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BULLETIN OF WAKE FOREST UNIVERSITY

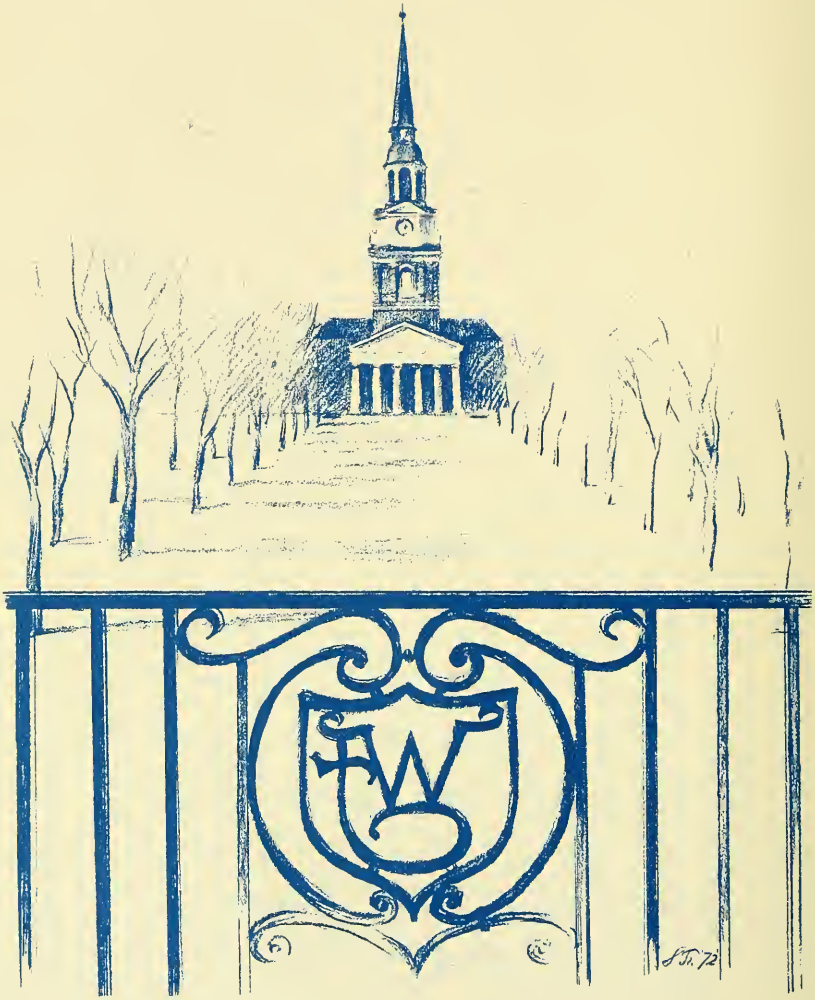
CATALOG ISSUE

WINSTON-SALEM NORTH CAROLINA

JANUARY 1973

FOR STUDENTS ENTERING IN

ACADEMIC YEAR 1973-74



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NEW SERIES JANUARY 1973 VOL. LXVIII, No. 1

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BULLETIN OF

WAKE FOREST UNIVERSITY

GENERAL CATALOG ISSUE

ONE HUNDRED THIRTY-EIGHTH YEAR

ANNOUNCEMENTS FOR 1973-1974

The Bulletin of Wake Forest University is published seven times annually by the University at Winston-Salem, North Carolina. Correspondence and changes of address notices should be mailed to Wake Forest University, Winston-Salem, N. C., 27109 (or 27103 for Bowman Gray School of Medicine).

Second-class postage paid at Winston-Salem, N. C. 27109

CORRESPONDENCE

Inquiries to the University should be addressed as indicated below:

Admissions	Director of Admissions
Alumni Affairs	Director of Alumni Affairs
Athletics	Director of Athletics
Business Administration and Management	Dean of Babcock Graduate School of Management
Catalogs	Director of Admissions
Financial Matters	Vice President for Business and Finance
General Policy of the University	President
Gifts and Bequests	President
Graduate Studies	Dean of the Graduate School
Housing —	
Men	Director of Residences
Women	Dean of Women
Law	Dean of School of Law
Medicine	Director of Admissions Bowman Gray School of Medicine, Winston-Salem, N. C. 27103
Placement	Director of Placement
Public Relations and Development Program	President
Scholarships	Committee on Scholarships
Student Affairs	Dean of the College
Summer Session	Dean of Summer Session
Transcripts	Registrar

All addresses, except Medicine, are:
Wake Forest University, Reynolda Station
Winston-Salem, N. C. 27109

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UNIVERSITY CALENDAR

Summer Session 1973

June	11	Monday	Registration First Term (four weeks and eight weeks)
June	11	Monday	Classes begin
July	7	Saturday	First term ends
July	9	Monday	Registration Second Term
July	9	Monday	Classes begin
July	14	Saturday	Six Weeks Term ends
August	4	Saturday	Second term ends

Fall Term 1973

August	31	Friday	9:00 Residence halls open 11:00 Cafeteria open
August September	31 3	Friday Monday	Orientation for new freshmen and transfer students
September	4	Tuesday	Registration of new students
September	5	Wednesday	Classes begin
September	13	Thursday	Convocation
September	21	Friday	Last day for adding courses
October	5	Friday	I grades of last spring term become F Last day for dropping course without penalty
October	27	Saturday	Homecoming
November November	22 25	Thursday Sunday	Thanksgiving Holiday
November	26	Monday	Classes resume
December	8	Saturday	Reading Day
December	10	Monday	Examinations begin
December	18	Tuesday	Examinations end
December January	19 2	Wednesday Wednesday	Christmas Recess

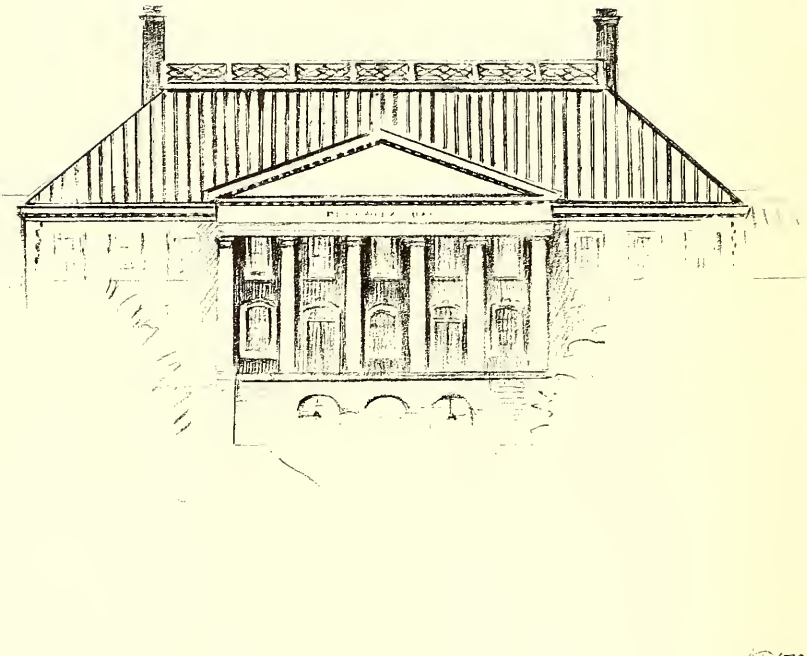
Winter Term 1974

January	2	Wednesday	9:00 Residence halls open
January	3	Thursday	Classes begin
January	29	Tuesday	Classes end
January	30	Wednesday	Winter recess
January	31	Thursday	

Spring Term 1974

February	1	Friday	Registration
February	2	Saturday	
February	4	Monday	Classes begin
February	7	Thursday	Founders' Day Convocation
February	20	Wednesday	Last day for adding courses
March	4	Monday	I grades of last fall term become F
March	8	Friday	Last day for dropping course without penalty
*March	24	Sunday	Spring Recess
March	31	Sunday	
April	1	Monday	Classes resume
April	6	Saturday	Senior Testing Day
April	15	Monday	Last day for payment of reservation deposit for next year
April	22	Monday	Sophomore conferences with advisers
May	4	Saturday	
May	11	Saturday	Registration for fall semester
May	15	Wednesday	Reading Day
May	16	Thursday	Examinations begin
May	23	Thursday	Examinations end
May	24	Friday	Last senior grades due in Registrar's office
May	26	Sunday	Baccalaureate Sermon
May	27	Monday	Graduation

* Spring recess for students registered in Education 251 will coincide with the Easter recess of the Public Schools.



Reynolda Hall, North

OVERVIEW

WAKE FOREST UNIVERSITY is composed of a college of Arts and Sciences, a Graduate School, a School of Law, the Bowman Gray School of Medicine, and the Babcock Graduate School of Management. The University is privately endowed, and affiliated with the Baptist State Convention of North Carolina and is dedicated to the service of humanity. Its present rank among the best of the small private universities is the result of long and dedicated effort by hundreds of friends, faculty, alumni, and generous benefactors.

Wake Forest provides an atmosphere where students can pursue personal development to the maximum degree of individual capabilities. Proud of its heritage and circumspect in the responsible use of freedom, Wake Forest is eager to encourage the spirit of free inquiry.

It seeks faculty and administrators who have a commitment to the search for knowledge, who have an awareness of their own responsibilities as useful citizens in a free society, and who have a sense of obligation to the students who will be leaders of tomorrow.

It invites applicants who are willing to accept the challenge of new ideas and those with a commitment to education as the means of achieving their own personal development and of helping to solve the perplexing problems of our increasingly complex society. It seeks students who are intellectually equipped to participate in a community of scholars and who find satisfaction in the life of the mind.

It believes that every student should know something of the physical world and the scientific method by which data are gathered, verified and organized; that they should be knowledgeable about the societal relationships which make up the adult world; that they must cultivate the heritage of the past and be concerned about their spiritual, moral and physical development; and that as graduates they should be able to communicate effectively in all areas with their fellowmen.

It produces men and women who have a sense of the dignity and worth of the individual, love of freedom, an awareness of the continuity and interrelationships of human society, and a

sense of responsibility toward others. Its graduates have achieved distinction as ministers, teachers, lawyers, physicians, businessmen, journalists and in a host of other occupations.

The 4-1-4 calendar and curriculum are designed to encourage intellectual independence. In addition to the normal semester load of four courses, the winter term courses are devised by the faculty in the areas of their own scholarly interest. These courses are graded pass or fail to encourage students to engage in a cooperative venture with faculty members.

Recognizing the importance of providing students with an opportunity to enrich their undergraduate experience through study in other cultures, Wake Forest has instituted programs in France, India, Italy and Spain. These programs are supervised on a rotating basis by several academic departments and therefore vary from time to time. Approximately twenty students each semester study in Venice and in Dijon and pursue four courses under the direction of a regular member of the University Faculty. Wake Forest students participate in the Experiment for International Living programs.

Interdisciplinary Studies

Wake Forest offers the Open Curriculum and an Interdisciplinary Honors program designed for the superior student. The Open Curriculum eliminates the basic and divisional requirements, and the student, with the help of an adviser, may devise his own curriculum.

Interdisciplinary honors courses, designed to broaden the student's knowledge, overlap several departments and are taught by professors from different disciplines. The participants usually schedule three interdisciplinary honors seminars and later concentrate on departmental honors work in their major fields. Students, however, who are not candidates for departmental honors and who have completed four interdisciplinary seminars and have met certain other requirements will be graduated with "Honors in the Arts and Sciences."

Departmental Honors Program

Many departments offer specialized honors programs for highly qualified majors. Admission to an Honors Program is by ap-

plication to and with the consent of the department. The minimum requirement is a grade point average of not less than 3.0 on all college work and 3.3 on all work in the major. Beyond these stipulations, a department may at its discretion impose such additional requirements as the completion of specific courses, an honors seminar or honors research, an independent study project and a comprehensive examination on the special project. The specific requirements of each department are listed with the course requirements for the major.

The Graduate School

The Graduate School offers in the School of Arts and Sciences work leading to the Master of Arts degree, the Master of Arts in Education, and the Doctor of Philosophy (currently offered only in Biology and Chemistry). The Master of Science and the Doctor of Philosophy are offered through programs at the Bowman Gray School of Medicine.

The Professional Schools

The Juris Doctor degree is awarded by the Wake Forest University School of Law to those students who successfully complete the required three-year program. In addition to the M.D. degree, the Bowman Gray School of Medicine also offers the Ph.D. degree in the fields of Anatomy, Biochemistry, Microbiology, Pharmaecology, Physiology, and Comparative and Experimental Pathology.

The Babcock Graduate School of Management offers programs leading to either the Master of Business Administration degree or to the Master of Management degree upon successful completion of two years of study.

More detailed information about courses, costs, and plans of instruction in these professional schools may be secured by writing directly to the school concerned.

Creative Arts

The University offers many opportunities for creative expression and participation. Writers may contribute to one of the three University publications. The *Old Gold and Black*, the student newspaper published weekly since 1916, has a long tradi-

tion in collegiate journalism. The *Student*, published since 1882, appears four times a year and is the official literary magazine of the University. It publishes fiction, poetry, and articles about campus life and contemporary living. The *Howler*, the college yearbook, was first published in 1903.

Debating at Wake Forest is conducted under the auspices of the Speech Communications and Theatre Arts Department. Emphasis is placed upon giving maximum participation to interested students. Twenty to thirty students usually receive intercollegiate debating experience. Wake Forest debaters consistently win top awards in major national and regional tournaments. Wake Forest sponsors two college tournaments, a high school debate tournament, and a workshop for high school students during the summer.

The University Theatre has an active drama program and a theatre laboratory where students produce new plays as well as innovative interpretations of standard works. The Anthony Aston Society and the Wake Forest Chapter of the National Collegiate Players, an honorary dramatic fraternity, were formed in 1963.

Musicians may sing in the Chapel Choir, the Touring Choir, the Madrigal Singers and the Opera Workshop; play in the Wake Forest Little Symphony, Demon Deacon Marching Band, the Symphonic Wind Ensemble, the Concert Band, the Basketball Varsity Pep Band, the two Jazz Ensembles, the Percussion Ensemble, the University Woodwind Quintet, or the Brass Quintet.

The University Artist Series presents a series of outstanding concerts to the University community. The five concerts each season are chosen so that in the four years a student is at the University, he may attend concerts by a balanced range of artists. Concerts are presented in Wait Chapel Auditorium, and students are admitted without further charge upon presentation of the Wake Forest Identification card. Among the recent outstanding attractions have been Leontyne Price, Yehudi Menuhin, the Vienna Symphony, the Cleveland Orchestra, Marcel Marceau, and Alicia de Larrocha.

Since 1964, the Institute of Literature has promoted the

cause of humane letters in special lectures which show something of the diversity in unity which characterizes the literary heritage of the West. The Institute has featured such outstanding figures as W. H. Auden, Malcolm Cowley, James Dickey, V. S. Pritchett, Gilbert Highet, Whitney Oates, Cedric Whitman and John Finley.

The Robinson Lectures, held biennially, have resulted in the publication of a number of books, including the well known *Naming the Whirlwind* by Langdon Gilkey.

The Ecumenical Institute provides an academic setting for better understanding and wider experience in religion in a pluralistic society.

The College Union provides a stimulating and challenging series of lecturers, musicians, artists and poets. Recent performers have included Brooklyn Bridge, Bread, Livingston Taylor, The Byrds, Mary Travers; Lecturers John Holt, Tom Muston, Bill Russell and a film festival. The Union designates a portion of its funds for the purchase of contemporary paintings, sculpture and graphics.

Sports

Recognizing the importance of recreation and fitness activities in maintaining the well-being of students, the University provides an opportunity for each student to develop his individual interest and competence to the level of proficiency he desires. Women participate in twenty sports in two leagues and more than one-half of the students take part in these programs. Men participate in nineteen different sports in three separate leagues: fraternity, house, and independent.

Varsity sports are vigorous and representative teams participate in a full schedule in the following sports: football, basketball, track and field, cross country, swimming, golf and tennis. Varsity teams have always acquitted themselves well, but perhaps golf has been the sport which has brought the most recognition.

Community Affairs

Wake Forest students have been active in community affairs.

The Urban Affairs Institute works with students in securing off-campus learning experiences during the Winter Term. The city provides an internship which enables students to work with various branches of the city government. Still other students work with boys' clubs, the city's Youth Council, and in kindergartens as student teachers.

The students sponsor *Challenge*, a biennial symposium on contemporary American affairs. Now in its ninth year, past Challenge programs have considered such areas as "The Emerging World of the American Negro," "The Implications of Prosperity," "The Challenge of Survival: not man apart," and have brought such speakers as Senator Edmund Muskie, Harvey Cox, Michael Harrington, Ralph Nader, Rene Dubos, Daniel Bell, and Senator John Tunney.

Residential Housing

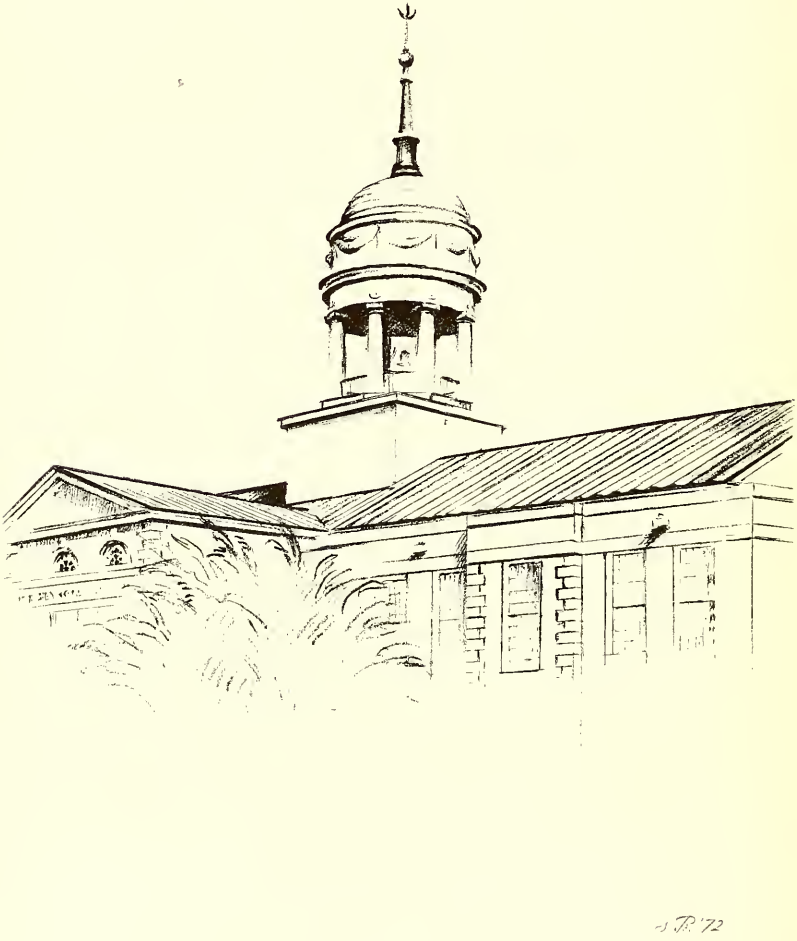
Accommodations for approximately 2500 men and women are provided in the University residence halls. Davis, Taylor, Kitchin, Poteat, Efird, and Huffman dormitories offer attractive living quarters for men students on the central quadrangle, commonly called the Plaza. Bostwick, Johnson, Babcock and a recently constructed and as yet unnamed dormitory located in the south area of the campus provide housing for approximately 800 women. Faculty and student legislation relating to residence is provided in full in *The Student Handbook.*

Location

Located in the Piedmont section of North Carolina, the college campus proper occupies 320 acres, which are bordered by the Reynolda Gardens annex consisting of 148 acres. There are 42 buildings, including four classroom buildings, several libraries, nine dormitories, and twelve apartment buildings for faculty and married students. Wake Forest is located in the northeast section of Winston-Salem, a city of 135,000 inhabitants. In the Salem area of the city the heritage goes back to the arrival of the Moravians in 1766, while in the Winston area it is a city of the new South. This combination of cultural heritage and modern business and industrial activity makes it a particularly attractive place for an educational institution.

In addition to the variety of cultural activities offered by the campus community, there are two art galleries, a nature-science center, the restored village of Old Salem, Reynolda House, an accredited art museum housed in the former home of the late industrialist, R. J. Reynolds, the Museum of Early Southern Decorative Arts, the Winston-Salem Symphony, a community theatre, and the Piedmont University Center.

ADMISSION



Z. Smith Reynolds Library

A candidate for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions will give careful consideration to the applicant's academic records, scores on tests, and evidences of character, motivation, goals, and general fitness for college.

Entrance From Secondary School

The minimum prescribed requirements* for admission to all degrees are graduation from an accredited secondary school with the following credits:

English	4 units
One Foreign Language	2 units
History (Social Studies)	2 units
Mathematics:	
Algebra	1½ or 2 units
Geometry	1 unit
Electives to bring the total to 16 units	

A limited number of students may be admitted without the high school diploma. Particular emphasis will be placed on the applicant's ability, motivation, and maturity.

Application Procedures

1. The completed application should be filed at least eight months prior to the date on which the applicant hopes to enroll at Wake Forest, but not before September 1 of the senior year. Except in case of emergency, the final date for making application for the fall semester is August 10; for the spring semester, January 10.

2. The secondary school record of the applicant and the recommendations of the appropriate school officials must be sent by an official of the secondary school to the Director of Admissions of Wake Forest College.

3. Each applicant must present a score (senior year preferred) on the Scholastic Aptitude Test of the College Entrance Examination Board. Information and applications for taking the test may be secured from the secondary school or from the College Entrance Examination Board, Box 592, Prince-

* Exceptions to the requirements for entrance are made by the Faculty Committee on Admissions.

ton, New Jersey, 08540 or Box 1025, Berkeley, California, 94701. Test reports must be sent from the test center; they may not be submitted by the applicant.

Application Fee and Admissions Deposit

A fee of $15.00 to cover the cost of processing must accompany the application. The fee will not be applied to later charges in the event of acceptance; in the event of failure to be admitted or of cancellation of the application, the fee will not be refunded. The University reserves the right to reject any application without explanation.

When an applicant has received notice of acceptance for admission or readmission to Wake Forest College, an admission deposit of $100.00 must be sent to the Director of Admissions of Wake Forest College not later than three weeks after the notice of acceptance is mailed. Make checks payable to Wake Forest University. This deposit will be credited toward the applicant's college fees. It will be refunded if the application for admission or readmission is cancelled by the applicant and a written request for refund is received by the Director of Admissions of Wake Forest College not later than May 15 for the fall semester or November 1 for the spring semester. Refunds will not be made after these dates. Failure to pay the deposit within three weeks after the letter of acceptance has been mailed will indicate that the applicant does not intend to enter Wake Forest College.

If a student is accepted for admission or readmission after May 15 for the fall semester or after November 1 for the spring semester, the admission deposit is due within two weeks of the date of acceptance. Deposits made after May 15 and November 1 are not refundable.

No deposit is required of a student who expects to enroll for the summer session only.

The Early Decision Plan

This plan is available to well qualified high school students who at the close of their junior year have definitely decided that their first choice college is Wake Forest. An Early Decision Agreement is required with each application.

The application for early decision must be filed in October of the applicant's senior year in high school. It must include the high school record through the junior year, scores on the Scholastic Aptitude Test of the College Entrance Examination Board and scores on three achievement tests: (1) English Composition, (2) Mathematics or foreign language, (3) one to be chosen by the applicant. Preferably, these tests should be taken in March or May of the junior year.

By early November, the Committee on Admissions will make decisions on completed applications. If an applicant is accepted, the required deposit must be paid not later than January 1. Those not admitted by early decision will be asked to submit a senior year Scholastic Aptitude Test score and the first semester's grades of their senior year, or they will be advised to apply elsewhere.

Advanced Placement

Wake Forest University recognizes college-level work done in high school by giving credit and placement on the basis of Advanced Placement Examinations of the College Entrance Examination Board and such pertinent supplementary information as may be available.

Exceptionally qualified applicants for advanced standing may receive exemption from some basic courses with credit on the authorization of the department concerned. For the purposes of computing quality point ratios, etc., credit gained by advanced standing examination is treated as credit transferred to Wake Forest College from another college.

Dual Enrollment

A student who earns credit from an accredited college before he or she is admitted to Wake Forest University as a freshman may have that credit transferred to Wake Forest, provided that a grade average of C or higher has been received and provided that the course is approved by the appropriate department. If the student receives a grade average of less than C on all work taken, the student may petition the Executive Committee on the merits of his case.

Admission To Advanced Standing

The number of transfer students that can be admitted each year depends upon the availability of space in the sophomore and junior classes.

An applicant for admission who has attended another college must be a graduate of a standard junior college or must furnish a certificate of honorable dismissal stating that the applicant is eligible in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. These are minimum requirements for consideration. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering freshmen must remove the entrance conditions during the first year at Wake Forest.

Courses satisfactorily completed in other accredited colleges are accepted under the regulations that have been adopted by the faculty for the approval of such courses. In general, however, no credit is allowed for courses not found in the curriculum of Wake Forest College. All credits allowed for advanced standing are held in suspense until the candidate has spent one term in residence. The minimum residence requirement for a baccalaureate degree is two academic years — the senior year and one other.

College Level Examination Program

Wake Forest College participates in the College Level Examination Program of the Educational Testing Service. Under this program a student may be able, with the approval of his adviser and the department concerned, to obtain a limited amount of college credit by examination. Approval will depend on the student's background and experience. The pertinent department will evaluate the results of any examination and, in cooperation with the Registrar, determine the credit to be assigned. Further information is available from the office of Admissions or, for students already enrolled, the Dean of the College.

Summer School

The University holds a summer session on the campus which begins early in June. Approximately 70 courses are offered. The

normal load is two courses during the eight weeks term; one course during each of the four week terms. Certain courses are open to qualified high school students and to freshmen who plan to matriculate in the fall. Complete information about entrance, procedures, courses, cost and regulations will be found in the *Summer Session Bulletin* published in March of each year. Copies may be obtained from the Dean of the Summer Session, Box 7293 Reynolda Station, Winston-Salem, N. C. 27109.

Graduate Admissions

Wake Forest University offers graduate work leading to the degrees of Master of Arts, Master of Arts in Education, and Doctor of Philosophy (currently offered in Biology and Chemistry) in the School of Arts and Sciences, and Master of Science and Doctor of Philosophy in the Bowman Gray School of Medicine. Disciplines in the School of Arts and Sciences which offer graduate programs are: Anthropology, Biology, Chemistry, Education, English, History, Mathematics, Physical Education, Physics, Psychology, Religion, Sociology, and Speech Communication and Theatre Arts.

All applicants are required to submit scores on the Aptitude Test and the Advanced Test of the Graduate Record Examinations administered by the Educational Testing Service, Box 955, Princeton, N. J. 98540.

Candidates for the degree of Master of Arts are required to complete successfully a minimum of twenty-four hours of course work, write a thesis for which six hours of credit are allotted, and pass a reading examination in one foreign language or, in some disciplines, substitute a demonstration of competency in a special skill such as computer programming or statistics.

Although the requirements for the Master of Arts degree may be fulfilled in some disciplines in one calendar year, candidates usually find it profitable to spend three or four semesters of study to attain this degree.

Most graduate-level courses are planned for students who are candidates for the various masters' degrees. The departments which offer this work present a limited number of graduate seminars, advanced experimental work, or special studies de-

signed for graduate students. These courses carry numbers in the four and five hundreds in the departmental listing of the "Courses of Study" in this catalog.

Scholarships and Fellowships

The Graduate School will have twenty full tuition scholarships available to be awarded for the summer of 1973 and a total of one hundred ten assistantships, fellowships, and scholarships for the academic year 1973-1974. These range in value from $1900 to $4300.

The *Bulletin* of the Graduate School, an application for admission form, and an application for grant form may be obtained by writing the Dean of the Graduate School, Box 7323 Reynolda Station, Wake Forest University, Winston-Salem, North Carolina 27109.

UNIVERSITY CHARGES AND FINANCIAL ARRANGEMENTS

Statements in this Bulletin concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The University reserves the right to change without notice the cost of instruction at any time within the student's term of residence.

Changes are due in full 10 days prior to registration. Information concerning payment will be sent to all students prior to the beginning of each semester.

Faculty regulations require that a student's University account must be settled in full before he is entitled to receive his grades, a transcript of his record, a diploma, or to register for the succeeding semester.

WAKE FOREST COLLEGE

Charges for the Regular School Year

MEN	*Per Semester*	*Per Year*
Tuition[1]	$1,000	$2,000
Dormitory Room Rental (double room each)[2]	170	340
	$1,170	$2,340

WOMEN	*Per Semester*	*Per Year*
Tuition[1]	$1,000	$2,000
Dormitory Room Rental (double room each)[2]	180	360
	$1,180	$2,360

Deduct admission and reservation deposit from above charges. See pages 22 and 23.

[1] Part-time students (those enrolled for fewer than 3 courses) are charged $200.00 per course. Part time students are not entitled to claim the designated scholarships listed on page 25, nor are they granted free admission to athletic contests, free receipt of publications or infirmary services.

[2] In addition to the double rooms, there are a limited number of single rooms that rent for $30.00 more a semester and a limited number of triple rooms for men that rent for $30.00 less than a double room. Babcock Dormitory for women and the new dormitory for men and women have a room rental range of $380 to $450 per year. Upperclassmen are usually assigned to these dormitories.

The activity fee covers such items as would normally require the payment of a fee, namely, libraries, laboratories, admission to all intercollegiate athletic contests at Wake Forest University, and certain student activities, including religious and dramatic organizations, the College Union, cost of student publications, *Old Gold and Black*, *The Student*, and *The Howler*. It further provides for the attendance of the University physicians and nurses in the University hospital.

A cafeteria, soda shop, and table service dining room are located in Reynolda Hall. Meals may be purchased individually or under an optional board plan. The approximate yearly cost individually is $600-$700.

Books and supplies are available at the College Book Store, located on the campus. The approximate yearly cost is $125.

Laundry is arranged for privately. A laundry operated by a Winston-Salem firm has a branch office located on campus. A linen rental service is also available with lockers located in the men's and women's dormitories. Coin operated washers and dryers are located in the dormitories.

Other College Charges

Admission Application Fee. Required with each application for admission to cover cost of processing. Non-refundable. $15.00.

Admission Deposit. Required of each student entering for the first time, or re-entering after a period of non-attendance. Must be sent to the Director of Admissions within three weeks after acceptance for admission or readmission. The deposit is credited to the student's University charges for the semester for which he has been accepted for admission. It is refunded if the Director of Admissions is notified in writing prior to May 15 for the fall semester and November 1 for the spring semester, of cancellation of plans to enter. $100.00.

Applied Music. Required *in addition to tuition* of students enrolling for individual or class study in applied music as described in the offering of the Department of Music. Payable in the Treasurer's office.[1]

[1] Private lessons: 30 mins. $55/regular term; 50 mins. $90/regular term.
30 mins. $15/winter term; 50 mins. $24/winter term.
Practice Room Fees: Organ: 1 hr. $15; 2 hrs. $18. Piano: 1 hr. $7; 2 hrs. $10.
Instruments: 1 hr. $5; 2 hrs. $7.

Dormitory Damages and Repairs. The student is charged for damages to his room or university property in accordance with Dormitory Rule 4. Appeal may be made to the Board of Dormitory Damage Appeals.

Graduating Fee. Required of all students who are candidates for degrees. $15.00.

Hospital Bed and Board Charge. The student is charged when confined to the University Hospital. An additional charge is made for special services and expensive drugs. University Hospital charges range from $20.00 to $30.00 a day.

Since most insurance companies do not cover admissions to a university hospital or infirmary, students are urged to arrange for the student insurance which covers these charges. The student insurance premium is usually under $55.00 per year.

Key Deposit. Required for each key issued to a dormitory room. Refunded when key is returned. $5.00.

Late Registration Fee. Charged to students registering after the dates set by the faculty. $10.00.

Library Fines. Charges for lost books and for violation of other Library regulations. Payable in the Library.

Reservation Deposit. Students enrolled in the spring semester who expect to return for the next regular session beginning in September are required to pay a reservation deposit at a date set by the Treasurer. It is credited to the student's University charges and will be refunded under the same conditions specified for the admission deposit, except that refunds will be made if requested prior to June 15. $100.00.

Room Change Fees. $5.00 is charged for authorized room changes made after October 1 in the fall semester, after February 15 in the spring semester. The fine is $20.00 for any unauthorized change.

ROTC Deposit. Required of each student enrolled in ROTC before equipment may be issued to him. Refunded at the end of the school year, less any loss or damage, fair wear and tear excepted, and a $2.00 assessment for the Military Ball. $20.00.

Special Examination. Required for each special examination taken to remove a course condition. $2.50.

Student Apartment Rental. Paid monthly at $70.00 per month.

Traffic Fines. Assessed against students violating parking regulations, copies of which are obtainable from the Traffic Office. May be appealed to the Board of Traffic Appeals. Vehicle Registration $20.00. Illegal parking $2.00 each violation.

Trailer Park Rental. Paid each semester at the rate of $10.00 per month.

Transcripts. Copies of a student's record are issued for him. First copy free, additional copies $1.00 each.

Summer Session

A bulletin of the Summer Session is published in March of each year and may be obtained by writing the Dean of the Summer Session, Wake Forest University, Winston-Salem, N. C. 27109.

Management, Law, Medicine and Graduate Schools

Bulletins for these schools should be consulted for information as to expenses. Requests for the bulletins should be addressed to the appropriate Dean, Wake Forest University, Winston-Salem, N. C.

Withdrawal

Students withdrawing must follow the procedure set forth on page 89 and must present their identification cards to the Treasurer before any claim for refund may be considered. No refund of dormitory room rent is made. Refund of tuition and activity fee is made according to the following table:

*Number of Weeks Attendance**	*Percentage of Total Tuition and Activity Fee to be Refunded*
1	Total tuition less $100
2	75%
3	50%
4	25%

*Counting from the first day of registration; fractions of a week to count as a full week.

SCHOLARSHIPS, LOAN FUNDS AND STUDENT EMPLOYMENT

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid of Wake Forest College (Division of Arts and Sciences). The Committee requires that applications for financial aid be made on forms obtainable by addressing the Committee at Box 7305, Winston-Salem, N. C. 27109.

Scholarships supported by funds of the College are not granted to students enrolled in the graduate and professional schools of the University.

To receive consideration for financial aid, the applicant must either be a registered, full-time student in Wake Forest College or must have been accepted for admission. A prospective student who is not applying for the Guy T. Carswell Scholarships or the George Foster Hankins Scholarships should wait until he has heard from the Admissions Committee before requesting the appropriate forms to make application for financial aid.

Need is a factor in the award of virtually all financial aid, with the exception of the $1,000 honorary Carswell awards. Each applicant must file a financial statement as part of his application for financial aid.

The Committee reserves the right to revoke any financial aid for unworthy achievement.

No financial aid is automatically renewable. Application must be made each year.

Applicants should submit applications sufficiently early so that final action will have been taken before the beginning of the school year.

Scholarships

The Alpha Phi Omega Scholarship. Established by the Kappa Theta Chapter of Alpha Phi Omega, National Service Fraternity, this scholarship is available to a male freshman student who presents evidence of need and an excellent high school record. A minimum of $200.00 is available.

Eliza Pratt Brown Scholarship. Donated by the late Junius Calvin Brown of Madison, North Carolina, in honor of his wife, Eliza Pratt Brown, the fund is used to assist needy, worthy, and deserving students from North Carolina, with preference being given to students from the town of Madison and Rockingham County. The maximum value is $2,000.

Burlington Industries Scholarship. Donated by Burlington Industries Foundation, this scholarship is available to one who has junior standing, has done all previous work at Wake Forest and has an average of 3.0 or better. Leadership, scholarship, and need are considered in making the award. The value of the scholarship is $1,000.00, with half of this amount available in each of the junior and senior years.

The J. G. Carroll Memorial Athletic Scholarship. A fund donated in memory of Professor J. G. Carroll, former Associate Professor of Mathematics. The award is made to some deserving athlete who is not on a regular athletic scholarship. The value of this scholarship is approximately $100.

Guy T. Carswell Scholarships. This scholarship program was made possible by and established in honor of the late Guy T. Carswell and his wife, Mrs. Clara Carswell of Charlotte, North Carolina. The scholarships carry an annual value ranging from a minimum stipend of $1,000 to a maximum stipend of $3,500. Awards for more than $1,000 are determined on the basis of need. A Carswell scholar may be any student applying to Wake Forest College who possesses outstanding qualities of intellect and leadership. Up to thirty scholars are selected by the Committee annually.

James Lee Carver Scholarship. Donated by Mrs. Jean Freeman Carver, together with her son, James Lee Carver, II, and daughter, Elizabeth Jeanine Carver, in memory of her husband, James Lee Carver. This fund is for the purpose of providing scholarships to deserving and promising students of the University who demonstrate a need for financial assistance. Preference shall always be given to students who come to Wake Forest University from Oxford Orphanage. Value of this scholarship is approximately $300.

College Scholarships. These scholarships, in the amounts of

$100 to $1,750 each, are available to freshmen and upperclassmen presenting satisfactory academic records and evidence of need.

Educational Opportunity Grants. These scholarships are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. To be eligible, the student must also show academic or creative promise. Grants will range from $200 to $1000 a year, and can be no more than one-half of the total assistance given the student. The amount of financial assistance a student may receive depends upon his need — taking into account his financial resources, those of his parents, and the cost of attending the college of his choice.

Ernst & Ernst Scholarship. Ernst & Ernst, Certified Public Accountants, present to an outstanding accounting major an Accounting Achievement Award. The award is in the amount of $500. The recipient for this award will be designated by the accounting faculty.

The Lecausey P. and Lula H. Freeman Scholarship. Donated by Mr. and Mrs. G. H. Singleton, Raleigh, North Carolina, in memory of the parents of Mrs. Singleton. One scholarship is available to a student who may be a freshman, sophomore, or junior, and whose home is within the West Chowan Baptist Association of North Carolina with preference to Bertie County students, on the basis of need and ability. If no qualified applicant appears from the West Chowan Association, then residents of the Roanoke Association may be considered. The scholarship is renewable on the basis of need and ability for all school years except the senior year. The value of this scholarship is approximately $200.

James W. Gill Scholarship. Donated by Mrs. Ruth R. Gill in memory of her husband, James W. Gill, the fund provides a scholarship for a deserving student, with preference to students from Montgomery and Prince George's Counties, Maryland. The value of this scholarship is approximately $600.

The Wallace Barger Goebel Scholarship. This scholarship is made possible through a donation from Mrs. Miriam M. Goebel. One scholarship shall be awarded during each school year and

shall be based upon both ability and financial need. It is the desire of the donor that first preference for the award be given to a student with an interest in literature, second preference to a student with an interest in history, and third preference to a student enrolled in the pre-medical program of the College. The value of this scholarship is approximately $400.

Fuller Hamrick Scholarship. Created under the will of the late Everett C. Snyder of Wake Forest, North Carolina, in memory of Fuller Hamrick. The income from this fund is used to educate boys and girls from The Mills Home in Thomasville, North Carolina. Value of this scholarship is approximately $500.

George Foster Hankins Scholarships — Freshmen. These scholarships were made possible by the late Cclonel George Foster Hankins of Lexington, N. C. Applicants must be residents of North Carolina or children of Wake Forest alumni residing in other states. Preference will be given to residents of Davidson County, North Carolina. Only high school seniors are eligible to compete and must request the necessary application forms before December 1 of their senior year. The value of these scholarships will range up to $3,200.

George Foster Hankins Scholarships — Upperclassmen. Upperclassmen are eligible for Hankins Scholarships. However, they must have been enrolled in Wake Forest College for at least one semester before they may apply as upperclassmen. Applications must be on file with the Scholarships Committee no later than May 1 of each year for the following school year, and preference will be given to applicants from Davidson County, North Carolina. The amount of the award will vary according to the student's need as determined from the financial statement required to be submitted with his application.

Frank P. Hobgood Scholarship. This scholarship, donated by Mrs. Kate H. Hobgood of Reidsville, North Carolina, in memory of her husband, is available to those who qualify on "the basis of character, purpose, intelligence, and need, with preference being given to those who plan to enter the ministry, do religious work, become teachers, or become lawyers, the preference being in the order named." Applicants must be legal residents of the city of Reidsville or live within 10 miles of that city and must

be recommended by the deacons of the First Baptist Church of Reidsville. The value of this scholarship is $500.

Junior College Scholarships. One scholarship is available each year to a graduate of each of the junior colleges of the North Carolina Baptist State Convention, in the amount of $150. The recipient must rank in the upper one-fourth of the junior college graduating class. Awarded only on the recommendation of the president of the junior college.

Thurman D. Kitchin Scholarship. Donated by the Interfraternity Council in memory of the late Thurman D. Kitchin, President of Wake Forest College from 1930 to 1950, it is available to a male freshman student presenting a high school record of superior grade and evidence of need. The value of this scholarship is approximately $300.

Marie Dayton McDonald Scholarship. Donated by Dr. Thane McDonald and friends in memory of his wife. The income from this fund is available to a deserving and qualified music student. The value is approximately $125 per year.

Norfleet Scholarship. Donated by Mr. and Mrs. Eustace Norfleet of Wilmington, North Carolina, in memory of his parents, John A. and Mary Pope Norfleet, five scholarships are available in the amount of $200 each to "deserving and promising students desiring to attend Wake Forest College and needing financial assistance."

North Carolina Scholarships. The Trustees have established a scholarship fund from which awards are made on the basis of need to full time students who are bona fide North Carolina residents. This fund is designed primarily for those students whose need is between $100 and $200 per year. An abbreviated application is required rather than the Parents' Confidential Statement of the College Scholarship Service.

Benjamin Wingate Parham Scholarship. This fund was donated by Mrs. Kate J. Parham of Oxford, North Carolina, in memory of her husband. One full scholarship shall be awarded in each school year on the basis of both ability and need. It may be renewed for succeeding years.

Thomas F. Pettus Scholarships. Administered by the North

Carolina Baptist Foundation, Inc., under the terms of the will of the late Thomas F. Pettus of Wilson County, North Carolina, this fund makes two or more scholarships available each year in memory of Mr. Pettus. These scholarships are to be awarded by the college on the basis of merit and need with preference to North Carolina Baptist students.

William Louis Poteat Scholarships. Five scholarships will be awarded annually to the graduates of the Baptist junior colleges in North Carolina. Each scholarship will range up to $500 depending on need as determined from a financial statement submitted by each applicant with the application. It may be renewed for the senior year.

Oliver D. and Caroline E. Revell Memorial Scholarship Fund. Created under the will of the late Oliver D. Revell of Buncombe County, North Carolina, this fund makes available $100 per year to one person preparing for the ministry or full-time religious work.

Kate B. Reynolds Memorial Scholarships. Donated in memory of the late Mrs. Kate B. Reynolds. Applicants must be residents of Forsyth County, North Carolina, who without financial aid would be unable to obtain education beyond high school. Preference will be given to men. Four scholarships of $1,400 each are awarded.

A. M. Pullen and Company Scholarship. The A. M. Pullen and Company, Certified Public Accountants, grants to an outstanding upper division accounting major an annual tuition scholarship of $600. The recipient, to be designated by the accounting faculty, is selected on the basis of merit, financial need, and interest in public accounting.

ROTC Scholarship. Two, three and four-year ROTC scholarships are available to students who are motivated toward the Army. Applications for four-year scholarships are submitted by high school seniors in the late fall to the Commanding General of their respective Army area. ROTC freshmen and sophomores at the University apply to the Professor of Military Science for two-year and three-year scholarships. Each scholarship recipient commits himself by contract to a special military obligation and receives full tuition, fees, books and classroom materials for the

regular school year, and a subsistence allowance of $100 per month for the period that the scholarship is in effect. Once awarded, scholarships remain in effect throughout the contract period subject to satisfactory academic and ROTC performance.

The Saddye Stephenson and Benjamin Louis Sykes Scholarship. Donated by Dr. Charles L. Sykes and Dr. Ralph J. Sykes in memory of their father and mother. One scholarship is awarded each year on the basis of Christian character, academic proficiency, and financial need. Preference is given to freshmen from the State of North Carolina. It may be renewable each year. The value of this scholarship is approximately $400.

Western Electric Scholarship. Donated by the Western Electric Fund, this scholarship is awarded to an undergraduate on the basis of leadership, scholastic attainment, and financial need. Value, up to $1,500.

Jesse A. Williams Scholarships. Created under the will of the late Jesse A. Williams of Union County, North Carolina, this fund provides scholarships in amounts of up to $1,200 per year. Preference will be given to deserving students of Union County.

Charles Littell Wilson Scholarship. Created under the will of Mrs. Jennie Mayes Wilson in memory of her husband, the late Charles Littell Wilson, this fund makes available one freshman scholarship each year ranging from $200 to $600.

William Luther Wyatt, III, Scholarship Trust. This fund was donated by Mr. and Mrs. William L. Wyatt, Jr., of Raleigh, North Carolina, in memory of their late son, William Luther Wyatt, III. The purpose of this fund is to award one or more scholarships in each school year to a student, preferably to a male student entering the junior year, who has shown an interest and an ability in the field of biology. The award shall be based on both the need and the ability of the student. The value of this scholarship is approximately $500.

Designated Scholarships for:

Ministerial Students. Granted on the following conditions: (1) Written recommendation or license to preach authorized by the applicant's own church body and (2) signature by the applicant of an agreement to pay the amount of the scholarship,

with interest, in the event that he does not serve five years in the pastoral ministry within twelve years from the last date of attendance at Wake Forest, subject to cancellation in the event of death. Value, up to $300.

Children of Ministers. Awards to those whose fathers make their living chiefly by the ministry. Value, up to $150.

Rehabilitation Students. Awarded to handicapped students who have (1) secured the necessary letter of approval from the North Carolina Division of Vocational Rehabilitation, Raleigh, and (2) filed application for the scholarship. Value, up to $300.

Loan Funds

Students' Wives. Awarded to wives of students in Wake Forest University for not more than four school years or the equivalent. Becomes void if the husband ceases to be enrolled. Value, up to $150.

James E. and Mary Z. Bryan Foundation Student Loan Plan. Legal residents of North Carolina enrolled full time in undergraduate programs may borrow up to $750 per semester or $500 per quarter for a total of $1,500 per school year for an aggregate of $6,000 through College Foundation, Inc. The interest rate is 1 percent during the in-school and grace periods and 6 percent during the repayment period. Apply through the institution's financial aid office.

Bushnell Baptist Church Loan Fund. Established in 1945 with funds supplied by the Bushnell Baptist Church of Fontana Dam, North Carolina, for needy students.

Council Fund. Established in 1935 by Mr. C. T. Council of Durham, North Carolina, for the aid of senior students.

James W. Denmark Loan Fund. This fund was originated by the late James William Denmark of Dudley, North Carolina, in 1875, and available to qualified students after at least one semester's work in the University. Preference is given to students from North Carolina. The amount available does not

exceed $1,000 each year and $3,000 during the entire period of enrollment.

Olivia Dunn Student Loan Fund. Established under the will of Miss Birdie Dunn of Wake County, North Carolina, in memory of her mother, to be used as a loan fund for worthy students.

Duplin County Loan Fund. This loan fund was donated in 1942 by friends of the College who wish to remain anonymous and is limited to students from Duplin County, North Carolina.

Elliott B. Earnshaw Loan Fund. Established by the Board of Trustees of Wake Forest College as a memorial to the late E. B. Earnshaw, Bursar of Wake Forest College.

Friendly Student Loan Fund. This fund was established in 1948 by Miss Nell E. Stinson of Raleigh, North Carolina, in memory of her sister, Mary Belle Stinson Michael, for the benefit of worthy students who need financial aid.

Grover Carroll Loan Fund. Donated by Lt. Col. and Mrs. Robert C. Wells in memory of the late James Grover Carroll, Associate Professor of Mathematics at Wake Forest College, the sum of $1,000 is available, the principal and interest of which may be loaned at 4% interest to worthy students who would otherwise be unable to finance completely a college education.

George Foster Hankins Loan Fund. Established under the will of the late Colonel George Foster Hankins of Lexington, North Carolina, with preference to be given to applicants from Davidson County, North Carolina.

Harris Memorial Loan Fund. Established by the late J. P. Harris of Bethel, North Carolina, in memory of his first wife, Lucy Shearon Harris, and his second wife, Lucy Jones Harris, for students who have demonstrated ability to apply educational advantages to the rendition of enriched and greater Christian service in life and whose circumstances require financial assistance in order to prevent disruption in their educational program.

Thomas M. Hunter, Jr., Memorial Scholarship. Established in 1948 by Mr. and Mrs. Thomas M. Hunter of Fayetteville, North Carolina, as a loan scholarship in memory of their son. The loan scholarship is available for students enrolled in the Bowman Gray School of Medicine who are preparing to become medical missionaries.

Edna Tyner Langston Fund. This fund, established in 1942 by Dr. Henry J. Langston of Danville, Virginia, in memory of his wife, is available to a student agreed upon by the donor and the college.

The National Direct Student Loan Program. This fund, created under the National Defense Education Act of 1958, makes available loans up to $1500 per year for students in need of financial assistance.

N. C. Insured Student Loan Program. Legal residents of North Carolina enrolled full time may borrow up to $750 per semester or $500 per quarter for a total of $1,500 per academic year for an aggregate of $7,500 through College Foundation, Inc. Loans are insured by the State Education Assistance Authority and under certain conditions, the U. S. Office of Education pays the 7 percent interest during the in-school and grace periods. Apply through the institution's financial aid office.

Watts Norton Loan Fund. Established in 1949 by Mr. L. Watts Norton of Durham, North Carolina. For the benefit of worthy young people enrolled in the Department of Religion who need financial assistance.

The Powers Fund. This fund was endowed by Dr. Frank P. Powers of Raleigh, North Carolina, in 1944 as a memorial to his parents, Frank P. and Effie Reade Powers, and is for the benefit of needy students, with preference given to orphans.

Grover and Addy Raby Loan Fund. Established in 1945 by Dr. J. G. Raby of Tarboro, North Carolina, in memory of his parents. Preference is given to applicants from the First Baptist Church of Tarboro.

James F. Slate Loan Fund. Established in 1908 by the late J. F. Slate of Stokes County, North Carolina, and is available for ministerial students who have been licensed to preach.

College Work-Study Program On Campus/Off Campus (PACE)

Students who show evidence of financial need may qualify for financial assistance through the College Work-Study Program. Summer employment is available for some students who show evidence of need and who are unable to secure adequate employment on their own. Participants may work for any public and private, non-profit, institution. They will be permitted to work up to twelve weeks, forty hours per week, and will be paid an hourly wage. Because the program was designed to allow a student to contribute to his college expenses, he will be expected to save approximately 80% of his earnings for college expenses during the following year. A student who is interested in participating in this program should indicate this desire for consideration to the Financial Aid Office no later than March 15.

Ministerial Aid Fund

The Ministerial Aid Fund was established in 1897 through a bequest from the estate of the late J. A. Melke and has been added to from time to time.

Funds are available to ministerial students on either a loan or a grant basis. Written application must be made to the Committee on Scholarships and Student Aid on a form obtainable from that committee. Awards are made on the basis of merit and need and, particularly in the case of grants, academic achievement. Five annual grants in the amount of $200 each are regularly available, in addition to such others as the Committee may award.

German Exchange Scholarship

In 1959 a student exchange program was established between Wake Forest and the Free University of Berlin. At present one scholarship is available to an eligible Wake Forest University student. It provides (1) 500 German marks a month for ten months at the Free University of Berlin; (2) remission of all registration and insurance fees; (3) 200 German marks a semester for the purchase of books; (4) free accommodation in the *Studentendorf* (student village) comprising a single room, use of kitchen, bath, electric light and linen, or a monthly living allowance of up to 150 marks. Candidates must have had

at least two years of German at the college level or equivalent and must have acquired junior standing by the end of the semester in which they apply. Candidates may major in any of the fields offered at Wake Forest University with the permission of the chairman of the department in question.

Spanish Exchange Scholarship

In 1964 a student exchange program was established between Wake Forest University and the University of the Andes, at Bogota, Colombia. At present the scholarships available to eligible Wake Forest students are: two scholarships of one semester's study each; or, one scholarship of two consecutive semesters. It is left to the discretion of Wake Forest University whether one or two students are selected annually to study during any given academic year at the University of the Andes. The scholarships provide: (1) remission of tuition and fees; (2) board and lodging; (3) textbooks. Candidates must have had at least two years of Spanish at the college level or the equivalent. Candidates may pursue studies in any of the fields offered at Wake Forest University with the permission of the department in question.

