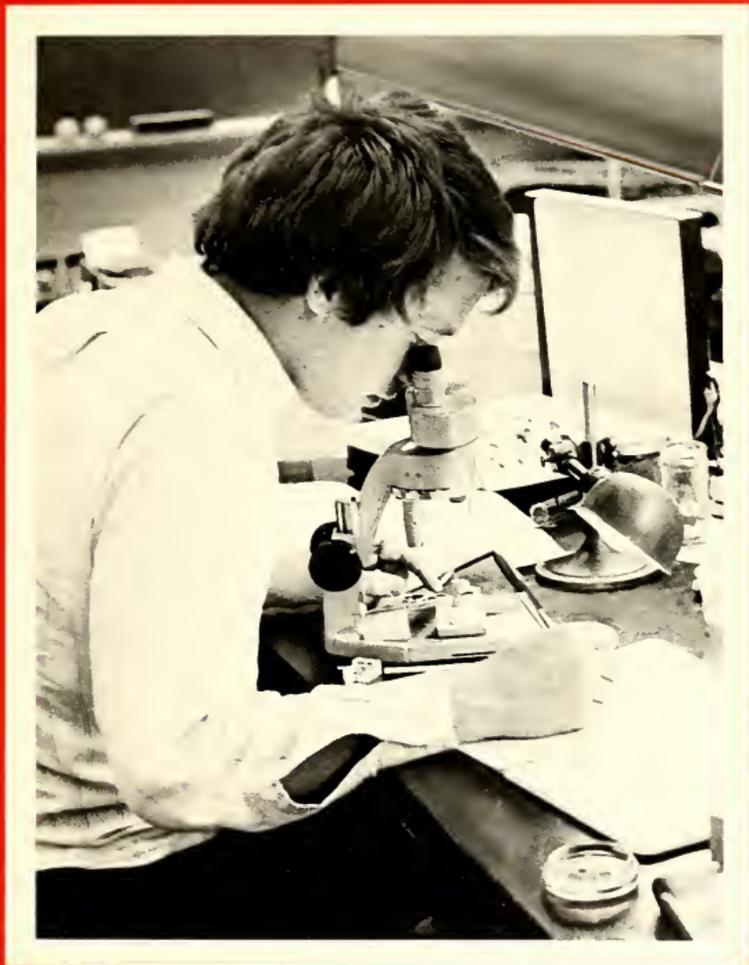


1972-73



DAVIDSON COLLEGE

Davidson College is a four-year liberal arts college which has recently joined the ranks of coeducational institutions. This is only one of a number of innovations that has taken place recently, with other advances being contemplated. The ninety-three faculty members have traditionally supported an intensive academic program which is implemented through the lecture, seminar, the tutorial, undergraduate research, and more recently through independent study, extended studies, and contract. Emphasis is placed upon a teaching faculty and instructional development.

Davidson is seventh among liberal arts colleges in America in Rhodes Scholarships (17), first among colleges in the Southeast receiving Woodrow Wilson Fellowships and Marshall Scholarships, and high in Danforth, Rockefeller Brothers, Thomas J. Watson, NCAA, and similar prestigious and remunerative advanced study grants. It is in the top three per cent of all private colleges in the percentage of its graduates listed in *Who's Who in America*. Among colleges and universities in America, it ranks in the top twenty in the number of National Merit Scholars enrolled in relation to size of the student body.

Recently a private foundation made a systematic study of private liberal arts colleges with student enrollments of 1000 or more. Of these 206 colleges in the United States, Davidson ranked 13th and was the only college in the Southeast in the top fifteen. Rankings were based on faculty compensation, student scholastic aptitude test scores, expenditures per student, and similar criteria.

Although its enrollment for more than a decade has been stabilized at about 1,000 men, it is expected that with the advent of coeducation the enrollment in the next decade will increase by 500. Exchange programs with several women's colleges have been in progress since 1970, and in 1971 student wives and daughters of college employees were recognized as degree candidates. Transfer coeds were enrolled in the fall of 1972 as candidates for the bachelor of arts and bachelor of science degrees.

The first classes were convened at Davidson College March 1, 1837. Its first diplomas were awarded in 1840, and today it boasts about 12,000 living alumni.

Traditionally, about 75 per cent of each graduating class pursues advanced study in business and the professions, principally at the finest graduate schools in the eastern half of the United States. More of Davidson's alumni have become college professors with earned doctoral degrees than any other college in the South, and forty-five have become college presidents. Approximately fourteen hundred alumni are now physicians, surgeons and dentists, and an almost equal number have entered into the Christian ministry. Law, engineering, business and other professions occupy many more alumni.

OFFICIAL/RECORD, 1971-72  
ANNOUNCEMENTS, 1972-73



**DAVIDSON COLLEGE**  
**DAVIDSON, NORTH CAROLINA**

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Davidson College is fully accredited by the Southern Association of Colleges and Schools. It is a member of the Association of American Colleges, the Southern University Conference, the National Conference of Church-Related Colleges, and the Presbyterian Educational Association of the South. The Davidson chapter of Phi Beta Kappa was one of the first in North Carolina.

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Davidson College is an institution of higher learning established by the Presbyterians of North Carolina in 1837. Since its founding the ties which bind the College to the Presbyterian Church have remained close and strong. It is the desire of all concerned that this vital relationship be continued in the future, to the mutual advantage of church and school. The primary loyalty of the College extends beyond the bounds of denomination to the Christian Community as a whole, through which medium it would seek to serve the world.

Davidson recognizes God as the source of all truth. As a college committed to the historic Christian faith, it sees Jesus Christ as the central fact of history, giving purpose, order, and value to the whole life. Davidson is dedicated to the quest for truth and would set no limits to the adventures of the mind. Hence, it encourages teachers and students to explore the facts of the universe through the full and dedicated use of their intellectual powers. Faith and reason must work together in mutual respect if Davidson is to realize and maintain her vision of excellence in the field of Christian higher education.

In implementing its purpose to promote higher learning, Davidson has chosen to be a college, to maintain itself as a small community of learners, to emphasize the teaching responsibility of all professors, and to ensure the opportunity for personal relationships between students and teachers. It is vital that all students, freshmen as well as upperclassmen, know and study under mature and scholarly teachers who are able and eager to provide for each of them stimulus, instruction and guidance.

In meeting its responsibilities, the College must constantly endeavor to provide adequate physical facilities, and to increase its financial resources; but more important, it must seek persons of the highest caliber for student body and faculty alike. Davidson must always seek students of character, of general as well as academic ability, of loyalty to the ideals of the College, and of promise for future usefulness. In the selection of teachers, it must seek individuals of genuine spirituality who are outstanding intellectually, who have the best training available in their fields of study, and whose interest in the students and in teaching is

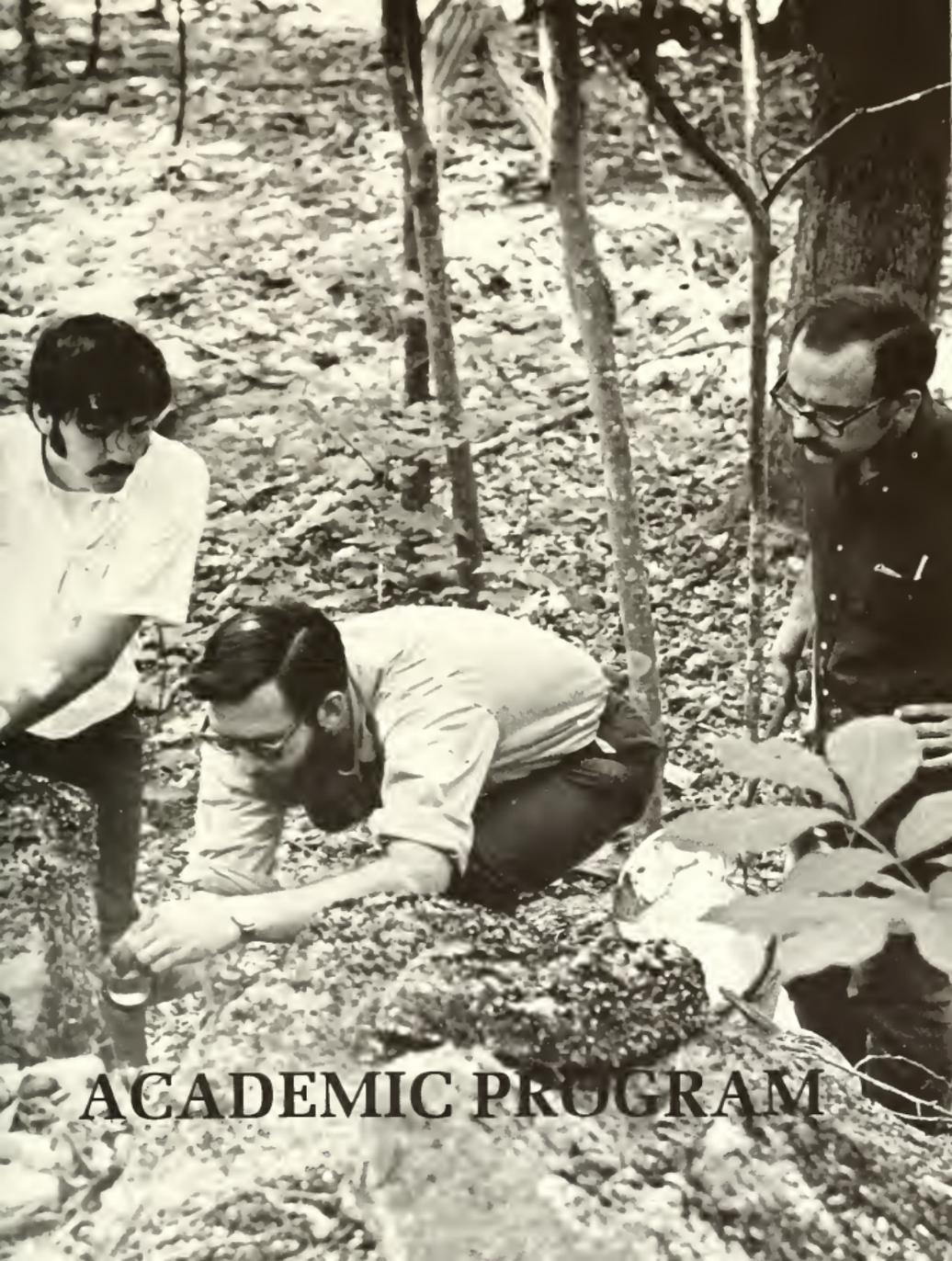
unfeigned and profound. It must also provide these teachers with the time and opportunity for creative scholarship which is fundamental to the best teaching.

Davidson is a college of liberal arts. As such it emphasizes those studies, disciplines and activities which liberate mankind physically, mentally and spiritually. Although its curriculum prepares students adequately for graduate study, Davidson's primary purpose is to develop persons of humane instincts, of disciplined and creative minds, and of Christian character for full lives of leadership, of service, and of self-fulfillment. The College requires physical education, provides for competitive athletics, and encourages varied social and cultural activities. It endeavors to teach students to think clearly and accurately, to make relevant and valid judgments, to discriminate among values, and to communicate freely with others in the realm of ideas. Since this can be significantly realized only on the basis of an appreciative knowledge of the past and a working acquaintanceship with current theory, Davidson concentrates upon the study of history, literature, music and the arts, the physical, natural and social sciences, languages, mathematics, philosophy and religion.

As body and mind require exercise and nourishment for healthy growth, so does the spirit. Davidson maintains, therefore, that a college must be a worshipping as well as a studying community, if it is to nurture the whole person and is to be genuinely Christian. Hence, religious services and activities, as well as courses in religion, form an integral part of its program.

Davidson College possesses a priceless heritage bequeathed by those who have given their lives and their possessions for its welfare. To it much has been entrusted, and of it much is required. In gratitude for what has been accomplished, but in humble recognition that it has not fully measured up to its own ideals either in learning or in life, its trustees, its faculty, its students and its friends must constantly rededicate themselves to their task. Only with divine guidance and through ceaseless effort can Davidson attain its goals and be what it ought to be.





# ACADEMIC PROGRAM



## ITS CHALLENGE

Academic  
Program

Davidson College sees itself as a small community of learners creating and sharing knowledge within a framework of mutual concern which should lead naturally toward the use of that knowledge in the service of humanity. While at Davidson most students gain the necessary proficiencies and skills to go to graduate and professional schools for further training. More importantly, however, those involved in the Davidson College enterprise *hope* that something might happen to change the students during their four-year period of study; namely that they might develop a personal set of humane values as a result of the liberal arts experience.

The college recognizes that students and faculty alike are thinking, doing, and feeling creatures; and it *seeks* to work out a program that exploits judiciously their highest potential, cognizant of the fact that quality and style in human relations are as important as quality and style in intellectual pursuits. This it *believes* is the basis for insuring the most meaningful kinds of development within a liberal arts setting and within society overall. Succinctly stated, Davidson's challenge is for each of her students to gain competence for pursuing a living and conviction for living itself.

## ITS RATIONALE

The elements common to college curricula are numerous. The emphases and approaches differ. In the Davidson format the emphasis is placed on *five elements* whose selection is determined by direct attempts at correlation with institutional purpose, and students' needs for learning to cope with and grow in a complex society. Furthermore, in manipulating these elements the college's posture becomes increasingly innovative and experimental.

In order to broaden students' horizons the faculty of Davidson College specifies a "body corporate" to the academic experience, *i.e.*, three one-term courses chosen from each of the four general areas of the curriculum: Languages and the Fine Arts, the Social Sciences, the Natural Sciences and Mathematics, Religion and Philosophy. This requirement represents a contribution toward the establishment of a common language base for the academic community, presenting a fundamental background for implementing.

- 1) *an opportunity for the development of a degree of competency in*

Academic  
Program

*an academic field of concentration.* Majors are offered in each of the following:

Art	French	Political Science
Biology	German	Pre-medicine
Chemistry	History	Psychology
Classics	Mathematics	Religion
Economics	Music	Sociology
English	Philosophy	Spanish
	Physics	

While the completion of study in a major area signifies undergraduate accomplishment only, it does represent preparation at a level sufficient for students to go on to further professional training. It also indicates competence sufficient to assume responsible positions in various areas such as government, business, secondary education, the arts. The development of competence in the field of concentration is complemented by:

2) *an opportunity for value dialogue within the setting of interdisciplinary discussion.* Who am I? Who are we? Where are we going? These are pertinent liberal arts questions for a thinking, doing, feeling creature—for man. And the answers, no matter how tentative, are basic to understanding and feeling and usually determine what a rational person does. As implied, these questions are pursued directly and indirectly in courses designed within an interdisciplinary framework. One example of such an offering is the comprehensive two-year humanities program taught by thirteen professors from differing academic fields. Each professor lectures, in the area of his expertise, to the entire class and also leads several discussion group meetings each week so that he and fifteen to seventeen students can share each other's reactions to the lectures and the readings, and can challenge each other's ideas. Other courses, *e.g.*, Philosophy of Science, Civilization of South Asia, Ethics, Comparative Religions, War and Conscience, Medical Sociology, similarly engage students in value dialogue. Admittedly, the student must be willing to expose his viewpoint to debate and open confrontation if she or he is to be prepared for:

3) *an opportunity for independent study.* Independent study is not limited to directed studies or tutorials. It often means a "contract" whereby the student presents what he wants to do, defines what he can do, and if judged adequately prepared by a sponsoring professor is given a go ahead to do it. From that point on he does what he has contracted to do and submits for evaluation the results in the format agreed upon. In most instances the student's work represents demonstrated proficiency attained on his or her own usually outside of class or by

means other than formal instructional procedures. The professor acts as a "consultant" to the student.

One avenue for independent study is through "extended studies." The purpose in the freshman and sophomore years is to broaden the student's academic experience, encouraging special study outside his field of intended major: a prospective biology major designed and constructed a set for a drama production, a student intending a major in German built a piece of scientific equipment, an aspiring chemistry major studied a series of Schubert's song cycles. In the junior and senior years "extended studies" usually consists of individual research in the major field.

If a student is admitted to the Davidson Honors College, he or she is relieved of all regular graduation requirements and may plan an individual program of projects, seminars, tutorials, and independent study which best fits his or her particular goals and interests. Contracts are developed on a term by term or yearly basis with professors of the Honors College, according to mutually agreed upon conditions and expectations. Such arrangements may allow study away from campus for varying periods of time in order to conduct a biological field research project, a socio-political study in a changing urban setting, or a personal management survey in some cooperating industry. Such off-campus experiences introduce:

4) *an opportunity for community involvement.* Extended Studies and Independent Study make possible academic experiences in the larger Davidson-Charlotte area. From an academic point of view, laboratories and classrooms are "extended" to enable students to observe, gather, and analyze data and to write reports on problems as they exist and develop in the surrounding social and natural environments. Recently sixteen students worked in legal aid programs—observing, recording, reacting with people. Twenty students developed individual work-study projects within two North Carolina state prisons. Eight more took marine life population samplings of regional lakes and estuaries. Others participated in projects involving local hospitals, state mental institutions, law offices, schools, and industries. These students were prepared with formulated questions, a knowledge of appropriate approaches to systematically securing respective data, and an awareness that a formal report is required for their study to be accepted.

This year a career/service program has been introduced, granting students "leave of absence" status for the purpose of testing a projected career choice. Normally academic credit is not awarded for such an experience. For periods of three to six months students may work in hospitals, business firms, law offices, research laboratories, churches, social and governmental agencies. Assignments are negotiated through the

Director of Career/Service. The community of Davidson College is not bound by its immediate neighborhood but reaches into the international sphere providing:

5) *an opportunity for foreign study in Germany, France, England, Italy, Greece, and South Asia.* It provides an exposure to differing cultural assets, value systems, and degrees of national economic development. The basic assumption for providing such experiences for students is that persons who live in one culture, then spend time in another culture, often return to their native clime with new and broader perspectives more appropriate for understanding, for feeling, and for acting within their own culture. They may become persons of a third culture, *i.e.*, persons with a world view perspective, more sensitive to the aspirations and needs of all humanity.

These *five curricular ingredients* mentioned are supported at Davidson by good resources and instructional facilities, a teaching oriented faculty, a student body of highly capable persons, and a spirit in which students and faculty respect each other through constantly trying to maintain and enhance a sense of mutual learning. Too, it should be noted that within its context of church relatedness the college insists on an open search for the truth, seeks no parochial advantage, sees itself as created in the world for the world, makes a direct appeal to its students for service to all mankind, and provides students the privilege of inquiring into any ideology vying for support and loyalty. In this tradition it does guarantee that the Christian faith will be given a forthright hearing, but confirms the right of students to be free to work out for themselves what they believe.

What does the above add up to in academic planning and development? Such a question is not answered easily. Students talk about "relevancy", which undoubtedly conceals frustrations in coping with information overload, with integration and/or balancing of information and emotion input systems, and with correlating action with rationale.

Educators talk readily about generation gaps, but seldom about the gap within a student—the widening gap between the *rational and the emotional components* whose degree of correlation contributes to the integration or disintegration of one's intellect, one's actions, one's very person. Seldom do professors examine critically their offerings or design curricula according to standards other than those derived from the doctrines of student inferiority and professional competence. Seldom does the conceptual framework for the academic embrace kinds of undertakings *designed to fuse knowledge and experience.* Yet, the fusing of knowledge and experience is what seems to happen when a student finds himself or herself working in a community health project, or when en-

gaged in independent research in the laboratory or at a field station, or when enrolled in a cultural institute confronting different value systems or patterns of human response, or when called upon in class to make a personal judgment or defend a personal opinion. Admittedly, reason and emotion are valid and neither should gain full control in a person or society as a whole—lest the suppression of one or the other becomes responsible for eradicating the distinctive quality identified in man as “humanness.” And what seems to count is not an exposure to any one kind of experience, but a selected combination of the *five curricular ingredients* cited, each of which has to some degree a blend of the cognitive and emotional components.

By providing kinds of learning experiences that tax both the rationale and emotional processes of intellect, Davidson College hopes to realize its challenge, *i.e.*, to present to society persons who have gained *competence* in pursuing a living and *conviction* in living itself.

## Special Programs

### Honors College

The purpose of the Honors College is to develop accelerated programs of study for a limited number of exceptional students. These students will be relieved of all regular academic requirements and their individual programs will be worked out with the faculty of the Honors College.

The method or approach which best characterizes the Honors College is “the contract.” Its central purpose is to enable the student to develop a program of independent projects, seminars, courses, and tutorials which best fits his particular goals and interests. A term by term course of study is what the student himself designs, although his faculty sponsors in the Honors College must approve it and by the end of the term it is they who must say whether he has fulfilled the terms of the contract. In the event the student does not live up to his contract, his faculty sponsors hold discretionary authority to specify the conditions under which he may continue in the Honors College, or to recommend that he resume his academic pursuits within the non-contractual paradigm of the regular program at Davidson College. A contract may be designed to allow the student to be away from the campus for several terms to conduct a field research project in marine biology, in consumer research, in ghetto living, in foreign study, or in any area of particular interest.

Admission to the Honors College is determined by the faculty of the

Honors College and could come at the beginning of any term during the student's years at Davidson. Enrollment is voluntary. The truly outstanding student may be admitted before the beginning of his freshman year.

## Departmental Honors

A program of departmental honors is available in most of the departments offering a major. This allows students of exceptional ability to substitute during the junior and senior years special work on an individual basis for a part of the normal course requirements. Successful completion of such a program entitles a student to be graduated with "Honors" or "High Honors" in the department chosen for concentration.

Any student who has an average of 3.0 for all work prior to his junior year may apply to the respective department chairman for permission to become a candidate for honors, specifying in detail the work he wishes to pursue. Applications should be made in the spring at the regular time set aside for the selection of courses to be pursued the following year. Approval of applications is contingent upon maintenance of the required average through the term in which they are made. Seniors applying for honors must be recommended by the professors in the major department. Such a student must have a 3.5 average in his first three years, he must have completed all work of the first three years, and he must maintain an average of 3.0 in non-honors classes during his senior year.

## Extended Studies

Extended Studies 1 and 2 provide opportunities for freshmen and sophomores to broaden their educational experiences and freedom for them to design learning situations which are both independent and individualized in nature. However, for the benefit of students who are just beginning to learn how to perform major learning responsibilities on an independent basis, one of the two requirements may be fulfilled by completing a regular course on a pass-fail basis.

Emphasis is on experimental programs with options in seminars, schoolwide programs, individual and group projects both on and off campus and of student or faculty design. As indicated earlier, every student takes one such project every year he is enrolled. A sample of the hundreds of seminar and project topics are:

*The Ancient Cult of Bacchus as an Index of 20th Century Social Phenomena*

*An Indepth Study of Today's Drama Critic*

*The Works of Wallace Stevens*

*Chinese Storytellers and Poets*

*The Concept of Space in the Architecture of Frank Lloyd Wright*

*Dorothy Sayers as Author of Detective Novels and as a Writer of*

*Religious Drama*

*Construction of a Musical Instrument*

*Emerging Forms of American Church Organization*

*Christian Ethics and Medical Science*

*Safety Problems in the Nuclear Generation*

*The Integration of Western Europe*

*Democratic Socialism in India*

*Growth of Teacher Unions in the United States*

*Southern Economic and Political Problems*

*Thermal Pollution*

*Afro-American Images of and/or Attitudes Toward Africa*

A hundred or more students are off campus working on projects in legal aid centers, hospitals, business offices, state conservation laboratories, juvenile delinquency centers, welfare agencies, child development centers, etc. Academic credit is being given for these studies since the projects usually require research or study reports submitted to faculty sponsors for final evaluation. Each student project is authorized by the Registrar on a contract drawn up between a student and a faculty sponsor and approved by one of the faculty committees designated to review such contracts. An up-to-date Extended Studies 1 and 2 syllabus is available in the office of the Registrar.

Extended Studies 3 and 4 open the way for juniors and seniors to do significant advanced work in their majors, also on an independent and individualized basis. Some departments require that study be done as a research project, some require it to be used in preparation for one or more comprehensive examinations, some orient the work toward broad reading programs while others use a combination of the options. Requirements for these programs are recommended by the department offering majors, reviewed by the Educational Policy Committee, and approved by the faculty. Specific details about them are given under the "Major Requirements" statements of the appropriate departments.

## Career/Service Program

Career/Service is a new program to allow Davidson students to spend a term in an "experimental" learning process, doing one of the following: working in a possible career, working in a service capacity, or traveling and studying abroad. Davidson College can foresee students spending a term, or a term and a summer, in hospitals, public agencies, legal

organizations, businesses, and many other places where they will have an opportunity to become more liberally educated. Far more than just providing a job for a term, the college sees the program as contributing to development of self-discipline, self-confidence, independence, personal understanding, social sympathy, and maturity.

Participants may or may not be able to earn money in Career/Service. Positions will be sought because of their educational value, not because they pay well.

Regular students who have been at Davidson College two terms and who are making normal progress toward a degree are eligible for participation in Career/Service.

Although no credit is awarded for Career/Service itself, a student may earn credit under Extended Studies, foreign study procedures, or the various tutorial and special project offerings of academic departments. Participants probably will not be able to earn the three course credits while on Career/Service that they could have earned as a student in residence. However, they can make up the deficiency by having advanced placement credit, by taking a fourth course some other term if they qualify, or by attending summer school.

Fees for participating in Career/Service shall be as follows:

- a. A participant in Career/Service who registers for two or more courses shall pay the tuition portion of the comprehensive fee for that term.
- b. A participant in Career/Service who registers for one course shall pay one-ninth of the tuition portion of the year's comprehensive fee and an administrative fee of \$150 if he participates in the fall term, \$200 in the winter or spring terms. (The administrative fee is set lower in the fall term in order to encourage students' participation during that term, not because administrative costs are lower.)
- c. A participant in Career/Service who registers for no course credit shall pay only the administrative fee set for that term.

## Washington Semester

Davidson is one of a number of selected colleges which has been invited by The American University to participate in its Washington Semester Program in which a limited group of undergraduate students can have first-hand contact with personalities, institutions, and source materials in the national capital.

Under this program three Davidson students may go to Washington, D. C., for a semester's work at the School of Social Sciences and Public Affairs of The American University, receiving transfer credit toward their Davidson degrees for the work done. This program is generally taken in

the Winter and Spring terms of the junior year. The principal course is a seminar in which the student: (a) meets with officials at the White House, the Congress, the Supreme Court, and other governmental and non-governmental agencies; and (b) prepares a thesis on some subject related to American government and politics based on subsequent study and personal contact while in Washington. In addition to this seminar the student chooses other regular courses at The American University.

Under a cooperative agreement tuition is paid in the regular manner to Davidson while charges for board and room at The American University are paid in Washington. Student participants defray their own costs for travel and other expenses. While designed especially for majors in the social sciences, the program is open to students regardless of their major field, provided their academic work has been of sufficiently high quality. Students interested in the program are invited to consult with the chairman of the Department of Political Science.

## Eight-College Student Exchange

Davidson College participates in a student exchange program with seven colleges in Virginia. This is an established program in cooperative ventures among the eight colleges—Davidson, Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon Woman's, Sweet Briar, and Washington and Lee—and is designed primarily for juniors. At the discretion of the home institution, sophomores and seniors may be considered as applicants.

A similar program is available with Queens College in Charlotte, North Carolina.

Exchanges shall ordinarily be for a full academic year; however, Davidson may *accept* students for shorter periods under special circumstances. *No Davidson student will be approved for study at another institution under the provisions of this program for less than a full academic year.* Students accepted for this program shall be considered fully enrolled at their home institutions, and the host institution shall not count them as part of its student body but shall identify them as "Special Exchange Students." Eligibility for the program is determined by the home institution.

Grades given by the host institution will be accepted and recorded by the home institution at their face value; however, the student's permanent record will indicate where the work was taken. Pass-fail options will apply under the same conditions as those established for such courses at Davidson. A full program at the host institution will be recognized as a full program at the home institution, even if the credits or courses

involved shall be fewer or more than might be the case normally at the home institution. *No transfers will be accepted by host institutions from among those students who have studied under this program at their institutions.* These provisions apply to work taken during the regular academic session and not to summer school study.

Exchange students shall remit tuition, room and board payments to the home institution at the home institution's regular rates. Charges for special fees (music, laboratory, etc.) shall be billed to the Special Exchange Student by the host institution at the host institution's rates. For students in a "work-study program," the host institution will submit to the home institution any hours worked by the exchange students, who will be compensated by the home institution.

For further information, and for details about application procedures, interested students should contact the director of the program.

## Foreign Study

A period of study in a foreign country, confronting the student with new combinations of old ideas and opening his mind to new ones, is an invaluable adjunct to any college program. Such study goes far toward making understanding out of prejudice, intellectual sophistication out of intellectual provincialism, and mature insights and habits of mind out of uncritical ones. It contributes in a profound way to a truly liberal education.

For such reasons the members of the Foreign Study Committee recommend that students consider one of the following plans of study:

1. A Junior Year Abroad with full credit in a Davidson sponsored Foreign Study Plan administered by the college.
2. Junior year study abroad under the supervision of another approved college or university in the United States. In this case credit will be awarded on the same basis as any other transfer credit.
3. A Junior Year abroad as an independent student with full, partial or no credit toward graduation. The amount of such academic credit is determined by examination or other methods after the student's return.
4. Davidson College Spring Seminar in Classics Aboard.
5. Summer study and travel abroad with and without academic credit.
6. Post-graduate study and travel aboard without regard for academic credit, whether on Fulbright, Rotary, Marshall, or other scholarships, or independently.

A Junior Year Abroad program of 10 or 11 months is available to

Davidson students in France or Germany (and before long in India) at a cost slightly above that of attendance at Davidson for an academic year of nine months. This cost includes board, room, tuition, travel between New York and the foreign university, and intensive training before the beginning of the academic year. Financial aid from Davidson scholarships, loans, or cash grants may be applied to the cost of the year abroad. Students who ordinarily receive such financial aid should make advance arrangements with the Director of Financial Aid. Additional aid may be given in cases of demonstrated need. The program is open to any student who can work out a feasible program and secure the approval of the department of his major. It is especially recommended for language majors. The Foreign Study Committee will accept applications from students desiring to spend a junior year abroad for credit and will make its recommendations regarding each student on an individual basis to the Vice President for Academic Affairs. It will also make an evaluation of the student's work after his return and provide recommendations regarding credit earned by the student while abroad.

The Junior Year Abroad students are enrolled as regular students in the foreign university and have no special courses set up for Americans with the exception of an optional seminar with the Davidson professor. They live as native students and do not have any special arrangements to set them apart. It should be noted that under the existing regulations students are permitted to enroll in similar programs administered by other institutions in countries other than France and Germany.

#### DAVIDSON IN FRANCE

The study center in France is the University of Montpellier. The University of Montpellier is one of the oldest and most eminent universities of Europe, dating from 1221. Some of its most distinguished alumni include Petrarch, Rabelais, Paul Valery, and Auguste Comte. The University includes five faculties, eight institutes, and an internationally known botanical garden. Although Montpellier is a commercial center, there is little industry and the life of the university dominates the community. Of the city's 165,000 inhabitants, over one-seventh are students and faculty.

Ideally situated in the old province of Languedoc, of which it was the capital, Montpellier looks towards both the sea and the mountains, with a beautiful beach and resort just to the south, and the Cevennes Mountains a few miles to the north. An hour's drive to the east enables one to visit Nîmes and its monumental remains of the Roman epoch. The Pyrenees Mountains and the Spanish border are only two and a half hours away to the southwest.

#### DAVIDSON IN GERMANY

The study center in Germany is Marburg University. Marburg as a university came into existence as a result of the Reformation. It was founded in 1527 as the world's first Protestant university by Philipp the Magnanimous. Luther and Zwingli had their famous disputation here in 1529, and as a result it houses today a world famous collection of material relating to the history of religion. Marburg exerted a special intellectual influence on the reformed churches throughout the world. In recent years, Rudolph Bultmann was a professor in the School of Theology.

However, the University became equally well known for its contributions in other disciplines, such as law—von Savigny; philosophy—Christian Wolff, Herman Cohen and Ortega y Gasset; medicine—Emil von Behring. Alfred Benninghoff and Rudolf Zener; physics—Bunsen, Braun and Hahn—and not to forget Boris Pasternak and the Brothers Grimm of the world of letters.

There are about 7,000 students presently enrolled at Marburg, which is coeducational. The city itself survived World War II almost completely unharmed and is located 50 miles northeast of Frankfurt, almost the center of West Germany.

#### DAVIDSON IN INDIA

As part of the development of the South Asia Program, Davidson is moving toward affiliation with an Indian university, so that students will have the opportunity to spend one academic year or part of an academic year in India. During their time abroad, these students are likely to be involved with the study of an Indian language. In addition, they will take one or two courses taught by Indian instructors at the university and will undertake an independent study project in the university library or in the community around the university. This independent study project and the non-academic activities of the students will be under the direction of a Davidson faculty member or someone hired by the college for this purpose. Admission into the program will be open to students from other colleges and universities as well.

The opportunity for Davidson students to study in India was recommended by a faculty committee in 1967, and the establishment of the program will reflect the college's current emphasis on student learning through involvement in the world beyond the boundaries of the campus and nation. Arrangements with the Indian university and the state and federal authorities of the Indian Government have yet to be completed.

Students who take South Asia related courses at Davidson will be able

to expand upon their interests by living and studying in one of the South Asian countries, and to continue their studies upon return to the campus. It is likely that Hindi will be the language studied at the Indian university, with the possibility of Hindi instruction at Davidson as part of the preparation for the period of study in India. Time for travel in India and in other South Asian countries will also be incorporated in the program.

#### DAVIDSON IN GREECE AND ITALY

The Spring Term Seminar in Classics Abroad has been developed as an experience in faculty-directed instruction, in student-directed instruction, in group study, and in independent performance. It will provide three courses of credit, and will extend through the ten weeks of the Davidson College Spring Term, including a few days from the spring vacation for travel to Europe. The Spring Term Seminar in Classic Abroad *will terminate in Europe*, at which time the student participants will be free to return to the United States or to continue traveling or studying in Europe, depending upon their own personal arrangements.

A maximum of ten students from the sophomore and junior classes will be accepted for the seminar. Eligibility for application to participate in the program is open to sophomores and juniors regardless of their projected major areas of study. The professor in charge of the seminar will determine the students accepted for participation, and the decisions will be based primarily on individual conferences with the applicants.

Academic responsibilities in connection with the Spring Term Seminar in Classics Abroad will be performed "on location" in Greece, Italy and Southern France. Group sessions will be conducted at selected archeological locations and in major and secondary museums. For the greater part of the seminar, the participants will travel together as a group; however, certain research assignments may necessitate a limited number of instances of individual travel in which the student concerned will arrange for his own transportation by local bus, rail services or hitchhiking. Living arrangements will be made as the seminar progresses, and will be directed more to the native accommodations and fare. Each student will be responsible for the cost of his daily subsistence; however, this expense is included in the estimated total cost per person for participation in the seminar.

