. C.
 - Greenville Nursing and Convalescent Home, Greenville, N. C.
- Experience is also provided in the offices of local physicians.

REQUIREMENTS FOR THE B.S.N. DEGREE

The degree of Bachelor of Science in Nursing is conferred by the University when the student has received a minimum of 208 quarter hours of credit as follows:

1. Professional credits 103 q.h.
 - Nursing 101, 110, 120, 130, 200, 210, 220,
 - 230, 300, 320, 330, 340, 350 103 q.h.
2. General Education credits 105 q.h.
 - English 1, 2, 3; Library Science 1 10 q.h.
 - Speech 119 or 217 3 q.h.
 - Literature Elective 6 q.h.
 - Psychology 50, 201, 275 10 q.h.
 - Home Economics 240 3 q.h.

Public Health Science 310 (Nursing)	4 q.h.
Electives: Philosophy, Religion, Fine or Practical Arts	4 or more q.h.
History Electives	10 q.h.
Sociology 110, 325	10 q.h.
Electives: Economics, Geography, Political Science, or Anthropology	5 q.h.
Chemistry 34, 35, 36	12 q.h.
Biology 6, 7	8 q.h.
Biology 110	4 q.h.
Physics 119	5 q.h.
Mathematics 65	5 q.h.
Physical Education service courses*	3 q.h.
Nutrition 105 (Nursing)	3 q.h.

Registered Nurse students (graduates of diploma and associate degree programs) may qualify for a Bachelor of Science in Nursing when they have completed all the courses required under the current catalogue for this degree.

A limited amount of equivalent transfer credit may be obtained by examination. Arrangements for this credit must be made through the Dean of the School of Nursing.

COURSES

Significance of course numbers:

For freshmen 1 to 99, sophomores 100 to 199, juniors 200 to 299, seniors 300 to 399.

Courses normally meet one hour for each quarter hour credit. The numbers in parentheses following the title of each course indicate the credit and number of hours each course meets weekly. Exceptions to this rule, such as laboratories and studio periods, are printed under each course title.

101. Fundamentals of Nursing (7)

Five lecture and six laboratory hours per week.

Prerequisites: Biology 6, 7; Chemistry 34, 35, 36; Physics 119; Mathematics 65.

This course is designed to give the beginning student an understanding of the fundamental concepts that are applicable to all clinical areas of nursing. The student develops beginning abilities in some of the common verbal, manual, and observational techniques used in performing nursing care. The student begins to develop an understanding of the role of the nurse.

105. Nutrition (3)

Two lecture and two laboratory hours per week.

Basic course in principles of nutrition in relation to health and growth, prevention of illness and socio-economic cultural influences.

110. Medical-Surgical Nursing (8)

Four lecture and sixteen clinical laboratory hours per week.

*All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

Prerequisite: Nursing 101.

A general introduction to medical and surgical nursing. Theoretical content is directed toward a study of deviations from the normal with emphasis on their manifestations, the importance of maintaining homeostasis, and the more general nursing principles of medical and surgical nursing.

120. Medical-Surgical Nursing (8)

Four lecture and sixteen clinical laboratory hours per week.

Prerequisite: Nursing 110.

A guided experience which considers those patient problems more commonly related to specific diseases. Emphasis is on association and contrast of symptoms and etiology, diagnostic measures and purpose, differential measures of diagnosis, disease and symptoms, and age and reactions.

130. Medical-Surgical Nursing (7)

Five lecture and twenty-five clinical experience hours per week. (During one summer term of six weeks.)

Prerequisite: Nursing 120.

A guided experience in the dietary department and patient units which affords opportunity to give comprehensive nursing care. The student is encouraged to develop self-direction through independent study and planned seminars.

200. Medical-Surgical Nursing (8)

Four lecture and sixteen clinical laboratory hours per week.

Prerequisite: Nursing 130.

Provides the student opportunity to use the concepts previously developed; to formulate, to execute and evaluate nursing care plans. Continuity of nursing care and functioning as a therapeutic member of the health team is emphasized.

210. Maternal and Child Care (10)

Five lecture and twenty clinical laboratory hours per week.

Prerequisites: All Nursing courses below 200.

Planned observation and participation in meeting health needs throughout the maternity cycle with emphasis on the family unit in the community setting as well as during hospitalization.

220. Maternal and Child Care (7)

Three lecture and sixteen clinical laboratory hours per week.

Prerequisites: All Nursing courses below 200.

Planned observation and participation in meeting the health needs of children in the various stages of growth and development, with emphasis on the child as a member of the family group within a community as well as modifications made necessary by hospitalization. Taught in conjunction with Home Economics 240.

230. Tuberculosis and Long-Term Illnesses (7)

Six lecture and thirty-two clinical laboratory hours per week.
(During one summer term of six weeks.)

Prerequisites: All Nursing courses below 200.

Planned observation and participation in providing care for patients with tuberculosis and other long-term illnesses; with emphasis on psycho-physiological effects in sustained care and rehabilitation. (Veterans Administration Hospital, Oteen, North Carolina.)

300. Psychiatric Nursing (13)

Six lecture and twenty-eight clinical laboratory hours per week.