Church Choir Work Grants

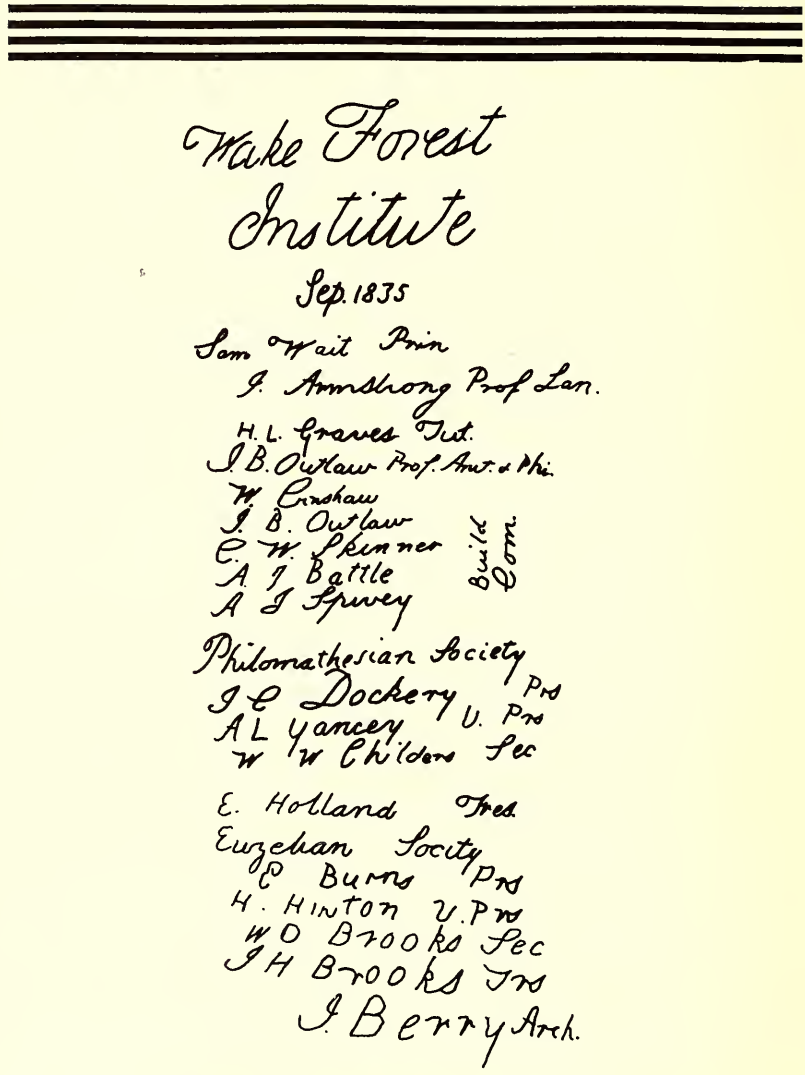
Work grants are given by Wake Forest University and Wake Forest Baptist Church to encourage outstanding music students. They are awarded on the basis of talent, reliability, and interest in the Church. The selection of recipients is made upon the joint recommendation of the Music Committee of the Church and the Department of Music of the University. There are 15 awards valued at $300.00 each.

Student/Student Wife Employment

The Personnel Office assists students to locate either on- or off-campus, part-time employment. A maximum of 20 hours work per week is suggested for full-time students. Information about part-time employment, as well as summer jobs, may be obtained in Room 120, Reynolda Hall. Wives of University students may be referred by the Personnel Office to on-campus jobs or employment opportunities in the community.

Veterans

Applicants who need information concerning educational benefits for veterans and children of veterans should consult the nearest regional office of the Veterans Administration. This office for North Carolina is located in the Wachovia Building, Winston-Salem, North Carolina.



These signatures appear on the lead plate which was placed in the cornerstone of the original Wait Hall when it was built in 1835. The plate was found in the ashes following the destruction of Wait Hall by fire in May, 1933.

HISTORY

The history of Wake Forest University divides naturally into three main periods: (1) from the beginning of the institution in the early 1830's to the early 1860's, when the Civil War forced its temporary closing; (2) from 1865 to the early 1950's, when the movement of the college campus from Wake Forest, North Carolina, to Winston-Salem, North Carolina, was organized and carried out; and (3) from 1956, when the school began operation in Winston-Salem, to the present. The institution has seen difficult times and gone through hard struggles; but in each of the three periods the movement toward greater diversity and excellence of academic life was and continues to be steadily maintained. Now, as throughout its history, the guiding purpose of the University is to be found in the simple motto on the University seal: *Pro Humanitate.*

Beginnings to the Early 1860's

The founding of Wake Forest College in 1834 was one manifestation of the intellectual and humanitarian reform movement which characterized North Carolina and the nation in the decade of the 1830's. The beginnings of the College and the formation of the Baptist State Convention were closely interwoven. A leading motive for the organization of the Convention in 1830 was that it might serve as an agency for establishing an institution that would provide education under Christian influences for ministers and laymen.

The leaders in the movement for Convention and College were Baptist ministers and laymen from diverse backgrounds. Martin Ross, a North Carolinian, long had been a prominent Baptist minister in the Chowan area and an advocate of an educated ministry; Thomas Meredith, a graduate of the University of Pennsylvania, had been pastor first at New Bern and after 1825 at Edenton; and Samuel Wait, a graduate of Columbia College, New York, had been pastor of the New Bern Baptist Church since 1827. The inspiration of Ross, the scholarship of Meredith, who wrote the Convention Constitution and later founded and edited the *Biblical Recorder,* and the leadership of Wait combined to lead the Baptists of the State

into the formation of the Baptist State Convention on March 26, 1830. Fourteen men, seven ministers and seven laymen, appointed Wait as its agent to explain to churches, associations, and individuals the need for a college to provide "an education in the liberal arts in fields requisite for gentlemen."

For nearly three years Wait traveled over the state in his wagon, his wife and young daughter accompanying him. He visited churches and associations and the homes of individual Baptists, speaking to a large number of the approximately 15,000 Baptists who lived in the Piedmont and Coastal counties of the State. Perhaps as many as one-half of the Baptists opposed missions, education, and other benevolences, but after two years of educational canvassing Wait reported sufficient sentiment in favor of the program for the Convention to proceed.

A 600 acre plantation, located sixteen miles north of Raleigh, was purchased from Dr. Calvin Jones for $2,000 in 1832. The Legislature was asked to grant a charter for a literary institution based on the manual labor principle. The lobbying of opponents, both Baptist and non-Baptist was effective in the Legislature and only the tie-breaking vote of William D. Moseley, Speaker of the Senate, secured passage of the charter-granting bill. It was a meager charter, subject to various restrictions and limited to a period of 20 years, but the birth of Wake Forest had been achieved. Its subsequent growth would be the result of creative adjustments and successful responses to a series of other challenges.

After his successful three-year canvass of the State, it is not surprising that Samuel Wait was elected principal of the new institution. Sixteen students registered February 3, 1834, and before the end of the year seventy-two had enrolled. The Baptists, who had regarded the manual labor principle as a partial means of financing the institution, abandoned the idea after five years, and the school was rechartered in 1839 as Wake Forest College.

President Wait's home was the farmhouse on the Jones plantation which is now preserved as an historical museum in the town of Wake Forest. Students lived in what had been slave quarters and classes were conducted in the carriage house. In 1835 construction on the first brick building was begun by

Captain John Berry, a prominent builder of that period, who agreed to accept payment in notes, due in three annual installments. Because of the financial panic of 1837, the final payment was not made until 1850. The economic crisis had such an adverse effect that financial support of the College and student enrollment steadily declined; only a loan of $10,000 from the State Literary Fund in 1841 prevented bankruptcy. During these years of arduous struggle to keep the College alive, President Wait exhausted his physical strength and contracted an illness which compelled him to resign the presidency in 1845.

Dr. William Hooper succeeded President Wait and the prospects of the College became brighter. Hooper, a grandson of William Hooper, one of North Carolina's three signers of the Declaration of Independence, had received his education at the University of North Carolina. As a native North Carolinian and with family connection extending over several generations, he was able to mobilize public opinion in support of the College. His leadership during his brief tenure generated such enthusiasm in support of education that a successful campaign for funds retired the debt for the College buildings in 1850.

After Hooper's resignation, the Trustees elected to the presidency Professor John B. White of the Mathematics Department, a graduate of Brown University. Since the physical facilities were now free of mortgages, fund-raising efforts during President White's administration could be concentrated on increasing the endowment. A campaign begun in 1852 had as its goal increasing the endowment by $50,000. The Trustees placed in charge of this campaign Washington Manly Wingate, a graduate of the Class of 1849; and with the vigor of youth and a devotion to his alma mater almost unparalleled, he raised within a year and a half approximately $33,000.

President White was an able man, but the temper of the times was unsuited to leadership by a Northerner. President White resigned in 1854, and the Trustees chose as his successor Washington Manly Wingate, then twenty-six years old and the first alumnus to serve as President. Under his vigorous leadership which spanned nearly three tumultuous decades, the quality of students improved, and new faculty members were added. The preparatory department was discontinued in 1860. During the

first eight years of Wingate's administration, sixty-six students graduated, more than half of the total graduated during the first twenty-three years of the existence of the College. In 1857 President Wingate launched a campaign to raise an additional endowment of $50,000. Over one-half of the amount was raised in a single evening during the 1857 meeting of the Convention.

This period of growth and expansion was cut short by the division of the Union into two separate countries in 1861. The Conscription Act of 1863 did not exempt students, and for three years during the Civil War, the College suspended operations. The buildings were used briefly for a girls' school, but after 1863 the Confederate Government used the facilities as a military hospital.

Post-War Re-Birth

Following Sherman's march through the South and Lee's surrender at Appomatox, a peace of desolation pervaded the South. Supporters of Wake Forest surveyed what remained after the cessation of hostilities: college buildings, now leaky and in a poor state of repair, approximately $11,700 from its pre-war endowment of $100,000, its former President and faculty, and a loyal group of Trustees. There was also something else — an indomitable spirit of determination that Wake Forest College should emerge from the wreck of war and fulfill its mission.

The needs of the College were great and the financial prospects poor, yet in November, 1865, barely six months after the end of the war, nine members of the Board of Trustees acting with unwarranted courage authorized the resumption of classes at the College. Dr. Wingate was persuaded to resume the Presidency, and on January 15, 1866, fifty-one students enrolled. The enrollment gradually increased as the region and the economy slowly recovered during the Reconstruction Era.

President Wingate realized that the people of North Carolina must be awakened to the great need for education in the New South and that they must be persuaded that Wake Forest College could effectively serve their needs. To launch this educational campaign, a Baptist sponsored state-wide educational convention was held in Raleigh, but before funds could be collected, the financial crisis of 1873 ended all immediate hope for endowment.

The failure of the 1873-74 fund-raising campaign placed the College in a precarious position. The triple encumbrances of war, reconstruction, and the financial panic of 1873 made it evident that little money could be raised in North Carolina. The Committee on Endowment of the Board of Trustees appointed James S. Purefoy, a local merchant and Baptist minister, agent to solicit funds in the Northern states for continued operation of the College. While serving as Treasurer of the Board before the war, he had salvaged $11,700 from the pre-war endowment of $100,000 by persuading the Trustees to invest half of the endowment in state bonds. He was now asked, at the age of sixty-one, to undertake still another mission for the College. After two years of unrelenting and often discouraging labor, without remuneration, he placed in the hands of the Trustees the sum of $9,200.

It was also in these bleak days of financial uncertainty that a Wake Forest student, James W. Denmark, proposed and founded the first college student loan fund in the United States. Denmark, a Confederate veteran, had worked six years to accumulate enough money for his college expenses. Soon after entering Wake Forest in 1871, he realized that many students had the same great financial need. From his meager funds, he spent five dollars for post cards and wrote to the college presidents across the country asking how their loan funds were organized. He found, surprisingly, that the colleges had no loan funds. He enlisted the support of faculty and students at Wake Forest and in 1877 persuaded the Legislature to charter the North Carolina Baptist Student Loan Fund. Chartered with a capital of $25,000, it was actually begun with a paid-in capital of $150. Now known as the James W. Denmark Loan Fund, and the oldest college student loan fund in the United States, it has assets of $325,000 and continues to serve the needs of students according to the purposes of its founder.

At the close of President Wingate's second administration in 1879, the College had been successfully revived; the endowment had been increased from approximately $11,000 to $40,000; a new library building had been constructed, and another building, Wingate Hall, was under construction. Perhaps the greatest service President Wingate rendered was bringing to the College with unerring good judgment, a faculty composed of men who

were highly qualified as scholars and who served the College with ability, distinction, and dedication over a long period of years. Among these were Professors William G. Simmons, 1855-88; William Royall, 1859-70, 1880-92; William Bailey Royall, 1866-1928; Luther Rice Mills, 1867-1907; and Charles Elisha Taylor, 1870-1915, who served as President of the College, 1884-1905. Two other scholars who became tutors or adjunct professors in the last year of President Wingate's administration were also destined to play important roles in the life of the College: Needham Y. Gulley, who established the School of Law in 1894 and served as its first Dean for thirty-six years, and William Louis Poteat, who served the College for fifty years, twenty-two of them as President.

The administration of President Thomas Henderson Pritchard, which followed that of President Wingate, was brief, only three years, and served principally to further President Wingate's efforts to persuade the Baptists and North Carolinians generally to improve the deplorable condition of education in the state. Dr. Pritchard, the second alumnus of the College to serve as President, was an eloquent speaker and his prominent leadership among Baptists in the state succeeded in increasing the patronage of the College and in improving its image among its constituency.

Dr. Charles Elisha Taylor, whom President Wingate had brought to the faculty in 1880, was elected in 1884 to serve as the sixth president of Wake Forest. While serving as professor of Moral Philosophy in 1882, he had proposed to the Board of Trustees a plan to increase the endowment from $53,000 to $100,000. He recommended a short one-year campaign and the solicitation of funds from a few wealthy men rather than the usual protracted campaign among Baptists generally who had little money to contribute.

In the course of his efforts to increase the endowment, Professor Taylor succeeded in enlisting the support of Jabez A. Bostwick of New York City whose contributions during his lifetime and later in his will, probated in 1923, established Wake Forest as a privately endowed college. The income from the $1,500,000 gift of stock in the Standard Oil Company remains one of the larger items in the University's endowment.

President Taylor's administration, 1884-1905, also brought enrichment of the academic program in a variety of ways. Academic departments were increased from eight to thirteen and the size of the faculty more than doubled. Two new schools were added: the School of Law in 1894 and the School of Medicine in 1902. Progress in other areas included the addition of three buildings, a science laboratory, a general classroom building and a new gymnasium. The campus was landscaped, and with the able assistance of President Taylor's co-worker, "Doctor" Tom Jeffries, over 400 trees were planted, making *Magnolia grandiflora* almost synonymous with the Wake Forest campus.

President Taylor was succeeded by Dr. William Louis Poteat of the Department of Biology. Affectionately known as "Dr. Billy" to a host of students during his twenty-two year administration, he continued to promote the general growth of all areas of the College. Special emphasis was placed on development in the area of sciences, reflecting in part the interests of the President and also in part the need to enrich the the premedical training required by the new School of Medicine.

As student enrollment increased from 313 in 1905 to 742 in 1927, there was a corresponding increase in the size of the faculty. Increased registration in religion, English, education, and social sciences required more administrative direction, and a Dean and a Registrar as well as Librarians were employed. Expansion of physical facilities included science laboratories, two new dormitories, an athletic field, a heating plant and an infirmary. Wake Forest, joining the trend of the other colleges in the state, gave more attention to sports and achieved an envied reputation in baseball and football.

Notable also during President Poteat's administration was the continued growth of the endowment. Through the efforts of Professor John B. Carlyle $117,000 was added, one-fourth of which was contributed by the General Education Board of New York. Later a gift of $100,000 in Duke Power Company stock was received from Benjamin N. Duke, and $458,000 from the Southern Baptist Convention.

Beyond these significant material advances, President Poteat brought another distinction in the form of state and national recognition. A devout Christian, an eloquent speaker, an accomplished scholar, he became a state-wide leader in education

and probably the foremost Baptist layman in the state. As a distinguished scientist he was among the first to introduce the theory of evolution to his biology classes. His Christian commitment in his personal and public life enabled him to successfully defend his views on evolution before the Baptist State Convention in 1924. This was considered a major victory for academic freedom and attracted national attention. Due in part to his influence and that of the Wake Forest alumni who supported his view, the Legislature of North Carolina did not follow other Southern states in the passage of anti-evolution laws in the 1920's.

In 1930 the Trustees selected Dr. Thurman D. Kitchin, Dean of the Medical School, to fill the presidency. Dr. Kitchin was a member of a family prominent in state and national affairs. One brother, William W. Kitchin, had served as Governor of North Carolina, and another, Claude Kitchin, had served as Majority Leader in Congress. Dr. Kitchin's twenty-year administration, 1930-50, was one of progress in spite of many obstacles — depression, destructive campus fires, one of which destroyed venerable Wait Hall, and the disruption caused by World War II which depleted the campus of students.

Notable accomplishments during this period were the approval of the School of Law by the American Bar Association in 1936, and the removal of the School of Medicine to Winston-Salem in 1941 where it became a four-year School of Medicine in association with the North Carolina Baptist Hospital. It was named the Bowman Gray School of Medicine of Wake Forest College in honor of the benefactor who made this expansion possible.

World War II brought other changes. Although the College was able to remain open, the enrollment dropped to 474 in 1942. The College met this crisis by modifying its century old admissions policy and becoming a coeducational institution in 1942. To further fill the void, it leased its facilities to the Army Finance School. In the post-war period, enrollment mushroomed with the return of the veterans and reached a peak of 1,762 students in 1949.

The Dawn of a New Era

Just prior to the beginning of World War II a major $7,000,000 capital expansion campaign for buildings and endow-

ment had been launched by President Kitchin. The war forced the postponement of any construction but out of the campaign came a proposal which offered an opportunity for yet another re-birth. The Z. Smith Reynolds Foundation proposed that up to $350,000 a year of the income from the Foundation be given in perpetuity to Wake Forest College, provided the entire College was relocated in Winston-Salem, and with the stipulation that other friends of the College provide a campus site and buildings. In 1946 the Board of Trustees, the Convention, which had originally founded Wake Forest, and the Baptist constituency of the State accepted this proposal.

To remove a century old College from its essentially rural setting 110 miles to a new campus in an urban environment would require leadership of great vision, determination and youthful vigor. President Kitchin had led the College through twenty eventful years embracing depression, fires, and World War II. Upon reaching his sixty-fifth birthday, he resigned. To succeed him and to organize the removal to Winston-Salem, the Trustees in 1950 elected to the presidency Dr. Harold Wayland Tribble, then President of Andover-Newton Theological Seminary.

President Tribble immediately began to mobilize the alumni, friends of the College, and the Baptist State Convention in support of the great transition. The State Convention adopted a nine-year program of increased annual support to all the Baptist Colleges in the state and pledged funds for the building of Wait Chapel on the new campus.

The Reynolds Foundation agreed to set aside for buildings the $350,000 annual support until the removal actually occurred, and from these funds the Z. Smith Reynolds Library was constructed. The Foundation also offered a $3,00,000 challenge gift, from which Reynolda Hall was constructed. The citizens of Winston-Salem and Forsyth County contributed the cost of construction of a science building, and William Neal Reynolds contributed $1,000,000 for a gymnasium.

A three hundred and twenty acre campus site was provided through the generosity of the late Charles H. and Mary Reynolds Babcock. Ground-breaking ceremonies were held on October 15, 1952, and a crowd of more than 20,000 watched President Harry S. Truman lift the first shovel of dirt to begin con-

struction on the new campus. Between 1952 and 1956 fourteen buildings were erected on the campus and the actual removal of the College to its new home was accomplished in time for the opening of the summer session in 1956.

In the next eleven years of President Tribble's administration, the College experienced many changes. It had revised its curriculum as a prelude to the removal to the new campus, offering a more flexible program to students. The number of students increased to 3,022, and the size of the faculty expanded rapidly, reducing the teacher-student ratio to fourteen to one.

The campus was further expanded with the erection of a new Life Sciences building in 1961, a new women's dormitory in 1962, and a new general classroom building in 1963; and work was begun on a new 31,000 seat stadium, which was completed in 1968.

Additional resources also came to the College in its new home. In 1954 just prior to the move, the will of Colonel George Foster Hankins provided over $1,000,000 to be used for scholarships. In 1956 the Ford Foundation contributed $680,000 to the endowment of the School of Arts and Sciences and $1,600,000 to the Bowman Gray School of Medicine. At the time of the removal of the College, the Z. Smith Reynolds Foundation increased its annual support from $350,000 to $500,000. After the completion of a challenge gift of $3,000,000 offered in 1965, the Foundation raised its annual contribution to $620,000.

The holdings of the University's libraries more than tripled and the library was awarded the income from an endowment fund of about $4,500,000 contributed by the Mary Reynolds Babcock Foundation and Mrs. Nancy Reynolds.

Graduate work, first offered in 1866, but suspended during the removal program, was resumed in 1961 when the Trustees established the Division of Graduate Studies. In 1967, recognizing the augmented resources of the College and the fact that in all except name it was a university rather than a college, the Trustees officially changed the name to Wake Forest University. The Division of Graduate Studies became the Wake Forest University Graduate School. The name Wake Forest College was retained as the designation for the undergraduate School of Arts and Sciences.

In 1967, after seventeen years of strenuous effort, President Tribble retired, leaving as his lasting memorial the removal of the College from Wake Forest to Winston-Salem and its changed status from College to University, with enhanced resources.

As his successor the Trustees chose Dr. James Ralph Scales, former President of Oklahoma Baptist University and former Dean of Arts and Sciences, Oklahoma State University. Since 1967 during the five years of his administration, there have been important new developments. The Guy T. and Clara H. Carswell Scholarship Fund, valued at $1,600,000, was established to undergird the undergraduate School of Arts and Sciences. The School of Business Administration was converted into a Graduate School of Management in 1969 and named in honor of Charles H. Babcock, one of the principal benefactors of the University. Through the generosity of the Z. Smith Reynolds Foundation and Mrs. Nancy Susan Reynolds, a new building was constructed to house this School. A subsequent gift of $2,000,000 was received from the Mary Reynolds Babcock Foundation to be used as endowment.

In 1971 the School of Law added a $500,000 wing which allowed for an increase in enrollment and faculty. The Bowman Gray School of Medicine-Baptist Hospital complex also completed a $30,000,000 expansion program. In addition, a new women's dormitory housing approximately 300 undergraduates was completed on the Reynolda campus.

Complementing the material growth, the University re-examined its program and goals and adopted a number of changes in its curriculum. In 1971 it adopted a new calendar and the 4-1-4 curriculum and a cooperative exchange of courses with Salem College; and established a Wake Forest University Overseas Center in Venice, Italy, and in Dijon, France.

As a mark of its increased stature, the Kenan Foundation in 1970 awarded a grant of $500,000 for the establishment of a Kenan Professorship.

In retrospect, the University has had a long, arduous and fruitful history. With the pains of removal and rebirth behind it, with a modern and well-equipped campus and greatly enhanced resources, and a youthful administration and faculty, it stands on the threshold of a new era. Relocation has brought new facilities and new opportunities but the ideals remain un-

changed and the University continues to function as its founders envisioned, *Pro Humanitate.*

Endowment, Trust Funds and Foundations

In 1865 the endowment fund of Wake Forest University was $11,700, the remnant from the wreck of war. Under the terms of the will of Mr. Jabez A. Bostwick, the endowment was increased, in 1923, by stock valued at about $1,500,000. On August 3, 1939, the resources of the Bowman Gray Foundation were awarded to Wake Forest College, to be used exclusively by the School of Medicine.

Under the terms of the will of Colonel George Foster Hankins of Lexington, North Carolina, who died in 1954, the George Foster Hankins Foundation was established, the income to be used for scholarships. The assets of the Foundation on June 30, 1972, were approximately $1,750,000.

The Ford Foundation in 1956 made two gifts to the endowment of the College, the sum of $680,500 for the School of Arts and Sciences and $1,600,000 for the Bowman Gray School of Medicine.

The Mary Reynolds Babcock Foundation made gifts, in 1958 and 1962, of the Reynolda Gardens and an endowment with the total value of approximately $1,500,000. In 1965 the College received an additional gift of land on which a plant of the Western Electric Company is located. This gift, valued at $3,500,000 is to be used for the support of the Library and the Chair of Botany. In December, 1969, an endowment in the amount of $2,300,000 was received from the Foundation for the use and benefit of the Babcock Graduate School of Management.

In 1965, 1966, and 1967 a gift totaling $1,000,000, the income from which is to be used to support the Library, was received from Mrs. Nancy Reynolds.

From the estate of the late Guy T. Carswell, who died in 1966, the University received the Guy T. and Clara H. Carswell Scholarship Fund. Investments in this fund were approximately $2,300,000 at June 30, 1972.

On June 30, 1972 all endowment funds controlled by the University had a book value of $44,086,000 and market value of $51,733,000.

In addition to the endowment funds controlled by the Trustees, various trust funds are held by banks for the benefit of the University. Among these are the James A. Gray Trust Fund, the Mary K. Fassett Trust Fund, the Lucy Teague Fassett Memorial Trust Fund, and the Nathalie H. Bernard Fund.

The Trustees of the Z. Smith Reynolds Foundation, Inc. and The Trustees of Wake Forest College entered into a contract on November 16, 1946, whereby the Foundation made available to the College income of the Foundation up to $350,000 per year in perpetuity, this sum being increased to $500,000 in 1955. In 1965, the Foundation announced a matching grant of $3,000,000 for a period of four years. Upon reaching this goal, the Foundation increased the annual grant of $620,000 in 1968, and also announced an additional $150,000 per year for five years.

Buildings and Grounds

Wake Forest University is situated on approximately 320 acres of land, and the physical plant consists of 30 buildings, including 12 apartment buildings for faculty and married students. The property was given to the University by the Mary Reynolds Babcock Foundation and Mr. Charles H. Babcock, and construction of the new campus was begun in 1952. It was occupied for the first time during the 1956 summer session. The buildings are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. Situated on beautifully landscaped hills, the campus is one of the most attractive in the South.

The Reynolda Gardens annex, consisting of 148 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus on the south. This tract includes a formal garden, greenhouses, parking areas, and a wooded area with trails. The formal garden features one of the first collections of Japanese cherry trees in the United States. This area of natural beauty was a gift to the College from the Mary Reynolds Babcock Foundation through transfers made in 1958, 1961, and 1963.

Academic Buildings

Wait Chapel. Named in memory of the first President of Wake Forest College, Wait Chapel, with an auditorium which seats

twenty-three hundred, contains Davis Chapel, which seats 150 and is used for special services. *Wingate Hall*, attached to Wait Chapel, provides classroom space for the Departments of Music and Religion. Wingate Hall is named in honor of Washington Manly Wingate, President of Wake Forest College, 1854-1879.

Reynolda Hall. This building serves both as an administration building and a student center. Food services are centralized in Reynolda Hall and consist of a cafeteria, snack shop, banquet room, the Magnolia Room, and other smaller dining rooms. The University Computer Center is located in the basement.

The Z. Smith Reynolds Library. Situated at the center of the academic campus, this building contains space for eight tiers of book stacks, with a capacity of about one million volumes. Surrounding the book stacks are four floors of rooms for reading, reference, and various other uses of a modern library. The University Theatre is located on the top level of the Library.

Salem Hall. Directly west of the Library, this three-story building contains laboratories, classrooms, and offices for the Departments of Chemistry and Physics.

Winston Hall. Located just west of Salem Hall, this building was occupied in September 1961. It provides instructional and office space for the Departments of Biology and Psychology.

The W. N. Reynolds Gymnasium. Located just east of Reynolda Hall, this building is equipped with classrooms for instruction in physical education, courts for basketball and other indoor sports, a swimming pool, and offices for the Department of Physical Education and the Department of Athletics. Surrounding the Gymnasium are sports fields and courts for tennis, track, soccer, football, and field hockey. Memorial Coliseum is used for intercollegiate basketball games. The Department of Military Science is also housed in this building.

Harold W. Tribble Hall. This building accommodates the social sciences and the humanities and contains instructional and office space, a small projection theatre, the philosophy library, a curriculum materials center, the Honors seminar room, and a main lecture room which seats 200.

Law Building. This four-story structure contains classrooms, offices, a moot court, an assembly room, a library, faculty and student lounges, and other specific use rooms. An expansion of the building in 1972 provided additional classrooms, offices, and library space.

Charles H. Babcock Building. Occupied in September, 1969, this building contains offices and classrooms for the Department of Business and Accountancy, the Department of Mathematics and the Babcock Graduate School of Management. A variety of instructional spaces are available, including ampitheatres, seminar rooms, library, and computer terminal stations for individual student use. The building was expanded in 1972 to provide new offices, a seminar room, and a reading room for the Department of Mathematics.

Libraries

The several libraries of the University contain a total of 486,043 volumes. The Z. Smith Reynolds Library holds the main collection of 371,944 volumes of general and diversified research character. The other libraries represent, in volume, holdings as follows, the respective areas they serve: the Library of the School of Law, 43,723; those of the Bowman Gray School of Medicine (the Main Library and the Allied Health Library), 67,060; and that of the Charles H. Babcock Graduate School of Management, recently established in 1970, 3,316. A rapidly growing microtext collection is maintained, principally in the Z. Smith Reynolds Library. There are available 13,084 reels of microfilm, containing files of local, national, and foreign newspapers; and 155,424 pieces of other microforms, which include such substantial items as the British Parliamentary Papers, the Human Relations Area File, and the Encyclopaedia Britannica "Library of American Civilization" on ultrafiche.

The Z. Smith Reynolds Library provides excellent support for a liberal arts curriculum and a somewhat limited, although expanding, graduate program. In certain areas special collecting has been undertaken. For instance, moderate emphasis has been placed on North Carolina and Southeastern materials; the Ethel Taylor Crittenden Collection in Baptist History has acquired more than 7,500 items which include files of Baptist

serials and individual church records; and the works of selected late nineteenth and early twentieth century authors, together with appropriate critical studies, are being collected in the Rare Book Rooms.

An open-stack policy enables users to consult books directly at the shelves. With a few exceptions in special collections, the books are now classified according to the Library of Congress schedules, reclassification having been completed in the winter of 1969-1970. Current issues and bound volumes of periodicals in chemistry and physics are shelved in Salem Hall for convenience in laboratory research.

In addition to regular University appropriations, the Z. Smith Reynolds Library receives the income from an endowment fund of about $4,500,000, the result of two major gifts: a donation of assets worth $3,500,000 by the Mary Reynolds Babcock Foundation; and a gift of $1,000,000 made in 1967 by Mrs. Nancy Reynolds. This income is applied principally to the purchase of books necessary for graduate studies, although portions have been used for much needed changes and additions in the Library building.

Other gifts have enriched the University library collections. Mr. Tracy McGregor provided a collection of valuable titles on the colonial and early national periods of American history. To acquire the important editions of Edmund Spenser and related background material, a contribution was made by Dr. Charles G. Smith in honor of his wife, Cornelia Marschall Smith. Dr. Herman Harrell Horne established a fund for the purchase of titles of a general nature. A private collection in music was presented to the Library by Dr. and Mrs. Stringham of Chapel Hill. It is known as the Edwin John Stringham Collection in Music and Allied Subjects.

Dr. Charles Lee Smith of Raleigh bequeathed to the University his personal library of about 7,000 volumes, rich in first editions, while a bequest from his brother, Oscar T. Smith of Baltimore, affords additional purchases of similar volumes.

The Paschal Collection was established Christmas, 1950 by Dr. George W. Paschal, Jr., Raleigh surgeon, in recognition of the interest in the Library manifested by his father, George

Washington Paschal, and also in memory of his father's twin brother, Robert Lee Paschal. The Collection is regularly enlarged and, although heterogenous in nature, primarily contains material relating to the humanities. The aim of the founder of the Collection is to add to the working efficiency of the Library. While this Collection is principally supported by the donor, it has also received and welcomes contributions from interested friends. A special bookplate is used for items acquired for the Collection.

In 1970 the acquisition of an important Mark Twain collection was made possible through the generosity of Mrs. Nancy Reynolds. The collection contains many variant editions of his works, with critical material and memorabilia. From the estate of Judge R. Hunt Parker the Library received a well-selected collection of more than 3,000 volumes.

The Library of the School of Law contains 43,723 volumes, including the reports, digests, and statutes required by the American Association of Law Schools, together with the leading periodicals, encyclopedias, and textbooks.

Library facilities at the Bowman Gray School of Medicine consist of the Main Library and the Allied Health Library. Together they contain 67,060 volumes, furnishing the periodicals, texts, and monographs essential to instruction and research in medical theory and practice.

The Charles H. Babcock Graduate School of Management is developing a library of basic materials for its graduate program. Still modest in size because of its recent origin, now containing 3,316 volumes, the library is steadily moving forward toward an adequate collection.

The Spilman Philosophy Seminar houses carefully selected books for the use of advanced students in philosophy. Although not supported by library funds, but by an endowment given by Dr. B. W. Spilman and by the A. C. Reid Philosophy Fund, it forms a valuable part of the book resources of the University.

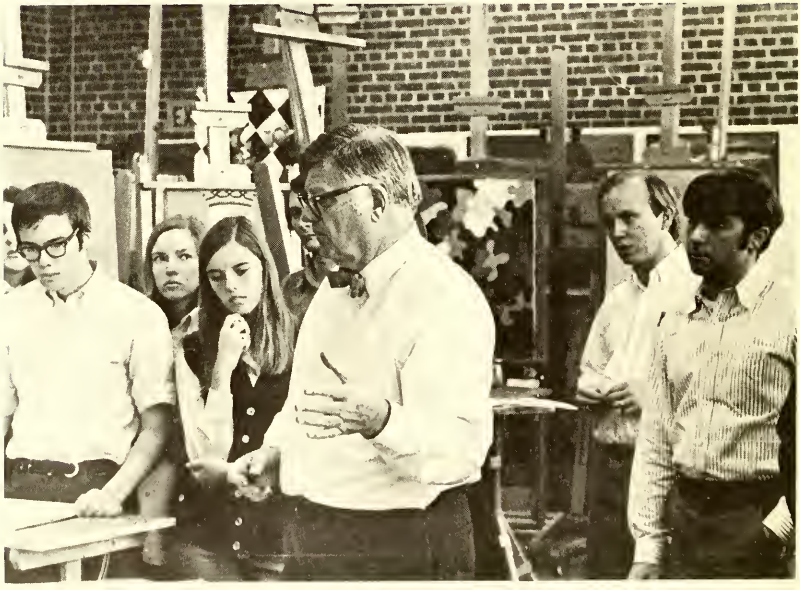
The Library of the Military Science Department, located in the Gymnasium, has available for student use over 2,000 books and periodicals. In addition to major military conflicts involving

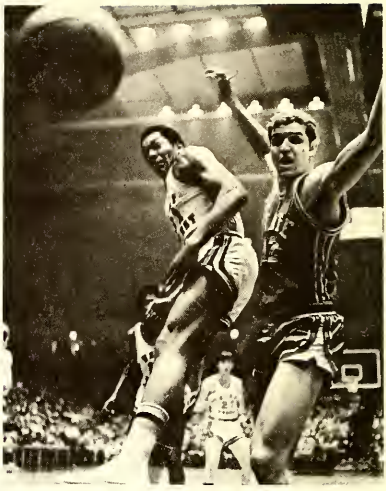
the United States, the material covers such subjects as communism, the "Cold War," counterinsurgency, anti-guerrilla warfare, foreign policy, nuclear warfare, and space activities.

Art Collection

The T. J. Simmons Collection, presented to the College by the late Dr. Thomas Jackson Simmons of Gainesville, Ga., was formally opened to the public on June 2, 1941. It includes about sixty paintings, thirty-five etchings and lithographs, five pieces of sculpture, and several other art objects.

The collection was enriched in 1957 by three paintings from the Hammer Galleries given by Mr. Arnold Kirkeby, and in 1960 by two paintings given by Mr. Clark Hartwell and three by Mrs. April Ruth Akston. Nearly all of the paintings are hung in public areas of various buildings on the campus.





STUDENT COMMUNITY

Student Government

The chief agencies of student government are the Student Legislature, the Student Honor Council and the Student Judicial Board.

The Student Legislature is composed of sixty-three student representatives, the vice-president of the student body serving as Speaker. It is the duty of the Student Legislature to perform all acts necessary in the exercise of its powers as the legislative branch of student government. The Legislature also sets up student committees to work parallel with faculty committees on matters concerning students.

The Student Honor Council consists of eight members, two selected by the Honor Council of the previous year and six other members as follows: (1) two representatives from the senior class (2) two representatives from the junior class (3) two representatives from the sophomore class. There are three non-voting faculty members.

The Honor System is an expression of the concern of Wake Forest University that its students shall be dominated by ideals of honor and integrity. The Honor System is an integral part of the Student Government of the College as adopted by the students and approved by the faculty. The essence of the Honor System is that each student's word can be trusted implicitly and that any violation of a student's word is an offense against the whole student community. The Honor System binds the student in such matters as the following: he must neither give nor receive aid upon any examination, quiz or other pledge work; he must have complete respect for the property rights of others; he must not give false testimony or pass a worthless check knowing it to be such; he must report to the Honor Council any violation of the Honor System that comes under his observation.

It is the duty of the Student Honor Council to receive, prefer, investigate, and arrange trial proceedings in all charges of violations of the Honor System. If he is found guilty of cheating,

he may be suspended from the College. Such student shall be readmitted to the College only on the approval of the Faculty or its Executive Committee, and during the period of suspension his record shall not be subject to transfer to another college without a notation of his suspension. The penalty for stealing, giving false testimony, or knowingly passing a worthless check may also be suspension. The penalty for failing to approach another student who has violated the spirit of the system shall be in the discretion of the Honor Council.

Any student who has been convicted of violation of the Honor Code is ineligible to represent the University in any manner whatsoever until the period of his punishment, be it suspension, probation, or any other form, is completed and the student is returned to good standing.

Students in enforcing the Honor System are protecting the integrity of their student community and their own individual rights and reputation. They thereby enjoy the confidence of one another, the Faculty, the Administration and the public.

Student Judicial Board

It is the duty of the Student Judicial Board to receive, prefer, and try all charges of social misconduct and all violations of University rules and regulations for individual students and student organizations not covered by the Honor Council. A student who violates one of these regulations or who behaves in such a way as to bring reproach upon himself or upon the University is subject to whatever penalty the Board deems appropriate.

College Union

Among the College Union facilities are meeting rooms, lounges, offices for student organizations, a billiard and table tennis room, a snack shop, and coffee house. The Union also operates an information center, a lost and found service, private and general music listening facilities and a Western Union station. The Office of Student Activities, located on the second floor of Reynolda Hall, is responsible for scheduling activities, assisting student organizations, and providing supporting equipment and services necessary in translating ideas into reality.

The College Union Executive Board, representing all undergraduate and graduate students, cooperates with the Union staff in the day-to-day operation of the facility and supervises the efforts of a large body of student volunteers who develop and present programs for the entire University. Through the development of various programs and activities, it is the intent of both the Union and the Executive Board to meet the following goals:

— to be a campus center where all members of the campus community can meet formally and informally
— to provide services and facilities to the University community
— to compliment the educational goals of the University, providing cultural, social, and recreational programs
— to maintain the Union as an open forum where all sides of issues can be aired

Men's Residence Council

A major student development at Wake Forest is the Men's Residence Council, an organization open to all male residents. The fundamental objective of the organization has been to encourage students to realize their potentialities and to implement a comprehensive concept of education. Learning is not restricted to the confines of the classroom, but instead, occurs in some of its deeper dimensions in extra-class interaction with fellow students and faculty through residence hall life.

While the central Men's Residence Council's overall guidance is necessary and important, the real strength of the MRC is found in the four Houses themselves. Each House has its own officers and carries out its own academic, athletic, and social programs. The MRC House system provides the student with an opportunity to become actively involved in student life at Wake Forest.

Women's Residence Council

The Women's Residence Council is concerned with a program designed to nurture a comprehensive concept of education. Occasions for interaction with all members of the college com-

munity are provided for through discussions, social and sports events. The Women's Residence Council participates in developing policy to create the kind of atmosphere in which maximum development may take place.

Joint Faculty-Student Committees

Students and faculty work together on a number of joint committees which deal with many aspects of college life, such as admissions, honors, undergraduate life, library, evaluation study, discipline, student activities, and lectures.

Forensic Activities

Wake Forest has always stressed participation in debating and allied speech activities, and the University holds membership in a number of state and national speech organizations, including Delta Sigma Rho-Tau Kappa Alpha, national honorary forensic fraternity. Representatives of the University engage in state, regional, and national tournaments, and take part in debates, oratorical contests, and many other forms of competitive speaking.

All undergraduate students in good standing are eligible to participate in forensics and to represent the University in intercollegiate competition.

Debate and Speech Tournaments

A. Novice Tournament

In the fall of each year the University sponsors a debate tournament to which are invited college novice debaters. Awards are given to the winning schools at the end of the tournament. The tournament is open to college students who have never previously participated in intercollegiate debating.

B. Dixie Classic Varsity Tournament

In the late fall, the University sponsors a national debate tournament to which are invited colleges and universities who excel in debate. Trophies are given to the winning schools.

C. High School Invitational Tournament

In the winter of each year, the University chapter of DSR-TKA sponsors a high school debate tournament to which are

invited high school debaters from throughout the Southeast. Awards are given to the winning schools.

D. University Speech Festival for High School Students

In the spring of each year, the University sponsors a speech festival, to which are invited the high schools of North Carolina. Awards are given to the winning schools and individuals in oral interpretation, radio announcing, extemporaneous speaking, oratory, after-dinner speaking and duet acting.

Debate and Theatre Workshops

High school students are invited to participate in the Summer Debate and Theatre Workshops which are held during the regular summer session, and which are open to students from all states. Students in the Debate Workshop are given an opportunity to debate the national debate query in advance of the regular debate season. Theatre Workshop students study acting techniques, technical theatre, theatre history, and production theory in addition to their active participation in several short plays.

Senior Orations

On the second Monday in April the faculty selects four members of the senior class as speakers for commencement day. The nominations are made by the Student Life Committee of the faculty after consultation with the Department of Speech. The speakers selected are required to present their commencement addresses, limited to one thousand words, to the committee for approval before May 16.

University Theatre

The Wake Forest University Theatre, located on the 7th and 8th levels of the Z. Smith Reynolds Library, presents four major productions annually. In past seasons the University Theatre has presented *Twelfth Night, Macbeth, A Man for All Seasons, Hedda Gabler, The Promise, A Funny Thing Happened on the Way to the Forum, The Threepenny Opera, We Bombed In New Haven, Rosencrantz and Guildenstern Are Dead, Hamlet, A Flea in Her Ear* and numerous other plays, both modern and

Classic. In addition to the main stage presentations, there is an active theatre laboratory where students produce new plays as well as innovative interpretations of standard works. The University Theatre offers a meaningful, creative outlet for all students at the University. Any student enrolled in the University is eligible to audition for the plays and to work with the production staffs.

The Wake Forest Chapter of the National Collegiate Players, honorary dramatic fraternity, was formed in the Spring of 1963. Eligibility for membership is determined by a student's scholastic average and an accumulation of points acquired through participation in University Theatre activities. The Anthony Aston Society, a theatre service organization, is open to participants in the activities of the University Theatre and membership is determined by an accumulation of points through work on the productions.

Music Opportunities

Students at Wake Forest University have ample and widely varied opportunities to attend Music Department events either as listeners or participants. All students are encouraged to attend the activities sponsored by the Department of Music: faculty recitals, visiting artists and lecturers, student recitals (which are held on the first and third Mondays of each month at 7 p.m. in the lower auditorium of Wingate Hall), senior recitals, instrumental and vocal student organization programs. The Department encourages participation in all of the many organizations sponsored by the Department of Music. These include: the Demon Deacon Marching Band, the Symphonic Wind Ensemble, the Concert Band, the Basketball Varsity Pep Band, the nine o'clock Jazz Ensemble, the ten o'clock Jazz Ensemble, the Percussion Ensemble, the University Woodwind Quintet, and the University Brass Quintet. In addition, the Wake Forest Little Symphony, the Chapel Choir, the Touring Choir, the Madrigal Singers, and the Opera Workshop are all activities offered by the Department of Music for students. Some of the foregoing activities are offered for University credit.

Religious Program

Wake Forest was founded as a result of a religious concern for education and missions. That same concern means in part that the University undertakes to help students become authentic whole persons individually and in relationship to others. The religious program seeks to demonstrate the cohesion of Christianity with academic excellence. Chaplains, faculty members and others lead weekly worship services. The Campus Ministry supports other informal worship programs initiated by students. These worship services are voluntary, but all students are expected to attend University convocations at the opening of school and the anniversary of Founders' Day at the beginning of the second semester.

The Campus Ministry seeks to further the religious pilgrimage and commitment of students by providing opportunities for them to work in local churches, engage in tutoring programs, participate as team members for church weekends, study the Bible, and social get-togethers. The Campus Ministers provide vocational guidance for all students and attempt special programs for those interested in church vocations. The Campus Ministry in miniature can be viewed at the annual Pre-School Conference because it brings freshmen, upperclassmen, faculty and chaplains into discussion groups, worship services, and recreational activities. It also provides a Sunday through Thursday "Attic Coffee House" on the top level of The Library.

The Wake Forest Baptist Church is at worship each Sunday in Wait Chapel. Its constituency embraces students, faculty, administration, and people from the city of Winston-Salem. This relationship between the University and the campus church has existed for many years. Although planted in the soil of Baptist tradition and associated with larger Baptist bodies, the Wake Forest Church has embraced and contributed to the growing ecumenism of the University. Its membership and mission are open to all who may seek its ministry and may wish to use it as an instrument for their mission to the world.

University Radio Station—WFDD-FM

The University Radio Station, WFDD-FM, broadcasts year-round to the campus and throughout Piedmont North Carolina.

The station is fully licensed by the Federal Communications Commission. Programs include music, news, sports, lectures, discussions, interviews, documentaries and drama. The station provides an opportunity for students to learn all phases of radio production while actually participating as announcers, interviewers, directors, newscasters, sportscasters, actors, and writers.

Participation is open to all students. Several financial assistantships, as well as summer jobs, are available each year for qualified students.

Publications

The Student, a literary magazine, *Old Gold and Black*, a weekly newspaper, and *The Howler*, the University annual, are published by the students.

Challenge

CHALLENGE is a biennial symposium on contemporary American affairs directed and coordinated by University students. The CHALLENGE staff corporately selects an issue of major concern to which the University directs its attention in three major ways: 1) noted experts are asked to relate their ideas to the University community, 2) students, faculty, and administrators corporately analyze and consider the ideas presented, making suggestions and analyses of their own, and, 3) an evaluative process is conducted whereby Wake Forest as an academic, sociological, and educational community works to meet the exigencies of the issue under consideration. CHALLENGE originated from a rap session among students in 1964, and is now in its ninth year. Past CHALLENGE programs have considered such areas as "The Emerging World of the American Negro," "The Implications of Prosperity," "Urban Crisis: The Students' Response," "The Challenge of Survival: not man apart," and have brought such speakers as Sen. Edmund Muskie, Harvey Cox, Michael Harrington, Ralph Nader, Rene Dubos, Daniel Bell, and Sen. John Tunney. The theme for CHALLENGE '73 is "The Crisis of Higher Education," and will host Jonathan Kozol, Kenneth Eble, Charles Hamilton, and others.

Medals and Other Awards

The A. D. Ward Medal is awarded annually to the senior making the best address on commencement day.

The Lura Baker Paden Medal, established in 1922 by Dean S. Paden (B.A., 1918), is awarded annually to the outstanding senior majoring in business.

The F. B. Currin Medal is awarded annually for the best oration on the general topic of *Christ in Modern Life.*

The Carolina Award is presented to the major in Biology who writes the best paper on a subject selected by the National Biology Society. Given by the Carolina Biological Supply Company of Elon College, N. C.

The Biology Research Award is presented to the major in Biology who does the best piece of original research during the year. Given by the Beta Rho Chapter of Beta Beta Beta of Wake Forest University.

The Poteat Award is presented to the student in Biology 111-112 who is adjudged the most outstanding, and plans to major in the department. Given by the Will Corporation of Georgia, and sponsored by Beta Beta Beta.

The William E. Speas Memorial Award is presented each year to the outstanding graduating senior in the Department of Physics.

The A. M. Pullen and Company Medal is presented each year during commencement to the graduating accounting major who has reached the highest achievement in accounting studies.

The Wall Street Journal Medal and one year's subscription to the *Journal* are received each year by the graduating senior who has been most outstanding in finance courses.

The Tom Baker Award In Debate is given to the senior who has made the most outstanding contribution in the field of intercollegiate debating.

The Tom Baker Award In Publications is given to the senior who has made the most outstanding contribution in the field of student publications.

The Claud H. Richards Award in Politics is presented annually to the outstanding graduating senior in the Department of Politics.

Fraternities

The following social fraternities have been established: Alpha Sigma Phi, Delta Sigma Phi, Kappa Alpha, Kappa Sigma, Lambda Chi Alpha, Pi Kappa Alpha, Sigma Chi, Sigma Phi Epsilon, Sigma Pi, Theta Chi.

The Interfraternity Council, under the supervision of the Faculty Committee on Student Life, is the governing body of the social fraternities. The Council endeavors to maintain a high standard of conduct and scholarship. The Council offers a cup to the fraternity whose members made the highest class grades. By order of the faculty, students who are on probation for any reason may not be initiated into any fraternity until the end of their probationary period.

The following professional fraternities have been established: Phi Alpha Delta (law), Phi Delta Phi (law), Phi Epsilon Kappa (physical education) and Phi Mu Alpha Sinfonia (Music). There is also a chapter of Alpha Phi Omega, national service fraternity.

Societies

The following societies for women have been established: Fideles, SOPH, STEPS, Strings, Thymes. Any woman undergraduate may hold membership in one of the societies. Their purposes are social and service.

The Intersociety Council, under the supervision of the Dean of Women and the Faculty Committee on Student Life, is the governing body of the societies.

Honor Societies

The following honor societies have been established: Alpha Epsilon Delta (pre-medicine), Beta Beta Beta (biology), Delta Kappa Alpha (ministry), Delta Phi Alpha (German), Delta Sigma Rho-Tau Kappa Alpha (forensic), Eta Sigma Phi (classics), Gamma Sigma Epsilon (chemistry), Kappa Mu Epsilon (mathematics), National Collegiate Players (dramatics), Pershing Rifles (military), Phi Alpha Theta (history), Phi Sigma Iota (Romance languages), Pi Gamma Mu (social

science), Rho Tau Sigma (radio), Scabbard and Blade (military), Phi Beta Kappa, Omicron Delta Kappa, and Mortar Board. There is also a Wake Forest University Student Section of the American Institute of Physics.

Phi Beta Kappa, an honor society founded at the College of William and Mary in 1776 and having chapters in many American colleges and universities, each year invites to membership a limited number of students who have displayed personal qualities of high character and who particularly have distinguished themselves in fields of liberal scholarship.

Omicron Delta Kappa, an intercollegiate honor society which has as its purpose the recognition and encouragement "of intelligent, democratic leadership among college men," elects annually on the basis of character and eminence in one or more of the following five phases of campus life: "scholarship; athletics; student government; social and religious activities; publications; and forensic, dramatic, musical and other cultural activities."

Mortar Board is an intercollegiate honor society for women. Its purpose is "to advance the spirit of service and fellowship among university women, to promote and maintain a high standard of scholarship and to recognize and encourage leadership, and to stimulate and develop a finer type of college woman." Membership is based on service, scholarship, and leadership.

Recreational and Sports Activities

Recognizing the importance of recreation and fitness activities in maintaining the well-being of students, the University provides extensive sports and recreational facilities and a faculty of trained specialists to supervise and direct activities in these areas. Each student is given the opportunity to develop his individual interest and competence to the level of proficiency he desires. There are several facets to this approach. First, there is an adequate University health service program which is basic to the health and physical well-being of all students. The next step is the activity classes both of a required and elective nature where both women and men students may develop skill and interest in a wide variety of activities.

On top of this base in the recreational and activity pyramid is a broad program of intramurals and general recreational activities for both men and women. Men participate in 19 different sports in three separate leagues: fraternity, house, and independent. Women participate in 20 sports in two leagues: society and independent. More than 50% of the students take part in these programs. Handsome trophies and medals are awarded to all team and individual champions.