Further details about the Spring Term Seminar in Classics Abroad may be obtained by contacting the program's director.

## DAVIDSON IN ENGLAND

A Summer Session at St. Anne's College, Oxford University.

This program, sponsored jointly with Mary Baldwin College, is designed to introduce students to the cultural and intellectual life of England since 1870. Its instructional approach is the lecture-tutorial arrangement typical of British universities. All students attend the lectures of Oxford's international summer school, and are divided into smaller groups for weekly tutorials. While the program has special appeal for majors in the humanities, it is also within the capacity of competent undergraduates in any field.

The session begins in early July and continues through the middle of August. Residence is provided at St. Anne's College. Credit equivalent to two courses is awarded upon successful completion of all requirements. Further information is available at the Office of the Director of Overseas Studies.

## Accelerated Progress

Under an accelerated program students may complete their academic work in three years rather than four. Regular upperclass students with a grade point average of not less than 3.0 for each of the two preceding terms, and freshmen who are recommended by an adviser, are eligible to apply. Those enrolled take four rather than three courses per term. This program is limited to five percent of the enrollment of each class.

## Theatre Arts

Realizing the importance of drama as a means of promoting man's understanding of man as well as providing a necessary creative outlet, the Drama and Speech Department is constantly working to achieve a balance between theory and practice of the theatre arts.

Dating back to the early 1920's drama has always been an important extra-curricular activity at Davidson. With the opening of the Cunningham Fine Arts Center, the drama program found a permanent home and in 1963 a Drama and Speech Department was established.

Each year the Department presents three major productions. The plays are selected to give a variety of theatre experiences for the participants as well as for the spectators.

Recent productions include: *Macbeth*, *Ob*, *What a Lovely War*, *She Stoops to Conquer*, *Billy Budd*, and *Charley's Aunt*. Open tryouts are held for each production and all students are eligible for roles.

Throughout the year workshop productions of one-act plays are presented by the students. Here the student is given a free hand to experiment and original scripts are encouraged.

The Red and Black Masquers, founded in 1929, was reorganized in the spring of 1966 and is open to any student who is interested in any phase of theatre from business management to acting. Each year the group attends professional and semi-professional performances in Charlotte and vicinity along with working on the major productions and presenting workshop productions.

Alpha Psi Omega is a national honorary dramatics fraternity which recognizes juniors and seniors who have made outstanding contributions to the college theatre program.

## Summer Session

The College may conduct a summer session, though course offerings are less varied than those of the three regular terms. Recent summer programs have included a variety of courses for undergraduates, teachers and recent high school graduates who wish to qualify for advanced standing. Also, special workshops, institutes, and seminars have been available.

Any student desiring to receive transfer credit for summer courses at another institution must have the approval of the Registrar at Davidson. The institution in which work is taken must be fully accredited. Credit will be granted only for courses of college level which are allowed toward graduation by the institution conducting the summer school. After completion of such courses, the student must present an official transcript of his record for the summer term to the Registrar of Davidson College who will compile the credit on the same basis as any other transfer credit.

## Reserve Officers Training Corps

The Reserve Officers Training Corps (Senior Division) was established at Davidson College during the school year 1919-1920 under authority granted by Congress in the National Defense Act of 1920. Divided into a Basic Course and an Advanced Course, Senior Division ROTC provides a four-year program of college level instruction leading to a commission as a Second Lieutenant, United States Army Reserve. The General Military Science curriculum offered at Davidson provides the ROTC graduates with a choice of all Army branches, however, the Medical, Judge Advocate General (Law) and Chaplain Corps require completion of medical school, law school, or the seminary.

Basic Military Science 21 and 22 are optional at Davidson. Students who elect to begin these courses may withdraw without penalty during normal drop-add periods. The Department of the Army furnishes all necessary uniforms, books, and equipment without charge.

Advanced ROTC provides the student with an opportunity to continue his military training during his junior and senior years and upon graduation to receive a commission as a Second Lieutenant, U.S. Army Reserve. Primarily a course in leadership development, the Advanced ROTC program is designed to give the student a working knowledge of military principles and an awareness of national defense policies and problems.

Participation in the Advanced Course is voluntary; however, each applicant is carefully screened before final selection is made. To be eligible each applicant must:

1. Have successfully completed or received constructive credit for Basic ROTC.
2. Be less than 27 years of age at time of application.
3. Meet the physical requirements for military service set forth in Army Regulations.
4. Sign a contract agreeing to accept a commission in the US Army Reserve upon graduation.
5. Attend the six-week ROTC Summer Camp normally held at the end of the student's junior year.

Students selected for advanced ROTC are furnished all uniforms and equipment without charge. In addition, each advanced student is paid an allowance of \$100.00 per month during the two school years. For the six-week summer camp period, each student is paid at a rate of \$265.35 per month as well as travel allowance to and from summer camp.

The Army ROTC Flight Training Program is available to advanced ROTC students who qualify.

#### ARMY ROTC SCHOLARSHIP PROGRAM

The Army ROTC Scholarship Program is designed to offer financial assistance to outstanding young men in the four-year Army ROTC program. Each scholarship provides for tuition, textbooks and laboratory fees in addition to paying an allowance of \$100 per month for 10 months of the school year during the period that the scholarship is in effect. During the six-week summer training period at the end of the junior year, this pay is increased to \$265.35 per month.

Scholarships may be awarded for either two, three or four years. Four-year scholarships are open to all students entering Army ROTC as freshmen, while the three-year scholarships are restricted to those stu-

dents who have completed one year of ROTC. The two-year scholarship is awarded at the end of the Basic Course. Interested students are encouraged to contact the Professor of Military Science at Davidson for details concerning the program.

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#### DEFERMENT FROM THE DRAFT

Students enrolled in Basic ROTC may receive a deferment from Selective Service. This remains in effect as long as the student is enrolled in ROTC and is the only deferment from selective service available to entering college students.

All prospective students are urged to consult with local Selective Service authorities for additional information on deferments.

## Professional Programs

Entering students who are uncertain as to their prospective vocation may enroll initially in courses of their own choice as an introduction into varied fields of knowledge. From this point on they can move into more specialized training if desired.

Students who intend to go on to graduate and professional schools are advised to plan their undergraduate programs in accordance with the entrance requirements of those schools as prescribed in their catalogs. In general graduate school standards are high and the applicant for admission is expected to have done undergraduate work of good quality, to have a reading knowledge of at least one foreign language, and to make an acceptable score on the Graduate Record Examination.

### Medicine

The student should consult with the premedical adviser as early as possible in his undergraduate career in order to plan his program. A major is offered in premedical sciences. This is recommended, but not required. He may major in any field but should have a solid foundation in science and mathematics. The premedical major is described in the Biology section of Courses of Instruction. In consultation with the premedical adviser, he should find out the admission requirements and recommendations of all medical schools in which he may be interested. French, German and Russian are recommended languages. He or she should take Chemistry 31, 41 as the area courses in science.

The requirements of dental schools are generally the same as those of medical schools.

## Theology

From its beginning Davidson has prepared a large number of students for study in theological seminaries and graduate schools of religion. These students have done their major work at Davidson in a wide variety of academic fields. Today a significant number of graduate institutions are suggesting that an increased amount of work in the field of religion at the undergraduate level is highly desirable.

To insure the best pre-professional preparation each student should consult with a faculty member of the Department of Religion and should familiarize himself with the requirements of the institutions he wishes to attend. Some institutions offer advanced placement for undergraduate work while some require remedial work for deficient preparation.

Upperclassmen who are interested in the fellowship possibilities at seminaries and graduate schools of religion should consult with a member of the Department.

## Education

Students who expect to enter a field in professional education should determine as soon as possible their long-range objectives. The following three areas of specialization include most of the opportunities which are available:

*College Teaching and Administration*—Major emphasis should be placed upon the subject-matter area in which one desires to teach and plans should be made for considerable graduate study in that field. Two courses of education selected from Education 121, 141, 142 and 275 are recommended.

*Private School Teaching and Administration Below College Level*—Major emphasis should be placed upon the subject matter to be taught and plans should be made for further study in that area, preferably at the graduate level. Requirements for courses in education vary from one private school to another; however, a minimum of three courses from Education 121, 141, 142, and 275, or Psychology 101 and 102 is considered desirable. Additional training and experience in actual teaching procedures, Education 152, 212-214, and 216, are recommended, although such work is not always required by private elementary and secondary schools.

*Public School Teaching and Administration Below College Level*—Major emphasis should be placed upon the subject matter to be taught; however, special state certificate requirements in both subject-matter

fields and education must also be met. No work in elementary education is available at Davidson College. For prospective high school teachers, standards for the A-certificate may be met in the following fields: English; Latin; Mathematics; Foreign Language—French, German, Spanish; Natural Science—Biology, Chemistry, Physics; Social Science—Economics, History, Political Science, and Sociology.

In addition to the subject-matter requirements in the above fields, candidates for the A-certificate in North Carolina must complete eight courses in education and psychology. The eight courses are Education 121, 142, 152, 212-214, and 216; Psychology 101 and either Education 141 (Psychology 141) or Psychology 102. By taking three courses during two Spring Terms, students are authorized to complete their student teaching (Education 212-214) during the Winter Term of their senior year, plus one seminar (Education 216).

For more complete information about the requirements in North Carolina, as well as in other states, interested students should contact the Director of Teacher Education or the Chairman of the Department of Education as early as possible after entering Davidson.

## Law

Most graduate law schools have no stated course prerequisites, but suggest a study of subjects which will develop a candidate's analytical abilities and his use of English. Emphasis on English, mathematics, and logic is often suggested for these purposes. For breadth, economics, history, philosophy, political science and psychology are considered desirable.

## Business Administration

For students planning to enter business upon graduation from Davidson, a major in the Department of Economics is recommended. Since the college is interested in training business leaders who have a broad general education, the student is advised to use his electives for courses outside his major field.

Students planning graduate work in business administration should be especially careful to avoid too much specialization at the undergraduate level.

## Music

Students desiring to major in music will find that Davidson's liberal arts background, together with a thorough musical training, will equip them well for graduate study in any of the leading schools of music.

For many students work in the field of music is the most rewarding activity of their extra-curricular experience. For all students the Department of Music offers a varied program of activities which enriches the life of the entire community.

Believing that the true liberal arts college must provide opportunities for growth through the performance of music as well as through theoretical and academic experience, students may take part in a number of instrumental or vocal organizations. Davidson's Male Chorus has performed often on national broadcasts and increased its well-earned reputation for excellence through annual tours.

Students whose primary interest lies in instrumental music may participate in the Wind Ensemble, Woodwind or Brass Ensembles, ROTC Band and Wildcat Band. The Orchestra and small ensembles function actively, but are customarily organized for several rehearsals prior to performances. The Wildcat Band is a student-directed group which provides music for football and basketball games. The Wind Ensemble, the most active of the instrumental groups, presents several formal and informal concerts each year and takes an annual tour which has carried it in the last decade to most of the Southern and Eastern states.

Students interested in participation in musical organizations have a unique advantage in view of the proximity of Davidson College to Charlotte, one of the cultural centers of the South. Many Davidson students are and have been participants in professional-level performances by the Charlotte Symphony, the Oratorio Singers of Charlotte, the Charlotte Opera Association, as well as numerous church music organizations of that city.

The Music Department maintains an excellent library of music and records in addition to some of the most modern recording and reproduction equipment. The excellence of this department in providing students with unusual opportunities for musical growth has been recognized by gifts from such noted foundations as those of Andrew Carnegie, Mary Baird Rockefeller and Theodore Presser.

Davidson College has two excellent pipe organs for use by students, one in the Davidson College Presbyterian Church and one in the Spencer Love Auditorium. Wilmer Welsh, college organist, designed the church organ in the style of Gottfried Silbermann of the late Baroque period. It was constructed by the Wicks Organ Company in 1970. The organ consists of 3,576 pipes arranged in 67 ranks and is played from a three-manual and pedal console.

A Skinner three-manual organ is in the Love Auditorium, an instrument designed in the English Romantic concept. It has 34 ranks of pipes, and was revoiced and partially rebuilt in 1966.

## Engineering

Believing that the liberal arts college has a contribution to make toward the education of engineers in a society faced with increasingly complex technological and humanistic problems, Davidson has entered into an arrangement with Columbia University, Georgia Institute of Technology, and North Carolina State University at Raleigh. It offers an opportunity for five years of study leading to bachelor's degrees from both Davidson and the engineering school.

The student who elects to follow this combined course, commonly known as the 3-2 program, should expect to do better than average work. In this program the student attends Davidson for an initial period of three years, one of the engineering schools for the last two years, and in some cases a part of the summer between. The program guarantees acceptance into one of the engineering schools, provided: (1) the student's record of scholastic achievement by the reckoning in the registrar's office averages B in those courses required under the program, and, (2) his conduct at Davidson is of high quality. A student whose average in these courses is C cannot be guaranteed admission to engineering school but, if accepted, will receive a Davidson diploma upon successful completion of the engineering program. The student should keep in close contact with the faculty committee on engineering.

Courses taken during the summer must be taken at Davidson if *such courses are given here*. Ordinarily, summer courses taken at other colleges must be approved in advance by the department concerned and the engineering committee.

In this 3-2 program the choice is offered between the physical sequence, leading to the degree of Bachelor of Science in Aerospace, Civil, Electrical, Industrial, Mechanical, Mining, or Nuclear Engineering, and the chemical sequence, leading to the degree of Bachelor of Science in Chemical or Metallurgical Engineering. It may also be possible to arrange for specialization in other fields of engineering; interested students should consult the chairman of the faculty committee on engineering.

A total of 27 courses in the Davidson program is required. Fifteen courses in the physical sequence and 13 in the chemical sequence are specified as prerequisites to the engineering school's curriculum. A student must choose the rest of his courses to satisfy Davidson's distribution requirements. He must complete Extended Studies 1 and 2 and may elect Extended Studies 301. He must also demonstrate the proficiency regularly required for graduation in language, in composition, and physical education. Many of the required courses must be

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taken in proper sequence, and so it is essential for a prospective 3-2 engineer to get started on the sequence during his very first term.

The specified prerequisite courses for engineering are:

*Chemical Engineering Sequence*

Chemistry 31, 41, 101, 102, 121, 122, plus one more numbered 110 or above

Mathematics 25, 26, 142

Physics 33, 34, 121

*Physical Engineering Sequence*

Physics 33, 34, 121, 126, 131, 134

Mathematics 25, 26, 131, 142, 143, 144

Chemistry 31, 41

Plus one additional course in physics numbered above 134 or in Mathematics.

A pre-engineering student who plans to complete a degree at Davidson before transferring to an engineering school should be guided in his choice of courses by the catalog of the engineering school in which he is interested. If he has not selected an engineering school, the combined-plan curriculum is representative of what the better schools require; for his senior course, he should continue with the emphasis of the physical or the chemical sequence, whichever he prefers.

## Special Resources

### The Computer

Davidson students have direct access to the college's NCR Century 100 computer. Students who pass basic licensing procedures are allowed to test and run programs on this sophisticated electronic equipment. It features two on-line storage discs with a capacity of over 4 million characters each. Its high-speed printer can produce up to 900 lines per minute of information. Its internal memory unit has 32,000 storage positions and its memory speed is about 800 manoseconds. The computer operates on three languages: COBOL, FORTRAN and Neat/3 (NCR's basic language).

## The Library

The Grey Memorial Library is growing by about 10,000 volumes annually, with 183,000 books now available in open stacks. Immediately adjacent are 125 carrels which are assigned to upperclassmen, but may be used by freshmen when vacant.

In microforms the library has 7,200 reels of microfilm, including complete runs of the *New York Times* (1855), the *London Times* (1795), *Atlanta Constitution*, *Charlotte News*, *Charlotte Observer*, and *The Davidsonian*. Its 35,000 microcards include all of Evans' *Bibliography of Books Printed in America from 1639-1800*.

Grey Library has been a Federal depository since 1883 and has 26,000 government documents on hand. It also subscribes to 1,350 periodicals.

The *Davidsonian* Room and the Smith Rare Book Room hold other special book collections.

Ground was broken in June, 1972, for the construction of the E. H. Little Library with completion scheduled for the summer of 1974.

## Piedmont University Center

Davidson College is a member of the Piedmont University Center of North Carolina, Incorporated, founded in 1963 as a coordinating agency in the field of higher education. Center membership includes twenty liberal arts colleges and universities located chiefly in the Piedmont area of North Carolina. The Center's headquarters is at Reynolda House, Winston-Salem.

Through programs of interinstitutional cooperation, the Center seeks to assist its member colleges (a) to enrich and expand their present educational programs; (b) to increase the effectiveness of certain services, such as library and audio-visual; (c) to achieve greater economy in the total business operation; and (d) to support faculty study and research.

## Charlotte Area Educational Consortium

This is a group of ten colleges and universities within approximately twenty-five miles of Charlotte, North Carolina, which have decided to work together to foster the highest possible level of collegiate and university education in the Charlotte Area, and to encourage the development of mutually beneficial relationships between the institutions of higher education themselves as well as between those institutions and the region they serve.



# Requirements for Graduation

A student may earn either a Bachelor of Arts or a Bachelor of Science degree, depending upon the department in which he chooses to do his major work. To receive a Bachelor's degree under the regular program, a student must:

1. Be of good character and conduct, and discharge all college financial obligations to the satisfaction of the Comptroller;
2. Complete satisfactorily 36 courses, 18 of which must be in residence at Davidson College, including two courses under the Freshman and Sophomore Extended Studies Program and two courses under the Junior and Senior Extended Studies Program;
3. Achieve a grade-point average of 2.00 ("C") for all courses used to satisfy graduation requirements, and achieve a grade of "B" or better in two courses counted toward the major;
4. Complete the Area Requirements;
5. Complete the requirements for a major field of study;
6. Complete the foreign language requirement;
7. Complete the composition requirement;
8. Satisfy the requirements in Physical Education;
9. Remain in residence on the Davidson campus at least two academic years, one of which must be the senior year.

## Major Requirements

Requirements for the major vary according to the department. Normally included are specified departmental offerings, supporting courses from other departments, and a senior comprehensive examination.

## Area Requirements

Area I Language, Literature, and the Fine Arts

1. Language and Literature
2. Art, Music, Speech, and Drama

*Requirement:* Any three courses, including at least one course in each subdivision.

Area II Religion and Philosophy

*Requirement:* Any three courses, at least two from Religion.

Area III Natural Science and Mathematics

*Requirement:* Any three courses from at least two departments.

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#### Area IV Social Science

Economics, Education, History, Political Science, Psychology,  
Sociology

*Requirement:* Any three courses from at least two departments.

Two courses in each of the four preceding areas shall be completed prior to the student's entrance into the junior year.

## Extended Studies Requirement

### FRESHMAN-SOPHOMORE PROGRAM

The Freshman-Sophomore Extended Studies Program is an extension of the Area Requirements. Each freshman and each sophomore shall successfully complete one Extended Studies Program each year at Davidson College prior to entry into the next higher class. Extended Studies options shall be equivalent in quantity and quality to regular academic courses, and shall be graded on a pass-fail basis. Normally at the freshman-sophomore level, extended studies options shall be selected in areas different from those of the student's intended major field of study. Each Extended Studies carries one course of credit, and counts as one of the three courses required for any term of the freshman and sophomore years.

### JUNIOR-SENIOR PROGRAM

Each junior and each senior shall complete, on a pass-fail basis, an Extended Studies program in the field of his or her major. Extended Studies at this level carries one course of credit and counts as one of the three courses required for any term of the junior and senior years.

## Foreign Language Requirement

A student may satisfy the foreign language requirement for the Bachelor's degree by achieving the minimum proficiency level of a three-term Davidson course. This proficiency level may be demonstrated by 1) successfully completing the third-term level of a Davidson foreign language course; or 2) written certification from the chairman of the appropriate foreign language department that specified foreign language courses taken at another institution meet Davidson's requirements; or, 3) proficiency examination grade certification in writing by the chairman of the appropriate foreign language department. Students may demonstrate a three-term level of proficiency by placement tests which

require knowledge of the foreign culture as well as proficiency in the foreign language.

## Composition Requirement

Entering students, except those with a score of 650 or higher on the College Entrance Examination Board Verbal Aptitude Test or those with a score of 600 or higher on the College Entrance Examination Board English Achievement Test, must take as part of their normal freshman load either Humanities 111-112-113 or any English course 21 through 41.

## Physical Education

Except for those medically excused, students are required to demonstrate or attain proficiency in one team sport and in four individual or dual sports. The college equipment and facilities will be available to all students who wish to use them.

Each student is encouraged to achieve in his freshman and sophomore years the proficiencies designated. He is encouraged also to use his summers away from the campus to improve his skills in his chosen sports. Furthermore service classes in Senior Life Saving, Water Safety Instruction, and Red Cross First Aid are available for students who need certification for summer employment as camp counselors and waterfront directors.

During the freshman and sophomore years, regular classes or tutorials are conducted in most activities, but attendance is voluntary. Students who elect to take a class will be given the opportunity to take a proficiency test in the activity. If the test is passed credit will be given, but if the test is not passed or not taken credit will not be allowed. Students successfully completing self-designed programs receive the grade S. Participation in intercollegiate sports may count as one activity toward fulfilling the requirement.

Individual and dual sports include gymnastics, intermediate swimming, Senior Life Saving, Water Safety Instruction, Red Cross First Aid, weight training, canoeing, scuba diving, sailing, water skiing, fencing, handball, tennis, golf, bowling, and snow skiing. Team sports include varsity team sports, flicker ball, volley ball, softball, and soccer.

All students are encouraged to pass the Red Cross Intermediate Swimming Test. The Department of Physical Education determines and publicizes proficiency levels for each activity or sport. Because golf, bowling, snow skiing, and scuba diving are offered at facilities away from the campus, an additional charge will be made for them.

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Students who do not meet this proficiency requirement by the beginning of the junior year will be required to participate regularly in a program of physical education, individually designed by the physical education staff. Attendance in this program is required of all such students, except that certain special arrangements will be permitted for transfer students.







# STUDENT LIFE

## Its Challenge

Through its student life program Davidson seeks

- to provide the climate in which students may learn skills for effectively communicating with other students and thereby discover the ingredients of community,
- to provide the climate by which students learn to be responsible,
- to insure a constant dialogue on human values and to provide opportunities to explore these values in action,
- to harmonize the information derived in a classroom with life outside of the classroom,
- to maintain and enhance those activities within the college environment which represent opportunities for fun and relaxation and which stimulate joy and happiness.

Many students complain that the college catalog is a propaganda piece which paints a picture of the campus as a Utopian dream. There is some substance to the charge, for we do like to appear in the best possible light. One should not be disillusioned by student life or activities. Student life at Davidson is certainly not Utopia because our students are not Utopian beings.

One thing is certain: the interaction of students with one another and other members of the college community is what gives a campus its posture and style. In addition to the classroom, this takes place on the athletic playing field, in the dormitories, the fraternities and the Union in the various social and extra-curricular activities. It is our goal in student life to build a community in which persons grow and learn by their interaction with other persons. We seek to provide a community where not only does rational growth occur but also where emotional maturity develops.

The growth we seek is the maturity to make responsible choices and to be responsible, not only for one's own actions, but to care for one's fellows. With these objectives in mind, student life becomes a companion to the classroom. It often turns out that associations and activities provide the forum where the most real learning takes place.

## Student Government

The tradition of student government is deeply rooted at Davidson. Although student government goes back much further, the first written constitution of the Student Body was created in 1910. Through the Senate and courts of the Student Government Association students at Davidson largely control their affairs on campus.

The Davidson philosophy of student government is well summed up in the Preamble to the Constitution of the SGA:

*We the students of Davidson College, in order to share with the Board of Trustees, the Faculty, and the Administration the responsibility for developing and maintaining Davidson as a superior academic community, establish our Student Government Association Constitution.*

The purpose of the Student Government Association is not simply to contribute to the welfare of the students but also to contribute in any way possible to the betterment of the College. Positive contributions in the past and responsible student involvement have earned for the Student Body positions on a large number of Faculty committees. Members of the Faculty also serve on some student committees.

The Student Government Association consists of all regularly enrolled students. The Senate is headed by the president and the vice president of the SGA. Along with these two offices the Senate is made up of three senators from each class and nine senators from the residence halls in proportion to population.

Student Government activity is largely centered in the Senate, but activity in Student Government extends far beyond the Senate, and active participation is not restricted to elected officials. Students from all classes are chosen to serve on numerous committees of the Senate and to fill the student positions on Faculty committees.

For three years the College has operated under a Code of Responsibility in matters of student conduct. This is a joint document of students and faculty. It represents a liberal approach to conduct and at the same time calls for a high degree of maturity and self-discipline on the part of the students.

Very much a part of Davidson's proud history is its honor system, and the fact that it "really works" can be seen by even the casual visitor. Books are left in the halls and under the campus trees in full confidence that they will be there when the owner returns. The word "pledged" on an examination paper is the student's bond that he has neither received nor given aid; as such, it is accepted without question. The professor's empty chair and the complete absence of proctors during examinations pay tribute to a tradition of honor which is respected and upheld by all members of the college community. The students themselves have taken full responsibility for upholding the code. Any student found guilty by

Student Life the Student Hearing Committee or the Dean of Students of lying, cheating, or stealing—all considered "honor" offences—is ordinarily dismissed from college.

A copy of the Student Government Association Constitution, the regulations governing student conduct, and related material are available in the Student Government Office and in the office of the Dean of Students, and are printed in the *Regulations Handbook*.

## Campus Life

Life at Davidson is so planned that it is essentially democratic, and the fact that the student body is relatively small makes for a friendly atmosphere. Because Davidson functions as a residential college all students are required to live in college residence halls, unless officially excused by the college administration, and practically all rooms rent at the same price. Fraternity houses *do not* offer living quarters. The Director of Student Housing is responsible for the assignment of rooms, care of the buildings, and counseling of the students in problems relating to their living conditions.

Freshmen room in Sentelle, Cannon, and Watts. Roommates and rooms are assigned by the director. Every effort is made to see that students are congenially paired. Changes in room assignments are made on request wherever possible, but no student may transfer from one room to another without the director's permission. If a freshman is physically handicapped in any way, this should be made known to the director as early as possible so that she may give his case special attention.

Upperclassmen are entitled to a room reservation after they have made the \$100 deposit on tuition which is due April 1.

Although a few rooms are singles, practically all are designed to accommodate two students. Each room is furnished with beds, mattresses, study desks, chairs, chest of drawers, reading lamps and draperies. All rooms have lavatories.

Minimum daily custodial service is supplied, but each student is responsible for his room and its furnishings at all times. The residence halls are ordinarily closed during vacation periods and are sometimes used during these times for various types of conferences meeting at the college.

No solicitation of any kind is allowed in the residence halls, and the use of rooms as sales offices or store rooms is prohibited.

The Residence Hall Association is composed of all resident students

and operates mainly through its Council to promote self-government and other activities in the residence halls.

## Social Life

Davidson recognizes that social opportunities for its students are a necessary and important part of the educational experience.

The College Union is the organization which plans campus-wide social events. The Union cooperates with the entire college community . . . faculty, fraternities, student organizations and individual students in programing a potpourri of activities designed to enrich extra-class experiences. The Union encourages individual student initiative to enhance existing talents, and, ideally, to challenge him to be a more creative person. Union programs include: Hungry d (a coffeehouse with professional entertainers), popular film program, fine film program, "Open End" (discussions), travel programs, summer employment and many others.

Social opportunities are not confined, however, to events planned by the Union. The majority of upperclassmen participate in the small-group social system provided by the nine fraternity houses in Patterson Court. Each of these houses provides a facility for a group which eats together and plans its social life together. Houses on the Court include four national fraternities — Kappa Alpha, Phi Kappa Alpha, Phi Delta Theta, and Sigma Alpha Epsilon — and five local fraternities.

Affiliation with Davidson fraternities is uniquely based on individual self-selection. Freshmen are introduced to this program by a series of open houses. The fraternities entertain members of the incoming class on big dance weekends and at informal parties throughout the year. Freshman halls are also invited to occasional meals. During the third term of the year, freshmen who desire to do so select the house they believe to be most congenial to their needs. At the time of self-selection, they will list three houses in order of preference. For the two years the system has been in operation, all freshmen have received their first selection choices.

Much of the freshman's social life focuses in freshman residence halls. A Freshman Social Council, in cooperation with the Union Board and the Freshman Hall Counselors, works with members of the class in planning small mixers, hall and dorm parties, beach and mountain weekends, and trips to other colleges.

Freshmen and upperclass students who do not join one of the local or national fraternities usually take their meals in Richards, Rusk, and Bailey Houses, three of the Patterson Court houses which are operated as a dining service by the college. Each features a different feeding arrangement—a cafeteria-snack bar, a delicatessen-steak house, and a buffeteria. Students who eat in the three houses purchase a book of scrip for their own meals and those of their guests. Such a system offers further flexibility and variety to students.

Highlights of the year in the social campus-wide program are the three social weekends—Homecoming, Mid-winters, and Spring Frolics—sponsored by the Campus Social Council and open to all members of the student body. These weekends usually feature concert groups, "name bands," vocal groups and individual entertainers.

Many women's colleges are located within an easy drive from the campus. Students frequently date at Queens College in Charlotte; Winthrop and Converse Colleges in South Carolina; Greensboro and Salem Colleges in North Carolina; Randolph-Macon, Hollins, Sweet Briar, Mary Baldwin Colleges in Virginia; and Agnes Scott College in Georgia.

## Activities

### Artist Series

As an important part of extracurricular education, the college sponsors an annual Artist Series which is attended not only by the Davidson community but by a wide audience from the region served by the college. Each student is entitled to admission to all events through payment of the Activities Fee.

### Lectures

Lectures are sponsored each year by the faculty, Phi Beta Kappa, Omicron Delta Kappa, the College Union, the YMCA, Sigma Alpha Epsilon, and various campus organizations. Among the most anticipated lectures in the college community are the Otts and the Reynolds Lectureships, which each year bring three or four internationally renowned individuals to Davidson for a series of lectures and informal occasions with students.

### Debate

Davidson students participate in the intellectual sports of debate and

public speaking. Members have ample opportunity to test their skills in intercollegiate competition by attending forensic tournaments during the year. A chapter of Delta Sigma Rho-Tau Kappa Alpha national honorary forensic fraternity is active on the campus.

## Literary Societies

The Eumenean and Philanthropic Literary Societies, once the center of almost all extra-curricular activity, are among the oldest groups on the campus. In the early years students from North Carolina traditionally belonged to the Phi Society, while those from other states were members of the Eu Society. Woodrow Wilson made his first public address as a member of Eumenean during the college year 1873-74.

## Intramurals

The intramural program affords an opportunity for all students to participate voluntarily in competitive sports of their choosing. Teams represent fraternities, freshman halls, and Independents, and a trophy is awarded to the team receiving the largest number of points during the college year. Sports in the intramural program include touch football, basketball, volleyball, softball, swimming, handball, track, and wrestling.

## Intercollegiate Athletics

Davidson College competes in 12 intercollegiate sports and is a member of the National Collegiate Athletic Association and the Southern Conference.

Sports include basketball, football, tennis, baseball, track, golf, swimming, wrestling, cross country, soccer, sailing and rifle.

Athletic grants-in-aid are awarded to qualified athletes in basketball and football. Davidson's basketball teams won Southern Conference championships in 1966, and 1968 through 1972. They consistently have been among the nation's top teams and have fared well in NCAA and NIT playoffs. A major portion of the school's basketball games are played in the Charlotte Coliseum, which seats 11,666. The 1969 football team won the Southern Conference championship and represented the school and conference in the Tangerine Bowl at Orlando, Fla.

Although the school does give football and basketball grants, the entire intercollegiate athletic program is geared so that any student with

Student Life ability and a willingness to do so can earn a letter at Davidson. Nearly 40 percent of the student body participates in intercollegiate athletics.

Even in the sports where grants are not given, Davidson has been successful. Her tennis teams have won championships six of the last seven years and the golf teams have been champions three of the last seven years. The soccer team won titles in 1970 and 1971.

Davidson's facilities are among the nation's best for a school of its size and academic caliber. Johnston Gym seats nearly 3,500 for basketball. Richardson Stadium, which seats 8,000, was remodeled in 1965 and is used for football and track. There are 17 tennis courts surrounding the Robert L. Stowe Tennis House and Davidson's facilities in this sport are ranked among the top 10 in the nation. The baseball stadium, completed in 1967, is one of the finest in the south.

All of these facilities are used for intercollegiate athletics and an extensive intramural program, which includes 10 sports.

## Religion

Davidson College has regarded the Christian faith as central to its life since it was established. Education which merely trains the mind without creating a spiritual awareness, developing moral integrity, and stimulating Christian compassion is only a partial education. The college does not wish to shield students from viewpoints foreign or opposed to the Christian faith, but it is its desire to create a Christian context in which there can be dialogue between varying points of view. It is hoped that men who come to Davidson with Christian convictions will develop a more mature commitment to the Christian faith. Those who come without Christian convictions it is hoped will at least receive as authentic as possible an understanding of the Christian position.

The religious program of the college includes the Y.M.C.A., planning of college religious services, and coordination of denominational student activities.

### Y.M.C.A.

The Y.M.C.A. is related to the National Student Y.M.C.A. and affiliated with the University Christian Movement. It is an organization of students, united with the aim of helping each other come to a commitment

to God through Jesus Christ. This is accomplished through a wide program of worship, study, and action. The Y.M.C.A. Cabinet sponsors annually student-faculty discussion groups, forums and lectures dealing with topics of special interest.

Beyond the campus the Y.M.C.A. conducts a recreational program for the youth of the Davidson community, assists in a Scouting program, provides deputations throughout the year for churches and other colleges, and conducts a tutorial program for elementary students in the community.