Prerequisites: All Nursing courses below 300.

Planned observation and participation in providing care for patients with mental illness; with emphasis upon recognition and understanding of symptoms, communication skills and team approach to therapies. (John Umstead Hospital, Butner, North Carolina.)

310. Public Health Science (4)

Prerequisites: All Nursing courses below 200.

Introduction to the philosophy of public health including the related and supportive disciplines; with emphasis upon principles of health promotion and disease control and governmental responsibilities in the application of these principles.

320. Public Health Nursing (13)

Six lecture and twenty-eight clinical laboratory hours per week.

Prerequisites: All Nursing courses below 300.

Planned observation and participation in meeting the health needs of families, individuals, and community groups.

330. Trends and Relationships (3)

Prerequisites: All Nursing courses below 300.

Trends and developments in nursing and discussion of the opportunities and responsibilities of the graduate professional nurse.

340. Professional Nursing Problems (2)

Prerequisites: All Nursing courses below 300.

Introduction to nursing research methods; with emphasis upon research standards and critical review of contributions in the health fields.

350. Comprehensive Nursing (10)

Five lecture and twenty clinical laboratory hours per week.

Prerequisites: All Nursing courses below 300.

Planned observation and participation in meeting the health needs of people in complex and emergency situations with emphasis on team leadership, management problems and disaster nursing.

School of *Home Economics*

12

FACULTY

MIRIAM B. MOORE, Dean

B.S., M.Ed., University of Georgia; Ph.D., Ohio State University.

PATRICIA L. BENSON, Associate Professor

B.S., M.S., Iowa State University.

JOSEPHINE ALEXANDER FOSTER, Professor

B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina; Ph.D., University of North Carolina at Greensboro.

GENEVA ANN HELMS, Instructor

B.S., M.S., Virginia Polytechnic Institute.

MOSELLE HOLBERG, Assistant Professor

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PATRICIA G. HURLEY, Professor

B.S., M.S., University of North Carolina at Greensboro; Ph.D., Florida State University.

RUTH LAMBIE, Assistant Professor

B.S., Carnegie Institute of Technology; M.S., University of Chicago.

WILLENE E. O'NEAL, Assistant Professor

B.S., Oklahoma State University; M.S., Cornell University.

ESEN S. OZGENER, Instructor

B.S., American College for Girls, Istanbul, Turkey; M.S., Bank Street College.

JOE B. PAULK, Associate Professor

B.S., Arkansas State Teachers College; M.S., University of Alabama.

ELEANOR A. QUICK, Instructor

B.S., Salem College; M.S., Pennsylvania State University.

VILA H. ROSENFELD, Professor

B.S., Radford College; M.S., Virginia Polytechnic Institute; Ed.D., Pennsylvania State University.

MOHINI SINDWANI, Assistant Professor

A.B., M.A., Punjab State University (India); Ph.D., University of North Carolina at Greensboro.

JANNIS SHEA, Assistant Professor

B.S., Louisiana State University; M.S., Michigan State University.

ALICE STRAWN, Associate Professor

B.S., Texas State College for Women; M.A., Teachers College, Columbia University.

FACULTY EMERITI

MABEL E. DAUGHERTY

B.S., George Peabody College; M.S., University of Alabama.

LILAH GAUT

B.S., University of Tennessee; M.A., University of Chicago.

MABEL L. HALL

A.B., Milligan College; B.S., Teacher's College, Johnson City, Tennessee; M.S., University of Tennessee.

BESSIE McNEIL, Home Economics

A.B., Cornell College; M.S., Iowa State College; Ph.D., University of Iowa.

CURRICULA

The School of Home Economics meets the standards set forth in the State's permanent plan for vocational education and trains personnel in food service and/or dietetics. Candidates may enter internship programs approved by the American Dietetic Association.

CURRICULA FOR HOME ECONOMICS MAJORS, B.S. DEGREE

A. Home Economics Education

Required courses in Home Economics: (Clothing and Textiles) 15, 110, 115*, 315; (Food and Nutrition) 5, 105*, 205; (Housing and Management) 128, 129*, 219, 319; (Child Development and Family Relationships) 104*, 133*, 231, 340; (Home Economics Education) 126, 302, 351	63 q.h.
Required cognate courses: Art 15*; Chemistry 34, 35, 36; Economics or Sociology*; Physics 119	25 q.h.
*General Education requirements (see p. 112; minus courses with asterisks, 23 q.h.)	62 q.h.
Professional education requirements (see p. 112)	31 q.h.
Plus electives to complete minimum 190 q.h. for graduation	181 q.h.

B. Institution Management

Required courses in Home Economics: (Clothing and Textiles) 110; (Food and Nutrition) 5, 105*, 205, 225, 325, 330, 327, 328, 345; (Housing and Management) 129*, 201, 219, 319; (Child Development and Family Relationships) 104, 133*, 231, 340; (Home Economics Education) 126, 223, 351	74 q.h.
Required cognate courses: Art 15*; Business 140*; Biology 82, 231, 310; Chemistry 34*, 35*, 36*; Psychology 241*; Economics 111*; Sociology*	42 q.h.
*General education requirements (see p. 112; minus courses with asterisks, 42 q.h.)	43 q.h.
Professional education requirements: Education 325; Psychology 205, 240	14 q.h.
Plus electives to complete minimum 190 q.h. for graduation	173 q.h.