Included in this middle of the pyramid is the general recreation program consisting of sports and recreation clubs such as aquatics, gymnastics, dance, weight training, and soccer, Women's Recreation Association, Sigma Delta Psi and Phi Epsilon Kappa. Beyond these activities students are encouraged to participate on their own in a voluntary recreation and fitness program.

At the top of the pyramid and growing out of the other aspects is the intercollegiate athletic program. This is the program for the athletically gifted and represents the epitome of sports participation. For women, intercollegiate teams are sponsored in golf, tennis, basketball, volleyball, and field hockey. A full slate of games is scheduled in each sport and the rules of the Division of Girls and Women Sports, AAHPER govern play. In the program for men, the University is a member of the National Collegiate Athletic Association and the Atlantic Coast Conference. Rules and regulations of the NCAA and the ACC apply to all intercollegiate sports and eligibility of players. Representative teams participate in a full schedule of the following varsity sports: football, basketball, baseball, track and field, cross country, swimming, golf, and tennis. Varsity teams have always acquitted themselves well, but perhaps golf has been the sport which has brought the most recognition.

In order to provide for this program for all students, excellent indoor and outdoor facilities are provided. The focal point for sports and athletics is the William N. Reynolds Gymnasium: four gymnasiums with eight basketball courts, eight handball and squash courts, gymnastic and wrestling room, weight training room, dance studio, rifle range, table tennis area, and a fully equipped check-out cage where students may check out a wide variety of sports and recreation equipment are available. Out-

door facilities include three batteries of all-weather tennis courts totaling 16, quarter mile running track and infield, four football fields, five intramural fields, golf putting green, and two baseball fields.

Research in fitness and motor skills is carried on in three laboratories located in the gymnasium: the Physical Fitness Laboratory, Body Composition Laboratory, and the Motor Performance Laboratory.

Athletics

The University participates in the following eight sports: baseball, basketball, cross country, football, golf, swimming, tennis, and track. Scholarships are offered in each sport, partial as well as full. The full scholarship allowed by the National Collegiate Athletic Association is tuition, fees, room, board, books and $15.00 a month incidental expenses. The University also offers a club program in riflery, soccer, and gymnastics and offers a very extensive intramural program in a large number of other men's and women's sports.

Intercollegiate Athletics

The Director of Athletics has general supervision of intercollegiate athletic activities.

The University is a member of the National Collegiate Athletic Association and the Atlantic Coast Conference. Rules and Regulations of the NCAA, of the Conference, and of the University apply to all intercollegiate sports and eligibility of players.

The Brian Piccolo Award

This award is presented annually at the North Carolina-Wake Forest game to the Wake Forest player who, as judged by the Deacon coaching staff, best exemplifies the qualities and courage of the former Deacon star, Brian Piccolo, in the University of North Carolina game.

The Brian Piccolo Scholarship

Presented annually to a Chicago area high school player bound for Wake Forest. Selection is made by the coaching staff.

They are invited by Chicago high school coaches and an attempt is made to select an individual who most closely exemplifies the spirit of Brian Piccolo.

The Arnold Palmer Award

This award is presented annually by the Monogram Club to the Wake Forest Athlete of The Year. The recipient of the award is determined by a vote of the members of the Monogram Club. Trophies are also presented to the outstanding athlete in the eight varsity sports at a year-end All-Sports Banquet.

The Buddy Worsham Memorial Scholarship

Established by Arnold Palmer in memory of his college roommate who was killed in an automobile accident. It has been awarded to a golfer for his four years at Wake Forest. Beginning in 1973, two golfers will be selected for the Buddy Worsham Scholarship.

The Bill George Award

Presented annually to the outstanding lineman on the football team. It is given by Bill George, a former Wake Forest All-American and star linebacker with the Chicago Bears and Los Angeles Rams.

Navy ROC Program

The United States Navy offers a Reserve Officer Candidate (ROC) program whereby a Wake Forest student may complete his military requirements for a commission as Ensign in the United States Naval Reserve by attending weekly drills (optional) at the Winston-Salem Naval Reserve Training Center, 930 Brookstown Avenue, and by attending ROC schools during the summers following his junior and senior years (required). Further information is available through the Commanding Officer of the Training Center or Dr. Carlton Mitchell of the Wake Forest faculty.

SERVICES

The Orientation and Advising Program

The orientation program is planned to enable the new student to make a smooth adjustment to life at Wake Forest both academically and socially. To achieve this purpose, there is certain information which must be passed along to new students and certain information which must be obtained from them. A four-day orientation period is scheduled each fall immediately before registration to allow for the transfer of this information. During this period the students are given language placement and other tests; they meet with faculty and student advisors to learn about the academic requirements, the social life, and the cultural opportunities; and they learn about Wake Forest's past and present in both formal and informal meetings.

Each new student is assigned to a faculty member who serves as his academic advisor and each advisor has approximately 30 students — 15 freshmen and 15 sophomores who have been assigned to him at the beginning of their freshman year and continue with him until they have completed the work of the sophomore year and have been assigned to major advisors. Although the primary duty of the advisor is to assist students in selecting courses to enable them to meet the basic academic requirements, a less tangible, but perhaps more important function of the advisor is to provide general support for the student, not only in his academic program, but also in all matters pertaining to his general happiness and peace of mind. This does not require advisors to be professional counselors (for which they are not trained), but it does require that they have a genuine and personal interest in each of their students. An important aspect of this is that the advisor convey this interest and concern to the student in such a way that he will believe it and will think of his advisor as the one to see when he needs support or help.

The advisor has an essential role in the orientation program for new students, transfers as well as freshmen. (All transfer students are assigned to one or two advisors.) The advisor meets with his new advisees as a group and individually, and most advisors also have their respective groups in their homes for supper and discussion during the orientation period.

The advisor is present at registration to help his advisees select and enroll in the proper courses. The advisor indicates his approval of the student's courses by signing his schedule card. If a student is experiencing academic difficulty in any subject, he should consult with his advisor. There are any number of things the advisor may suggest to help in such a situation if he is aware of it.

Housing

All unmarried freshman students are required to live in University residence halls except when permission is granted for men by the Dean of Men and for women by the Dean of Women to live off campus under one of the following circumstances:

(1) Residing with parents; parental permission to live with a relative in the metropolitan area of Winston-Salem.
(2) Student is twenty-one years of age or older.
(3) By special arrangement, when space is not available in the residence halls.

Any student beyond the freshman year who is 21 years of age or who has parental permission may live off campus.

Housing for Men

The semester charge for double occupancy is $170.00 per student, due and payable with tuition and non-deferrable. The semester charge for a single room is $200.00 per semester and a double occupied as a single room is $250.00 per semester. When three persons occupy a room, the charge is $140.00 per person per semester. Room rental is not refunded upon withdrawal. Room assignments are made by the Dean of Men.

The four men's residence halls have a graduate student counselor and undergraduate resident assistants. The residence counselors serve as advisers and counselors in areas of personal concern. Their work is coordinated by the Director of Residence Hall Counseling. The resident assistants report to the Dean of Men and are responsible for the general well-being of students and some physical maintenance of the buildings. The residence counselors and assistants help in the general functioning of residence life with emphasis on total student development through interpersonal relationships in residence hall living.

Housing for Women

The semester charges range from $180.00 to $225.00 per semester due and payable with tuition and may not be deferred. An additional $30.00 per semester is assessed for a single room; an additional $50.00 per semester is assessed for a double room to be occupied alone. Room rental is not refundable upon withdrawal. Room assignments are made by the Dean of Women.

The women's residence halls are staffed by adult and student counselors under the supervision of the Dean of Women. The staff is concerned with personal and corporate development of the residents. Freshmen women observe curfew; sophomore women must have parental permission to determine their own curfew.

Married women students are not ordinarily permitted to live in the residence halls. Exceptions are made by the Dean of Women.

Housing Regulations

Details of regulations and conditions governing occupancy of University housing are found in the Student Handbook.

Housing for Married Students

An apartment building containing 56 apartments is located on the north-west edge of the campus. A trailer park containing 55 spaces is located on the east side of the campus. Apartments and trailer spaces are available only to bona fide students of Wake Forest University.

Applications for either apartments or trailer spaces should be directed to the Director of Residences. Assignments are made on the basis of priorities established by the date of application, and a lease is executed by the student and the University.

Food Services

Four types of food service are available to students at Wake Forest University — cafeteria, grill, table service, and special dining service for small parties. The cafeteria menus feature multiple choices planned and supervised by a trained dietitian.

Table service is provided in the Magnolia Room and gives the students a quiet place to enjoy eating from a menu of greater variety, as well as foods prepared to order. Buffets are served in the Magnolia Room each Wednesday noon and Thursday evening.

University Health Service

The University Health Service through the University Clinic and Hospital provide those services necessary to the student in maintenance of their health. Utilizing the required Pre-entrance Medical Report from the student's physician, the Health Service evaluates the student's health status prior to admission. Any Health problems present then or arising later are handled by the Health Service Staff so as to assure the student's continued education as far as possible without endangering his health or that of others. The facilities and staff of the Bowman Gray School of Medicine, The North Carolina Baptist Hospital, The Forsyth Memorial Hospital, and others are also used if needed. The Health Service also works closely with the Center for Psychological Services on mental health problems.

In the clinic a minimum charge is made for medications and laboratory tests, but none for office visits. Charges are made for University Hospital in-patient care. When it becomes necessary to refer patients to specialists or for studies elsewhere all costs must be assumed by the student.

North Carolina State Law states that "any minor age 18 years or older may contract for medical services for himself or his child." This means that all medical information and all contacts between the student and the Health Service are confidential and cannot be revealed to anyone, *including parents and administration*, without the consent of the patient if he has reached 18 years of age.

Reading Improvement Program For University Students

A reading improvement course is available on the Wake Forest University campus to all students. It is designed to help students read and study more effectively to achieve a greater measure of success in the many different areas of university work. Instruction centers around increasing the speed of com-

prehension and improving comprehension, vocabulary, and study skills. Group diagnostic tests are given to determine specific weaknesses of students. The class meets twice each week (one hour periods) in the afternoons and is offered both semesters. The charge for the course is $65.00, which includes fees for materials and use of the reading machines.

Center for Psychological Services

The Center serves the University community by providing counseling services to students, faculty, and staff; by consulting with individuals, groups, and committees; and by providing institutional research data through the administration of the freshman and senior testing programs. Specialized counseling services include educational-vocational testing and counseling in addition to personal adjustment counseling. These services provide evidence of the student's aptitudes, interest, and achievements and assist him in making the most of his opportunities for academic and personal development while in college. All counseling is conducted in a confidential setting in Efird Hall by professionally trained counselors and there is no charge to the full-time student for Center services.

Placement Office Services

The Placement Office arranges on-campus career interviews with business firms, government agencies, school systems, and other organizations, for graduating students at Wake Forest University. Career information may be found in the Placement Office, Room 118, Reynolda Hall. The Director of Placement is available during regular office hours for consultation on career matters.

Human Enterprises Institute

The Human Enterprises Institute provides learning opportunities for clergy of all religious groups to understand industry. Since its establishment in 1966, it has placed clergy in educational centers operated by industry and in continuing education centers operated by universities for industry and has conducted summer programs for seminarians in industry. In addition to consulting services, it also designs conferences for de-

nominational groups and seminaries. The Institute publishes a quarterly of reprints for clergy.

Urban Affairs Institute

The Wake Forest Urban Affairs Institute, established in 1968, serves as the means to channel the resources of the University into problem areas of the urban community. It also serves as a communications focal point for agencies and individuals outside the University. In the pursuit of its responsibilities the Institute engages in programs of education, research and community service utilizing the resources of both the faculty and student body.

The Piedmont University Center

In the early 1960's the late Charles H. Babcock and the Presidents of several area colleges took action which eventually led to the establishment of a cooperative educational agency among various colleges and universities in the Piedmont. Wake Forest was a charter member of this group which adopted the name, Piedmont University Center of North Carolina, Inc., and which coordinates many of the educational and administrative activities of its twenty-one members.

The present membership includes nineteen private liberal arts colleges and universities and two branches of the University of North Carolina. Center headquarters is located at Reynolda House near the Wake Forest campus.

The Center is owned by the member colleges which are represented on the Board of Directors by the Presidents. The Center is headed by an Executive Director and his staff. Each of the many Center activities is coordinated by a Committee of representatives from the entire membership. Presently there are nine committees coordinating activities under the supervision of the Executive Director.

Through programs of interinstitutional cooperation, the Center seeks to assist its member colleges to: (1) enrich and expand their educational program as provided by the Visiting Scholars Program and Student Art Exhibit and Competition; (2) increase the effectiveness of certain services, such as the Library

and the audio-visual program, and (3) achieve greater economics in general business operations.

The Institute of Literature

Founded in 1964, the Institute of Literature is jointly sponsored by the Departments of English, Classics, German, and Romance Languages. Its purpose is to promote the cause of humane letters and to manifest something of the diversity in unity which characterizes the literary heritage of the West. To achieve this purpose the Institute each year invites distinguished writers and scholars to the Wake Forest campus for extended visits. Institute lecturers have included such outstanding figures as W. H. Auden, Malcolm Cowley, James Dickey, and V. S. Pritchett (English); Gilbert Highet, Whitney Oates, Cedric Whitman, and John Finley (Classics); Germaine Brée, Henri Peyre, Morris Bishop, and Alfred D. Menut (Romance Languages); Arthur Henkel, Taylor Starck, Erich Heller, and Victor Lange (German).

The Robinson Lectures

Samuel Robinson, the uncle of Mrs. George C. Mackie, wife of the late Dr. Mackie, who was a long-time physician to the University, endowed a portion of his trust to the Department of Religion. This fund is used to sponsor the Robinson Lectures and other activities of the Department.

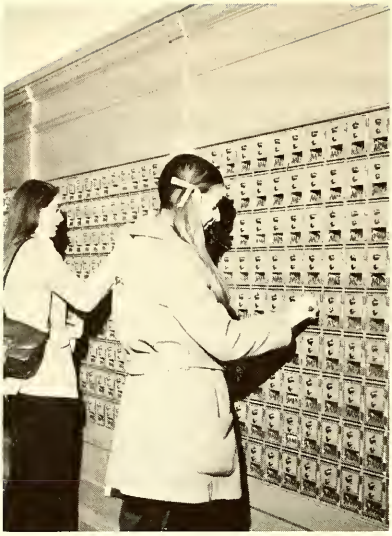
These lectures are held biennially and have resulted in the publication of a number of books. In addition, the funds from the trust are used to sponsor individual lectures which are given at more frequent intervals.

Ecumenical Institute

The Ecumenical Institute of Wake Forest University was established in 1968. Its purpose is to provide a means in an academic setting for better understanding and wider experience in religion in a pluralistic society. The Institute is supported by donations from individuals and foundations. It sponsors conferences between various religious groups, both on and off the campus. Some of the funds have been used in publication, and a limited number of student Fellowships are available for programs of study sponsored by the Institute.

University Artists Series

The University Artists Series presents a series of outstanding concerts to the University community. These are of such quality that they represent an extension of the Arts curriculum as well as entertainment for students and faculty. The Series brings artists who have reached the top of their fields as well as the most promising younger artists. Among the outstanding attractions in recent years have been Leontyne Price, Yehudi Menuhin, The Vienna Symphony, The Cleveland Orchestra, Marcel Marceau, Alicia de Larrocha, and other comparable artists. The Series is equally proud of the artists it has presented who have gone on to illustrious careers, such as Byron Janis, Phillipe Entremont, Janos Starker, Itzhak Perlman, John Ogdon, and others. The five concerts each season are chosen so that in the four years a student is at Wake Forest University he may attend concerts by a balanced range of artists. Concerts are presented in Wait Chapel Auditorium, and students are admitted without further charge upon presentation of the Wake Forest identification card.



GENERAL INFORMATION

Academic Calendar

The academic calendar of Wake Forest University includes a four-month fall semester ending before Christmas, a one-month winter term in January, a four-month spring semester, and a two-month summer session. The University Calendar for 1973-74 appears in the first pages of this bulletin.

Degree Credit

Credit toward a degree is calculated not according to semester hours, but according to courses. Most subjects of study are divided into full courses. Certain studies and activities, however, will count as half-courses, either for one semester's work or for two.

Normal Credit Load

A student's normal credit load is four full courses each semester. The maximum for one semester is four and one-half courses, except that under unusual circumstances a superior student may be allowed a slightly heavier load. Three full courses per semester, the minimum registration without special permission, constitute full-time status. A student elects one course for study during the winter term.

Classification

The requirements for classification after the freshman year are as follows:

Sophomore — the removal of all entrance conditions and the completion of not fewer than seven courses toward a degree, with a minimum of 14 quality points; Junior — the completion of not fewer than 15 courses toward a degree, with a minimum of 30 quality points; Senior — not fewer than 26½ courses toward a degree, with a minimum of 53 quality points.

Procedure in Registering

There are five steps in registration: (1) securing from the Registrar's Office a permit to register and a summary of prior

record; (2) the payment of fees to the Treasurer; (3) consultation with an adviser, who gives such assistance as may be necessary in regard to the program of work; (4) sectioning of classes by departmental representatives; (5) appearance before the Registrar for approval of program and assignment to classes.

No student is allowed to enter any class until he has completed his registration.

Registration after the Freshman Year

During each spring semester before an announced date (see Calendar) students who plan to return for the fall semester must make a reservation deposit. An undergraduate student who fails to pay the deposit at the required time is not eligible to register for the fall semester.

Auditing of Classes

A student regularly enrolled on a full-time basis may audit classes without charge, provided that the permission of the instructor is obtained. A person other than a regularly enrolled full-time student may audit classes at a charge of $50.00 per course with the permission of the dean of the appropriate school and the instructor. An auditor is listed on the class roll as such and is subject to the usual attendance regulations and to whatever additional requirements the instructor may impose. If these conditions are properly fulfilled, a notation "audit" is entered in lieu of a grade on the instructor's final grade report. For the regularly enrolled student, this notation is also entered on his permanent record card. An auditor may receive no grade or credit for the course.

Each instructor shall report to the Registrar the presence of any student not registered regularly or as an auditor.

An audit course may not be changed to a credit course, and a credit course may not be changed to an audit course.

Examinations and Grades

All examinations are conducted in accordance with the honor system adopted by the students and approved by the Faculty. Under this system the student is expected not only to refrain

from unfairness in any form but also to report to the Honor Council anyone whom he knows to be guilty of cheating. Examination papers are accompanied by a signed statement that no aid has been given or received.

Grades in each course are assigned by the instructor as follows: A, exceptionally high achievement; B, superior; C, satisfactory; D, passing but unsatisfactory; E, conditional failure; F, failure.

Grades are assigned quality points as follows: for each full course of A, 4 points; of B, 3 points; of C, 2 points; of D, 1 point; and of E and F, no points. The quality point ratio is calculated by dividing the total number of quality points earned by the total number of courses attempted, whether passed or not.

Grade of I

The grade of I (incomplete) may be assigned only when on account of illness or some other emergency a student does not complete the work of his course. If the work recorded as I is not completed within thirty days after the student enters for his next semester, the grade automatically becomes F.

Grade of E

A student who makes a grade of E on any course may be re-examined at any regular examination period within a year, or during the first week of the fall semester. The re-examination permit is secured from the Registrar's Office a few days in advance. No grade higher than D may be assigned as a result of a re-examination. A student who does not remove a conditional failure by one re-examination must repeat the course to secure credit.

Pass-Fail Grades

A student during his junior and senior year is permitted to elect up to 4 full courses (but no more than one course in a given semester), with the stipulation that grades for these courses will be recorded as *Pass* (P) or *Fail* (F) only and that these grades will not be counted in computing the student's quality point ratio. A grade of *Pass* carries full academic credit;

a grade of *Fail* carries no academic credit. A student must indicate at the time of registration that he is choosing to take a course under this arrangement, and he may not change it to a letter-grade basis after the first two weeks of classes. In preparing his class roll the instructor will indicate which students are registered on a *Pass-Fail* basis.

Courses selected for *Pass-Fail* grades must be other than those submitted by the student to satisfy the basic and divisional course requirements or courses in the student's major.

(Courses offered only on a *Pass-Fail* basis are not, of course, subject to this restriction. Courses especially designed for the winter term, for example, are all graded *Pass-Fail* whether in the student's major field or not.)

Repetition of Courses

A student may not repeat for credit a course on which he has already received a grade of C or higher.

Class Attendance

The attendance regulations specifically place the responsibility for class attendance upon the individual student. *He is expected to attend classes regularly and punctually.* A student should recognize that one of the most vital aspects of a residential college experience is attendance in the classroom and that the value of this academic experience cannot be fully measured by testing procedures alone.

The members of the student body are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, and to demonstrate the kind of self-discipline essential for such performance and, conversely, to recognize and accept the consequences of failure to attend. An instructor is privileged to refer to the Office of the Dean of the College for suitable action students who in his opinion are causing their work or that of the class to suffer because of absences or latenesses. Any student who does not attend classes regularly, or who demonstrates other evidence of academic irresponsibility, is subject to such disciplinary action as the Executive Committee may prescribe, including immediate suspension from the College.

The Office of the Dean of the College maintains a list of students who have been absent from class (1) because of illness (when certified by the University Health Service) or other extenuating circumstances or (2) as authorized representatives of the University (when their names have been submitted by appropriate University officials forty-eight hours in advance of the hour when the absences are to commence). Such absences are considered "excused," and a record of them is available to the student's instructors upon request. An instructor determines whether work the student has missed (including quizzes) may be made up.

Enforcement of Regulations

The enforcement of all regulations pertaining to academic matters is a function of the faculty, or representatives of the faculty. A well-organized Student Government assumes responsibility, in co-operation with the Office of the Dean, for the regulation of the honor system and various other matters involving personal conduct. In general, the regulations of the University are adapted to and intended for those who have reached such maturity that they may exercise self-control. All students are expected to be faithful in work, to be prompt and regular in attendance upon all their college duties, and to refrain from practices injurious to others. Those who neglect their work, or engage in conduct that brings reproach upon themselves and upon the University, or disregard the rights and the welfare of their students are required to withdraw from the University.

Dropping a Course

The last day for dropping a class without the grade of F is listed in the University calendar on page 5 of this Catalog. A student who wishes to drop any course *before* this date must consult the Registrar and his faculty adviser. *After* this date, if he wishes to drop a course, he must consult his faculty adviser, his instructor, and the Dean of the College. If the Dean approves the request, he authorizes the student to discontinue the course. Except in the case of an emergency, the grade in the course will be recorded as F.

If, at any time, a student shall drop any course without

prior, written approval of the Dean, a grade of F for that course shall be reported by the instructor to the Registrar, and the student will be subject to academic probation for the following semester or to such other penalties as the Executive Committee of the faculty may impose.

Withdrawal from College

A student who finds it necessary to withdraw from the College is required to do so through the Office of the Dean of the College. If in the judgment of the dean the withdrawal is justified and the student is otherwise in good academic standing, no grades will be recorded on the student's permanent record for that semester. However, the student's standing in his courses at the time of withdrawal will be taken into consideration should he at a later date seek readmission to the College. If the withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is not doing satisfactory work.

If a student leaves the College without officially withdrawing, he will be assigned failing grades in all his current courses and his unofficial withdrawal will be indicated on his record.

Minimum Academic Requirements for Continuation

Each student is expected to be aware at all times of his academic status and to be responsible for knowing whether he has met the College's minimum academic requirements for continuation as outlined below.

On the basis of their cumulative records at the end of the spring semester, the following students are academically ineligible to enroll for the following fall term:

(1) Those students who, having attempted 13 or fewer courses in all colleges attended, have an over-all quality point ratio* of less than 1.35 on work attempted at Wake Forest.

(2) Those students who, having attempted no fewer than 14 and no more than 24 courses in all colleges attended, have an over-all quality point ratio of less than 1.65 on work attempted at Wake Forest.

* The quality point ratio is obtained by dividing the quality points earned by the number of courses attempted.

(3) Those students who, having attempted no fewer than 25 and no more than 33 courses in all colleges attended, have an over-all quality point ratio of less than 1.85 on work attempted at Wake Forest.

(4) Those students who, having attempted 34 or more courses in all colleges attended, have an over-all quality point ratio of less than 1.90 on work attempted at Wake Forest.

In the determination of quality point ratio, non-credit courses are not counted.

Ordinarily a student who is ineligible under the minimum requirements above may attend the first summer term at Wake Forest; if he is successful in raising his over-all quality point ratio on work attempted at Wake Forest to the required minimum, he may enroll for the fall semester. If he is unsuccessful by the end of the first summer term, he may attend the second term in Wake Forest; if he is successful then in raising his quality point ratio to the required minimum, he may apply for readmission no earlier than for the following spring semester. If he is unsuccessful in meeting the minimum requirements by the end of the second summer term, he may apply for readmission no earlier than for the following summer session.

Requirements for continuation are to be determined by the catalog under which the student expects to be graduated.

Under exceptionally extenuating circumstances beyond the control of the student, and after consultation with the student's dean, an appeal from the foregoing eligibility requirements may be considered by the Executive Committee of the faculty.

The Executive Committee of the faculty may also suspend from college at the end of any term any student whose record for that term has been unsatisfactory, particularly with regard to the number of courses passed and failed, or who has not attended class regularly or has otherwise ignored the rules and regulations of the College.

Requirements for Readmission

Any student seeking readmission to Wake Forest University must meet the minimum academic requirements for contin-

uation for students in his category of courses attempted (see page 89), except that:

(1) a student who has not met these requirements may apply for admission to the summer school only;

(2) a student may apply for readmission if he has been away from Wake Forest continuously for at least a year and a half and has spent that time constructively;

(3) a student may apply for readmission after less than the year and a half if he has been enrolled in another college or if his failure to have the required average at the time of his suspension was due to exceptionally extenuating circumstances beyond his control.

It should be understood by the student and his parents that meeting the requirements set forth above does not insure that the student will be readmitted to the University.

Probation

A student is responsible at all times for knowing his academic standing.

Any student who at the end of the fall semester does not have the grade average which he will be required to have at the end of the spring semester will be automatically on academic probation.

Any student who is placed on probation because of honor code or conduct code violations shall also be placed on such special academic probation as the Executive Committee of the faculty shall impose. In addition, the Executive Committee may at any time place on probation any student whose academic performance or social behavior is inconsistent with what the Committee deems to be the best interests of the student or the University.

Senior Conditions

A candidate for graduation in his final semester who receives a grade of E at the close of the previous semester may apply to the Registrar for re-examination 30 days after the opening of the final semester and not less than 30 days before its close.

All conditions must be removed 30 days before the end of the last term of the student's graduation year. The name of a candidate for graduation who has a condition after that date is dropped from the roll of the class.

If a student receives a grade of E in a course in the final term of his graduation year, he is not allowed a re-examination before the next examination period.

Reports

A mid-term report is given to the student and a copy is sent to the parent or guardian of each student who is doing unsatisfactory work. At the end of each term a final report of grades is given to the student, and a copy is sent to the parent or guardian.

Transcripts of Student Records

The first copy of a student's record is issued without charge. Requests for subsequent copies should be made to the Registrar, and should be accompanied by a remittance of one dollar for each copy desired. No transcript will be issued without the authorization of the owner of the record.

The Dean's List

The Dean's List, issued at the end of each semester by the Dean of the College, includes all full-time students who have made a quality point ratio of 3.0 for the semester. Grades earned during a summer session are not considered in the preparation of the list.

Graduation Distinctions

Under the quality point system, graduation distinctions are determined as follows:

A candidate for a baccalaureate degree who is credited with quality points which give him a ratio of not less than 3.80, in relation to the total number of courses attempted, shall be graduated with the distinction *summa cum laude*; not less than 3.50, *magna cum laude*; not less than 3.00, *cum laude*. The entire record of a student is considered, with the understanding

that a transfer student may receive no distinction which requires a quality point ratio greater than that earned in Wake Forest University.

Interdisciplinary Honors Program

Wake Forest University offers an interdisciplinary honors program for a limited number of highly qualified students. Participation is with the approval of the Faculty Committee on Honors.

During their first three years in college, participants will usually schedule three interdisciplinary honors seminars (normally including two courses in the Lower Division and one course in the Upper Division). Many students will probably not participate formally in the interdisciplinary program beyond the third year, but will choose instead to concentrate on departmental honors work in their major fields. Students, however, who are not candidates for departmental honors and who have completed four interdisciplinary seminars with a superior record may elect Honors 281 (directed study culminating in an honors paper and an oral examination). Those whose work in this course is superior and who have achieved an over-all quality point ratio of at least 3.0 in all college work will be graduated "with Honors in the Arts and Sciences." Those students, on the other hand, who have chosen to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Departmental Honors

Many departments offer specialized honors programs for highly qualified majors. Admission to an honors program is by application to and with the consent of the department. The minimum requirement is a grade point average of not less than 3.0 on all college work and 3.3 on all work in the major.

Beyond these stipulations, a department may at its discretion impose such additional requirements as the completion of specific courses, the honors seminars, an independent study project, or honors research and a comprehensive examination on the special project. The specific requirements of each department are listed with the course requirements for the major.

Wake Forest University Semester in France

The department of Romance Languages sponsors a Semester in France program at Dijon, the site of a well-established French university. Students are placed in courses according to level of ability in French, as ascertained by a test given at Dijon. The minimum requirement is at least one French course beyond the intermediate level, preferably French 221 or its equivalent. The list of courses, which are taught by native French professors, may be found under the Romance Languages course listings.

The Asian Studies Program Semester in India

The Asian Studies Program conducts a Semester in India Program under which a selected group of students spends three months doing academic work at an Indian college and travel in India as a part of the total curriculum. A student who wishes to use one or more of these courses to meet basic, divisional, or major requirements must obtain written approval of each course. When possible, this should be done before enrolling in the overseas program. Further information on this may be obtained from the Director of the Asian Studies Program.

Wake Forest University in Spain

The department of Romance Languages sponsors a study abroad program conducted at the University of Madrid.

Students live with Spanish families selected by the program's resident director or a professor of Spanish from Wake Forest. The courses are taught by native Spanish professors attached to the University's *Facultad de Filosofiá y Letras*, the Spanish equivalent of the college of arts and sciences.

Course offerings and specific requirements for eligibility are listed under the Spanish section of the Romance Language Department in the catalog.

Wake Forest-in-Venice Program

Since 1971 the University has conducted a Wake Forest-in-Venice program that permits approximately twenty students each semester to study in Venice. Students are housed in a large, comfortable building on the Grand Canal near St. Mark's

Square, and pursue their course of study under the direction of a regular member of the Wake Forest Faculty. The program offered there varies from time to time and is supervised on a rotating basis by several academic departments. A student in the program will have an opportunity to enroll for four semester courses and should be able to make normal progress toward meeting degree requirements. A student who wishes to use one or more of these courses to meet basic, divisional, or major requirements must obtain written approval for each course. When possible, this should be done before enrolling in the overseas program. Further information about the program may be obtained from the office of the Dean of the College.

Study Abroad

To be granted the privilege of studying abroad a student who plans to return to Wake Forest must plan a program of study relevant to his degree program at the University and must secure in advance the approval of the chairman of his major department and the Dean of the College. He must then file an approved Study Abroad Application with the Registrar.

Maximum credit for a full year program (nine courses) may be granted upon evidence of a satisfactory evaluation by the University of the work taken.

Students are encouraged to study under one of the established programs sponsored by American colleges and universities. In some cases independent study at foreign universities may be approved. A transcript of the record is required for posting after completion of approved foreign study.

Experiment in International Living

The Independent Study Program of The Experiment in International Living, Putney, Vermont, 05346, is recognized by the University. This is a semester program, available in any one of several countries either semester. To participate in this program, a student must be a regularly enrolled student planning to return to the University upon completion of the semester abroad. The program of study must be approved in advance by the chairman of the student's major department, the chairman of such other departments as may be involved and the Dean.

The program carries a maximum credit of three or four courses upon satisfactory completion, subject to evaluation by the Wake Forest Faculty.

COURSES AT SALEM COLLEGE

Wake Forest University and Salem College participate in a plan of exchange credits whereby courses offered at Salem and not offered at Wake Forest are available to full-time students regularly enrolled at Wake Forest. The same privilege is extended by Wake Forest to full-time Salem students.

A Wake Forest student interested in taking a course at Salem must make formal application in advance, and the application must be approved by his faculty adviser and by the Dean of the College. No financial payment is necessary except in certain courses in which the student receives private instruction. Grades and quality points earned in courses at Salem are evaluated in the same way as they would be if the work were taken at Wake Forest.

More detailed information about this plan is available in the offices of the Registrar and the Dean of the College. The plan is effective only during the regular academic year and not during any summer session.

Summer Session Elsewhere

A student who desires to attend summer session in another college must secure in advance the approval of the Registrar and the chairman of the department concerned.

A transcript of the record is required for posting at the close of the summer session.

Grades received elsewhere are not used in computing a student's grade average at Wake Forest. All academic work completed on the semester hour plan at other colleges or universities will be converted to Wake Forest course credit on the basis that 3 semester hours equal three-fourths course.

REQUIREMENTS FOR DEGREES

ACADEMIC REQUIREMENTS

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration and Master of Management, Juris Doctor, Doctor of Philosophy; and Doctor of Medicine, Master of Science and Doctor of Philosophy in the Bowman Gray School of Medicine.

The basic and divisional requirements for the Bachelor of Arts and the Bachelor of Science degrees are the same.

The degree of Bachelor of Science is conferred only upon those students who (1) complete a major in Accountancy, Business, Chemistry*, Mathematics, Physical Education, Physics, or Education with State teacher's certification in Science; (2) complete the degree requirements in Medical Sciences, Medical Technology, or the Physician Assistant Program; or (3) complete the requirements for the combined degree in Dentistry, Engineering, or Forestry.

The degree of Bachelor of Arts is conferred upon those students who (1) complete a major in Biology, Chemistry*, Classical Languages, Economics, English, German, History, Music, Philosophy, Politics, Psychology, Religion, Romance Languages, Sociology and Anthropology, or Speech Communication and Theatre Arts.

Each student is responsible for acquainting himself with the requirements for graduation, and for meeting the requirements as stated.

A student who has been graduated from Wake Forest University with the degree of Bachelor of Arts or Bachelor of Science may not thereafter receive the other of these two degrees.

The Undergraduate Curriculum

The undergraduate curriculum offers students considerable latitude in planning the first two years of their college work.

* Under certain conditions, a student majoring in Chemistry may receive either a B.S. or a B.A. degree. For details, see the introduction to course offerings in Chemistry.

Apart from a year of physical education, only three specific courses are required — one in English Composition and two in a foreign language. Even these may sometimes be waived under certain conditions. To round out their preparation for more specialized work in a major field, students select three courses in each of four divisions: I. Language, Literature, and the Arts; II. Natural Sciences and Mathematics; III. History, Religion, and Philosophy; and IV. Social and Behavioral Sciences. By the spring of the sophomore year students should have decided on a major field of concentration. Ordinarily a large part of the work of the junior and senior years is devoted to the major field.

The Winter Term

Perhaps the most striking aspect of the undergraduate program is the short winter term scheduled in January between the regular semesters. Ideally, each winter term course should be new, original, and exciting — an opportunity for professors and students alike to break away from the usual pattern of academic subjects and methods. The more creative student, like the more imaginative faculty member, should find opportunity in the winter term for following his own genius. Both professor and student will concentrate on one course only during the winter term. A number of courses will require travel away from the campus in this country and abroad. All courses especially designed for the winter term will be graded on a *Pass-Fail* basis.

Academic Requirements

For the degree of Bachelor of Arts or Bachelor of Science the student must complete (1) the basic and divisional course requirements, (2) a course of study approved by his major department, and (3) elective courses to make a total of 35½ courses. No more than seven half-courses, and no more than three courses of the winter-term type (courses, whenever offered, that carry the prefix "W"), may be used toward satisfying the requirements for graduation.

Of the full courses, at least three must be courses of the winter-term type. At least two of the winter-term courses selected must be designed especially for the winter term, one in the student's major and one outside his major.

In addition to the above requirements for graduation, the student must earn a C average on all full courses attempted and a C average on all courses attempted, whether full or half-courses.

A student who transfers from another institution or takes any work in other institutions must earn a C average on all full courses attempted in Wake Forest College, a C average on all work (full and half-courses combined) attempted at Wake Forest, and a C average on all work attempted at all colleges.

Of the 35½ courses required for graduation, 17 must be completed in Wake Forest College, including the work of the senior year. An exception to this rule is made in the case of combined degrees.

A student has the privilege of graduating under the requirements of the catalog under which he enters provided that he completes his course within six years. After the interval of six years he is expected to conform to the requirements specified for the class with which he is graduated.

Basic Course Requirements

All students enrolled in Wake Forest College must complete three required basic courses. However, any or all of these courses may be waived through procedures established by the departments concerned. In case of such waivers, no substitutes are required. The courses are:

English 110 (English Composition)
Foreign Language 153 (Intermediate)*
Foreign Language (Literature) [one course]
French or Spanish 215 or 216
Russian 215 or 218
German 211 or 212
Greek 211
Latin 211, 212, or 216
Hebrew 211
Hindi 211

* No student may repeat for credit language courses equivalent to those which he had in high school unless, after taking the language placement test, he is given permission to do so by his advisor and by a committee composed of one faculty member from each of the three language departments. If a student begins a foreign language in college, he receives elective credit for the first year.

Divisional Course Requirements

All students are required to select 3 courses from each of 4 major divisions of the curriculum, as follows (except that qualified applicants for "Advanced Placement" may be exempt from these courses and may under certain conditions receive college credit for them without being required to make substitutions):

I. *Language, Literature, and the Arts:* 3 courses to be chosen from among the following: (No more than one may be chosen from each category.)
   1. English Literature
      English 160 or 165
   2. American Literature
      English 170 or 175
   3. Foreign Literature II (The same course may not be used to satisfy both the divisional and basic course requirements.)
      a. Classical Languages
         Greek 212 or 231
         Latin 212, 216, 221, 225 or 226
         Classics 253, 254, 263, 264, 265, or 272
      b. German 211 or 212
      c. Romance Languages
         French or Spanish 215 or 216, or any course in French or Spanish above 224
         Russian 217
      d. Humanities 213, 214, 215 or 216
   4. Fine Arts
      Humanities 111

II. *Natural Sciences and Mathematics:* 3 courses to be chosen from among the following (The 3 courses are to be selected from only 2 departments.)
   1. Biology
      Biology 111, 112, 151, 152 [If one course, either Biology 111 or 151; if two courses, either Biology 111-112 or Biology 151-152.]
   2. Chemistry
      Chemistry 111, 112 [If the student has had no chemistry; other courses for those with advance preparation.]
   3. Physics
      Physics 111, 112 (1 or both courses)
   4. Physics-Chemistry sequence
      Physics 117 — Chemistry 118 [Replaces either Physics 111-112 or Chemistry 111-112. May not be taken after Physics or Chemistry 111-112.]
   5. Mathematics
      Mathematics 111, 112, 115, 116, 157. [If one course only, may be any one of the five. If two, may be any of these three pairs: 111-2, 115-6, 111-157.]

III. *History, Religion, and Philosophy:* 3 courses (No more than one to be chosen from each category.)
   1. History [Any one course]
      History 111, 112, 113, 215, 216, 315, 341, 342, 345, 346, 349, 350
   2. Religion [Any one course]
      Any course *except* 237, 240, 281, 282, 292, 318, 346, 362, 378
   3. Philosophy [Any one course]
      Philosophy 151, 171, 172

IV. *Economics, Politics, Psychology, Sociology, and Anthropology:* 3 courses to be chosen from among the following (No more than 2 may be selected from any one department)
   1. Economics
      Economics 111, 151, 152 [If one course only, Economics 111 or 151. If two courses, Economics 151-152; however, Economics 111 and any other Economics course may be taken by permission of the department.]
   2. Politics
      Politics 111, 112, 113 [If one course only, any of those listed. If 2 courses, any 2 listed or one of those listed and any other in the department.]
   3. Psychology
      Psychology 151 [Required as first course. If a second course, normally from among: Psychology 266, 273, 344, 362. But, under special circumstances, second course may be chosen from among 321, 323, 331, 332, 338, 352, 356.]
   4. Sociology and Anthropology
      Sociology 151 or Anthropology 162 [Required as first course. If two courses are chosen: a) after Sociology 151, either Anthropology 162 or any other Sociology course except 371 and 380; b) after Anthropology 162, either Sociology 151 or any 300-level Anthropology course.]
   5. Speech Communication and Theater Arts
      Speech Communication and Theater Arts 153 [If this course is selected, the other two courses in Division IV must be introductory level courses in two of the other departments in this area.]

Physical Education Requirement

All students must complete one half-course (two semesters) in Physical Education — Course 111-112.

Completion of Course Requirements

The basic and divisional course requirements, along with the Physical Education requirement, are to be completed, where possible, by the end of the sophomore year. Some students will find it necessary to postpone some of these requirements until the junior year in order to begin certain courses essential to

the major field; but a minimum of three full courses from among the requirements must appear on the student's program each semester until such requirements have been met.

No course requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session. An important exception to this rule is described below.

The Open Curriculum

The Open Curriculum is an experimental program that gives a limited number of freshmen the opportunity to design their own program of study under faculty supervision. A student in the Open Curriculum may enroll in some basic and divisional courses but by-pass others. If his qualifications are adequate, he may proceed at once to some of the more advanced courses. The Open Curriculum is administered by a Faculty committee under the basic principle that a liberal education entails work in a number of areas representing the humanities, the natural sciences, and the social sciences.

Admission to the Upper Division

The work in the lower division, as specified in the preceding pages of this section, is intended to give the student an introduction to the various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years.

Before applying for admission to the upper division and beginning work on the major subject, a student should have 17 courses and 34 quality points in the lower division. In no case will a student be admitted to the upper division with fewer than 15 courses and 30 quality points.

All students at the end of the sophomore year or at the beginning of the junior year are required to pass a proficiency test in the use of the English language.

Course of Study for the Upper Division

Thirty days before the end of his sophomore year each student is required to indicate to the Registrar and to the department concerned his selection of a major subject in which he wishes to concentrate during his junior and senior years. Before

this selection is formally approved by the Registrar, however, the student must present to him a written statement from the authorized representative of the department in which he wishes to major that he has received the permission of that department. The student will also at this time be assigned a specific adviser from the department to assist him in planning his work for the junior and senior years.

A department which rejects a student as a major will file with the Dean of the College a written statement including the reason(s) for the rejection.

After the beginning of the junior year a student may not change from one major to another without the approval of the departments concerned.

The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, together with such other courses as he shall select and his adviser shall approve.

For specific course requirements in the various fields of study, consult the introductory statements for each department in the section of the catalog where course offerings are listed.

At least half of the major must be completed in Wake Forest College.

Students preparing for the ministry are advised to elect three courses in religion beyond the course included in the divisional requirements.

Fields of Study

The following fields of study are recognized: Accountancy, Anthropology, Biology, Business, Chemistry, Economics, Education, English, French, German, Greek, History, Latin, Mathematics, Music, Philosophy, Physical Education, Physics, Politics, Psychology, Religion, Sociology, Spanish, and Speech Communication and Theatre Arts.

Maximum Number of Courses in a Department

A maximum of ten (10) semester courses and two (2) winter-term courses in a single field of study (as in the paragraph above) are allowed within the thirty-five and one-half (35½)

courses required for graduation. [This means that a student may apply as many as 10 semester courses from one department toward the 35½ "courses" for graduation. This excludes required related semester courses from other departments.] Students majoring in music may include 11 semester courses rather than 10.

For Dual-Major departments, twelve (12) semester courses and two (2) winter-term courses are allowed in any department authorized to offer two fields of study. Elementary foreign language in the major field of study and Accounting 111-112 are excluded.

These limits of ten (10) and twelve (12) courses may only be exceeded in unusual circumstances by action of the Dean of the College.

Majors in Two Departments

A student may elect to major in two separate departments with the written permission of the chairman of each of the departments and on condition that the student meet all requirements for the major in the respective departments. For administrative purposes, the student must designate one of the two fields as his primary major; this major will appear first on the student's record.

Senior Testing Program

All seniors are required to participate in a testing program designed to provide objective evidence of educational development while in college. The program will employ measures of academic achievement such as selected portions of the Graduate Record Examination and/or other tests deemed appropriate by the Executive Committee of the faculty. The tests are given in late spring, and relevant results are made available to the student for his information. The primary purpose of the program, however, is to provide the college with information that will facilitate the assessment of the total educational process. (This program does not supplant the regular administrations of the Graduate Record Examination for those students applying for admission to graduate schools.)

COMBINED DEGREES

Degrees in the School of Law

A combined course makes it possible for a student in Wake Forest University to receive the two degrees of Bachelor of Arts and Juris Doctor in six academic years or their equivalent instead of the seven years required if the two curricula are pursued independently. The first three years of the combined course are in Wake Forest College and the last three are in the School of Law.

A student pursuing this plan must fulfill the following requirements:

1. Complete the basic and divisional course requirements of Wake Forest College (see p. 100) and become qualified for admission to the upper division.
2. Initiate an application for admission to the School of Law, and secure through the Law School Adviser, who is a member of the Law faculty, permission to pursue the combined course plan. (Admission to the School of Law is based on the applicant's entire undergraduate record, Law School Admission Test scores, and other criteria. Therefore, permission to pursue the combined degree program does not constitute admission to the School of Law.)
3. Perform the junior year of study in Wake Forest College under the supervision of the Law School Adviser.
4. Complete at least 27 courses in Wake Forest College (including two courses taken in winter terms, one of which must be designed for the winter term) with a minimum average of C and the first full year of Law in the School of Law with an average sufficient for him to remain in the School of Law.

The last year of the required college academic work must be taken at Wake Forest College. A student who transfers from another institution at the end of his first or second year must maintain a minimum average grade of C on all academic work undertaken during his residence at Wake Forest College.

A student who completes this program successfully will be eligible to receive the Bachelor of Arts degree at the end of the first full year in the School of Law. The Juris Doctor degree will be awarded the student who, having received the B. A. degree, also fulfills requirements for the J. D. degree as described on page 199.

The quantitative and qualitative academic requirements set forth herein are minimum requirements for the successful completion of the combined degree program. Satisfying the requirements of the three-year program in the College does not necessarily entitle an applicant to admission to the School of Law. Admission requirements for the School of Law are given in detail on page 197 and in the *Bulletin* of the School of Law.

Degrees in Medical Sciences

A limited number of students, by taking advantage of the special arrangement explained here, may receive the B.S. degree with a major in Medical Sciences.

Under this plan the student fulfills the requirements for the degree by completing three years of work in Wake Forest College with a minimum average grade of C, and by satisfactorily completing the first full year of Medicine (at least 30 semester hours) as outlined by the faculty of the Bowman Gray School of Medicine, with a record entitling him to promotion to the Second Year Class. At least one year (9 courses) of the required academic work must be completed in Wake Forest College.

Candidates for the B.S. degree with a major in Medical Sciences must complete the following courses in Wake Forest College before entering the School of Medicine for their fourth year of work:*

The basic course requirements listed on page 100.
The divisional course requirements in Division I, III, and IV (see pages 101-102).

The physical education requirement (see page 102).
Biology 111, 112 or 151, 152 (2 courses)

* See the special bulletin of the Bowman Gray School of Medicine for further information.

Biology (2 courses) selected from the following: 312, 320, 321, 326, 351, 360, 370
Chemistry 111, 112 (2 courses)
Chemistry 221, 222 (2 courses)
Physics 111, 112 (2 courses)
Mathematics (1 course)
Electives (to make a total of 27 courses)

The completion of the prescribed academic subjects does not necessarily admit any student to the School of Medicine. All other factors being equal, applicants who have done all their college work in Wake Forest College are given preference.

Degree in Medical Technology

Students may qualify for the Bachelor of Science degree in Medical Technology by completion of the academic requirements outlined below with a minimum average grade of C, and by satisfactory completion of the full program in Medical Technology offered by the Division of Allied Health Programs of Bowman Gray School of Medicine with at least a grade of C in all courses taken in the program of Medical Technology. At least one year (nine courses) of the required academic work must be completed in Wake Forest College. Candidates for the degree must complete the following three-year course at Wake Forest before beginning study in the Division of Allied Health Programs.†

The basic course requirements listed on page 100.

The divisional course requirements in Division I, III, and IV (see pages 101-102).

The physical education requirement (see page 102).

Biology 111, 112 (2 courses)
Biology 151, 152 (2 courses)
Biology 326 (1 course)
Chemistry 111, 112 (2 courses)
Chemistry 221, 222 (2 courses)
Mathematics (1 course)
Electives (to make a total of 27 courses)

† For further information write to the Division of Allied Health Programs of the Bowman Gray School of Medicine.

Degrees in the Physician Assistant Program

Students may qualify for the Bachelor of Science degree in the Physician Assistant Program by completion of three years (27 courses) in college with a minimum average grade of C and by satisfactory completion of the full 24-months course in the Physician Assistant Program offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. At least one year (9 courses) of the required academic work must be completed in Wake Forest College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the physical education requirement, as outlined on pages 100-102 of this catalog. They must take at least 4 lecture-and-laboratory courses in biology, including one course in microbiology, and at least 4 courses in the social sciences (sociology, psychology, and economics are recommended). A course in statistics and 1 or 2 courses in chemistry and physics are also recommended.

Degree in Microbiology

Students may qualify for the Bachelor of Science degree in Microbiology by completion of three years (27 courses) in college with a minimum average grade of C and by satisfactory completion of a 32-hour major in Microbiology at the Bowman Gray School of Medicine. At least one year (9 courses) of the required academic work must be completed in Wake Forest College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the physical education requirement as outlined on pages 100-102 of this catalog.

The major in Microbiology must include Microbiology 301, 302, 308, 311, and 312 and Biology 370. In some cases Biology 326 may be substituted for Microbiology 301. Two additional courses must be chosen from among: Microbiology 309, 310, 313, and 314 and Biology 321. Required related courses are 2 courses in Physics and at least 2 courses in Organic Chemistry. Additional chemistry and mathematics courses may be suggested by the major adviser for students progressing towards advanced work in Microbiology.

For further information about the Department of Microbiology, see the *Bulletin* of the Graduate School.

Degree With Major in Dentistry

A student may fulfill the requirements for a B.S. degree with a major in Dentistry by completing three years of work in Wake Forest College with a minimum average grade of C, and by satisfactorily completing the first two years of work in one of certain approved dental schools designated by Wake Forest University, with a record entitling him to advancement to the Third Year Class.

For this degree the requirements in Wake Forest College are the same as outlined above for the B.S. degree with a major in Medical Sciences.

Degrees in Engineering

The 3-2 Engineering Program

Wake Forest University now cooperates with North Carolina State University in offering a broad course of study in the arts and sciences combined with specialized training in engineering.

The program, for outstanding students, covers five years of study including three initial years on the campus of Wake Forest University and two full years of technical training in one of the fields of engineering. Depending upon the field chosen, it may be necessary for a student to take an additional summer's work in engineering.

Upon successful completion of the five years of study the student will receive the degree of Bachelor of Science from Wake Forest University and the degree of Bachelor of Science in one of the specialized engineering fields from North Carolina State University.

By obtaining the first degree from Wake Forest University and the second from an engineering college, the graduate will be well suited for positions of higher responsibility where public relations and technical knowledge are combined. This combination plan is recognized by nationally known educators as a wise program in allowing the student a broad background in the liberal arts in addition to the specialized and technical training involved in the engineering degree.

The curriculum for the first three years must include all the basic course requirements for the Bachelor of Science degree, as outlined on pages - of this catalog. A suggested program follows:

Freshman Year

1st semester	*2nd semester*
English 110	Eng. Lit 160*
Physics 117	Chem. 118
Math 111	Math 112
Foreign Language	For. Lang. 211 or 215 or 216
Physical Education 111	Physical Ed. 112 (½ course)

Sophomore Year

Amer. Lit. 170	Humanities 111*
Physics 151	Physics 211
Math 113	Math 251
Philosophy 151**	Religion**
Plus ½ course	

Junior Year

History**	Science Elective
Science Elective	Elective
Math 311	Econ. 152
Econ. 151	
Psychology, Sociology or Politics	
Plus ½ course	

This is a rigorous curriculum, demanding even for students with an aptitude for science and mathematics. The electives are chosen in consultation with the engineering adviser in the Department of Physics.