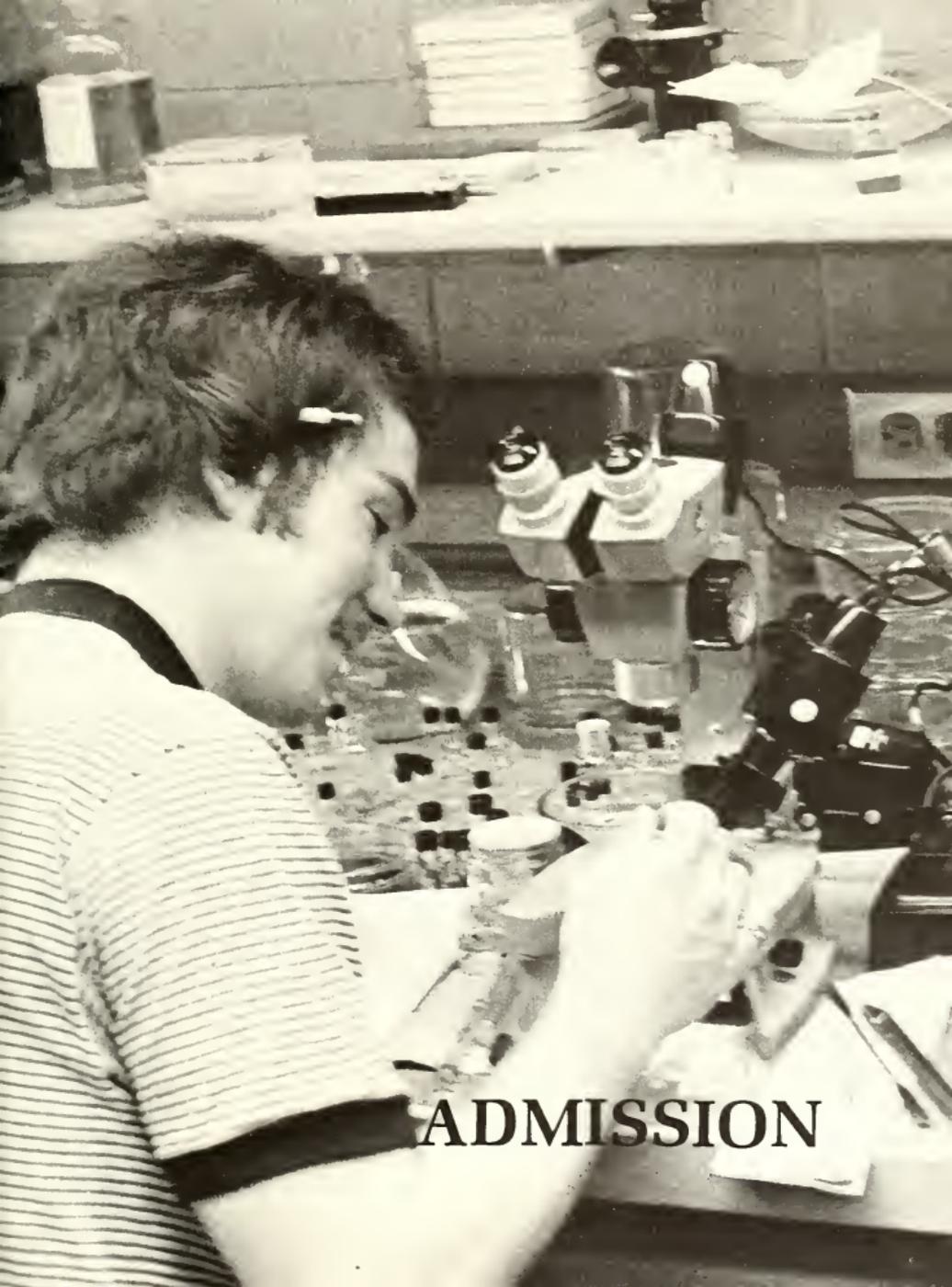
Each year students and faculty share in contributing to the College Gift Fund, which is administered by the Y.M.C.A. In recent years the fund has established a scholarship to provide graduate study for Negro ministerial students, has given assistance to the Madras Boys' Town in India, and other worthy causes.

The officers of the Y.M.C.A. are elected annually by the student body. The group is inter-denominational, with over two hundred students who are actively working in some phase of the Y.M.C.A. program.

## Denominational Activities

While Davidson College is an institution founded and controlled by the Presbyterian Church in the United States, it encourages the work of all denominations. Denominational study groups and fellowship groups exist in the local churches for students. Located in Davidson and surrounding communities, such as Cornelius and Mooresville, are Baptist, Episcopal, Lutheran, Methodist, Presbyterian, and Roman Catholic churches, all of which welcome students into the life of the church.





**ADMISSION**



# Admission

Admission to Davidson is based on an evaluation of a number of factors. Candidates for admission must meet minimum technical requirements and compete in terms of scholastic promise and personal qualifications with other candidates who are applying for places in the freshman class.

All applicants for admission are given careful consideration by the members of the Admissions Committee. Evaluation is in two general areas: (1) academic, including both achievement as indicated by secondary school grades and ability as indicated by test scores; (2) personal qualifications as evidenced by participation in and contribution to the activities of the school, church, and community.

Davidson College is committed to its responsibility as a liberal arts college within the context of the Christian faith. While it seeks to enroll students who understand and support the statements of the nature and purpose of Davidson College, it does not exclude persons of other religious convictions.

At the direction of the Board of Trustees, Davidson will continue and intensify its efforts to enroll students from a variety of racial, economic, social and geographic backgrounds.

## Secondary Requirements

Applicants must be in the senior year of secondary school and must complete graduation requirements prior to enrollment at Davidson. At least 16 high school units are required, which must include the following: English 4, intermediate mathematics 2 (trigonometry should be taken by any student who plans to take Math 25), plane geometry 1, foreign language 2, and history 1. Electives should include such courses as two or three years of science, additional courses in history and mathematics, and the third and fourth year of a foreign language. It is strongly recommended that a student continue in the same foreign language for at least the third year.

Candidates considering Davidson should take at least four academic subjects each year in secondary school. It is important that a strong academic program be taken in the senior year.

## Testing

The Scholastic Aptitude Test may be taken in the junior year simply for practice or in order to qualify for the Early Decision Plan outlined below.

## Admission

In either case the student should request that the scores be sent directly to Davidson.

Applicants who wish to take the Scholastic Aptitude Test in the senior year should do so in November, December or January. Registration with the College Entrance Examination Board should be completed at least four weeks prior to the test date to avoid payment of a late fee. The Board cannot guarantee accepting applications received later than two weeks prior to the test date.

It is recommended, but not required, that applicants take any three Achievement tests of the College Board not later than January of the senior year. Achievement tests in subjects which will not be continued in the senior year should be taken late in the junior year. In subjects which will be continued in the senior year, the tests should be taken in December or January.

### TEST DATES

July 8, 1972 (SAT & Ach.)	March 3, 1973 (SAT & Ach.)
November 4, 1972 (SAT)	April 7, 1973 (SAT)
December 2, 1972 (SAT & Ach.)	May 5, 1973 (Ach.)
January 13, 1973 (SAT & Ach.)	July 14, 1973 (SAT & Ach.)

## Application

Interested students should write to the Director of Admissions and Financial Aid as soon as they become interested in Davidson. A catalog and other brochures will be mailed promptly. In the fall of the student's senior year in high school an application will be mailed.

Attached to the application will be an information sheet which explains in detail the procedure to be followed in applying for admission and, for those interested, the procedure for applying for financial aid. When the application has been completed and returned to the Admissions Office with a \$15.00 nonrefundable application fee, applicants will be sent a transcript form, an autobiography form and three recommendation forms. When these forms have been completed and returned and the results of the Scholastic Aptitude and Achievement Tests have been received, the application procedures will have been completed.

Application should be made in the fall of the senior year. The deadline for application is March 1.

Letters informing applicants of the decision on their application will be mailed on April 2. Applicants who are accepted will be required to make a \$100 nonrefundable deposit on tuition by May 1.

## Early Decision

This plan is in accordance with the Uniform Early Decision Plan designed and approved by a large number of colleges and universities in the South. Early decision applicants do not need exceptional credentials. This plan is intended for any realistic applicant to Davidson who is certain he wants to attend Davidson and who is recommended by his school authorities. Applicants who are not certain they want to attend Davidson should not apply under this plan but may apply under the Regular Plan.

Before November 1, applicants should complete all of the requirements for admission. In order to have a completed file by November 1, the Scholastic Aptitude Test must have been taken in the junior year and the results sent to Davidson by the College Board. It is recommended that applicants take College Board Achievement Tests by July preceding their senior year.

An applicant for an early decision must attach a letter to the completed application form stating: (1) that he is applying under the Early Decision Plan and expects to have all forms and information reach Davidson by November 1, (2) that Davidson is definitely his first choice college, that he has not applied to any other college, and (3) that he will enroll at Davidson if accepted.

By December 1 the Admissions Committee will accept some applicants and delay the remainder until later in the year when applicants under the Regular Plan are considered. Early decision applicants who are delayed for consideration under the Regular Plan may retake the Scholastic Aptitude or Achievement Tests in the senior year, if they wish to do so.

Accepted applicants will be required to make a \$100.00 nonrefundable deposit on tuition by December 15. Those whose parents have submitted a College Scholarship Service financial statement will be awarded financial aid if they need it. Aid will usually be a combination of general scholarship, loan, and job. All accepted applicants will be considered for competitive scholarships. All awards will be made by December 7.

## Interviews and Visits

Interviews are not required, but students who are interested in Davidson are urged to visit the campus and schedule an interview. Applicants who live within approximately 300 miles of Davidson definitely should plan to come to the campus between April of the junior year and January of

## Admission

the senior year for an interview and to meet students and faculty members. An appointment should be made by writing to or telephoning the Admissions Office at least a week before the proposed visit, mentioning a specific date and an approximate time for scheduling the appointment.

At times when many prospective students visit the campus we will arrange group sessions at which a member of the admissions staff will present pertinent information about the college to parents and prospective students. In addition to the group session, we will schedule for the prospective student a personal conference with a staff member.

Applicants who know a Davidson student can make arrangements to spend a night in one of our dormitories by writing directly to him or her.

The Admissions Office is open during the entire year, and appointments can be scheduled Monday through Friday, 9 to 12 and 2 to 4. Saturday appointments can be scheduled 9 to 12 between September 16 and December 16 or between January 6 and May 12. We prefer that appointments not be made for juniors before April. For the greatest benefit to the student, appointments for seniors should be scheduled before January, but, if necessary, they can be scheduled later.

## Advanced Placement

Students who have completed college level work in secondary school and who wish to apply for college credit should take the tests given under the auspices of the Advanced Placement Program of the College Entrance Examination Board. If a student is interested and the school attended does not give the tests, he or she should make arrangements to take the tests at another high school. For further information write to the College Entrance Examination Board, Southern Regional Office, Suite 200, 17 Executive Park Road, N.E., Atlanta, Georgia 30329.

Credit for work in fields covered by the tests is determined in accordance with policies of the Davidson College faculty as recorded in the Faculty Manual. Though the final decision on the amount of credit is made by the Registrar in consultation with the department concerned, a composite score of 3 or better is ordinarily acceptable as qualifying. Advanced Placement credit awarded to a transfer student by another accredited institution is ordinarily accepted on the same basis as that specified for any student entering Davidson.

## Transfer

A student at another college who would like to transfer to Davidson

should complete the requirements for admission listed above and should also submit a complete transcript of his college record, including a statement of honorable dismissal.

### TRANSFER CREDIT

Davidson will accept transfer credit from other colleges and universities approved by a regional accrediting agency on the following conditions:

- 1) that the Registrar accept each transferred course which is consistent with the academic objectives of Davidson College;
- 2) that the grade earned in the transferred course be at least comparable to a Davidson grade of "C".

The amount of credit to be transferred to Davidson is determined by these criteria:

- 1) credit for one full or normal academic year at another college or university is transferred to Davidson as nine courses;
- 2) the Registrar determines credit for less than one year of satisfactory academic work at another college or university;
- 3) limits for the amounts of transfer credit Davidson will accept are as follows:
  - a. a maximum of 18 courses toward graduation;
  - b. the maximum number of courses in the major to be determined by the department of the major.

### Special Cases

The faculty may waive the ordinary entrance requirements for a man over 20 years of age who wishes to pursue a special course preparatory to entering a theological seminary, provided he gives evidence of ability to carry college work.

### Physical Examination

A thorough physical examination is required of all students who are accepted and plan to matriculate at Davidson. Forms will be sent for this purpose from the Dean of Students' office to be filled out by the student's regular physician.

# Financial Aid

Davidson College has one of the outstanding financial aid programs in higher education. More than half of our students receive financial aid from Davidson or from some outside agency. The great majority of those receiving aid from Davidson receive aid equal to their computed financial need. No student should decide not to apply to Davidson because of a financial problem.

Competitive scholarships are awarded to approximately 50 of the most outstanding applicants for admission. In late March those selected for consideration for competitive scholarships will be notified that they are Scholarship Finalists and will be invited to visit Davidson April 8, 9, 10. While on campus, they will be interviewed by the Scholarship Committee and will be evaluated also for possible invitation to participate in the Honors College.

Scholarship Finalists will be selected from all students applying for admission without regard to financial need, and it is not necessary to apply for consideration. Selection will be based on the scholastic promise, leadership ability, character, and promise of contribution. The amount of each award will be based on financial need.

A student who is awarded a competitive scholarship will usually be awarded a scholarship stipend equal to all or the majority of his financial need, eliminating or reducing the need for either a loan or a job. In addition, he will have a guarantee of the resources necessary to pay college expenses for four years. In past years some scholars who have received honorary scholarships for their freshman year have needed and received stipends of \$1000 to \$2000 or more for a later year at Davidson because of need resulting from a substantial change in the financial situation of their parents.

## How To Apply

1. All applicants for admission who wish to be considered for competitive scholarships and financial aid must complete all admissions requirements by March 1.

2. Applicants for a scholarship with stipend must have their parents file a Parents' Confidential Financial Statement with the College Scholarship Service, Box 176, Princeton, N. J., and request that a copy be sent to Davidson. This must be done by February 15. These forms are avail-

able in high school guidance offices or from the College Scholarship Service. Students who do not need financial assistance, and are therefore candidates for honorary scholarships without stipend, need not have their parents complete a financial statement.

3. After a student applies for admission, he will be mailed a card—Application for Financial Aid. If his parents have filed a financial statement with the College Scholarship Service, he must complete this card and return it to Davidson.

## Scholarships

### Freshmen and Upperclassmen

**ROBERT C. AND SADIE G. ANDERSON SCHOLARSHIPS**—Awards are made on the basis of financial need and a significant contribution to the college or the community in a particular activity or in such areas as character, integrity or leadership.

**SAMUEL H. BELL SCHOLARSHIPS**—In the largest single bequest ever made to Davidson College, Mrs. Marcia Bell Mitchell of Lancaster, Pa., provided endowment to be used for scholarships in memory of her father, Dr. Samuel H. Bell. Dr. Bell, a member of the class of 1870 at Davidson College, was a Presbyterian minister holding pastorates in Georgia and Pennsylvania. He also served as an Army chaplain during the Spanish-American War and again, at the age of 69, in World War I.

**C. R. HARDING SCHOLARSHIPS**—Maximum value \$2500. Established by Mrs. Curtis B. Johnson in memory of her father, Dr. C. R. Harding, a member of the faculty at Davidson for many years.

**CURTIS B. JOHNSON SCHOLARSHIPS**—Maximum value \$2500. Established by Mrs. Curtis B. Johnson in memory of her husband.

**JOSEPH MOORE MCCONNELL SCHOLARSHIPS** will be awarded to 10 outstanding applicants for admission. Scholars who do not need financial assistance receive an honorary award of \$100 per year. The maximum value of one of these awards is \$2500 per year. The awards will be renewed for three additional years if the recipient continues to exhibit those characteristics expected of a McConnell Scholar.

These awards honor the memory of Dr. Joseph Moore McConnell who was a Davidson faculty member for 32 years. During his last seven years at Davidson, Dr. McConnell served as Dean of the Faculty. He was widely known as a distinguished educator, civic leader, and churchman.

Funds to finance this program have been provided by Mr. and Mrs.

Admission Joseph H. McConnell of Richmond, Virginia. Mr. McConnell is the eldest of three sons of Dr. McConnell.

W. E. MCELROY SCHOLARSHIPS—Maximum value \$2000. Established by the will of W. E. McElroy for the education of deserving young men.

WILLIAM A. MERCHANT SCHOLARSHIPS—Maximum value \$2000. Established by Mrs. William A. Merchant in memory of her husband.

LUNSFORD RICHARDSON SCHOLARSHIPS—Maximum value \$2000. Established in memory of Mr. Richardson by his son and four daughters.

DR. AND MRS. THOMAS F. STALEY SCHOLARSHIPS—Maximum value \$2000. Restricted to ministerial candidates. Established by Mr. and Mrs. Thomas F. Staley in memory of Mr. Staley's parents.

W. M. AND W. T. THOMPSON SCHOLARSHIPS—Maximum value \$2000. Restricted to ministers' sons. Established by Mrs. Alfred I. DuPont.

LOUISE MURPHY WILLIAMS SCHOLARSHIPS—Maximum value \$2000. Restricted to candidates for the ministry. Established by Charles J. and Pat M. Williams.

WOODSON SCHOLARSHIP—Maximum value \$2000. Established by the Margaret C. Woodson Foundation Trust.

HONOR SCHOLARSHIPS—Maximum value \$2000. Provided through the following scholarship funds:

The Cornelius Pharr and  
Marjorie Jane Alexander  
The Dr. J. R. and  
Mrs. Annette Judson Brown  
The Class of 1928  
The Coslett\*  
The Craig-Huske\*\*  
The Dr. John Leighton Douglas  
The Sara Clarkson Fowler  
The Robert H. Gambrell\*\*  
The Dr. Frazer Hood  
The J. Edward Johnston  
The Mary and John McGavock  
The Dr. Hamilton Witherspoon  
McKay, Sr.

The W. A. Leland McKeithen  
The Henrietta Breese Melick  
The R. M. Miller, Jr.  
The James Douglas Nisbet  
The North Carolina National Bank  
The William G. Perry  
The Robert F. Phifer  
The James Sprunt  
The A. H. Stone  
The Edward C. Stuart  
The W. A. Wood  
The Alfred B. Young and  
Mary Elizabeth Young

\*Restricted to sons of ministers.

\*\*Restricted to candidates for the ministry.

## Upperclassmen

CHARLES A. DANA SCHOLARSHIPS—Approximately 15 members of each of the three upper classes at Davidson will be awarded Dana Scholarships. Dana Scholars will be selected on the basis of academic proficiency, char-

acter and good citizenship, evidence of leadership potential, and effective participation in the activities of the college community. Yearly stipends will vary in amount from \$100 to \$2000.

Dana Scholarships will not be awarded to freshmen. This provides for a "trial year" for which the student and parents will have to assume primary financial responsibility. If during the first year a student demonstrates the qualities and abilities of a Dana Scholar, he or she will then be eligible for substantial scholarship help in the form of a Dana Scholarship for the last three years in college.

**STELLA AND CHARLES GUTTMAN SCHOLARSHIPS FOR JUNIORS AND SENIORS**—Davidson College has been selected as one of 20 outstanding liberal arts colleges to participate in the Stella and Charles Guttman Foundation Scholarship Program. Up to five Stella and Charles Guttman Scholarships will be awarded to members of the rising junior class. These awards may be renewed for the senior year. Awards will be made only to students who need financial assistance and preference will be given to students of recognized ability who are contemplating graduate or professional study on completion of their undergraduate studies. Stipends will be based on financial need up to a maximum award equal to tuition and fees.

**THE SANDY BLACK MEMORIAL AWARD**—This award of at least \$450 is presented annually to the rising senior pre-medical student considered most outstanding in academic and other areas by the administration and the chairmen of the Departments of Biology and Chemistry.

This award was established by Mrs. Sam Orr Black of Spartanburg, South Carolina, in memory of her first grandchild, Sam Orr Black, III.

**AGNES SENTELLE BROWN**—Awarded annually to some worthy student, above the freshman class, who will be selected for outstanding promise as indicated by character, personality, intellectual ability, and scholarship.

**BURLINGTON**—Established by the Burlington Industries Foundation, this award is made each year to a rising junior, chosen on the basis of leadership, scholarship and financial need, and provides \$500 for each of the last two years in college.

**GLADSTONE MEMORIAL AWARD**—The family and friends of a Davidson graduate of 1960 established this award, including a stipend of \$200, to be made to a rising senior who has given evidence of great potential for future service to mankind by his or her leadership, academic record, and service to the college and community.

**DAVID HALBERT HOWARD, JR.**—Established by Mrs. David H. Howard of Lynchburg, Virginia, in memory of her son, this chemistry scholarship of \$300 is awarded annually to a rising senior studying chemistry

Admission who gives promise of the largest degree of usefulness in some field of service which requires a knowledge of chemistry.

**MARIE L. ROSE HUGUENOT**—One scholarship with annual stipend of \$1000 is awarded each year by the Huguenot Society of America to a student who is able to provide proof of descent from a Huguenot who settled in what is now the United States of America before Nov. 28, 1787. Additional factors considered are scholarship, leadership potential, and financial need.

**ISAAC RAYMOND AND ANNE WITHERS OELAND SCIENCE SCHOLARSHIP FUND**—Established by Mr. Raymond W. Oeland in memory of his aunt and uncle. Awarded to a rising sophomore each year who is a student in science and who needs financial assistance.

**A. K. PHIFER**—Awarded annually to an upperclassman who has made a distinguished record in the study of economics. Established by Mrs. A. K. Phifer of Cleveland, N. C., the stipend is approximately \$450 annually.

**SCHOENITH**—Stipend of up to \$1000 awarded to one or two students with selection based on scholastic ability, financial need, moral worth and personal initiative. This scholarship has been provided by the Schoenith Foundation.

**WILLIAM M. SCRUGGS**—This Memorial Fellowship in Communications is provided by the family and friends of a Davidson graduate of 1949, and is awarded to an undergraduate who qualifies as a part-time intern in the field of communications with special reference to radio and television.

## General

Awards are made to applicants who need substantial financial help and do not qualify for a competitive scholarship. Stipends range from \$100 to a maximum of \$1600 per year. A student who is awarded a general scholarship usually will be offered a loan and a job equal to the remainder of his financial need.

The committee gives special consideration to the sons of ministers and missionaries and to candidates for the ministry.

In order to remain eligible to receive a general scholarship an upperclassman must meet a minimum scholastic requirement which amounts approximately to a "C" average in academic work at Davidson and he must meet a satisfactory standard in conduct and character.

The awarding of a substantial number of these scholarships has been made possible through the very large scholarship fund left to Davidson College by Mrs. Marcia Bell Mitchell, established in memory of Mrs. Mitchell's father, Dr. Samuel H. Bell.

## Music

A limited number of music scholarships will be awarded. To qualify, a student must possess a marked degree of proficiency on an instrument or in voice and be in need of financial aid. Awards will range from \$100 to \$600 per year. Application from band and orchestra instrumentalists and from piano, organ and voice students should be made directly to the Director of Music.

## International

About 10 Davidson College International Scholarships are awarded each year to students from outside the United States. These awards are for one year only and are not renewable. The scholarships usually provide tuition, fees, room, board, laundry and books.

Selection of the students to receive the scholarships is made on a competitive basis with the cooperation of selection committees in each of the foreign countries and the Institute of International Education in New York.

## ATHLETIC

**W. OLIN NISBET, JR., SCHOLARSHIP**—A scholarship of approximately \$1,200 awarded to a football player who demonstrates the qualities of team spirit and devotion to the college demonstrated by the late W. Olin Nesbit, Jr. '28.

**GEORGE A. SCOTT SCHOLARSHIP**—A scholarship of approximately \$1,000 is awarded annually to an outstanding athlete who reflects the interest in and concern for people shown by George A. Scott, class of 1957.

**THOMAS D. SPARROW SCHOLARSHIP**—Established in memory of Dr. Thomas D. Sparrow of Charlotte, this scholarship of \$500 goes annually to an outstanding member of the Davidson football team.

**C. T. STOWE SCHOLARSHIP**—Established by the S. P. Stowe, Sr., Foundation, this scholarship of approximately \$450 per year goes annually to a promising athlete who is a student of better than average scholastic ability and whose conduct and attitudes are in keeping with the Davidson tradition.

**MARY ERVIN WALL SCHOLARSHIP**—A scholarship of at least \$300 awarded annually to a Davidson football player selected by the head coach.

The U.S. Army ROTC Scholarship program provides financial assistance to outstanding high school graduates and selected students enrolled in the four-year ROTC program. Scholarships may be awarded for either two, three, or four years. **FOUR-YEAR SCHOLARSHIPS**—These scholarships are offered on a competitive basis to high school seniors who are eligible as college freshmen by the time the scholarships are awarded. **THREE OR TWO YEAR SCHOLARSHIPS**—These scholarships are open to students who have successfully completed one or more years of Army ROTC and have been selected as the most qualified applicants for the available awards. Currently 6,500 of these scholarships are available to students attending institutions that offer Military Science. Each scholarship pays for tuition, books, laboratory fees and other educational fees. In addition, students receive a tax free subsistence allowance of \$100 per month for the ten months of the school year during the period that the scholarship is in effect. This amounts to approximately \$3,400 per annum.

Interested students are encouraged to contact the Professor of Military Science at Davidson College for details concerning the program. Application for the Four Year Scholarship *must* be completed by January 15 of the high school senior year. Application for the Two or Three Year Scholarship is made once the student is enrolled at Davidson College.

## Other Financial Aid

### Loans

Investment in a college education, as in a home, often requires financing on a long term basis. Many students borrow up to \$1000 per year, and in some cases a larger amount, as a necessary and honorable link in their financial program. Loans are made only to students who need financial assistance.

Davidson will make loans from our National Defense Loan Fund. Some of the important terms are:

- (1) no interest is charged until nine months from the date the borrower ceases to be a full-time student;
- (2) no interest is charged during any period not in excess of three years that the borrower serves in the Armed Forces, Peace Corps or VISTA;

- (3) the loan is to be repaid within 10 years, including three percent interest;
- (4) repayment schedule is determined by the amount of the loan; in no case can payments be less than \$45 per quarter;
- (5) the amount the borrower has to repay will be reduced up to a maximum of 50 percent: 10 percent for each year in which he teaches in a public or other non-profit elementary or secondary school or institution of higher education, and 12½ percent for each year he serves in the Armed Services.

Additional loans will be made from our own Student Loan Fund. No interest is charged on these loans while a student is enrolled at Davidson. Three percent is charged for five years after he leaves Davidson and five percent thereafter.

## Guaranty Loans

Guaranty Loans are made possible and subsidized by the Federal Higher Education Act of 1968. Loans of up to \$1500 may be obtained by the student from a bank or commercial lending agency which participates in either a state-guaranty loan plan, the United States Aid Fund, or the Federally insured loan program.

Students from families with adjusted incomes (based on the size of the family) of less than \$15,000 are eligible to have all of the interest paid by the Federal government while the student is in college or graduate school or in the Armed Services.

For further information please contact your local bank or the Financial Aid Office at Davidson.

## Employment

Approximately 250 Davidson students have on-campus jobs which enable them to assist with the financing of their own education. Almost all jobs are assigned by the Financial Aid Office as part of a student's financial aid "package" which usually includes a scholarship, loan and job. Students who are eligible are given jobs under the Federal Work Study Program and others are assigned under the Regular Job Program.

Jobs are available in the library, college cafeteria, student store, fraternity houses, College Union, Music Department, Administrative Offices, Athletic Department, and assisting faculty members in a number of departments.

Many freshmen with initiative and a willingness to work are able to help themselves through jobs. Freshmen are able to work five to ten

Finances hours per week without handicap to their academic work. All students who receive general scholarships are required to help themselves by having a job which provides term-time earnings.

# Finance

## Schedule of Payments

A bill for tuition and fees for the academic year is mailed to all students during the summer preceding the academic year. Scholarship awards are credited on college bills. Advance payment by mail will be a convenience to the student and the college. The officer having general supervision of the collection of tuition and fees is the Comptroller. For 1972-73 the College Comprehensive Fee is \$3,390.

College charges are due and payable according to the following schedule:

By April 1 (Upperclass Students)	\$ 100
By May 1 (for students entering 1973-74)	
By September 20	1,595
By January 12	1,695
	<hr/>
	\$3,390

The above comprehensive fee includes double occupancy room rent. Single rooms rent at a higher rate.

All students will be required to room on campus unless officially excused by the college administration.

Upperclassmen who do not purchase the Davidson Dining Club Plan offered by the College Dining Service may deduct \$300 from the September and the January payments (a total of \$600). That decision must be made by September 1.

In addition to the above, certain other charges are payable in September where applicable and are included in the September bill:

Student accident and sickness insurance (payable by all students who do not make request for exemption).	\$ 25
Freshman orientation fee (payable by all freshmen)	\$ 50

Students who enter at the beginning of the second or third term will be billed at the appropriate percentage of annual fees.

For late payment of charges a \$10 penalty is incurred, and the student may be excluded from classes. A diploma will not be granted, nor a transcript of record given, until a student has met all his financial obligations.

*Accident and Sickness Insurance*—Through college-sponsored accident and sickness insurance it is possible at a low premium of \$25 per student to provide protection against the costs of both accidents and illnesses which may occur.

A full description of the policy provisions is contained in a leaflet mailed annually to all parents. The premium for this insurance is included in the billing to students. If the student is to be exempted from the insurance the exemption request form included in the leaflet must be executed and returned to the college.

*Organ, Piano or Voice*—The hour per week applied music instruction required by the Department of Music for every music major is covered by tuition, but there are special charges for additional applied music instruction and for private lessons in applied music for students who are not music majors. Fees per term for individual instruction in voice, piano, organ or orchestral instrument, two half-hour or one one-hour lesson per week, \$50.00, one half-hour lesson per week, \$30.00. For use of practice facilities each term, one period daily: organ, \$12.00; piano, \$5.00. For use of orchestral instrument per term, \$5.00. Payable—as billed.

## General Information

*Miscellaneous Charges*—Fees for late registration, change of courses, loss of ROTC equipment, library fines, damaged property, etc., are payable currently when incurred.

*Medical Service*—Students are entitled to routine medical attention at the College Infirmary, which is under the supervision of the college physician and a registered nurse. Expenses for medicines, bandages and other supplies are charged to the student, as are fees for consultation with or treatment by a physician other than the college physician, and fees for extra nursing. There is a \$2.50 per day service charge for meals. The physician and nurse observe regular office hours, and are available for emergency cases. Students are advised to consult them freely on all matters pertaining to student health.

*Meals*—The Davidson Dining Service offers a Dining Club Plan on Patterson Court. A coupon booklet for each term can be used at any of three dining locations: a Deli-Grill, a Snack Bar Cafeteria, and a full line buffeteria. The coupons are transferrable. This college operated dining service is not open during term or holiday recess periods. The nine fraternities on Patterson Court operate their own dining services and collect directly from student members.

*Textbooks*—Books and other departmental requirements are available at the College Bookstore. All purchases are on a cash basis. The cost of books varies with the course of study. The average annual cost based on four years, is approximately \$90.00.

*Laundry and Dry Cleaning*—The College laundry provides to all students bed linens, washing, drying and folding of any other items. Dry cleaning and pressing charges are on a cash basis.

*Student Possessions*—The College assumes no responsibility for damage or loss due to fire or theft. Ordinarily the insurance coverage of a parent automatically provides for this or can be extended for this purpose.

*Transcript of Record*—Every student is entitled to one transcript of his record free of charge. Other transcripts are issued upon request. A fee of \$2.00 is charged.

## Refunds

After the beginning of a term, no refunds of tuition, general fee, or room for that term will be made except for involuntary withdrawal to enter the armed services; however, fees paid in advance for subsequent terms for which a student does not register will be refunded in full. Board and laundry are refunded on a pro rata basis.

## Deferred Payments

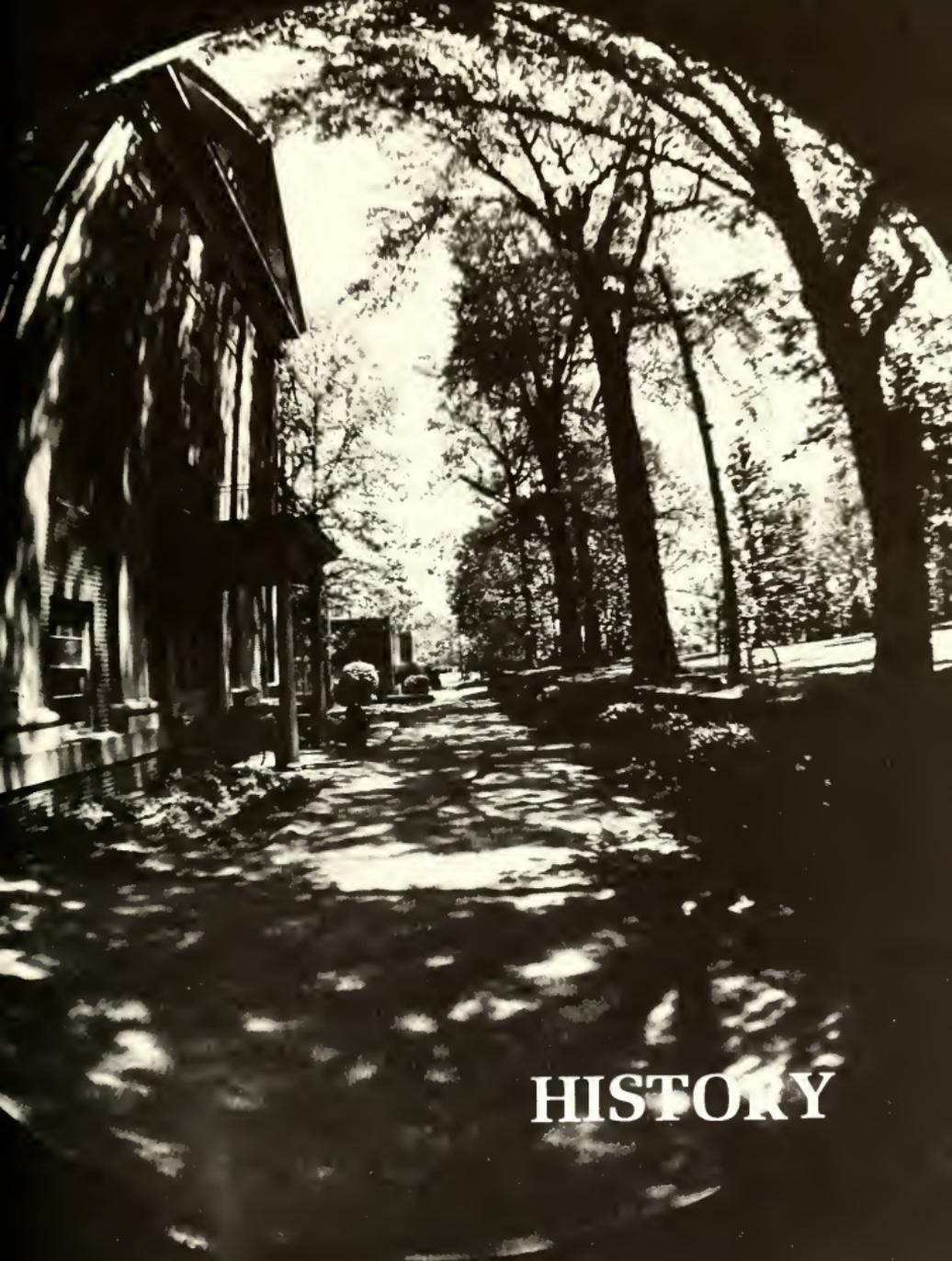
Although Davidson College must collect fees in two installments, it is aware of the desire of many parents to pay college fees on a deferred basis. It is also aware that as college costs increase, more families find it difficult to finance higher education on their own.