COURSES

Significance of course numbers:

For freshmen 1 to 99, sophomores 100 to 199, juniors 200 to 299, seniors 300 to 399. The letter G following course numbers indicates

senior-graduate courses, open only to seniors and graduate students.

Courses normally meet one hour for each quarter hour credit. The numbers in parentheses following the title of each course indicate the credit and number of hours each course meets weekly. Exceptions to this rule, such as laboratories and studio periods, are printed under each course title.

Clothing and Textiles

15. Clothing Selection and Construction (5)
Two lectures and six laboratory hours a week.
The practical application of basic construction techniques: principles of selection; experience in handling different types of fabrics and garments.
25. The Consumer and His Clothing (2)
Techniques of selecting becoming and appropriate clothing for men and women, giving consideration to social and economic responsibilities of the consumer.
Elective in the General Education program.
101. Clothing Selection and Construction (3)
One lecture and four laboratory hours a week.
Designed for those not majoring in home economics. Selection and care of clothing; construction of simple garments.
110. Textiles (3)
Two lectures and two laboratory hours a week.
Consideration of textile fibers and fabrics from the viewpoint of the consumer.
115. Costume Design (3)
Two lectures and three laboratory hours a week.
Prerequisite: Art 15.
The application of art principles to the selection and designing of costumes according to current fashions and suitability to the individual.
120. Costume History and Designing (4)
A survey of the history of costume, suiting and sketching costumes for stage production.
235. History of Costume (3)
The periods of costume as represented by those nations most influential in matters of dress from remote times to the present.
315. Advanced Clothing Selection and Construction (5)
Two lectures and six laboratory hours a week.
Prerequisites: Home Economics 15 and 115.
Advanced techniques in clothing selection and construction; simple problems in tailoring.

316G. Current Problems in Textiles and Clothing (3)

Designed to provide depth in selected areas of textiles and clothing according to the needs of the student.

320G. Flat Pattern Design (3)

Fundamental principles of pattern modification and development using a basic foundation pattern. Emphasis will be placed on pattern alteration, garment fitting, and the use of fabric grain. An individual sloper for fitting will be developed.

Food and Nutrition

5. Food (5)

Selection of food products and principles involved in the preparation of food.

105. Nutrition (3)

The elementary principles of nutrition and their practical application.

125. Meal Planning and Table Service (3)

One lecture and four laboratory hours a week.

Menu planning, marketing, meal preparation, and table service. Designed for non-majors.

205. Advanced Food (5)

Two lectures and six laboratory hours a week.

Prerequisites: Home Economics 5 and 105.

Emphasis on management of time, buying of supplies, care of home food supply, menu planning, and food service suitable to different occasions.

225. Advanced Nutrition (3)

Food nutrients, through digestion, absorption, and metabolic pathways. Special emphasis placed upon recent findings in nutrition research.

301. Experimental Food Study (3)

One lecture and four laboratory hours a week.

Prerequisites: Home Economics 205, Chemistry 35.

Food preparation from an experimental standpoint. The course includes work with some carbohydrates, fats and proteins in cookery.

305G. Food Conservation (3)

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Impaired digestive or metabolic conditions. Adaptation of the diet as a prevention or treatment of diseases.

325. Diet and Disease (3)

Impaired digestive or metabolic conditions. Adaptation of the diet as a prevention or treatment of diseases.

327. Food Purchasing and Cost Control (3)

One lecture and four laboratory hours a week.

A study of the market organization, wholesale market functions, and the purchase of food for institutional use. Emphasis on factors determining quality, grade and cost.

328. Quantity Food (5)

An internship course designed to incorporate knowledge of basic nutrition, principles of food preparation, food purchasing, care of equipment, sanitation, safety and personnel management as these relate to quantity food production.

330. Institution Management and Organization (3)

Principles of scientific management of food services: hospital, school lunch, student residence and commercial units. Emphasis on business organization, personnel relationships, and keeping records.

335G. Problems in Nutrition Education (3)

Non-majors only.

Designed to provide the classroom teacher with a basic working knowledge of nutrition and meaningful methods of interpretation to students at all grade levels. Non-majors only.

345. Food Service Practicum (6)

Directed experiences in managerial problems of institutional food service.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Housing and Management

128. Housing (3)

Two lectures and three laboratory hours a week.

Design, floor plans, site, cost, legal matters, landscaping, and family housing needs.

129. Interior Decorating (3)

Two lectures and three laboratory hours a week.

Prerequisite: Art 15.

Application of art principles to problems in furnishing and decorations, and desirable qualities in merchandise for the home.

201. Household Equipment (3)

Two lectures and two laboratory hours a week.

The selection, use, and care of common types of household equipment.

219. Home Management (3)

A philosophy of home management with emphasis upon management of time, energy and money.