Degrees in Forestry

Wake Forest University cooperates with Duke University in an academic forestry training program. A student in this pro-

* Foreign Literature is also an option for any one of these.
** Several options are allowed in each of these disciplines.

gram devotes three years to study in the arts and sciences at Wake Forest University. [At least two years (18 courses) must be completed in Wake Forest College. He spends the summer between his junior and senior years and the two following years in the Duke University School of Forestry]. Upon the successful completion of this five-year course of study he receives the degree of Bachelor of Science from Wake Forest University and the degree of Master of Forestry from the Duke School of Forestry.

A student who wishes to qualify for this program must make formal application for admission to the Duke School of Forestry not later than the end of the first semester of his third year in college. To qualify for admission he must have followed a planned course of study as outlined below, must have the official recommendation of Wake Forest University, and must have an over-all quality point ratio of at least 2.5.

Candidates for the degree in forestry must complete the following three-year course before beginning study in the Duke School of Forestry:

The basic course requirements listed on page 100.

The divisional course requirements in Divisions I, III, and IV (see pages 101-102).

The physical education requirement (see page 102).

Biology 111, 112 or 151, 152 (2 courses)
Economics 151, 152 (2 courses)
Chemistry 111, 112 (2 courses)
Mathematics 111, 112 (2 courses)
Physics 111, 112 (2 courses)

2 courses beyond the first year introductory courses in any one of the biological, physical, or social sciences.

Electives (to make a total of 27 courses)

(Suggested electives: Biology, Chemistry, Logic, Mathematics, Speech)

Students in this program will be advised in the Department of Biology.

COURSES IN THE COLLEGE

Course Numbers

The numbers of the semester courses offered by the various departments are explained as follows: courses 1-99 carry no credit; courses 101-199 are primarily for freshmen and sophomores; courses 201-299, primarily for juniors and seniors; courses 301-399, for advanced undergraduate and graduate students; and courses 401-499, for graduate students. The letter S used as a prefix to a course number indicates that the course is offered during the summer session only. (Winter term courses are listed in a separate catalog and have their own numbering system).

Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory or basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance. Accordingly, revised class schedules will be distributed each term, containing the name of each instructor and the time and location of each class.

Credit; Laboratory Courses

All credit is granted in terms of courses, whether full or half courses. A semester course and a winter term course are considered equivalents for credit purposes. In the course listings below, each course listed carries one full course of credit unless it is specifically designated as a half course. A course listing that carries credit of a half course for one semester is designated "½ per sem." A listing that carries credit of a half course for two semesters is designated "½ per 2 sem." The course description of a course that includes laboratory work indicates the number of hours per week normally spent in the laboratory, as "Lab. — 3 hrs."

Prerequisites and Corequisites

The prerequisite for a course is indicated, for example, as P-153, meaning that course 153 in the department under consideration will be required for admission to the desired course.

When a prerequisite is in another department, the name of the department is given. A corequisite is indicated, for example, as C-151.

Interdisciplinary Honors Program

Wake Forest University offers an interdisciplinary honors program for a limited number of highly qualified students. Students interested in admission to the program, which is supervised by the Faculty Committee on Honors, should consult the Coordinator of the Honors Program.

During their first three years in college, participants will usually schedule three interdisciplinary honors seminars (normally including two courses in the Lower Division and one course in the Upper Division). Many students will probably not participate formally in the interdisciplinary program beyond the third year, but will choose instead to concentrate on departmental honors work in their major fields. Students, however, who are not condidates for departmental honors and who have completed four interdisciplinary seminars with a superior record may elect Honors 281 (directed study culminating in an honors paper and an oral examination). Those whose work in this course is superior and who have achieved an over-all quality point ratio of at least 3.0 in all college work will be graduated "with Honors in the Arts and Sciences." Those students, on the other hand, who have chosen to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

The courses described below (except for Honors 281) are designed to supplement the usual general education of the freshman and sophomore years and the more specialized work of the junior year. Honors 281 will normally be scheduled in the first semester of the senior year.

Faculty participants in these courses represent a diversity of academic disciplines.

Honors 131, 132. *Approaches to Human Experience (I).* An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such men as Leonardo da Vinci, St. Augustine, Dante, Newton, Gandhi, Confucius, Dostoyevsky, Mozart, Jefferson, and Bohr. Seminar discussion based on primary

and secondary sources, including musical works and paintings. Written reports and a term paper required.
(Offered in alternate years)

Honors 133, 134. *Approaches to Human Experience (II).* A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Buber, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Tagore, Sophocles, and Bach.
(Offered in alternate years)

One or more of the following courses are offered each year at the discretion of the Honors Committee:

Honors 233. *Darwinism and the Modern World.* A study of the Darwinian theory of evolution and the impact of evolutionary thought on fields such as economics, politics, psychology, literature and the other arts, and philosophy.

Honors 235. *The Ideal Society.* Man's effort to establish or imagine the ideal community, state or society, principles of political and social organization, changing goals and values.

Honors 237. *The Scientific Outlook.* An exploration into the origins and development of the scientific method and into some of its contemporary applications in the natural and social sciences and the humanities.

Honors 238. *Romanticism.* Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late 18th and 19th centuries. Emphasis upon primary materials in such fields as philosophy, history, literature, music and painting.

Honors 239. *Man and the Irrational.* The phenomenon of the irrational, with emphasis on its 20th century manifestations but with attention also to its presence in centuries and cultures other than our own. Such areas as philosophy, religion, literature, and psychology, politics and the arts will be explored.

Honors 242. *The Comic View.* The theory of comedy in ancient and modern times; the expression of the comic spirit in literature, art, music, the theater and the motion picture.

Honors 244. *Man and the Structure of the Universe.* An investigation of various conceptions of the universe and of their implications for man. Study will not necessarily be limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories like the Babylonian, Mayan, and Taoist.

Honors 246. *Man and His Environment.* An interdisciplinary examination of man and his society in relation to his environment.

Honors 281. *Directed Study.* Readings on an interdisciplinary topic approved by the Faculty Committee on Honors; preparation of a major research or interpretative paper based on these readings, under the

direction of a member of the Faculty; and an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. (Not open to candidates for departmental honors.)

Departmental Honors Programs

A number of departments in the College offer specialized honors programs for highly qualified majors, who may be graduated "with Honors" in their major field. Details are given by the departments concerned.

ART

Associate Professor Boyd (Chairman)
Instructors Griffin, Wilkiemeyer
Artist-In-Residence Prohaska

An art major is not offered at the present time, but students interested in this area of study should consult the Chairman of the Department.

Art History

Courses listed below are open to qualified freshmen and sophomores with permission of the instructor.

221. *Art of India.* A survey of Architecture, Painting, and Sculpture from the earliest times to 1200 A.D., with particular attention given to the aesthetic considerations, religious ideas, and ritual needs of Hinduism, Buddhism, and Jainism. Mr. Gokhale

231. *American Art.* A survey of American Painting and Sculpture from 1600 to 1900, with primary emphasis on painting. Mr. Boyd

233. *American Architecture.* A survey of American Architecture from 1600 to 1900, with particular emphasis on the Eighteenth and Early Nineteenth centuries. Mr. Boyd

241. *Ancient Art.* A survey of Painting and Sculpture of the Prehistoric and Ancient periods, with particular emphasis on Egyptian, Greek, and Roman Art. Mrs. Wilkiemeyer

252. *Medieval Art.* A survey of Painting and Sculpture in Europe from 300 A.D. to 1400 A.D. Mrs. Wilkiemeyer

269. *Italian Renaissance Art.* A survey of Italian painting and sculpture from 1400 to 1600.

270. *Northern Renaissance Art.* A survey of painting in the Netherlands, Germany, France, and England from 1400 to 1600. MR. BOYD

272. *Baroque Art.* A survey of European painting and sculpture from 1600 to 1700.

281. *Modern Art to 1900.* A survey of European painting and sculpture from 1700 to 1900, emphasizing the nineteenth century. MRS. GRIFFIN

282. *Modern Art after 1900.* A survey of European and American painting and sculpture from 1900 to the present. P-Art 281. MRS. GRIFFIN

294. *Architecture Survey after 1700.* A survey of European and American architecture from 1700 to the present, emphasizing the twentieth century. MRS. GRIFFIN

ART STUDIO

111, 112. *Introduction to Painting.* A basic course in drawing and painting, in the media of charcoal, pastel, watercolor, acrylic, and oil. 111 is prerequisite for 112. MR. PROHASKA

201, 202. *Advanced Painting.* A course of independent study with faculty guidance. P-111, 112.

213, 214. *Advanced Drawing.* A course of independent study with faculty guidance. P-111, 112. MR. PROHASKA

THE ASIAN STUDIES PROGRAM

B. G. GOKHALE, Director

The Asian Studies Program, established in 1960 with financial assistance from the Mary Reynolds Babcock Foundation, is interdisciplinary in its nature and involves the cooperation and resources of several departments in the humanities and social sciences. Its objectives are to broaden the university's traditional curriculum with the infusion of a systematic knowledge and understanding of the culture of Asia.

A description of each of these courses may be found in the curriculum of the department concerned.

Anthropology 373. *Peoples and Cultures of Southeast Asia.*

Art 221. *Art of India.*

Asian Studies 211, 212. *Asian Thought and Civilization.* Some dominant themes in Asian thought and their influence on Asian civilizations.

Chinese 111, 112. *Elementary Chinese.*

History 341, 342. *History and Civilization of Southeast Asia.*

History 343, 344. *Imperial and Modern China.*

History 345, 346. *History and Civilization of South Asia.*

History 349, 350. *East Asia.*

Hindi 111, 112. *Elementary Hindi.*

Hindi 153. *Intermediate Hindi.*

Hindi 211. *Hindi Literature.*

Politics 234. *Asian Thought and Politics.*

Politics 245. *Government and Politics of South Asia.*

Religion 360. *Hinduism.*

Religion 361. *Buddhism.*

BIOLOGY

Professors Allen, Flory

Associate Professors Amen, Dimmick, Esch, McDonald (Chairman), Olive, Sullivan, Wyatt

Assistant Professors Becker, Dimock, Kuhn, Thomas, Weigl

Adjunct Assistant Professors Gengozian, Gibbons, Richardson

A major in Biology consists of seven semester courses plus one winter term course beyond the Introductory Course and must include Biology 151-152, Biology 391 and 393 or Biology 397, one from Biology 325, 327, 328, 338, and one from Biology 320, 321, 331, 333, 334. A minimum grade average of C on all full courses in Biology attempted is required for graduation. Prospective majors and other qualified students generally begin with Intermediate Biology. Other required semester courses for the major are four full courses in the physical sciences.

Advanced work in many areas of Biology may require additional full courses in mathematics, the physical sciences, and biology. The major advisor will call these to the attention of majors, depending on their individual needs. All 300 level semester courses presume a background equivalent to Introductory and Intermediate Biology, e.g. Biol. 111-112 and Biol. 151-152.

Highly qualified majors are invited by the department to apply for admission to the honors program in Biology. To be graduated with the designation "Honors in Biology," they must meet uniform requirements listed on page 8, complete Biology

391, 393 and pass a comprehensive oral examination. For additional information members of the staff should be consulted.

111-112. *Introductory Biology.* Fundamental ideas of the structure and activity of living systems. Lab — 3 hrs. 111 prerequisite for 112.

151-152. *Intermediate Biology.* Physiological, development, genetic and ecological principles common to a wide range of living systems, with emphasis on molecular and cellular aspects. Prerequisite or corequisite, one year of physical science. Lab — 3 hrs. 151 prerequisite for 152.

S301. *Biological Diversity.* A course for secondary school teachers designed to illustrate selected taxonomic and ecologic principles. Not for majors.

S302. *Biological Unity.* A course for secondary school teachers designed to illustrate important physiologic and genetic principles. Not for majors.

S305. *Teaching of Modern and Advanced Biology.* Cooperative project between the University and Public Schools. Participation limited to experienced teachers of Biology.

312. *Genetics.* A study of the principles of inheritance and their application to plants and animals, including man. Laboratory work in the methods of breeding some genetically important organisms and of compiling and presenting data. Lab — 3 hrs.

314. *Evolution.* Analysis of the theories, evidences, and mechanisms of evolution.

318. *Economic Botany.* A survey of the plant kingdom giving consideration to both the positive and negative importance of plants of all groups to man.

320. *Chordates.* A study of chordate animals with emphasis on comparative anatomy and phylogeny. Dissection of representative forms in the laboratory. Lab — 4 hrs.

321. *Parasitology.* A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life-histories, and host-parasite relationships. Lab — 4 hrs.

325. *Plant Anatomy.* A study of comparative anatomy of the vascular plants with emphasis on phylogeny and anatomical microtechniques. Lab — 4 hrs.

326. *Microorganisms.* A study of the more important groups of microorganisms, with emphasis on bacteria and their activities. Lab — 4 hrs.

327. *Non-vascular Plants.* An examination of representative non-vascular plants, with emphasis on morphology and phylogeny. Lab — 4 hrs.

328. *Vascular Plants.* A comparative survey of the vascular plants with emphasis on structure, reproduction, classification and phylogeny. Lab — 4 hrs.

331. *Invertebrates.* Systematic study of invertebrates with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab — 3 hrs.

333. *Vertebrates.* Systematic study of vertebrates with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab — 4 hrs.

334. *Entomology.* A study of insects with emphasis on structure, development, taxonomy, and phylogeny. Lab — 4 hrs.

338. *Plant Taxonomy.* A study of the classification of seed plants with emphasis on a comparative study of orders and families. Lab — 4 hrs.

340. *Ecology.* Inter-relationships among living systems and their environments. Structure and dynamics of major ecosystem types. Contemporary problems in ecology. Lab — 4 hrs.

341. *Marine Biology.* An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab — 3 hrs.

351. *Physiology.* A study of the physiological activities of all types of organisms. Emphasis on intermediary metabolism and regulatory mechanisms. Lab — 4 hrs.

360. *Development.* A study of development including aspects of vertebrate, invertebrate, and other developmental systems emphasizing the regulation of differentiation. Lab — 4 hrs.

370. *Biochemistry.* A lecture and laboratory course in biochemistry, including principles of biochemistry, chemical composition of living systems, intermediary metabolism, enzyme kinetics, biochemical techniques, and biochemical energetics. Lab — 3 hrs.

391, 393. *Special Problems in Biology.* (½ per sem.) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Permission of the instructor required. Completion of both 391, 393 satisfies seminar requirement for the major.

397. *Seminar in Biology.* Consideration of major biological topics through intensive reading and discussions. Specific topics to be emphasized in any particular term will be listed in the schedule for that term. Satisfies the seminar requirement for a major.

Courses for Graduate Students*

401-408. *Topics in Biology*
411, 412. *Directed Study in Biology*
420. *Genetics (Cytogenetics)*
430. *Invertebrate Zoology*
440. *Physiological Ecology*
450. *Cell Biology*
460. *Developmental Biology*
480. *Biosystematics*

* For course descriptions, see the Graduate *Bulletin*.

BUSINESS AND ACCOUNTANCY

Professors Hylton, Owen
Associate Professor Cook
Assistant Professor Taylor
Instructors Ewing, Lincoln
Lecturer—Wilkins

General requirements for both the B.S. in Business and the B.S. in Accountancy.

For each degree, the student must make the following selections from these required course categories:

(a) *from Natural Sciences and Mathematics:* at least one, preferably two courses must be selected from Mathematics.

(b) *from the Social Sciences:* at least one course must be selected in the Economics Department.

The requirements for additional work in each degree are stated in the following descriptions:

Business

For the major in Business, eight semester courses and one winter term course are required in the Department of Business and Accountancy. Required courses are: Accountancy 111 and 112; Business 211, 221, 231, 261, 268 and 271 or 272.

The degree, B.S. in Business, is offered for the student who anticipates a career in the business world. The curriculum is designed to equip the student with basic tools and knowledge which should enable him to perform adequately in his first position and to advance to more responsible positions in the management hierarchy.

211. *Organization and Management.* The study of the basic management functions, principles, concepts, and practices in the operation of modern business organizations.

212. *Advanced Management.* A study of the techniques of decision making utilizing case analyses, problem-solving, and report writing procedures based on extensive readings. P-211.

221. *Principles of Marketing.* Survey of marketing structures, concepts, and motivation of current marketing environment. Study of managerial decisions necessary in the distribution of industrial and consumer goods.

222. *Advanced Marketing.* A study of the management of marketing activities, the interrelationship of these activities, and their relationship to the other functions of the firm. P-221.

231. *Financial Management.* Analysis of financial decision making at the level of the individual business enterprise. P-Accountancy 111.

232. *Advanced Financial Management.* Management decision-making applied to the financial function, including credit, investment, and related problems. P-231 and Accountancy 112.

241. *Labor Policy.* Theories of wage determination, employment, and income distribution with emphasis on labor units and the collective bargaining process. P-211.

261. *Legal Environment of Business.* Study of the legal environment within which business decisions must be made.

268. *Business Statistics.* A study of statistical analysis designed to implement the decision-making process in business situations. Credit may not be received for this course and Math 157 or Soc. 380.

271. *Seminar in Quantitative Techniques in Business.* Development and understanding of decision tools and models to be applied to the business decision process. P-Math 115.

272. *Behavioral Seminar in Business.* Individual research and study of environmental factors influencing business decisions and operations. P-211 and 221.

281. *Reading and Research.* An advanced course devoted to individual reading and research in the field of Business. P-Permission of Instructor.

Accountancy

The major in Accountancy requires ten semester courses and one winter term course in Accountancy and Business. Required courses are: Accountancy 111, 112, 151, 152, 252, 261, 271, and 273; Business 231, 261, 268 and the winter term income tax course.

The B.S. in Accountancy is offered to those students who expect to pursue a career in the accounting profession. The curriculum is designed to equip the student for staff and managerial positions in public accounting, industrial accounting, and similar positions in non-profit institutions. One who completes the B.S. in Accountancy is qualified to sit for the CPA examination in North Carolina.

111. *Basic Financial Accounting.* The accounting equation and accounting cycle. Preparation and interpretation of financial statements.

112. *Basic Managerial Accounting.* Cost-profit-volume analysis, cost accounting concepts and capital budgeting. P-111.

151. *Intermediate Accounting.* A detailed analysis of theory and related problems for typical accounts on published financial statements. P-112.

152. *Intermediate Accounting.* Continuation of Accounting 151. P-151.

252. *Budgeting and Control.* Preparation and use of budget for control purposes, including extensive study of standard costs. P-112.

253. *Accounting Information Systems.* A study of functions performed by an adequate information system, and methods and procedures necessary to supply useful data. P-252.

254. *Accounting in the Not-for-Profit Sector.* An examination of accounting theory and practice in governmental and eleemosynary organizations, including an examination of national income accounting. P-151.

261. *Advanced Accounting Problems.* A study of the more complex problems found in business operations-business combinations, reorganizations, and dissolution. P-151.

271. *Income Tax Accounting.* Accounting for purposes of complying with the Internal Revenue Code. Preparation of personal and business tax returns. P-151 and winter tax course.

273. *Auditing.* Designed to familiarize the student with the CPA profession, with particular emphasis on the attest function. P-152 and 252.

275. *CPA Review.* An intensive study of CPA-type problems found on the Accounting Practice and Accounting Theory sections of the CPA exam. P-252 and 261.

278. *Reading and Research.* Directed study in specialized areas of accountancy. P-Permission of Instructor.

CHEMISTRY

PROFESSORS NOWELL, P. J. HAMRICK, MILLER
ASSOCIATE PROFESSORS BAIRD, BLALOCK, GROSS
ASSISTANT PROFESSORS HEGSTROM, NOFTLE

The B.A. Degree in Chemistry must include Chemistry 111-112 or 118, 221-222, 341-342, 361, one winter term course; Mathematics through 111; and Physics 111-112 or its equivalent.

The B.S. Degree in Chemistry must include Chemistry 111-112 or 118, 221-222, 334, 341-342, 361, 371, 391 or W99, one winter course; Mathematics through 112; and Physics 111-112 or its equivalent.

An average of C in the first two years of chemistry is required of students who elect to major in this department. Admission to any class is contingent upon satisfactory grades in prerequi-

site courses, and registration for advanced courses must be approved by the department.

The department is on the list of departments certified by the American Chemical Society.

Qualified majors are considered for Honors in Chemistry. To be graduated with the designation "Honors in Chemistry," a student must meet minimum requirements listed on page 8, and must complete satisfactorily Chemistry 391-392 or an independent study project approved by the department and an examination covering primarily the independent study project carried out. For additional information members of the staff should be consulted.

Prospective majors are urged to take the Physics 117—Chemistry 118 sequence in the freshman year. For B.S. majors the following schedule of chemistry and closely related courses is strongly recommended:

Freshman Year	*Sophomore Year*
Physics 117 — Chemistry 118	Chemistry 221-222
Mathematics 111-112	Mathematics 121-251
Junior Year	*Senior Year*
Chemistry 341-342	Chemistry 361
Chemistry 334	Chemistry 371
Physics 161-162	Chemistry, Mathematics or Physics Electives

111, 112. *College Chemistry.* Fundamental chemical principles. Laboratory covers basic quantitative analysis. Lab — 3 hrs.

118. *Principles of Chemistry.* Fundamental chemical principles with emphasis on structural concepts. Laboratory work in basic quantitative analysis. A student receiving credit in either Chemistry 111 or Chemistry 112 may not have credit for this course. Lab — 4 hrs. P-Physics 117.

221, 222. *Organic Chemistry.* Principles and reactions of organic chemistry. Lab — 3 hrs. P-112 or 118.

S301, S302. *Principles of Chemistry.* Further study of fundamental chemical principles. For public school teachers. Lab — 3 hrs. P-112.

S305. *Introductory Organic Chemistry.* Introduction to principles and reactions of organic chemistry. For public school teachers. Lab — 3 hrs. P-112.

323. *Organic Analysis.* The systematic identification of organic compounds. Lab — 4 hrs. P-222.

324. *Chemical Synthesis.* (½ or 1). A library, conference and laboratory course. Lab — 4 or 8 hrs. P-222.

334. *Chemical Analysis.* Theoretical and practical applications of modern methods of chemical analysis. Lab — 4 hrs. C-341.

341, 342. *Physical Chemistry.* Fundamentals of physical chemistry. Lab — 4 hrs. P-112 or 118; Math 111; C-Physics 111-112 or 117.

361. *Inorganic Chemistry.* Principles and reactions of inorganic chemistry. Lab — 4 hrs. C-341.

363-364. *Inorganic-Organic Laboratory.* (½ per 2 sems.) A two-semester unified laboratory built upon the various techniques of synthesis, separation and identification. Lab — 4 hrs. C-221, 222, 361.

371. *Introductory Quantum Chemistry.* Application of quantum theory to topics in chemistry.

373. *Chemical Instrumentation.* (½). A laboratory course in chemical instrumentation. Lab — 6 hrs. P-112 or 118.

381, 382. *Chemistry Seminar.* Discussions of contemporary research. Attendance required of all graduate students and all chemistry majors. No credit.

391, 392. *Independent Study.* (½ per sem.) Library, conference and independent study. Lab — 6 hrs.

Courses for Graduate Students*

421, 422. *Advanced Organic Chemistry.*
441. *Molecular Structure.*
445. *Thermodynamics.*
446. *Chemical Kinetics.*
447. *Chemical Bonding.*
462. *Advanced Inorganic Chemistry.*
471. *Quantum Chemistry.*
475. *Statistical Mechanics.*
491, 492. *Thesis Research.*
529. *Tutorial in Organic Chemistry.*
549. *Tutorial in Physical Chemistry.*
569. *Tutorial in Inorganic Chemistry.*
579. *Tutorial in Theoretical Chemistry.*
591, 592. *Dissertation Research.*

* For course descriptions, see the Graduate *Bulletin*.

CLASSICAL LANGUAGES AND LITERATURE

Professor C. V. Harris
Assistant Professors Andronica, Ulery
Instructors Heatley, F. Sanders

The Department of Classical Languages offers two majors: a major in Greek and a major in Latin.

A major in Greek requires eight semester courses and a winter term course in the department beyond the elementary courses (111, 112). Seven of these semester courses must be in the Greek language.

For those who began Latin at Wake Forest with the course 111 or 113, a major requires eight semester courses and a winter term course in the department beyond the elementary courses (111, 112, 113). Seven of these semester courses must be in the Latin language.

For those who begin with Latin 153 at Wake Forest a major requires eight semester courses and a winter term course in the department. Seven of these semester courss must be in the Latin language.

For those who begin with Latin 211 at Wake Forest a major requires seven semester courses and a winter term course in the department. Six of these semester courses must be in the Latin language.

Teacher certification. The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin or Greek. To be graduated with the designation "Honors in Latin," or "Honors in Greek," they must meet minimum requirements listed on page 8, and must complete an honors research project and pass an oral comprehensive examination. At least two of the semester courses counted toward the major must be seminar courses. For additional information members of the staff should be consulted.

I
Greek Language and Literature

111, 112. *Elementary Greek.* Greek grammar; selections from Greek prose writers and poets.

153. *Intermediate Greek.* Grammar and Xenophon's *Anabasis.* Thorough drill in syntax.

211. *Plato.* Selections from the dialogues of Plato.

212. *Homer.* Selections from the *Iliad* and *Odyssey.*

221, 222. *Selected Readings.* Intensive reading courses designed to meet individual needs and interests.

231. *The Greek New Testament.* Selections from the Greek New Testament.

241. *Greek Tragedy.* Euripides: *Medea.* This course will include a study of the origin and history of Greek tragedy, with collateral reading of selected tragedies in translation. *Seminar.*

242. *Greek Comedy.* Aristophanes: *Clouds.* This course will include a study of the origin and history of Greek comedy, with collateral reading of selected comedies in translation. *Seminar.*

291-292. *Honors in Greek.* (½ per sem.) Directed research for honors paper.

II
Latin Language and Literature

111, 112. *Elementary Latin.* Introduction to Latin grammar.

113. *Elementary Latin.* Introduction to Latin grammar. Not open to students who have had Latin 111 or 112.

153. *Intermediate Latin.* Grammar review and selected readings.

211. *Vergil.* Intensive readings from the *Aeneid,* with emphasis on literary values.

212. *Roman Historians.* A reading of the works of Sallust and Livy, with attention to historical milieu and the norms of ancient historiography. Fall semester.

216. *Roman Lyric Poetry.* An interpretation and evaluation of lyric poetry through readings from a wide variety of the poems of Catullus and Horace. Spring semester.

221. *Tacitus.* A reading and critical analysis of the works of Tacitus.

225. *Roman Epistolography.* Selected readings from the correspondence of Cicero and Pliny the Younger and the literary epistles of Horace and Ovid.

226. *Roman Comedy.* Reading of selected comedies of Plautus and Terence with a study of literary values and dramatic techniques.

241. *Satire.* Selected readings from Lucilius, Horace and Juvenal. Attention will be given to the origin and development of the genre. *Seminar.*

242. *Satire.* Readings from Petronius and the *Ludus de Morte Claudii. Seminar.*

243. *Latin Readings.* A course designed to meet individual needs and interests.

250. *Prose Composition.*

261. *Lucretius.* Readings from the *De Rerum Natura,* with attention to literary values and philosophical import.

262. *Cicero.* Readings from Cicero's philosophical essays, together with a survey of Greek philosophical antecedents.

265. *The Elegiac Poets.* Readings of Tibullus, Propertius, and Ovid, along with the study of the elegiac tradition. *Seminar.*

291-92. *Honors in Latin.* (½ per sem.) Directed research for honors paper.

III
Classics

253. *Greek Epic Poetry in Translation.* Oral epic poetry with primary emphasis on the *Iliad* and the *Odyssey* of Homer and the later development of the genre. Offered Fall 1972 and alternate years thereafter.

254. *Roman Epic Poetry in Translation.* A study of the Latin treatment and development of the literary form, with emphasis on Lucretius, Vergil, Ovid, and Lucan. Offered spring 1973 and alternate years thereafter.

263. *Tragic Drama in Translation.* A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides. Offered fall 1971 and alternate years thereafter.

264. *Greek and Roman Comedy in Translation.* Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. Offered spring 1972 and alternate years thereafter.

265. *A Survey of Greek Literature in Translation.* A study of selections from Greek literature in English translation. A knowledge of the Greek language is not required.

270. *Greek Civilization.* Lectures and collateral reading upon those phases of Greek civilization which have particular significance for the modern world. A knowledge of the Greek language is not required.

271. *Roman Civilization.* This course consists of lectures and collateral reading upon the general subject of Rome's contributions to the modern world. A knowledge of the Latin language is not required.

272. *A Survey of Latin Literature in Translation.* A study of selections from Latin literature in English translation. A knowledge of the Latin language is not required.

ECONOMICS

Associate Professors Wagstaff, Cage
Assistant Professors Moorhouse**, Frey
Instructor Bidwell

The objectives of the economics program at Wake Forest University are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum that will prepare students for graduate study or positions in industry and government.

The major in Economics requires 8 semester courses and one winter term course in the field of Economics, including Economics 151, 152, 201, and 202.* The remaining courses for a major in Economics and courses in related fields are selected by the students and the Economics adviser.

Highly qualified majors are invited by the department to apply for admission to the honors program in Economics. To be graduated with the designation "Honors in Economics," they must meet minimum requirements listed on page 8, and must complete a satisfactory economics research project, pass a comprehensive oral examination on the project, and complete Economics 281 or 287 and Economics 288. For additional information members of the staff should be consulted.

111. *Introduction to Economic Analysis.* A one semester survey of the discipline. Elementary supply and demand analysis is considered in addition to more general topics involving the formation of national economic policy. Credit not granted for this course and Economics 151 or 152.

151. *Principles of Economics.* A study of individual economic units in a market economy with some attention given to monopoly, labor unions, and poverty.

152. *Principles of Economics.* Attention is focused on the functioning of the economy as a whole with particular reference to unemployment, inflation, economic growth and policy. P-151.

201. *Microeconomic Theory.* Develops the theory of consumer behavior and the theory of the firm with emphasis on price and output determination under various market conditions. P-151, 152.

* Economics 111 will satisfy the requirement for Economics 151 and 152 by permission of the department.

** Absent on leave, Spring 1973.

202. *Macroeconomic Theory.* A study of Keynesian and post-Keynesian theories about the determination of the level of national income, employment and economic growth. P-151, 152.

203. *Introduction to Econometrics.* Economic analysis through quantitative methods, with emphasis on model construction and empirical research.

221. *Public Finance.* An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt management. P-151, 152.

222. *Monetary Theory and Policy.* A rigorous development of the theory of supply and demand for money plus the inter-relationship among prices, interest rates, and aggregate output. P-151, 152.

242. *Labor Economics.* Economic analysis of wages and hours, employment, wage and job discrimination, investment in education, and unions. P-151, 152.

244. *Industrial Organization.* An analysis of market structure with particular reference to organization practices, price formation, efficiency, and public regulation. P-151, 152.

251. *International Economics.* A study of international trade theory, balance of payments, foreign exchange, trade restrictions and commercial policies. P-151, 152.

252. *Economic Growth and Development.* A study of the problems of economic growth with particular attention to the less developed countries of the world. P-151, 152.

255. *Comparative Economic Systems.* An objective examination of the theory and practices of various economic systems, including capitalism, socialism, and communism. P-151, 152.

256. *Urban Economics.* Application of economic theory to suburbanization, land values, urban decay, zoning, location decisions of firms and households, and metropolitan fiscal problems. P-151, 152.

261. *American Economic Development.* The application of economic theory to historical problems and issues in the American economy. P-151, 152.

262. *History of Economic Thought.* A historical survey of the main developments in economic thought from the biblical period to the twentieth century. P-151, 152.

281. *Contemporary Economic Problems.* An economic analysis of current issues, with emphasis placed upon contributions of economic theory to policy formation. P-Permission of the Instructor.

287. *Senior Readings.* A student-faculty seminar in which selected publications are analyzed and discussed. P-Permission of the Instructor. Graded Pass-Fail.

288. *Economic Research.* Independent study and research supervised by a member of the economics staff. P-201, 202.

EDUCATION

Professors Parker, Preseren

Associate Professors Elmore, Hall, Reeves, Syme*

Assistant Professor Hood

Instructor Archer

Ordinarily, teacher education students major in the academic areas in which they plan to teach. Only students planning to be certificated in the broad areas of Intermediate Education, Science or Social Studies are permitted to major in Education. A major in Education requires completion of the approved program in Education and the courses listed as academic requirements for the Intermediate, Science or Social Studies Certificate.

Institutional Policy. The University recognizes that the educational profession is important to society and that the welfare of mankind is largely determined by the quality of educational leadership. One of the major objectives of Wake Forest University has been and continues to be the preparation of teachers and other professional school personnel. This commitment was reemphasized by vote of the faculty on November 18, 1963.

Wake Forest is committed to a high quality teacher education program, as evinced by selective admission to the program; a wide range of approved courses of professional instruction; and a closely supervised practicum suitable to the professional needs of the students.

In addition to the professional program, the Department of Education provides elective courses open to all students, including those not in teacher education programs. Such courses supplement the work of other departments and provide generally for the liberal education of all students.

Teacher Certification. The North Carolina State Department of Public Instruction issues the Professional Class A teacher's certificate to graduates of the University who have completed an Approved Program, including the specified courses in their teaching field(s) and the prescribed courses in Education, and who receive recommendations from the designated official(s)

* Absent on leave. 1972-73.

of their teaching area(s) and from the Chairman of the Department of Education.

Special students not completing an Approved Program are required to secure an analysis of their deficiencies for the Class A certificate from the Department of Education which will also plan a program to remove these deficiencies.

Certification requirements for other states should be secured from the Department of Education which will assist in planning a program to meet certification requirements of those states.

Admission Requirements. Admission to the teacher education program occurs normally during the sophomore year. Admission involves filing an official application with the Department of Education, being screened by a faculty committee, and being officially approved by the Department of Education.

Course Requirements. The Approved Program of Teacher Education requires candidates to complete successfully a series of professional education courses. Psychology 151 and Speech 151 are recommended electives. The exact sequence of professional and academic courses varies with a student's particular program and is determined in conference between the candidate, his advisor, and/or a member of the Education faculty. In most cases, the majority of the work in the teacher education program is taken simultaneously during one semester of the senior year, according to the availability of programs. Candidates for the Intermediate Certificate, however, will begin course work required for certification as early as the Sophomore year.

While enrolled in the block semester, the student will not be allowed to take courses concurrently that would interfere with being in an assigned student teaching situation for the regular public school day (generally 8:00 a.m. to 3:45 p.m.) nor allowed to take more than one course occurring outside the regular school day.

Student Teaching. Prerequisites for registering for Student Teaching include:

1. Senior or graduate standing or classification as a graduate-level special student.

2. A grade average of at least C on all courses taken at Wake Forest.

3. A grade average of at least C on all courses taken in the area of certification or, in case of two or more fields of certification, in each of the areas.

4. Approval for admission to the Teacher Education Program.

5. Approval by a Student Teaching Screening Committee.

Students are assigned to Student Teaching opportunities by public school officials on the basis of available positions and professional needs of the student and of the public school system. The University does not assume the responsibility for transportation to the schools during Student Teaching.

Academic Requirements

English—8 semester courses, including: one course numbered 160-175; 323; 390; and at least four additional semester courses numbered 300-399. One winter term course in English.

French—8 semester courses and 1 winter term, including French 151, 152, 215, 221, 222, 224, or their equivalents; at least 2 courses in literature beyond 215.

German—8 semester courses, including German 153, 211, 212; 2 courses chosen from German 217, 218, 219, 220; at least 3 courses in literature beyond 212.

Latin—Based on 2 high school units, 9 courses in the Department of Classics, 7 of which must be in the Latin language.

Spanish—8 semester courses and 1 winter term, including Spanish 151, 152, 215, 221, 223, or their equivalents; 2 courses chosen from 224, 225, 226, and at least 1 course in literature beyond 215.

Intermediate Education—15 semester courses, including appropriate Basic Course and Divisional Course requirements: 3 courses in English, 3 in Social Studies (with study in at least two areas other than History), 2 in Science, 2 in Mathematics, 1 in Art, 1 in Music, 1 in Humanities, and 2 in Physical Education. In addition, an academic concentration in one of the teaching areas of the intermediate grades must be completed.

Mathematics—9 semester courses and 1 winter term course, including Mathematics 111, 112, 121, 221, 231, 332, and at least 2 other 300-level courses.

Music—16 courses plus 1 winter term, including 5 courses in applied music (including a keyboard proficiency equivalent to Piano 124a). For further information consult the Music Department section of this catalog or the chairman of the Music Department.

Physical Education and Health—9 courses, including 220, 221, 222, 224, 252, 353, 357, 360, and 363, and Biology 111 and 112.

Science—11½ to 13 semester courses, consisting of 2 semester courses each in Biology, Chemistry, Physics and Mathematics, plus additional courses in Biology (4 courses), or Chemistry (5 courses), or Physics (3½ courses).

Biology—6 semester courses.

Chemistry—7½ semester courses including the first year of Chemistry.

Physics—5½ semester courses.

Social Studies—12 courses, including 6 courses in History with at least 2 courses in U. S. History and 2 courses in World (European) History;

5 courses from Politics, Sociology, Anthropology, or Economics with no more than 2 courses in any one area; and a course in Geography.

Economics—6 courses.

Government—6 courses.

History—6 courses with at least 2 courses in U. S. History and 2 courses in World (European) History.

Sociology—6 courses.

Speech—10 courses, including 121, 151, 161, 231, 252, and 261.

Required Courses

These courses are required for a secondary or special subject certificate.

201. *Foundations of Education.* Philosophical, historical, and sociological foundations of education including analysis of contemporary issues and problems.

211. *Educational Psychology.* General principles of adolescent development. The nature, theories, processes, and conditions of effective teaching-learning. Appraising and directing learning. Internship. P-201.

251. *Student Teaching.* Observation and experience in school-related activities. Supervised student teaching. Graded "Pass-Fail". For requirements and prerequisites see pages 132-133. P-201.

291. *Methods and Materials.* Methods, materials, and techniques used in teaching the various subjects. P-201.

Teaching of English, each term.

Teaching of Foreign Language, fall term.

Teaching of Health and Physical Education, spring term.

Teaching of Mathematics, spring term.

Teaching of Music, spring term.

Teaching of Science, fall term.

Teaching of Social Studies, each term.

Teaching of Speech, spring term.

331. *The School and Teaching.* Organization of the school system. Bases of education. The curriculum. Major problems of education and teaching. The role of the teacher. Psychological aspects of teaching. P-201.

These courses are required for an Intermediate teacher's certificate:

201. *Foundations of Education.*

211. *Educational Psychology.*

221. *Children's Literature and Reading.* A survey of the types of literature appropriate for the intermediate grades and an investigation of the basic problems in reading.

222. *The Arts in the Intermediate Grades.* The developement of skills in music, fine arts, and basic physical activities appropriate to the intermediate grades.

223. *Health and Physical Education for the Intermediate Grades.* The development of physical education skills appropriate for the intermediate grade teacher and an understanding of the personal and community health needs appropriate for this grade level.

251. *Student Teaching.*

295. *Methods and Materials for Teaching Language Arts and Social Studies.* A survey of the basic materials, methods, and techniques of teaching the language arts and social studies in the intermediate grades.

296. *Methods and Materials for Teaching Science and Mathematics.* A survey of the basic materials, methods, and techniques of teaching science and mathematics in the intermediate grades.

313. *Human Growth and Development.* Theories of childhood and adolescent development and their educational implications physically, intellectually, emotionally, socially, and morally.

Elective Courses

271. *Introduction to Geography.* A study of the physical environment and its relationship to man, including an examination of climate, vegetation, soils, water resources and land forms found in various regions throughout the world.

301. *Audiovisual Education.* Introduction to the field of audiovisual education, development and application of skills in the use of instructional materials, equipment, and programs.

302. *Production of Instructional Materials.* Methods of producing instructional materials and other technological techniques. P-301.

303. *History of European Education.* A study of educational theory and practice from classical Greece through modern Europe, stressing the writers who have contributed to western educational thought.

304. *History of American Education.* A study of education in the United States from Colonial days to the present, with special focus on the social forces which have influenced American educational thought.

321. *Educational Tests and Measurement.* Principles and concepts of evaluation and measurement; validity and reliability of tests; interpretation and selection of standardized group tests.

323. *Educational Statistics.* Descriptive, inferential, and nonparametric statistical procedures involved in educational research. Not open to students who have taken Psychology 211 and 212. P-instructor.

341. *Principles of Counseling and Guidance.* Counseling history, philosophy, theory, procedure, and process. Therapeutic and developmental counseling approaches in guidance and personnel work in educational, social, business, and community service agencies.

Courses for Graduate Students*

405. *Sociology of Education.*
407. *Philosophy of Education.*
413. *Psychology of Learning.*
421. *Educational Research.*
431. *Foundation of Curriculum Development.*
433. *Supervision of Instruction.*
435. *Organization and Administration of Education.*
441. *Theories and Models of Counseling.*
442. *Group Procedures in Counseling.*
443. *Vocational Psychology.*
444. *Individual Assessment.*
445. *Counseling Laboratory and Internship.*
451, 452. *Administrative Internship.*
461. *Student Personnel Work and Higher Education.*
462. *Dimensions of College Student Development.*
463. *Seminar in Counseling and Student Personnel Work.*
483. *Readings and Research in Education.*
491, 492. *Thesis Research.*

* For course descriptions, see the Graduate *Bulletin*.

ENGLISH

Professors Brown, Carter, Gossett, Phillips (Chairman), Wilson

Associate Professors Fosso, Kenion, L. Potter, Shorter*

Assistant Professors Lovett, Milner, Raynor

Visiting Assistant Professor J. Potter

Instructors Bonnette, Dervin, Green, Johnson, McCaskey, Meyer, Moss

Lecturers Shaw, Speer

The prerequisite for admission to all advanced courses in English is any one of the courses in English and American literature numbered 160-175. 100-level courses are offered each semester.

The major in English requires a minimum of eight semester courses, at least six of which must be numbered 300-399, and one winter term in the junior or senior year. Of the advanced courses, one must be Shakespeare and an additional one must be in English literature before 1750 (courses numbered 300-339); two must be in English literature after 1750 (courses numbered 340-369); and one must be in American literature (courses numbered 370-385). The advanced courses must also include one from three of the following four groups: I. (courses 315, 325, 350, 354, 362, 367, 376); II. (courses 335, 353, 357, 365, 380); III. (courses 310, 330, 343, 360, 372, 374, 382); IV. (courses 320, 332, 364, 369, 378). Every course numbered 300-385 satisfies two required categories. Course 386 may be substituted in satisfaction of appropriate requirements. One course must be a seminar: each semester the department will designate which courses will be offered as seminars.

Highly qualified majors are invited by the Department to apply for admission to the honors program in English. To be graduated with the designation "Honors in English," they must meet minimum requirements listed on page 8, and complete satisfactorily the requirements for English majors, and in addition complete the requirements for English 388. For additional information members of the staff should be consulted.

* Absent on leave, Spring 1973.

11. *Composition Review.** Essentials of standard usage and the basic principles of composition; frequent exercises. No credit. STAFF

110. *English Composition.*† Training in expository writing, frequent essays based upon readings in literature. STAFF

160. *Survey of Major British Writers.* Eight to ten writers representing different periods and genres; primarily lecture. STAFF

165. *Studies in Major British Writers.* Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. STAFF

170. *Survey of Major American Writers.* Nine to eleven writers representing different periods and genres; primarily lecture. STAFF

175. *Studies in Major American Writers.* Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. STAFF

Journalism and Writing

270. *Introduction to Journalism.* Survey of the fundamental principles of news-gathering and news-writing; study of news and news values, with some attention to representative newspapers. MR. SHAW

272. *Editing.* A laboratory course in copy-editing, headline-writing, typography, and make-up; includes both newspaper and magazine editing. P-270. MR. SHAW

276. *Advanced Journalism.* Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P-270. MR. SHAW

278. *History of Journalism.* A study of the development of American journalism and its English origin; detailed investigations of representative world papers. MR. SHAW

284. *The Essay.* Primarily for those interested in writing for publication, with concentration on writing various types of essays. Admission by consent of the instructor. MR. SHAW

285. Poetry Workshop. (½ per semester). A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. *The Short Story.* A study of the fundamental principles of short

* Proficiency in the use of the English language is recognized by the Faculty as a requirement in all departments. A composition condition, indicated by *cc* under the grade for any course may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. Also the composition of all rising juniors, both Wake Forest students and transfers, is examined for proficiency. The writing of Wake Forest students is checked during their last course in sophomore English; that of transfers is checked during the orientation period each fall. For removal of a composition condition the student is required to take English 11 during the first semester for which he registers following the assignment of the *cc*. Since English 11 is not taught in the summer terms, a summer school student needing to remove a composition condition may repeat English 110 without credit. Removal of the deficiency is prerequisite to graduation.

† Prerequisite for all other courses in English unless the composition requirement is waived.

fiction writing; constant practice in writing, extensive study of short story form. Admission by consent of the instructor. MR. SHAW

ADVANCED COURSES IN LITERATURE AND LANGUAGE*

310. *Introduction to Medieval Literature.* Important works, exclusive of Chaucer. Consideration of literary genres, themes, religious and philosophical background. (A) MR. SHORTER

315. *Chaucer.* Emphasis on *The Canterbury Tales* and *Troilus and Criseyde,* with some attention to long minor poems. Consideration of literary, social, religious and philosophical background. MR. SHORTER

320. *English Drama to 1642.* English drama from its beginning to 1642, excluding Shakespeare. Representative Cycle plays, Moralities, Elizabethan and Jacobean tragedies, comedies, and tragi-comedies. (A) MR. BONNETTE

323. *Shakespeare.* Twelve representative plays illustrating Shakespeare's development as a poet and dramatist. MR. FOSSO

325. *Renaissance and Seventeenth Century.* Selected prose and poetry, 1500-1660, exclusive of Milton. Emphasis on Spenser and Donne, cultural backgrounds and stylistic transformations. (A) MR. FOSSO

330. *English Literature 1660-1745.* Representative works studied against the social and intellectual background. Emphasis upon Dryden, Addison, Steele, Swift, Defoe, Pope and the comic dramatists of the Restoration. MR. KENION

332. *Satire.* The nature of the satiric form and the satiric spirit as revealed through reading and critical analysis of significant examples, mostly English and American. (A) MR. KENION

335. *Eighteenth Century Fiction.* Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. MR. LOVETT

343. *English Literature, 1745-1800.* Emphasis upon the personalities and writings of Johnson, Boswell, Goldsmith and Burns. Consideration of the classical heritage and of trends from classic to romantic. MR. BROWN

350. *Romantic Poets.* A review of the beginnings of romanticism in English literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period. MR. WILSON

353. *The Nineteenth Century English Novel.* Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontes, and others. Lectures and discussion. MR. CARTER

354. *Major Victorian Poets.* Representative poems by Tennyson, Browning, and Arnold. Lectures, discussion, and papers. STAFF

360. *Literature and Culture in the Nineteenth Century.* The influence of social change, religious controversy and scientific theory upon prose, fiction and poetry. (A) MR. CARTER

* Courses marked (A) are normally offered in alternate years.

362. *Blake, Yeats, and Thomas.* Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory. (A) MR. WILSON

364. *Literary Criticism.* Review of the beginnings of literary criticism, followed by a study of the principal twentieth century critical approaches to literature. (A) MR. POTTER

365. *Twentieth Century English Novelists.* A study of Conrad, Lawrence, Joyce, Forster, Woolf and later English novelists with attention to the social and intellectual background. MR. POTTER

367. *Twentieth Century Poetry.* Selected American and British poets from 1900 to 1965. MISS PHILLIPS

369. *Modern Drama.* Modern drama from its late nineteenth century naturalist beginnings to the contemporary existentialist-absurdist theater. MR. BONNETTE

372. *The American Renaissance.* Writers of the mid-nineteenth century including Emerson, Thoreau, Hawthorne and Melville. MR. MEYER

374. *Intellectual and Social Movements in American Literature to 1865.* Selected topics such as Puritanism, the Enlightenment, Transcendentalism, and romanticism to be focused on the mid-nineteenth century. (A) MR. MEYER

376. *American Poetry from 1855 to 1900.* The poetry of Whitman, Melville, Dickinson and Stephen Crane. (A) MISS PHILLIPS

378. *Literature of the South.* The aesthetic, philosophical, and sociological dimensions of the best literature of the South, from the colonial to the contemporary period. Writers to include the regional humorists, Faulkner, Ransom and Williams. MR. MILNER

380. *American Fiction from 1865 to 1915.* To include such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather. (A) MR. GOSSETT

382. Modern American Fiction, 1915 to the Present. To include such writers as Lewis, Hemingway, Fitzgerald, Faulkner, Steinbeck, Wolfe, Wright, Katherine Anne Porter, Mailer, Bellow, Malamud, Flannery O'Connor, Baldwin, and Styron. MR. GOSSETT

386. *Directed Reading.* A tutorial in an area of study not otherwise provided by the English department; granted upon departmental approval of petition presented by a qualified student. STAFF

388. *Honors Course in English.* A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English." MR. POTTER

390. *The Structure of English.* An introduction to the principles and techniques of structural linguistics applied to contemporary American English. MISS MCCASKEY

Courses for Graduate Students*

(Note: Not every course listed in this section will be given every year, but at least four will be offered each regular academic year, and normally two will be offered in the summer session.)

415. *Studies in Chaucer.* Mr. Shorter
419. *English Drama, 1580-1642.*
421. *Studies in Spenser.* Mr. Fosso
425. *Studies in Seventeenth Century English Literature.* Mr. Fosso
435. *The Major Augustans.* Mr. Kenion
437. *Studies in Later Eighteenth Century Poetry.* Mr. Brown
443. *The Nineteenth Century English Novel.* Mr. Carter
445. *English Poetry of the Nineteenth and Twentieth Centuries.* Mr. Wilson
455. *Studies in American Fiction.* Mr. Gossett
457. *American Poetry.* Miss Phillips
491, 492. *Thesis Research.* Staff

FINE ARTS

(See Interdepartmental courses on page 147.)

GERMAN

Professors Fraser, O'Flaherty
Associate Professor Sanders
Assistant Professors Sellner, West
Instructor Place

A major in German requires eight semester courses and one winter term course beyond German 111-112, and should include 281 and 285.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," they must meet minimum requirements listed on page 8, and complete

* For course descriptions, see the Graduate *Bulletin*.

a senior research project and pass a comprehensive examination. They are then graduated with the designation of "Honors in German." For additional information members of the staff should be consulted.

Attention is called to the exchange program which Wake Forest University maintains with the Free University of Berlin (see page 35).

111, 112. *Elementary German.* This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab — 1 hr.

152. *Intermediate German.* The principles of grammar are reviewed; reading of selected prose and poetry. *Open only to students who have completed three years of high school German.* Lab — 1 hr.

153. *Intermediate German.* The principles of grammar are reviewed; reading of selected prose and poetry. Lab — 1 hr. P-111, 112.

211, 212. *Introduction to German Literature.* The object of this course is to acquaint the student with masterpieces of German literature. Parallel reading and reports. P-152 or 153.

217. *Conversation and Phonetics.* A course in spoken German emphasizing facility of expression. Considerable attention is devoted to phonetics. P-152 or 153 or equivalent.

218. *Composition and Grammar Review.* A review of the fundamentals of German grammar, with intensive practice in translation and composition. P-152 or 153 or equivalent.

219. *Advanced Composition.* A study of advanced grammar and composition. English texts will be translated into German in addition to free composition in German. P-218 or equivalent.

220. *German Civilization.* A survey of contemporary German culture, including a study of its historical development in broad outline. The course is conducted in German. P-217 or consent of instructor.

249. *Old High German and Middle High German Literature.* The study of major writers and works from these two areas emphasizes major writings of the chivalric period. P-211, 212 or equivalent.

250. *Renaissance, Reformation and Baroque German Literature.* A study of major writers and works from the post-chivalric period to approximately 1700. P-211, 212 or equivalent.

253. *Eighteenth Century German Literature.* A study of major writers and works of the Enlightenment and *Sturm und Drang.* P-211, 212 or equivalent.

263. *German Literature of the Nineteenth Century (I).* Poetry, prose, dramas and critical works from approximately 1795 to 1848. P-211, 212 or equivalent.

264. *German Literature of the Nineteenth Century (II).* Readings from the beginnings of Poetic Realism to the advent of Naturalism. P-211, 212 or equivalent.

270. *Directed Readings in German Literature.* Studies in literature not ordinarily read in other courses. Open only to majors with at least four courses of German beyond 212. Participation with consent of Chairman.