In response to these needs, commercial banks and other lending institutions have entered the college loan field in recent years. Some parents work out an advantageous plan with their bank and others prefer other plans. The College does not endorse any plan, but a number of parents

have used satisfactorily a plan used in many leading educational institutions, the Insured Tuition Payment Plan, Richard C. Knight, 6 St. James Avenue, Boston, Massachusetts. It provides for monthly payments and also protects the student's college plans with insurance under both pre-payment and loan plans. Information is mailed to freshmen and is available upon request for upperclassmen.

Bank loans for education may be facilitated in some states by State Higher Education Assistance Plans. The Higher Education Act of 1965 authorized an insured loan plan which is available in most states. Students are advised to inquire at one or more of their local banks if they are interested in these approaches to financing college costs.





**HISTORY**



The official seal for the College was designed by Peter Stewart Ney, a mysterious Frenchman respected for his learning by citizens in the North Carolina piedmont. It was completed in time for the first diplomas in 1840 and has authenticated every diploma granted from that day to the present. Peter Stewart Ney was believed by many to be Napoleon's Marshal Ney, who may have escaped to America after a mock execution in France.

The seal represents the sword of truth and light slaying the serpent of ignorance and darkness. Ney also composed the college motto which surrounds the seal: *Alenda Lux Ubi Orta Libertas*—"Let Learning Be Cherished Where Liberty Has Arisen." The latter clause has reference to the Declaration of Independence of May 20, 1775, promulgated by Mecklenburg County in which the College is located. The "cherishing of learning" has been the primary objective of Davidson College since its founding.

# History of the College

## The Early Years

Davidson College grew out of the Presbyterian ante-bellum South. The Scotch-Irish of the piedmont of North Carolina and neighboring upper South Carolina voted in 1835 to found a college based on the principle of self-help and dedicated to the promotion of knowledge and virtue. The early presidents and professors were Presbyterian clergymen and the most prominent of these was Robert Hall Morrison, D.D., the first president of Davidson College. The new institution was named for General William Lee Davidson, an officer of the American Revolution who had given his life for his country at the Battle of Cowans Ford as he opposed the northward sweep of Lord Cornwallis' army. It was on the land of the General's youngest son and namesake that the College campus was laid out and this Major William Lee Davidson II was the earliest benefactor of the institution. Robert Hall Morrison's wife was a niece of Mrs. William Lee Davidson II and from this family and relatives, many of whom were successful planters, came much of the early support for Davidson College. Dr. Morrison, incidentally, lived in the same brick house in which the present president of the college resides.

The first campus, known as "the old quadrangle," was obviously influenced architecturally by the University of Virginia, and two of the several brick "rows" (or dormitories) still remain. Cunningham Fine Arts Building has replaced the original chapel which looked a good deal like the central part of Cunningham, occupying, it is said, the highest point between the Yadkin and the Catawba rivers. The two neo-classic literary society halls, the Eumenean and the Philanthropic, also remain from the ante-bellum quadrangle.

On March 1, 1837, the College opened with 65 students enrolled. The manual labor system which required work by the students on the College farm proved unsatisfactory and was soon abandoned. As one student observed "We came here to dig Greek roots, not sassafras." The first two decades were years of financial penury. Then in 1856, Maxwell Chambers, a wealthy merchant of Salisbury, willed the College an endowment in excess of a quarter of a million dollars. For a brief period, Davidson was the richest college south of Princeton. The notable old

**History** Chambers Hall with its magnificent portico of four immense columns was completed in 1860. The following year came the War between the States followed by defeat, destitution and loss of endowment. The most famous figure from Davidson in the Confederacy was General D. H. Hill who had been professor of mathematics before the War and who, along with Thomas J. "Stonewall" Jackson of V.M.I., had married one of the daughters of President Robert Hall Morrison. Somehow Davidson managed to remain open during the War and Reconstruction, but it was a long and difficult road of survival from 1865 until the 20th century.

## 20th Century Growth

The beginning of the twentieth century symbolized a fresh start. With the return of prosperity, an increased concern for education spread throughout the region. A forceful and energetic president, Dr. Henry Louis Smith, took the helm, and Davidson entered upon a period of great expansion. The enrollment, about 100 at the turn of the century, tripled within a decade. The faculty was enlarged. New dormitories and other buildings were constructed. The college continued to prosper under the leadership of Dr. William J. Martin, who succeeded Dr. Smith in 1912, and his energetic and efficient young business manager, Frank Lee Jackson. With the help of the General Education Board, the college was able to increase its endowment steadily until by 1920 it had passed the half million mark. Approximately 500 students were then attending Davidson.

Disaster struck in November, 1921, when "Old Chambers" burned. The morning after the fire only the four tall columns loomed against the sky as a reminder of the building which had been the heart of the college. But by this time Davidson was strong and well established. Dr. Martin and his associates began, on the very night of the catastrophe, to raise money for replacing the lost structure. Through their indefatigable labors and with the help of the Presbyterian General Education Board and many loyal friends, the present Chambers Building, as impressive as its predecessor, was constructed at a cost of more than \$600,000 and dedicated at Commencement in 1930.

During these same years came another great encouragement to Davidson College in the form of an annual income from The Duke Endowment. This income made possible further growth under the presidency of the Reverend Walter Lee Lingle, D.D., LL.D., who succeeded Dr. Martin in 1929. The college was again able to enlarge its faculty and to establish, for the first time, a retirement system. As the full force of the depression

struck the college, Dr. Lingle's stable leadership and Mr. Jackson's efficient business management enabled Davidson to weather the economic storm without a deficit. Endowment funds grew slowly but steadily; student enrollment remained at an average of about 675.

In 1941 John Rood Cunningham, D.D., LL.D., succeeded Dr. Lingle as president of the college. The Grey Memorial Library and the Martin Science Building, planned under the administration of Dr. Lingle, were completed in 1941. The Charles Worth Johnston Gymnasium and the Davidson College Church were added in 1949 and in 1952, respectively.

The W. H. Belk Hall, a 300-student dormitory, was completed during 1955, and E. H. Little Hall, a 94-student dormitory, in September 1956. Under Dr. Cunningham's leadership, the college endowment grew from \$3,500,000 to over \$8 million in 1957 and the student body to slightly over 900 students.

David Grier Martin, formerly treasurer of the College, assumed the presidency in May of 1958. During his tenure the endowment of the institution was doubled, putting Davidson once again in a comparable financial position to that she had occupied a century before. In addition, the Babcock Wing was added to Grey Memorial Library, the Dana Science Laboratories were completed, the Patterson Fraternity Court was opened, Richardson Dormitory was constructed, the John R. Cunningham Fine Arts Building replaced old Shearer Hall, and a wing was added to the College Union. The interior of Chambers was completely modernized and the J. Spencer Love Auditorium replaced the Assembly Hall. The curriculum was enriched by the addition of a two-year Humanities course, integrating several related fields of learning, and by the completion of a major study of curricular procedures and objectives.

## Davidson Today

Samuel Reid Spencer, Jr., returned to his alma mater in 1968 as president after serving eleven years as president of Mary Baldwin College in Virginia.

Curricular change has been a part of this period as new modes of educational development have been sought and tested. In May of 1972 the Trustees of the College endorsed recommendations that Davidson become a coeducational college, breaking its 135-year history as an all-male college.

In keeping with academic developments, construction began in the summer of 1972 on the new \$4,000,000 E. H. Little Library. Taking the site formerly occupied by the College Union, the new building will open

History in 1974 and will form an academic center to the campus with the adjacent Chambers Building. A garden mall will connect the two structures.

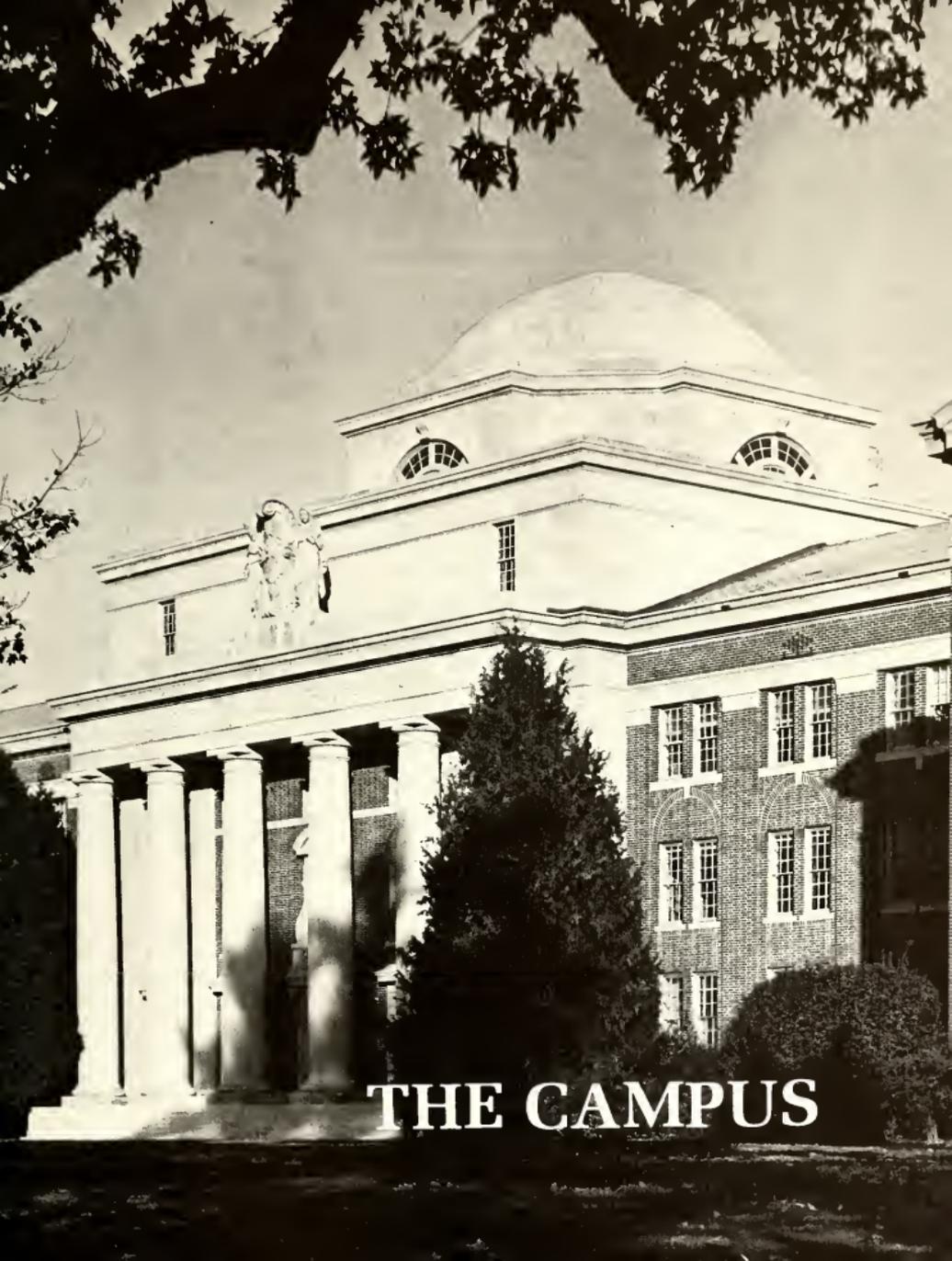
### Davidson's Presidents

The Reverend Robert Hall Morrison (1836-1840); The Reverend Samuel Williamson (1841-1854); The Reverend Drury Lacy (1855-1860); The Reverend John Lycan Kirkpatrick (1860-1866); The Reverend George Wilson McPhail (1866-1871); The Reverend John Rennie Blake, chairman of the faculty (1871-1877); The Reverend Andrew Dousa Hepburn (1877-1885); The Reverend Luther McKinnon (1885-1888); Colonel William Joseph Martin, vice-president and acting president (1887-1888); The Reverend John Bunyan Shearer (1888-1901).

Dr. Henry Louis Smith (1901-1912); Dr. William Joseph Martin (1912-1929); The Reverend Walter Lee Lingle (1929-1941); The Reverend John Rood Cunningham (1941-1957); Dr. Clarence John Pietenpol, acting president (1957-1958); Dr. David Grier Martin (1958-1968); Dr. Frontis Withers Johnston, acting president (1968); Dr. Samuel Reid Spencer, Jr. (1968- ).







# THE CAMPUS

# The Campus

The 400 acre campus of the college, shaded by elms, maples, and century-old oaks, has an atmosphere of informality and calm. The ante-bellum buildings of the original quadrangle suggest the era of southern neo-classicism in which they were constructed. The newer buildings, thoroughly modern throughout, preserve the tie with tradition by an adherence in their exteriors to Classical Revival forms. Davidson is proud of its physical plant. Adequate facilities help to make possible a good educational program.

## CHAMBERS BUILDING

The Maxwell B. Chambers Building is considered one of the nation's most handsome college buildings. The original Chambers building burned in 1921, and the present structure was opened in 1927. A complete remodeling and air conditioning program was executed in 1966 and 1967. The first floor houses the administrative offices of the college, and the second and third floors contain classrooms, faculty offices, and the J. Spencer Love Auditorium with a seating capacity of 1200. There are also educational testing and reading facilities, a psychology laboratory, and NCR computer with data processing equipment. The Thomas L. Perkins Auditorium is a special classroom utilizing the most advanced teaching facilities available, and is primarily for the Humanities Program.

The Audio-Visual Center provides for maintenance and distribution of films and slides, projectors, screens, tape recorders, and equipment for making slides and transparencies.

The E. L. Baxter Davidson Room (the faculty and trustees' meeting room) pays tribute to the memory of the alumnus who gave the largest single gift ever presented the college and who was a descendant of General William Lee Davidson.

The initial funds for a language laboratory were donated in 1957 by the family and friends of James Wilkinson Jervey, III (Davidson '53), an honor graduate with a major in Spanish, who died in Santiago, Chile, December 22, 1955. In 1962, a Duke Endowment grant made possible expansion and renovation of the laboratory to 44 positions. Each position is a semi-soundproof booth equipped with a tape recorder, microphone, and earphones; 24 of these positions are for individual work; 20 for teaching purposes—a control booth console unit allows a two-way communication between professor and student.

Maxwell B. Chambers was a Salisbury benefactor who made possible the completion of the massive columned "Old Chambers" in 1857, with an endowment gift. J. Spencer Love was a longtime trustee and founder of Burlington Industries. Thomas L. Perkins is a New York attorney and chairman of The Duke Endowment.

#### THE COLLEGE CHURCH

Dedicated at Commencement, 1952, the Davidson College Presbyterian Church symbolizes the centrality of the Christian ideal on the campus. The sanctuary seats 1,000, the Lingle Chapel 200. The church combines red brick and Indiana limestone in a form consistent with the neo-classic revival architectural style of the campus. Its 152-foot tower, sheathed in copper and topped by a gold cross, soars above the trees and is visible for miles around.

The Lingle Chapel honors Dr. Walter Lee Lingle, president of Davidson from 1929 till 1941. The sanctuary of the church was made possible through the generosity of Mr. and Mrs. W. L. Stultz, Charlotte, North Carolina.

#### DANA SCIENCE BUILDING

A grant of \$400,000 from Charles A. Dana helped construct this science building which contains the biology and physics departments. In addition to modern classrooms and laboratories, the building contains special facilities for advanced study in atomic physics, mechanics and heat, electronics, sound and optics, genetics and physiology, and photography. The Porter Museum, developed by the late Prof. W. L. Porter, an excellent natural history collection, is housed on the third floor.

Mr. Dana, a lawyer and pioneer automotive industrialist, has long been a very interested benefactor of Davidson, providing buildings, other facilities, and scholarships.

#### COLLEGE UNION

The College Union and its activities have been moved to the former Guest House on the campus, during construction of the new E. H. Little Library. The former Carnegie Library building had been the Guest House since 1941. The Union is the focal point for extra-curricular activities.

#### FINE ARTS QUADRANGLE

Four buildings of the original quadrangle of the college are still standing and in regular use. Oak and Elm Rows, now used as music practice areas, were built in 1837 as dormitories. Eumenean and Philanthropic Halls

Campus were ready in 1850 for society and classroom use, and are regarded as classic designs.

These treasured edifices were first restored in 1956 through the generosity of Mrs. Clarence Hodson, Orange, New Jersey. In 1967 Phi and Eu halls were again remodeled and air conditioned to ensure their continued usefulness to the college, and their preservation as historic Southern academic buildings. Both are listed in the National Register of Historic Places, supervised by the National Park Service.

These buildings are now joined in proximity with the John R. Cunningham Music and Fine Arts Center as an unique quadrangle, and serve as the center for music, art and drama on the campus. The Cunningham Building was completed in 1961.

Mrs. Hodson, in addition to providing for the restoration of Phi and Eu Halls, has also provided the funds for the Hodson Theatre-Recital Hall in the Cunningham Building.

Dr. John R. Cunningham served as president of the college from 1941 to 1957.

The Cunningham Building was materially aided through the gift of the Stowe Galleries by Robert Lee Stowe '24, Belmont textile executive, and The Duke Endowment gave the James Buchanan Duke studios. Charles A. Dana provided funds for the music wing of the building, and the Theodore Presser Foundation gave the music library. This latter facility includes the latest listening equipment for the large tape and record library.

#### GREY MEMORIAL LIBRARY

The Hugh A. and Jane Parks Grey Memorial Library, completed in 1941, was the gift of Captain James Parks Grey of the class of 1885. The \$250,000 Babcock wing, a gift from the Mary Reynolds Babcock Foundation, Winston-Salem, North Carolina, was added in 1958, and doubled the book capacity.

#### E.H. LITTLE LIBRARY (under construction)

Construction began during the summer, 1972, on the 100,000 square foot E. H. Little Library, located just to the west of the Chambers Building. The two structures will be joined by a garden mall. The Library is expected to be ready for occupancy in the Fall of 1974. Mr. Little is a native of Mecklenburg County and a longtime benefactor of the College. He is former president and chairman of the Colgate-Palmolive Company, New York.

#### MARTIN SCIENCE BUILDING

The Martin Science Building, completed in 1941 as a companion structure

to the Grey Library and facing the library across the south court, houses the Department of Chemistry. It contains classrooms, offices, and fully equipped laboratories.

Campus

The building is a memorial to Colonel W. J. Martin, the vice president and professor of chemistry in the earliest years of the college, and to his son, W. J. Martin, Jr., president of Davidson from 1921 till 1929.

#### PATTERSON COURT

Patterson Court, consisting of twelve houses, was built by the college in 1958 for fraternities on the north portion of the campus. While the houses are not identical, they are designed in the same general architectural style, and all have the same floor space, providing a large living room, card room, kitchen, dining room, basement chapter room, housemother's quarters, lavatory, and patio.

In 1972, three of the houses were remodeled to provide food service facilities for the student body.

The court honors a generous gift from the late Reverend and Mrs. W. S. Patterson.

#### COLLEGE INFIRMARY

The infirmary, across Concord Street from the library, was erected in 1938. It offers both private rooms and wards for needs of students. The infirmary is under the supervision of the college physician and a registered nurse.

The Preyer Infirmary was made possible by the late Mr. and Mrs. William Y. Preyer of Greensboro and New York City.

#### RESIDENCE HALLS

Davidson students live in a group of seven residence halls on the north side of the campus. The halls, in order of location from east to west, capacity and date of construction, are:

Duke	80—(1939)	Belk	297—(1955)
Sentelle	122—(1922)	Watts	96—(1923)
Cannon	122—(1922)	Little	94—(1956)
	Richardson	134—(1960)	

All are brick, thoroughly equipped, steam heated, and fireproof. Although a few rooms are singles, practically all are designed to accommodate two students each. Each room is furnished with beds, mattresses, study desks, chairs, chests of drawers, and reading lamps and draperies. All rooms have lavatories.

The *W. H. Belk Hall* memorializes the founder of Belk Stores organization. He rendered long service as the senior trustee of Davidson. The

Campus *J. Archie Cannon Hall* is named in memory of a vice president of the Trustees and chairman of its buildings and grounds committee, serving in these posts for twenty years. *Duke Hall* honors the late James B. Duke, philanthropist and contributor to many areas of Davidson life through The Duke Endowment. *E. H. Little Hall* is named for the honorary chairman of the board of Colgate-Palmolive Company of New York and a member of the Board of Visitors. *Richardson Hall* is in memory of three members of the Richardson family, industrialists, and benefactors of Davidson for more than half a century, Lunsford Richardson '75, and his sons, Lunsford Richardson, Jr. '14 and H. Smith Richardson '06. *Sentelle Hall* honors Dr. M. E. Sentelle '94, a faculty member and dean of students from 1920 to 1941. *Watts Hall* is the second dormitory to honor the late George W. Watts, a long-time trustee.

Extensive renovation of residence halls has been conducted during the last three years to provide future Davidson generations with accommodations better suited to the modes of the present.

Belk Hall also provides space for ROTC activities, the Student Store, and the office of the Director of Student Housing.

## Athletic Facilities

### JOHNSTON GYMNASIUM

The gymnasium, completed in 1949 and named for Charles Worth Johnston, stands at the north end of Richardson Field. Its main floor seats 3,500 for basketball. On the east side of the building is a 75-foot indoor pool. Wrestling, handball and squash facilities are provided along with equipment, treatment, locker and dressing rooms. The Johnston Gymnasium makes possible a broad, integrated program of physical education which is required of all students.

Charles Worth Johnston, a Charlotte textile manufacturer and benefactor, is memorialized in the gymnasium through a gift from his son, the late R. Horace Johnston.

### RICHARDSON FIELD

Richardson Field, renovated in 1965 with a seating capacity of 8,000 in its two concrete stands, is designed for football and track and field events. This was made possible by the generosity of the late H. Smith Richardson '06 and the late Lunsford Richardson, Jr., '14, and is dedicated to the memory of their father, Lunsford Richardson, Sr., '75.

Sprunt Field includes the soccer field, one of the college's four intramural athletic fields, and the ROTC drill field. The baseball diamond is

located northeast of Patterson Court. Sprunt Field bears the name of its donor, the late William H. Sprunt, M.D., '14. Campus

#### STOWE TENNIS HOUSE

Seventeen all-weather tennis courts are located to the north of the Johnston Gymnasium, clustered around the Robert L. Stowe Tennis House, which opened in the spring of 1968. This structure provides dressing facilities for varsity players and an office for the tennis coach immediately adjacent to the courts. Davidson's courts are frequently the site of the Southern Conference championships, and annually host the Southern Junior and Boys Tennis Championships, and the National 12 and 14 year old championships. Robert Lee Stowe, '24, is a Belmont textile executive.

#### HOBART PARK, JACKSON COURT

Hobart Park, at the south end of Richardson Field, is a tribute to the late Donald Hobart who, as superintendent of grounds for many years, landscaped Davidson's campus.

Jackson Court, the original fraternity court, is named for Frank Lee Jackson '06, treasurer of Davidson for many years. Located on Concord Road, three of the buildings are now used by the Department of Mathematics, and the remainder are rental housing for staff.

#### LAKE CAMPUS

The 32,000-acre Lake Norman is located five miles north and west of the town of Davidson. It has more than 500 miles of shoreline and provides excellent boating, fishing, and swimming. Through the generosity of the Duke Power Company, a beautiful tract of 106 acres on the lake was given to the college in 1963. Developed as the Lake Campus, the college maintains a boat launching ramp, boat pier, swimming area and beach, picnic areas, bath house, life guards, and a full program of supervised lake front activities on this campus. The college sailing team keeps its eight Jet-14 boats here.

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COURSES OF INSTRUCTION





# Art

ASSOCIATE PROFESSOR HOUCHENS, ASSISTANT PROFESSOR JACKSON,  
INSTRUCTOR LIGO

*Area Requirement:* Any course under 200 will count toward the fulfillment of the area requirement in Language, Literature, and the Arts.

*Major Requirements:* A major is offered in Art with emphasis in studio or history. In either case the requirement is ten courses plus Extended Studies 301 and 401, to be broken down as follows:

**Emphasis in studio:** Three courses in art history to include either 121 or 122. Seven studio courses and Extended Studies 301 and 401 in studio.

**Emphasis in art history:** Three courses in studio to include 125. Seven art history courses and Extended Studies 301 and 401 in art history.

## Art History

### 107 AESTHETICS

MR. ABERNETHY

Same as Philosophy 107. A study of the philosophy of art through a consideration of the conditions and nature of the creation, experience, and criticism of art.

### 121 INTRODUCTORY SURVEY

MR. LIGO

The history of art from prehistory to the present examined in relation to the cultural background in which it was shaped. (Not open to students who have received credit for Fine Arts 21.)

### 122 INTRODUCTION TO THE STUDY OF ART HISTORY

MR. LIGO

A study of the art historical method including an examination of style, technique, iconography, criticism, etc.

### 132 MEDIEVAL ART

MR. LIGO

The development of western painting, sculpture, and architecture; beginning with early Christian and Byzantine art through the Romanesque and Gothic phases.

### 141 RENAISSANCE ART IN ITALY

MR. LIGO

A critical study of painting, sculpture, and architecture in Italy from 1200-1600. *Not offered 1972-73.*

- Courses**
- Art**
- 142 **BAROQUE ART** MR. LIGO  
 A study of the painting of the seventeenth century with special emphasis upon the works of Caravaggio, Rubens, and Rembrandt. *Not offered 1972-73.*
- 151 **NINETEENTH CENTURY PAINTINGS** MR. LIGO  
 The development of painting from neo-classicism to neo-impressionism, emphasizing primarily the artists of France, and secondarily certain of those in England, Germany, and Spain. *Not offered 1972-73.*
- 152 **TWENTIETH CENTURY ART** MR. LIGO  
 A study of major trends in twentieth-century painting, sculpture and architecture from neoimpressionism to the present. The course will include a field trip to New York City which will focus on the city's important contemporary architecture and major museums. A fee of \$150.00 will be assessed class members to cover costs of transportation, housing, theater performances and some meals.
- 153 **MODERN ARCHITECTURE** MR. LIGO  
 A study of the technical and stylistic developments in architecture during the past two hundred years with special emphasis upon certain outstanding individual architects.
- 154 **CLASSICAL ART AND ARCHAEOLOGY** MR. FRENCH  
 Same as Classics 154. Archaeological survey of Aegean civilization, enolithic through Hellenistic. Examines contributions of archaeology to the study of myth, literature, art, and architecture, history of ideas, etc. Slide lectures and discussions.
- 171 **THE ART OF INDIA** MR. THOMAS  
 Same as South Asia 171. A survey of major developments in the painting, sculpture and architecture over 5,000 years of Indian history.
- 220-221-222 **SEMINAR IN CLASSICS ABROAD** MR. LABBAN  
 Same as Classics 220-221, 222. A three-course credit seminar, limited to a maximum number of nine students; eligibility for application to participate is open to all sophomores and juniors regardless of projected major areas of study. Art majors who participate in this seminar can apply two of the course credits toward their major, provided that one of these two courses is directed by a member of the art department staff. Seminar will be performed "on location" in Greece, in Italy, and in Southern France, and will involve sessions conducted by the participating students. The group will travel together in private automobiles consigned to the director, and the seminar will terminate in Europe to allow participants to continue travels individually. *No prerequisites.* Applications must be submitted to Professor Labban during the Fall Term.
- 301 **EXTENDED STUDIES FOR JUNIORS**
- 401 **EXTENDED STUDIES FOR SENIORS**

## Studio

- 125 **BASIC STUDIO** STAFF  
 An introduction, through the laboratory, to the work of the artist—his tools, his ways of seeing, methods and media. Basic principles of visual organization will be stressed.

135 DRAWING	MR. HOUCHEMS	Courses Art
The structure and articulation of natural and man-made objects through the use of line and tone; analysis of composition. Basic drawing media—pen and ink, wash, pastel, charcoal, and crayon.		
145 PAINTING	MR. HOUCHEMS	
An exploration of various painting media—oil, water color, tempera, and acrylic. Emphasis on obtaining a basic understanding of pictorial organization.		
146 PAINTING	MR. JACKSON	
Attention to the individual's personal response to visual elements. Development of a particular medium chosen by the student; special problems. Prerequisite, 145, or permission of the instructor.		
155 PRINTMAKING	MR. HOUCHEMS	
Elements of printmaking in wood-cut, linoleum, and silk screen.		
156 PRINTMAKING	MR. JACKSON	
Experimental studies in intaglio techniques: engraving, etching, dry point, and aquatint.		
165 DESIGN	MR. HOUCHEMS	
Communicative potential of visual material through problems in composition, color and light.		
166 SCULPTURE	MR. JACKSON	
Assemblage. Discussion of real space. Inventiveness is stressed.		
175 FILM	MR. HOUCHEMS	
Filmmaking as a fine art. Production of a film.		
295 INDEPENDENT STUDY	STAFF	
For the student who wishes to pursue some special interest in studio or art history under the direction and supervision of a staff member. Open to non-majors and majors, but for majors must be in some area of concentration other than that of Extended Studies 301 and 401. The project must be approved in advance to register for this course.		
296 INDEPENDENT STUDY	STAFF	
Same description as 295.		
301 EXTENDED STUDIES FOR JUNIORS		
401 EXTENDED STUDIES FOR SENIORS		



# Biology

PROFESSORS BROWN, DAGGY. ASSOCIATE PROFESSORS KIMMEL, LAMMERS\*  
ASSISTANT PROFESSORS C. GRANT, D. GRANT

*Area requirement:* Any biology course for which the student has the proper prerequisite may be counted toward the fulfillment of the area requirement in Natural Science and Mathematics. The department recommends Biology 31 and 32 for students who choose two courses in biology, and Biology 21 for those who choose one.

*Major requirements:* Each prospective major should discuss his program with the department early in the freshman year. The major requires Biology 31, 32 or Unified Science I-V as prerequisites; eight courses in the department including at least one from each of the following groups: (1) Biology 131, 132, and 141; (2) 161, 163, 165 and 167; (3) 121, 122, and 181; and (4) 151, 152, 171, and 172; and Extended Studies 301 during one term of the junior year and 401 during one term of the senior year. Chemistry 31, 41 and 101, 102, Math 25 and either 26, 22, or 23, and Physics 31, 32, 34 are *strongly* recommended. The modern foreign language should be either French, German, or Russian. Majors are encouraged to plan toward group or semi-independent study at an advanced level in their senior year.

## 21 SELECTED TOPICS IN BIOLOGY

STAFF

Designed as a terminal course for the nonscience student, for partial fulfillment of the area requirement in science. Not to be preceded by Biology 31 or followed by Biology 32. Emphasis is on man and his interactions with the environment as examples of basic biological processes. Four class periods and one discussion period per week, with emphasis placed on outside reading. *Students planning a biology or premedical major may not take this course as a prerequisite for other biology courses.*

## 31 GENERAL BIOLOGY I

STAFF

Basic principles of biology demonstrated in both plant and animal systems. Emphasis is placed on the cell and its functions and on the chief groups and life cycles of plants and animals. Four class periods and one laboratory per week.

\*On leave, 1972-73.

32 GENERAL BIOLOGY II

STAFF

A continuation of Biology 31 with emphasis on ecology, general vertebrate and invertebrate structure and function, inheritance and evolution. Four class periods and one laboratory per week. *Prerequisite, Biology 31.*

121 INVERTEBRATE BIOLOGY—LOWER GROUPS

MR. BROWN

Structure, function, major groups, ecology, and evolution of lower invertebrates. Some emphasis on parasitic forms. *Prerequisite, Biology 31, 32.*

122 INVERTEBRATE BIOLOGY—HIGHER GROUPS

MR. GRANT

Functional morphology of selected higher invertebrate phyla. *Prerequisite, Biology 31, 32.*

131 COMPARATIVE ANATOMY OF VERTEBRATES

MR. BROWN

Gross anatomy of selected vertebrates, with emphasis on the evolution of vertebrate organ systems. *Prerequisite, Biology 31, 32.*

132 DEVELOPMENTAL BIOLOGY

MR. KIMMEL

Analysis and description of the processes and stages of animal and plant ontogeny, with emphasis upon experimental embryology. Laboratory stress upon vertebrate developmental anatomy. *Prerequisite, Biology 31, 32.*

141 CELLS AND TISSUES

MR. KIMMEL

Histology and cytology of selected animals, attempting to correlate the microscopic forms of tissues, cells, and organelles with their biochemical and physiological function. Laboratory emphasis upon light and electron microscopic anatomy of vertebrates. *Prerequisite, Biology 31, 32.*

151 BOTANY—WOODY PLANTS

MR. DAGGY

A study of trees, shrubs, and woody vines. Includes an intensive study of the local flora and a survey of exotic woody plants. Local field trips and weekend trips to the mountains and coastal plain. *Prerequisite, Biology 31.*

152 SYSTEMATIC BOTANY

MR. DAGGY

The general science of plant classification with intensive study of the local flora. Much of the time will be spent in field work, including weekend trips to the mountains and coastal areas. *Biology 31 is recommended as a prerequisite.*

161 PHYSIOLOGY (1)

MR. LAMMERS

An introduction to the basic chemistry and physics of life. Laboratory experiments dealing with the activities of living organisms. *Prerequisites, Biology 31, 32; Chemistry 31, 41. Not offered 1972-73.*

163 GENETICS

MR. KIMMEL

An introduction to the principles of heredity. Includes both classical Mendelian inheritance and recent developments in the field. *Prerequisite, Biology 31, 32.*

165 BIOCHEMISTRY

MRS. GRANT

Introduction to the intermediary metabolism of living organisms, the properties of carbohydrates, lipids, and proteins and their interactions at the cellular level and the organization of macromolecules. One laboratory meeting per week. *Prerequisites, Biology 31, 32 and Chemistry 101, 102 or permission of the instructor.*

167 PHYSIOLOGICAL PSYCHOLOGY

MR. KELTON, MR. KIMMEL

Also listed under Psychology 167 for 1972-73. May be taken for credit toward major requirements in either department. Study of the ontogeny and phylogeny of neural structure and function, and its relationship to behavior, perception, and learning. *Admission by consent of instructors based upon reasonable backgrounds in biology and/or psychology. Relevant courses include Psychology 101, 111-112 and Biology 31, 32.*

171 ECOLOGY

MR. GRANT

Primarily animal ecology at the population and community levels. Practical studies will be carried out in the field and laboratory. *Prerequisite, Biology 31, 82.*

172 VERTEBRATE FIELD ZOOLOGY

MR. BROWN

Identification, habits, and environmental relationships of typical vertebrates of the Southeastern region. Emphasis on the various groups of mammals, reptiles, and amphibians. Local field trips and occasional weekend trips. *Prerequisite, Biology 31, 32 or permission of the instructor. Not offered 1972-73.*

181 ENTOMOLOGY

MR. DAGGY

Lecture, laboratory, and field courses designed to acquaint the student with insects and related arthropoid groups. Includes life-cycles and ecology of insects, as well as the literature and techniques of entomology. *Prerequisite, Biology 31, 32.*

191 EVOLUTION

MR. GRANT

Discussion of major processes and mechanisms, as well as trends in plant and animal evolution. *Prerequisites, Biology 31, 32 or permission of instructor. Not offered 1972-73.*

202 SEMINAR

STAFF

A group study of selected topics of biological interest. Open to juniors and seniors. One evening meeting each week. *Prerequisite, permission of department.*

203 FIELD BIOLOGY

STAFF

A summer course designed to broaden biological horizons by offering first hand contacts with plant and animal life in physiographic provinces and biological life-regions remote from the student's ordinary educational experiences. Trips have been made to the Rocky Mountain area and to Mexico. *Prerequisites, Biology 31, 32. Not offered 1972-73.*

204 GROUP INVESTIGATION IN BIOLOGY

STAFF

Small group study of special topics in biology. Given at the option of the department open to students by departmental permission. *Prerequisites, Biology 31, 32; appropriate 100-level course when applicable; permission of the instructor.*

295 INDEPENDENT INVESTIGATION IN BIOLOGY

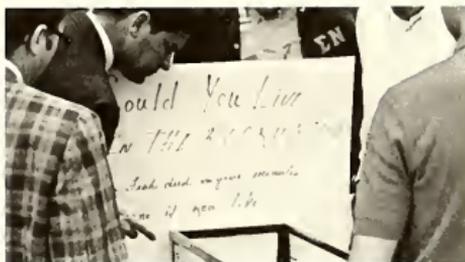
STAFF

Investigative work on a semi-independent level under staff guidance. Results of the work must be presented as a seminar and written report. *Open to juniors and seniors with permission of the department and the Professor in charge. The student is expected to initiate a program well in advance.*

301 EXTENDED STUDIES FOR JUNIORS

401 EXTENDED STUDIES FOR SENIORS

Spring term, 1973, spent at the University of Georgia Marine Institute at Sapelo Island, Georgia. Program will consist of Biology 295, 204, and Extended Studies. Open to biology and premedical majors and others by permission of the instructor.