228. Construction of Household Furnishings (3)

One lecture and four laboratory hours a week.

An opportunity to develop some skill in making draperies, and in refinishing and reupholstering furniture.

312G. Illustrative Display (2)

One lecture and three laboratory hours a week.

The application of design principles in windows, cases, department displays. Laboratory problems to provide experience in planning, execution, and evaluation of display.

319. Home Management House (5)

Prerequisites: Home Economics 205 and 219. (219 may be taken concurrently.)

One quarter residence in home management house. Experience in homemaking, decision-making and group relations. Opportunity to live on two income levels.

326G. Economic Problems of the Family (3)

Identification and understanding of major contemporary family economic problems. Methods and techniques of working with families.

329G. Advanced Home Management (3)

Emphasis on conceptual framework of home management. Review of current research. Analyses of managerial problems and practices of homemakers. Implications for educators.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Child Development and Family Relationships

104. Health of the Family (3)

Family health; occurrence of illness; preventive measures; positive health; simple procedures for care of sickness and accidents in the home.

133. Family Relations (3)

The family as the medium in which the individual develops and of which he is an integral part.

230. Infancy: Behavior and Development (3)

Prerequisite: Psychology 50.

This course considers pregnancy, prenatal development and birth as well as the development and care of the infant. The role of constitutional and experiential determinants of individual differences, perceptual-cognitive and emotional responses will be stressed.

231. Preschool Child: Behavior and Development (3)

Two lectures and two laboratory hours per week.

Behavior and development of preschool children as related

by current substantive knowledge in child development. Students observe in home situations, the nursery school and kindergarten.

240. The Preschool Child (3)

Two lectures and four laboratory hours a week.

For students in the School of Nursing. Designed to give these students an understanding of and experience with normal, healthy children.

333G. Masculine-Feminine Roles in Modern Society (3)

Role concepts in the family with emphasis upon cultural contradictions of sex roles and the effect upon marital adjustment.

340. Guidance of Preschool Child (3)

Two hours lecture and three hours of laboratory work a week.

Effective adult techniques necessary for guidance of the nursery-aged child and an exploration of a variety of developmental and material experiences in the areas of music, literature, science, and art. Laboratory work with materials and participation in the nursery school.

341G. Preschool Science Experiences (2)

Provides the opportunity to share the development skills in science-oriented experiences with a wide variety of materials commonly used in preschool programs.

344G. Creative Experiences (3)

Meaning and value of play in fostering the total development of children and in meeting individual needs of children. The adults' role in planning and executing a balanced program for a group of children will be explored.

347G. Organization and Administration of Child

Development Centers (3)

Designed to acquaint administrators or potential administrators of Day Care and Child Development Centers with the various aspects of this profession. Readings, discussion, films, specialists, and trip to centers to study and evaluate programs and facilities will all be utilized.

400-level courses: see GRADUATE SCHOOL BULLETIN.

Home Economics Education

126. Consumer Education (3)

Market organization and practices; standardization, grades and labeling of commodities; consumer problems related to clothing, food and house furnishings.

223M. Methods of Teaching Home Economics (3)

The curriculum needed for teaching in a high school vocational home economics program. Emphasis is placed on teaching techniques and materials to be used in developing programs in the classroom, home experience, Future Homemakers of America and homemaking education for adults.

300. Demonstration Techniques in Homemaking (3)

Prerequisites: Home Economics 5 and 15.

One lecture and four laboratory hours a week.

Consideration of techniques for demonstrations in all areas of homemaking. Demonstrations will be given by members of the class.

302. Adult Education for Homemaking (2)

Prerequisite: Home Economics 223.

An overview of adult homemaking education, understanding program planning and techniques of teaching adults. The application of the generalization and concept method of teaching. Consideration given to adult education programs that are carried on through organized groups.

318. Classroom Organization and Control in Home Economics (2)

To be taken by all Home Economics students during the quarter in which they do student teaching. Work is done under the direction of supervisor and supervising teacher in the student teaching center. Discussions will be based on observation and participation in the activities of the home-making and school programs.

336G. Methods of Teaching Personal and Family Living (3)

Prerequisite: Sociology 325 or permission of instructor.

A study of recent research, publications, programs and teaching techniques in the field. Special emphasis on teaching family relationships at the high school level and in working with groups of adults.

350. Readings in Home Economics (2)

Opportunity for independent study in areas of the student's special interest.

351. Seminar (3)

Provides a comprehensive background against which the professional field may be examined by highlighting the interrelatedness of knowledge from many disciplines as they contribute to and evolve from the family.

360. Independent Study (3)

Problems in one or more of the following phases of home economics: (1) child development and family relations. (2)

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food and nutrition, (3) housing and management, (4) clothing and textiles, and (5) home economics education.

400-level courses: see GRADUATE SCHOOL BULLETIN.

13 *Department of Industrial and Technical Education*

FACULTY

THOMAS J. HAIGWOOD, JR., Chairman

B.S., Appalachian State University; M.Ed., North Carolina State University;
Ed.D., Pennsylvania State University.

KENNETH L. BING, Professor

A.B., Nebraska Wesleyan University; M.A., University of Minnesota; Ed.D.,
University of Missouri.