281. *Seminar: Twentieth Century Prose.* Intensive study of certain works by Thomas Mann, Hesse, and Kafka, plus considerable outside reading. P-211, 212 or equivalent.

285. *Seminar: Goethe. Faust* Part I will be studied in class. Parallel readings in other works by Goethe will be assigned. P-211, 212 or equivalent.

288. *Honors Course in German.* A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

HISTORY

Professors Covey, Gokhale, Perry, Smiley, Stroupe, Tillett*, Yearns

Associate Professors Barnett (Chairman), Berthrong, Hendricks, McDowell, Mullen, Zuber

Assistant Professors Barefield, Hadley, J. H. Smith

Instructors Platte, Sinclair, Van Meter

The Bachelor of Arts degree is awarded to students who complete the requirements for the bachelor's degree as stated elsewhere in this catalog and take their majors in History. The History major consists of eight semester courses and one winter term. It must include History 211, two courses in U. S. history, two courses in European history and one course in non-western history. No more than two courses from History 111, 112, 113 may be counted toward the major.

Highly qualified majors are invited by the department to apply for admission to the honors program in History. To be graduated with the designation "Honors in History," they must meet minimum requirements listed on page 8, and must complete departmental requirements as stated above. For additional information members of the staff should be consulted.

Students contemplating graduate study should plan to take required and general survey courses early in their college

* Absent on leave, Spring 1973.

careers, should include the course in Historiography, and should acquire a reading knowledge of one modern foreign language (preferably French, German or Russian) for the M.A. degree and two for the Ph.D. degree. For information regarding the Master of Arts degree in History at Wake Forest University consult the *Bulletin* of the Graduate School.

111. *Europe from the Renaissance to 1789.* A survey. STAFF

112. *Europe from 1789 to 1914.* A survey. STAFF

113. *Europe and the Twentieth Century World.* A survey from 1914 to the present. STAFF

151, 152. *The United States.* Political, social, economic, and intellectual aspects. 151: before 1865; 152: after 1865. STAFF

211. *Seminar.* Offered by members of the staff on topics of their choice. A paper is required. STAFF

215, 216. *The Ancient World.* Critical focus on the Greeks in the fall, and Romans in the spring, but in global context of paleolithic to medieval; psychological-philosophical stress. MR. COVEY

222. *The Renaissance and Reformation.* Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed. MR. BAREFIELD

240. *Afro-American History.* The role of Afro-Americans in the development of the United States with particular attention to African heritage, forced migration, Americanization, and influence. MR. SMITH

264. *Economic History of the United States.* The economic development of the United States from colonial beginnings to the present. MR. PERRY

265. *American Diplomatic History.* An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies. MR. PERRY

271. *Colonial Latin America, 1492-1825.* Cultural configurational approach. MR. COVEY

287, 288. *Honors Course in History.* A two-semester sequence of seminars on problems of historical synthesis and interpretation. Designed for seniors who are candidates for distinction in history. STAFF

311, 312. *Social and Intellectual History of Modern Europe.* Intellectual trends in Western European Civilization. Fall: seventeenth and eighteenth centuries; spring; nineteenth and twentieth centuries. MR. BERTHRONG

315. *The Middle Ages.* A survey of European history, 400-1300, stressing social and cultural developments. MR. BAREFIELD

316. *France and England in the Twelfth and Thirteenth Centuries.* The structure of society, the nature of law, church-state relations, intellectual developments. P-315 or permission of instructor. MR. BAREFIELD

319, 320. *Germany.* Fall: origins of the German nation and the rise of Prussia in a context of particularism. Spring: from the Reich of Bismarck to divided Germany. MR. MCDOWELL

323, 324. *England.* A political and social survey, with some attention to continental movements. Fall: to 1603; spring: 1603 to present. MESSRS. BARNETT, HADLEY

325. *Tudor and Early Stuart England.* A constitutional and social study of England from 1485 to 1641. (Not offered 1973-74) MR. BARNETT

329, 330. *Modern England.* Political, social, economic, and cultural history of England since 1714. Fall: to 1815; spring: since 1815. MR. HADLEY

331, 332. *Russia.* Primarily political, with some attention to cultural and social developments. Fall: the Russian Empire; spring: the Soviet Union. MR. TILLETT

333. *European Diplomatic History, 1848-1914.* Research-discussion seminar, with emphasis on topics from the Bismarck era. MR. MULLEN

335, 336. *Twentieth Century Europe.* Emphasis on international questions and the changing position of Europe in the world. Fall: 1914 to 1939; spring: 1939 to the present. (Not offered 1973-74) MR. MCDOWELL

341, 342. *History and Civilization of Southeast Asia.* From the earliest times to the present; special attention to religion, social organization, economy, literature, art and architecture. (Not offered 1973-74). MR. GOKHALE

343. *Imperial China.* Development of traditional institutions in Chinese society to 1644; attention to social, cultural and political factors, emphasizing continuity and resistance to change. (Not offered 1973-74). MR. SINCLAIR

344. *Modern China.* Manchu Dynasty and its response to the Western challenge; 1911 Revolution; warlord era and rise of the Communists; Chinese Communist society; cultural Revolution. (Not offered 1973-74). MR. SINCLAIR

345, 346. *History and Civilization of South Asia.* An introduction to the history and civilization of South Asia. Emphasis on historical developments in the social, economic, and cultural life. MR. GOKHALE

349, 350. *East Asia.* An introduction to the social, cultural and political development of China, Japan, and Korea. Fall: to 1600; spring: since 1600. MR. SINCLAIR

351, 352. *Social and Intellectual History of the United States.* The relationship between ideas and society. Religion, science, education, architecture and immigration are among the topics discussed. MR. ZUBER

353. *Colonial English America, 1582-1774.* Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered. MR. COVEY

354. *Revolutionary and Early National America 1763-1820* The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation. MR. HENDRICKS

355. *The Westward Movement.* The role of the frontier in United States history, 1763-1890. MR. SMILEY

356. *Jacksonian America, 1820-1850.* The United States in the age of Jackson, Clay, Calhoun and Webster. A biographical approach. MR. HENDRICKS

357. *The Civil War and Reconstruction.* The political and military events of the war and the economic, social, and political readjustments which followed. MR. YEARNS

358. *U. S. from Reconstruction to World War I.* National progress and problems during an era of rapid industrialization. MR. YEARNS

359. *Twentieth Century America, I.* The transition of America from World War I to the eve of World War II with special emphasis on the "Roaring Twenties" and the New Deal. MR. SMITH

360. *Twentieth Century America, II.* Recent United States development from Pearl Harbor to the eve of the present. MR. SMITH

362. *American Constitutional History.* Origins of the constitution, the controversies involving the nature of the union, and constitutional readjustments to meet the new American industrialism. MR. YEARNS

363, 364. *The South.* Geography, population elements, basic institutions, and selected events. MR. SMILEY

365. *Women in American History.* A survey of the roles and activities of women in America, with emphasis upon selected individuals. MR. SMILEY

367, 368. *North Carolina.* Selected phases of the development of North Carolina from colonial beginnings to the present. Fall: to 1789; spring: since 1789. MR. STROUPE

372. *Cities in History.* Case studies of selected cities of Asia, Europe, and America in their economic, social, political and cultural roles in the historical development of their respective regions. STAFF

391, 392. *Historiography.* The principal historians and their writings from ancient times to the present. Fall: European historiography; spring: American historiography. MR. PERRY

COURSES FOR GRADUATE STUDENTS*

411, 412. *Seminar in Modern European History.* MR. TILLETT

* For course descriptions, see the Graduate *Bulletin.*

442. *Seminar in Southeast Asia.* MR. GOKHALE

445. *Traditional India.* MR. GOKHALE

447. *Seminar on Modern India.* MR. GOKHALE

451, 452. *Seminar in United States History.* MR. SMILEY

463, 464. *American Foundations.* A survey of the European heritage and colonial environment which developed into the American culture of the late eighteenth and early nineteenth centuries. A cooperative program of Wake Forest University, Old Salem, and Reynolda House, Inc. Lectures provide a continuity of theme, while Old Salem and other historic sites provide opportunities for giving history a visual dimension. A research project is required. *Summer.* MR. COVEY, STAFF

465. *Historic Preservation and Museum Training I.* A study of the techniques and theory of interpreting history through artifacts, restorations, reconstructions, and craft and other demonstrations. MR. HENDRICKS

466. *Historic Preservation and Museum Training II.* A continued study of the history museum including the development of the museum concept, the management of historic sites, the role of the local historical society, the training of museum personnel, and techniques of display and presentation.
MR. HENDRICKS

471, 472. *Historic Site and Museum Internship.* Practical experience working in an approved preservation project or museum (i.e. Historic Bethabara, Historic Winston, Old Salem, Reynolda, or other such facilities) under the supervision of the director of the Historic Preservation and Museum Training Program. MR. HENDRICKS

481, 482. *Directed Reading.* STAFF

491, 492. *Thesis Research.* STAFF

INTERDEPARTMENTAL COURSES

HUMANITIES

111. *In Introduction to Music, Art, and Theatre: An Interdisciplinary Approach.* A study of the interrelationship of Music, Art, and Theatre, designed to foster a deeper understanding and pleasure. Students will be expected to attend recommended concerts, art exhibits, plays, and

other appropriate activities. Staff provided from the departments of Music, Art, Speech Communication and Theatre Arts.

213. *Studies in European Literature.* A study of approximately 12 works in translation taken from European literature.

214. *Contemporary Fiction.* A study of contemporary European and Latin American fiction in translation.

215. *Germanic and Slavic Literature.* A study of approximately 12 works in translation taken from Germanic and Slavic literature. (Offered in alternate years)

216. *Romance Literature.* A study of approximately 12 works in translation taken from Romance literatures. (Offered in alternate years)

250. *Discovering the Visual and Verbal Modes of the Twentieth Century.* An exploration of the ideas, values and feeling found in the Art and Literature of representative twentieth century figures: Kandinsky, Stevens, Picasso, Kafka, Leger, Beckett, Klee, Ionesco, Pollock, Faulkner, Chagall, Barth, and others.

350. *What the Arts Have Been Saying Since 1800.* An experiment in developing interpretive judgment and insight, regarding music, painting, and literature as articulations of frontier consciousness of the period, held in Reynolda House.

373. *France in the Thirties: Literature and Social Consciousness.* A study in English of Malraux, Artaud, Giraudoux, and Breton.

Social Sciences

151. *Introduction to the Social and Behavioral Sciences.* An interdepartmentally taught course which examines (a) the common elements and differences in method and philosophy of Anthropology, Economics, Politics, Psychology and Sociology, and (b) a series of universally important and contemporary issues facing man such as war, minority groups and technology and its effects. This course will be open to 50 freshman and sophomore students.

381, 382. *Interdisciplinary Study and Research in Developing Areas.* This course, designed to introduce students to problems facing developing areas, includes directed studies, intensive field research, and data analysis.

MATHEMATICS

Professors Gentry, Sawyer, Seelbinder

Visiting Professor Brauer

Associate Professors Baxley*, Howard, Gaylord May, Graham May, Waddill

* Absent on leave, 1972-73.

Asistant Professors Carmichael, Kuzmanovich, Scott, Walker

Instructor Cothren

A major in mathematics requires nine semester courses and one winter term course.

A student must include courses 111, 112, 121 and six courses numbered 200 or above. These six upper level courses must include 211, 221 and at least two 300-level courses. A prospective teacher in the education block may take 231 in lieu of 211.

Highly qualified majors are invited by the department to apply for admission to the honors program in Mathematics. To be graduated with the designation "Honors in Mathematics," they must meet minimum reqiurements listed on page 8, and complete satisfactorily a senior research paper and pass a comprehensive oral and written examination. They are then graduated with the designation of "Honors in Mathematics." For additional information members of the staff should be consulted.

105. *Pre-Calculus Mathematics.* Selected topics deal with the structure of number systems and the elementary functions. *Not to be counted on major in Mathematics.*

111, 112. *Calculus with Analytic Geometry I, II.* Differential and integral calculus and the basic concepts of analytic geometry. No student will be allowed credit for both 116 and 111. Lab. — 2 hrs.

115, 116. *Finite Mathematics with Calculus I, II.* Logic, sets, probability matrices, linear programming, markov chains, theory of games and concepts from differential and integral calculus. No student will be allowed credit for both 116 and 111. Lab — 2 hrs.

121. *Linear Algebra.* Vectors and vector spaces, linear transformations and matrices, linear groups and determinants.

155. *Introduction to Fortran Programming.* (½ per sem.) Basic FORTRAN programming. Lecture and laboratory ½ semester. Graded on Pass/Fail basis. Lab — 2 hrs.

157. *Elementary Probability and Statistics.* Probability and distribution functions; means and variances; sampling distributions. One who takes this course may not receive credit for Soc. 380.

211. *Advanced Calculus I.* Limits and continuity, differentiation and integration, implicit and inverse function theorems. P-121.

221. *Modern Algebra I.* An introduction to modern abstract algebra through the study of groups, rings, integral domain and fields. P-121.

231. *Euclidean Geometry.* Postulates, definitions, theorems and models of Euclidean geometry.

233. *Elementary Topology.* Topology in metric spaces. Continuity, compactness, sequences, uniform covergence, applications to analysis.

251. *Ordinary Differential Equations.* Linear equations with constant coefficients, linear equations with variable coefficients, existence and uniqueness theorems for first order equations. P-112.

253. *Operations Research.* Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling and network analysis. P-111, P-115 or equivalent.

256. *Programming Languages.* FORTRAN IV, COBOL, and Assembly languages. Advanced computer techniques. P-Mathematics 155 or equivalent.

301S. *Basic Concepts of Algebra for Teachers.* Number systems and elementary mathematical structures. *Not for credit toward the M.A. degree in Mathematics.*

302S. *Basic Concepts of Geometry for Teachers.* Euclidean Geometry with a brief introduction to non-Euclidean geometries. *Not for credit toward the M.A. degree in Mathematics.*

303S, 304S. *Elementary Analysis for Teachers I, II.* Concepts from finite mathematics and differential and integral calculus. *Not for credit toward the M.A. degree in Mathematics.*

311. *Advanced Calculus II.* Sequences and series, uniform convergence, the Stieltjes integral, power series and Fourier series. P-211.

317. *Complex Analysis I.* Analytic functions, Cauchy's theorem and its consequences, power series and residue calculus. P-211.

322. *Modern Algebra II.* A continuation of modern abstract algebra through the study of additional properties of groups and fields and a thorough treatment of vector spaces. P-221.

323, 324. *Matrix Theory I, II.* Basic concepts and theorems concerning matrices and real number functions defined on preferred sets of matrices. P-121.

332. *Non-Euclidean Geometry.* Postulates, definitions, theorems, and models of Lobachevskian and Riemannian geometry.

333. *General Topology I.* An axiomatic development of topological spaces. Includes continuity, connectedess, compactness, separation axioms and metric spaces.

345, 346. *Elementary Theory of Numbers I, II.* Properties of integers, congruences, arithmetic functions, primitive roots, sums of squares, magic squares, applications to elementary mathematics, quadratic residues, arithmetic theory of continued fractions.

348. *Combinatorial Analysis.* Enumeration techniques, including gen-

erating functions, recurrence formulas, the principle of inclusion and exclusion, and Polya's theorem. P-221.

351, 352. *Applied Analysis.* Vector analysis, complex variables, infinite series, Fourier integrals, Laplace transforms, partial differential equations, calculus of variations.

355. *Numerical Analysis.* A computer-oriented study of analytical methods in mathematics. Lecture and laboratory. P-112 and 155W or 155, 251 recommended.

357, 358. *Mathematical Statistics I, II.* Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation and analysis of variance. P-112.

381. *Independent Study.* (½ per sem.) Library and conference work.

Courses for Graduate Students*

411, 412. *Real Analysis.*
415, 416. *Seminar in Analysis.*
418. *Complex Analysis II.*
421, 422. *Abstract Algebra.*
423, 424. *Seminar on Theory of Matrices.*
425, 426. *Seminar in Algebra.*
433. *General Topology II.*
435, 436. *Seminar on Topology.*
437, 438. *Seminar on Geometry.*
445, 446. *Seminar on Number Theory.*
491, 492. *Thesis Research.*

MILITARY SCIENCE

Colonel Joseph H. Hoffman, Jr., *Professor*
Major Adams S. Gilmour, *Assistant Professor*
Captain Edwin L. Earp, *Assistant Professor*
Captain Jack M. Levitz, *Assistant Professor*
Captain Joseph P. Hollis, Jr., *Assistant Professor*
Sergeant Major Wilhelm O. Reter, *Assistant*
Master Sergeant Charles E. Norton, *Assistant*
Staff Sergeant Sidney H. Mixon, *Assistant*
Staff Sergeant Paul R. Gibson, *Assistant*

* For course descriptions, see the Graduate *Bulletin.*

111, 112. *First Year Basic.* (½ per 2 sems.) The role, organization and management of national defense; introduction to basic military skills and leadership. Academic subject also required.* Lab — 1¼ hrs.

151, 152. *Second Year Basic.* (½ per 2 sems.) American military history; methods of geographic location and reference; introduction to basic tactics; leadership application. P-111, 112. Lab — 1¼ hrs.

211, 212. *First Year Advanced.* (½ per sem.) Leadership techniques; military teaching principles; small unit tactics and communications; advanced leadership application. Academic subject also required.* P-151, 152. Lab — 1¼ hrs.

251, 252. *Second Year Advanced.* (½ per sem.) Military operations, logistics, administration, and law; active duty orientation; supervision of Leadership Laboratory program. Academic subject also required.* P-211, 212. Lab — 1¼ hrs.

MUSIC

Professor T. McDonald

Associate Professors Huber (Chairman), P. S. Robinson**

Assistant Professor Giles

Instructors Hoirup, C. W. Smith***

Part Time Instructors Angell, Felmet, Guthrie, L. S. Harris

The major in Music requires eleven semester courses, one winter term in the junior or senior year, one Education seminar in Music Literature, and four semesters of ensemble. The major will include: 155, 156, 157, 158, 213, 214, 233; a music elective from among the following: 217, 225, 227, 228, 230, 237, 238, or 281; applied music 121-122 (one-half course per year), 123-124 (one-half course per semester), 221-222 (one-half course per semester), 223 or 224 (one-half course per semester), and Education 297.

Students wishing to be certified to teach music in the public schools will need the following additional courses: Music 235, Education 291 and 295, Brass and Percussion 121a, Woodwinds 121a, Strings 121a, and Voice Class 123a, and 4 other courses in Education.

* One academic subject, to be approved in advance by the Professor of Military Science, is required for the freshman, junior, and senior years. This subject, either elective or required by the University, will be one which furthers the professional qualifications of the student as a prospective officer in the United States Army.

** Absent on leave, Fall 1972.

*** Absent on leave, Spring 1973.

All Music majors are required to pass a keyboard proficiency examination prior to the beginning of the second semester of the junior year. Students should consult the Chairman of the Department of Music for details regarding keyboard proficiency requirements.

Students specializing in church music will need the following additional courses: Education 295, Music 230 and 231.

Music majors are required to attend all faculty and student recitals. Presentation of a public recital is also required.

Highly qualified majors are invited to apply for admission to the honors program in Music. To be graduated with the designation "Honors in Music," they must meet the uniform requirements listed on page 8, and must complete one of the following requirements: (1) complete a senior research paper; (2) compose a large work for orchestra, band, chorus, piano, organ, or voice, and present it in a public performance; (3) present a lecture that will include an analysis of the music to be performed on the senior recital, and prepare two works independently, one to be performed on the senior recital.

Music Theory

101. *Fundamentals.* Music terminology, scales, keys, intervals, chords, rhythms, abbreviations, smaller forms. Primarily for students not majoring in music.

155. *Theory I.* Ear training, sight singing, keyboard harmony. Tonal relations, primary triads, and inversions. Consonant diatonic harmonies of the major and minor modes. Lecture and laboratory sections. Lab — 2 hrs.

156. *Theory II.* Continuation of Theory I. Ear training, sight singing, keyboard harmony. Introduction to dissonance, seventh chords and inversions, accessory tones. Lecture and laboratory sections. P-155. Lab — 2 hrs.

157. *Theory III.* Continuation of Theory II. Tonicization, modulation, modal alterations. Lecture and laboratory sections. P-156. Lab — 1 hr.

158. *Theory IV.* Continuation of Theory III. Chromatic harmony, harmonic practices of nineteenth and twentieth century composers. Lecture and laboratory sections. P-157. Lab — 1 hr.

213. *Counterpoint.* Basic voice-leading in the five species of counterpoint involving two to four voices in both strict and free styles. P-158.

214. *Form and Analysis.* The harmonic and contrapuntal materials in small and large forms, with practical composition in some of the forms. P-213.

217. *Introduction to Twelve-Tone Composition.* A study of the devices of serial composition and their application in creative composition both in small and large forms. P-158.

235. *Scoring for Orchestra and Band.* A study of instrumentation and scoring for the orchestra and band that includes practical experience in scoring. P-158.

Music Literature

102. *Music Appreciation.* Open to all students desiring a fuller understanding of music.

230. *Seminar in Church Music.* A survey of the great oratorios, cantatas, anthems, hymns, and organ compositions of the church, with emphasis on their proper liturgical setting.

231. *Music in the Church.* Function of the church musician and the relationship of his work to the overall church program.

233. *Music History.* Survey of the history, literature, and meaning of music, aiming to stimulate intelligent hearing and understanding of music.

239. Music—*The Music of the Baroque.* A study of the major composers, musical styles, forms and genre from 1600 to 1750. (Offered in alternate years.)

240. Music—*The Music of the Classic Age.* A survey of composers, forms, genre, and styles from 1715 to 1827. (Offered in alternate years.)

241. Music—*The Music of the Romantic Period.* A survey of major national styles, composers, forms, and genre of the nineteenth century. (Offered in alternate years.)

242. Music—*Twentieth Century Music.* A survey of the major musical styles (including Jazz and Rock), genre, techniques, and media of contemporary music from Debussy to the present. (Offered in alternate years.)

281. *Honors in Music.* Independent study for highly qualified students who wish to graduate "with Honors in Music."

Music Education

291. Education—*Teaching of Music.* Teaching and supervision of choral and instrumental music in the public schools, grades 1-12. P-158.

295. Education—*Conducting.* Principles of choral and instrumental conducting as they relate to teaching music in the schools. P-158.

297. Education—*Music Literature Seminar.* An examination of teaching materials from the standard repertory in the student's special area of

interest. Advanced standing. Three class meetings and one tutorial hour per week. Tutorial fee.

Ensemble

Departmental ensembles are open to all students. Credit is earned on the basis of one-half course for two semesters of participation.

109, 110. *Orchestra.* Study and performance of orchestral works from the classical and contemporary repertory.

111, 112. *Choir.* Study and performance of sacred and secular choral literature. Chapel Choir membership by audition; Touring Choir selected from the Chapel Choir.

113, 114. *Band. Symphonic Wind Ensemble:* Study and performance of the standard wind ensemble and band repertory in regular campus and public appearances including an annual tour. Membership by audition.

Concert Band: For students lacking experience, proficiency, or time to participate in the Wind Ensemble.

Marching Deacons Band: Performs for most of the football games and rehearses during the first half of the semester at the Symphonic Wind Ensemble time.

115, 116. *Accompanying.* Study of the elements of accompanying through class discussion and studio experience.

Applied Music

Applied music courses are open to all college students with the consent of the instructor. Credit is earned on the basis of class time and weekly preparation: one-half course per year implies a half-hour of instruction weekly and a minimum of one hour of daily practice; one course per year (one-half course per semester) implies an hour of instruction weekly and a minimum of two hours of daily practice.

Piano 121a-124a. *Class Piano* (½ per 2 sems.) Scales, chords, inversions, appropriate standard literature with emphasis on sight-reading, harmonization, simple transposition. Designed for the beginning piano student.

Piano 121, 122. Bach, *Two-Part Inventions;* Beethoven, *Sonata, Op. 14, No. 1;* Chopin, *Prelude, Op. 28, No. 17.* Applied music fee.

Piano 123, 124. Bach, *Sinfonia;* Beethoven, *Sonata, Op. 10, No. 1;* Chopin, *Etude, Op. 10, No. 9.* Applied music fee.

Piano 221, 222. Bach, *Well Tempered Clavier;* Beethoven, *Sonata, Op. 27, No. 1;* Brahms, *Intermezzo, Op. 118, No. 2.* Applied music fee.

Piano 223, 224. Bach, *English Suites;* Beethoven, *Sonata, Op. 31, No. 2;* Copland, *Passacaglia.* Applied music fee.

Organ 121, 122. Manual and pedal technique; clarity in contrapuntal playing; Bach's *Eight Little Preludes and Fugues;* hymn playing. Applied music fee.

Organ 123, 124. Pedal scales; smaller preludes and fugues of Bach; chorale preludes; simple works of more modern composers; hymn playing. Applied music fee.

Organ 221, 222. More difficult Bach preludes and fugues and chorale preludes; selected works by Mendelssohn, Franck, etc. Applied music fee.

Organ 223, 224. Larger preludes and fugues of Bach; trio sonatas; selected modern composers of all schools: Widor, Vierne, Dupre, etc. Applied music fee.

Voice 121a, 122a *Voice Class.* (½ per 2 sems.). Introduction to the fundamental principles of singing, including concepts of breath control, tone, and resonance.

Voice 121, 122, 123, 124; 221, 222, 223, 224. Technical studies in breath control, tone production, diction, and resonance. Significant vocal literature — including English, Italian, German, and French art songs, operatic repertory, and oratorio and cantata repertory — will be studied by the student and will be selected to meet his developing technical abilities. Applied music fee.

Voice 123a. *Voice Methods.* (½ per sem.). An examination of various vocal methods, techniques, and literature used in group singing.

Orchestra and Band Instruments 121, 122; 123, 124; 221, 222; 223, 224. Studies of progressive difficulty (for Flute, Clarinet, Oboe, Bassoon, Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Violin, Viola, Cello, Double Bass, or Percussion) covering tone production, scales, transpositions, technical studies, solo and ensemble repertory, and band and orchestral literature. Applied music fee.

Brass and Percussion 121a. *Brass and Percussion Instruments Class.* (½ per sem.) Fundamentals of playing and teaching brass and percussion instruments.

Strings 121a. *String Instruments Class.* (½ per sem.) Fundamentals of playing and teaching all instruments of the string family.

Woodwinds 121a. *Woodwind Instruments Class.* (½ per sem.) Fundamentals of playing and teaching all principal instruments of the woodwind family.

PHILOSOPHY

Professor Helm
Associate Professors Hester, Pritchard (Chairman)
Assistant Professors Lewis, Vorsteg

A major in philosophy requires eight semester courses and one winter term course. The semester courses must include 161 or 271 and 261, two courses from the history sequence (201, 211, 222), and one course from each of the following: A(230, 231, 241, 242); B(279, 285, 287); C(294, 295).

The Spilman Philosophy Seminar, open to advanced students in philosophy, was established in 1934 through an endowment provided by Dr. Bernard W. Spilman. The income from the endowment is used for the seminar library, which now contains about 4,000 volumes. Additional support for the library and other departmental activities is provided by the A. C. Reid Philosophy Fund, which was established in 1960 by friends of the Department. The furniture in the library and seminar room was donated in honor of Mr. Claude Roebuck and Mr. and Mrs. W. A. Hough by their families.

Two distinguished alumni of the College have made possible the establishment of a lectureship and a seminar. The late Guy T. Carswell of Charlotte, North Carolina, has endowed the Guy T. and Clara Carswell Philosophy Lectureship, and a gift from Mr. James Montgomery Hester of Long Beach, California, has established the James Montgomery Hester Philosophy Seminar. In addition, a lectureship bearing his name has been instituted in honor of Mr. Claude V. Roebuck.

Highly qualified majors are invited by the department to apply for admission to the honors program in Philosophy. To be graduated with the designation, "Honors in Philosophy," a student must submit an acceptable prospectus for an honors thesis by November for graduation in the spring semester or by May for graduation in the fall semester; must present a satisfactory paper based on the prospectus and show an acceptable level of performance in a discussion of his thesis with his honors advisor and one other member of the department.

151. *Basic Problems of Philosophy.* An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, man, God, mind, and matter.

161. *Logic.* An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

171, 172. *Meaning and Value in Western Thought.* A critical survey of religious and philosophical ideas in the Western World from antiquity

to modern times. (Either 171 or 172 will satisfy the philosophy or religion requirement. Both 171 and 172 will satisfy both the philosophy and religion requirements. Choices will be determined at registration.)

201. *Ancient and Medieval Philosophy.* A survey of major philosophers from the Presocratics to the late Medieval Scholastics. P-151 or 171 or 172.

211. *Modern Philosophy.* A survey of major philosophers from Descartes to Nietzsche. P-151 or 171 or 172.

222. *Contemporary Philosophy.* A survey of major philosophers from Russell to Sartre. P-151 or 171 or 172.

230. *Plato.* A detailed analysis of selected dialogues covering Plato's most important contributions to ethics, metaphysics, theory of knowledge, and theology. P-151 or 171 or 172.

231. *Aristotle.* A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P-151 or 171 or 172.

241. *Kant.* A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, and religion. P-151 or 171 or 172.

242. *Hegel, Kierkegaard, and Sartre.* An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Sartre, especially as they relate to each other in terms of influence, development, and opposition. P-151 or 171 or 172.

261. *Ethics.* A critical study of selected problems and representative works in ethical theory. P-151 or 171 or 172.

271. *Symbolic Logic.* Basic concepts and techniques of modern deductive logic, beginning with the logic of truth functions and quantification theory. Attention will be given to advanced topics such as descriptions, classes, and number, and to issues in the philosophy of logic.

279. *Philosophy of Science.* A systematic exploration of the conceptual foundations of scientific thought and procedure. P-151 or 171 or 172.

285. *Philosophy of Art.* A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P-151 or 171 or 172.

287. *Philosophy of Religion.* A systematic analysis of the logical structure of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P-151 or 171 or 172.

290. *Readings in Philosophy.* A discussion of several important works in philosophy or closely related areas. P-151 or 171 or 172.

294. *Seminar in Epistemological Problems.* A senior course requiring a major research paper. P-151 or 171 or 172.

295. *Seminar in Metaphysical Problems.* A senior course requiring a major research paper. P-151 or 171 or 172.

297, 298. *Seminar: Advanced Problems in Philosophy.* Senior courses treating selected topics in philosophy. P-151 or 171 or 172.

PHYSICAL EDUCATION

Professor Barrow

Associate Professor Pollock

Assistant Professors Case, Casey, Crisp, Ellison, Hottinger, Rhea

Instructors Clougherty, Dawson, Finch, Vest, Williams

The purpose of the Department of Physical Education is to organize, administer and supervise the following programs: (1) Required Physical Education Program consisting of conditioning activities, varied team and individual sports, special corrective and remedial instruction to all students with physical problems according to the individual's need, and to teach some basic information on posture and body mechanics, physiological principles, and practical health facts which must be observed to maintain a state of health and physical fitness. (2) Intramural Sports Program which allows all students to participate and specialize in sports which will be of lifelong benefit. (3) Supervised Recreation Program consisting of varied recreational and leisure time activities. (4) Professional Curriculum Program which will offer the necessary training for those interested in the fields of Health, Physical Education, Recreation and Athletic Coaching.

Required Physical Education

Physical Education 111 and 112 are required of all freshmen and transfer students who have not complied with this requirement. For those men enrolled in ROTC Physical Education 111 and 112 requirement may be postponed until the sophomore year but must be completed by the end of that second year of attendance in Wake Forest University. *Not more than four semesters of required or elective physical education may be counted toward graduation.*

111, 112. *Physical Education.* (½ per 2 sems.) A basic course consisting of body mechanics, basic health and physiological principles, dance, exercise and sports designed to develop fundamental skills. Students' needs and interests will be met through controlled election of activities based upon standardized proficiency examination and/or previous experiences.

111, 112. *Physical Education (Special).* (½ per 2 sems.) A course consisting of remedial instruction or limited activity for students with special problems, handicaps or medical excuses.

Elective Physical Education

For those students who wish to specialize in sports activities beyond the requirement, a varied sports program is offered. Any two of the courses listed below may be elected for ½ course credit toward graduation. Prerequisite, Physical Education 111-112.

Hours to be arranged

159. Beginning Golf
160. Intermediate Golf
161. Beginning Tennis
162. Techniques of Dance Movement
163. Contemporary Dance
164. Gymnastics
165. Beginning Bowling
166. Beginning and Intermediate Swimming
167. Advanced Swimming; Beginning Scuba
168. Life Saving; Water Safety Inst. Course
169. Weight Training and Conditioning
170. Handball; Squash Racquets
172. Water Ballet; Synchronized Swimming
173. Conditioning
174. Intermediate Tennis
175. Intermediate Bowling

Courses for Major Students

Students desiring to elect a major in Physical Education and Health and to satisfy the state requirements for a teaching certificate must be of Junior Standing. Biology 111 and 112 will be required and the following 9 courses in Physical Education: 221, 222, 224, 251, 252, 258, 353, 357, 360, and 363. Course W6 will also be required as a part of the winter term.

Highly qualified majors are invited by the department to apply for admission to the honors program in Physical Education. To be graduated with the designation "Honors in Physical Education," they must meet minimum requirements listed on

page 8, participate satisfactorily in Physical Education 381, and pass a comprehensive written examination. Upon satisfactory completion of these requirements, they will be recommended for graduation with "Honors in Physical Education." For additional information members of the staff should be consulted.

Physical Education major students who are considering graduate study should take course 381 as an elective. Education 291 is to be taken by students completing requirements for a teaching certificate.

211. *Foundations of Health and Physical Fitness.* A presentation of the physiological, psychological, and sociological foundations of personal health and physical fitness.

W6. *Methods and Materials in Aquatics, Recreational Sports and Games.* Presentation of knowledge, skill and methods of teaching aquatics, recreational sports, and games of low organization.

221. *Methods and Materials in Gymnastics and Dance.* Presentation of knowledge, skill and methods of teaching gymnastics, dance, conditioning, and weight training.

222. *Methods and Materials in Teaching and Coaching Team Sports.* Presentation of knowledge, skill, and methods of teaching, coaching, and officiating team sports.

224. *Methods and Materials in Team and Individual Sports.* Theory and practice in organization and teaching of selected team and individual sports included in a comprehensive physical education program.

251. *Principles of Physical Education.* A general introductory course and orientation into physical education and its relation to general education and the present organization of society.

252. *Anatomy and Physiology.* A course to provide students of physical education with a functional knowledge of the anatomic structure and physiologic function of the human body.

258. *Organization and Administration of Health and Physical Education.* A course in problems and procedures in health and physical education and the administration of an interscholastic athletic program.

353. *Physiology of Exercise.* This course presents the many effects of muscular activity on the processes of the body which constitute the scientific basis of Physical Education.

357. *Kinesiology and Adapted Physical Education.* A study of the principles of human motion based on anatomical, physiological and mechanical principles, and the application of these principles along with other special considerations in developing a program for the atypical student.

360. *Evaluation and Measurement in Health and Physical Education.* A course in measurement techniques and beginning statistical procedures to determine pupil status in established standards of health and physical education which reflect the prevailing educational philosophy.

363. *Personal and Community Health and Safety Education.* A course presenting personal, family, and community health problems; a study of first aid, safety in the schools and treatment of athletic injuries.

371. *Motor Learning and Performance.* Motor skill learning and performance are analyzed on the basic of psychological principles and concepts, with special reference to the nature of learning, characteristics of the learner and management of the learning environment.

372. *Motor Behavior in Early Childhood.* A study of the psychomotor and perceptual motor development and behavior of children.

381. *Research in Physical Education.* A study of the nature and purpose of research, and the methods and techniques used in its procedures. Standards are emphasized with respect to selecting, defining, and analyzing potential problems and preparing bibliographies and writing up research.

382. *Independent Study in Health and Physical Education.* Library conferences and laboratory research performed on an individual basis.

Courses for Graduate Students*

451. *Philosophical Bases of Physical Education.*

453. *Advanced Physiology of Exercise.*

454. *Laboratory Techniques in Exercise Physiology.*

456. *Advanced Evaluation and Measurement in Health, Physical Education, and Recreation.*

458. *Administration of Physical Education and Athletics.*

463. *Health Seminar.*

470. *Curriculum in Health and Physical Education.*

473. *Recreation Seminar.*

475. *Supervision of Health and Physical Education.*

480. *Readings in Physical Education, Health, and Education.*

483. *Seminar in Physical Education.*

491, 492. *Thesis Research.*

* For course descriptions, see the Graduate *Bulletin*.

PHYSICS

Professors Turner, Brehme, Haven, Shields, G. P. Williams, Jr.
Assistant Professor Kerr

The program of courses for each student majoring in Physics will be determined through consultations with the student's major adviser.

In addition to the courses prescribed by the College, the requirements for a B.S. Degree with a major in Physics are:

1. Seven semester courses beyond introductory physics (Phys. 111-112 or Phys. 117), and one course in the winter term in the Department of Physics.

2. Two courses in the Department of Chemistry, or Chemistry 118.

3. Mathematics 251 (Differential Equations).

No student may be a candidate for a degree with a major in Physics unless he earns a grade of C or better in General Physics or is given special permission by the staff. A typical semester schedule is as follows:

Freshman Year	*Sophomore Year*
Physics 111, 112	Physics 161, 162
Mathematics 111, 112	Mathematics 251
Language (2 courses)*	General Requirements (5 courses)
General Requirement (2 courses)	
Physical Education (½ course)	
Junior Year	*Senior Year*
Physics 343, 344	Physics 311, 312
Physics 345, 346	Electives (6 courses)
General Requirements (3 courses)	
Electives (2 courses)	

Highly qualified majors are invited by the department to apply for admission to the honors program in Physics. To be graduated with the designation "Honors in Physics," they must meet minimum requirements listed on page 8, and complete satisfactorily Physics 381 and pass a comprehensive written

* French, German or Russian is preferred.

examination. They are then graduated with the designation "Honors in Physics." For additional information members of the staff should be consulted.

101, 102. *Natural Philosophy.* A study of the history, philosophy and social impact of the physical sciences.

105. *Descriptive Astronomy.* An introductory study of the universe, from the solar system to the galaxies.

111, 112. *General Physics.* The basic course, without calculus, for freshmen and sophomores. Lab — 2 hrs.

117. *Principles of Physics.* An introductory course for students in science and mathematics. Calculus is a corequisite. Credit is not allowed for both Physics 111-112 and Physics 117. Lab — 3 hrs.

161. *Introductory Mechanics.* The fundamental principles of mechanics. P-111 or 117, and Mathematics 111; or equivalent: Lab — 3 hrs.

162. *Introductory Electricity.* The fundamental principles of electricity, magnetism and electromagnetic radiation. P-161, or equivalent. Lab — 3 hrs.

230. *Electronics.* Introduction to the theory and application of transistors and electronic circuits. P-162, or equivalent. Lab — 3 hrs.

301, 302. *Advanced General Physics.* A course designed for science teachers. Credit is not allowed for graduate students in the department of Physics. Lab — 2 hrs.

311. *Mechanics.* A senior level treatment of analytic classical mechanics. P-161, Mathematics 251.

312. *Electromagnetic Theory.* A senior level treatment of classical electromagnetic theory. P-162, Mathematics 251.

343, 344. *Modern Physics.* Application of the elementary principles of quantum mechanics to atomic and molecular physics.

345, 346. *Modern Physics Laboratory.* (½ per sem.) The laboratory associated with Physics 343, 344. Lab — 3 hrs.

351. *Thermodynamics and Statistical Mechanics.* Introduction to classical and statistical thermodynamics and distribution functions.

352. *Physical Optics and Spectra.* A study of physical optics and the quantum treatment of spectra.

381. *Research.* Library, conference and laboratory work performed on an individual basis.

Courses for Graduate Students*

412. *Classical Mechanics.*
413. *Electromagnetism.*

* For course descriptions, see the Graduate *Bulletin*.

441, 442. *Quantum Mechanics.*
452. *Solid State Physics.*
455. *Magnetic Properties of Solids.*
456. *Seminar on Defects in the Solid State.*
461. *Nuclear Physics.*
470. *Statistical Mechanics.*
480. *Theory of Relativity.*
485. *Seminar in Theoretical Physics.*
491, 492. *Thesis Research.*

POLITICS

Professor Richards
Professor of Asian Studies Gokhale
Associate Professors Fleer (Chairman), Moses, Reinhardt, Schoonmaker, Steintrager
Assistant Professors Broyles, Sears, Thornton

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed, and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the Department into the following fields: 1) political philosophy, 2) comparative politics, 3) American politics, and 4) international politics. Introductory courses in the first three of these fields provide broad and flexible approaches to studying political life.

Department Requirements for Major. The major in politics shall consist of eight semester courses and one winter term course which must include the following:

a. A first course selected from:

Politics 111. *Introduction to Politics: Political Theory*
Politics 112. *Introduction to Politics: Comparative Politics*
Politics 113. *Introduction to Politics: American Politics*

b. Any one introductory or advanced course in each of the four fields of the discipline. These courses must be restricted to non-seminar courses.

c. One seminar in politics. Normally, a student will take no more than one seminar in each field and no more than three seminars overall.

Honors in Politics. Highly qualified majors are invited by the department to apply for admission to the honors program in Politics. To be graduated with the designation "Honors in Politics," they must successfully complete Politics 284 and two seminar courses, and pass an examination. For additional information members of the staff should be consulted.

Social Science Division Requirement. A student who selects Politics to fulfill the social science division requirement must take one of the following for the first course: Politics 111, 112, or 113. The second course may be selected from any course in the Department.

Introductory Courses

A student must take one of the following as the first course in the Department. More than one may be taken. The order in which they are taken is immaterial.

111. *Introduction to Politics: Political Theory.* Major systematic statements of the rules and principles of political life. Representative writers: Tocqueville, Dahl, Aristotle. Staff

112. *Introduction to Politics: Comparative Politics.* Political processes and principles as applied to traditional, developing and mature states. Staff

113. *Introduction to Politics: American Politics.* The nature of politics, political principles, and political institutions with emphasis on their application to the United States. Staff

American Politics

210. *Issues in American Public Policy.* Analysis of major domestic and foreign policy problems in American politics. Staff

211. *Political Parties.* A systematic examination of political parties with particular attention given to party systems, internal organizations, the electoral function, and responsibilities for governing. Fleer

212. *Political Behavior.* A study of the formation and expression of political opinions and the role of political participation in a democratic, representative system. FLEER

213. *Public Administration: Public Management.* Functions and processes of public management treated as an applied social science. THORNTON

214. *Public Administration: Bureaucratic Politics.* Policy-making in government agencies. The traditional topics of public administration discussed within a systems framework. THORNTON

218. *Legislative Behavior.* A systematic examination of the composition, authority structures, external influences and procedures of legislative bodies in the United States. FLEER

220. *American Presidency.* Emphasis on the office and the role. Contributions by contemporary presidents considered in perspective. THORNTON

222. *Urban Problems and Politics.* Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis. RICHARDS

225. *American Constitutional Law: Separation of Powers and the Federal System.* An analysis of Supreme Court decisions affecting the three branches of the national government and federal-state relations. RICHARDS

226. *American Constitutional Law: Civil Liberties.* Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused. RICHARDS

227. *The Judicial Process.* An analysis of the role of courts and the legal systems in the American political process. RICHARDS

Comparative Politics

231. *Western European Politics.* Analysis of the political systems of Great Britain, France, and Germany focusing primarily on the problem of stable democracy. SCHOONMAKER

232. *Comparative Communism: Eastern Europe.* Ideological, structural and procedural aspects of the political systems of the Soviet Union and other Eastern European communist states. MOSES

234. *Asian Thought and Politics.* Political traditions and recent politics of major Asian nations. REINHARDT

236. *Latin American Politics.* Structural and procedural aspects of the Latin American political systems, focusing particularly on problems of development. MOSES

237. *Political Modernization.* The modernization process in nonindustrialized societies. Statements by modernizing elites analyzed. SCHOONMAKER

238. *History, Culture and Political Change.* The study of how major cultures articulate or symbolize their existence either in history or moving through history. Special attention will be given to an evaluation of current concepts applied to political change. REINHARDT

245. *Government and Politics of South Asia.* A study of the governments of India, Pakistan, Nepal, and Ceylon. Emphasis on political organizations, party structures, and subnational governmental systems. GOKHALE

International Politics

251. *Fundamentals of International Politics.* Fundamental theoretical questions of international politics with special emphasis on existing international patterns. SEARS

252. *Current Problems in International Politics.* An intensive study of one or more major problems of contemporary international politics. SEARS

254. *American Foreign Policy.* The principles and policies which characterize America's approach to the world in the contemporary period. SEARS

Political Philosophy

271. *Political Life and the Natural Order.* Inquiry into the origins, basic characteristics, and limitations of political philosophy. Representative writers: Plato, Aristotle, Machiavelli. BROYLES, STEINTRAGER

272. *Equality and Liberty.* The arguments for and against democracy and republicanism, majority rule and the rights of man. Representative writers: Locke, Rousseau, J. S. Mill. BROYLES, STEINTRAGER

273. *Radical Critiques of Political Society.* Anarchist, socialist, and communist criticisms of and alternatives to existing political societies with special attention on such problems as utopianism and alienation. Representative writers: Sorel, Marx, Marcuse. BROYLES, STEINTRAGER

274. *Political Philosophy, Revelation, and History.* The nature and impact of general theories of history, both theological and secular, as they intersect with and affect political philosophy. Representative writers: St. Augustine, Hegel, Voegelin. STEINTRAGER

275. *Theory of the American Polity.* Critical examination into the intent of the Framers and the nature of the American polity. Representative writers: The Federalists, Jefferson, Lincoln. BROYLES

Honors and Independent Study

284. *Honors Study.* A conference course with a faculty committee. Readings in several politics fields are the basis for an extensive paper on a subect of special interest to the student. This course will be taken in the senior year by all candidates for department honors. STAFF

287. *Independent Study.* Internships, work-study projects, and other independent study programs. (See Department for details.) STAFF

Seminars in Politics

291. *Seminar in American Politics.* Readings, research, and independent study on selected topics. Admission to the course is by permission of the Department only. FLEER, RICHARDS, THORNTON

292. *Seminar in Comparative Politics.* Readings, research, and independent study on selected topics. Admission to the course is by permission of the Department only. MOSES, REINHARDT, SCHOONMAKER

293. *Seminar in Comparative Politics.* Readings, research, and independent study on selected topics. Admission to the course is by permission of the Department only. SEARS

294. *Seminar in Political Philosophy.* Readings, research, and independent study on selected topics. Admission to the course is by permission of the Department only. BROYLES, STEINTRAGER

PSYCHOLOGY

PROFESSORS JOHN E. WILLIAMS, BECK, DUFORT
ASSOCIATE PROFESSORS CATRON, DAVID A. HILLS, HOROWITZ*, WOODMANSEE†
ASSISTANT PROFESSORS BULLARD, FALKENBERG, RICHMAN
VISITING ASSISTANT PROFESSOR COMPERE
INSTRUCTORS BEST, HARBIN, HOMER, FRANK B. WOOD
LECTURERS BARBARA B. HILLS, DAVID M. PHILLIPS

Psychology 151 is prerequisite to all courses. An average of C in Psychology courses is required at the time the major is elected. A major in Psychology requires 8 semester courses and one winter term course in Psychology. The major student is required to take Psychology 151, 211, 212, 323; and one of the following courses — 321, 331, 332, 336, 338. In addition, a major student may be required to take a half course or course in mathematics in addition to the mathematics being taken for the B.A. degree.

Highly qualified majors are invited by the department to apply for admission to the honors programs in Psychology. To be graduated with the designation "Honors in Psychology," they must meet minimum requirements listed on page 8, and com-

† Absent on leave, 1972-73.
* Absent on leave, Spring 1973.

plete satisfactorily a special sequence of courses including Psychology 281, 282 and 284; and pass a comprehensive written and/or oral examination. For additional information members of the staff should be consulted.

151. *Introductory Psychology.* A systematic survey of Psychology as the scientific study of behavior. Prerequisite to all other courses in Psychology.

211, 212. *Experimental and Quantitative Methods.* Introduction to basic experimental methods and statistical techniques in the major content areas of psychology. Lab — 4 hrs. P-151.

241. *Psychology of Adjustment.* Normal range of adjustment and personality patterns emphasized. For non-majors. P-151.

266. *Developmental Psychology.* Survey of physical, emotional, cognitive, and social development of the child from varied points of view. P-151.

273. *Psychology of Business and Industry.* Psychological principles and methods applied to problems commonly encountered in business and industry. P-151.

281, 282. *Original Problems.* (½ per sem.) Non-statistical characteristics of properly-designed research, followed by supervised research experience.

281 and 282 normally are taken in that order; credit for either alone requires special permission. P-211, 212, instructor's consent.

283. *Directed Study* (½ or 1.) Student research performed under faculty supervision. P-151, instructor's consent.

284. *Honors Seminar.* Seminar on selected problems in psychology; intended primarily for students in the departmental honors program. P-211, instructor's consent.

321. *Learning Theory and Research.* Theoretical and experimental issues in the psychology of learning; no attempt is made to cover applications to practical (e.g., educational) situations. P-151.

323. *History and Systems.* The development of psychology from Aristotle through recent systems of psychology, e.g., functionalism, behaviorism, Gestalt. P-151.

324, 325. *Advanced Theory and Method.* Seminar treatment of current problems. 324. *Sensation and Perception.* 325. *Learning and Motivation.* Typically, only one course offered in a given year. P-211, 212, instructor's consent.

331. *Comparative Psychology.* Behavioral differences in animals at various levels of the phylogenetic scale. Lab — 2 hrs. P-151.

332. *Physiological Psychology.* Physiological bases of behavior, with special reference to the nervous system. Lab — 2 hrs. P-151.

336. *Perception and the Cognitive Processes.* Survey of theory and evidence related to problems of perception and thinking. P-151.

338. *Motivation of Behavior.* Survey of basic motivational concepts and related evidence. P-151.

344. *Abnormal Psychology.* Descriptive analysis of the major types of abnormal behavior with focus on organic, psychological, and cultural causes, and major modes of therapy. P-151.

352. *Psychological Appraisal.* Psychological tests reviewed in theory, construction, and use. Lab — 2 hrs. P-151.

356. *Personality Theory and Research.* Classical and contemporary theories of personality and related research studies. P-151.

358. *Survey of Clinical Psychology.* An overview of the field of clinical psychology. P-344, senior or graduate standing, instructor's consent.

359. *Behavior Modification.* The application of learning principles to the modification of behavior in a variety of subject populations and settings. P-151.

362. *Social Psychology.* Research and issues in social psychology, including social perception, social motivational theory, attitude measurement and change, social learning, and small group behavior. P-151.

Courses for Graduate Students*

415, 416. *Research Design and Analysis in Psychology.*
427, 428. *Behavior Theory.*
434. *Biological Psychology.*
451. *Theory and Practice of Psychological Testing.*
457. *Experimental Approaches to Personality.*
465. *Advanced Social Psychology.*
481. *Contemporary Problems in Psychological Theory.*
483. *Reading and Research in Psychology.*
491, 492. *Thesis Research.*

RELIGION

Professors E. W. Hamrick, Angell, Bryan†, Griffin
Associate Professors Dyer, Mitchell, Talbert
Assistant Professors Collins, Horton
Instructor R. C. Wood, Jr.
Visiting Lecturer Lester

The Department of Religion offers courses in instruction designed to give every student entering Wake Forest an oppor-

* For course descriptions, see the Graduate *Bulletin.*
† Absent on leave, Fall 1972.

tunity to acquire at least an introduction to the life, literature and the most important movements in the field of religion. It also seeks to give to students preparing for specialized service, as religious education directors, ministers, and missionaries, the foundational courses needed for further study.

One course in Religion is required of all degrees. Any course offered by the Department will be accepted to meet the requirement except those numbered 218, 237, 240, 282, 292, 346, and 362.

A Major in Religion requires a minimum of seven semester courses and one winter term course.

Pre-seminary students are advised to include in their program of study, in addition to courses in Religion, courses in Philosophy, Ancient History, Public Speaking, and two languages, Greek or Latin, and German or French.

Highly qualified majors are invited by the department to apply for admission to the honors program in Religion. To be graduated with the designation "Honors in Religion," they must meet minimum requirements listed on page 8, and must apply to the Chairman of the Department for admission to the honors program. Normally this is to be done by February of the junior year. Upon completion of all the requirements, the candidate will be graduated with "Honors in Religion." For additional information members of the staff should be consulted.