# Chemistry

PROFESSORS BRYAN, FREDERICKSON, ASSOCIATE PROFESSORS BURNETT, GABLE, MARTIN. ASSISTANT PROFESSORS CARROLL, NUTT

*Area Requirement:* Any course numbered under 100 will count toward the fulfillment of the area requirement in Natural Science and Mathematics.

## Major Requirements:

(1). Chemistry 31, 41, 101, 102, 121, 122, 301, 401 plus any two of the following: Chemistry 110, 130, 140, 150, 160.

(2). Supporting and prerequisite courses: Mathematics 25, 26, Physics 33, 34. Each prospective major should discuss his program with a department representative early in his freshman year. The prerequisites for advanced courses require careful planning to obtain a feasible program. German is the recommended language but another language might be more suitable in some cases. Mathematics 21 or experience in programing computers is desirable.

**Special Attainments Program:** The following program is certified by the American Chemical Society as an approved undergraduate major in Chemistry. This program is strongly recommended to all majors who plan to study chemistry in graduate school or to seek employment as a professional chemist.

- (1). Chemistry 31, 41, 101, 102, 110, 121, 122, 130, 140, 150, 160, 301, 401.
- (2). Mathematics 25, 26, Physics 33, 34, German 16 or 20.
- (3). An approved advanced physics or mathematics course may be substituted for either Chemistry 150 or 160 but not both. If this substitution is made at least 45 hours of laboratory research in either Chemistry 301 or 401 is required to complete the Special Attainments Program.

Additional courses in mathematics, physics, or biology are recommended as electives, if desired. Mathematics 21 and considerable additional experience with computers are also highly recommended.

## 21 THE SCIENCE OF CHEMISTRY

MR. CARROLL, MR. GABLE

An introduction to structural concepts, properties of matter and chemical reactions. The laboratory provides experience in the scientific approach to problems with an emphasis on the evaluation and interpretation of experimental data. This course is not designed primarily as preparation for Chemistry 31 and cannot be taken for credit after Chemistry 31 credit has been obtained. *One laboratory per week.*

Courses  
Chemistry

31 PRINCIPLES OF CHEMISTRY

MR. BRYAN, MR. GABLE, MR. NUTT

Topics include chemical bonding and structure, stoichiometry, elementary solution equilibria, and introductory chemical kinetics. The laboratory will include experience in gravimetric and optical methods of quantitative analysis. *Prerequisites, high school chemistry and physics, or the permission of the instructor. One laboratory meeting per week.*

41 IONIC EQUILIBRIA AND INORGANIC CHEMISTRY

MR. BRYAN, MR. BURNETT

A more advanced consideration of aqueous equilibria and of descriptive chemistry of the chemical families of elements. The laboratory will include volumetric and potential measurement methods of quantitative analysis as well as schematic qualitative analysis. *Prerequisites, Chemistry 31 and Mathematics 25. Two laboratory meetings per week.*

101 ORGANIC CHEMISTRY

MR. CARROLL, MR. FREDERICKSEN

An introductory course in organic chemistry including a systematic study of the properties, structure, and the preparation of both aliphatic and aromatic compounds. *Prerequisite, Chemistry 41. One laboratory per week.*

102 ORGANIC CHEMISTRY

MR. CARROLL, MR. FREDERICKSEN

A continuation of Chemistry 101 with emphasis on the theoretical treatment of structures and reactions. The laboratory includes an introduction to quantitative procedures or organic chemistry, the use of modern instrumental techniques and some qualitative organic analysis. *Prerequisite, Chemistry 101. One laboratory per week.*

106 BIO-PHYSICAL CHEMISTRY

MR. GABLE

Designed for students who plan to enter medical school. Among other topics, the course treats of respiration, acid base balance, electrolyte and water balance, as well as a consideration of biological oxidation-reduction systems. *Prerequisite, Chemistry 101 and 102. Chemistry 102 may be taken concurrently.*

110 ORGANIC CHEMISTRY

MR. CARROLL, MR. FREDERICKSEN

A continuation of Chemistry 102 with a more rigorous treatment of such problems as reaction kinetics and the use of instrumental methods in organic chemistry as well as the preparation of more complex compounds than those encountered in 101 and 102. *Prerequisite, 102. One laboratory per week.*

121 PHYSICAL CHEMISTRY

MR. NUTT

An introduction to modern, theoretical chemistry with the emphasis on thermodynamics and equilibrium. *Prerequisite, Chemistry 41, Mathematics 25, 26, Physics 33, 34. One laboratory per week.*

122 PHYSICAL CHEMISTRY

MR. NUTT

A continuation of Chemistry 121 dealing with electrochemistry, kinetic theory, reaction kinetics, structure and quantum chemistry. *Prerequisite, Chemistry 121. One laboratory per week.*

130 MODERN CHEMICAL ANALYSIS

MR. BURNETT

Optical and electrical methods of analysis and a survey of separation theory and techniques. *Prerequisite or corequisite, Chemistry 122. Two laboratory meetings per week.*

#### 140 INORGANIC CHEMISTRY

MR. BRYAN

Courses  
Chemistry  
Classics

The application of modern theory of physics and chemistry to inorganic chemistry. The laboratory deals with inorganic syntheses and the determination of structure. *Prerequisite, Chemistry 122. One laboratory per week.*

#### 150 ADVANCED ORGANIC CHEMISTRY

MR. CARROLL, MR. FREDERICKSEN

Advanced topics and theories in organic chemistry with laboratory work dealing primarily with quantitative problems of organic chemistry. *Prerequisite, Chemistry 110, 122 or permission of instructor. One laboratory per week.*

#### 160 ADVANCED PHYSICAL CHEMISTRY

MR. GABLE

A continuation of Chemistry 122 with selected topics in physical chemistry. *Prerequisite, Chemistry 122. One laboratory per week.*

#### 301 EXTENDED STUDIES FOR JUNIORS

STAFF

Each student's program is worked out on an individual basis with a member of the Staff. Each proposal must be approved by the Department Staff and should extend over the entire year if possible.

#### 401 EXTENDED STUDIES FOR SENIORS

STAFF

A research project or other suitable program to be worked out on an individual basis with a member of the Staff. Each proposal must be approved by the Department Staff and should extend over the entire year if possible. *Prerequisite, Chemistry 301.*



## Classics

PROFESSOR LABBAN, ASSISTANT PROFESSORS DAVIES, FRENCH

*Area Requirement:* Any course in the department numbered 121 or above will count toward the fulfillment of the area requirement in Language, Literature and the Arts. Classics 154 or Classics 220-221 will satisfy the requirement of Area I, 2.

*Language Requirement:* Completion in course or by placement examination of Greek 121 or of Latin 131 or Latin 132 satisfies the foreign language proficiency required for the degree. The Department of Classics offers a major either in Greek or in Latin.

Courses  
Classics

*Major in Greek:* Seven Greek courses above Greek 2, including Greek 201; Classics 154 or one course credit from Classics 220-221, 222; completion of Extended Studies 301 and 401 requirements.

*Major in Latin:* Seven Latin courses above Latin 12, including 202; Classics 154 or one course credit from Classics 220-221, 222; completion of Extended Studies 301 and 401 requirements. An exemption from Latin 131 reduces to six the number of required Latin courses. (See under "Placement Tests" below.)

*Placement tests:* Students who have had Latin in secondary school will take a placement test, the score of which will determine their initial placement at the college level. A student may be exempted by qualifying scores on placement tests from Latin 11, Latin 12, Latin 131 or Latin 132.

## Greek

### 1 BEGINNING GREEK

STAFF

A course for beginners in classical Greek grammar, with emphasis on inflection and syntax. Practice in translation and composition. Study tapes available for use in the language laboratory.

### 2 INTERMEDIATE GREEK

STAFF

Continuation of study of basic grammar. Reading of selected Greek excerpts relating to mythology, history, and fables. *Prerequisite, Greek 1.*

### 121 READINGS ON THE LIFE AND TEACHINGS OF SOCRATES

STAFF

A study of one or more works by Plato or Xenophon.

### 122 NEW TESTAMENT GREEK

MR. LABBAN

A study of one of the Gospels and of selected letters of Paul in the original Greek. Exegetical interpretation of the texts. Whenever there is sufficient demand for Greek 122, it will be the course which normally will follow Greek 121. *Prerequisite, Greek 121 or consent of the instructor. (Greek 122 may not serve in place of Greek 121 for satisfying the foreign language proficiency requirement.)*

### 123-129 ADVANCED READING IN CLASSICAL GREEK

STAFF

Intensive study of the work of selected Greek authors. Literary and historical criticism; required work in bibliography. This course may be repeated for completing the major requirement; the content of the course will vary. *Prerequisite, Greek 121.*

### 201 SENIOR TUTORIAL AND SPRING THESIS

STAFF

Directed independent study on a selected topic of classical Greek antiquity, with original source materials as the basis for the study. The results will be presented in the form of a written thesis. *Prerequisite, six Greek courses above Greek 2.*

### 301 EXTENDED STUDIES FOR JUNIORS

STAFF

Completion of a prescribed reading list.

### 401 EXTENDED STUDIES FOR SENIORS

STAFF

Senior written thesis.

## LATIN

Courses  
Classics

### 11 BEGINNING LATIN

STAFF

An intensive course for beginners in basic Latin grammar and syntax. Elementary practice in translation of adapted passages from ancient authors.

### 12 INTERMEDIATE LATIN

STAFF

Work in translating. Reading in genuine Latin literature selections which utilize and enlarge the fundamentals already acquired. *Prerequisite, Latin 11 or qualifying score on placement test.*

### 131 ROMAN COMEDY

STAFF

Treatment of selected play of Plautus in the Latin; supplemental reading of selected plays in English translation; lectures and discussion on background material and literary criticism. *Prerequisite, Latin 12 or qualifying score on placement test.*

### 132-139 READINGS IN LATIN LITERATURE

STAFF

Latin prose and poetry from various periods. The material read will be determined in consultation with the instructor, with reference to the interest and level of proficiency of the individual student. This course may be repeated with different subject matter for elective credit or for completing the major requirement. *Prerequisite, Latin 12 or qualifying score on placement test. Latin 131 can be used as an equivalent level course for students desiring to complete their foreign language requirement. Not offered in 1972-73.*

### 202 SENIOR TUTORIAL AND SPRING THESIS

STAFF

Directed independent study on a selected topic of Roman antiquity, using Latin source materials as bases for the study. The results of the study will be presented in the form of a written thesis. *Prerequisite, five Latin courses above Latin 131.*

### 301 EXTENDED STUDIES FOR JUNIORS

STAFF

Completion of a prescribed reading list.

### 401 EXTENDED STUDIES FOR SENIORS

STAFF

Senior written thesis.

## CLASSICS

*The courses listed below do not require knowledge of Greek or Latin.*

### 15 INTRODUCTION TO MEDICAL TERMINOLOGY

MR. FRENCH

The structure of representative medical terms is explained; the more commonly used prefixes, suffixes, and combining forms are introduced. The purpose of the course is to develop a technique for analyzing and understanding medical terms, especially those containing elements from Greek and Latin.

### 151 GREEK LITERATURE IN TRANSLATION

MR. DAVIES

A study of the poems of Homer, Hesiod, and selections from the Lyric Poets. Historical readings from Herodotus and Thucydides; selected prose writings of Plato and fourth-century orators; poems of the Hellenistic period, including the Argonautica of Apollonius Rhodius. Lectures and discussions (illustrated) will deal with these authors, their works, and more broadly with the background of Greek civilization.

- Courses  
Classics
- 152 GREEK DRAMA IN TRANSLATION MR. LABBAN  
A close study of selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes, with an aim at understanding the theological, moral, ethical, political, and social implications of their drama. A treatment of Greek mythology is included.
- 153 GREEK MYTHOLOGY IN ART AND LITERATURE MR. DAVIS  
A study of Greek Mythology, including the background of Near Eastern myths and legends, its treatment of Greek poets and artists and its legacy among the Romans. Selected readings in translation from the Near Eastern texts and from Greek and Latin authors and assignments in modern interpretation will be supplemented by lectures and discussions dealing with the religious and historical background from the individual myths and by illustrations of the material with slides. *Not offered 1972-73. This course will satisfy the requirement of Area 1, 2.*
- 154 CLASSICAL ART AND ARCHAEOLOGY MR. FRENCH  
Same as Art 154. Archaeological survey of Aegean civilizations, neolithic through Hellenistic. Examines contribution of archaeology to the study of myth, literature, art and architecture, history of ideas, etc. Slide lectures and discussions.
- 220-221, 222 SEMINAR IN CLASSICS ABROAD MR. LABBAN  
A three-course credit seminar offered in the Spring Term, limited to a maximum number of nine students; eligibility for application to participate is open to *all* sophomores and juniors regardless of projected major areas of study. Seminar will be performed "on location" in Italy, and in Southern France, and will involve sessions conducted by the faculty director and by the participating students. The group will travel together in private automobiles consigned to the director, and the seminar will terminate in Europe to allow participants to continue travels individually. *No prerequisites.* Applications must be submitted to the director during the Fall Term.
- 295 INDEPENDENT STUDY PROJECT STAFF  
For students, other than majors in the department, who desire guided readings and directed research in some area or in a specific topic of classical antiquities which they are interested in pursuing. No knowledge of Greek or Latin is needed for this course. A term paper is required.



# Drama and Speech

ASSOCIATE PROFESSOR BARBER, INSTRUCTOR CORNELL

*Area Requirement:* A student may count any course numbered between 20 and 200 toward the fulfillment of the area requirement in Language, Literature, and the Arts. Courses above 200 may be counted with the consent of the department.

## 1 SPEECH IMPROVEMENT

STAFF

A non-credit development speech course designed for the individual student with problems in voice and diction. *Prerequisite, consent of the instructor. Not offered 1972-73.*

## 21 INTRODUCTION TO THE THEATRE ARTS

MR. BARBER

A consideration of the materials of creative expression in drama designed for the freshman and sophomore with little or no background in the area. Reading, discussions, lectures, and field trips will increase the student's understanding of the theatrical experience.

## 31 INTRODUCTION TO THE PRINCIPLES OF ORAL COMMUNICATION

MRS. CORNELL

A study of the techniques of oral communication. Readings, discussions, lectures, examinations of contemporary speeches along with individual participation will increase the student's awareness of the medium.

## 41 ELEMENTS OF THEATRE ARTS

MR. BARBER

An examination of the arts of the theatre from the standpoint of the audience geared especially for the junior and senior who has little or no background in the area. Readings, reports, discussions, and field trips will increase the student's understanding of the theatre arts.

## 131 SEMINAR IN THE ART OF THE FILM

MR. BARBER

A course designed to increase the understanding and appreciation of the art of the film. Readings, lectures, and discussions will be augmented with selected films to illustrate the effectiveness of the cinema as an art form. Not a course on movie making.

## 141 ORAL INTERPRETATION OF LITERATURE

MRS. CORNELL

Designed to add another dimension to the appreciation and enjoyment of literature by oral presentation, the course is concerned with the critical analysis of literature and with the techniques involved in translating that interpretation into an oral form. Emphasis will be placed on individual and group participation.

171 STUDIES IN AMERICAN PUBLIC ADDRESS

MRS. CORNELL

A study of practices and methods of selected major American orators from Jonathan Edwards to present time. *Not offered 1972-73.*

181 STUDIES IN BRITISH PUBLIC ADDRESS

MRS. CORNELL

A study of practices and methods of selected major British orators from the 17th century to present time.

201 THEATRE WORKSHOP

MR. BARBER

Advanced group study of theatre problems and practices applied through the presentation of workshop productions with an emphasis on acting and production. *Prerequisites, 21 or 41 or 141 or consent of the instructor.*

209 SEMINAR IN PERFORMING ARTS: OPERA AND DRAMA

MR. BARBER

Same as Music 209. Consists of a thorough analysis of selected operas and dramas with emphasis on those which have undergone transformation from one media to another. An integral part of the course will consist of observation of live performances in the area, culminating in a field trip to New York City. A fee of \$150.00 will be assessed class members to cover costs of performances, transportation, and housing and meals where applicable. *Prerequisites, Music 21 and/or Drama 21, or consent of instructor.*

221 INDIVIDUAL TUTORIAL IN THEATRE ARTS

MR. BARBER

Individual creative work based on the background and demonstrated talent of the student on a project in playwriting, acting, directing, or design established by mutual consent of teacher and student. *Prerequisite, consent of instructor.*



## Economics

PROFESSORS PATTERSON, RATLIFF. ASSOCIATE PROFESSORS AVINGER, NELSON.  
ASSISTANT PROFESSORS KINCAID, LINDSEY

*Area Requirement:* Any course numbered in the 100's will count toward the fulfillment of the area requirement in social science; however, the department recommends Economics 101.

*Major Requirements:* Courses 101, 102, 103, 104 (or Mathematics 148) 301, 401; and a minimum of five courses chosen from among the 110, 120, 130 and 200 series, with at least three of the four series being represented.

## 101 INTRODUCTION TO POLITICAL ECONOMY

STAFF

A study of the theories and institutions that organize and direct economic activities of modern man. The course is designed to prepare the student for intelligent understanding of domestic and international political-economic problems upon which every citizen must pass judgment, to serve as a foundation for further work in economics, and to complement study in other social sciences.

## 101-1 INTRODUCTION TO POLITICAL ECONOMY

STAFF

For students wishing to pursue Economics 101 (above) on an independent study basis.

## 102 MONEY, INCOME, AND EMPLOYMENT

MISS NELSON

Intermediate macroeconomics with special emphasis on the operation and control of monetary and banking systems and the role of money in economic activity; monetary theory; current monetary policy and problems. *Prerequisite, Economics 101 or consent of instructor.*

## 103 THE PRICE SYSTEM

MR. AVINGER

Intermediate microeconomic theory: a more advanced treatment of the central core of economic theory—value theory. The production and consumption activities of individual economic units are analyzed. Areas of concentration include the theory of consumer behavior, cost analysis, production and distribution theory, general equilibrium, and welfare criteria. *Prerequisite, Economics 101 or consent of instructor.*

## 104 STATISTICS

MR. LINDSEY

Same as Sociology 104. Theories and techniques of statistical analysis: probability, estimation and confidence intervals, tests of significance and hypotheses, regression and correlation, time series analysis and principles of index numbers.

## 111 INTRODUCTION TO ACCOUNTING

MR. LINDSEY

A comprehensive study of the theory and problems of valuation of assets, application of funds, corporation accounts and statements, and the interpretation of accounting statements.

## 112 ACCOUNTING THEORY

MR. LINDSEY

A study of the more complex problems in various areas of accounting, with emphasis on theoretical background and presentation. *Prerequisite, Economics 111.*

## 113 MANAGERIAL ECONOMICS

MR. KINCAID

A study of decision models for financial and non-financial problems such as production scheduling, capital budgeting, inventory, and pricing. Emphasis is on the theoretical basis for the various models studied as well as on the applicability of the models to solutions of realistic problems.

## 115 MATHEMATICAL ECONOMICS

MR. AVINGER

The application of mathematical analysis to economic theory. The calculus, differential and difference equations, and matrix algebra are applied to the theory of consumer behavior, the theory of the firm, and production and distribution theory. Other topics include input-output analysis and game theory. *Not offered 1973-74.*

## 121 ECONOMIC HISTORY OF THE UNITED STATES

MR. PATTERSON

A study of the technological, institutional, and intellectual developments and forces

that have exercised major influences and effects on the form and nature of the United States economy from colonial to modern times.

122 MACROECONOMIC ANALYSIS MISS NELSON

Neoclassical and Keynesian theories of aggregate economic activity; national economic accounting systems; economic fluctuations; critical consideration of macroeconomic policy and problems. *Prerequisite, Economics 102 or consent of instructor.*

123 INDUSTRIAL ORGANIZATION MR. AVINGER

Emphasis upon the theory, measurement, and history of the firm-structure of American industry, actual production and pricing policies, and criteria for evaluating industry conduct and performance. Government policies toward American industry—antitrust; regulation of public utilities, transportation, and communications; and public ownership—are discussed and analyzed. *Prerequisite, Economics 101 or consent of instructor. Not offered 1972-73.*

124 LABOR ECONOMICS MR. PATTERSON

A study of the history of the labor movement in the United States; of the organization, government, and activities of trade unions; and of labor legislation and the effects of the legislation on trade union activities.

125 PUBLIC FINANCE MR. RATLIFF

The public sector and economic welfare; public sector expenditures, revenues, and debt management; fiscal policy. *Prerequisite, Economics 101 or consent of instructor.*

131 HISTORY OF ECONOMIC THOUGHT MR. RATLIFF

The development and nature of economic thought from the ancient Greeks to the present, with particular attention to the classical, Marxian, Austrian, neoclassical, institutional, and Keynesian schools.

132 ECONOMIC SYSTEMS MR. PATTERSON

A study of the theoretical bases and the institutional characteristics of market-oriented and planning-oriented economic systems with special emphasis on the economies of the United States and Western Europe and the Soviet Union.

133 ECONOMIC DEVELOPMENT MISS NELSON

Analysis of economic development and growth in underdeveloped economies; comparative studies of advanced and underdeveloped economies; policies to promote development and growth.

134 INTERNATIONAL ECONOMICS MR. KINCAID

Fundamental principles of international economic relations, including the economic basis for international specialization and trade, policies affecting trade, the balance of international payments, and international finance. *Prerequisite, Economics 101 or consent of instructor.*

135 ECONOMICS OF SOUTH ASIA MR. RATLIFF

A study of the economic features, problems, and policies of the region.

201 SENIOR SEMINAR STAFF

Reading, research, papers, and discussion on current problems in economics. Each staff member will announce in advance the particular topic or area of his seminar. *Permission of instructor required for enrollment.*

## 295 INDIVIDUAL RESEARCH

Designed for the student who desires to pursue some special interest in economics. The research proposal must be approved in advance.

## STAFF

Courses  
Economics  
Education

## 301 EXTENDED STUDIES FOR JUNIORS

Each junior majoring in economics shall, by the beginning of the winter term of his junior year, submit to the Department for approval a proposed plan of extended studies. By definition, the scope of possible programs is extensive, and students are urged to be imaginative in pursuing their particular interests. The Department will furnish the student guidelines and suggestions for extended studies at the beginning of his junior year.

## 401 EXTENDED STUDIES FOR SENIORS

Each senior majoring in economics will satisfy the extended studies requirement by taking a comprehensive examination in economics which will include the GRE advanced test in economics. By mid-term of the winter term he shall submit to the Department (1) a list of the economics courses he has taken or is taking, (2) a list of economics books he has read or is reading, (3) the periodicals he is following to keep abreast of current events, and (4) a substantial research paper that he has written.



# Education

PROFESSORS BEVAN, KELTON, OSTWALT, ASSOCIATE PROFESSOR HIGHT

*Area Requirement:* Any course for which the student has the proper prerequisite may be counted toward the fulfillment of the area requirement in Social Science.

*Certification of Teaching:* Davidson College is approved by the North Carolina State Board of Education to grant certification for teaching at the high school level in the fields of English, French, German, Spanish, Latin, mathematics, science and social science. *More complete information about the teacher education program may be obtained from the Chairman of the Department of Education.*

## 121 HISTORY OF EDUCATIONAL THEORY AND PRACTICE

MR. OSTWALT

Traces historical development and underlying philosophies of educational institutions and practices in the Western World from the Classical to the Modern Periods; considers the roles and functions of the school in relation to other social institutions such as the state and the church.

141 CHILD AND ADOLESCENT PSYCHOLOGY

MR. OSTWALT

Same as Psychology 141. Individual development from infancy through adolescence, with emphasis on physical and motor, mental and language, emotional and social development. Includes special study of psychoanalytic, cognitive and behavioral theories of development. *Prerequisite, Psychology 101.*

142 EDUCATIONAL PSYCHOLOGY

MR. OSTWALT

Psychology of learning and instruction. Includes study of major contemporary learning theories, retention, transfer, motivation and thinking. Some attention will be given to practical aspects of educational technology and to assessment of individual behavior. *Prerequisite, Psychology 101.*

146 PSYCHOLOGICAL MEASUREMENT

MR. KELTON

Same as Psychology 46. Elementary treatment of the history, theory, and techniques of psychological measurement. Attention is given to the measurement of intelligence, academic achievement, personality, interests, differential, and special aptitudes. Includes limited experience in test administration and interpretation. *Prerequisite, Psychology 101. To be offered even numbered years.*

152 METHODS FOR TEACHING

MR. HIGHT

Study of procedures for the effective organization and presentation of subject matter in a particular academic discipline at the high school level. Up to one-fifth of this course will be taken under the direct supervision of one or more Davidson College professors in the subject matter department of certification. Includes directed observation and limited experience in actual teaching. *Prerequisite, approval of College Committee on Teacher Education.*

212-214 INTERNSHIP IN TEACHING

MR. HIGHT

Begins with extensive classroom observation, and concludes with three weeks of full-time teaching; minimum of 115 class periods of supervised teaching experience. *Credit: Two Courses. Prerequisite, approval of Director of Internship Teaching.*

216 SEMINAR IN SECONDARY EDUCATION

MR. HIGHT

Study of the history and function of the secondary school, secondary student, and the secondary school curriculum. Some attention will be given to diagnostic and remedial procedures for use with students in the high school environment. *Prerequisite, approval of the instructor.*

275 SEMINAR: SPECIAL TOPICS IN EDUCATION

MR. BEVAN

Topics will vary according to the educational objectives and preferences of interested students. *Prerequisite, approval of the instructor.*

295 INDEPENDENT STUDY IN EDUCATION

STAFF

Research in a specific area of education defined by a proposal and a bibliography submitted to the supervising member of the department not later than one month before the final registration for the term in which the course is to be taken. Weekly meetings with staff supervisor; major research paper and oral examination will be evaluated by at east two members of the department. *Prerequisite, approval of department chairman.*



# English

PROFESSORS BLISS, COLE, PURCELL. ASSOCIATE PROFESSORS ABBOTT, LLOYD.  
ASSISTANT PROFESSORS CORNWELL, HOLLAND

*Area Requirement:* Any English course numbered 21 or higher may be counted toward the fulfillment of the area requirement in Language, Literature, and the Arts.

*Major Requirements:* Twelve courses: ten at the 100 level or higher, (including 301 and 401) one seminar during the senior year, one course from 30-41, and one course from each of the areas listed below. Only one inter-disciplinary and only one advanced writing course may be counted toward the major in English. The two-year course in Humanities may be counted as the equivalent of two courses below the 100 level. Each major will take at the end of his senior year a written comprehensive examination (401) covering each of the following areas:

Area I: English literature to Milton—30, 31, 101, 102, 103, 104, 120, 160, 165

Area II: English literature from Milton to 1832—31, 104, 105, 107, 130, 160, 165

Area III: English literature from 1832 to the present—32, 108, 121, 131, 150

Area IV: American literature—40, 41, 140, 141, 142, 145

In preparing for this examination, each major will read from a departmental reading list during the spring term of the junior year.

*Honors Requirements:* Ten courses: eight at the 100 level or higher, including two seminars in the junior year, two seminars in the senior year, and English 295 during the senior year. Each honors candidate will take at the end of his senior year an oral examination on his thesis and one of the four areas listed above, and a written examination covering the other three. During the spring term of the junior year the honors candidate will be expected to begin work on his thesis under the supervision of his adviser.

21-24 *These courses are designed for the student who wants an introductory course in literature as well as practice in rhetoric; hence both area credit and credit in composition will be given for each course. There will be regular written assignments, with emphasis on short papers.*

21 ART OF PROSE

MR. ABBOTT, MR. CORNWELL, MR. LLOYD

A study of the major prose forms, with emphasis on the essay and fiction.

Courses English	22 THE ART OF THE POEM	MR. BLISS
	Introduction to the critical reading of poems.	
	23 INTRODUCTION TO LITERATURE	MR. CORNWELL, MR. HOLLAND, MR. LLOYD
	A study of poetry, fiction, and drama.	
	30 ENGLISH LITERATURE TO MILTON	MR. COLE
	English literature from its beginning through the Renaissance, with special emphasis on Chaucer, Spenser, Shakespeare, and Donne.	
	31 ENGLISH LITERATURE: MILTON TO 1832	MR. HOLLAND
	English literature from Milton through the Romantic period.	
	32 ENGLISH LITERATURE SINCE 1832	MR. HOLLAND
	English literature from the Romantic period to the present.	
	40 AMERICAN LITERATURE BEFORE 1870	MR. PURCELL
	Origins, nationalistic developments, and the American Renaissance.	
41 AMERICAN LITERATURE SINCE 1870	MR. PURCELL	
Realism and naturalism with particular attention to contemporary literature. <i>Not open to students electing English 143.</i>		
<i>Courses numbered 100 and higher are not open to freshmen except by permission of the instructor.</i>		
101 CHAUCER	MR. CORNWELL	
The major poems with some attention to other writers of the period.		
102 SHAKESPEARE'S POETIC DRAMAS	MR. BLISS	
Critical reading of selected plays.		
103 SHAKESPEARE	MR. LLOYD	
The tragedies and histories: a selection.		
104 MILTON	MR. COLE	
The poetry and selected prose.		
105 LITERATURE OF THE ENGLISH RENAISSANCE	MR. COLE	
Elizabethan sonneteers, Spenser, Jonson, Donne, and the metaphysical poets. <i>Not offered 1972-73.</i>		
106 EIGHTEENTH CENTURY LITERATURE	MR. COLE	
Intensive study of Swift, Pope, Johnson, and Boswell. <i>Not offered 1972-73. See 203A.</i>		
107 ROMANTIC LITERATURE	MR. HOLLAND	
The poetry and prose of the early nineteenth century.		
108 VICTORIAN LITERATURE	MR. LLOYD	
Readings in the prose and poetry of the period. <i>Not offered 1972-73.</i>		
120 ENGLISH DRAMA TO 1800	MR. ABBOTT	
A survey of English drama from medieval times to the end of the eighteenth century, excluding Shakespeare.		

- 121 MODERN DRAMA MR. ABBOTT  
A study of major American, British, and European dramatists of the last hundred years.
- 130 ENGLISH NOVEL TO DICKENS MR. HOLLAND  
A study of the origins of the novel in England and the principal novelists to Dickens. *Not offered* 1972-73.
- 131 ENGLISH NOVEL: DICKENS TO PRESENT MR. HOLLAND  
A study of the novel in England from late Victorian to modern times.
- 140 AMERICAN FICTION: NINETEENTH CENTURY MR. CORNWELL  
Major emphasis on Hawthorne, Melville, Mark Twain, James, and Crane.
- 141 AMERICAN FICTION: TWENTIETH CENTURY MR. CORNWELL  
A study of the short story, novella, and novel in the present century.
- 142 LITERATURE OF THE SOUTH MR. PURCELL  
Regional survey from literary beginnings to the present, with particular attention to the Southern Renaissance.
- 143 GROWTH OF AMERICAN REALISM MR. PURCELL  
American literature from 1870 to the present. *Not open to students electing English 41.*
- 145 AMERICAN LITERATURE AND RELIGIOUS THOUGHT MR. ABBOTT  
Same as Religion 145. A study of the religious thought of major American writers from the 17th century to the present. Emphasis on Edwards, Emerson, Hawthorne, Melville, Faulkner. *An inter-disciplinary course with Mr. Rhodes.*
- 150 MODERN POEMS IN ENGLISH MR. BLISS  
The development of modern poetry in English, from Hopkins through Stevens, with some attention to contemporary poems.
- 160 LITERARY CRITICISM MR. LLOYD  
Analytical and comparative reading of major critical works. *Not offered* 1972-73.
- 165 THE ENGLISH LANGUAGE MR. LLOYD  
History of the development of English sounds, syntax, and vocabulary. *Not offered* 1972-73. *See* 202A.
- 201, 202, 203 SENIOR AND HONORS SEMINAR  
Limited to ten students with preference to English majors. Permission of the instructor required.
- 201 VICTORIAN LITERATURE MR. LLOYD  
Studies in the poetry, prose, and drama of England in the latter nineteenth century.
- 202A THE ENGLISH LANGUAGE MR. LLOYD  
An introductory historical survey of English sounds, forms, syntax, lexicon, and style.