FREDERICK L. BROADHURST, Associate Professor

B.S., North Carolina State University; M.A., East Carolina University.

WILLIAM R. HOOTS, Associate Professor

B.S., M.A., Western Carolina University; Ph.D., Ohio State University.

JOHN T. KELLY, Assistant Professor

B.S., M.A., in Ed., East Carolina University.

CLARENCE M. KELSEY, Assistant Professor

B.A., Dakota Wesleyan University; M.Ed., Colorado State University.

THOMAS G. LATIMER, Assistant Professor

B.S., M.Ed., Georgia Southern College

ROBERT W. LEITH, Associate Professor

B.S., North Carolina State University; M.S., Bowling Green State University,
Ohio.

BLONDY E. SCOTT, Assistant Professor

B.S., M. of I.A., North Carolina State University.

BOBBY J. TATE, Assistant Professor

B.S., M.A., Appalachian State University.

PAUL E. WALDROP, JR., Assistant Professor

B.S., East Carolina University; M.Ed., University of Illinois.

CURRICULA

The Department of Industrial and Technical Education offers a Bachelor of Science degree with either a MAJOR IN EDUCATION (Teaching) or a MAJOR IN INDUSTRY (Industrial Technology). The Bachelor of Arts, Master of Arts, and Master of Arts in Education degrees also are offered. The major in education prepares the student for industrial-vocational-technical teaching positions in public schools, technical institutes, industrial education centers, and colleges. The major in industry provides the student with a broad technological education supported by strong programs in science, mathematics and general studies, thus preparing him to enter a wide variety of industrial jobs at the professional level.

CURRICULUM FOR B.S. DEGREE (MAJOR IN INDUSTRY)

The degree of Bachelor of Science with a Major in Industry is conferred by the University when the student has received a minimum of 200 quarter hours of credit as follows:

1. Technical Area	36 q.h.
INDT. 11, 12, 115, 116, 121, 122, 157, 158, 270, 272, 275, 303	36 q.h.
2. General Education and Communications Areas	60 q.h.
English 1, 2, 3; Speech 119 or 217; Library Science 1	13 q.h.
Literature elective	3 q.h.
INDT. 214, 274	8 q.h.
Health 1	5 q.h.
History electives	10 q.h.
Political Science 10 or Geography 15 or 115 ..	5 q.h.
Economics 111	5 q.h.
Sociology 110	5 q.h.
Psychology 50	3 q.h.
Physical Education service courses*	3 q.h.
3. Science and Mathematics Areas	39 q.h.
Chemistry 24, 25, 26	12 q.h.
Physics 125, 126, 127	12 q.h.
Mathematics 65, 75, 109	15 q.h.
4. Human Relations and Management Area	43 q.h.
Business 10, 140, 220, 250, 381	25 q.h.
INDT. 216, 302, 304, 305	12 q.h.
Psychology 150, 241	6 q.h.
5. Supervised Work Experience	6 q.h.
INDT. 219a & 219b	
6. Electives	18 q.h.

CURRICULUM FOR PREPARATION OF TEACHERS

A. Industrial and Technical Education Major, B.S. Degree

Required courses in Industrial and Technical Education: 11, 12, 25, 101, 115, 116, 117, 121, 122, 157, 158, 159, 202, 205, 211, 215, 227, 270, 271, 272, 274, 275, 303, plus 9 q.h. from one of the five major laboratory areas: Electricity and Electronics, Drafting and Design, Graphic Arts Technology, Metals Technology, Wood Technology	78 q.h.
Professional credits (see p. 112)	31 q.h.
General education requirements (see p. 112)	85 q.h.
	194 q.h.

*All students are required to pass a proficiency test in swimming before graduation or else satisfactorily complete a service course in swimming.

B. Industrial and Technical Education Minor

Required courses in Industrial and Technical Education: 25, 202, 205, 227, 274, 275 plus 6 q.h. from each of the above five major laboratory areas plus an additional 6 q.h. in one of these areas 54 q.h.

CURRICULUM FOR B.A. DEGREE

A. Industrial and Technical Education Major

Required courses in Industrial and Technical Education: 11, 12, 25, 115, 116, 117, 121, 122, 157, 158, 159, 211, 215, 270, 271, 272 plus 6 q.h. from one of the five major laboratory areas (Electricity and Electronics, Drafting, and Design, Graphic Arts Technology, Metals Technology, Wood Technology) or from one of the following courses: 101, 163, 205, 221, 274, 275 54 q.h.

General education requirements (see p. 106) 81-101 q.h.

135-155 q.h.

Plus minor and general electives to complete minimum 190 q.h. for graduation

B. Industrial and Technical Education Minor

Required courses in Industrial and Technical Education: 11, 12, 25, 115, 116, 121, 122, 157, 158, 270, 272, 275 plus 9 q.h. from any of the above five major laboratory areas or from one of the following courses: 101, 163, 205, 221, 274 45 q.h.

COURSES

Significance of course numbers:

For freshmen 1 to 99, sophomores 100 to 199, juniors 200 to 299, seniors 300 to 399. The letter G following course numbers indicates senior-graduate courses, open only to seniors and graduate students.