111. *Introduction to the Old Testament.* A survey of the Old Testament designed to introduce the student to the history, literature and religion of the ancient Hebrews.

112. *Introduction to the New Testament.* A survey of the literature of the New Testament in the context of early Christian history.

113. *The Hebrew Prophets.* A study of the background, personal characteristics, function, message, contribution, and present significance of the Hebrew prophets.

114. *The Wisdom Literature.* An introduction to the Wisdom Literature of the Old Testament with special attention to Proverbs, Job and Ecclesiastes.

115. *Jesus and the Synoptic Gospels.* A study of Jesus' proclamation and activity in the light of modern critical research on the gospels.

131. *Basic Christian Ethics.* The Biblical and theological foundations of the Christian Ethic and its expression in selected contemporary problems.

160. *Early Rabbinic Judaism.* An introduction to the literature and thought of the early Rabbis.

161. *World Religions.* The place of religion in life and the origin, nature, and accomplishments of the living religions of the world, studied from the historical point of view.

164. *History of Christianity.* A rapid survey of the history of the Christian Church.

166. *American Religious Life.* A study of the history, organization, worship and beliefs of American religious bodies, with particular attention to cultural factors.

171, 172. *Meaning and Value in Western Thought.* A critical survey of religion and philosophy in the Western world from antiquity to modern times. This course may count as Religion or Philosophy, but not both; choice determined at registration.

173. *An introduction to Christian Theology.* A study of the ground, structure and content of Christian belief.

176. *Theology and Modern Literature.* A study of modern literary artists whose themes are primarily theological, from Hopkins to Tolkien.

201. *Phenomenology of Religion.* A study of selected religious phenomena and of their meaning and function wtihin human existence.

216. *Poetic Literature of the Old Testament.* A study of Hebrew Poetry — its types, its literary and rhetorical characteristics, and its significance in the faith of ancient Israel.

218. *Travel Seminar in the Mediterranean World.* Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria and Israel.

226. *Early Christian Theologians: Paul.* An introduction to the Pauline interpretation of Christianity and its place in the life of the early church.

227. *Early Christian Theologians: The Fourth Evangelist.* An examination of the Johannine interpretation of Jesus and Christian faith.

236. *Church and Community.* An examination of the basic needs and trends of the contemporary community, especially the rural and suburban, in the light of the Christian norms for "the good community"

237. *Black Religion and Black Churches in America.* Survey of literature on these themes with an examination of the historical background and special attention to the contemporary area.

238. *Religion and Science.* An analysis of the relationship between science and religion in world culture.

240. *Principles of Religious Education.* A study of the theory and practice of religious education with emphasis on the basic foundations in religion and education.

276. *The Problem of Evil from Job to Shakespeare.* A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

282. *Honors Course in Religion.* A conference course designed to prepare the Honors student for a comprehensive exam or research project.

292. *Teaching of Religion.* A study of the teaching of religion in church, school and community. This course may be credited as Education for those who are applicants for a state teacher's certificate in religious education.

314. *Introduction to Biblical Archaeology.* A survey of the contributions of Near Eastern archaeology to Biblical studies.

317. *The Ancient Near East.* A comparative study of ancient Near Eastern cultures and religions, with special emphasis on Israel's relationships with surrounding peoples.

321. *The Quest for the Historical Jesus.* An investigation of the possibility and relevance of historical knowledge about Jesus through a consideration of the seminal "Lives of Jesus" since the eighteenth century.

322. *The Epistle to the Hebrews.* Reading and discussion of Hebrews in the light of first century Judaism and Christianity.

334. *Christian Ethics and Contemporary Culture.* A study of the encounter between the Christian Ethic and the value systems implicit in certain social areas such as economics, politics, race and sex.

335. *The Leadership Role of the Clergy in a Technological Society.* The use of internships and seminars whereby the student would be learning first-hand about established and emerging power-models for social change from within the multiple industrial corporations and the rich variety of public service organizations available in the Winston-Salem area.

346. *Theological Foundations of Religious Education.* A study of theological methodology, theories of learning and philosophies of education in terms of their implications for religious education.

350. *Psychology of Religion.* An examination of the psychological elements in the origin, development, and expression of religious experience.

354. *Religious Development of the Individual.* A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.

355. *Theology of Pastoral Care and Counseling.* A study of the relationship between theology and the purpose, theories and methods of pastoral care. LESTER

360. *Hinduism.* A study of the fundamental features of the Hindu tradition.

361. *Buddhism.* A study of the Buddhist tradition, its fundamental features, and its impact on the cultures of Asia.

362. *Post-Biblical Judaism.* The rise and development of post-Biblical (Rabbinic) Judaism until modern times.

363. *Hellenistic Religions.* Consideration of available source materials,

questions of method, and bibliography related to such Hellenistic religions as the mysteries, Hellenistic Judaism and Gnosticism.

365. *History of Religions in America.* A study of American religions from Colonial times until the present.

373. *The History of Christian Thought.* A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times.

374. *Contemporary Christian Thought.* An examination of the major issues and personalities in modern theology.

376. *The Origins of Existentialism.* A study of the principal 19th century figures who form the background for 20th century existentialism: Goethe, Kierkegaard, Nietzsche, Dostoevsky, and Tolstoy.

Hebrew

111, 112. *Elementary Hebrew.* A course for beginners in the classical Hebrew of the Bible with emphasis on the basic principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.

153. *Intermediate Hebrew.* Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings will emphasize post-Biblical Hebrew. P-111, 112, or equivalent.

211. *Hebrew Literature.* The reading and discussion of significant Biblical Hebrew texts. P-153.

Courses for Graduate Students*

401, 402. *Directed Reading.*
416. *Old Testament Theology.*
418, 419. *Old Testament Exegesis.*
421. *New Testament Theology.*
423, 424. *New Testament Exegesis.*
438. *Seminar in Historical Types of Christian Ethics.*
448. *Seminar in Religious Education.*
451. *Theory and Practice of Pastoral Counseling.*
455, 456. *Clinical Pastoral Education.*
461. *Seminar in Eastern Religion.*
466. *Seminar in Christian History.*
475. *Seminar in History of Christian Thought.*
480. *Theology and the Aesthetic.*
491, 492. *Thesis Research.*

* For course descriptions, see the Graduate *Bulletin*.

ROMANCE LANGUAGE

A major in French or Spanish requires 8 semester courses and one winter term course beyond the elementary courses (111, 112). Courses numbered 221, 222 or 223, 225, 226 are recommended for majors.

Highly qualified majors are invited by the department to apply for admission to the honors program in French or Spanish. To be graduated with the designation "Honors in Romance Languages," they must meet minimum requirements listed on page 8, and complete French or Spanish 281, and pass a comprehensive writing and oral examination. The oral examination may be conducted, at least in part, in the student's major language. For additional information members of the staff should be consulted.

I

French

Professors Mary F. Robinson, Parker, Shoemaker

Associate Professor Anne Tillett

Assistant Professor Ljungquist

Lecturers Hansberger, Rodtwitt

Visiting Lecturer Derrien

Instructor Engelson

111, 112. *Elementary French.* A course for beginners, covering the principles of French grammar and emphasizing speaking and writing and the reading of elementary texts. Lab — 1 hr.

153. *Intermediate French.* A review of grammar and composition with practice in conversation. Reading of selected texts. Not open to students who have completed 152 or equivalent. Lab. — 2 hrs. P-111, 112.

215. *Masterpieces of French Literature.* Reading of selected texts in French from the nineteenth and twentieth centuries. Parallel reading and reports. (Either 215 or 216, but not both, accepted for credit toward a major in French.) P-153 or equivalent.

216. *Masterpieces of French Literature.* Reading of selected texts in French before the 19th century. Parallel reading and reports. (Either 215 or 216, but not both, accepted for credit toward a major in French.) P-153 or equivalent.

221. *Conversation and Composition.* Practice in speaking and writing French, stressing correctness of sentence structure, phonetics, pronuncia-

tion, fluency and vocabulary of everyday situation. Lab — 2 hrs. P-153 or equivalent.

222. *Composition and Review of Grammar.* A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. P-153 or equivalent.

224. *French Civilization.* An introduction to French culture and its historical development. Emphasis on intellectual, artistic, political, social and economic life of France. P-221 or permission of instructor.

225. *Survey of French Literature from the Middle Ages through the Eighteenth Century.* Extensive reading and study of trends and movements. P-215 or 216.

226. *Survey of French Literature of the Nineteenth and Twentieth Centuries.* Extensive reading and study of trends and movements. P-215.

231. *Medieval French Literature.* A survey of French literature of the Middle Ages with cultural and political backgrounds. Selected masterpieces in original form and modern transcription. P-215 or 216.

232. *Seminar in Medieval French Literature.* Study of selected topics of the period. Topics may vary from year to year. P-215 or 216.

233. *Sixteenth Century French Literature.* The literature and thought of the Renaissance in France, with particular emphasis on the works of Rabelais, Montaigne, and the major poets of the age. P-215 or 216.

234. *Seminar in Sixteenth Century French Literature.* Study of selected topics of the period. Topics may vary from year to year. P-215 or 216.

241. *Seventeenth Century French Literature.* A study of the outstanding writers of the classical age. P-215 or 216.

242. *Seminar in Seventeenth Century French Literature.* Study of selected topics of the period. Topics may vary from year to year. P-215 or 216.

251. *Eighteenth Century French Literature.* A survey of French philosophical and political literature of the eighteenth century. Emphasis on Montesquieu, Voltaire, Diderot, Rousseau, and *L'Encyclopédie.* P-215 or 216.

252. *Seminar in Eighteenth Century French Literature.* Study of selected topics of the period. Topics may vary from year to year. P-215 or 216.

261. *Nineteenth Century French Literature.* A study of French literature of the nineteenth century with cultural and political backgrounds. P-215.

262. *Seminar in Nineteenth Century French Literature.* Study of selected topics of the period. Topics may vary from year to year. P-215.

263. *Trends in French Poetry.* A study of the development of the poetic genre, with analysis and interpretation of works from each period. P-215 or 216.

264. *The French Novel.* A broad survey of French prose fiction, with critical study of several masterpieces in the field. P-215 or 216.

265. *French Drama.* A study of the chief trends in French dramatic art, with reading and discussion of representative plays. P-215 or 216.

271. *Twentieth Century French Literature.* A study of general trends and of representative works of the foremost prose writers, dramatists and poets. P-215.

272. *Seminar in Twentieth Century French Literature.* Study of selected topics of the period. Topics may vary from year to year. P-215.

281. *Reading and Research.* Extensive reading in French literature. Study of bibliography and research techniques. Presentation of a major research paper. Restricted admission. Required for departmental honors.

371. *Surrealism: origins, theories, evolution and impact.* This course will examine the interconnections between surrealist poetry and painting and the work of three poets: Breton, Eluard and Aragon. Conducted in French. P-221 or equivalent. MISS GERMAINE BRÉE

WAKE FOREST UNIVERSITY SEMESTER IN FRANCE

The department of Romance Languages sponsors a Semester in France program at Dijon, the site of a well established French university. Students go as a group, accompanied by a Wake Forest professor.

Requirements: No particular major is required for eligibility. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 221 or its equivalent, or at very least one French course beyond the intermediate level.

Instruction and supervision: Students are placed in courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises residential and extracurricular affairs, and has general oversight of independent study projects.

Courses at the Centre International d'Etudes Françaises

F227. *French Grammar and Linguistics.* Analysis of grammar and composition. Study of phonetics and practice in pronunciation. Use of the language laboratory.

F228. *French Civilization.* Study of the geography of France along with analysis of the political and economic situation in France and observance

of French social and educational practices. Field trips to points of historical and artistic interest.

F275. *French Literature.* Lectures and discussion of the novel, theater, and poetry of France, largely of the period since 1850.

F231. *History of France.* Social and cultural history of France from the Middle Ages to the present. (credit in History)

F290. *Philosophy.* Study of Descartes and Pascal. Lectures and discussion. Term paper on a specific topic, to be evaluated by a professor of Philosophy of Wake Forest. (credit in Philosophy)

Courses at the Université de Dijon, Faculté des Lettres et Sciences Humaines

F240. *Independent study in one of several fields.* Scholar's journal and research paper. Supervision by the Director of the Semester in France and evaluation by the department for which credit is granted. Work may be supplemented by lectures on the subject given at the Université de Dijon Faculté des Lettres et Sciences Humaines.

Students choose *four* of the above courses. In addition, all take the following course.

WF5. *January in France — in September.* Residence in a French locality during September and early October. Observations of French culture, home life, education, religious practices, etc. Excursions to points of historical and artistic interest. Written record of findings and paper on some aspect of French culture, to be evaluated by the Director of the Semester in France program.

II
Chinese*

Lecturer Speer

111, 112. *Elementary Chinese.* Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system. Basic sentence patterns are covered. Lab — 1 hr.

III
Hindi*

Professor Gokhale

111, 112. *Elementary Hindi.* Attention will be given mainly to basic Hindi grammar, vocabulary building, simple composition and conversation. Lab — 1 hr.

153. *Intermediate Hindi.* Advanced practice in Hindi composition, conversation and introduction to literary Hindi. Lab — 1 hr. P-111, 112 or equivalent.

* These courses are attached to the Department of Romance Languages for administrative purposes only.

211. *Hindi Literature.* Reading and translation of selected texts in prose and poetry and journalistic Hindi. Lab — 1 hr. P-153.

IV
Russian*

Associate Professor Anne Tillett

111, 112. *Elementary Russian.* The essentials of Russian grammar, conversational drill, and reading of elementary texts. Admission with the consent of the instructor.

153. *Intermediate Russian.* Training in principles of translation with grammar review and conversation practice. P-112 or equivalent.

215. *Introduction to Russian Literature.* Reading of edited texts from the nineteenth century. P-153 or equivalent.

216. *Introduction to Russian Literature.* Reading of edited texts from the twentieth century. P-153 or equivalent.

217. *Seminar in Nineteenth Century Russian Literature.* A study of the foremost writers with reading of representative works. P-153 or equivalent.

218. *Seminar in Contemporary Russian Literature.* Reading of representative works in Russian with discussion of political and cultural backgrounds. P-153 or equivalent.

V.
Spanish

Professor King

Associate Professors Bryant, Campbell

Instructors Engelsohn, Johnson, Porterfield, Whitchurch

111, 112. *Elementary Spanish.* A course for beginners, covering grammar essentials, and emphasizing speaking, writing, and the reading of elementary texts. Lab — 1 hr.

153. *Intermediate Spanish.* A review of grammar and composition with practice in conversation. Reading of selected texts. Not open to students who have completed 152 or equivalent. Lab — 2 hrs. P-111, 112.

215. *Major Spanish Writers.* Reading of selected texts from the nineteenth and twentieth centuries. Parallel reading and reports. (Either 215 or 216, but not both, accepted for credit toward a major in Spanish.) P-153 or equivalent.

* These courses are attached to the Department of Romance Languages for administrative purposes only.

216. *Major Spanish American Writers.* Reading of selected texts. Parallel reading and reports. (Either 215 or 216, but not both, accepted for credit toward a major in Spanish.) P-153 or equivalent.

221. *Conversation and Composition.* Practice in speaking and writing Spanish, stressing correctness of sentence structure, phonetics, pronunciation, fluency and vocabulary of everyday situations. Lab — 1 hr. P-153.

223. *Advanced Grammar and Composition.* A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic Spanish. Lab — 1 hr. P-153 or equivalent.

224. *Hispanic Civilization.* An introduction to Hispanic culture and its historical development. Emphasis on intellectual, artistic, political, social, and economic life of Spain and Spanish America. P-221 or permission of instructor.

225. *Survey of Spanish Literature from the Middle Ages through the Seventeenth Century.* Extensive reading and study of trends and influences. P-215.

226. *Survey of Spanish Literature from the Eighteenth Century to the Present.* Extensive reading and study of trends and movements. P-215.

227. *Survey of Spanish American Literature.* Extensive reading and study of works from the Colonial through the contemporary periods, with emphasis on the late-nineteenth and twentieth centuries. P-215.

228. *Seminar in Spanish American Literature.* Study of selected writings. Authors chosen may vary from year to year. P-215.

234. *Spanish Prose Fiction Before Cervantes.* A study of the several types of prose fiction, such as the sentimental, chivalric, pastoral, Moorish, and picaresque novels prior to 1605. P-215.

235. *Seminar in Spanish Prose Fiction Before Cervantes.* A study of the development of several types of Spanish prose fiction before the *Quixote.* P-215.

241. *Golden Age Drama.* A study of the major dramatic works of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón, and others. P-215.

242. *Seminar in Golden Age Drama.* A study of selected dramatic works of the period. Selections may change from year to year. P-215.

243. *Cervantes.* Intensive study of the life and works of Cervantes, with special emphasis on the *Quixote* and the exemplary novels. P-215.

244. *Seminar in Cervantes.* A study of special aspects of Cervantes' works. Emphasis may vary from year to year. P-215.

251. *Spanish Lyric Poetry.* A study of the development of the poetic genre, with analysis and interpretation of works from each period. P-215.

261. *Nineteenth Century Spanish Novel.* A study of the novels of Valera, Pereda, Galdós, Pardo Bazán, Blasco Ibáñez and their contemporaries. P-215.

265. *Spanish American Novel.* A study of the novel in Spanish America from its beginning through the contemporary period. P-215.

266. *Seminar in Spanish American Novel.* A study of one or more categories of Spanish American novels. Materials may change from year to year. P-215.

272. *Modern Spanish Drama.* A study of the principal dramatic works from the Romantic movement through the contemporary period. P-215.

273. *Modern Spanish Novel.* A study of representative Spanish novels from the "Generation of '98" through the contemporary period. P-215.

274. *Seminar in Modern Spanish Novel.* A study of one or more categories of Spanish novels. Materials may change from year to year. P-215.

281. *Reading and Research.* Extensive reading in Spanish literature. Study of bibliography and research techniques. Presentation of a major research paper. Restricted admission. Required for departmental honors.

Wake Forest University Semester in Spain

The department of Romance Languages is affiliated with the Associated Mid-Florida Colleges in the operation of a study abroad program conducted at the University of Madrid. Courses are taught by native Spanish professors attached to the University's *Facultad de Filosofía y Letras*, the Spanish equivalent of the college of arts and sciences. Students live with Spanish families selected by the program's resident director, a professor of Spanish from Wake Forest University or from one of the other five colleges and universities in the association. The resident director also coordinates and supervises the student's academic program and has general oversight of his extracurricular activities.

Requirements: Students must have acquired junior standing, have completed two years of college Spanish or the equivalent, and be approved by both the major department and the department of Romance Languages. No particular major is required for eligibility.

Course Offerings: Approximately thirty courses are available in the fields of Spanish language and literature, art, history, philosophy, economics, political science, and sociology. Course organization and teaching methods in most cases are similar to those in American universities, but all classes are conducted in Spanish.

SOCIOLOGY AND ANTHROPOLOGY

Professors Banks*, Patrick
Associate Professors Earle (Chairman), Evans, Gulley, Tefft
Assistant Professors Maultsby, Perricone, Woodall
Instructors McWilliams, Srivastava

A major in Sociology requires eight semester courses and one winter term course, and must include Sociology 151, 371, and 380, and five other semester courses or seminars, chosen at the discretion of the student and his adviser. One of the latter must be a research course (e.g., Sociology 384) unless this requirement is satisfied otherwise, such as in the winter term.

A major in Anthropology requires eight semester courses and one winter term course, and must include Anthropology 162, Sociology 380, five other semester courses and a seminar, chosen at the discretion of the student and his adviser. One of the latter must be a research course unless this requirement is satisfied otherwise, such as in the winter term.

Only one course credit from Anthropology 381-382 and one course credit from Anthropology 383-384 may be used to meet major requirements. Additional courses would be counted within the limits specified for a single field of study.

Students who choose Sociology and/or Anthropology to meet course requirements may select one of the following combinations: Sociology 151 and any other Sociology course, but not, except under unusual circumstances, Sociology 371 or 380; or Anthropology 162 and any other Anthropology course except Anthropology 260; or Sociology 151 and Anthropology 162, or *vice versa.*

Highly qualified majors are invited by the department to apply for admission to the honors program in Sociology and Anthropology. To be graduated with the designation "Honors in Sociology" or "Honors in Anthropology," they must meet minimum requirements listed on page 8, they must complete a senior research project, write up this research, and satisfactorily defend this work in a comprehensive oral examination. For additional information members of the staff should be consulted.

* Absent on leave, 1972-73.

Sociology

151. *Principles of Sociology.* General introduction to the field: social organization and disorganization, socialization, culture, social change and other aspects.

152. *Social Problems.* Survey of contemporary American social problems. Credit is not allowed for 344 if this course is taken. P-151.

248. *Marriage and the Family.* The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

333. *The Community.* A survey of materials relating to the community as a unit of sociological investigation with emphasis on the urban setting. Of particular value for social work or community planning. P-151.

335. *Medical Sociology.* Analysis of the social variables associated with health and illness and with the practice of medicine. P-151.

337. *Social Gerontology.* Basic social problems and processes of aging. Social and psychological issues will be discussed. P-151.

339. *Public Opinion and Propaganda.* The study of public opinion and propaganda and a consideration of mass communication. P-151.

340. *Sociology of Child Development.* Socialization through adolescence in the light of contemporary behavioral science, emphasizing the significance of social structure. P-151.

341. *Criminology.* Crime: its nature, causes, consequences and methods of treatment and prevention. P-151.

344. *Social Deviation and Disorganization.* A theoretical approach to social problems. Emphasis is on the relationship between social structure and social problems. Credit is not allowed for 152 if this course is taken. P-151.

358. *Population and Society.* Techniques used in the study of population data. Reciprocal relationship of social and demographic variables. P-151.

359. *Race and Culture.* Racial and ethnic group prejudice and discrimination and its effect on social relationships. Emphasis on psychological and sociological theories of prejudice. P-151.

360. *Social Stratification.* Methods for locating and studying social classes in the U. S. Class structure, function, mobility, and inter-class relationships. P-151.

371. *Seminar on Sociological Theory.* A review of the major writings in the field. Emphasis is placed on the content and on the development of theory through time. P-151.

380. *Social Statistics.* Basic statistics, emphasizing application in survey research. One who takes this course may not receive credit in Bus. Adm. 268, or Math. 157.

384. *Social Research.* A survey of sociological research techniques. Emphasis on developing actual studies. P-151.

385, 386. *Special Problems Seminar.* Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. Permission of instructor.

Anthropology

162. *General Anthropology.* Basic concepts of anthropology, focusing upon the biological and socio-cultural evolution of man from Pleistocene to present and an analysis of his contemporary cultural diversity.

252. *Cultural Anthropology.* A cross-cultural analysis of human institutions concentrating on non-industrial societies. P-162.

260. *Archeological Laboratory Practicum* (½ per sem.) Instruction in artifact cleaning, preserving, cataloging, and analysis; preparation of museum exhibits; familiarization with darkroom procedures, drafting and report preparation. Permission of instructor.

342. *Peoples and Cultures of Latin America.* Ethnographic focus on the elements and processes of contemporary Latin American cultures. P-162 or permission of instructor.

343. *Anthropology and Developing Nations.* Analytic survey of problems facing emerging nations and the application of anthropology in culture-change programs. P-162 or permission of instructor.

344. *Medical Anthropology.* The impact of Western medical practices and theory on non-Western cultures and anthropological contribution to the solving of world health problems. P-162.

351. *Bioanthropology.* Introduction to biological (physical) anthropology: human biology, evolution and variability. P-162.

353. *Peoples and Cultures of Africa.* The ethnology and prehistory of Negro Africa south of the Sahara. P-162.

354. *Primitive Religion.* The world-view and values of nonliterate cultures as expressed in myths, rituals and symbols. P-162 or Soc. 151.

355. *Language and Culture.* An introduction to the relations between language and culture including methods for field research. P-162.

356. *Old World Pre-History.* Introduction to prehistoric archaeology: field and laboratory techniques, with survey of world prehistory. P-162.

357. *Personality in Culture.* A seminar designed to study the psychodynamics of social personality and national character. P-162 or Soc. 151.

358. *The American Indian.* Ethnology and prehistory of the American Indian. P-162.

359. *Prehistory of North America.* The development of culture in North America as outlined by archaeological research, with an emphasis on paleoecology and socio-cultural processes. P-162.

360. *Archaeology of the Southeastern United States.* A study of human adaptation in the Southeast from the Pleistocene to the present, emphasiz-

ing the role of ecological factors in determining the formal aspects of culture. P-162.

362. *Seminar: Human Ecology and Geography.* The relations between man and his inorganic and organic environment as mediated by culture. P-162 or permission of instructor.

373. *Peoples and Cultures of Southeast Asia.* Ethnology and prehistory of Southeast Asia. P-162 or permission of instructor.

379. *Research Methods in Anthropology.* Introduction to the principal research techniques used in anthropology. P-162.

381, 382. *Archaeological Research.* The recovery of anthropological data through the use of archaeology, taught in the excavation and interpretation of a prehistoric site. P-162.

383, 384. *Field Research in Cultural Anthropology.* Training in techniques for the study of foreign cultures, carried out in the field. P-162.

385, 386. *Special Problems Seminar.* Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. Permission of instructor.

Courses for Graduate Students*

Sociology

412. *Development of Sociological Theory.*

421. *Quantification in Social Research.*

426. *Seminar: Sociological Research Methods.*

431. *Seminar: An Analysis of Contemporary Society.*

435. *Seminar on Social Change.*

441. *Directed Readings and Research.*

491, 492. *Thesis Research.*

Anthropology

452. *Anthropological Theory.*

462. *Seminar: Research Methods in Social Anthropology.*

464. *Seminar: Research in Applied Anthropology.*

472. *Seminar: Research Methods in Archaeology.*

485. *Directed Reading and Research.*

491, 492. *Thesis Research.*

* For course descriptions, see the Graduate *Bulletin.*

SPEECH COMMUNICATION AND THEATRE ARTS

Professors Shirley, Burroughs, Welker
Associate Professors Hayes, Tedford
Assistant Professor Wolfe
Instructors Fullerton, May, Williams

The major in Speech Communication and Theatre Arts consists of eight semester courses and one winter term course which may be elected at the student's discretion.

Those students majoring in Speech Education are expected to take specific courses which meet the requirements for Teacher Certification. Information concerning these courses may be obtained from departmental advisers.

Highly qualified majors are invited by the department to apply for admission to the honors program in Speech Communication and Theatre Arts. To be graduated with the designation "Honors in Speech Communication and Theatre Arts," they must meet minimum requirements listed on page 8, as well as successfully complete Course 281. For additional information members of the staff should be consulted.

The following three courses apply to each of the three areas within the department:

281. *Honors in Speech Communication and Theatre Arts.* A conference course involving intensive work in the area of special interest for selected seniors who wish to graduate with departmental honors.

282. *Independent Study.* Special research and readings in a choice of interest to be approved by a faculty adviser.

283, 284. *Debate, Radio-TV-Film, or Theatre Arts Practicum.* (½ per sem.) Individualized projects in the student's choice of debate, radio-TV-film, or theatre arts; includes organizational meetings, faculty supervision, and faculty evaluation. No student may register for more than ½ Unit of Practicum in any semester. Further, no student will be allowed to take more than a total of two units credits in practicum, only one unit of which may be counted toward a major in Speech Communications and Theatre Arts. *Pass-Fail Only.*

Communication-Public Address

151. *Speech Fundamentals.* A study of the nature and fundamentals of speech communication. Practice in the preparation and delivery of short speeches.

152. *Public Speaking.* The preparation and presentation of short speeches to inform, convince, actuate, and entertain. P-151.

153. *Interpersonal Communication.* The course is divided into three parts: communication theory, person-to-person communication, and small group interaction.

161. *Voice and Diction.* A study of the principles of voice and production with emphasis on phonetics as a basis for correct sound formation.

162. *Voice Production and Articulation.* This course will explore normal and abnormal articulation and voice. Includes testing procedures to determine the problem as well as theory techniques for problem correction.

231. *Oral Interpretation of Literature.* Fundamentals of reading aloud with emphasis on selection, analysis, and performance.

251. *Persuasion.* A study of the principles and forms of persuasive speaking. Practice in persuasive speaking. P-151, or permission of instructor.

252. *Argumentation and Debate.* A study of the essentials of argumentation. Practice in debate. Open to freshmen and sophomores by permission of instructor.

253. *Rhetorical Theory.* Survey of rhetorical theory emphasizing Plato, Aristotle, Cicero, Quintilian, Blair, Campbell, Whately, and Burke.

261. *Speech Pathology.* Anatomy and physiology of the Speech Mechanism. Normal and abnormal development of speech. History, causes and diagnostic testing of such problems as delayed speech, stuttering, cleft palate and aphasia.

262. *Speech Correction.* Study of therapeutic principles for children and adults with stuttering, cleft palate, aphasia and delayed speech. Psychology of rehabilitation and current research included. P-261.

263. *Audiology.* Survey of the field of hearing and hearing disorders.

281. *Honors in Speech Communication and Theatre Arts.* (See previous description.)

282. *Independent Study.* (See previous description.)

283, 284. *Debate Practicum.* (See previous description.)

351. *Introduction to Semantics.* A study of how persons respond to words and other symbols. Reports and a critical paper.

352. *Group Discussion and Conference Leadership.* An introduction to the theory and practice of cooperative group deliberation. Collateral readings.

353. *British Public Address.* A historical and critical survey of leading British speakers and their speeches from the sixteenth century to the present.

354. *American Public Address.* The history and criticism of American public address from colonial times to the present.

S-355. *Directing the Forensic Program.* A pragmatic study of the methods of directing high school and college forensics with work in the Wake Forest High School Speech Institute. (Summer only.)

Radio-Television-Film

241. *Introduction to Broadcasting.* A Study of the historical, legal, economic, and social aspects of broadcasting.

245. *Introduction to Film.* Historical introduction to motion pictures through the study of various kinds of films and their relationship to society.

281. *Honors in Speech Communication and Theatre Arts.* (See previous description.)

282. *Independent Study.* (See previous description.)

283, 284. *Radio-TV-Film Practicum.* (See previous description.)

341. *Radio-TV-Film Production.* Advanced radio-television-film production workshop. P-283, 284.

342. *Seminar in Radio-TV.* Extensive readings in and discussions of fundamental theory and current issues in radio and TV. P-241.

346. *Film Criticism.* A study of film aesthetics through an analysis of the work of selected film-makers and film critics. P-245.

Theatre Arts

121. *Introduction to the Theatre.* A survey of all areas of Theatre Art. Experience in laboratory and University Theatre productions. Lab — 3 hrs.

223. *Stagecraft.* A study of the basic elements of theatre technology. Practical experience gained in laboratory and University Theatre productions. Open to freshmen and sophomores by permission of instructor. Lab — 5 hrs.

226. *Theories of Acting.* A study of acting theories and fundamental acting techniques. Open to freshmen and sophomores by permission of instructor. Lab — 2 hrs.

227. *Theatre Speech.* An intensive course in the analysis and correlation of the physiological, physical, and interpretative aspects of voice and diction on the stage.

281. *Honors in Speech Communication and Theatre Arts.* (See previous description.)

282. *Independent Study.* (See previous description.)

283, 284. *Theatre Arts Practicum.* (See previous description.)

320. *Theatrical Scene Design.* A study of theories and styles of stage design and their application to the complete play. P-121 and 223, or permission of instructor.

322. *Play Directing.* An introduction to the theory and practice of play directing. Lab — 2 hrs. P-121 and 226, or permission of instructor.

S-324. *Directing the Drama Program.* A study of the function of drama in the educational curriculum with emphasis on the secondary level. Laboratory work in the High School Speech Institute. Lab — 6 hrs.

325. *Advanced Acting.* A concentrated study of the actor's art through theory and practice. P-226 or permission of instructor.

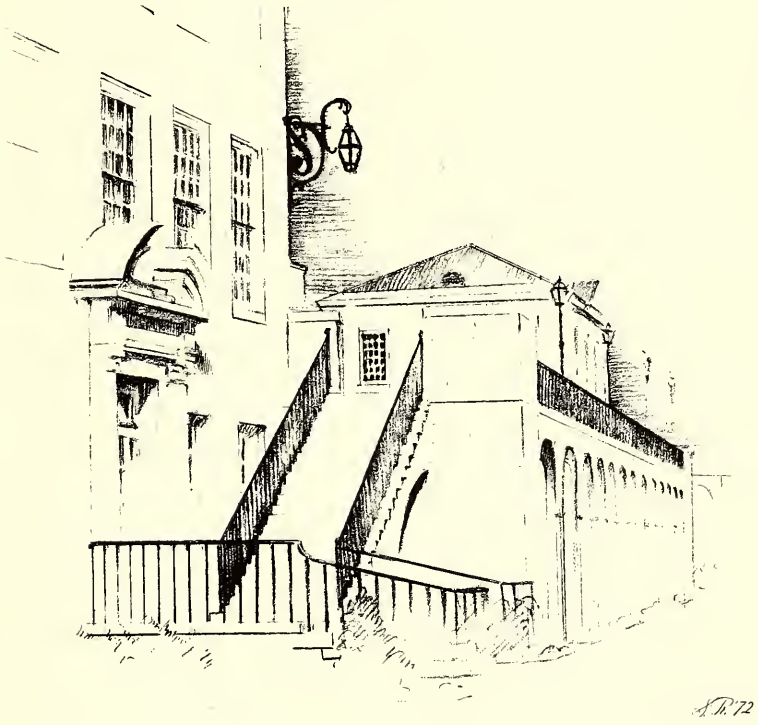
327. *Theatre History I.* A survey of the development of the theatre from its origins to 1870, includes lectures, readings and reports.

328. *Theatre History II.* A survey of the development of the modern theatre from 1870 to the present day, includes lectures, readings and reports.

Courses for Graduate Students*

421. *Modern Theatre Production.*
423. *Advanced Directing.*
426. *Evolution of Dramatic Theory: Seminar.*
451. *Classical Rhetoric.*
452. *Renaissance and Modern Rhetoric.*
453. *Seminar in Argumentation and Persuasion.*
454. *Seminar in Public Address.*
463. *Bases of Speech.*
481, 482. *Readings and Research in Speech Communication and Theatre.*
491, 492. *Thesis Research.*

*For course descriptions, see the graduate *Bulletin*.



Reynolda Hall, South

GRADUATE SCHOOL

On January 13, 1961, the Trustees of Wake Forest College established the Division of Graduate Studies and announced that beginning in September, 1961, the College would resume course and research work leading to the degree Master of Arts in the Departments of Biology, Chemistry, English, History, Mathematics, and Physics. In September, 1964, the Department of Psychology was added to this group. Two years later, graduate study was begun in the Department of Sociology and Anthropology, and in September, 1967, the Departments of Physical Education and Religion inaugurated master's degree programs. In September, 1969, the Department of Speech introduced work leading to the M.A. degree. A year later the Department of Biology began work leading to the Ph.D. degree. A doctoral program in the Department of Chemistry was begun in 1972.

On June 12, 1967, when Wake Forest College became Wake Forest University, the name of the Division of Graduate Studies was changed to the Graduate School. Also on that date, the Department of Education began offering programs of study leading to the Master of Arts in Education degree.

Candidates for the degree Master of Arts are required to complete successfully a minimum of twenty-four hours of course work, write a thesis for which six hours of credit are allotted, and pass a reading examination in one modern foreign language, or, in some disciplines, substitute a demonstration of competency in a special skill such as computer programming or statistics. The requirements for the Master of Arts in Education degree are essentially the same except that prospective principals and counselors may write an internship report instead of a thesis.

The Graduate School will have twenty full tuition scholarships available to be awarded for the summer of 1973 and a total of sixty-eight assistantships, fellowships, and scholarships for the academic year 1973-1974.

The *Bulletin* of the Graduate School, an application for admission form, and an application for grant form may be obtained by writing the Dean of the Graduate School, Box 7323 Reynolda Station, Wake Forest University, Winston-Salem, North Carolina 27109.

THE BABCOCK GRADUATE SCHOOL OF MANAGEMENT

Administration and Faculty*

James Ralph Scales, *President*
Jack D. Ferner, *Dean and Lecturer in Management*
J. Timothy Heames, *Associate Dean and Lecturer in Management*
Frank J. Schilagi, *Associate Dean and Director of Executive Programs*
Robert W. Shively, *Associate Dean and Associate Professor of Management*
Judson D. DeRamus, *Director of the Management Institute*
H. Russell Johnston, Jr., *Director of Admissions and Assistant Professor of Management*
Robert E. Schellenberger, *Director of Program Evaluation and Visiting Professor of Management*
Robert S. Carlson, *Professor of Management*
Kanak K. Chopra, *Instructor in Management*
W. Franklin Edwards, *Associate Professor of Management*
Theodore D. Klastorin, *Instructor in Management*
Marvin Loper, *Assistant Professor of Management*
Jeanne Owen, *Professor of Business Law*
Peter R. Peacock, *Instructor in Management*
Phillip Stanley Shinoda, *Instructor in Management*
Dan R. E. Thomas, *Instructor in Management*
Robert N. White, *Administrator-Lecturer*

General Statement

Education in business administration and management at Wake Forest is in transition. By action of the Trustees in April of 1969, the School of Business Administration is being changed to the Graduate School of Management, effective June, 1973. Both Schools have borne the name of the late Charles H. Babcock, a distinguished North Carolina businessman.

Persons wishing to prepare themselves for careers in business and management through studies at the graduate level should direct their attention to the programs offered in the Babcock

* See Administration and Faculty Sections for full Information.

School. Those interested in these areas as undergraduates would enter Wake Forest College and elect a major in the Department of Business and Accountancy and Economics.

Through the generosity of the Z. Smith Reynolds Foundation and Mrs. Nancy Susan Reynolds, the Babcock School occupies a completely modern building honoring the memory of Charles H. Babcock.

Graduate Curriculum

The objectives of the graduate curriculum are: a) mastery of a common body of knowledge contained in courses which comprise the "core" curriculum, b) acquisition of process skills to apply accumulated knowledge to managerial problems, and c) development of the ability to manage in a changing environment.

The core curriculum is divided into five centers of learning and proficiency must be demonstrated in the courses contained therein:

Behavioral Science
401—Introduction to Behavioral Science
402—Organization Theory and Behavior
403—Personal Goals
Environmental Analysis
411—Microeconomics
413—External Environment
412—Macroeconomics
Organization Functions
431—Managerial Accounting
421—Management Functions I
422—Management Functions II
423—Management Functions III (in part)
Quantitative Methods
461—Quantitative Methods
471—Probability and Statistics
433—Programming Methods
462—Management Science
472—Decision Theory
Systems Science
432—Nature and Analysis of Systems
423—Management Functions III (in part)

Admission Test

The Babcock Graduate School of Management requires all applicants for admission to take the Admissions Test for Graduate Students in Business (ATGSB), a test administered by Educational Testing Service. This score is one of a number of factors used in consideration of prospective students for admission.

Applicants should write ATGSB, Educational Testing Service, P. O. Box 944, Princeton, New Jersey, for application forms for taking the Test, and for the Bulletin of Information regarding the Test.

Scholarship and Student Aid

The Babcock Graduate School of Management has substantial resources for financial aid for its students. These scholarships are awarded on the basis of both need and potential for outstanding performance.

SCHOOL OF LAW

Faculty*

James Ralph Scales, *President*

Pasco M. Bowman II, *Dean and Professor of Law*

Richard Gordon Bell, *Professor of Law*

Rhoda Bryan Billings, *Assistant Professor of Law*

Leon Henry Corbett, Jr., *Assistant Dean and Associate Professor of Law*

Hugh William Divine, *Professor of Law*

Esron McGruder Faris, Jr.,** *Professor of Law*

Henry Conrad Lauerman, *Professor of Law*

Robert E. Lee, *Professor of Law*

Sylvester Petro, *Professor of Law*

David F. Shores, *Assistant Professor of Law*

James E. Sizemore, *Professor of Law*

George K. Walker, *Assistant Professor of Law*

James A. Webster, Jr., *Professor of Law*

Mrs. Vivian Lunsford Wilson, *Law Librarian*

General Statement

The School of Law was established as a department of Wake Forest College in 1894, the first instructor being Professor N. Y. Gulley, who served as dean from 1905 until his retirement from active administration in 1935. The School of Law is fully approved by all national and state accrediting agencies. It is a member of the Association of American Law Schools, and is listed as an approved school by the American Bar Association, by the Board of Law Examiners and Council of the North Carolina State Bar, and by the University of the State of New York.

The selection and treatment of the courses of study offered in the School of Law, and the method of instruction employed are designed to afford comprehensive and thorough training in the broad field of legal education and to equip students to practice in any jurisdiction where the Anglo-American law system prevails. The achievement of these purposes necessitates, first,

* See Administration and Faculty sections for full information.

** Absent on leave 1972-73.

the requirement of adequate and appropriate preliminary education in order to assure an intellectual maturity and cultural background against which legal principles and problems can be understood in their social, economic and moral, as well as in their legal aspects; second, a comprehensive study of the theories and doctrines of the Anglo-American system of law and their statutory modification.

The School of Law has as its objective, not only to train a student in legal principles and doctrines, but also to stimulate his reasoning powers, to prepare him to present legal propositions logically and analytically, and to develop in the student a profound sense of legal ethics, professional responsibility and the duty of the lawyer to society.

The School of Law has its separate building, modern in all respects and designed to accommodate the continued growth and future development of the School and the expansion of its program in the field of legal education. The law building, which is a handsome four-story structure, contains many attractive and useful features including air-conditioning.

The Law Library contains approximately 45,000 volumes, carefully selected to avoid unnecessary duplication and to insure the greatest possible usefulness.

Admission Requirements

The academic requirements for admission to the School of Law, as a candidate for the J.D. degree, may be satisfied by any one of the following methods:

(1) An academic degree from an approved college or university.

(2) The completion of three years of academic work prescribed in the "Combined Course" in Wake Forest College. (See pages 71-72 for details.)

The School of Law does not admit applicants without an academic degree, except applicants from Wake Forest College who pursue the "Combined Course" plan of three years of acceptable academic work in Wake Forest College.

The academic requirements set forth above are minimum requirements, and satisfaction of these requirements does not necessarily entitle an applicant to admission. The School of Law considers not only the scholastic average, but also the nature and subject-matter of the courses taken by the applicant. In addition, an applicant for admission is required to take the Law School Admission Test.

There is no rigidly prescribed pre-legal curriculum for admission to the School of Law. Since the law, in its application and as a subject of study, touches so many phases of life, it has been considered unwise to require an inflexible preparatory course. The School of Law does recommend the inclusion of as many of the following courses as possible in any pre-law program of study: English Composition, History of the United States, History of England, European History, Constitutional History, Government of the United States, State and Local Government, Comparative Government, International Relations, Literature, Foreign Languages, Speech, Psychology, Philosophy, Logic, Natural Sciences, Mathematics, Principles of Economics, Accounting, and Investments.

Application for admission to the School of Law must be made in writing on a form furnished by the School of Law. Participation in the Law School Data Assembly Service is required.

Beginning students are admitted to the School of Law at the opening of the fall session. In addition, for several years it has been the policy of the School of Law to admit beginning students at the opening of the spring session, which enables such students by continuing without interruption to complete the three-year course in two and one-half years consisting of five regular semesters and two summer sessions.

Admission to Advanced Standing. A student from a law school which is a member of the Association of American Law Schools, who is otherwise qualified, may in the discretion of the faculty be admitted to advanced standing for the J.D. degree. The student must be eligible for readmission to the law school from which he proposes to transfer. The last year of work on the basis of which the degree is granted must be taken in the Wake Forest University School of Law.

Admission Test

The School of Law requires all applicants for admission to take the Law School Admission Test, a test administered by Educational Testing Service. The applicant's score on the Test will be considered among other factors in passing on his application for admission to this Law School.

Applicants should write Law School Admission Test, Educational Testing Service, P.O. Box 944, Princeton, New Jersey, 08540, for application forms for taking the Test, for the Bulletin of Information regarding the Test, and for the Law School Data Assembly Service forms.

Scholarships and Student Aid

The School of Law has a number of scholarships available for each beginning class. Some of these scholarships are awarded on the basis of character, scholarship and financial need. Additional scholarships in a larger amount and covering full tuition are available for each beginning class and are awarded on the basis of character and exceptional scholastic achievement without regard to financial need. The School participates in the Graduate and Professional School Financial Aid Service for the processing of applications for scholarships. Forms for that Service are also available from Educational Testing Service.

The University has available loan funds for the benefit of students who are in need of financial aid and have satisfactorily completed at least a full semester.

In addition, a number of law students are afforded limited employment as Law Library assistants and dormitory counselors but usually after the completion of their first year.

Degree of J.D.

The degree of Juris Doctor (J.D.) will be awarded to the student who (1) has fulfilled the requirements for admission to the School of Law as a regular student, (2) thereafter spends the equivalent of three academic years in resident study in the School of Law, (3) successfully completes eighty-four semester hours of law, including all prescribed courses, and (4) attains

a cumulative weighted average of 67 or more on all work required for graduation.

The Summer Session

The School of Law operates a summer session of nine weeks, the work of which is carefully planned with reference to the curriculum of the regular academic year, and which may be used either to supplement the regular curriculum or as a substitute for part of it. Courses are offered during the summer session for advanced students only.

Further Information

Descriptions of the system of grading and examinations, general scholastic regulations, student organizations, prizes and awards, and the complete course of study are contained in a special Law School *Bulletin*, issued annually. Requests for this *Bulletin*, and other correspondence concerning the School of Law, should be addressed to The Dean, School of Law, Wake Forest University, P. O. Box 7206 Reynolda Station, Winston-Salem, N. C. 27109.

THE 1973 SUMMER SESSION

Eight-Week Term — June 11-August 4

Two Four-Week Terms — June 11-July 7, July 9-August 4

The Summer Session of 1973 will provide a variety of terms to accommodate the needs and purposes of students who attend in summer. Students may enroll for one course in each four-week term, or for one or two courses in the eight-week term. Graduate students, and superior undergraduates, may enroll for a total of three courses by taking one course in each of the four-week terms and concurrently one course in the eight-week term.

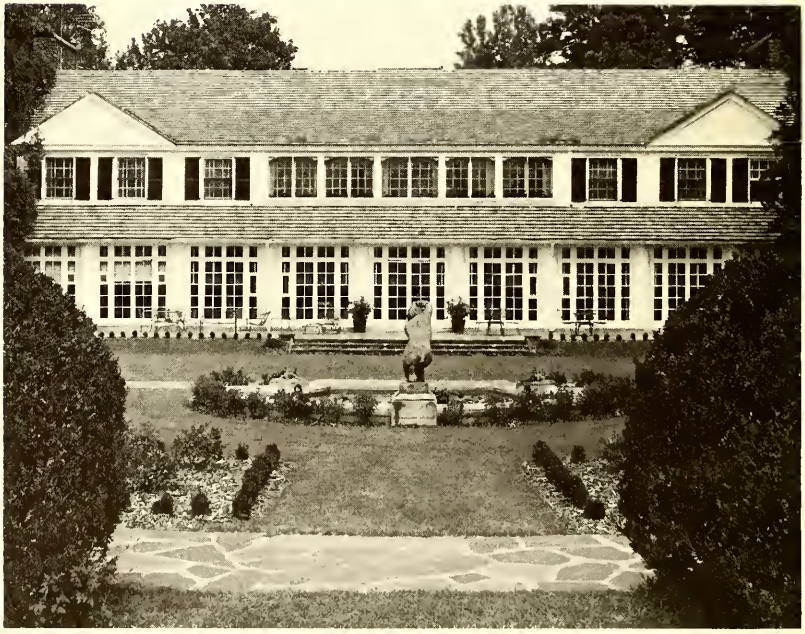
All courses in the four-week terms will meet during the morning hours, for two fifty-minute periods. Courses in the eight-week term will meet in the late morning or early afternoon for a single fifty-minute period. Science courses, including laboratories will meet from 8:00 a.m. to 1:00 p.m. All classes will meet daily, Monday through Friday.

The courses offered are designed to meet the needs of regular Wake Forest students, incoming freshmen, visiting students from other colleges, and public school teachers seeking renewal of certificates. There will be courses in Art, Anthropology, Biology, Business and Accountancy, Chemistry, Classics, Economics, Education, English, History, Mathematics, Philosophy, Politics, Psychology, Physics, Religion, Sociology, Spanish, and Speech. The Department of Education will offer a course in Directed Teaching for college graduates interested in qualifying for a class A teaching certificate.

Graduate courses leading to the Master of Arts degree will be offered in the departments of English, History, Psychology, Sociology and Anthropology, and Speech. Opportunities for research toward the Master of Arts degree, but not graduate courses, will be provided in the departments of Biology, Chemistry, Mathematics, and Physics.

A special program, the Master of Arts in Education, will be offered for teachers who desire to complete a Master's program in summer sessions.

A Summer Session Bulletin containing full information will be published in February and may be obtained by writing the Dean of the Summer Session, Wake Forest University, Box 7293 Reynolda Station, Winston-Salem, North Carolina 27109.



Reynolda House

BOWMAN GRAY SCHOOL OF MEDICINE

Administration Officers*

James Ralph Scales, *President*

Manson Meads, *Vice President for Medical Affairs*

Richard Janeway, *Dean*

Clyde T. Hardy, Jr., *Associate Dean (Private Patient Services)*

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C. Douglas Maynard, *Associate Dean (Student Affairs)*

Warren H. Kennedy, *Associate Dean (Administration) and Director, Division of Resource Management*

Michael D. Sprinkle, *Librarian*

Origin and Development

The School of Medicine was established at Wake Forest in 1902. It was renamed the School of Medical Sciences in 1937 and operated as a two-year medical school until 1941, when it was moved to Winston-Salem as a four-year medical school in association with the North Carolina Baptist Hospital. It was renamed The Bowman Gray School of Medicine of Wake Forest University in recognition of the benefactor who made the expansion possible.

Facilities

The main teaching hospital of the medical school is North Carolina Baptist Hospital which recently was expanded to 650 beds. The hospital serves as a secondary and tertiary referral center for the community and an area consisting of several southeastern states.

* See Administration and Faculty sections. For the complete faculty roster, see the special bulletin of The Bowman Gray School of Medicine, which may be obtained by request to The Office of Admissions, Bowman Gray School of Medicine, Winston-Salem, North Carolina 27103.

In addition to the general hospital facilities available, Baptist Hospital, with its new 16-story patient tower, contains a 38-bed intensive care unit, a 14-bed coronary care unit, a 70-bed progressive care unit, a six-bed clinical research unit, a new 17-room operating suite with an adjoining 17-bed recovery room, and a six-bed hemodialysis unit.

The medical school and hospital buildings join to form a single unit, resulting in close correlation of clinical and basic science teaching programs.

A multi-million dollar expansion program, initiated in 1963 has virtually doubled the size of the medical center. The first phase of the construction was accomplished in 1969 with the completion of four buildings — the Hanes Building, a major addition to the medical school; the Charles H. Babcock Auditorium, a 400-seat facility equipped with modern audiovisual systems; a 55,500-square-foot instructional center for allied health programs; and a new power plant.

These facilities have permitted a significant increase in the enrollment of students and an expansion of educational and research programs. They also have enabled the medical school to adopt a new curriculum, designed to better prepare today's students for the practice of tomorrow's medicine.

With the completion of the Z. Smith Reynolds Foundation Patient Tower, inpatient care at the medical center will approximate 200,000 bed days a year. Ambulatory patient visits to the medical center total more than 114,000 per year. And an active emergency room serves over 30,000 visits. The construction of a new ambulatory care center is scheduled.

Requirements For Admission

The requirements for admission to the medical school are based on the premise that the program of training a physician is a continuous one shared by both the undergraduate college and the medical school. The responsibility of the undergraduate training program is thus not only to provide the prospective student with the technical information and skills which will make it possible for him to complete his course in medical school but also to help him develop a broad background of experience

and interest which will make it possible for him later to achieve a full realization of his potentialities as an individual and as a member of society.

The majority of applicants complete four years of undergraduate work. However; applicants who have demonstrated exceptional ability and have completed 90 semester hours will be considered.

In order for the student entering medical school to be prepared for his courses, he must have acquired certain basic scientific information. Such information is ordinarily obtained in the following undergraduate courses:

2 semesters of general biology
2 semesters of general chemistry
2 semesters of organic chemistry
2 semesters of general physics

It should be emphasized that, in listing the above scientific requirements, it is not intended to minimize the importance of other less specific educational requirements.

In addition to the material listed above, the student should acquire extensive knowledge of man as the product of his social, physical, and emotional environment. The desired training is given in courses in Philosophy, Religion, Economics, Sociology, History, Literature, Mathematics, Language, and Psychology. The student is urged to acquaint himself as widely in these fields of knowledge as time and his inclination will permit.