Courses English French	202B FILM AS NARRATIVE ART	MR. CORNWELL
	A study of the relationship between prose narrative and film, with emphasis on the literary origins and backgrounds of selected films, verbal and visual languages, and the problems of adaptation from novel and short story to film.	
	203A EIGHTEENTH CENTURY LITERATURE	MR. COLE
	An intensive study of Swift, Pope, and Samuel Johnson.	
	203B MARK TWAIN	MR. ABBOTT
	A reading of the major works from <i>Innocents Abroad</i> to <i>The Mysterious Stranger</i> , with special attention to conflicting schools of critical interpretation.	
	203C READINGS IN SCANDINAVIAN LITERATURE	MR. HOLLAND
	Readings in translation from Ibsen, Strindberg, Jacobsen, Hamsun and other Scandinavian writers, with some attention to the methods of comparative literature.	
	295 INDEPENDENT STUDY AND THESIS	STAFF
	296 INDEPENDENT STUDY IN CREATIVE WRITING	STAFF
	<i>Both 295 and 296 open to qualified students, including non-English majors, with permission of the instructor.</i>	
	301 EXTENDED STUDIES FOR JUNIORS	STAFF
	401 EXTENDED STUDIES FOR SENIORS	STAFF



## French

PROFESSORS EMBRY\*, GHIGO, WALKER, ASSISTANT PROFESSORS JACOBUS, MEEKS

*Area Requirement:* Any course numbered 20 or above will count toward the fulfillment of the area requirement in Language, Literature and the Arts.

*Language Requirement:* Completion of French 20 meets the foreign language proficiency required for the degree.

*Major Requirements:* Seven French courses numbered 135 or above, of which 136 or the equivalent, and either the sequence 141-2-3 or 144-5-6, are required. Comprehensive examination in the spring term of the senior year. Students

\*In France, 1972-73.

who do not study in a French-speaking country are required in the third term of their junior year to follow a program of independent study designated to familiarize them with the various aspects of French civilization. Courses  
French

**Honors Requirements:** In addition to the courses and comprehensive examination required for the major, the candidate for honors will take the Honors Course, French 208-209, during his senior year, will present an Honors Thesis and take an oral honors examination in French.

**Placement of Freshmen:** Achievement examination taken at Davidson College will be used for placement in French 1, 11, 20 or 136. Students who have achieved fluency in speaking and reading French and adequate knowledge of French civilization, including literature, will be excused from the language requirement after special examination. Normally, a student with two years of high school French will take French 11, with three years or more, 11, 20 or 136. All students who take a French course at Davidson *must* take the placement examination, if they present credits in French for entrance into the college.

**Study Abroad:** Courses at the University of Montpellier on Davidson College foreign study plan may be submitted for courses beyond French 20 with the approval of the department and the Vice President for Academic Affairs. A course of study in French during the Junior Year Career/Service Program may be substituted for French 11 and/or French 20 with prior approval of the department and the Vice President for Academic Affairs and satisfactory completion of an examination on return to the campus. *Study in France is strongly recommended for all French majors.*

#### 1 BASIC INTENSIVE FRENCH

MR. GHIGO

An intensive audio-visual course, *Vous avez la parole*, developed by the research center in Paris, France. It utilizes techniques of programmed learning. Requires five to ten hours work per week in the language laboratory.

#### 10 ELEMENTARY FRENCH

MR. GHIGO

Continuing development of skills in spoken French and concentration on developing reading skills. Work in language laboratory is an integral part of the course. With superior performance and supplementary readings, a student may take the examination for French 20 and receive credit for that course instead of French 10. *Prerequisite, French 1.*

#### 11 CONTINUING FRENCH

STAFF

Spoken and written French for students offering two or more years of high school French who do not meet the competency required for entrance into French 20, 135, or 136. Work in language laboratory is an integral part of the course. Not open to students who have taken French 1.

#### 16 READING FRENCH

MR. GHIGO

Limited to one single aspect of language study—learning to read as quickly as possible. Open only to juniors or seniors having already met the degree language requirement and who have no previous credits in French in either high school or college.

#### 20 INTERMEDIATE FRENCH

STAFF

Continuing development of skills in spoken and written French, with extensive reading, and introduction to writing French. Work in language laboratory is an integral part of the course. *Prerequisite, French 1-10 or 11, or by placement examination.*

Courses 135 INTRODUCTION TO FRENCH LITERATURE MR. JACOBUS  
French One of the following sequences will be offered:

Sequence A. Disintegrating Man:

Man has been "falling apart," losing control, going downhill, suffering identity crises as long as man has been man. Pursuing this theme dialectically through Balzac, Flaubert, Beckett, Racine, Ionesco, Rousseau, Robbe-Grillet, Baudelaire, Rimbaud, and Apollinaire, discussions will ask: What is man for each author and for his age? What are the constants of the various literary forms? To what extent does a world view shape literary form and vice versa? Conducted in French.

Sequence B. Games People Play:

A course similar to 135A but concentrating on expressions of intersubjective relationships. Readings from medieval lyrics, Marot, Ronsard, Racine, La Fontaine, Moliere, Voltaire, Marivaux, Diderot, Constant, Camus, Genet, Eluard, Adamov, Anouilh.

Sequence C. Song of the Self:

A course similar to 135A but concentrating on confessions of the inner self. Readings from among Montaigne, Du Bellay, Pascal, the Baroque poets, Rousseau, Baudelaire, Saint-Exupery, Mallarme, Proust, Beckett, Gide, Char, Michaux.

136 FRENCH CONVERSATION AND COMPOSITION MR. JACOBUS

Training to develop fluency of the student already proficient. *Prerequisite, French 20 or equivalent.*

137 FRENCH CIVILIZATION MR. JACOBUS

Reading, discussion, and presentation in French of the social, economic, and political structure of France, its geography, history, music, and art. *Prerequisite, French 20 or equivalent. Required for sophomores going to France on the JYA Program.*

141 FRENCH LITERATURE OF THE 17TH CENTURY MR. WALKER

A study of the rise and development of French Classicism. Conducted in French. *Prerequisite, French 135, permission of instructor. Offered in even numbered years.*

142 FRENCH CLASSICAL DRAMA MR. WALKER

The works of Corneille, Racine and Moliere. Conducted in French. *Prerequisite, French 135, or permission of instructor.*

143 A MAJOR FRENCH DRAMATIST MR. WALKER

Intensive study of the works of a classical dramatist. Conducted in French. *Prerequisite, French 135, or permission of the instructor. Offered in odd numbered years.*

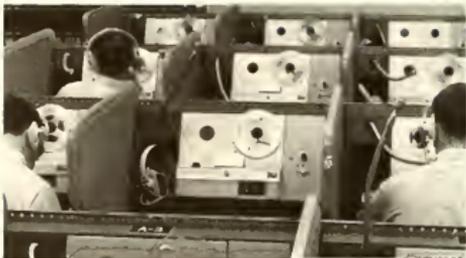
144 FRENCH LITERATURE OF THE 19TH CENTURY MR. GHIGO

The development of French literature in the 19th century with reading of representative works. Conducted in French. *Prerequisite, French 135, or permission of instructor. Offered in odd numbered years.*

145 FRENCH NOVEL OF THE 19TH CENTURY MR. EMBRY

A study of the development of the French novel with reading of representative works. Conducted in French. *Prerequisite, French 135, or permission of instructor. Offered in odd numbered years.*

146 FRENCH POETRY FROM BAUDELAIRE TO RIMBAUD	MR. JACOBUS	Courses French
Through a study of the giants of modern French poetry, an attempt to determine: What makes a poem a poem, what makes a Symbolist a Symbolist: Special scrutiny of linguistic, psychic, and temporal structures in the poetic process. In French. <i>Prerequisite, French 135, or permission of the instructor.</i>		
TUTORIALS, SEMINARS, AND INDEPENDENT STUDY		
<i>These courses are offered on demand (unless otherwise stated) and with the consent of the department.</i>		
201 FRENCH LITERATURE 1100-1600	MR. GHIGO	
Literature of the Middle Ages and the Renaissance with emphasis on the medieval epic and romance, Villon, Rabelais, Montaigne, and the Pleiad.		
202 AGE OF ENLIGHTENMENT	MR. GHIGO	
A study of ideology from the Revocation of the Edict of Nantes to the French Revolution, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot.		
203 ADVANCED FRENCH LANGUAGE	MR. WALKER	
Advanced study of French grammar, composition, translation, and phonetics. <i>Prerequisite, French 136 or equivalent.</i>		
204 SENIOR SEMINAR	STAFF	
Advanced study of the development of French literature with readings in areas not previously covered by the student. <i>Prerequisite, French 141-2-3, or 144-5-6, or the equivalent.</i>		
206 FRENCH LITERATURE SINCE 1870	MR. MEEKS	
French literature since 1870 with emphasis on Gide, Proust, Martin du Gard, Giraudoux, Anouilh, Sartre and Camus. Conducted in French.		
207 CONTEMPORARY FRENCH LITERATURE	MR. MEEKS	
French literature from 1940 to the present. Emphasis is on new forms of novel, theatre, and poetry. Conducted in French.		
208-209 SENIOR HONORS AND THESIS	STAFF	
301 EXTENDED STUDIES FOR JUNIORS	STAFF	
401 EXTENDED STUDIES FOR SENIORS	STAFF	



## German

PROFESSOR PINKERTON. ASSOCIATE PROFESSORS WINKLER, WRUCK. ASSISTANT PROFESSORS EPES, FISHER

*Area Requirement:* Any course numbered 20 or higher may be counted toward the fulfillment of the area requirement in Language, Literature, and the Arts.

*Language Requirement:* Completion of German 20 meets the foreign language proficiency required for the degree.

*Major Requirements:* Seven courses above the 20 level, which must include 151, 152, 171, or their equivalents, and a comprehensive examination during the third term of the senior year. The Extended Studies 301 requirement for the junior year is met by independent study, under direction of a staff member, from the departmental reading list. This study represents partial preparation for the comprehensive examination, which is the senior Extended Studies 401 requirement.

*Honors Requirements:* Seven courses above the 20 level, which must include 151, 152, 171 or their equivalents, 291, and/or 292, and a comprehensive examination during the third term of the senior year. The Extended Studies requirement for the junior year is met by independent study, under direction of a staff member, from the departmental reading list. This study represents partial preparation for the comprehensive examination, which is the senior year Extended Studies requirement.

*Placement of Freshmen:* Achievement examination taken previously or at Davidson College will be used for placement or exemption. Students having studied German in high school will be placed in German 10, German 20, or at a higher level (which exempts the language requirement) depending upon examination results. Students failing to place in German 20 or higher, but with two years of high school German, should normally take Germany 11 but may take German 10.

*Study Abroad:* Courses taken at the Philipps University, Marburg, under the Davidson College Foreign Study plan may be substituted for courses beyond German 20 with the approval of the department. With such approval in advance, credit will also be granted for other courses (e.g., at a Goethe-Institut) upon satisfactory completion of an examination. *Study in Germany is strongly recommended for all German majors.*

1	ELEMENTARY GERMAN I	STAFF	Courses German
	For beginners. Extensive oral drill, grammar, and reading of selected German texts. Simple conversation and composition. Credit will not be given without German 20 unless the foreign language proficiency requirement has already been satisfied. Work in the language laboratory is an integral part of the course.		
10	ELEMENTARY GERMAN II	STAFF	
	A continuation of Elementary German I.		
11	INTENSIVE CONTINUING GERMAN	STAFF	
	An intensive review of elementary German, designed specifically for those students who have previously studied some German, but who fail to place above German 10. The course substitutes for German 10 for such students, and prepares for admission to German 20.		
16	READING GERMAN	STAFF	
	An accelerated introductory course designed specifically for those students who need a reading knowledge of German. Open only to students who have passed the degree requirements for foreign language, who have no previous credit for German, and who have shown aptitude for the study of foreign language.		
20	INTERMEDIATE GERMAN	STAFF	
	Continued drill in grammar, conversational practice and extensive reading of selected texts, toward the end of developing the ability to cope with German of moderate difficulty. Work in the language laboratory is required in the interest of speaking and comprehension skills.		
151	INTRODUCTION TO GERMAN LITERATURE—NINETEENTH CENTURY		
152	INTRODUCTION TO GERMAN LITERATURE—TWENTIETH CENTURY		
	Close reading of selected masterpieces of the period. Intensive practice in composition and conversation about the works read. <i>Prerequisite for either course: German 20, or its equivalent, or by consent of staff.</i>		
171	ADVANCED GRAMMAR, COMPOSITION, AND CONVERSATION	STAFF	
	A course, to be conducted largely in German, to give students practice in writing German and in developing the student's spoken German. <i>Prerequisite, German 151 or equivalent or consent of staff.</i>		
SEMINARS AND TUTORIALS			
	The following courses will be seminars and tutorials. Those courses offered in a given term will be determined by needs of students and availability of personnel. <i>Prerequisite, 151, 152 or equivalent and with consent of the staff.</i>		
201	GERMAN LINGUISTICS		
202	MIDDLE HIGH GERMAN LITERATURE		
203	RENAISSANCE AND REFORMATION		
204	THE BAROQUE ERA		
205	THE EARLY EIGHTEENTH CENTURY (1700-1748)		
206	GOETHE		
207	SCHILLER		

208 ROMANTICISM

209 NINETEENTH CENTURY LITERATURE AFTER THE ROMANTIC MOVEMENT

210 TWENTIETH-CENTURY LITERATURE

211, 212 STUDIES IN GERMAN LITERATURE OR LINGUISTICS

Topics to be arranged on demand and to include periods and topics other than those listed in 201 through 210, and to include genres.

291 SENIOR THESIS

This course may be taken during any term of the senior year. The student will do research leading to a thesis under the guidance of one or more members of the department.

301 EXTENDED STUDIES FOR JUNIORS

401 EXTENDED STUDIES FOR SENIORS



## History

PROFESSORS LESTER, DAVIDSON, JOHNSTON, MCGEACHY, SPENCER. ASSOCIATE PROFESSOR PATTERSON. ASSISTANT PROFESSORS EDMONDSON, PARTIN

*Area Requirement:* Any course in history may be counted toward the fulfillment of the area requirement in social science. Credit for history obtained in the Humanities Program or by the Advanced Placement Examination in American or European History of the College Entrance Examination Board may also be counted toward the fulfillment of the area requirement.

*Major Requirements:* Eight courses in history and Extended Studies 301 and 401 are required for a major in history. Two of the eight courses may be counted toward the fulfillment of the area requirement in social science. The Humanities Program or credit by the Advanced Placement Examination in American European History of the College Entrance Examination Board may be counted for two courses in a history major. Students planning to do graduate study in history are strongly advised to include History 111 (Historiography) in their major program. Extended Studies 301 for history majors consists of preparation for and passing of a two hour written comprehensive examination in the spring term of the junior year on one of the following fields: (1) Ancient History;

(2) Medieval History; (3) European History, 1300-1715; (4) European History since 1715; (5) English History; (6) American History. Extended Studies 401 for history majors consists of preparation for and passing of a four hour written comprehensive examination in the spring term of the senior year on two fields other than the field elected for examination in Extended Studies 301. Ordinarily a significant part of the preparation for the comprehensive examinations in Extended Studies 301 and 401 will be done in various courses taken in each of the three fields. Reading lists for the examinations are available from the History Department, and members of the department teaching in the various fields will advise students concerning their preparation.

*Honors Requirements:* The departmental honors program in history with emphasis on directed individual study, depth, research, and attainment of excellence consists of eight courses including History 111 (Historiography, two of the following tutorial sequence: History 231, 232, 233 (European History); History 251, 252, 253 (English History); History 261, 262, 263 (American History); History 299 (Research and Thesis), and Extended Studies 301 and 401. Extended Studies 301 in the history honors program consists of preparation for and passing of a three hour written comprehensive examination in the spring term on the tutorial sequence taken in the junior year. Extended Studies 401 consists of preparation for and the passing of a three hour written comprehensive examination in the spring term on the tutorial sequence taken in the senior year and an oral examination on historiography and the honors thesis.

103 WESTERN CIVILIZATION FROM THE RENAISSANCE TO 1815

MR. EDMONDSON, MR. PARTIN

An introduction to the development of Western Civilization from the Renaissance through the era of the French Revolution, with emphasis upon the character and growth of political, economic and religious institutions of the modern era. *Not open to students taking the Humanities Program.*

104 WESTERN CIVILIZATION SINCE 1815

MR. EDMONDSON, MR. PARTIN

An introduction to the development of Western Civilization from the revolutionary era to the present, with emphasis upon the character and growth of political, economic, and religious institutions of the modern era. *Not open to students taking the Humanities Program.*

111 HISTORIOGRAPHY

MR. PATTERSON

A study of the nature and purpose of history, various schools of historical interpretation, and works of representative historians of Classical and Western Civilization.

121 THE ANCIENT WORLD OF ALEXANDER THE GREAT

MR. MCGEACHY

Pre-literary history; the ancient river valley civilizations of Egypt and Mesopotamia; the empires of the Near East; the pre-Greek civilization; and the Hellenic period of Greek history.

122 THE ANCIENT WORLDS: THE HELLENISTIC AND ROMAN PERIODS

MR. MCGEACHY

Greece in the Age of Alexander the Great; the Hellenistic monarchies; the rise of Rome; the Roman Republic; and the Roman Empire to the age of Constantine.

123 THE EARLY MIDDLE AGES TO A.D. 1000

MR. MCGEACHY

The Later Roman Empire from the age of Constantine; the decline of ancient civilization; the development of Christianity and the rise of the papacy; the Barbarian Invasions and Germanic Kingdoms; the Byzantine Empire; the growth of Islam; the

Carolingian Empire; the feudal system, manorialism, and the cultural development of the Early Middle Ages.

124 THE LATER MIDDLE AGES, A.D. 1000-1500 MR. McGEACHY

The revival of town life; the conflict of empire and papacy; the Crusaders; growth of the dynastic monarchies; church and state; economic expansion and cultural developments of the Later Middle Ages.

131 EUROPE DURING THE RENAISSANCE AND REFORMATION MR. PATTERSON

A study of the economic, social, political, and cultural changes in Europe during the era of transition from medieval to modern. Deals with the period from about 1300 to 1560.

132 EUROPE DURING THE SEVENTEENTH CENTURY MR. PATTERSON

The crisis of late sixteenth and seventeenth-century Europe and the revolutions in Spain, the Netherlands, France, Germany, and England. The character of the emerging states and national cultures of Europe from about 1560 to 1715.

135 EIGHTEENTH CENTURY EUROPE MR. PARTIN

A study of the major social, political, and ideological currents in Europe from the death of Louis XIV to the end of the Napoleonic era. Particular emphasis is placed upon the Enlightenment and the French Revolution.

136 NINETEENTH CENTURY EUROPE MR. PARTIN

A study of European history from the Congress of Vienna to the eve of the First World War. Particular attention will be paid to the impact of liberalism, nationalism, and technology upon continental politics and diplomacy.

137 THE CONTEMPORARY WORLD, 1914-1939 MR. EDMONDSON

A brief survey of the origins and course of World War I; an analysis of the world between the two global conflicts, with particular emphasis on the problem of peace-making, the development of new political, cultural, and social forms, and the stirring of the non-western areas; and an examination of the breakdown of collective security and the outbreak of World War II.

138 THE CONTEMPORARY WORLD SINCE 1939 MR. EDMONDSON

A brief survey of World War II; an intensive examination of the origins and course of the Cold War; an investigation of the end of colonialism and the rise of the non-western nations; discussion of recent social and cultural developments.

151 HISTORY OF ENGLAND TO 1688 MR. LESTER

A survey of English constitutional and legal development before 1485 and a more intensive study of the political and social history of the Tudor and Stuart periods.

152 HISTORY OF ENGLAND SINCE 1688 MR. LESTER

A study of the political and social history of England since the Glorious Revolution, with some attention to the evolution of the British Empire-Commonwealth.

161 ORIGINS OF THE UNITED STATES MR. LESTER

The English background, the colonial experience in the development of political and social institutions and ideas, the American Revolution, and the formation of the state and federal constitution.

162 THE AGE OF JEFFERSON AND JACKSON MR. LESTER

The political and social history of the United States from 1789 to 1848, with emphasis on political thought and practice.

## 165 THE UNITED STATES, 1848-1900

MR. JOHNSTON  
Courses  
History

The transition from an agrarian federal union to an industrial nation, with emphasis on the causes of the Civil War, the war-time problems of the Union and the Confederacy, the adjustments of Reconstruction, the rise of big business and its regulation, and agrarian discontent.

## 166 TWENTIETH CENTURY UNITED STATES

MR. JOHNSTON

An intensive study of political, economic, and social developments in the United States from 1900 to the present.

## 171 AMERICAN THOUGHT AND CIVILIZATION TO 1865

MR. DAVIDSON

The history and growth of American thought from the beginnings to the Civil War. Selected aspects of American Society, such as economic philosophies, religious and educational thought, together with their expression in literature and the fine arts, are emphasized.

## 172 AMERICAN THOUGHT AND CIVILIZATION SINCE 1865

MR. DAVIDSON

The history and growth of American thought from the Civil War to the present time. Selected aspects of American Society, such as economic philosophies, religious and educational thought, together with their expression in literature and the fine arts, are emphasized.

## 175 HISTORY OF THE UNITED STATES FOREIGN POLICY TO WORLD WAR I

MR. LESTER

The foreign relations of the United States from the winning of independence to intervention in World War I, with emphasis on the period from 1889 to 1919. *Not offered 1972-73.*

## 176 HISTORY OF UNITED STATES FOREIGN POLICY SINCE WORLD WAR I

MR. LESTER

The role of the United States in the search for international order during the inter-war period, the diplomacy of World War II, the Cold War, and Co-existence. *Not offered 1972-73.*

## 178 THE SOUTH SINCE RECONSTRUCTION

MR. JOHNSTON

Political, economic, and social issues of the modern South, such as party politics and the race question, the rise of industry, the Populist Movement, and development in education, literature, and religion. *Not offered 1972-73.*

## 181 MODERN INDIAN HISTORY TO 1900

MR. GAIGE

The rise of European power on the Indian sub-continent from the arrival of the first European traders in the sixteenth century to the high point of the British Empire at the end of the nineteenth century; effects of British rule on the economic and social fabric of traditional Hindu society.

## 182 MODERN INDIAN HISTORY SINCE 1900

MR. GAIGE

The foundations of national consciousness in India, growth of the Indian and Pakistani national movements, the independence struggle, partition and the establishment of India and Pakistan as nation states; integration of traditional and modern cultural values in the twentieth century Indian setting.

## 183 CIVILIZATION OF SOUTH ASIA

MR. GAIGE, MR. PLUNKETT

An introduction to the cultural history of the Indian sub-continent, with an emphasis on the literary and artistic achievements of the ancient medieval periods.

- Courses  
History
- 184 CIVILIZATION OF SOUTH ASIA MR. GAIGE, MR. PLUNKETT  
An introduction to the economic, social, and political history of modern India and Pakistan.
- 231, 232, 233 TUTORIAL IN EUROPEAN HISTORY MR. EDMONDSON,  
MR. PATTERSON, MR. PARTIN  
Directed individual studies in European history since the Renaissance. *Admission by consent of the History Department.*
- 251, 252, 253 TUTORIAL IN ENGLISH HISTORY MR. LESTER, MR. PATTERSON  
Directed individual studies in English history. *Admission by consent of the History Department.*
- 261, 262, 263 TUTORIAL IN AMERICAN HISTORY MR. JOHNSTON, MR. LESTER  
Directed individual studies in American history. *Admission by consent of the History Department.*
- 290 SEMINAR IN HISTORY  
Members of the History Department occasionally offer seminars on specialized subjects in their respective fields. Seminars are limited to ten students. Emphasis is placed on extensive reading, the use of primary sources and the writing of papers. *Admission by consent of the History Department.*
- Seminar Subject for 1972-73:  
THE ROOTS OF CURRENT RACIAL TENSIONS MR. SPENCER  
Historical background of such basic elements in the current racial crisis as accommodation, protest, black separatism, pan-Africanism, black radicalism and white backlash.
- 299 RESEARCH AND THESIS STAFF  
Directed individual research in primary sources and the writing of a thesis. *Admission by consent of the History Department.*
- 301 EXTENDED STUDIES FOR JUNIORS
- 401 EXTENDED STUDIES FOR SENIORS



## Humanities

*First Year:* Professors Abernethy (Philosophy), Cole (English), Labban (Classics), McGeachy (History), Polley (Religion), Rhodes (Religion). Associate Professor Kaylor (Religion), Assistant Professor French (Classics).

*Second Year:* Professors Maloney (Religion), Walker (French), Associate Professors Abbott (English), Patterson (History), Assistant Professors Edmondson (History), Epes (German), Manning (Physics).

The Humanities Program is an interdisciplinary course which enables a student in two years to satisfy the following area requirements: two courses in Section 1 of Area I, Language and Literature; two courses in Religion or one course each in Religion and Philosophy; two courses in History and Political Science. *Advanced placement credit in all the above courses must be forfeited by the student electing Humanities.*

This course is open to the first one hundred freshmen who apply for it. If elected it must be continued through the sophomore year to receive credit. Instruction is by general lectures and teaching aids to the entire group of students, frequent discussion sessions in small groups, and conferences of individual students with instructors. Effective communication in oral and written English is stressed.

### 111-112-113 THE WESTERN TRADITION TO THE RENAISSANCE STAFF

A study of the development of Western Culture in its historical, religious, literary, artistic, and philosophical aspects from its origins in the Ancient Near East to the Renaissance.

### 121-122-123 THE WESTERN TRADITION FROM THE RENAISSANCE TO THE PRESENT STAFF

A study of the development of Western Culture in the modern world with particular emphasis upon its historical, literary, religious, political, economic, artistic, and philosophical aspects. *Prerequisite, Humanities 111-112-113.*

### 200 INDEPENDENT STUDY STAFF

(Enrollment limited to seniors with specific permission of the Second Year Humanities Staff). Individual work with a member of the Second Year Humanities Staff, independent study related to the material of the course, and participation in the conduct of discussions. *Prerequisite, Humanities 121-122-123.*



# Mathematics

PROFESSORS BERNARD, JACKSON, KIMBROUGH, MCGAVOCK. ASSOCIATE PROFESSORS KING, ROBERTS, STROUD. ASSISTANT PROFESSOR KLEIN.

*Area Requirement:* All mathematical courses will count toward the fulfillment of the area requirement in Natural Science and Mathematics but note should be taken that course credit will be awarded for at most one mathematics course numbered below 25. Credit for Mathematics 25 and 26 may be obtained by departmental approval of the College Entrance Examination Board.

*Major Requirements:* (1) Eight mathematics courses numbered above 99 and including Mathematics 131, 132, 135, 142 or 143 or 148, and 151. Philosophy 205 or Education 152 may be substituted for one unspecified mathematics course. (2) During the winter term of the Junior Year students will read in the foundations and philosophy of Mathematics and take a written examination at the end of that term—this is to meet the Extended Studies 301 requirement. (3) In the Senior Year each major will be assigned a departmental adviser under whose direction the student will read in the areas of the history and folklore of mathematics. The student will be required to keep a journal of his readings which will be examined from time to time by his adviser—this is to meet the Extended Studies 401 requirement.

*Graduate School:* A student intending to go to graduate school in pure mathematics should include Mathematics 141, 163, 164, 152, and a seminar in his program if he expects to receive an unqualified recommendation from the department. If he intends to do graduate work in applied mathematics, he should include Mathematics 142, 143, 144, 163, 164 and a seminar if he expects to receive an unqualified recommendation from the department. He should take the Advanced Placement Examination in Mathematics of the College Entrance Examination Board during the late fall of his Senior Year. The language elected should be German or French.

*Certifications for Secondary School Teaching:* A student intending to receive state certification in teaching secondary school mathematics should include Mathematics 141 or 203 in his program.

## 21 INTRODUCTION TO COMPUTING

STAFF

The basic characteristics and properties of computers and computer languages, Algorithms and the algorithmic formulation of methods for the solution of numeri-

cal and non-numerical problems on a computer. The student will be required to write and to run a number of FORTRAN programs. Freshmen and sophomores will be given preference in enrollment for this course. Course credit may be obtained for only one mathematics course numbered below 25.

22 INTRODUCTION TO PROBABILITY STAFF

The course confines itself to probability in finite sample spaces and hence no calculus is required. Included are Bayes formula, independent events, mean and standard deviation of a random variable, the binomial distribution and some applications to testing a statistical hypothesis. Course credit may be obtained for only one mathematics course numbered below 25.

25 CALCULUS I STAFF

An introduction to the calculus including a study of functions, derivatives, rates of change, maxima and minima, the mean value theorem, definite integrals, fundamental theorem of calculus, and techniques and applications of integration.

26 CALCULUS II STAFF

A further development of the theory and methods of calculus including the theory of limits, polar coordinates and parametric equations, inverse functions, Taylor's formula and the binomial expansion, infinite series, complex numbers, and an introduction to differential equations. *Prerequisite, Mathematics 25.*

131 CALCULUS III STAFF

A course in functions of several variables including vectors, differentiation of vectors, partial differentiation, the gradient, directional derivatives, potential functions, line integrals, Taylor's formula, maxima and minima, and multiple integrals. *Prerequisite Mathematics 26.*

132 LINEAR ALGEBRA STAFF

Vector spaces, linear transformations and matrices, characteristic values and vectors of linear transformations, bilinear and quadratic forms. Suggested as a sophomore course. *Prerequisite, Mathematics 26.*

135 INTRODUCTION TO COMPLEX ANALYSIS MR. KLEIN

Complex numbers, sequences and series of complex numbers, Fourier series, the differentiation and integration of functions of a complex variable. Cauchy's Theorem, the Cauchy Integral Formula and its consequences, residues, contour integrals and other applications. *Prerequisite, Mathematics 131.*

141 INTRODUCTION TO TOPOLOGY MR. BERNARD

The major emphasis will be on an introduction to general metric and topological spaces. Included will be the concepts of completeness, compactness, connectedness, and fixed point theorems. A heuristic discussion of linear graphs and classification of closed surfaces will be included. *Prerequisite, Mathematics 131.*

142 ELEMENTARY DIFFERENTIAL EQUATIONS MR. KIMBROUGH, MR. ROBERTS

A study of the more common types of ordinary differential equations. *Prerequisite, Mathematics 26.*

143 NUMERICAL ANALYSIS I MR. ROBERTS

Introductory topics in numerical analysis including finite difference calculus, solution of equations by iteration, and error analysis. The NCR Century 100 installation is used as a computing laboratory. *Prerequisite, 142 and a working knowledge of Fortran or permission of the instructor.*

144 NUMERICAL ANALYSIS II

MR. ROBERTS

A continuation of Mathematics 143 including additional topics on approximation of functions, numerical integration, and solution of differential equations. *Prerequisite, Mathematics 143.*

148 PROBABILITY

MR. JACKSON

A study of probability theory relative to both discrete and continuous probability laws. Topics include independence and dependence, mean, variance and expectation, random variables, jointly distributed probability laws, Chebyshev's Inequality and a version of the Central Limit Theorem. Applications of probability theory are approached through a variety of idealized problems. Designed to give preparation for an intensive graduate level course in mathematical statistics as well as to provide a fairly rigorous compact package of probability theory. *Prerequisite, Mathematics 131.*

151 ABSTRACT ALGEBRA I

MR. KLEIN, MR. STROUD

An introduction to the theory of groups, rings, fields, vector spaces, and modules. Topics studied include normal subgroups, quotient groups, homomorphisms, automorphisms, Cayley's theorem, permutation groups, ideals, Euclidean rings, the field of quotients of an integral domain, dual spaces, and inner product spaces. *Prerequisite, Mathematics 132.*

152 ABSTRACT ALGEBRA II

MR. KLEIN, MR. STROUD

A further study of such topics as extension fields, straight-edge and compass constructions, Galois theory, and solvability by radicals. *Prerequisite, Mathematics 151.*

163 REAL ANALYSIS I

MR. KING

Development of the real number system, metric spaces, sequences and series, continuity differentiation. *Prerequisite, Mathematics 135 or consent of instructor.*

164 REAL ANALYSIS II

MR. KING

The Riemann-Stieljes integral, sequences and series of functions, functions of several variables, the Lebesgue integral. *Prerequisite, Mathematics 163.*

201 ALGEBRA SEMINAR

MR. STROUD

*Prerequisite, consent of the instructor. Not offered 1972-73*

202 ANALYSIS SEMINAR

MR. JACKSON

*Prerequisite, consent of the instructor.*

203 TOPOLOGY SEMINAR

MR. KING

*Prerequisite, consent of the instructor.*

301 EXTENDED STUDIES FOR JUNIORS

401 EXTENDED STUDIES FOR SENIORS



# Military Science

PROFESSOR COLONEL FOSTER, ASSISTANT PROFESSORS MAJOR DIXON, MAJOR ALLEN, CAPTAIN WHITE, CAPTAIN CUNNINGHAM, CAPTAIN SEVERN

Each course in Military Science is divided into several subcourses, each being a complete subject within itself. Freshmen have one class hour each week for three terms and one hour leadership laboratory each week during the fall or spring term. Sophomores have two hours of class instruction for two terms and a two hour laboratory during the fall or spring term. Students may elect class for fall and winter terms or winter and spring term. The students who take class during the fall and winter terms will schedule the laboratory during the fall term. The students who take class during the winter and spring terms will schedule the laboratory during the spring term. Juniors and Seniors have four class hours each week during any one of the three terms and two hours of laboratory each week during the fall or spring terms. The students who take class during the fall or spring term must take lab during the same term. The student who takes class in the winter term may elect to take lab in the fall or spring term.

Freshmen, junior and senior students will select one elective each year from the following areas: Effective Communications, Science Comprehension, General Psychology, or Political Development and Political Institutions.

## 21 MILITARY SCIENCE COURSE I

Organization of the Army and ROTC; American Military History; Introduction to Basic Tactics; Leadership and Management; Army Orientation.

## 22 MILITARY SCIENCE COURSE II

Principles of Land Navigation; Small Unit Tactics; continuation of American Military History; Effective Writing.

## 31 MILITARY SCIENCE COURSE III

The conceptual methods of leadership and management; Teaching Principles; Branches of the Army; Small Unit Tactics and Communications; Internal Defense and Development.

## 41 MILITARY SCIENCE COURSE IV

Administrative Management; Military Law; The Military Team; Obligations and Responsibilities of an Officer; The Position of the United States in the Contemporary World Scene.



# Music

PROFESSORS PLOTT, WELSH. ASSOCIATE PROFESSOR RICHEY. INSTRUCTOR JACKSON\*

*Area Requirement:* Any course may be counted toward the fulfillment of the area requirement in Language, Literature, and the Arts. The department recommends 21.