Courses normally meet one hour for each quarter hour credit. The numbers in parentheses following the title of each course indicate the credit and number of hours each course meets weekly. Exceptions to this rule, such as laboratories and studio periods, are printed under each course title.

11. Technical Drafting (3)

Three hours lecture and three hours laboratory per week. Basic theory and techniques of technical drawing, including units of study in instrument practice, geometric construction, multiview projection, lettering, auxiliary views, sections, freehand sketching, and revolutions.

12. Technical Drafting (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 11 or 18.

A continuation of INDT. 11, including dimensions tolerances, threaded fasteners, shop processes and working drawings, pictorial drawing, and intersections and developments.

18. Engineering Graphics (3)

Three hours lecture and three hours laboratory per week.
A beginning course for engineering students covering the Basic theory and techniques of engineering graphics, including technical sketching, shape description, geometrical constructions, lettering, auxiliary views, sectional views, and pictorial drawing.

19. Engineering Graphics (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 11 or 18.

A continuation of Engineering Graphics 18 including size description, tolerancing, manufacturing processes, revolutions, threads, machine fasteners, working drawings, and commercial reproduction practices.

20. Descriptive Geometry (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 12 or 19.

Covers the principles of projection including reference systems, the representation of points, lines, and planes in space, true distances and angles, revolutions and developments.

25. Introduction to Industrial and Technical Education (3)

Three hours lecture per week.

The background, principles and basic concepts of Industrial and Technical Education; its terminology, its relationships to general education, and the activities, purposes and policies of the Industrial and Technical Education Department at East Carolina University.

101. Industrial Crafts (3)

Three hours lecture and three hours laboratory per week.
Designed to give any student of the college an understanding of a number of industrial activities for the purpose of broadening and enriching his general education. Practices and processes pertaining to the leather, art metal, and plastics industries are studied and skill in the fundamental tool processes of these industries is developed. Some emphasis on the hobby or avocational aspect is included.

113. Advanced Technical Drafting (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 12 or 19.

A continuation of INDT. 11 and 12 with advanced concentration on complex working drawings and drafting technology.

115. Graphic Arts Technology (3)

Three hours lecture and three hours laboratory per week. A beginning course in the study of the graphic arts industry in terms of its history, organization, materials, operations and processes. Major emphasis is placed on elementary typesetting and press work and some attention is given to bindery operations, office duplication, and block printing.

116. Graphic Arts Technology (3)

Three hours lecture and three hours laboratory per week. Prerequisite: INDT. 115.

Continuation of INDT. 115. The areas of letterpress printing and hand composition are more thoroughly explored, and elementary display composition is introduced. Experiences are also provided in the areas of paper making, rubber plate making, intaglio printing, proofreading, lithography, and thermography.

117. Graphic Arts Technology (3)

Three hours lecture and three hours laboratory per week. Prerequisite: INDT. 116.

An introductory study of the methods and materials of photo-offset lithography and special platen press operations. Elementary units in general photography, screen process printing, and multi-color printing will also be presented.

121. Wood Technology (3)

Three hours lecture and three hours laboratory per week. Design, tools, materials, and processes of the wood industries.

122. Wood Technology (3)

Three hours lecture and three hours laboratory per week. Prerequisite: INDT. 121.

A continuation of INDT. 121 with emphasis on the wood products manufacturing industries.

124. Power Mechanics (3)

Three hours lecture and three hours laboratory per week. A beginning study of the discovery and development of various sources of power along with the mechanics of its utilization. Considerable attention is given to 2- and 4-cycle gasoline and diesel engines.

130. General Mechanical Drawing (3)

Three hours lecture and three hours laboratory per week. Sketching techniques, instrument use and care, and theory of graphic shape and size description. Open to all students except industrial and technical education majors and engineers.

157. Metals Technology (3)

Three hours lecture and three hours laboratory per week.
The basic metals of industry. The major areas of work are sheet metal, bench metal, heat treating, oxy-acetylene welding, and metal finishing.

158. Metals Technology (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 157.

A continuation of INDT. 157 involving a further study of the metals industry. Experiences are provided in the use of the lathe, drill press, and grinders.

159. Metals Technology (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 157.

Experiences provided on the set-up and operation of the shaper, milling machine, and surface grinder. Pattern making, foundry, and electric arc welding are also emphasized.

163. General Finishing (2)

Two hours lecture and two hours laboratory per week.
Prerequisites: INDT. 122 and 157.

Designed to develop the student's knowledge of technical information and skill in the use of equipment and materials in the finishing of surfaces of wood, metal and other industrial materials.

165. Sheet Metal (3)

Three hours lecture and three hours laboratory per week.
Prerequisites: INDT. 12 and 157.

Sheet metal principles and procedures, including materials, layout, forming, design, and the various sheet metal fastening processes.

202. General Industrial Education Laboratory (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: Junior standing.

Intended to help the student stabilize previous laboratory experiences and fill gaps in his industrial arts education. Slanted toward experimental work and experiences with new materials and processes.