Early Decision Program

The University has begun an experimental program whereby students will be selected at the end of their second year of undergraduate work and offered a place in School of Medicine upon graduation from undergraduate school. The purpose for the secured status would be to emphasize factors other than grades as criteria for the selection of students to study medicine. A physician, in addition to needing an alert and growing mind, should possess many other desirable personal traits such as integrity, discretion, motivation, judgment and concern which will

enable him to function effectively. Some medical students may be selected on the basis of their strong personal potential for medicine.

Early acceptance will allow a student to develop fully his educational background without undue apprehension concerning grades and will not require excessive emphasis to be devoted to science. In addition to academic flexibility, students will be afforded professional counsel from both the School of Medicine and the undergraduate school.

Students will be selected jointly by the Admissions Committee of the School of Medicine and the Pre-Medical Committee of the undergraduate school. A student may initiate an application himself or may be invited to apply by the Wake Forest University Pre-Medical Committee.

Admission

Students are selected on the basis of academic performance, character, and general fitness for the study of medicine. No student will be admitted who is ineligible, because of scholastic difficulties or misconduct, to re-enroll in a school previously attended. Students more than twenty-six years of age are not encouraged to apply.

Graduate Studies

Course work is offered leading to the Doctor of Philosophy degree with a major in Anatomy, Biochemistry, Microbiology, Pharmacology, Physiology and Comparative and Experimental Pathology. In addition, course work leading to the M.S. degree is offered in Biochemistry, Microbiology, Pharmacology and Physiology. A program leading to the Master of Science degree is offered in the Department of Comparative Medicine for students who hold the D.V.M. degree. The Master of Science degree in Medical Sciences is offered to qualified students including medical students and persons holding the M.D., D.V.M. or D.D.S. degrees. This graduate program may be carried out in any department or section of the medical school with the approval of the Committee on Graduate Studies.

Detailed information concerning the graduate program can be obtained by writing to the Office of Graduate Studies, The Bowman Gray School of Medicine, Winston-Salem, North Carolina 27103.

Further Information

For detailed information concerning enrollment in The Bowman Gray School of Medicine, admission to advanced standing, and other matters, address The Committee on Admissions, The Bowman Gray School of Medicine, Winston-Salem, North Carolina 27103.

University Mace

BOARD OF TRUSTEES

Terms Expire December 31, 1973

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Terms Expire December 31, 1974

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Terms Expire December 31, 1975

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Terms Expire December 31, 1976

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William D. Poe, Durham
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Frank B. Wyatt, High Point

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For one-year term beginning January 1, 1973

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John G. Williard, Box 7354, Winston-Salem, *Treasurer and Assistant Secretary*

Leslie E. Browder, Drawer 84, Winston-Salem, *General Counsel*

COMMITTEES OF THE TRUSTEES

Athletics: Owen, Chairman; Forney, Hamrick, Lee, Turner, Wyatt.

Audit: Bridges, Chairman; Broyhill, Culler, Hewlett, Tate.

Babcock School of Management: Forney, Chairman; Avery, Bridges, Hill, Philpott.

Budget: Cheek, C., Chairman; Aldrich, Holbrook, Parker, Stokes.

Buildings and Grounds: Holbrook, Chairman; Bates, McNeill, Parker, Poe.

Executive: Paschal, Chairman; Mason, Vice Chairman; Cain, Davis, T., Fletcher, Hope, Kicklighter, Mackie, Owen, Rice, Stokes.

Fine Arts Building: Allen, Charles M., Department of Biology, Chairman; Davis, E. L., Jr., Graham, Hope, Cain.

Graduate School: Hill, Chairman; Cheek, J., Godwin, Lee, Williams.

Investments: Philpott, Chairman; Avery, Cheek, C., Hope, Culler.

Law School: Mason, Chairman; Godwin, Hewlett, Rice, Wyatt.

Medical School: McNeill, Chairman; Graham, Mackie, Poe, Williams.

Nomination of Officers of the Corporation: Bates, Chairman; Cammack, Hamrick.

Nomination of Trustees: Cheek, J., Chairman; Cammack, Turner.

Wake Forest College (Student Life): Aldrich, Chairman; Cain, Graham, Kicklighter, Tate.

Ad Hoc — Revision of By-Laws: Officers of the Board: Chairman, Vice Chairman, General Counsel, Secretary, Treasurer. From the Administration: President, Provost, Vice President for Business, Chairman of Committee, Dean of Wake Forest College.

Reynolda Gardens Committee *(Established in the Deed of Gift):*

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Moore, Harold S., Secretary
Bragg, Nicholas
Conrad, Robert C.
Follin, Mrs. Thomas B.
Lambeth, Mrs. W. A.
McDonald, James C.
Williard, John G.
Wyatt, R. L.

BOARD OF VISITORS

January 1, 1973

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Honorary Chairman: Walter E. Greer, Jr.

Wake Forest College Board

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Robert P. Caldwell
John W. Chandler
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William R. Lybrook
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Lex Marsh
James W. Mason
H. Henry Ramm
T. Lynwood Smith
McNeill Watkins
John C. Whitaker
Larry Williams

*ADMINISTRATION

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B.A., Oklahoma Baptist; M.A., Ph.D., Oklahoma.

HAROLD WAYLAND TRIBBLE (1950-67) — *President Emeritus*
B.A., Richmond; Th.M., Th.D., Southern Baptist Theological Seminary; M.A., Louisville; Ph.D., Edinburgh; D.D. Stetson; LL.D., Union University, Wake Forest, Richmond, Duke, North Carolina.

MRS. ELIZABETH S. DRAKE (1950) — *Secretary of the Board of Trustees*

EDWIN GRAVES WILSON (1946, 1951) — *Provost and Professor of English*
B.A., Wake Forest; A.M., Ph.D., Harvard.

MANSON MEADS (1947, 1963) — *Vice President for Medical Affairs and Professor of Medicine*
A.B., California; M.D., D.Sc., Temple.

EUGENE T. LUCAS (1967) — *Vice President for Business and Finance*
B.A., Phillips; M.A., Denver.

OFFICE OF THE DEAN OF THE COLLEGE

THOMAS E. MULLEN (1957) — *Dean of the College and Associate Professor of History*
B.A., Rollins; M.A., Ph.D., Emory University.

ROBERT ALLEN DYER (1956) — *Associate Dean of the College and Associate Professor of Religion*
B.A., Louisiana State; Th.M., Th.D., Southern Baptist Theological Seminary.

TOBY A. HALE (1970) — *Assistant Dean of the College*
B.A., Wake Forest; M.Div., Duke; Ed.D., Indiana.

MARK H. REECE (1956) — *Dean of Men*
B.S., Wake Forest.

LULA M. LEAKE (1964) — *Dean of Women*
B.A., Louisiana State; M.R.E., Southern Baptist Theological Seminary.

LOIS JOHNSON (1942-1962) — *Dean of Women Emerita*
B.A., Meredith; M.A., North Carolina.

OFFICE OF THE DEAN OF THE SCHOOL OF LAW

PASCO M. BOWMAN, II (1970) — *Dean of the School of Law and Professor of Law*
B.A., Bridgewater; J.D., New York University.

LEON H. CORBETT, JR. (1968) — *Assistant Dean of the School of Law and Associate Professor of Law*
B.A., J.D., Wake Forest.

OFFICES OF THE BOWMAN GRAY SCHOOL OF MEDICINE

RICHARD JANEWAY (1966) — *Dean of the Bowman Gray School of Medicine and Professor of Neurology*
B.A., Colgate; M.D., Pennsylvania.

NASH HERNDON (1942, 1966) — *Associate Dean (Research Development) of the Bowman Gray School of Medicine and Professor of Preventive Medicine and Medical Genetics*
A.B., Duke; M.D., Jefferson Medical College.

* Date following name indicates year of appointment. More than one date indicates separate appointments.

CLYDE HARDY (1941) *Associate Dean (Private Patient Services) of the Bowman Gray School of Medicine*
B.A., Richmond.

C. DOUGLAS MAYNARD (1966) *Associate Dean of the Bowman Gray School of Medicine, Associate Professor of Radiology and Associate in Neurology*
B.S., Wake Forest; M.D., Bowman Gray.

EMERY C. MILLER, JR. (1955) *Associate Dean for Continuing Education, Professor of Medicine, and Associate in Physiology*
B.A., North Carolina; M.D., Johns Hopkins.

ARCHIE T. JOHNSON, JR. (1970) *Associate Dean (Admissions) of the Bowman Gray School of Medicine and Assistant Professor of Pediatrics*
B.S., Davidson; M.D., Medical College of Virginia.

WARREN H. KENNEDY (1971) *Associate Dean for Resource Management*
B.B.A., Houston.

OFFICE OF THE DEAN OF THE BABCOCK GRADUATE SCHOOL OF MANAGEMENT

JACK D. FERNER (1971) *Dean of the Babcock Graduate School of Management and Lecturer in Management*
B.S., Rochester; M.B.A., Harvard

ROBERT W. SHIVELY (1970) *Associate Dean of the Babcock Graduate School of Management and Associate Professor of Management*
B.A., Colgate; Ed.M., Harvard; Ph.D., Cornell.

JON TIMOTHY HEAMES (1971) *Associate Dean and Lecturer in Management*
B.E., Youngstown; M.S., Carnegie-Mellon.

FRANK J. SCHILAGI (1971) *Associate Dean and Assistant Professor of Management*
B.B.A., M.B.A., Ph.D., Georgia.

OFFICE OF THE DEAN OF THE GRADUATE SCHOOL

HENRY SMITH STROUPE (1937) *Dean of the Graduate School and Professor of History*
B.S., M.A., Wake Forest; Ph.D., Duke.

OFFICE OF THE DEAN OF THE SUMMER SESSION

PERCIVAL PERRY (1939, 1947) *Dean of the Summer Session and Professor of History*
B.A., Wake Forest; M.A., Rutgers; Ph.D., Duke.

OFFICE OF THE TREASURER

JOHN G. WILLIARD (1958) *Treasurer; Assistant Secretary of the Board of Trustees*
B.S., North Carolina; C.P.A., North Carolina.

CARLOS O. HOLDER (1969) *Bursar*
B.B.A., Wake Forest.

OFFICE OF THE REGISTRAR

MRS. MARGARET R. PERRY (1947) *Registrar*
B.S., South Carolina.

GRADY S. PATTERSON (1924-72) *Registrar Emeritus*
B.A., Wake Forest.

OFFICE OF ADMISSIONS AND FINANCIAL AID

*WILLIAM G. STARLING (1958) — *Director of Admissions and Financial Aid*
B.B.A., Wake Forest.

MRS. SHIRLEY P. HAMRICK (1957) — *Associate Director of Admissions*
B.A., North Carolina.

WILLIAM M. MACKIE, JR. (1964) — *Associate Director of Admissions and Financial Aid*
B.S., Wake Forest.

ROSS A. GRIFFITH (1966) — *Assistant Director of Admissions*
B.S., Wake Forest.

CHARLES M. CARTER (1972) — *Admissions and Financial Aid Counselor*
B.S., Winston-Salem State; M.S., Indiana.

UNIVERSITY LIBRARIES

MERRILL G. BERTHRONG (1964) — *Director of Libraries and Associate Professor of History*
B.A., Tufts; M.A., Fletcher School of Law and Diplomacy; Ph.D., Pennsylvania.

CARLTON P. WEST (1928) — *Librarian*
B.A., Boston University; M.A., Yale; B.S. in L.S., North Carolina.

MRS. ETHEL T. CRITTENDEN (1915-1946) — *Librarian Emerita*

MRS. VIVIAN LUNSFORD WILSON (1960) — *Law Librarian*
A.B., Coker; B.S. in L.S., George Peabody.

JEAN B. HOPSON (1970) — *Librarian of the Charles H. Babcock School of Business Administration*
B.S., Murray State University; M.A., George Peabody.

MICHAEL D. SPRINKLE (1972) — *Librarian of the Bowman Gray School of Medicine*
B.A., M.S. in L.S., North Carolina.

OFFICE OF THE CHAPLAIN

EDGAR D. CHRISTMAN (1956, 1961) — *University Chaplain*
B.A., J.D., Wake Forest; B.D., Southeastern Baptist Theological Seminary; S.T.M., Union Theological Seminary.

RICHARD W. MCBRIDE (1969) — *Assistant Chaplain and Director of the Baptist Student Union*
B.S. Ed., University of Virginia; B.D., Union Theological Seminary.

MIRIAM ANNE GLOVER (1972) — *Assistant to the Chaplain*
B.A., Duke.

CENTER FOR PSYCHOLOGICAL SERVICES

DAVID ALLEN HILLS (1960) — *Director of the Center for Psychological Services and Associate Professor of Psychology*
A.B., Kansas; M.A., Ph.D., Iowa.

DAVID W. CATRON (1963) — *Associate Director of the Center for Psychological Services and Associate Professor of Psychology*
B.A., Furman; Ph.D., Peabody.

PETER D. BULLARD (1971) — *Assistant Director of the Center for Psychological Services and Assistant Professor of Psychology*
B.S., Hobart; Ph.D., Washington.

MRS. JUDITH L. HOMER (1969) — *Counselor in the Center for Psychological Services and Instructor in Psychology*
B.S.N., Michigan; M.A., Wake Forest.

* Absent on leave, Spring 1973.

UNIVERSITY HEALTH SERVICE

HOWARD A. JEMISON, JR. (1964) — *Medical Director*
M.D., Bowman Gray.

†MARY ANN HAMPTON TAYLOR (1961) — *Assistant Medical Director and Assistant in Preventive Medicine*
B.S., Wake Forest; M.D., Bowman Gray.

ANDREW J. CRUTCHFIELD (1968) — *Consultant in Clinical Services*
B.S., Wake Forest; M.D., Virginia.

OFFICE OF THE DIRECTOR OF COMMUNICATIONS

RUSSELL H. BRANTLEY, JR. (1953) — *Assistant to the President and Director of Communications*
B.A., Wake Forest.

OFFICES OF DEVELOPMENT AND ALUMNI AFFAIRS

J. WILLIAM STRAUGHAN, JR. (1969) — *Director of Development*
B.A., J.D., Wake Forest; B.D., Union Theological Seminary.

JULIUS H. CORPENING (1969) — *Director of Estate Planning*
B.A., Wake Forest; B.D., Southern Baptist Theological Seminary.

GEORGE WILLIAM JOYNER, JR. (1969) — *Director of Alumni Affairs*
B.A., Wake Forest.

MARTHA W. LENTZ (1973) — *Publications Editor*
B.A., North Carolina.

JAMES P. SPEER II (1971) — *Foundations and Corporations Officer and Lecturer in International Relations*
B.A., George Washington; Ph.D., Colorado.

OFFICE OF THE DIRECTOR OF ATHLETICS

G. EUGENE HOOKS (1956) — *Director of Athletics and Associate Professor of Physical Education*
B.S., Wake Forest; M.Ed., North Carolina; Ed.D., George Peabody.

JESSE I. HADDOCK (1952, 1954) — *Associate Director of Athletics*
B.S., Wake Forest.

BOBBY J. BATSON (1970) — *Sports Information Director*

THE PHYSICAL PLANT

HAROLD S. MOORE (1953) — *Director of the Physical Plant*
B.M.E., Virginia.

ROYCE R. WEATHERLY (1947) — *Superintendent of Buildings*

MELVIN Q. LAYTON (1951) — *Superintendent of Grounds*
B.S., Wake Forest.

THOMAS P. GRIFFIN (1956) — *Director of Residences*

ROBERT B. SCALES (1956) — *Assistant Director of Residences*

OTHER ADMINISTRATIVE OFFICIALS

IVEY C. GENTRY (1949) — *Director of the Office for Research and Professor of Mathematics*
B.S., Wake Forest; B.S., New York; M.A., Ph.D., Duke.

PAUL M. GROSS, JR. (1959) — *Coordinator of the Honors Program and Associate Professor of Chemistry*
B.S., Duke; Ph.D., Brown.

† Absent on leave, 1972-73.

JEANNE OWEN (1956) *Director of the B.B.A. Program, Charles H. Babcock School of Business Administration, and Professor of Business Law*
B.S., U.N.C.-Greensboro; M.C.S., Indiana; J.D., U.N.C.-Chapel Hill.

DONALD O. SCHOONMAKER (1965) *Director of the Winter Term and Associate Professor of Politics*
B.A., Wake Forest; M.A., Ph.D., Princeton.

BEN M. SEELBINDER (1959) *Secretary of the College Faculty and Professor of Mathematics*
B.S., Mississippi Delta State College; M.A., Ph.D., North Carolina.

CHARLES M. ALLEN (1941) *Director of Concerts and Lectures and Professor of Biology*
B.S., M.A., Wake Forest; Ph.D., Duke.

HERMAN J. PRESEREN (1953) *Director of the Educational Media Center and Professor of Education*
B.S., State Teachers College, California, Pennsylvania; M.A., Teachers College, Columbia; Ph.D., North Carolina.

THOMAS M. ELMORE (1962) *Director of Counselor Education and Associate Professor of Educational and Counseling Psychology*
B.A., Wake Forest; M.A., George Peabody; Ph.D., Ohio State.

JERRY A. HALL (1958, 1961, 1967) *Director of Undergraduate Teacher Education and Associate Professor of Education*
B.A., Wake Forest; M.A., Ed.D., George Peabody.

JOHN WILLIAM ANGELL (1955) *Director of the Ecumenical Institute and Professor of Religion*
B.A., Wake Forest; Th.M., Southern Baptist Theological Seminary; S.T.M., Andover Newton Theological School; Th.D., Southern Baptist Theological Seminary.

JULIAN C. BURROUGHS, JR. (1958) *General Manager, Educational Radio Station WFDD-FM, and Professor of Speech Communication and Theatre Arts*
B.A., Wake Forest; M.A., Ph.D., Michigan.

DAVID M. SMITH (1972) *Executive Director of Academic Urban Affairs Consortium*
B.A., Bowdoin; J.D., Columbia Univ. School of Law.

NICHOLAS B. BRAGG (1970) *Executive Director of Reynolda House and Lecturer in the American Foundations Program*
B.A., Wake Forest.

JOHN F. REED (1963) *Director of Personnel and Placement*
A.B., Pennsylvania State; M.A., Washington and Jefferson.

MANUEL R. CUNARD (1972) *Director of the College Union and Assistant to the Dean of Men*
B.S., M.A., Rhode Island.

MRS. BRENDA W. HASSELL (1971) *Residence Counselor*
B.S., Utah State; M.S., Syracuse.

STEPHEN T. SCHREIBER (1971) *Coordinator of Counseling in Men's Residence Halls*
B.A., Wooster; M.S. in Ed., Indiana.

MRS. JEANNIE K. A. THOMAS (1972) *Residence Counselor*
B.A., M.A., Denver.

ROBERT M. ALLEN (1966) *Director of Printing Services*
B.A., Vanderbilt.

RICHARD T. CLAY (1956) *Manager of the College Book Store*
B.B.A., Wake Forest.

*PROFESSORS EMERITI

ANDREW LEWIS AYCOCK (1928-1971) *Professor Emeritus of English*
B.A., Wake Forest; M.A., Tulane.

†CHARLES S. BLACK (1919-20; 1925-65) *Professor Emeritus of Chemistry*
B.A., M.A., Wake Forest; M.A., Virginia; Ph.D., Wisconsin.

FORREST W. CLONTS (1922-24; 1925-67) *Professor Emeritus of History*
B.A., Wake Forest; M.A., Ohio State.

ELTON C. COCKE (1938-1971) *Professor Emeritus of Biology*
B.S., M.S., Ph.D., Virginia.

CRONJE B. EARP (1940-1971) *Professor Emeritus of Classical Languages and Literature*
B.A., Wake Forest; M.A., Ph.D., Columbia.

J. ALLEN EASLEY (1928-1963) *Professor Emeritus of Religion*
B.A., D.D., Furman; Th.M., Southern Baptist Theological Seminary.

EDGAR ESTES FOLK (1936-67) *Professor Emeritus of English*
B.A., Wake Forest; M.S., Columbia; Ph.D., George Peabody.

ROLAND L. GAY (1933-72) *Professor Emeritus of Mathematics*
B.S., Wake Forest; M.S., North Carolina State.

RALPH CYRUS HEATH (1954-1969) *Professor Emeritus of Marketing Charles H. Babcock School of Business Administration*
A.B., Princeton; M.B.A., D.B.A., Indiana.

OWEN F. HERRING (1946-1963) *Professor Emeritus of Religion*
B.A., M.A., Wake Forest; Th.M., Th.D., Southern Baptist Theological Seminary; D.D., Georgetown College.

HUBERT A. JONES (1908-1959) *Professor Emeritus of Mathematics*
B.A., M.A., LL.B., Wake Forest.

HENRY BROADUS JONES (1924-1959) *Professor Emeritus of English*
B.A., Wake Forest; M.A., Ph.D., Chicago.

JASPER L. MEMORY, JR. (1929-1971) *Professor Emeritus of Education*
B.A., Wake Forest; M.A., Columbia.

HAROLD DAWES PARCELL (1935-1970) *Professor Emeritus of French*
B.A., North Carolina; M.A., Ph.D., Harvard.

KENNETH TYSON RAYNOR (1926-1961) *Professor Emeritus of Mathematics*
B.A., Wake Forest; M.A., Duke.

ALBERT C. REID (1917-18; 1920-65) *Professor Emeritus of Philosophy*
B.A., M.A., Wake Forest; Ph.D., Cornell.

KARL MYRON SCOTT (1955-1971) *Professor Emeritus of Management, Charles H. Babcock School of Business Administration*
B.A., Arkansas; M.S., Iowa State College; Ph.D., Illinois.

CARROLL W. WEATHERS (1950-72) *Professor Emeritus of Law and Dean Emeritus of the School of Law*
B.A., LL.B., Wake Forest.

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* Dates following names indicate period of service.
† Died, September 30, 1972.

COMMITTEES OF THE FACULTY

1973-74

Effective September 1, 1973

The terms of members, except where otherwise shown, expire on August 31 of the year indicated. Each committee selects its own chairman except where the chairman is designated. All members of a committee vote except as otherwise indicated.

Admissions

Non-voting. Director of Admissions, Associate Dean of the College, Dean of Women, and one student in Wake Forest University.
Voting. 1976 Hadley, Kenion; 1975 Dimmick, Moorhouse; 1974 Gentry, O'Flaherty, and one student in Wake Forest College.

Advisory Council to Lower Division

Waddill, Chairman; Angell, Barefield, Brehme, Broyles, Cage, Carmichael, Collins, Cook, Dimmick, Ewing, Falkenberg, Gossett, Harris, Hayes, Hester, Horton, Hottinger, Kerr, Kuhn, McDowell, Maultsby, W. G. May, Meyer, Milner, Mitchell, Noftle, Nowell, Olive, Reeves, Rodtwitt, W. D. Sanders, Scott, Sears, Sellner, Sinclair, Steintrager, Sullivan, Taylor, Thomas, A. S. Tillett, Weigl, West, G. P. Williams, Wolfe, Woodall, Wyatt.

Athletics

Administrative: Vice President for Business and Finance, Dean of the College, Faculty Representative to ACC; 1978 Brehme, Reinhardt; 1977 Milner, Preseren; 1976 Baxley, Crisp; 1975 Bryant, Christman; 1974 Esch, Horton.

Buildings and Grounds

Administrative: Provost, Dean of the College, Treasurer, Registrar, Director of the Physical Plant; 1978 Patrick, 1977 Mitchell, 1976 Owen, 1975 Seelbinder, 1974 Cook and two students from Wake Forest College (one voting and one non-voting).

College Review Board

Hottinger 1974 and Angell 1973 (from the Student Life Committee); Sears 1974 and Brehme 1973 (from the Executive Committee); Reinhardt 1974 and Shorter 1973 (from the University Senate); and two student members, selected by the Student Legislature.

Curriculum

Provost, Dean of the College, Registrar, and the chairman of each department of Wake Forest College as follows: Art, Biology, Business and Accountancy, Chemistry, Classical Languages, Economics, Education, English, German, History, Mathematics, Military Science, Music, Philosophy, Physical Education, Physics, Politics, Psychology, Religion,

Romance Languages, Sociology and Anthropology, Speech Communication and Theatre Arts.

Executive

Non-voting. Provost, Associate Dean of the College, Dean of Men, Dean of Women, and one student in Wake Forest College.
Voting. Dean of the College; 1976 Andronica, Hendricks; 1975 Barnett, Catron; 1974 Sears, Wagstaff; and one student in Wake Forest College.

Faculty Marshals

1976 M. F. Robinson; 1975 Parker; 1974 Reeves.

Graduate Council

Dean of the Graduate School, Chairman; Provost, Coordinator of Graduate Studies of the Bowman Gray School of Medicine; 1977 Hayes; 1976 Pollock; 1975 Waddill; 1974 Fosso, St. Clair; 1973 Baird.

Honors

Dean of the College, Coordinator of the Honors Program; 1977 Rodtwitt, 1976 Collins, 1975 Weigl, 1974 Beck, and two students in Wake Forest College (one voting and one non-voting).

Library Planning

Regular. Director of Libraries; Librarian; 1976 Fosso, Harris; 1975 Syme, Zuber; 1974 Amen, Barrow; and two students in Wake Forest College (one voting and one non-voting).
Occasional. Provost, Dean of the Graduate School, Dean of the College, Chairmen of all departments (as under Curriculum Committee above).

Nominations

1976 Hills, Weigl; 1975 Gross, Lovett; 1974 G. J. Griffin, Sawyer.

Open Curriculum

P. J. Hamrick, Chairman; Evans, Phillips, Pollock, Pritchard, Reinhardt, J. H. Smith, Tedford.

Orientation

Chairman of the Advisory Council to the Lower Division, Chairman; Dean of the College, Dean of Students, Dean of Men, Dean of Women, President of the Student Government.

Publications

Dean of the College, Treasurer, Director of Communications; Faculty advisers of *Old Gold and Black, Howler,* and *Student;* 1976 Gossett, 1975 Potter, 1974 Bonnette.

ROTC Board

Coordinator Helm, Professor of Military Science, 1976 J. G. May, 1975 Case, 1974 Shoemaker.

Scholarship and Student Aid

Director of Admissions and Financial Aid, Associate Dean of the College, Dean of Women, the following faculty members; 1976 Kuhn, Schoonmaker; 1975 Broyles, W. G. May; 1974 Covey, Hegstrom; and two students in Wake Forest College (one voting and one non-voting).

Student Life

Non-voting. Provost, Dean of the College, Dean of Women, Dean of Men, Chaplain.

Voting. 1976 Perricone, Steintrager, Taylor; 1975 Carter, Hills, Hottinger; 1974 Angell, M. F. Robinson, Welker; and six students in Wake Forest College.

Faculty Members (Non-Voting) on the Student Honor Council
1976 Carmichael, 1975 Collins, 1974 Lewis.

Faculty Members (Non-Voting) on the Student Judicial Board
1976 Becker, 1975 Phillips, 1974 Elmore.

Teacher Education

Chairman of the Department of Education, Dean of the Graduate School, Dean of the College; 1976 Frey, Richman; 1975 Dimmick, T. McDonald; 1974 Barefield, Turner.

Traffic Commission

Director of the Physical Plant; 1976 Tefft, Woodmansee; 1975 Casey, Sellner; 1974 King, Wyatt; and six students in Wake Forest College.

University Senate

President, Provost, Vice President for Business and Finance, Dean of the College, Dean of the School of Law, Dean of the Bowman Gray School of Medicine, Dean of the Babcock Graduate School of Management, Dean of the Graduate School, Director of Libraries, Director of Development, and the following:

Representatives of Wake Forest College: 1976 Reinhardt, A. S. Tillett; 1975 Owen, G. P. Williams; 1974 Pritchard, Shorter; 1973 Miller, Schoonmaker.

Representatives of the School of Law: 1975 Lee; 1973 Webster.

Representatives of the Bowman Gray School of Medicine: 1976 Prichard, 1975 Cowgill, 1974 Meredith, 1973 Rapela.

Representatives of the School of Business Administration: 1973 Hylton, Shively.

Representatives of the Graduate School: 1976 Shields, 1975 Nowell, 1974 Seelbinder, 1973 L. R. Tillett.

*INSTRUCTION

CHARLES M. ALLEN — *Professor of Biology and Director of Concerts and Lectures*

(See Administration)

RALPH D. AMEN (1962) — *Associate Professor of Biology*
A.B., A.M., University of Northern Colorado; M.B.S., Ph.D., Colorado.

JOHN LOUIS ANDRONICA (1969) — *Assistant Professor of Classical Languages*
B.A., Holy Cross; M.A., Boston College; Ph.D., Johns Hopkins.

JOHN WILLIAM ANGELL (1955) — *Professor of Religion*
(See Administration)

PHILIP D. ARCHER (1971) — *Instructor in Education*
B.S., M.S., State University of New York College at Buffalo.

H. WALLACE BAIRD (1963) — *Associate Professor of Chemistry*
A.B., Berea; Ph.D., Wisconsin.

†EUGENE PENDLETON BANKS (1954) — *Professor of Anthropology*
B.A., Furman; M.A., Ph.D., Harvard.

JAMES PIERCE BAREFIELD (1963) — *Assistant Professor of History*
B.A., M.A., Rice; Ph.D., Johns Hopkins.

RICHARD CHAMBERS BARNETT (1961) — *Associate Professor of History*
B.A., Wake Forest; M.Ed., Ph.D., North Carolina.

HAROLD M. BARROW (1948) — *Professor of Physical Education*
A.B., Westminster; M.A., Missouri; P.E.D., Indiana.

†JOHN V. BAXLEY (1968) — *Associate Professor of Mathematics*
B.S., M.S., Georgia Tech.; Ph.D., Wisconsin.

ROBERT CLARENCE BECK (1959) — *Professor of Psychology*
B.A., Ph.D., Illinois.

VERYL E. BECKER (1969) — *Assistant Professor of Biology*
B.S., Gustavus Adolphus; M.S., South Dakota State; Ph.D., Michigan State.

RICHARD GORDON BELL (1965) — *Professor of Law*
B.A., Kentucky; J.D., LL.M., Western Reserve.

MERRILL G. BERTHRONG — *Associate Professor of History and Director of Libraries*

(See Administration)

MILES O. BIDWELL (1972) — *Instructor in Economics*
B.A., M.A., Columbia.

RHODA BRYAN BILLINGS (1973) — *Assistant Professor of Law*
B.A., Berea; J.D. Wake Forest.

JAMES CAREY BLALOCK (1950) — *Associate Professor of Chemistry*
B.S., M.A., Wake Forest; Ph.D., Florida.

DALE E. BONNETTE (1970) — *Instructor in English*
A.B., M.A., Missouri.

PASCO MIDDLETON BOWMAN, II — *Professor of Law and Dean of the School of Law*

(See Administration)

STERLING M. BOYD (1968) — *Associate Professor of Art History*
B.A., Sewanee; M.A., Oberlin; Ph.D., Princeton.

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* Names are arranged alphabetically. Date following names indicates year of appointment. More than one date indicates separate appointments.
† Absent on leave, 1972-73.

NICHOLAS B. BRAGG (1967) *Lecturer in the American Foundations Program and Director of Reynolda House*
(See Administration)

ROBERT W. BREHME (1959) *Professor of Physics*
B.S., Roanoke; M.S., Ph.D., North Carolina.

DALMA ADOLPH BROWN (1941) *Professor of English*
B.A., M.A., North Carolina.

DAVID B. BROYLES (1966) *Assistant Professor of Politics*
B.A., Chicago; B.A., Florida; M.A., Ph.D., UCLA.

*GEORGE MCLEOD BRYAN (1956) *Professor of Religion*
B.A., M.A., Wake Forest; B.D., Ph.D., Yale.

SHASTA M. BRYANT (1966) *Associate Professor of Spanish*
A.B., M.A., Ph.D., North Carolina.

PETER D. BULLARD (1971) *Assistant Professor of Psychology and Assistant Director of the Center for Psychological Services*
(See Administration)

JULIAN C. BURROUGHS, JR. (1958) *Professor of Speech Communication and Theatre Arts*
B.A., Wake Forest; M.A., Ph.D., Michigan.

WILLIAM E. CAGE (1967) *Associate Professor of Economics*
B.A., Rockford; Ph.D., Virginia.

RUTH F. CAMPBELL (1962) *Associate Professor of Spanish*
B.A., Woman's College, North Carolina; M.A., North Carolina; Ph.D., Duke.

**ROBERT S. CARLSON (1969) *Professor of Management, Babcock Graduate School of Management*
S.B., M.I.T.; MBA, Ph.D., Stanford.

RICHARD D. CARMICHAEL (1971) *Assistant Professor of Mathematics*
B.S., Wake Forest; A.M., Ph.D., Duke.

JOHN ARCHER CARTER, JR. (1961) *Professor of English*
B.A., Virginia; M.A., Ph.D., Princeton.

ROBERT L. CASE (1970) *Assistant Professor of Physical Education*
B.S., Western Illinois; M.S., Ph.D., Illinois.

DOROTHY CASEY (1949) *Assistant Professor of Physical Education*
B.S., Woman's College, North Carolina; M.A., North Carolina.

DAVID W. CATRON (1963) *Associate Professor of Psychology and Associate Director of the Center for Psychological Services*
B.A., Furman; Ph.D., Peabody.

KANAK K. CHOPRA *Instructor in Management Babcock Graduate School of Management*
B. Tech., Indian Institute of Technology, Bombay, India; M.E., Cornell University.

JOHN H. CLOUGHERTY (1969) *Instructor in Physical Education*
B.S., Youngstown State; M.Ed., Kent State.

JOHN E. COLLINS (1970) *Assistant Professor of Religion*
B.S., M.S., Tennessee; B.D., Southeastern Baptist Theological Seminary; Ph.D., Princeton.

LEON P. COOK, JR. (1957) *Associate Professor of Accountancy*
B.S., Virginia Polytechnic; M.S., Tennessee; C.P.A., Arkansas.

LEON HENRY CORBETT, JR. *Associate Professor of Law*
(See Administration)

MARLENE E. COTHREN (1972) *Instructor in Mathematics*
B.S., Guilford, M.A., Wake Forest.

CYCLONE COVEY (1968) *Professor of History*
B.A., Ph.D., Stanford

* Absent on leave, Fall 1972.
** Absent on leave, 1972-73.

MARJORIE CRISP (1947) *Assistant Professor of Physical Education*
B.S., Appalachian State Teachers College; M.A., George Peabody.

GLENN A. DAWSON (1966) *Instructor in Physical Education*
B.S., Lenoir Rhyne; M.A.T., North Carolina.

JAMES A. DERVIN (1970) *Instructor in English*
B.A., M.A., St. Louis.

JEAN RAOUL JULES DERRIEN (1971) *Visiting Lecturer in French*
Licence, Caen; C.A.P.E.S., Paris.

JOHN F. DIMMICK (1961) *Associate Professor of Biology*
B.S., M.S., Western Illinois; Ph.D., Illinois.

RONALD V. DIMOCK, JR. (1970) *Assistant Professor of Biology*
B.A., New Hampshire; M.S., Florida State; Ph.D., California.

HUGH WILLIAM DIVINE (1954) *Professor of Law*
B.S., Georgia State College for Men; M.A., Louisiana State; J.D., Emory; LL.M., S.J.D., Michigan.

ROBERT H. DUFORT (1961) *Professor of Psychology*
B.A., Ph.D., Duke.

ROBERT ALLEN DYER *Associate Professor of Religion and Associate Dean*
(See Administration)

JOHN R. EARLE (1963) *Associate Professor of Sociology*
B.A., Wake Forest; M.A., Ph.D., North Carolina.

EDWIN L. EARP (1972) *Captain, Armor, U. S. Army; Assistant Professor of Military Science*
B.A., Western Maryland; M.Ed., Georgia State.

W. FRANKLIN EDWARDS (1970) *Associate Professor of Management, Babcock Graduate School of Management*
B.S., Clemson; M.B.A., Indiana; Ph.D., Florida.

LEO ELLISON, JR. (1957) *Assistant Professor of Physical Education; Swimming Coach*
B.S., M.S., Northwestern State College.

THOMAS M. ELMORE (1962) *Associate Professor of Educational and Counseling Psychology; Director of Counselor Education; Associate Director for Counselor Training of the Center for Psychological Services*
(See Administration)

MIRIAM F. ENGELSOHN (1972) *Instructor in Romance Languages*
B.A., Brooklyn; M.A., Columbia.

GERALD W. ESCH (1965) *Associate Professor of Biology*
B.S., Colorado College; M.S., Ph.D., University of Oklahoma.

DAVID K. EVANS (1966) *Associate Professor of Anthropology*
B.S., Tulane; Ph.D., California.

STEPHEN EWING (1971) *Instructor in Business*
B.S., Howard Payne; M.B.A., Baylor.

PHILIPPE R. FALKENBERG (1969) *Assistant Professor of Psychology*
B.A., Queen's (Ontario); Ph.D., Duke.

*ESRON MCGRUDER FARIS, JR. (1957, 1967) *Professor of Law*
B.A., J.D., Washington and Lee; LL.M., Duke.

JACK D. FERNER (1971) *Lecturer in Management and Dean of Babcock Graduate School of Management*
(See Administration)

NORA LYNN FINCH (1971) *Instructor in Physical Education*
B.S., M.A.Ed., Western Carolina

* Absent on leave, 1972-73.

JACK D. FLEER (1964) *Associate Professor of Politics*
A.B., Oklahoma Baptist; M.S., Florida State; Ph.D., North Carolina.

WALTER S. FLORY (1963) *Babcock Professor of Botany; Director of Reynolda Gardens*
B.A., Bridgewater; M.A., Ph.D., Virginia; Sc.D., Bridgewater.

DOYLE RICHARD FOSSO (1964) *Associate Professor of English*
A.B., Harvard; M.A., Michigan; Ph.D., Harvard.

RALPH S. FRASER (1962) *Professor of German*
B.A., Boston; M.A., Syracuse; Ph.D., Illinois.

DONALD E. FREY (1972) *Assistant Professor of Economics*
B.A., Wesleyan; M. Div., Yale; Ph.D., Princeton.

IVEY C. GENTRY (1949) *Professor of Mathematics*
(See Administration)

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MRS. SUZANNE PICKETT, M.L.S., *Cataloger*

Babcock Graduate School of Management

MRS. JEAN B. HOPSON, B.S., M.A. in L.S., *Librarian*

COACHING STAFF

G. Eugene Hooks (1956) — *Director of Athletics*
B.S., Wake Forest; M.Ed., North Carolina; Ed.D., George Peabody.

Jessie I. Haddock (1954) *Associate Director of Athletics and Golf Coach*
B.S., Wake Forest.

Carl Tacy (1972) — *Head Basketball Coach*
B.S., Davis & Elkins; M.S., Radford.

Larry Williams (1972) — *Assistant Basketball Coach*
A.B., Glenville State.

Harold C. Rhea (1968) — *Cross Country and Track Coach; Instructor in Physical Education*
B.S., Midland Lutheran; M.A., Ed.D., Colorado State.

Leo Ellison, Jr. (1957) — *Swimming Coach; Instructor in Physical Education*
B.S., M.S., Northwestern State College.

Thomas F. Harper (1969) — *Head Football Coach*
B.A., M.A., Kentucky.

Oval Lee Jaynes (1969) — *Assistant Football Coach*
B.S., Appalachian.

William Beattie Feathers (1961) — *Baseball Coach; Assistant Football Coach*
B.S., Tennessee.

James H. Leighton, Jr. (1962) — *Tennis Coach*
A.B., Presbyterian College.

Robert T. Bartholomew (1969) — *Director of Deacon Club*
B.A., Wake Forest.

Lewis Martin (1958) — *Trainer*

Dal Lynch (1966) — *Athletic Equipment Manager*

Wright Anderson (1970) — *Assistant Football Coach*
A.B., Elon; M.A., North Carolina.

Walter Noell (1970) — *Assistant Basketball Coach*
B.A., Wake Forest; M.A., East Carolina.

Bradley Mills (1971) — *Assistant Football Coach*
A.B., Kentucky.

Billy Mitchell (1971) — *Assistant Football Coach*
A.B., Kentucky.

THE BOWMAN GRAY SCHOOL OF MEDICINE

*PROFESSORS EMERITI

FRED K. GARVEY (1941-1969) — *Professor Emeritus of Urology*
M.D., University of Cincinnati School of Medicine.

LUCILE W. HUTAFF (1948) — *Professor Emeritus of Community Medicine, Assistant Professor Emeritus of Medicine*
B.S., Wisconsin; M.D., Rochester.

ROBERT L. MCMILLAN (1941-1971) — *Professor Emeritus of Clinical Medicine*
B.S., M.D., Duke.

WILLIAM H. SPRUNT, JR. (1941-1963) — *Professor Emeritus of Clinical Surgery*
B.S., Davidson; M.D., University of Pennsylvania.

ROSCOE L. WALL (1942-1956) — *Professor Emeritus of Anesthesia*
B.S., Wake Forest, M.D., Jefferson Medical College.

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* Dates following names indicate period of service.

ALLIED HEALTH

LELAND E. POWERS (1968) — *Professor of Community Medicine*
Director of Division of Allied Health
M.D., Iowa; M.S.P.H., Michigan.

HARRIET MARIA AMMAN (1970) — *Instructor in Biological Sciences*
B.S., University of Dayton; M.S., New Mexico Highlands University.

RICHARD BECKHAM (1972) — *Instructor*
B.S., M.Ed,, University of Florida.

PAUL E. BENOIT (1972) — *Associate Professor*
B.S., M.S., Saint Louis University, Ph.D., Missouri.

PATRICIA DANE HALE BREEDIN (1969) — *Instructor*

GALE HARKNESS (1972) — *Assistant Instructor*
P.A., Bowman Gray.

JULIAN F. KEITH (1972) — *Clinical Instructor*
M.D., Bowman Gray

PHYLLIS DRAPER NEWPORT (1969) — *Assistant Professor*
A.B., Ohio Wesleyan; M.Sc., Oklahoma.

PAMELA OGBURN (1972) — *Assistant Instructor*
A.G.S., A.S., Daytona Beach Junior College.

JAMES L. PHARRIS (1971 — *Associate Professor and Director of Evaluation for the Physician's Assistance Program in Allied Health*
B.S., Rhode Island State; M.S., Eastern New Mexico; Ph.D., Connecticut.

CLYDE F. RITCHIE, JR. (1971) — *Instructor and Assistant Director of the Program in Radiologic Technology*
B.S., Alderson-Broaddus.

HELEN PAULINE VOS (1969) — *Assistant Professor*
B.S., Calvin.

HAROLD T. WILSON (1971) — *Associate Professor*
Associate in Community Medicine
Associate in Medicine
A.B., Michigan; M.D., Michigan Medical School.

JAMES R. WINNING (1972) — *Lecturer*
B.S., Clemson; M.A., East Tennessee.

FACULTY

THE BOWMAN GRAY SCHOOL OF MEDICINE

INSTRUCTION*

JEAN DOFFLEMOYER ACTON (1964) — *Associate Professor of Microbiology*
B.S., M.A., Ph.D., Virginia.

CARLTON N. ADAMS (1967) — *Clinical Associate Professor of Obstetrics and Gynecology*
B.S., Wake Forest; M.D., Duke.

RICHARD M. ADERHOLD (1971) — *Clinical Instructor in Psychiatry*
M.D., North Carolina.

EBEN ALEXANDER, JR. (1949) — *Professor of Neurosurgery*
A.B., North Carolina; M.D., Harvard.

HARVEY H. ALLEN (1970) — *Clinical Instructor in Surgery*
B.A., Lincoln; M.D., Meharry.

DAVID D. ANDERSON (1968) — *Clinical Assistant Professor of Orthopaedic Surgery*
B.S., Wake Forest; M.D., Bowman Gray.

KATHERINE H. ANDERSON (1969) — *Associate Professor of Pediatrics*
B.S., Carnegie; M.D., Cornell.

STEPHEN G. ANDERSON (1970) — *Assistant Professor of Obstetrics and Gynecology*
M.D., Emory.

JOHN R. AUSBAND (1952) — *Professor of Otolaryngology*
B.A., Asbury; M.D., Bowman Gray.

E. REID BAHNSON (1957) — *Clinical Assistant Professor of Medicine*
A.B., North Carolina; M.D., University of Pennsylvania.

KHOSROW BAHRANI (1972) — *Clinical Instructor in Psychiatry*
M.D., Tehran University.

RALPH W. BARNES (1969) — *Research Instructor in Neurology*
B.S.E.E., Duke; M.S.E., Pennsylvania; Ph.D., Duke.

HAROLD B. BATES (1970) — *Clinical Instructor in Urology*
A.B., Mercer; M.D., Bowman Gray.

EDWARD S. BEASON (1972) — *Instructor in Surgery (Plastic Surgery)*
B.A., Vanderbilt; M.D., Alabama.

DAVID L. BEAVERS (1955) — *Assistant Professor of Dental Surgery*
B.S., Wake Forest; D.D.S., Northwestern.

CHARLES BECK (1972) — *Instructor in Pediatrics (Social Worker)*
B.A., Wake Forest; M.S.W., North Carolina.

JERRY LEE BENNETT (1970) — *Clinical Instructor in Pediatrics*
B.S., North Carolina State; M.D., Bowman Gray.

DAVID MERRILL BIDDULPH (1970) — *Assistant Professor of Anatomy*
B.S., Utah; M.S., Ph.D., Illinois.

ALEXANDER A. BIRCH (1972) — *Assistant Professor of Anesthesia*
B.S., M.D., University of Michigan.

IGNACIO BIRD (1965) — *Clinical Instructor in Radiology*
A.B., Cornell; M.D., Yale.

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* Names are arranged alphabetically. Date following names indicates year of appointment. More than one date indicates separate appointments.

THOMAS L. BLAIR (1945) *Clinical Assistant Professor of Periodontia and Dental Surgery*
B.S., D.D.S., M.S., University of Pittsburgh.

DAMON D. BLAKE (1956) *Professor of Radiology*
B.S., Washington; M.D., Columbia.

DELMAR E. BLAND (1969) *Clinical Assistant Professor of Medicine*
B.S., Wake Forest; M.D., Bowman Gray.

FREDERICK A. BLOUNT, JR. (1954) *Clinical Instructor in Pediatrics*
A.B., North Carolina; M.D., University of Pennsylvania.

WALTER J. BO (1960) *Professor of Anatomy*
B.S., M.S., Marquette; Ph.D., Cincinnati.

ROBERT F. BOND (1965) *Associate Professor of Physiology*
B.S., Ursinus; M.S., Ph.D., Temple.

VERNARD F. BOND, JR. (1963) *Clinical Assistant Professor of Medicine*
Associate in Physiology
A.B., George Washington; M.D., Johns Hopkins.

RICHARD B. BOREN, III (1971) *Clinical Instructor in Psychiatry*
M.D., Duke.

WILLIAM C. BOSTIC (1972) *Clinical Instructor in Orthopaedic Surgery*
A.B., North Carolina; M.D., Harvard.

EDWYN T. BOWEN, JR. (1964) *Clinical Instructor in Pediatrics*
B.S., Davidson; M.D., Emory.

WILLIAM H. BOYCE (1952) *Professor of Urology*
B.S., Davidson; M.D., Vanderbilt.

GEORGE E. BRADFORD (1950) *Clinical Assistant Professor of Otolaryngology*
M.D., University of Tennessee.

RALPH W. BRAUER (1966) *Associate in Biochemistry*
Associate in Physiology
A.B., Columbia; M.Sc., Ph.D., Rochester.

ROBERT S. BRICE, JR. (1969) *Clinical Instructor in Medicine*
A.B., M.D., Duke.

BILLY C. BULLOCK (1965) *Associate Professor of Comparative Medicine*
D.V.M., Texas A & M.

RICHARD L. BURT (1949) *Professor of Obstetrics and Gynecology*
B.S., Springfield; M.S., Ph.D., Brown; M.D., Harvard.

KENNETH P. CARLSON (1970) *Clinical Instructor in Urology*
B.A., M.D., Emory.

JOHN L. CARTER (1972) *Clinical Instructor in Psychiatry*
B.S., M.D., Howard University.

DAVID CAYER (1945) *Clinical Professor of Medicine*
B.A., M.D., Duke.

ROBERT T. CHAMBERS (1970) *Clinical Instructor in Pediatrics*
B.A., M.D., Duke.

YI-CHI CHANG (1969) *Assistant Professor of Pharmacology*
B.S., Southeast Missouri; Ph.D., Connecticut.

JESSE P. CHAPMAN, JR. (1973) *Clinical Assistant Professor of Surgery*
A.B., Alabama; M.D., Pennsylvania.

JAMES A. CHAPPELL (1972) *Associate Professor of Community Medicine*
Associate in Pediatrics
A.B., Vanderbilt; M.D., Bowman Gray.

KENNETH P. CHEPENIK (1968) *Assistant Professor of Anatomy*
B.S., Ph.D., Florida.

PEGGY CHOU (1972) *Clinical Instructor in Psychiatry*
M.D., Faculty of Medicine, Mandalay, Burma.

R. Perry Clark (1972) *Clinical Instructor in Obstetrics and Gynecology*
A.B., Princeton; M.D., Kentucky.

Thomas E. Clark (1971) *Assistant Professor of Sociology (Community Medicine)*
B.A., Mississippi College; B.D., New Orleans Baptist Theological Seminary; M.S., Florida State; Ph.D., Florida State.

Thomas L. Clarke (1970) *Clinical Instructor in Obstetrics and Gynecology*
M.D., Meharry.

Thomas B. Clarkson, Jr. (1957) *Professor of Comparative Medicine*
D.V.M., Georgia.

Carl M. Cochrane (1967) *Professor of Psychology (Psychiatry)*
B.A., Guilford; Ph.D., North Carolina.

Elizabeth Conrad (1954) *Clinical Assistant Professor of Pediatrics*
A.B., Duke; M.D., Johns Hopkins.

M. Robert Cooper (1967) *Associate Professor of Medicine*
B.S., North Carolina State; M.D., Bowman Gray.

A. Robert Cordell (1957) *Professor of Surgery*
Associate in Physiology
B.S., North Carolina; M.D., Johns Hopkins.

Maurice Couturier (1967) *Clinical Instructor in Obstetrics and Gynecology*
M.D., Bowman Gray.

Robert J. Cowan (1970) *Assistant Professor of Radiology*
A.B., M.D., North Carolina.

Robert W. Cowgill (1962) *Professor of Biochemistry*
B.A., Kansas; M.S., Rensselaer; Ph.D., Johns Hopkins.

Hylton K. Crotts (1951) *Clinical Instructor in Dental Surgery*
D.D.S., University of Pennsylvania.

James E. Crowe (1972) *Instructor in Radiology*
B.S., Belmont College; M.D., Bowman Gray.

Andrew J. Crutchfield (1956) *Clinical Assistant Professor of Medicine*
B.S., Wake Forest; M.D., Virginia.

Carol C. Cunningham (1970) *Assistant Professor of Biochemistry*
B.S., M.S., Ph.D., Oklahoma State.

Patrick M. Cunningham (1967) *Instructor in Psychiatric Social Work*
B.S., Utah; M.S.W., Fordham.

Joseph J. Cutri (1968) *Clinical Assistant Professor of Psychiatry*
A.B., Columbia; M.D., Georgetown.

Robert M. Dacus, III (1972) *Clinical Instructor in Obstetrics and Gynecology*
B.S., Furman; M.D., Bowman Gray.

Ivan W. F. Davidson (1961) *Professor of Pharmacology*
Associate in Physiology
B.S., Manitoba; M.A., Ph.D., Toronto.

Courtland H. Davis, Jr. (1952) *Professor of Neurosurgery*
A.B., George Washington; M.D., Virginia.

E. L. Davis (1971) *Clinical Instructor in Medicine*
B.S., Morehouse; M.D., Howard.

John P. Davis (1954) *Clinical Assistant Professor of Medicine*
A.B., Washington & Lee; M.D., Pennsylvania.

Wayne E. Davis (1970) *Clinical Instructor in Urology*
M.D., Duke.

William H. Davis, Jr. (1959) *Clinical Instructor in Pediatrics*
B.S., M.D., Duke.

LAWRENCE R. DECHATELET (1969) *Assistant Professor of Biochemistry*
B.S., M.S., Ph.D., Loyola.
Research Associate in Medicine

ERNESTO E. DE LA TORRE (1963) *Clinical Instructor in Neurosurgery*
B.S., La Salle School; M.D., Havana Medical School.