*Major Requirements:* 101, 102, 103, 104; three courses chosen from 201, 202, 203, 204; and two additional music courses. All majors, after consultation with the Music Department staff, shall choose from the following their special projects for the spring terms of the junior and senior year:

- I. Recital.
- II. Arrangement or transcription of a work originally composed for another medium.
- III. A composition over and above the course requirement.
- IV. Research projects:
  - A. Historical problems.
  - B. Current problems.
- V. Special projects in conducting.

## 21 INTRODUCTION TO MUSIC IN WESTERN CIVILIZATION

STAFF

Designed for students who have had but slight contact with the art. Works of important masters from all periods will be studied with the aim of developing wider understanding of music through intelligent listening. *No prerequisite. No musical training required. Not open to music majors.*

### 101 THEORY

MR. WELSH

Basic musical concepts; structure and analysis of basic chords and their inversions; ear-training and sight-singing.

### 102 THEORY

MR. WELSH

A study of melodic and harmonic function within the four-part chorale style; continuing ear-training and sight-singing. *Prerequisite, Music 101.*

### 103 THEORY

MR. RICHEY

Analytical and creative study of chromaticism in one-through-four-part writing; continuing ear-training and sight-singing. *Prerequisite, Music 102.*

\*On Leave 1972-73.

- 104 THEORY MR. RICHEY Courses  
Music  
Advanced four-part writing with special emphasis on melodic structure in small forms; continuing ear-training and sight-singing. *Prerequisite, Music 103.*
- 105 EIGHTEENTH CENTURY COUNTERPOINT MR. RICHEY  
The writing of simultaneous melodies within a harmonic context. *Prerequisite, Music 104.*
- 201 SEMINAR: ANCIENT MUSIC MR. WELSH  
Pre-Christian Greek, Hebrew, and Oriental music; the music of the early Church, especially plainsong and organum; the growth of modal polyphony to its climax in the Renaissance. *To be offered in even numbered years. Prerequisite, Music 101 or permission of the instructor.*
- 202 SEMINAR: BAROQUE MUSIC MR. WELSH  
The birth and development of opera, instrumental forms and styles, and a whole new musical vocabulary, culminating in the works of Bach and Handel. *To be offered in even numbered years. Prerequisite, Music 101 or permission of the instructor.*
- 203 SEMINAR: CLASSICAL AND ROMANCE MUSIC MR. WELSH  
The formal perfection of Haydn and Mozart; the *struggle* between form and content from Beethoven to Wagner and Brahms; the *rise of* musical nationalism. *To be offered in odd numbered years. Prerequisite, Music 101 or permission of the instructor.*
- 204 SEMINAR: MODERN MUSIC MR. WELSH  
The search for new sounds and forms and perhaps for a new definition of music itself from Impressionism to electronics, with emphasis on the works of Stravinsky, Schoenberg, Hindemith, and Bartok. *To be offered in odd numbered years. Prerequisite, Music 101 or permission of the instructor.*
- 205 CONDUCTING MR. PLOTT  
Designed for students who plan to do both choral and instrumental conducting. Emphasis on technique, rehearsal procedure, literature and stylistic practices. *Prerequisite, Music 104.*
- 206 ORCHESTRATION MR. JACKSON  
History, technical limitations and use of modern orchestral instruments. Study of scores and instrumental scoring technique. *Prerequisite, Music 104. Not offered 1972-73.*
- 207 COMPOSITION MR. RICHEY  
The completion of at least one original work which uses modern musical language with a pre-determined small form. Performance will be arranged whenever possible. *Prerequisite, Music 105.*
- 208 ADVANCED COMPOSITION MR. RICHEY  
The completion of at least one original work which uses modern musical language within a pre-determined large form. Performance will be arranged whenever possible. *Prerequisite, Music 207.*
- 209 SEMINAR I—PERFORMING ARTS: OPERA AND DRAMA MR. BARBER  
Same as Drama 209. This course consists of a thorough analysis of selected operas

Courses  
Music

and dramas with emphasis on those which have undergone transformation from one media to another. An integral part of the course will consist of observation of live performances in the area, culminating in a field trip to New York City. A fee of \$150.00 will be assessed class members to cover costs of performances, transportation, and housing and meals where applicable. *Prerequisite, Music 21 and/or Drama 21, or permission of the instructors. Limited to 10 students.*

295 INDEPENDENT STUDY IN MUSIC

301 EXTENDED STUDIES FOR JUNIORS

40F EXTENDED STUDIES FOR SENIORS

STAFF

## Applied Music

*Applied Music:* In addition to the above requirements all students majoring in music shall normally be required to take Applied Music. Each year beyond the Freshman year one course credit will be given to a music major who takes Applied Music for the three terms of an academic year; during the year he will take one less regular course in one of the three terms. Progress in Applied Music shall be determined by performance examination at the end of each term with the final grade being recorded at the end of the year.

Individual instruction is offered in the following branches of Applied Music: Voice, Mr. Plott; Organ, Mr. Welsh; Piano, Mr. Richey and Mrs. Tritt; Brass Instruments, Mr. Jackson; instruction in other instruments is generally available by special arrangement with the Department of Music.

A student desiring to major in music must satisfy the department as to his ability to carry college-level work. He must also meet, at the beginning of his sophomore year, a minimum piano requirement.

Ensemble experience is provided for those who qualify for membership in Wind Ensemble, the Brass Ensemble, and the Male Chorus.

1 APPLIED MUSIC I

STAFF

Applied Music, freshman year. Individual instruction should be arranged through the chairman of the Department of Music. *No credit is given for this course; however, it will be shown on the student's permanent record in the Office of the Registrar.*

2 APPLIED MUSIC II

STAFF

Applied Music, sophomore year. Individual instruction should be arranged through the Chairman of the Department of Music. *Credit: One course for successful completion of one academic year of three terms.*

3 APPLIED MUSIC III

STAFF

Applied Music, junior year. Individual instruction should be arranged through the Chairman of the Department of Music. *Credit: One course for successful completion of one academic year of three terms.*

4 APPLIED MUSIC IV

STAFF

Applied Music, senior year. Individual instruction should be arranged through the Chairman of the Department of Music. *Credit: One course for successful completion of one academic year of three terms.*



# Philosophy

PROFESSORS ABERNETHY, MACCORMAC. ASSISTANT PROFESSOR YOUNG

*Area Requirement:* Any courses numbered in the 100's may be counted toward the fulfillment of the area requirement in Religion and Philosophy.

*Major Requirements:* Nine courses in philosophy to include 100, 105, 202, 205, and two 250 seminars. Three courses in other fields related to the major and approved by the Chairman. Majors not pursuing graduate study in philosophy may substitute 101 for 205. All majors will take the Graduate Record Examination in Philosophy and, in the spring term of the junior year, a special examination in Philosophy and, in the spring term of the senior year, a special examination on a limited number of books specified by the department in advance. Bibliographies and sample questions for the special examination will be circulated in advance.

*The Department will designate and offer introductory courses as independent study sections from time to time. The Prerequisite for any course may be varied by permission of the Department.*

## 100 PROBLEMS OF PHILOSOPHY

STAFF

An introduction to philosophy through investigation of several main philosophical problems approached by intensive analysis, interpretation and critical evaluation of selected classical and modern philosophical texts. Typical examples are: Free Will, the Mind-Body Problems, the Problem of Induction, the Existence of God, Perception, *A Priori* Knowledge, Moral Judgments, Verification, and Metaphysics.

## 101 LOGIC AND LANGUAGE

STAFF

An introduction to classical and contemporary logic with special emphasis upon reasoning and argumentation. Attention will also be given to the nature of language and its relation to philosophical problems.

## 102 ETHICS

MR. YOUNG

An analytical and historical study of ethical systems, including some consideration of determinism and moral responsibility, theories of punishment, and contemporary metaethical theories.

## 103 PHILOSOPHY OF RELIGION

MR. MACCORMAC

A philosophical examination of basic problems in classical and contemporary re-

Courses  
Philosophy religious thought. Among topics investigated are the nature of religion, the validity of religious claims, the relation of faith to knowledge, arguments for the existence of God, life after death, the problem of evil, the meaningfulness of religious language, the relation of religion to morality, and alternatives to theism.

104 COMPARATIVE RELIGION

MR. ABERNETHY

The Religions of South Asia: A critical study of the chief religions of ancient and modern India: Hinduism, Buddhism, Islam, Zoroastrianism (Parseism), Jainism and Sikhism. Some attempt will be made to assess their social significance.

105 HISTORY OF CLASSICAL PHILOSOPHY

MR. MACCORMAC

An historical introduction to the origins and development of philosophy with special emphasis on several principal philosophers such as Plato, Aristotle, Augustine and Aquinas.

106 AMERICAN PHILOSOPHY

STAFF

A study of the main themes, movements and figures of American Philosophy to include close study of major American philosophers such as Peirce, James, Royce, Dewey, Whitehead, Santayana, and Mead. *Not offered 1972-73.*

107 AESTHETICS

MR. ABERNETHY

A study of the philosophy of art through a consideration of the condition and nature of the creation, experience, and criticism of art.

108 THE PHILOSOPHY OF MAN

An investigation of some of man's chief efforts at self-understanding in classical and contemporary texts in philosophy and other intellectual disciplines concerned with the contemporary texts in philosophy and other intellectual disciplines concerned with the nature of man. A special feature of the courses is extended attention to the contributions of Darwin, Freud, and Marx to the contemporary view of man.

109 SOCIAL AND POLITICAL PHILOSOPHY

MR. ABERNETHY

An analysis of the conceptions and moral problems that arise in social and political life. Contemporary and classical sources will be studied for the light they shed on such problems as the bases and scope of political life, the nature of moral and political obligation, the meaning of justice, freedom and equality, the claims of anarchism, revolution and institutionalism, the relationship between science and society and between economics and politics.

202 HISTORY OF MODERN PHILOSOPHY

MR. MACCORMAC

A consideration of the emergence of modern philosophy from its classical background with special emphasis on epistemological and ontological issues in the thought of several major figures from among the Rationalists, the Empiricists, Kant and their successors. *Prerequisite, any Philosophy course or permission of the instructor.*

203 TWENTIETH CENTURY ANALYTIC PHILOSOPHY

MR. YOUNG

The main emphasis will be on Moore, Russell, Wittgenstein, and the Logical Positivists. An attempt will be made to evaluate the claim of many contemporary philosophers that a careful analysis of language will enable us either to solve or to dissolve the traditional problems of philosophy. *Prerequisite, Philosophy 100 or 101 or 102.*

204 TWENTIETH CENTURY EXISTENTIALISM AND PHENOMENOLOGY

STAFF

Textual study and problem discussion of the background and development of the

contemporary philosophical movements of Existentialism and Phenomenology and their relevance to contemporary culture. *Prerequisite, Philosophy 100 or 101 or 102. Not offered 1972-73.*

#### 205 SYMBOLIC LOGIC

MR. MACCORMAC

A study of the nature of formal systems including the development of a propositional calculus, first-order predicate calculus, recursive functions, the Godel theorems of 1931 and other topics. *Prerequisite, Philosophy 100 or 101 or 105 or any 200 level course.*

#### 206 PHILOSOPHY OF SCIENCE

MR. MACCORMAC

An investigation of the nature of scientific explanation, theories, models, methodology, and space and time, with special attention given to contemporary views. *Prerequisite, Philosophy 100 or 101 or 105 or any 200 level course. Not offered 1972-73.*

#### 250 SEMINAR

STAFF

Advanced analysis of topics in philosophy. Among seminar topics offered in recent years have been the philosophy of Whitehead, Aesthetics, Marxism, the philosophy of Cassirer, American Philosophy, Science and Religion, Order in Society, Phenomenology, and Causality. *Prerequisite, two courses in Philosophy including at least one 200 level course.*

#### 301 EXTENDED STUDIES FOR JUNIORS

#### 401 EXTENDED STUDIES FOR SENIORS



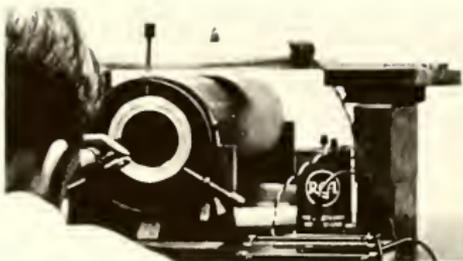
## Physical Education

DIRECTOR SCOTT, MESSRS. BRICKELS, COUCH, FAGG, FOGLEMAN, GRAHAM, HOLLAND, KROLL, LARRANAGA, MARTIN, MOSKETTI, PARKER, ROBERTS, STEVENS,\* STONE, TALL

Each student will be given opportunities within the limits of Davidson's staff and facilities to define for himself or herself a physical education and recreation program in keeping with the stated requirements. A student will be excused from the program for medical reasons unless he or she requests individual instruction in some activity.

Students who do not meet the proficiency requirement by the beginning of the junior year will be required to participate regularly in a program of physical education, individually designed by the physical education staff. Attendance in this program is required of all such students, except that certain special arrangements will be permitted for transfer students.

\*On leave, 1972-73.



# Physics

PROFESSORS HOPKINS, WHITE. ASSOCIATE PROFESSORS FREY, WOLF. ASSISTANT PROFESSOR MANNING

*Area Requirement:* Any course in physics may be counted toward the fulfillment of the area requirement in Natural Science and Mathematics. Physics 21 is designed to accommodate students who want a balanced, one-term treatment of the subject.

*Major Requirements:* Physics 121, 126, 131, 142, one other physics course numbered 134 or higher, two courses in chemistry (preferably Chemistry 31, 41), Physics 301 and Physics 401. (In addition to these courses a student planning a career in physics should also take at least Physics 143, 145, and 146; and mathematics courses beyond those listed as requisites. He should also acquire a reading knowledge of one or more of German, Russian and French.) A Freshman considering a major in physics or a program in engineering should consult some member of the physics staff before he registers for the fall term. The sequence of courses is so tightly structured that he will have extra difficulties if he fails to take the prerequisite courses at the normal times. In particular, he should be sure to take Mathematics 26 and Physics 33 during the winter term.

## 21 SELECTED TOPICS IN PHYSICS

MR. FREY

A terminal course in physics designed to satisfy the area requirements in natural science. *One laboratory period each week.* Credit will be given for only one course among Physics 21, 31, and 33.

## 23 ASTRONOMY AND SPACE PHYSICS

MR. MANNING

A study of the universe, beginning with an examination of the earth. Stresses the techniques used by astronomers to build coherent and consistent models. Includes discussion of extraterrestrial life, pulsars and quasars, and modern cosmology. Primarily for non-science majors; no physics or mathematics beyond algebra and trigonometry required.

## 25 THE PHYSICS OF MUSIC

MR. WHITE

A study of the relationships between well known esthetic responses to music and the physics of the sound-generating instruments, of the sound waves themselves, and of the sound-detecting auditory mechanism. Some attention will be given to the unique characteristics of electronically generated music, as in the Moog synthesizer. The only mathematics involved is very elementary high-school algebra and trigonometry. *One laboratory period per week. Prerequisite, permission of the instructor.*

**31, 32 GENERAL PHYSICS (WITHOUT CALCULUS)****STAFF**  
Courses  
Physics

An introduction to mechanics, heat, sound, electricity and magnetism, light, and modern physics intended primarily for pre-medical students and for non-science majors who want a more intensive course in physics than Physics 21. *One laboratory period each week. Credit will be given for only one course among Physics 21, 31, and 33, and one course from Physics 32 and 34.*

**33, 34 GENERAL PHYSICS (WITH CALCULUS)****STAFF**

This course is intended to introduce chemistry, mathematics, pre-engineering and physics majors to some of the fundamental concepts of physics in a more quantitative way than in Physics 31, 32. One laboratory period each week. *Prerequisite, Mathematics, 25. Corequisite, Mathematics 26. Credit will be given for only one course among Physics 21, 31 and 33, and one course from Physics 32 and 34.*

**121 INTRODUCTION TO MODERN PHYSICS****MR. HOPKINS**

Lecture and laboratory work related to modern developments in physics. Topics included are: atomic view of matter, electricity, and radiation and atomic models, relativity, x-rays, radioactivity, waves and corpuscles, nuclear processes, and fundamental processes. *One laboratory period each week. Prerequisite, Unified Science I-II, Physics 34, or permission of instructor.*

**126 ELECTRICITY AND MAGNETISM****MR. FREY**

Lecture and laboratory work related to the fundamentals of electric and magnetic fields, potentials, and properties of matter. The theory of direct current, transient current, and alternating current circuits is developed and applied. *One laboratory period each week. Prerequisite, Unified Science I-II, or Physics 34. Corequisite, Mathematics 131.*

**131 INTERMEDIATE MECHANICS****MR. MANNING**

Lecture and laboratory work related to kinematics, dynamics of particle, central forces and planetary motion, linear harmonic oscillators, energy momentum, and mechanics of extended bodies. Simple vector treatment is used. *One laboratory period each week. Prerequisite, Physics 126 or permission of the instructor.*

**134 STATISTICAL AND THERMAL PHYSICS****MR. WHITE**

A study of the forms in which energy exists in physical systems and of the limitations on its conversion from one form to another. The approach is primarily statistical; and the conclusions of classical thermodynamics are deduced from statistical results. *Prerequisite, Physics 131 or permission of the instructor.*

**135 ELECTRONICS****STAFF**

Lecture and laboratory work designed to give students a working knowledge of the properties and functions of electron tubes and transistors in amplifiers, oscillators, and analog and digital circuits. *Prerequisite, Physics 34 or permission of the instructor.*

**136 NUCLEAR PHYSICS****MR. HOPKINS**

Lecture and laboratory work dealing with nuclear disintegrations, reactions, models, structure, radiation, binding energies, fission and fusion. *One laboratory period each week. Prerequisite, Physics 121. Not offered 1972-73.*

**142 ADVANCED MODERN PHYSICS I****MR. WOLF**

An introductory course in quantum mechanics with applications to atomic structure and atomic spectra. *Prerequisite, Physics 121 and 131, or Chemistry 122 and permission of the instructor.*

Courses  
Physics

143 ADVANCED MODERN PHYSICS II

MR. WOLF

A continuation of Physics 142 including perturbation theory in quantum mechanics and applications to atomic, molecular, solid state, and nuclear physics. *Prerequisite, Physics 142 and 146.*

145 ELECTROMAGNETIC THEORY

MR. FREY

Electromagnetic theory employing Maxwell's equations and Poynting's theorem. Physical optics, reflection, refraction, interference, and diffraction are treated. *Prerequisite, Physics 126.*

146 ADVANCED MECHANICS

STAFF

Theoretical approach to the motion of particles and rigid bodies employing vector algebra, linear transformations, and Lagrange's and Hamilton's equations. *Prerequisite, Physics 131. Not offered 1972-73.*

295 INDEPENDENT STUDY

STAFF

Open to qualified students, including non-science majors, with permission of the instructor.

202 SPECIAL TOPICS IN PHYSICS

STAFF

Open to qualified students, including non-science majors, with permission of the instructor.

301 EXTENDED STUDIES FOR JUNIORS

All junior physics majors must (a) attend a departmental seminar during the spring term, and (b) must complete an approved project in experimental physics or an independent study in theoretical physics. A written Extended Study proposal should be prepared in consultation with a member of the department early in the winter term.

401 EXTENDED STUDIES FOR SENIORS

STAFF

All senior physics majors must (a) pass a comprehensive examination covering the courses required for the major, (b) attend and present programs at the departmental seminar, and (c) complete an approved project in experimental physics or complete an independent study in theoretical physics. A written Extended Study proposal should be prepared in consultation with a member of the department early in the winter term.



## Political Science

PROFESSORS MINTER, PROCTOR. ASSISTANT PROFESSORS GAIGE, JACKSON, LISTON

**Area Requirement:** Any course numbered below 200 may be counted toward the fulfillment of the area requirement in Area IV-Social Science.

**Major Requirements:** Nine courses in Political Science, including (a) at least one course in each of the following areas:

1. Political Theory (Political Science 110-115)
2. American Politics (Political Science 121-135)
3. Comparative Politics (Political Science 140-158)
4. International Politics (Political Science 165-175)

and (b) at least one seminar (Political Science 210-270). In addition, Extended Studies 301 and 401 are required. Extended Studies 301 consists of an individually designed reading program worked out in consultation with the student's departmental adviser leading to a comprehensive oral examination conducted by two members of the department. Extended Studies 401 consists of either (a) preparing a substantial research paper normally involving the use of primary sources (documents, interview, survey data, etc.), or (b) engaging in a practical political experience (such as working in a government office or participating in a political campaign) and submitting a written report of this experience. For either alternative, the student's performance will be evaluated by a project supervisor and a second member of the department. All political science majors are also required to take the Graduate Record Examination (both the Aptitude Test and the Advanced Test) in Political Science during their senior year.

**Honors Requirement:** Students who qualify for a departmental honors program, described on page 14 of this catalog, should consult with the Chairman of the Political Science Department to plan an individual honors program. Honors work in Political Science will normally include at least two courses at the 200 level in which the student's assignments are specifically planned to meet the standards required for departmental honors, as well as additional work in preparation for the senior comprehensive examination.

110 HISTORY OF POLITICAL THOUGHT

MR. MINTER

Analytical study of major political theorists from Plato to the modern era.

- 115 CONTEMPORARY POLITICAL IDEOLOGIES MR. PROCTOR  
Analysis of revolutionary and conservative political doctrines in the 20th century.
- 121 THE LEGISLATIVE PROCESS MR. JACKSON  
The internal operations of Congress and its role in relation to other elements of American government.
- 123 THE ADMINISTRATIVE PROCESS MR. MINTER  
The administrative process in public bureaucracies, including its structural and institutional characteristics, behavioral patterns and policy outputs.
- 125 PARTIES AND PRESSURE GROUPS MR. JACKSON  
The role of parties, interest groups, propagandists, and voters in the American electoral and legislative processes.
- 127 STATE AND LOCAL GOVERNMENT MR. JACKSON  
A study of modern trends and practices in state and local government in the United States.
- 135 CONSTITUTIONAL LAW MR. MINTER  
The development and interpretation of the Constitution of the United States through analysis of the decisions of the Supreme Court.
- 140 DEMOCRATIC POLITICAL SYSTEMS MR. MINTER  
The theory and practice of United States, British, French, and West German political systems.
- 145 COMMUNIST POLITICAL SYSTEMS MR. LISTON  
The organization and conduct of political life in the Soviet Union, China, and Cuba.
- 155 POLITICAL DEVELOPMENT MR. PROCTOR  
Problems of political modernization in Africa, Asia, Latin America, and the Middle East.
- 156 GOVERNMENT AND POLITICS OF SOUTH ASIA MR. GAIGE  
A study of the governmental systems and current political development in the nations of South Asia. *Not offered 1972-73.*
- 158 AFRICAN POLITICAL SYSTEMS MR. PROCTOR  
A comparative study of the government and politics of the new states of sub-Saharan Africa.
- 165 INTERNATIONAL POLITICS MR. LISTON  
The theory and practice of international relations with emphasis on modes of analysis and foreign policy decision making.
- 167 INTERNATIONAL LAW AND ORGANIZATION MR. MINTER  
The nature and role of international law, and the operations of the United Nations and selected regional and functional organizations.
- 170 INTERNATIONAL POLITICS OF SOUTH ASIA  
The relations between India, Pakistan, and Ceylon and the Himalayan kingdoms. The relations of these South Asian nations with China, U.S.S.R. and the Western Powers. *Not offered 1972-73.*

172 FOREIGN POLICIES OF AFRICAN STATES

The relations of African states with each other and with the Great Powers.

MR. PROCTOR

175 AMERICAN FOREIGN POLICY

The recent background of American foreign policies; the policy-making process; and analysis of the contemporary role of the United States in world affairs.

MR. LISTON

SEMINARS

Reading, research papers and discussion in the subject area of each seminar. *Prerequisite, permission of instructor.*

210 SEMINAR IN POLITICAL THEORY

MR. MINTER

215 SEMINAR IN THE SCOPE AND METHOD OF POLITICAL SCIENCE

MR. PROCTOR

230 SEMINAR IN AMERICAN POLITICS

MR. JACKSON

250 SEMINAR IN COMPARATIVE POLITICS

MR. LISTON

270 SEMINAR IN INTERNATIONAL RELATIONS

MR. LISTON

290 TUTORIAL IN POLITICAL SCIENCE

STAFF

Individual programs of supervised study in selected areas of Political Science.

295 INDEPENDENT STUDY IN POLITICAL SCIENCE

STAFF

Independent research in Political Science leading to a written thesis.

301 EXTENDED STUDIES FOR JUNIORS

STAFF

401 EXTENDED STUDIES FOR SENIORS

STAFF

Courses  
Political Science  
Psychology



## Psychology

PROFESSORS BEVAN, BURTS, KELTON, OSTWALT, WORKMAN. ASSISTANT PROFESSORS PALMER, WALLS

*Area Requirement:* Psychology 101, 102, 132, 141, 154 are courses which may be counted toward fulfillment of the area requirement in Social Science.

*Note on Prerequisites:* Occasionally, under extraordinary circumstances, the depart-

ment may waive a specific prerequisite for a particular course. Consultation with the instructor is prerequisite to registration in an I-course.

*Major Requirements:* Psychology 101, 102, 111, 112 and four additional courses in psychology, at least one of which must be at the 200 level. Juniors are required to complete a special project within the Extended Studies 301 program. Seniors will complete an Extended Studies 401 reading program in psychology and must pass a comprehensive examination given in the third term of the senior year.

Independent study sections of regular courses are indicated in the time schedule for each particular term, but not indicated in the material that follows here.

101 GENERAL PSYCHOLOGY

STAFF

A survey of the current psychology of learning, perception, motivation, intelligence, and thinking, with emphasis on the application of scientific method to psychological investigation and on the biological bases of behavior and experience.

102 INTRODUCTION TO PERSONALITY

STAFF

A continuation of the scientific study of behavior and experience with emphasis on the individual as a whole; a critical study of at least two theories of personality, including the psychoanalytic (Freudian). *Prerequisite, Psychology 101.*

111-112 EXPERIMENTAL PSYCHOLOGY AND STATISTICS

MR. KELTON, MR. WALLS

A two-term course applying statistical principles to the design of experiments and to the analysis of experimental data. Selected topics from the areas of sensation, perception, motivation and learning will be dealt with in class and laboratory. Basic descriptive and inferential statistics (including analysis of variance) will be studied and used in the analysis of data from the laboratory. *Prerequisite, Psychology 101 and consent of instructor.* Credit: two courses. The terms must be taken in regular sequence and no credit will be given for a single term.

131 ABNORMAL PSYCHOLOGY

MR. WORKMAN

A study of the symptoms, causes, and treatment or care of persons suffering from neuroses, psychoses, behavior disorders, and mental deficiencies. Particular emphasis is placed on the role of learning in both etiology and therapy. Several field trips to mental hospitals. *Prerequisites, Psychology 101 and 102.*

132 SOCIAL PSYCHOLOGY

MR. PALMER

A study of social influence on individual behavior. Topics covered include socialization, models of attitude change, social perception, communication processes and persuasion, group norms and roles, and psycholinguistics. The major emphasis of the course is placed on individual research by the student. *Prerequisites, Psychology 101, and 102 or consent of the instructor.*

141 CHILD AND ADOLESCENT PSYCHOLOGY

STAFF

Same as Education 141. Individual development from infancy through adolescence, with emphasis on physical and motor, mental and language, emotional and social development. Includes special study of psychoanalytic, cognitive, and behavioral theories of development. *Prerequisite, Psychology 101.*

146 PSYCHOLOGICAL MEASUREMENT

MR. KELTON

Same as Education 146. Elementary treatment of the history, theory, and techniques of psychological measurement. Attention is given to the measurement of intelligence, academic achievement, personality, interests, differential and special aptitudes. Includes limited experience in test administration and interpretation. *Prerequisite, Psychology 101. To be offered in even numbered years.*

**154 BUSINESS AND INDUSTRIAL PSYCHOLOGY****MR. BURTS**Courses  
Psychology

Selection of personnel, training, efficiency, and human relations. *Prerequisite, Psychology 101.*

**161 SYSTEMS OF PSYCHOLOGY****MR. WALLS**

An introduction to the development of contemporary psychological theory. Includes the historical development of Structuralism, Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis. *Prerequisites, Psychology 101 and one additional course in psychology.*

**167 PHYSIOLOGICAL PSYCHOLOGY****MR. KELTON, MR. KIMMEL**

Same as Biology 167. May be taken for credit in either department. Study of the ontogeny and phylogeny of neural structure and function, and its relationship to behavior, perception and learning. *Prerequisite, permission of instructors based upon reasonable background in Biology and/or Psychology.* Relevant courses include Psychology 101, 111, 112 and Biology 31, 32.

**202 SEMINAR ON PERSONALITY****MR. WORKMAN**

A critical study of the major theories of the development, organization, and dynamics of personality, with emphasis on the recent literature. The course is designed primarily for majors in psychology in their senior year. *Prerequisites, Psychology 101, 102, 131, 132, and consent of the instructor.*

**212 ADVANCED EXPERIMENTAL PSYCHOLOGY****MR. KELTON**

Advanced topics in experimental design, statistics, measurement, instrumentation, data processing (including work with the computer), research reporting. Emphasis on independent research. *Prerequisites, Psychology 101, 111-112, and consent of the instructor. Not offered in 1972-73. Students interested in this course are encouraged to consider Biology/Psychology 167, Physiological Psychology.*

**231 ADVANCED ABNORMAL PSYCHOLOGY****MR. WORKMAN**

Weekly visits to a mental hospital with provision of continued interaction with patients, observation of various activities of staff members, participation in therapeutic programs. Systematic study of a special topic in psychopathology or psychotherapy. Written reports, including a term paper on a topic related to the problems and activities of a mental hospital. *Prerequisites, Psychology 131 and consent of instructor.*

**241 ADVANCED STUDY IN CHILDREN'S BEHAVIOR****MR. OSTWALT**

Based upon independent study conducted with the children at Western Carolina Center in Morganton, North Carolina. Involves intensive reading and research on a specific problem related to the program at WCC, work with the young people there in a variety of activities and the keeping of a journal on the work done. Each student is required to spend ten days of approximately eight hours each at the center during the term, one day each week for ten weeks. *Prerequisite, permission of the instructor.*

**251 TUTORIAL**

Intensive readings in a specific area; periodic conferences with supervisor and staff; written report, one copy of which shall be the property of the department. Open ordinarily only to advanced majors in psychology. *Prerequisites, permission of a staff member as supervisor and consent of staff; formal, written application in advance of registration; the application must state the delimited area in which the student plans to work, must include the beginnings of a bibliography, and must present evidence of sufficient background knowledge to assure readiness for the undertaking.*

Courses 252 TUTORIAL  
Psychology

253 TUTORIAL

299 SENIOR THESIS

STAFF

An experimental study, designed and conducted by the student, supervised by a member of the staff, and reported in writing according to the form approved in the *Publications Manual* of the American Psychological Association. Periodic conferences with supervisor and staff. *Prerequisites, formal presentation of a planned research program, permission of a staff member as supervisor, and consent of staff.*

301 EXTENDED STUDIES FOR JUNIORS

*The requirements for Psychology 301 are:* (3) Selection, in consultation with a member of the Departmental Faculty, of a topic to be studied; (b) Development of a bibliography in the area; (c) Study and reading on the chosen topic. Although not required, field work and/or data collection might be a part of the study process. (d) A paper written in "publication" form, an original and two copies duly presented to the department for evaluation. The original will be kept and filed by the Department. The two copies will be returned to the author for his own use.

401 EXTENDED STUDIES FOR SENIORS

All seniors should register for Psychology 401 in the fall or winter term. Departmental faculty members should be consulted in the planning of a reading program to prepare each senior for the comprehensive exams to be given early in the spring term. Credit for Psychology 401 is given when the comprehensive examination is passed. The comprehensive examination consists of three parts: (a) The Undergraduate Record Examination published by the Educational Testing Service. (b) An Essay Examination prepared by the Department. (c) Conference with an outside examiner.

## Pre-Medicine

PROFESSOR FREDERICKSEN, CHAIRMAN

The premedical major consists of Biology 31, 32, Chemistry 31, 41, 101, 102, Mathematics 25, Physics 31, 32, (or 33, 34), Premedicine 301, 401, and four additional 101-199 courses in Biology, Chemistry, and Physics. Premedical majors are encouraged to complete most of their major requirements by the end of their junior year, to use their curricular flexibility to study in some area of the sciences or humanities in depth, and to plan toward group or independent study in their senior year.

301 EXTENDED STUDIES FOR JUNIORS

A course of research, specialized study, or field application. Required of major students in the junior year.

401 EXTENDED STUDIES FOR SENIORS

A source of research, specialized study, or field application. Required of major students in the senior year.



# Religion

PROFESSORS MALONEY, POLLEY, RHODES. ASSOCIATE PROFESSORS CLARK, KAYLOR, MCKELWAY\*

*Area Requirements for Religion and Philosophy:* Three courses, at least two in religion. This requirement may be fulfilled in either of two ways: (a) Two courses in religion plus either one additional course in religion or a course in philosophy; (b) Humanities 111-112-113, 121-122-123 plus one course in religion or a course in philosophy.

*Major Requirements:* Eight courses in religion, including at least two seminars; three courses in related fields chosen in consultation with the Religion Department; and Extended Studies 301 and 401. Religion 301 involves either a reading program or a project; Religion 401 involves a comprehensive examination covering (a) the biblical field, (b) Christian ethics, and (c) theology. The successful completion of the two year Humanities program may count as two courses on the major. (Courses below the 100 level do not meet major requirements.)

*Honors Requirements:* Seven courses in religion including at least two seminars; a senior honors tutorial with thesis and oral examination; three courses in related fields chosen in consultation with the Religion Department; and Extended Studies 301 and 401. (Courses below the 100 level do not meet honors requirements.)

## 11-12 ELEMENTARY HEBREW

MR. POLLEY

A study of principles and structure of the Hebrew language, with translation of selected Old Testament passages. *Credit: two courses. Offered by request.*

## 13 INTERMEDIATE HEBREW

MR. POLLEY

An interpretative study of selected portions of the Hebrew. *Prerequisite, Religion 11-12 or equivalent. Offered by request.*

## 102 FAITH OF ISRAEL

MR. CLARK, MR. POLLEY

A study of the foundation of the Judaeo-Christian tradition through an examination of the faith of ancient Israel as expressed in Old Testament and intertestament literature. Not open to students electing Religion 101 or Humanities 111-112-113, 121-122-123. *A course for freshmen and sophomores.*

\*On Leave, 1972-73

103 NEW TESTAMENT FAITH

MR. CLARK, MR. KAYLOR

A study of the faith of the New Testament community as it is expressed in the Gospels, Acts, and selected Epistles. Not open to students electing Humanities 111-112-113, 121-122-123. *A course for freshmen and sophomores.*

104 HISTORY OF CHRISTIAN THOUGHT

MR. RHODES

An historical study of selected movements, men, and ideas that have contributed significantly to the development of the Christian tradition since the second century. *Not open to students electing Religion 105 or Humanities 111-112-113, 121-122-123.*

105 INTRODUCTION TO THEOLOGY

MR. MCKELWAY

A study of methods, concepts, and problems of theology, including a survey of basic doctrines as taught by major figures in the history of Christian thought. *Not open to students electing Religion 104. Not offered 1972-73.*

106 CHRISTIAN ETHICS

MR. MALONEY

An analytical study of the foundations, principles, history, and current state of Christian ethical thought with special attention given to such selected contemporary problems as war, race, and sex.