205. Industrial Design (3)

Three hours per week.
Prerequisites: INDT. 12, 122 and 157.

The fundamentals of good design, intended to develop a degree of proficiency in developing and evaluating the designs of industrial products.

210. Machine Drafting and Design (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 113.

A more detailed study of basic drafting principles and techniques taught in previous courses, with emphasis on the completion of more complex drawings of an industrial nature.

211. Architectural Drafting (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 12 or 19.

Home design, building materials and construction details. Field trips are taken to investigate all phases of the building trade.

212. Architectural Drafting (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 211.

A continuation of INDT. 211 with emphasis on pictorial drawing and related information such as financing, orientation of the home, new materials in the building trade, specifications and the best economic practices in home construction.

214. Technical Writing (5)

Three hours lecture and four hours laboratory per week.

Prerequisites: English 1, 2, and 3; Speech 119 or 217.

Laboratory: Investigation of technical problems of particular significance to the student. **Lecture:** Formal instruction in procedures and techniques of report writing.

Throughout the course the student will complete technical papers of increasing complexity dealing with various aspects of the laboratory problems under investigation.

215. Advanced Wood Technology (3)

Three hours lecture and three hours laboratory per week.

Prerequisites: INDT. 121 and 122.

The organization, problems, and processes of the furniture industry. Emphasis is placed on design, production planning, and mass production.

216. Industrial Safety (3)

Causes and prevention of industrial accidents.

218. Cabinetmaking (3)

Three hours lecture and three hours laboratory per week

Prerequisite: INDT. 215.

Design and construction of various kinds of cabinets, with particular stress on advanced machine tool techniques and skills.

219a & 219b. Supervised Work Experience (6)

Work experience program designed to strengthen the student's technical competence and to provide first-hand experiences in business and industry. The periods of employment come at the end of the sophomore and junior years.

221. Industrial Plastics (3)

Three hours lecture and three hours laboratory per week.

Prerequisite: INDT. 101.

Technological processes of the plastics industry; development of skill in the use of tools and machines used in the fabrication of plastic products.

223m. Teaching Content and Methods in Industrial Education (3)

Objectives of industrial education and the methods of their attainment; analysis of subject matter fields and the selection of teaching or learning units; preparation and use of instruction sheets; teaching of skills and related information, and classroom organization and management.

226. Evaluation in Industrial Education (3)

Three hours per week.

Education tests; measurable factors in industrial education; intelligence, aptitude, achievement, and performance tests; and elementary educational statistics for analyzing and interpreting test scores.

227. Industrial Education Laboratory Problems (3)

Three hours per week.

The types of shops, the selection, purchase, arrangement, use and care of equipment and supplies for all areas of industrial and technical education, together with a consideration of costs, records, inventories and reports.

235. Theory and Practice of Typographic Design and Layout (3)

Three hours lecture and three hours laboratory per week.

Prerequisite: INDT. 117.

Provides the students who has mastered the fundamentals of straight composition an opportunity to study and practice the art of display composition in accordance with the rules of typographic design. The letterpress process will be emphasized; however, design and layout will be studied as applied to all printing processes.

236. Theory and Practice of Offset Lithography (3)

Three hours lecture and three hours laboratory per week.

Prerequisite: INDT. 235.

Provides the advanced student with an opportunity to further develop his skills and knowledge in photo-offset lithography. Emphasis will be placed on copy preparation, line and half-tone photography and press operations. Some study also will be devoted to the selection of papers and inks for the various printing processes.

247. Elementary Industrial Arts (3)

Three hours lecture and three hours laboratory per week.

Theoretical and practical orientation to construction activi-

ties in the elementary school curriculum for prospective elementary and industrial arts teachers.

255. Woodturning (3)

Three hours lecture and three hours laboratory per week.

Prerequisites: INDT. 11 and 215.

Lathe operations, involving tool techniques, spindle, face plate, and chuck turning, as applied to the construction of useful projects.

260. Advanced Metals Technology (3)

Three hours lecture and three hours laboratory per week.

Prerequisite: INDT. 159.

An advanced course in the machining of metals including operations on the lathe, milling machine, shaper, drill press, and grinding machines, with emphasis on set-ups, jigs and fixtures, and machine design.

270. Basic Electricity (3)

Three hours lecture and three hours laboratory per week.

Prerequisite: INDT. 157.

A study of the electrical industry in terms of basic sources of electricity and the utilization of these sources in modern circuits. Much emphasis is given to chemical and mechanical generation and the use of electricity as industrial power.

271. Industrial Electricity (3)

Three hours lecture and three hours laboratory per week.

Prerequisite: INDT. 270.

Involves a further study of electricity and the electrical industry. Emphasis is given to household and commercial uses, and the means of conducting, measuring, controlling, and maintaining good electrical service.

272. Basic Electronics (3)

Three hours lecture and three hours laboratory per week.

Prerequisite: INDT. 270.

Investigation of early developments in electronics and work with circuits involving tube and transistors amplification and power supply principles.

274. Development of Industry (3)

Prerequisite: Junior standing.

Development of the ideas, tools, processes, and materials of industry, past and present.