JOHN W. DENHAM (1972) *Instructor in Community Medicine*
B.S., Davidson; M.D., Bowman Gray.

ELIA DIMITRI (1970) *Clinical Assistant Professor of Pediatrics*
B.S., East Tennessee State; M.D., University of Tennessee.

ROBERT DISEKER (1972) *Assistant Professor of Community Medicine*
A.B., South Carolina; Ph.D., M.S.P.H., U.N.C. School of Public Health.

ROBERT L. DIXON (1970) *Assistant Professor of Radiology (Physics)*
B.S., Ph.D., South Carolina.

HENRY DREXLER (1964) *Associate Professor of Microbiology*
B.S., Pennsylvania State; Ph.D., Rochester.

PRESLEY Z. DUNN (1968) *Clinical Instructor in Pediatrics*
B.S., M.D., North Carolina.

IRA GORDON EARLY (1966) *Clinical Assistant Professor of Medicine*
M.D., Bowman Gray.

JAMES F. EARNHARDT (1969) *Clinical Instructor in Pediatrics*
B.S., Davidson; M.D., North Carolina.

JOHN H. EDMONDS, JR. (1970) *Professor of Medicine*
B.S., Wake Forest; M.D., Bowman Gray.

BARBARA ERWIN (1972) *Instructor in Pediatrics*
B.S., Florida State; M.A., Connecticut.

HARRIS L. EVANS (1970) *Clinical Instructor in Psychiatry*
B.S., M.D., North Carolina.

WILLIAM S. FARABOW (1972) *Clinical Instructor in Obstetrics and Gynecology*
M.D., Emory.

JOHN H. FELTS (1955) *Professor of Medicine*
B.S., Wofford; M.D., Medical College of South Carolina.

ROBERT A. FINCH (1970) *Assistant Professor of Anatomy*
A.B., Oberlin; Ph.D., Case Western Reserve.

JAMES A. FINGER (1967) *Lecturer in Community Medicine (Public Health)*
B.S., South Carolina; M.D., Medical College of South Carolina; M.P.H., North Carolina.

H. FRANCIS FORSYTH (1946) *Professor of Orthopaedic Surgery*
A.B., M.D., Michigan.

J. H. SMITH FOUSHEE, JR. (1971) *Clinical Associate Professor of Obstetrics and Gynecology (Pathology)*
M.D., Jefferson.

FRANCIS F. FRENETTE (1967) *Clinical Instructor in Obstetrics and Gynecology*
B.A., University of New Brunswick; M.D., Dalhousie.

DAVID H. FULLER, JR. (1972) *Assistant Professor of Psychiatry*
B.S., Wake Forest; M.D., Bowman Gray; M.P.H., North Carolina.

JAMES C. GAITHER (1970) *Clinical Instructor in Medicine*
B.S., Davidson; M.D., Washington University.

PAUL GENIEC (1971) *Clinical Instructor in Otolaryngology*
B.S., Arizona; M.D., Utah.

ROBERT L. GIBSON (1971) *Assistant Professor of Anesthesia*
B.S., Richmond; M.D., Medical College of Virginia.

ROBERT W. GIBSON, JR. (1972) *Clinical Instructor in Psychiatry*
A.B., North Carolina; M.D., Bowman Gray.

RICHARD R. GLENN (1962) *Clinical Instructor in Pediatrics*
M.D., Bowman Gray.

ALBERT P. GLOD (1953) *Clinical Instructor in Surgery*
B.S., Wake Forest; M.D., Bowman Gray.

THOMAS R. GNAU (1972) *Instructor in Radiology (Radiopharmacy)*
B.S., Ohio State; M.S., North Carolina.

FLEETUS L. GOBBLE, JR. (1966) *Associate Professor of Obstetrics and Gynecology*
A.B., Duke; M.D., Bowman Gray.

HAROLD O. GOODMAN (1958) *Professor of Medical Genetics (Pediatrics)*
B.A., M.A., Ph.D., Minnesota.

JOSEPH G. GORDON (1968) *Associate Professor of Radiology*
M.D., Meharry.

LOUIS GOTTLIEB (1968) *Clinical Instructor in Ophthalmology*
B.S., Brooklyn College of Pharmacy; M.D., Bowman Gray.

WILLIS J. GRANT, III (1971) *Clinical Instructor in Psychiatry*
A.B., North Carolina; M.D., North Carolina.

JOHN H. GRAY (1968) *Clinical Instructor in Medicine*
B.S., Davidson; M.D., Bowman Gray.

DAVID L. GREEN (1972) *Instructor in Orthopaedic Surgery*
A.B., Indiana University; M.D., Indiana University, Medical School.

HAROLD D. GREEN (1945) *Gordon Gray Professor of Physiology*
Associate in Pharmacology
Associate in Medicine
B.S., D.Sc., Wooster; M.D., Western Reserve.

FRANCIS W. GREEN (1964) *Clinical Assistant Professor of Medicine*
A.B., M.D., North Carolina.

FRANK C. GREISS, JR. (1960) *Professor of Obstetrics and Gynecology*
A.B., M.D., Pennsylvania.

ALBERT O. GRIFFIN (1970) *Clinical Assistant Professor of Medicine*
B.S., Wake Forest; M.D., Bowman Gray.

MARY I. GRIFFITH (1967) *Clinical Assistant Professor of Obstetrics and Gynecology*
M.D., University of Tennessee.

ANTHONY G. GRISTINA (1971) *Professor of Orthopaedic Surgery*
B.A., New York University; M.D., Albany Medical College.

DAVID L. GROVES (1969) *Assistant Professor of Microbiology*
B.S., Marietta; M.S., Ph.D., Wisconsin.

MARCUS M. GULLEY (1959) *Assistant Professor of Psychiatry*
B.S., Wake Forest; M.D., Bowman Gray.

CHARLES G. GUNN, JR. (1961) *Lecturer in Industrial Medicine*
B.S., M.D., Duke.

JOHN P. GUSDON, JR. (1967) *Associate Professor of Obstetrics and Gynecology*
B.A., M.D., Virginia. *Associate in Microbiology*

PAUL GWYN (1970) *Clinical Instructor in Surgery (Plastic Surgery)*
A.B., Princeton; M.D., Columbia University College of Physicians and Surgeons.

TAMARA HAHN (1972) *Instructor in Pediatrics*
B.A., M.A., North Carolina at Greensboro.

HARVEY HAMRICK, JR. (1971) *Clinical Instructor in Pediatrics*
A.B., M.D., North Carolina.

MILLIE P. HANCOCK (1968) *Clinical Instructor in Pediatrics*
A.B., North Carolina; M.D., Johns Hopkins.

C. ALLEN HANEY (1968) *Associate Professor of Sociology (Pediatrics)*
B.S., Jacksonville; M.S., Ph.D., Florida State.

EUGENE A. HARGROVE (1962) *Clinical Lecturer in Psychiatry*
A.B., M.D., Texas.

JAMES A. HARRILL (1941) *Professor of Otolaryngology*
B.S., Wake Forest; M.D., Pennsylvania.

LLOYD H. HARRISON (1971) *Instructor in Urology*
B.S., Wake Forest; M.D., Bowman Gray.

DONALD C. HARTZOG (1969) *Clinical Assistant Professor of Medicine*
B.S., Salem; M.D., Bowman Gray.

DONALD M. HAYES (1959) *Professor of Community Medicine*
Associate Professor of Medicine
B.S., Wake Forest; M.D., Bowman Gray.

MARY ANN HAYES (1972) *Instructor in Pediatrics*
A.B., A.M., Michigan.

ROBERT N. HEADLEY (1963) *Associate Professor of Medicine*
B.S., M.D., Maryland.

LEO J. HEAPHY, JR. (1965) *Associate Professor of Medicine*
Associate in Physiology
A.B., Canisius; M.D., Buffalo.

CLARA M. HEISE (1972) *Assistant Professor of Radiology (Biochemistry)*
B.S., Brooklyn College; Ph.D., State University of Iowa.

EUGENE R. HEISE (1969) *Assistant Professor of Microbiology*
Associate in Surgery
B.S., Wittenberg; M.S., Iowa; Ph.D., Wake Forest.

BELMONT A. HELSABECK (1970) *Clinical Instructor in Ophthalmology*
M.D., Medical College of Virginia.

RUTH D. HENLEY (1970) *Clinical Instructor in Obstetrics*
B.S., North Carolina; M.D., Womans Medical College of Pennsylvania.

C. NASH HERNDON (1942) *Professor of Medical Genetics (Pediatrics)*
Associate in Medicine
Associate Dean for Research Development
A.B., Duke; M.D., Jefferson.
(See Administration)

FELDA HIGHTOWER (1944) *Professor of Surgery*
B.S., Wake Forest; M.D., Pennsylvania.

A. THEODORE HILL (1968) *Clinical Instructor in Medicine*
B.S., Miami; M.D., Bowman Gray.

ALANSON HINMAN (1952) *Associate Professor of Pediatrics*
A.B., Stanford; M.D., Johns Hopkins.

IVAN L. HOLLEMAN, JR. (1960) *Associate Professor of Pathology*
B.S., Wake Forest; M.D., Bowman Gray.

GEORGE W. HOLMES (1951) *Clinical Assistant Professor of Orthopaedic Surgery*
A.B., Duke; M.D., Medical College of Virginia.

STEPHEN H. HOMER (1972) *Clinical Assistant Professor of Orthopaedic Surgery*
B.A., M.D., Pennsylvania.

CHARLES M. HOWELL, JR. (1954) *Professor of Medicine (Dermatology and Allergy); Associate in Pathology*
B.S., Wake Forest; M.D., Pennsylvania.

JULIUS A. HOWELL (1957) *Professor of Surgery (Plastic Surgery); Lecturer in Medical Jurisprudence*
LL.B., B.S., Wake Forest; M.D., Pennsylvania.

A. Sherrill Hudspeth (1963) *Associate Professor of Surgery*
M.D., Bowman Gray.

Frank H. Hulcher (1958) *Associate Professor of Biochemistry*
B.S., M.S., Ph.D., Virginia Polytechnic.

Carolyn C. Huntley (1957) *Professor of Pediatrics*
A.B., Mount Holyoke; M.D., Duke.

Benjamin F. Huntley (1967) *Clinical Assistant Professor of Medicine*
M.D., Harvard.

Phillip M. Hutchins (1970) *Assistant Professor of Physiology (Biomedical Engineering)*
B.S., North Carolina State; M.S., Ph.D., Wake Forest.

H. Samuel Imamura (1970) *Clinical Instructor in Medicine*
B.A., Seinan Gakuin University; B.S., Wake Forest; M.D., Bowman Gray.

Thomas H. Irving (1967) *Professor of Anesthesia*
Associate in Pharmacology
B.A., Pennsylvania; M.D., Hahnemann.

Harold N. Jacklin (1969) *Clinical Instructor in Ophthalmology*
B.S., Muskingum; M.D., State University of New York.

Francis M. James, III (1968) *Associate Professor of Anesthesia*
B.S., Swarthmore; M.D., Hahnemann.

George W. James (1958) *Clinical Associate Professor of Dermatology*
B.S., M.D., Tennessee.

Paul M. James, Jr. (1970) *Associate Professor of Surgery*
A.B., Swarthmore; M.D., Hahnemann.

Richard Janeway (1966) *Professor of Neurology and Dean*
B.A., Colgate; M.D., Pennsylvania.
(See Administration)

Azmi S. Jarrah (1971) *Clinical Instructor in Pediatrics*
B.S., M.D., American University of Beirut.

Howard A. Jemison, Jr. (1970) *Instructor in Community Medicine (Student Health)*
B.A., Ohio Wesleyan; M.D., Bowman Gray.

Royal G. Jennings (1970) *Clinical Instructor in Dermatology*
B.S., Wake Forest; M.D., Bowman Gray.

Archie T. Johnson, Jr. (1970) *Assistant Professor of Pediatrics and Associate Dean*
B.S., Davidson; M.D., Medical College of Virginia.
(See Administration)

Henry W. Johnson (1961) *Clinical Instructor in Pediatrics*
B.S., Wake Forest; M.D., Bowman Gray.

Joseph E. Johnson (1972) *Professor of Medicine*
B.A., Vanderbilt; M.D., Vanderbilt University School of Medicine.

Frank R. Johnston (1950) *Professor of Surgery*
B.S., Presbyterian; M.D., Duke.

Don Carl Jones (1972) *Instructor in Pathology (Biochemistry)*
B.S., Tufts University; Ph.D., Bowman Gray.

Zelma A. Kalnins (1956) *Associate Professor of Clinical Cytology*
M.D., University of Latvia.

C. Hege Kapp (1964) *Clinical Instructor in Medicine*
B.S., North Carolina; C.M., M.D., McGill.

John S. Kaufmann (1962, 1970) *Assistant Professor of Medicine and Pharmacology*
B.S., Ph.D., Wake Forest; M.D., Bowman Gray.

Paul R. Kearns (1967) *Clinical Instructor in Obstetrics and Gynecology*
B.S., Wake Forest; M.D., Bowman Gray.

MARGARET ROSE KELLER (1969) *Assistant Professor of Public Health Nursing Regional Medical Program (Stroke)*
B.S., Pittsburgh; M.P.H., North Carolina.

DAVID L. KELLY, JR. (1965) *Associate Professor of Neurosurgery*
M.D., North Carolina.

WESTON M. KELSEY (1946) *Professor of Pediatrics*
B.S., Hamilton; M.D., Johns Hopkins.

CHARLES L. KENNEDY (1970) *Clinical Instructor in Pediatrics*
B.S., Johnson C. Smith; M.D., Meharry.

ROBERT M. KERR (1966) *Associate Professor of Medicine*
B.S., Bucknell; M.D., Cornell.

KENNETH S. KEYES (1972) *Clinical Instructor in Otolaryngology*
B.S., Montana State; D.D.S., M.D., Oregon; M.S., Iowa.

BOK SOO KIM (1969) *Assistant Professor of Pathology*
M.D., M.S., Yonsei University, Korea.

ARNOLD S. KREGER (1971) *Assistant Professor of Microbiology*
B.S., Brooklyn College of Pharmacy; M.S., Michigan; Ph.D., Michigan.

FREDERICK W. KREMKAU (1971) *Research Instructor in Medicine Research Associate in Neurology*
B.E.E., Cornell; M.S., Ph.D., University of Rochester.

CLAIRE M. KRETSCHMANN *Instructor in Neurology (Stroke Epidemiology)*
B.A., University of Kansas.

WAYNE A. KRUEGER (1970) *Assistant Professor of Anatomy*
B.S., M.S., John Carroll; Ph.D., Illinois.

LOUIS S. KUCERA (1970) *Assistant Professor of Microbiology*
B.A., St. John's; M.S., Creighton; Ph.D., Missouri.

RONALD G. LA GRANGE (1972) *Instructor in Physiology*
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DEGREES CONFERRED MAY 29, 1972

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Charles Stuart Lanier
Robert Edward Lee, Jr.
Larry Elmer Leonard
William Oliver Johnson Lynch
Charles Edward McCartney, Jr.
Sherry Lisbeth McManus
Dennis Wayne McNames
Jerry Cash Martin
John Manning May
Kemp Arnold Michael
George Thompson Miller
Thomas Peter Mohr
Robert Joseph Narucki
Theodore Adelbert Nodell, Jr.
Richard Spurgeon Owens, III

James Larkin Pahl
Romulus Bragg Parker, Jr.
Ronald D. Payne
Michael Louis Pezzicola, Jr.
Larry Edward Price
William Walton Pritchett, Jr.
Douglas Stuart Punger
Gary Calvin Rhodes
Howard Franklin Robbins, Jr.
Daniel Philip Sabetti
Walter W. Scheuplein, Jr.
Robert Walter Schivera
John Michael Sease
John Paul Simpson
Norman Lee Sloan
John William Smith, II
Arthur Carl Spring
Richard Thomas Stange
John William Straughan, Jr.
Roy Michael Strickland
Oliver Stevens Surles
Charles Edward Sweeny, Jr.
Herbert LaMar Thomas
Richard Corley Titus
John Geib Trimpi
Edmund T. Urban
Robert Arthur Valois
Carroll Charles Wall, III
Howard Lee Williams
Charles Holt Young, Jr.

Bachelor of Arts

Nancy Marlis Abernathy
Mark Steven Aldenderfer
Nancy Lynn Alderman
Linda Louise Aldridge
Stuart Douglas Allen
John William Angell, Jr.
Richard Donald Anson
Ronald Ray Ashman
Arthur M. Baddorf
James F. Bailey
Shirley Ann Baird
Marcia Zettersten Baker
Rick W. Banasik
Jeffrey Ellis Barber
Beverly Ann Barnes
James Earl Barnett, Jr.
Karen Lee Barnette
David Allen Bearinger
Bruce Kelley Beck
Robert Alton Benson
Saundra Kaye Bigham
Judith Binns
James William Blythe
Janice Kay Borneman
Donna Ann Boswell
David Howerton Bowden
Herbert Stephen Bowers
Joel Victor Bowman
Cecelia Anne Boyd
Kenneth Wayne Boyles
Mary Catherine Bradley
David Dempster Bramhall
Jackie Lee Brandon
Kathie deNobriga Brantley
William Russell Brantley
William Leslie Brettschneider
Peggy Frye Brintle
Patricia Heiges Brown
Frankie Carroll Browning
Georg McLeod Bryan, Jr.
Mary Bumgardner
Deborah Davis Burt
Andrew Conrad Calhoun
Samuel Victor Cardea, Jr.
Anne Carter Carlton
Larry Patrick Carroll
Carol Sue Carter
Lynn Benjamin Carter
Sherry Lee Caward
Richard Alfred Chamberlain, Jr.
James Edward Cobb, Jr.
John Reed Combs
Walter Thompson Comerford, Jr.
Sandra Sue Conrad
Sandra Joy Cook
John Martin Cooper
Thomas Van Evera Cowan
Roy Howard Crouse, Jr.
Charles Reed Cruit
Edward Ernest Dalhed

Gary Leonard Daniel
Susan Virginia House David
John Valentine Davis
Terrell Lynn Davis
Hazel Vivian Deal
Howard William DeWeese
Grover Lee Dunn, II
Sandra Cecille Ellis
Richard Fain Embry, Jr.
Andrew Kenneth Epting
Theresa Nagy Epting
Frances Elizabeth Farmer
Russell Fulton Ferree
Marcia Jean Fincannon
John Gregory Fitzgerald
Deborah Woosley Fix
Alice Elizabeth Folk
Michael Gerald Ford
Thom Woodward Ford
Randall Blake Freeman
Daniel James Freyburg
Ann Scott Fulton
Joyce Mabel Gallimore
Elizabeth Ann Garrison
Arthur Henry Getz
Frances English Ghegan
Robert William Ghegan, Jr.
Claude Timothy Gibson
Teresa Diane Goode
Diana Collette Gorin
Marilyn Jean Gravander
Thomas Martin Green, IV
Sharon Kay Greenleaf
Clarence Ashley Griffin, II
Owen Kent Grumbles
Jimmy Dale Guffie
Daniel L. Gunter
Richard Warren Habegger
Gould Barrett Hagler, Jr.
David Marshall Hall
Donald Madison Hall
Joseph Cullen Hall, Jr.
Leslie Ann Hall
Steve Preston Hall
Wayne Carl Hall
Sarah Dortch Hamlin
James Daniel Hammond
Glenn Edens Hanna
Frank Oscar Hanson, Jr.
Douglas Hargrave
Thomas Alvin Harley
Charles Elwood Harrill
James Alexander Harwood
Harry David Hastings
James Edgar Haynes
Frederick Cay Heidgerd
Thomas Burkhart Helm
Hassel Dan Helsabeck
Molly Lee Hepler
Linda Herrington
Barbara M. Hersey
A. Michael Hewins
Doris Elaine Hewitt
Robert Dennis Hinshaw
Jean Evelyn Holmes
Ann Shaw Holroyd
Lawrence David Hopkins
Mohamed Sheikh Abdillahi Hori
Randall Warren Hugo
Pamela Ellyn Humphries
George Lee Hundley, Jr.
Jeffrey Paul Hunt
Lane Christman Hurley
James Shaffer Hurt
Douglas Raymond Hux
Susan Ann Inscoe
Janet Jackson
Jerry John Jarombek
Thomas Adolphus Jennings
Daniel Smith Johnson
Edward McAdam Johnson
Larry Wayne Johnson
Richard Bowman Johnston
Candide Marie Jones
Deborah Anne Jones
Thomas Leon Jones
Michael Francis Joseph
Wilbert Earl Kelly
Karen Sue Keppler
Pamela Gail Key
James Franklin Kirkpatrick, Jr.
David Gordon Kodner
Cynthia Wynette Lawson
George Williamson Lester
James Philip Lester
Richard Merritt Lewis

John Joseph Lewkowicz
Steven Rutledge Loveland
Everett Eddly Lutz, Jr.
Linda McArthur
Vickie J. McConnell
Cary Dean McCormack
Steven Patrick McFall
William Frederick McFetridge, III
Michael Dale McGee
Roger Traxler McManus, Jr.
Frances Elizabeth McMillan
H. John McQueeney
Kate Moseley McTyre
Paul Alexander Mabe, III
Paul Edward Marth
Linda Ann Mattson
Charles Walter Meyrick, III
Samuel Russell Mickle
David Philip Miller
Glenn David Miller
John Alexander Miller, Jr.
John Foster Mitchell
Jacquelyn Elizabeth Moore
Rebecca Thompson Moore
Alex Jean Moyer
John Ray Mull
George Fredric Mundorf
Frederick Lee Nance, III
Mary Ellen Nanney
Don Samuel Neill
Carolyn Sue Norman
James Bryan Northrup
Scott Mason Olbert
Catherine Ann Oliver
Robert Bernard Olson
Emma Sue O'Neal
David Wallace Parham
Margaret Bothwell Parker
Jane Wilson Parvin
Sharon Sue Patton
David Andrew Perry
Michael Joseph Phelan
Mary Ellen Pipines
Martha Frances Pitts
Michael Correll Pope
William Jared Pratt
Jill Exine Prevatte
Gorrell Clinton Prim, Jr.
Rebecca Anne Primm
Laura Frances Raines
Steven Knight Rainey
Mary Alice Warren Reeves
Steven Henry Roberson
Margaret Mitchell Robinson
Glenn Richard Rockafellow
John Fletcher Rosser, Jr.
Edward Lawrence Russell
Philip Garland Russell
Mary Diane Rutherford
Dixie Carolyn Sanderson
Steven Lloyd Sandridge
Gary Ray Schambach
Peter George Schimert
George Frederick Schmitt, III
John Lewis Schnebly
Ann Elizabeth Schultz
Catherine Lewis Seaver
Alice Denise Shearin
Hilda Katherine Pratt Shue
Carol Anne Siemans
Martha Fields Simpson
Robert Franklin Simms
Sheila Gould Sizemore
Josephine Jane Sloan
Nancy Virginia Smith
Barbara Lee Snedegar
Dow Maurice Spaulding
Catherine Ann Stanfield
Patricia Angela Stanley
Brenda Gay Starr
Cheryl White Stenberg
Edward Francis Stetz, Jr.
David Wayne Stewart
John Warren Stone, Jr.
Robert Cecil Stone
Russell Laverne Stout, Jr.
Deborah Brown Strum
Jane Carol Stanfield Stutts
Janice Elizabeth Sullivan
Philip Weller Swiger
Suezanne Tangerose
Mary Evelyn Tedder
Gerry L. Terrell
Eddie Stuart Tessnear
Beverly Annette Tilley
Linda Jane Tolar

Roger Edward Tompkins
Scott Saxton Trauth
Vaud Ancil Travis, III
Helen Lee Turner
Marler Slate Tuttle, Jr.
Louis Gregory Tuza
Keith Watson Vaughan
Mary Webb Viverette
David Dockery Ward
Mary Katherine Weathers
James Albert Weaver, II
James Paul Weaver
Margaret Anne Werts
John Roy White
William Barnes White
Thomas Alva Willett
Steven Barnett Williams
Jeanette Ann Willson
George Criston Windham
John Merritt Winstead
Margaret Bell Winstead
Ann Margaret Wood
Kenneth Dale Wright
Linda Marie Wright
Philip Pindell Welch Yates
Ted Elden York
Charles Jeffrey Young
Ann Snyder Zack

Gregory Brown Zane

Bachelor of Science

Sue Ann Alexander
Stephanie Jean Anderson
James Jeffrey Ashton
James Bruce Atkinson
Patricia Bagnal
Charles Emmet Bagwell
Robert Stuart Barton
Nancy Gene Bassett
Kenneth Dwain Beamon
David Yates Bingham
William Joseph Bobbora
Barry Louis Bogdan
Roger William Bollinger
Daniel Hughston Booth
Robert Moore Brewer, Jr.
Bradley Mark Brill
Thomas Vaden Brooke, III
George Norman Bryan, Jr.
Jerry Michael Buchanan
Stephen Davis Bundy
George Leslie Burke
Barton David Burpeau, Jr.
William Estes Butler
Ralph Ronald Carothers
Larry Grady Causey
Alan Rodney Chadbourne
James Winfrey Chalk
Cheryle Dawn Chandler
Mary Ann Chang
William Joseph Claiborne
Judith Annette Coe
Rebecca Lynn Connelly
Lanny Ross Cook
Frederick Hosmer Cooke
Christopher Cyclone Covey
Robert Mosby Cox
Ronald Darby Crowder
Edwin Archibald Dalrymple, Jr.
David Harry Danser
Jonas Clinton Davenport
Charles Joseph Davis, III
Richard Lyle Detlefs
John Stephen Dixon
Jerry Charles Dockham
Orlando Bernard Duke
Robert Willson Dunaway, II
John Walter Fasse
Fredda Sue Fender
Walter Flandorfer
Deborah Ann Foley
Thomas Lee FormyDuval
Lester Frank Fussell, Jr.
Carla Gale Galloway
Andrea Louise Garrett
Wayne Lewis Gentry
Edward Gary George
Davidson Howard Givens
William McKinley Gladden, III
Maya Balkrishma Gokhale
Philip Michael Golden
Bruce Numa Hall
Howard Pinckney Harris

Susanne Katherine Harris
Barbara Jane Hobbs
Jane Eleanor Munro Hogan
Robert Holt Holbrook
Stephen Michael Holleran
George David Hopkins
William Logan Jackson, Jr.
Carol J. Jenkins
Linda Marie Johnson
Philip Wayne Julian
Ted Steven Keller
Walter C. Kirk, Jr.
Jeffrey Stephen Kiser
Edward H. Kriel, Jr.
Robert Richard Labusohr
Randall Delane Ledford
Ralph Lindsay Leonard
Charles Pell Lewis, III
Warren Harwood Linde, Jr.
Harry Glenn Lipham
David McBrier Lock
Everett Eugene Logue, II
Thomas Julian Long, Jr.
Tracy McKnight Lounsbury
Gwynne Louise Lynch
Beverly Louise McCraw
Patrick Kenneth McHenry
Gerald Thorne McKoy
Houck McRae Medford
George Richard Miller, Jr.
Paula Jane Mock
Robert Carroll Montague, Jr.
William Clayton Morgan, Jr.
Carol Annette Myers
Robert Irving Neal
Charles Hart Nielsen
Kenneth James Nodes
Frances Ann Norwood
Michael James O'Malia
Retha Jo O'Neal
Richard James Oswald
Dana Anne Ovestrud
Nancy Chappell Oviatt
Thomas Glenn Owens
Allen Hobson Patterson, Jr.
Stuart Harland Pouliot
Robert Henry Powell
William Edwyn Price, Jr.
Thomas M. Prybylo
Gary Alan Pryor
John Thomas Pyle
Pamela Lynn Rhyne
John Grover Roach, III
Franklin Bernard Roberts
Franklin Davis Robinson, Jr.
Ernest Darwin Roseman
Hugh Cox Sandlin, Jr.
Richard Lee Saum
Jan Frederic Scearce
Robert Jackson Sherertz
John Ross Shuping
Peter John Simone, Jr.
James Bradley Simons
Barry Dale Smith
David Clark Smith, Jr.
Alan Neal Snavely
Elizabeth Edwards Snow
Mike Weston Spencer
Susan Ann Stark
Perry Gale Stone
Barbara Anne Tabler
Robert Bryan Taylor
Joseph Herman Theriault
Jon Dale Thompson
Kenneth Michael Twiddy
Ronald Jerry Verner
Steven Calvin Walker
Beatrice Ann Ward
Richard Sayers Ware
Davis Earl Williams, III
Ernest Council Williams, Jr.
James Thomas Williamson
William John Williamson, Jr.
June Wren Wilson
Marshall Albert Winkler
Janis Kay Woford
Patricia Joan Wolfe
Edwin Bruce Woodward
Stanley Keith Yarbro
Maurice Decker Youngman, III
Kenneth M. Zarski
Mary Ann Zola

Bachelor of Business Administration

Gary Thomas Allred
Michael Brent Barney
James Alexander Barrus, Jr.
Fred Eugene Cornwell, Jr.
Richard Max Cornwell
Charles Clinton Crissman
Kent Lyle Dewey
Edward Marcus Ferguson, Jr.
Donald Ray George
Philip Alexander Greene
Richard David Guinter
David Brenner Herr
Glenn King Horrocks
John Allen Jordan, Jr.
William Roger McCauley
Brian Sheldon Mand
Ronald Edward Miller
Homer Gilmore Moore, Jr.
Richard Lee Moose
Charles Francis Morgan, Jr.
Jason Sidney Morgan
Carl Preston Pierce, III
Selwyn Sampson
Charles Gerald Selden
Alfred Ray Singleton, Jr.
Steve Hamilton Smith
William Samuel Smoak
Eugene Sydnor Spainhour
Richard Haskel Sumerel
Steven Wilkey Terry

HONORARY DEGREES

Doctor of Divinity

Carl Elkanah Bates

Doctor of Humane Letters

William C. Archie

Doctor of Humanities

Anne Reynolds Forsyth

Doctor of Letters

Archie Randolph Ammons

AWARDS AND HONORS

1. From the School of Arts and Sciences

Graduating with Honors in:

Biology: Richard Lyle Detlefs, Ted Keller, Pam Rhyne
Economics: Stuart D. Allen, Ann M. Wood
German: Susan House David
History: Sandra Joy Cook, Robert William Ghegan, Robert Bernard Olson
Mathematics: Nancy G. Bassett, Susan Ann Stark
Philosophy: Sandra Ellis, Carolyn Sue Norman
Physics: Randall D. Ledford
Politics: David Howerton Bowden
Psychology: Donna Ann Boswell, Patricia H. Brown, John Valentine Davis, Douglas Hargrave, John Ray Mull, Martha Fields Simpson, Jane Carol Stanfield Stutts, Eddie Stuart Tessnear
Sociology and Anthropology: Suezanne Tangerose
Speech and Communication: Janice Borneman, Hazel Vivian Deal, Keith Watson Vaughn

The Forest W. Clonts Award for Excellence in History: Sandra Joy Cook, Robert Bernard Olson

The Claud H. Richards Award for Excellence in Politics: Mary Diane Rutherford

The Tom Baker Award in Debate: Keith Watson Vaughn

The Tom Baker Award in Publications: William Russell Brantley

The Joseph B. Currin Medal in Religion: John A. Snow

The American Bible Society Award for Excellence in Biblical Scholarship: James Albert Weaver, II

The William E. Speas Memorial Award in Physics: Randall D. Ledford

The H. Broadus Jones Award in Shakespeare: Judith Lynne Reed

Elected to Phi Beta Kappa (March, 1972)

Seniors

Mark Steven Aldenderfer
Linda Louise Aldridge
James Bruce Atkinson
Charles Emmet Bagwell
Daniel Hughston Booth
Janice Kay Borneman
Kathie deNobriga Brantley
Patricia H. Brown
Mary Bumgardner
Stephen Davis Bundy
Deborah Davis Burt
Mary D. Carter
Sandra J. Cook
Hazel Vivian Deal
John Gregory Fitzgerald
Deborah Ann Foley
Joyce Mabel Gallimore
Maya B. Gokhale
Teresa Diane Goode
Diane Collette Gorin
Sharon Kay Greenleaf
Bruce Numa Hall
Harry Benjamin Hartley
Jean Evelyn Holmes
Carol J. Jenkins
Randall Delane Ledford

Carol L. Morgan
Carolyn Sue Norman
Robert Bernard Olson
Emma Sue O'Neal
Sharon Sue Patton
Mary Ellen Pipines
Mary Diane Rutherford
Robert Jackson Sherertz
Martha F. Simpson
Catherine Ann Stanfield
Susan Ann Stark
Perry Gale Stone
Beverly Annette Tilley
Linda Jane Tolar
Jeanette Ann Willson
Patricia Jean Wolfe

Juniors

Alexis Jane Anderson
Frances Ann Culp
John Poole Elliott, III
Linda K. Gordon
Carolyn Jane Leonard
Kemp Burl McCuiston
Albert Garver Moore
Patricia Yvonne Mumme
Judith Lynne Reed
Timothy Edward Schultheiss
Harry Walter Townshend, III
Martha Joan Wiseman

2. From the Babcock School of Business Administration

   The Lura Baker Paden Medal: Eugene Sydnor Spainhour

   The Delta Sigma Pi Scholarship Key: Edward Marcus Ferguson, Jr.

   The A. M. Pullen Company Medal: Eugene Sydnor Spainhour

   The Wall Street Journal Award: Fred Eugene Cornwell, Jr.

   Beta Gamma Sigma: Fred Eugene Cornwell, Jr., Edward Marcus Ferguson, Jr., William Samuel Smoak, Eugene Sydnor Spainhour

3. From the School of Law

   The Warren A. Seavey Award: Charles Holt Young, Jr.

   The Student Advocacy Award: Max Sanderlin Busby

4. From the Bowman Gray School of Medicine

   The Faculty Award: Duard Francis Fleming, Jr.

   The Pediatric Merit Award: James Cranford Hoyle, Jr.

   The Obstetrics-Gynecology Award: Louis Weinstein

   The Annie J. Covington Memorial Award: Leon Festus Woodruff, Jr.

   The C. B. Deane Memorial Awards: Eric Charles Nelson, Hugh Tolan Stoddard, Jr.

   The Upjohn Achievement Award: Leon Festus Woodruff, Jr.

Seniors elected to Alpha Omega Alpha

John David Bloom
Ben Keith Davis
Duard Francis Fleming, Jr.
Donald John Godehn, Jr.
James Cranford Hoyle, Jr.
Lawrence Harding Knott, Jr.
Bruce Bradford McDonald
Charles Hamilton McLeskey
Rembert Neal Reynolds
Laura Leggett Winstead

5. From the Department of Military Science

President's Trophy: Cadet Lieutenant Colonel Frankie C. Browning

Superior Cadet Decoration: Cadet Major Philip W. Gasaway

ROTC Certificate of Meritorious Leadership: Cadet Lieutenant Colonel Frankie C. Browning

The Reserve Officers' Association Certificate: Cadet Captain Thomas L. FormyDuval

The American Legion Award for Military Excellence: Cadet Major Kenneth M. Twiddy

American Veterans of World War II Award for Superior Performance: Cadet Captain Christopher C. Covey

The Daughters of the American Revolution ROTC Medal: Cadet Captain David H. Bowden

The Professor of Military Science Award: Cadet Captain Daniel L. Gunter

Scabbard and Blade Honorary Society Award: Cadet Lieutenant Ernest D. Roseman

6. Graduation Distinctions

Cum Laude

Nancy Marlis Abernathy
Mark Steven Aldenderfer
Linda Louise Aldridge
Stuart Douglas Allen
John William Angell, Jr.
James Bruce Atkinson
Shirley Ann Baird
John Linder Barber
James Earl Barnett, Jr.
Karen Lee Barnette
Nancy Gene Bassett
Roger William Bollinger
Janice Kay Borneman
Donna Ann Boswell
David Howerton Bowden
Kathie deNobriga Brantley
Robert Moore Brewer, Jr.
Patricia Heiges Brown
Frankie Carroll Browning
Mary Bumgardner
Stephen Davis Bundy
Deborah Davis Burt
Max Sanderlin Busby
Anne Carter Carlton
Carol Sue Carter
Lynn Benjamin Carter
William Joseph Claiborne
Judith Annette Coe
Rebecca Lynn Connelly
Sandra Sue Conrad
Frederick Hosmer Cooke
Susan Virginia House David
John Valentine Davis
Terrell Lynn Davis
Wilbur Thurston Debnam
Richard Lyle Detlefs
Sandra Cecille Ellis
Andrew Kenneth Epting
Theresa Nagy Epting
Howard Ditts Fashbaugh, Jr.
Edward Marcus Ferguson, Jr.
John Gregory Fitzgerald
Deborah Ann Foley
Alice Elizabeth Folk
Michael Gerald Ford
Carla Gale Galloway
Frances English Ghegan
Robert William Ghegan
Teresa Diane Goode
Diana Collette Gorin

Marilyn Jean Gravander
Bruce Numa Hall
Donald Madison Hall
Joseph Cullen Hall, Jr.
Wayne Carl Hall
Douglas Hargrave
Frederick Cay Heidgerd
Hassel Dan Helsabeck
Barbara Jane Hobbs
Jean Evelyn Holmes
James Shaffer Hurt
Susan Ann Inscoe
Carol J. Jenkins
Deborah Anne Jones
George Williamson Lester
Harry Glenn Lipham
Linda McArthur
Paul Alexander Mabe, III
Paul Edward Marth
John Foster Mitchell
Catherine Ann Oliver
Robert Bernard Olson
Dana Anne Ovestrud
Jane Wilson Parvin
Stuart Harland Pouliot
Laura Frances Raines
Pamela Lynn Rhyne
Steven Henry Roberson
Franklin Bernard Roberts
Jan Frederic Scearce
Ann Elizabeth Schultz
David Clark Smith, Jr.
Alan Neal Snavely
Barbara Lee Snedegar
Eugene Sydnor Spainhour
Patricia Angela Stanley
Susan Ann Stark
Brenda Gay Starr
Roy Michael Strickland
Deborah Brown Strum
Charles Edward Sweeny, Jr.
Suezanne Tangerose
Eddie Stuart Tessnear
Richard Corley Titus
Linda Jane Tolar
Louis Gregory Tuza
Keith Watson Vaughan
Howard Lee Williams
Patricia Joan Wolfe
Ann Margaret Wood
Linda Marie Wright
Charles Holt Young, Jr.

Magna Cum Laude

Stephanie Jean Anderson
Charles Emmet Bagwell
Sandra Joy Cook
Hazel Vivian Deal
Joyce Mabel Gallimore
Maya Balkrishna Gokhale
Sharon Kay Greenleaf
Ted Steven Keller
Randall Delane Ledford
Beverly Louise McGraw
Carolyn Sue Norman
Sharon Sue Patton
Mary Ellen Pipines
Mary Diane Rutherford
Robert Jackson Sherertz
Martha Fields Simpson
Elizabeth Edwards Snow
Catherine Ann Stanfield
Perry Gale Stone
Beverly Annette Tilley
Jeanette Ann Willson

Summa Cum Laude

Daniel Hughston Booth
John Ray Mull
Emma Sue O'Neal
Jane Carol Stanfield Stutts
James Albert Weaver, II

DEGREES CONFERRED JANUARY 29, 1972

Master of Arts

Alice E. Darnell
E. John Effinger
Cynthia A. Griffith
Gwin L. Groth
Shao-Chi Lin
E. Stuart Powell, Jr.
Don S. Rice
J. Clyde Smith
Thomas C. Smith
Patsy H. Stokely
W. Davis Waters

Master of Arts in Education

Charles F. Morris
Paul E. Trusik
Larry D. Wilkinson

Bachelor of Arts

Raymond Byrne Andronaco
Ellen Gooding Ball
Kenneth Warren Banner
Henry Clark Black, III
Richard Malcolm Bozoian
Myra Sue Clein
Deborah Livingston U. Davis
Elizabeth Allen Day
Charles McAuley Dayton
Elizabeth Lynn Farley
Barbara Leslie Farrell
Kathleen Sirkel Hackshaw
Martha Ellen Hall
Harry Benjamin Hartley
Stephen Ford Heiner
Corrie Lynn Kitson Hodnett
Kitty-Lynn Chandler Holt
Edwin Lee Kellogg
Nelson Richard Klamm
Donald Robert Klinger
William Gilbert Lockhart, Jr.
Archie Doyster Logan, Jr.
Jerry Cash Martin
John Manning May
Robert Dale Mills
Carol Linder Morgan
Joyce Whittington Preslar
Mercer Brannon Sell, III
Michael Eugene Slinkard
George Sloan, III
Michael Douglas Thompson
John Newkirk Yarrington

Bachelor of Science

Don Leon Alexander
David Yates Bingham
David Dante Doda
William Cook Griffin
Carvin Gregory Hewins
Terrence Marco Kuharchek
Ruth Kemper Michael
Vincent Joseph Nedimyer
David Thelston Peacock
Carolyn Louise Schneider
Alice Marcelline Spainhour
Robert Faison Threewitts
Gary Jay Winrow

Bachelor of Business Administration

Neal F. Ganzert, Jr.
Roger Scott Harrill
Michael Gray Kallam
Alvin Barrett Shepherd

GRADUATION DISTINCTIONS

Cum Laude

Myra Sue Clein
Elizabeth Lynn Farley
Barbara Leslie Farrell
Harry Benjamin Hartley
Kitty-Lynn Chandler Holt
Robert Dale Mills
Carol Linder Morgan
Carolyn Louise Schneider

SUMMER DIVISION OF THE CLASS OF 1972

Saturday, August 5

DEGREES CONFERRED

Master of Arts

Ernest D. Abernethy
Bentley B. Anderson
David C. Bailey
Richard M. Bozoian
Gary D. Chapman
James R. Fisher
Charles H. Hodierne
George S. Kuta
Sandra R. Nelson
Judith A. Norville
Robert M. Parks
Larry E. Penley
Luis A. Ramirez
Ernest V. Rancourt
J. Stephen Simpson
Tamara L. Smith
Mark N. Voeller

Master of Arts in Education

Barbara G. Brownell
Harriet T. Garrett
David E. Hartgrove
Phyllis J. Honeycutt
Barbara Kay Kelly Key
Clara J. Michaels
Jonathan C. Robinson
Dorothy Anne Soper

Master of Science

Elizabeth S. Christian

Bachelor of Arts

Pauline Parker Badgett
Rodney Steve Bowden
Sandra Buchanan Bozoian
John Rochelle Bristol
Mark Jeffrey Byrd
Sandra Chidester Golden
Thomas Sloan Guy, III
Hugh Maurice Hampton, Jr.
Nancy Patricia Kitch
Sandra Ann Lowder
Mary Watmore McCormick
Thomas Michael Martin
Ann Christine Moltu
Patricia Yvonne Mumme
Janet Ann Rucker
Marianne Bouvier Snavely
Robert Joseph Whitehurst
Gilbert Etheridge Woodard, Jr.

Bachelor of Science

Robert Dalton Christian, Jr.
William Blair Gwyn, Jr.
Phillip Carl Holt
Vichai Lotrakul
Theron Hamilton Miller
John Archie Nesbitt, II
Leland Frazer Troutman
Ann Samuels Wright

Bachelor of Business Administration

Paul Victor DiSantis
Stephen Willys Harper
John Robbins Rainey
Robert McMitchell Towne

GRADUATION DISTINCTIONS

Cum Laude

Ann Christine Moltu

Magna Cum Laude

Patricia Yvonne Mumme
Marianne Bouvier Snavely
Ann Samuels Wright

ROTC GRADUATES COMMISSIONED IN THE UNITED STATES ARMY RESERVE

December 1971

Roger S. Harrill
Stephen F. Heiner
Donald R. Klinger†

January 1972

Henry C. Black, III

May 1972

Roger W. Bollinger
David H. Bowden*
Frankie C. Browning†
Barton D. Burpeau, Jr.
Herschel C. Cheshire
Joseph B. Cheshire, V
Harry T. Church
Christopher C. Covey*
James E. Cross, Jr.
John S. Dixon
Thomas L. FormyDuval*
Philip W. Gasaway*
Philip A. Greene
Owen K. Grumbles
James E. Haynes
Kenneth W. Honeycutt
William F. Horsley
George W. Hughes
Roger A. Hull
George B. Hyler, Jr.
Marion L. Johnston, Jr.
Wilbert E. Kelly
Walter C. Kirk, Jr.
Charles W. Meyrick, III
Kemp A. Michael
James L. Pahl
Douglas S. Punger
Jimmy D. Reeves*
Glenn R. Rockafellow†
Ernest D. Roseman
John F. Rosser, Jr.
James B. Spears, Jr.
Richard T. Stange
Richard H. Sumerel
John E. Tantum
Kenneth M. Twiddy*
John P. Van Zandt, III
Ronald J. Verner

July 1972

Robert M. Crawford
Daniel L. Gunter

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* Distinguished Military Graduates.
† Distinguished Military Graduates Commissioned in Regular Army.

ENROLLMENT – FALL 1972

	Men	*Women*	*Totals*	
Graduate School				
Wake Forest University:				
Regular	108	91	199	
Unclassified	27	37	64	
Bowman Gray School of Medicine:				
Regular	45	14	59	
Unclassified	1	—	1	
	181	142	323	323
Wake Forest College				
Seniors	355	171	526	
Juniors	482	257	739	
Sophomores	426	336	762	
Freshmen	553	250	803	
Unclassified	24	19	43	
	1,840	1,033	2,873	2,873
Business Administration				
Seniors	23	2	25	
Juniors	6	—	6	
	29	2	31	31
School of Law				
Third Year	98	3	101	
Second Year	95	7	102	
First Year	130	20	150	
	323	30	353	353
Bowman Gray School of Medicine				
Fourth Year	72	3	75	
Third Year	68	6	74	
Second Year	72	6	78	
First Year	82	7	89	
	294	22	316	316
Babcock Graduate School of Management	112	5	117	117
				4,013

Summer Session of 1972

	Men	*Women*	*Totals*	
First Term:				
Graduate Students				
Wake Forest University				
Regular	80	53	133	
Unclassified	26	51	77	
Bowman Gray School of Medicine				
Regular	27	10	37	
Unclassified	—	—	—	
Undergraduate Students				
Regular	327	198	525	
Unclassified	18	7	25	
Law students	27	4	31	
Second Term:				
Graduate Students				
Wake Forest University				
Regular	37	24	61	
Unclassified	7	15	22	
Bowman Gray School of Medicine				
Regular	27	10	37	
Unclassified	—	—	—	
Undergraduate Students				
Regular	178	156	334	
Unclassified	8	—	8	
	762	528	1,290	
Duplicates, attended both sessions	157	121	278	
Duplicates, Summer Session and Regular Session	223	119	342	
			670	670
				4,683

Registration by Subject

Accounting	210
Anthropology	395
Art	164
Biology	789
Business	221
Chemistry	528
Chinese	5
Classics	47
Economics	448
Education	471
English	1,344
French	456
German	261
Greek	13
Hebrew	6
Hindi	7
History	1,072
Honors	25
Humanities	222
Latin	138
Mathematics	1,002
Military Science	96
Music	470
Philosophy	407
Physical Education	1,124
Physics	229
Politics	648
Psychology	763
Religion	865
Russian	6
Sociology	367
Spanish	426
Speech	432

Geographical Distribution

Counties in North Carolina

Alamance	44	Hoke	11
Alexander	7	Hyde	1
Alleghany	3	Iredell	26
Anson	6	Jackson	1
Ashe	6	Johnston	16
Avery	3	Jones	2
Beaufort	8	Lee	9
Bertie	1	Lenoir	17
Bladen	6	Lincoln	15
Brunswick	2	McDowell	8
Buncombe	35	Macon	3
Burke	17	Madison	5
Cabarrus	24	Martin	7
Caldwell	19	Mecklenburg	154
Carteret	7	Mitchell	4
Caswell	3	Montgomery	8
Catawba	36	Moore	15
Chatham	5	Nash	22
Cherokee	3	New Hanover	26
Chowan	3	Northampton	6
Cleveland	45	Onslow	10
Columbus	15	Orange	14
Craven	11	Pasquotank	4
Cumberland	36	Pender	3
Currituck	1	Perquimans	2
Dare	2	Person	12
Davidson	68	Pitt	16
Davie	9	Polk	4
Duplin	4	Randolph	21
Durham	26	Richmond	6
Edgecombe	6	Robeson	26
Forsyth	441	Rockingham	38
Franklin	10	Rowan	38
Gaston	34	Rutherford	11
Gates	5	Sampson	13
Graham	1	Scotland	15
Granville	6	Stanley	8
Greene	2	Stokes	21
Guilford	155	Surry	40
Halifax	13	Swain	1
Harnett	12	Transylvania	4
Haywood	12	Union	13
Henderson	20	Vance	6
Hertford	7	Wake	106

Warren	3	Wilkes	20
Washington	1	Wilson	18
Watauga	11	Yadkin	21
Wayne	17	Yancey	1

States

Alabama	15	Michigan	9
Alaska	2	Minnesota	7
Arizona	4	Mississippi	2
Arkansas	6	Missouri	5
California	18	Nevada	1
Colorado	5	New Hampshire	4
Connecticut	37	New Jersey	187
Delaware	40	New Mexico	2
District of Columbia	14	New York	121
Florida	168	Ohio	67
Georgia	86	Oklahoma	9
Hawaii	1	Pennsylvania	172
Idaho	1	Rhode Island	3
Illinois	43	South Carolina	134
Indiana	15	Tennessee	59
Iowa	2	Texas	15
Kansas	2	Utah	9
Kentucky	30	Vermont	3
Louisiana	5	Virginia	327
Maine	2	Washington	5
Maryland	184	West Virginia	48
Massachusetts	28	Wisconsin	1

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Foreign Countries

Australia	2	Bolivia	1
Canada	3	Germany	1
Colombia	1	Hong Kong	2
France	1	India	4
Great Britain	1	Ivory Coast	1
Jamaica	1	Malaysia	1
Lebanon	1	Peru	1
Nigeria	2	Taiwan	5
Thailand	1	Turkey	1
Uganda	1	West Indies	1

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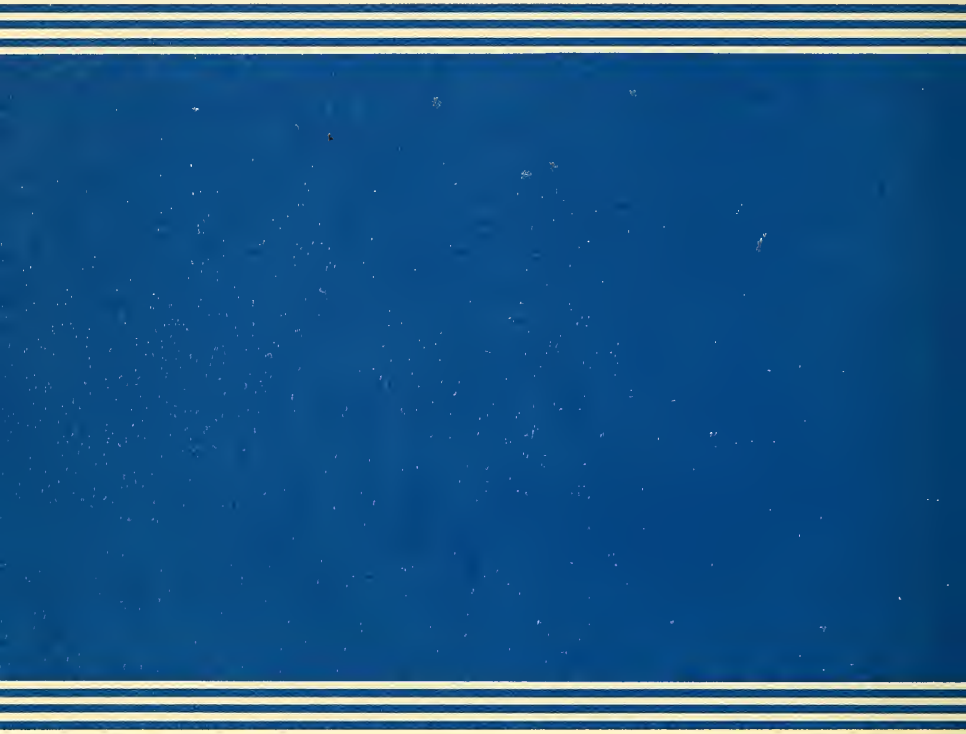
The drawings in the bulletin were made by Stanislav Rembski, a prominent artist of Baltimore, Maryland. The photographs were made by McNabb Studio, Berry, H. Jones and Preslar.



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