275. Industrial Production (3)

Three hours lecture and three hours laboratory per week.

Prerequisite: Junior standing.

An advanced course in the theory and practice of industrial processes. The student will design an article of value, plan and produce jigs and fixtures, and fabricate the article by the line production method. Advanced experimental work also will be emphasized.

306 DEPARTMENT OF INDUSTRIAL AND TECHNICAL EDUCATION

302. Industrial Supervision (3)

Designed to develop an appreciation of the position of the supervisor as a key man in the industrial organization. Successful supervisory practices are studied along with the duties and responsibilities of the supervisor.

303. Industrial Maintenance Practices (3)

Three hours lecture and three hours laboratory per week. The importance of organized maintenance programs, the functions of maintenance departments, and the duties and responsibilities of maintenance supervisors in industry.

304. Principles of Industrial Training (3)

Three hours per week.

Designed to develop a general knowledge of the functions of a training department, the duties and responsibilities of a training director, and the teaching methods used to promote teamwork in business and industry.

305. Trade and Job Analysis (3)

Fundamental steps for analyzing trades and other occupations with some thought toward establishing appropriate units of instruction for the apprentice or student. Jobs, operations, and essential related information will be analyzed.

307G. Introduction to Vocations (3)

Intended to help prepare teachers to introduce young people at an early high school age to the world of work.

308G. Introduction to Vocations (3)

Prerequisite: INDT. 307G.

Continuation of INDT. 307G with special emphasis being given to methodology, sources of occupational and educational information, and the use of instructional aids and devices.

314G. Independent Study, Technical Drafting (3)

Prerequisite: Instructor's consent.

Designed to foster independent study, research and investigation in drafting. The student will make a preliminary presentation of a problem, conduct an investigation, and make a final report including a statement of the problem and methods of investigation, along with conclusions and suggestions for further study.

316G. Independent Study, Wood Technology (3)

Prerequisite: Instructor's consent.

Designed to foster independent study, research and investigation in woodwork. The student will make a preliminary presentation of a problem, conduct an investigation, and make a final report including a statement of the problem and methods of investigation, along with conclusions and suggestions for further study.

325. Welding Technology (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 159.

An advanced course including practical application in electric arc and oxyacetylene welding of metals.

330G. Instructional Aids and Devices in Industrial Education (3)

Instructional devices and materials with special attention to their uses in teaching industrial and technical education; emphasis on the planning and construction of various kinds of instructional aids.

335G. Backgrounds in Industrial Education (3)

Three hours per week.

An advanced course in the study of the development of industrial education practices from the early apprenticeship methods to present industrial education programs with special emphasis on the factors that have contributed to the modern philosophy of industrial education.

337G. Independent Study, Graphic Arts Technology (3)

Prerequisite: Instructor's consent.

Designed to foster independent study, research and investigation in graphic arts. The student will make a preliminary presentation of a problem, conduct an investigation, and make a final report including a statement of the problem and methods of investigation, along with conclusions and suggestions for further study.

347. Problems in Elementary Industrial Arts (3)

One hour lecture and four hours laboratory per week.

Prerequisite: Open to all Industrial & Technical Education majors; INDT. 247 for all others.

Designed to provide practical experience in conducting industrial arts activities in the elementary school.

348G. A Survey of Industrial Arts in the Elementary Grades (3)

Designed primarily for elementary teachers and intended to acquaint them with the philosophy, methods, techniques, applications, and status of industrial arts at the elementary level.

358G. Independent Study, Metals Technology (3)

Prerequisite: Instructor's consent.

Designed to foster independent study, research and investigation in metals. The student will make a preliminary presentation of a problem, conduct an investigation, and make a final report including a statement of the problem and methods of investigation, along with conclusions and suggestions for further study.

308 DEPARTMENT OF INDUSTRIAL AND TECHNICAL EDUCATION

360G. Tools and Materials of Modern Industry (3)

Materials, tools, and processes used in modern industry for the production of consumer goods.

370. Industrial Electronics (3)

Three hours lecture and three hours laboratory per week.
Prerequisites: INDT. 271, 272.

Study in radio, TV, and stereophonic equipment. Emphasis will be given to methodology for diagnosing and correcting difficulties and to the uses, care, and maintenance of test equipment.

371. Advanced Industrial Electricity-Electronics (3)

Three hours lecture and three hours laboratory per week.
Prerequisite: INDT. 370.

Study in selected electrical or electronic areas through guided experimentation. Circuits will be designed and tested and new media employed where practicable for transmitting, receiving, measuring, and testing.

372G. Independent Study, Industrial Electricity-Electronics (3)

Prerequisite: Instructor's consent.

Designed to foster independent study, research and investigation in electricity. The student will make a preliminary presentation of the problem, conduct an investigation, and make a final report including a statement of the problem and methods of investigation, along with conclusions and suggestions for further study.

385G. Selection and Organization of Subject Matter (3)

Development of a course of study in industrial education with emphasis upon both manipulative and related materials as well as the methods of presentation to the student.

400-level courses: see GRADUATE SCHOOL BULLETIN.

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N. MANCHESTER,
INDIANA