122 THE HEBREW PROPHETS

MR. CLARK

A study of the prophetic literature of the Old Testament in the setting of political and social conditions of the times. *Not offered 1972-73.*

129 A BIBLICAL ARCHAEOLOGY

MR. POLLEY

A study of the contributions of archaeological research to an understanding of the historical, religious, and cultural background of the Bible. Some attention will be given to a survey of the origin, development and techniques of archaeology in the Ancient Near East.

131 THE LIFE AND TEACHING OF JESUS

MR. KAYLOR

An advanced study of the life and teaching of Jesus as presented in the Synoptic Gospels and in subsequent literature. *Prerequisite, Humanities 112 or Religion 103.*

132 THE THEOLOGY OF PAUL

MR. KAYLOR

A study of Pauline thought as presented in the New Testament and in subsequent literature.

141 HISTORY OF CHRISTIAN THOUGHT TO THE REFORMATION

MR. MCKELWAY

The development of Christian thought from the New Testament period emphasizing the Christology of the Early Church, Augustinianism, the Carolingian reforms, and the major divisions of medieval theology. *Not open to freshmen. Not offered 1972-73.*

142 THEOLOGY OF THE REFORMATION

MR. MCKELWAY

A study of the Reformation and Post-Reformation period with special emphasis on the lives and teachings of Martin Luther and John Calvin. *Not open to freshmen. Not offered 1972-73.*

143 MODERN THEOLOGY

MR. MCKELWAY

The development of modern theology from 1800 in the writings of Schleiermacher, Feuerbach, Ritschl, Kierkegaard, Barth, Bultmann, Tillich, and others, including such contemporary issues as existentialism, Christian anthropology, secularism, and the "death of God" movement. *Not open to freshmen.*

## 144 AMERICAN RELIGIOUS THOUGHT

MR. RHODES

Courses  
Religion

An historical study of selected movements, men, and ideas that have contributed significantly to the formation of the American religious tradition.

## 145 AMERICAN LITERATURE AND RELIGIOUS THOUGHT

MR. RHODES

Same as English 145. A study of the religious thought of major American writers from the 17th century to the present. Emphasis on Edwards, Emerson, Hawthorne, Melville, and Faulkner. *An interdisciplinary course with Mr. Abbott. Not offered 1972-73.*

## 147 CONTEMPORARY SECULARITY AND THE CHRISTIAN FAITH MR. MCKELWAY

A study of various secular alternatives to traditional religious concepts of God, man, and history, in the writings of such men as Freud, Nietzsche, Sartre, Jaspers and Bloch, as well as theological response to those alternatives in the writings of Bonhoeffer, Eliade, Cox, Vahianian, and others. *Not open to freshmen. Not offered in 1972-73.*

## 148 THEOLOGICAL COLLOQUIUM

MR. MCKELWAY

Discussions of related themes in historical and systematic theology based upon assigned reading. After an initial assignment subsequent topics will be selected by the students in consultation with the instructor. *Not open to freshmen. Permission of instructor required. Not offered 1972-73.*

## 152 WAR AND CONSCIENCE

MR. MALONEY

A study of attitudes toward war from the beginning of the Christian era to the present with emphasis upon the causes of war, the just war concept, and the arguments for conscientious participation and conscientious objection.

## 161 CONTEMPORARY RELIGIONS IN THE UNITED STATES

MR. POLLEY

A study of the beliefs and practices of Judaism, Roman Catholicism, and Protestantism, with attention to the historical and sociological factors shaping religious pluralism in American society.

## 162 COMPARATIVE RELIGION: THE RELIGIONS OF SOUTH ASIA MR. ABERNETHY

Same as Philosophy 104. A critical study of the chief religions of ancient and modern India: Hinduism, Buddhism, Islam, Zoroastrianism (Parseeism), Jainism, and Sikhism. Some attempt will be made to assess their social significance.

## 168 RELIGION AND ART

MR. CLARK

A study of selected religious themes as depicted in painting, sculpture and architecture from ancient to modern times.

## SEMINARS, TUTORIALS, AND HONORS

Only seminars offered in 1972-73 are listed.

## 221-229 SEMINARS IN OLD TESTAMENT STUDIES

## 222 OLD TESTAMENT THEOLOGY

MR. POLLEY

A study of selected themes and institutions of the Old Testament (e.g. God, man, revelation, redemption, sacred history, worship, suffering, eschatology) with attention given to contemporary theological writings which bear upon them.

## 231-239 SEMINARS IN NEW TESTAMENT STUDIES

## 241-249 SEMINARS IN THEOLOGICAL STUDIES

Courses  
Religion  
Sociology

245 THE THOUGHT OF RICHARD NIEBUHR

MR. RHODES

An exploration and elevation of the thought and influence of Richard Niebuhr.

251-259 SEMINARS IN ETHICAL STUDIES

261-269 SEMINARS IN RELIGION AND ART

271-279 SEMINARS IN COMPARATIVE RELIGION

271 THEISTIC HINDU SECTS

MR. KAYLOR

A study of the beliefs and practices of representative movements centering around a personal God. Emphasis will be placed upon mystical and devotional literature from the *Bhagavad Gita* to Tagore.

295 INDEPENDENT STUDY

301 EXTENDED STUDIES FOR JUNIORS

401 EXTENDED STUDIES FOR SENIORS



## Sociology

PROFESSOR DRAKE. INSTRUCTORS PLUNKETT, RUTH

*Area Requirements:* Sociology 101 and 102 may be counted toward the fulfillment of the area requirement Extended Studies 1 and 2 in Area IV on a Pass-Fail basis. Students who have passed the Area IV I requirements or have completed Sociology 101, 102 or 110 may elect other sociology courses to fulfill elective requirements after obtaining permission of the instructor.

*Major Requirements:* Eight courses in Sociology including two of the following three: 101, 102, 110; Sociology 105 and 201; and any other four courses to complete the eight. All majors will be required to take the Graduate Record Examination with Sociology 201. Extended Studies 301 and 401 may be completed in one of several ways, but the department reserves the right to direct students to a particular kind of project or activity. More formal instructions are available from the departmental chairman.

- 101 **INTRODUCTORY SOCIOLOGY** STAFF  
 An introduction to the scientific study of human society. The nature and meaning of culture, socialization, personality, social systems and social interaction.
- 102 **SOCIAL DEVIANCE** MR. DRAKE  
 A study of deviance in the modern world in the framework of the anomic, self-role and cultural transmission theories. Topics include drug addiction, alcoholism, sexual deviance, small group deviance and others.
- 104 **ECONOMIC STATISTICS OR MATHEMATICS 32**  
 See description of course under Economics and Mathematics offerings. Either of these courses is strongly recommended for those planning to attend graduate school in Sociology.
- 105 **SOCIAL THEORY AND SOCIAL CHANGE** MR. RUTH  
 An introduction to sociological theory and the relationship of theory to the analysis of social and cultural change. Special emphasis upon issues of social cohesion and continuity in contemporary societies as related to modernization, technology and life styles.
- 110 **HUMAN PREHISTORY** MR. PLUNKETT  
 A survey of the origins and development of man and culture, from the perspectives of physical anthropology and archaeology.
- 111 **INDIANS OF THE AMERICAS** MR. PLUNKETT  
 A survey of American Indian cultures. Origins, distribution, social organization, and adaptation to environments will be discussed, and intensive study of selected groups will be made.
- 112 **SOCIAL ANTHROPOLOGY** MR. PLUNKETT  
 An introduction to the comparative study of simple and complex societies. Topics includes processes of kinship organization, social control, adaptation, and ritual practices.
- 113 **MINORITY GROUP PROBLEMS** MR. RUTH  
 An exploration of minority group problems derived from the American data and from selected examples of other multi-ethnic nations. The course will focus upon problems arising in the political and social milieu. Selected topics include, among others, the origins of minority group problems, consequences of stratification, and techniques for reducing tensions and improving human relations.
- 114 **RACE RELATIONS** MR. DRAKE  
 An introduction to race relations in this country with special emphasis on Negro-White relations. Historical background of current beliefs and practices. Information concerning biological, cultural, and social conditions.
- 115 **MARRIAGE AND FAMILY** MR. DRAKE  
 A review of the family in various cultures and times; courtship, marriage and family adjustments in modern America.
- 120 **SOCIOLOGY OF RELIGION** STAFF  
 The analysis of the interrelationships between religion and social structure. The course deals with the social significance of religious phenomena, both in institutionalized and emergent forms. *Not offered 1972-73.*

121 URBAN SOCIOLOGY

MR. RUTH

Fundamentals of urban Society will be considered, with special emphasis upon contemporary urban problems. The course will include a brief introduction to primary urban analytic research techniques as well as exposure to the consumption of published research and the proper implementation of urban studies in the field.

122 POPULATION PROBLEMS

MR. DRAKE

Dynamics of population growth and change as influenced by births, deaths and migrations. Introduction to demographic terms and measures. Problems of over-population and programs which are being instituted to slow population growth.

123 COLLECTIVE BEHAVIOR

STAFF

An examination of the dynamics of human interaction in groupings and under conditions less structured than institutions, such as contagion, fads, societal crises, and social movements. The course also examines conditions where these are more likely to emerge. *Not offered 1972-73.*

124 SOCIOLOGY OF EDUCATION

MR. RUTH

The course will go beyond a structural-functional inquiry to apply a system analysis to the world educational crisis, with special attention paid to England, Africa, and the United States. On the American scene, specific educational crises and conflicts will be examined in depth. In conjunction with the preceding, the policy ramifications of government aid to American higher education will be considered. *Not offered 1972-73.*

131 JUVENILE DELINQUENCY

MR. DRAKE

A study of causes of delinquency and trends in delinquent behavior. Methods of prevention and control of delinquency. A survey of the theory and practices of juvenile control systems.

150 MEDICAL SOCIOLOGY

MR. RUTH

Sociological factors of health and illness; the social organization of modern medicine; sociological analysis of the role and status of medical and paramedical personnel in this country, social differences in the acquisition of medical aid and in the reaction to medical treatment. Recommended for junior and senior premedical students.

201 SENIOR SEMINAR IN SOCIOLOGY

MR. RUTH, MR. DRAKE

An advanced seminar stressing sociological theory, including contemporary issues and dimensions of social existence. Seeks to integrate all prior course work in Sociology in a meaningful manner. Graduate Record Examination is required. Required of all senior majors. No others admitted.

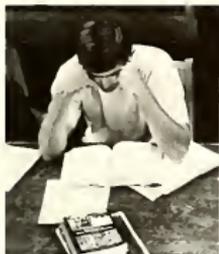
295 INDEPENDENT RESEARCH IN SOCIOLOGY

STAFF

Not offered in term in which student is taking either 301 or 401. Admission by permission of the department. Limited to either junior or senior year.

301 EXTENDED STUDIES FOR JUNIORS

401 EXTENDED STUDIES FOR SENIORS



## South Asian Studies

ASSISTANT PROFESSOR GAIGE, INSTRUCTOR PLUNKETT. IN ADDITION, PROFESSORS ABERNETHY AND RATLIEF, ASSOCIATE PROFESSOR KAYLOR AND VISITING LECTURER THOMAS.

This is an interdisciplinary program focusing on an important part of the non-western world: India, Pakistan, Ceylon, Nepal, Sikkim, and Bhutan. The program offers no major. However, it offers interested students an opportunity to explore from a variety of disciplinary viewpoints the South Asia region and a rich culture other than their own.

Most of the courses described below are double-listed in two or more departments and meet course requirements as stipulated by those departments. Although it is not necessary to take both the first and second term of the South Asia civilization course, the two terms are designed to present the student with a continuity of economic, political, and cultural change from the ancient period to the present.

### 101 CIVILIZATION OF SOUTH ASIA

MR. GAIGE

Same as History 183. An introduction to the cultural history of the Indian sub-continent, with an emphasis on the literary and artistic achievements of the ancient and medieval periods.

### 102 CIVILIZATION OF SOUTH ASIA

MR. GAIGE, MR. PLUNKETT

Same as History 184. An introduction to the economic, social and political history of modern India and Pakistan.

### 135 ECONOMICS OF SOUTH ASIA

MR. RATLIEF

Same as Economics 135. A study of the economic features, problems, and policies of the region.

### 156 GOVERNMENT AND POLITICS OF SOUTH ASIA

STAAE

Same as Political Science 156. A study of the governmental systems and current political development in the nations of South Asia.

### 157 POLITICAL ANTHROPOLOGY OF SOUTH ASIA

MR. PLUNKETT

Same as Political Science 157. A study of decision making processes and authority structures in simple and complex societies of the Indian sub-continent, and the relationship of political processes to social organization and social change in those societies. For comparative purposes, material on contemporary Africa and the United States will be used.

158 ETHNOLOGY OF SOUTH ASIA

MR. PLUNKETT

Social organization and cultural traditions of the Indian sub-continent. Special attention will be directed to family, caste, village and regional organization and tradition.

162 COMPARATIVE RELIGION: THE RELIGIONS OF SOUTH ASIA MR. ABERNETHY

Same as Religion 162, Philosophy 162. A critical study of the chief religions of ancient and modern India; Hinduism, Buddhism, Islam, Zoroastrianism (Parseism), Jainism, and Sikkism. Some attempt will be made to assess their social significance.

170 INTERNATIONAL RELATIONS OF SOUTH ASIA

STAFF

Same as Political Science 170. The relations between India, Pakistan, Ceylon and the Himalayan Kingdoms. The relations of these South Asian nations with China, Russia and the western powers. Special attention to American policy in South Asia.

171 ART OF INDIA

MR. THOMAS

Same as Art 171. A survey of major developments in the painting, sculpture and architecture over 5,000 years of Indian history.

181 MODERN INDIAN HISTORY TO 1900

MR. GAIGE

Same as History 181. The rise of European power on the Indian sub-continent from the arrival of the first European traders in the sixteenth century to the high point of the British Empire at the end of the nineteenth century; effects of British rule on the economic and social fabric of traditional Hindu society.

182 MODERN INDIAN HISTORY SINCE 1900

MR. GAIGE

Same as History 182. The foundations of national consciousness in India, the growth of the Indian and Pakistani national movements, the independence struggle, partition, and the establishment of India and Pakistan as nation states; the integration of traditional and modern cultural values.

201 TUTORIAL IN SOUTH ASIA STUDIES

STAFF

Individual programs of supervised study on selected South Asia related topics.

271 THEISTIC HINDU SECTS

MR. KAYLOR

Same as Religion 271. A study of the beliefs and practices of representative movements centering around a personal God. Emphasis will be placed upon mystical and devotional literature from the *Bhagavad Gita* to Tagore.



# Spanish

ASSISTANT PROFESSORS KEMP, ROGERSON

*Area Requirement:* Any course numbered 20 or above will count toward the fulfillment of the area requirement in Language, Literature and the Arts.

*Language Requirement:* Completion of Spanish 20 meets the foreign language proficiency required for the degree.

*Major Requirements:* Eight courses above 1-10 level. These must include Spanish 121, 122, 171, and 205. Students who do not study in a Spanish-speaking country are required in the third term of their junior year to follow a program of independent study designed to familiarize them with the various aspects of Hispanic civilization. A comprehensive examination is required in the spring term of the senior year.

*Placement of Freshmen:* Achievement examinations taken previously or at Davidson College will be used for placement or exemption. Normally, students with two years of high school Spanish will take Spanish 10. Students with three years of high school Spanish will take Spanish 20. Students with four years of high school Spanish will exempt, take Spanish 20, or Spanish 121, depending upon the results of achievement tests.

*Study Abroad:* Courses taken at a Spanish university on the Davidson College foreign study plan may be substituted for courses beyond Spanish 20 with the approval of the department and the Vice President for Academic Affairs. A course of study in Spain or Latin America during the Junior Year Career/Service Program may be substituted for Spanish 10 or 20 with prior approval of the department and the Dean and upon satisfactory completion of an examination on return to the campus. Study in a Spanish-speaking country is strongly recommended for all Spanish majors.

## 1 ELEMENTARY SPANISH

STAFF

Essentials of Spanish grammar, pronunciation, readings, and introductory conversation. Extensive assignments in the language laboratory.

## 10 CONTINUING SPANISH

STAFF

Grammar review, composition and conversation, and discussion in simple Spanish of selected texts. Assignments in the language laboratory. *Prerequisite, Spanish 1 or equivalent.*

Courses Spanish	20 INTERMEDIATE SPANISH	STAFF
	Continued drill in spoken and written Spanish, with extensive reading and discussion of representative texts of moderate difficulty. Satisfactory completion of this course meets the degree requirement for proficiency in foreign language and also fulfills an area requirement. <i>Prerequisite, Spanish 10 or equivalent.</i>	
	100 ADVANCED CONVERSATION AND COMPOSITION	STAFF
	Intensive oral practice and vocabulary building is emphasized, accompanied by a systematic study of the syntax of contemporary Peninsular and American Spanish. Strongly recommended for students planning to study abroad.	
	121 EARLY SPANISH LITERARY MASTERPIECES	STAFF
	A series of medieval and renaissance works are read and discussed, including the <i>Poema del Cid</i> , the <i>Libro de Buen Amor</i> , the <i>Romances</i> , the <i>Celestina</i> , the <i>Abencerraje</i> and <i>Lazarillo de Tormes</i> . Conducted in Spanish. <i>Prerequisite, Spanish 20, or its equivalent, or the consent of the instructor.</i>	
	122 DRAMA OF THE GOLDEN AGE	STAFF
	The incredible literary phenomenon known as the Spanish <i>Siglo de Oro</i> , or Golden Age, is studied through the works of its outstanding dramatists: Lope de Vega, Tirso de Molina, Ruiz de Alarcón and Calderón de la Barca. The dramatic works of Cervantes and of the minor playwrights are also read. Conducted in Spanish. <i>Prerequisite, same as for Spanish 121. Not offered 1972-73.</i>	
	171 CONTEMPORARY SPANISH NOVEL	STAFF
	A study of the major novelists from the second half of the nineteenth century to the present, including Pérez Galdós, Unamuno, Valle-Inclán, Laforet and Cela. Conducted in Spanish. <i>Prerequisite, same as for Spanish 121.</i>	
	181 CERVANTES: <i>DON QUIJOTE</i>	STAFF
	Although special emphasis is placed on reading and discussing the world's first modern novel, <i>Don Quijote</i> , including a study of the more famous literary criticism generated by it, several other prose works of the Cervantine canon are also read, specifically the <i>Exemplary Novels</i> . Conducted in Spanish. <i>Prerequisite, same as for Spanish 121. Not offered 1972-73.</i>	
	SEMINARS AND TUTORIALS, AND INDEPENDENT STUDY	
	These courses will be offered from semester to semester on the basis of the needs of the students and the availability of personnel. All will be conducted in Spanish. <i>Prerequisites, Spanish 121, 122, or courses of a higher sequence, or the consent of the instructor.</i>	
	202 MODERN SPANISH DRAMA	STAFF
	A study of the major playwrights from López de Ayala to present-day dramatists: García Lorca, Casona, and Buero Vallejo.	
	203 SPANISH AMERICAN LITERATURE	STAFF
	204 SPANISH AMERICAN POETRY	STAFF
	205 SENIOR TUTORIAL	STAFF
	This course is designed to supplement a student's course work with reading in areas of Spanish literature otherwise not covered.	
	301 EXTENDED STUDIES FOR JUNIORS (Required of Spanish Majors)	STAFF
	401 EXTENDED STUDIES FOR SENIORS (Required of Spanish Majors)	STAFF



## Unified Science

This sequence of five courses is a unified introduction to biology, chemistry, and physics, taught at a level which will serve the needs of prospective majors in any of these three fields. The purpose of the unified sequence is to coordinate the material of the separate courses in order (a) to cover the same material in less time and (b) to illuminate the inter-relationships between the sciences more effectively than is usually done in the separate courses.

As a prerequisite for advanced science courses, Unified Science I-V is the equivalent of Biology 31, 32, Chemistry 31, 41; and Physics 33, 34. In considering whether to take the unified sequence or the separate courses the student should be reminded of the following:

- (1) Majors in either Physics or Chemistry are required to take two introductory courses in the other discipline. Thus the unified sequence requires only one additional course at most.
- (2) Pre-medical majors are required to take two introductory courses each in Biology, Chemistry, and Physics. The unified sequence fulfills these requirements with one less course.
- (3) Introductory Chemistry and Physics are strongly recommended for Biology majors. Again the unified sequence offers a saving of one course.
- (4) If a student has a strong interest in science but is not sure in which science he wants to major, the unified sequence will give him an intensive exposure to all three sciences.

The course will also be of interest to students who want to pursue cross-disciplinary fields such as biophysics or biochemistry, to mathematics majors, and to non-science majors who want a broad, solid foundation in science.

The course should normally be taken for five consecutive terms. Students who drop the course after the first term will receive credit for the area requirement in Natural Science; students who continue must take the course through the fourth term in order to receive credit for the second and third terms as well.

### 31 UNIFIED SCIENCE I

STAFF

An introduction to the composition of matter, classical mechanics, thermodynamics, and the molecular theory of ideal gases. *One laboratory period each week. Prerequisite, Mathematics 25. Corequisite, Mathematics 26.*

Courses  
Unified Science

32 UNIFIED SCIENCE II

STAFF

A continuation of Science I including electricity and magnetism, interference and diffraction, atomic structure, covalence, properties of liquids and solutions. *One laboratory period each week.*

33 UNIFIED SCIENCE III

STAFF

A continuation of Science II including the periodic chart, chemical reactions, electro-chemistry, solid state chemistry, and properties of inorganic compounds. *Two laboratory periods each week.*

34 UNIFIED SCIENCE IV

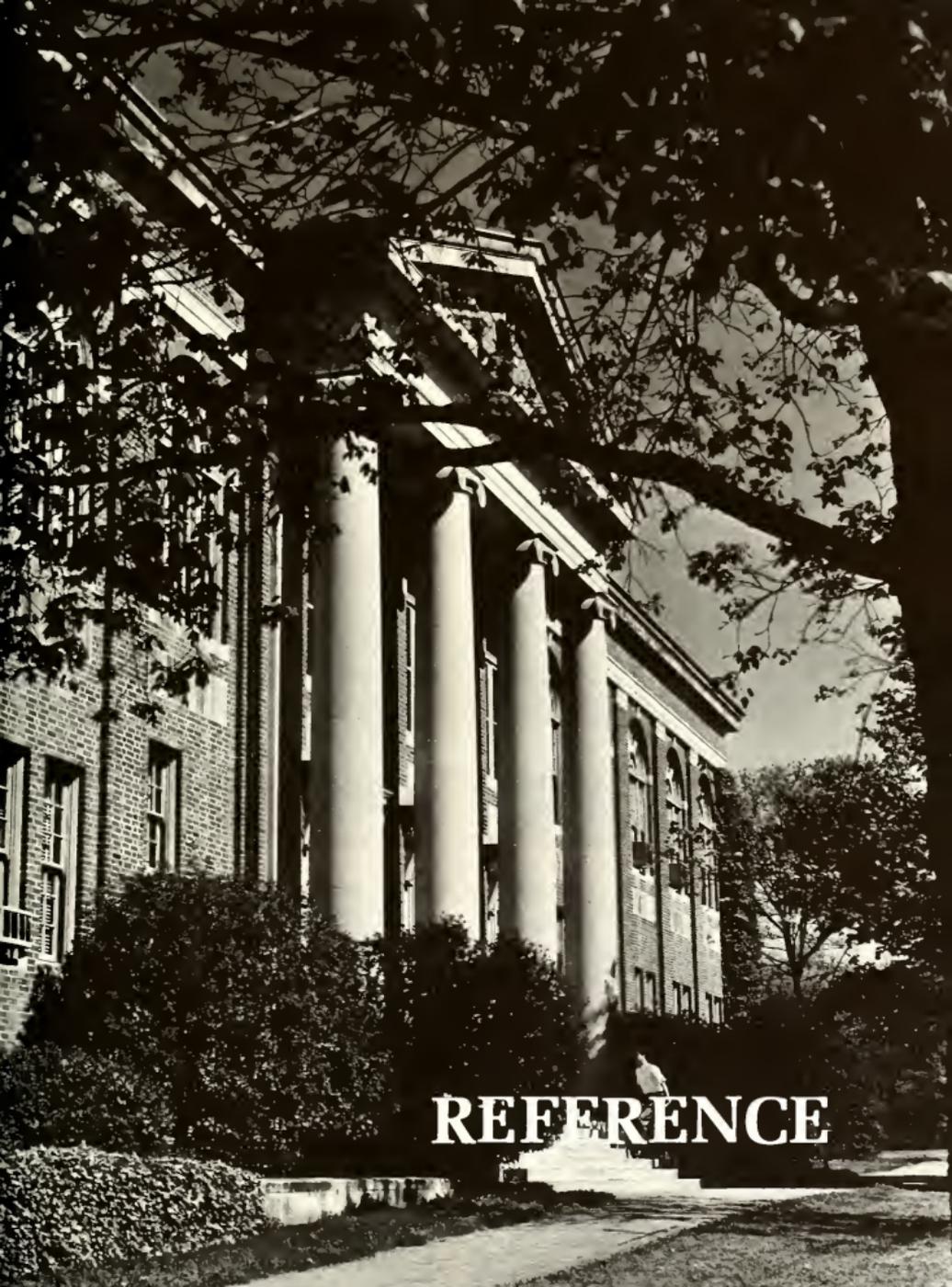
STAFF

A continuation of Science III including the organic chemistry of natural products, the molecular basis of life, cells and tissues, bio-energetics, genetics, and evolution. *One laboratory period each week.*

35 UNIFIED SCIENCE V

STAFF

A continuation of Science IV including vertebrate structure and function, homeostasis, reproduction, animal diversity, and plant diversity. *One laboratory period each week.*



# REFERENCE



# Honoraries

## PHI BETA KAPPA

Election to Phi Beta Kappa, the oldest of the American Greek letter societies, is the highest recognition of excellence in general scholarly attainments which undergraduates can achieve. Established in 1923, the Davidson chapter was one of the first in North Carolina. Students who maintain a general average of B-plus or above throughout their college years are normally eligible to receive bids. Not more than eight per cent of the junior class and twelve and one-half per cent of the senior class may be elected.

## OMICRON DELTA KAPPA

A national leadership fraternity recognizing eminence in five phases of campus life: scholarship, athletics, social and religious activities, publications, and forensic, dramatics, music, and other cultural activities. O.D.K. has three purposes: (1) to recognize men who have attained a high standard of efficiency in college and collegiate activities, and to inspire others to strive for conspicuous attainments along similar lines; (2) to bring together the most representative men in all phases of collegiate life and thus to mold the sentiment of the institution on questions of local and intercollegiate interest; and (3) to bring together members of the faculty and student body on a basis of mutual interest and understanding.

## OMICRON DELTA EPSILON

North Carolina Beta Chapter installed at Davidson in 1966. Purpose: to promote scholarly achievement in economics, fellowship among those in the profession, and understanding of key economic issues and problems in our society. Eligibility: an overall academic average of at least 3.0, and an average of 3.25 in at least twelve hours of economics.

## PHI ETA SIGMA

This national honorary freshman scholastic fraternity has as its objective the encouragement of higher academic standards and the recognition of outstanding academic achievement in the freshman year.

## ALPHA EPSILON DELTA

The national honorary premedical fraternity, of which the Davidson chapter is North Carolina Alpha.

## ALPHA PHI OMEGA

This national service fraternity is composed of students who wish to carry through college days the ideal of service to college, community, and nation.

## ALPHA PSI OMEGA

A national honorary dramatics fraternity restricted to juniors and seniors who have demonstrated a particular interest in theatre through participation in the college drama program.

## DELTA PHI ALPHA

A national honorary fraternity recognizing proficiency in German.

Reference  
Honorary  
Clubs

DELTA SIGMA RHO — TAU KAPPA ALPHA

National honorary forensic fraternity recognizing excellence in debating and public speaking.

GAMMA SIGMA EPSILON

A national fraternity recognizing excellence in chemistry. The chapter at Davidson, founded in 1919, is the mother chapter.

LE CERCLE FRANCAIS

A national fraternity for students especially interested in French.

SCABBARD AND BLADE

A national military fraternity designed to promote an interest in and an understanding of military affairs. Open to outstanding R.O.T.C. students in the junior and senior classes.

SIGMA DELTA PI

A national honorary fraternity recognizing merit and ability in the study of the Spanish language and literature.

SIGMA DELTA PSI

An honorary athletic fraternity open to all men who can perform all of 14 prescribed athletic feats.

SIGMA PI SIGMA

National Physics Honor Society. Founded in 1921, the chapter at Davidson is the mother chapter.

SIGMA UPSILON

National honorary fraternity recognizing student literary talent.

## Clubs

AMATEUR RADIO CLUB

A local service organization, associated with the Military Affiliated Radio System, assists in the communication activities of the ROTC and each year participates in the world-wide DX contest.

AMERICAN GUILD OF ORGANISTS

Affiliated with the Charlotte (N.C.) Chapter of the American Guild of Organists, the Davidson College student chapter seeks to stimulate interest in organ and church music through lectures, discussions and recitals, some of which are open to the public.

BUSINESS ECONOMICS ASSOCIATION

Membership is open to interested juniors and seniors majoring in this field. The meetings feature outstanding speakers from the business world.

#### CONSERVATIVE CLUB

Established to arouse student interest in current affairs, it sponsors speakers and visits conservative clubs throughout the South.

#### FELLOWSHIP OF CHRISTIAN ATHLETES

Its purpose is to make more real and vital within the life of the individual athlete the challenge of following Christ in the fellowship of the church.

#### INTERNATIONAL RELATIONS CLUB

Open to all students, the IRC presents programs relating to international affairs.

#### SAILING CLUB

Composed of experienced and novice sailors, this club seeks to advance interest in sailing at Davidson. Membership includes sailing team, which races intercollegiately.

#### YOUNG DEMOCRATS CLUB

Designed to create an interest in politics and particularly the Democratic party, it has an open membership.

#### YOUNG REPUBLICANS CLUB

A rival to the Young Democrats Club, it sponsors political programs and members attend YRC conventions. It also has an open membership.

## Publications

#### THE DAVIDSONIAN

The *Davidsonian*, weekly student newspaper, is edited, written, and managed by students. The *Davidsonian* has received an All-America rating by the Associated College Press nineteen times since 1951.

#### QUIPS AND CRANKS

*Quips and Cranks*, the college yearbook, is a student project, the editor being elected by the rising senior class.

#### THE MISCELLANY

*The Miscellany* features short stories, reviews, poems, essays, forums, and plays which are contributed by students, professors, outside writer, and alumni. The magazine is managed and edited by students.

#### THE WILDCAT HANDBOOK

The student-published *Wildcat Handbook* is designed to acquaint students with the traditions, policies, activities, and personnel of the college.

#### DAVIDSON UPDATE

Published by the office of Public Information, *Davidson Update* carries news of the college and its alumni to its constituencies 10 times annually.

#### PUBLICATIONS BOARD

A Publications Board, consisting of eight student body representatives and four appointive members of the faculty, supervises the financial activities of the *Davidsonian*, *Quips and Cranks*, *The Miscellany*, and the *Wildcat Handbook*.

## Prizes

#### ALUMNI MEDAL

Awarded annually by the Alumni Association to the freshman who has made the highest average of his class in one of the degree programs.

#### BANKS BIBLE MEDAL

Established in memory of the Rev. William Banks, former trustee and president of the trustees, a fund provides a medal given annually to the senior who has completed four years of Bible with the highest distinction.

#### BLACK MEMORIAL AWARD

Established by Mrs. Sam Orr Black of Spartanburg, South Carolina, in memory of her grandson, this award of at least \$450 is presented annually to the rising senior premedical student considered most outstanding. In addition to a superior academic record, the student receiving the award shall have demonstrated traits of character, personality, leadership and unselfish service which give promise of an outstanding contribution in the field of medicine.

#### BROWN FRESHMAN AWARD

Established by Dr. Mark Edgar Sentelle, professor and Dean of Students at Davidson College, and presented annually to some worthy student above the freshman class who will be selected for his outstanding promise as indicated by character, personality, intellectual ability, and scholarship.

#### GLADSTONE MEMORIAL AWARD

Established by the family and friends of George L. Gladstone, Jr., class of 1960, this award is made each year to a rising senior, who has exhibited high potential for future service to mankind as indicated by his leadership at Davidson and elsewhere, service to the college and community, and academic record.

#### GREEK PRIZE

Presented by the class of 1922, books are given to the student who shows the greatest ability and promise in the study of Greek. It is not necessarily awarded annually.

#### HOWARD CHEMISTRY AWARD

Established by Mrs. David H. Howard of Lynchburg, Virginia, in memory of her son, this chemistry scholarship of \$300 is awarded annually to a rising senior studying chemistry who gives promise of the largest degree of usefulness in some field of service which requires a knowledge of chemistry.

#### HAY BIBLE MEDAL

This medal, provided for by three sons in honor of their mother, Mrs. F. J. Hay, Sr., is awarded to the freshman who makes the highest grade in Bible in his freshman year.

#### BELL MEMORIAL AWARD

Friends and relatives of a Davidson graduate of 1932, Vereen M. Bell, have established a fund for a prize to be given annually to the student who submits the best piece of creative writing. Vereen Bell, who lost his life in World War II, had established his reputation as a writer on Southern life. He was the son of former Chief Justice and Mrs. R. C. Bell of Thomasville, Ga.

#### PHIFER ECONOMICS AWARD

The A. K. Phifer Scholarship—awarded annually to an upperclassman who has made a distinguished record in the study of economics. Established by Mrs. A. K. Phifer of Cleveland, North Carolina, the stipend is approximately \$300 annually.

#### PUTNAM MATHEMATICS AWARD

The William Loyell Putnam Mathematical Competition Award—Established by the Southeastern Section of the Mathematic Association of America to the student who receives the highest rank on the Putnam Mathematical Examination in this region.

#### ALGERNON SYDNEY SULLIVAN AWARD

In 1926 the New York Southern Society established at Davidson College and at several other selected institutions an award to be made annually in memory of its founder. Each year two medallions are presented, one to a member of the senior class and the other to a person outside the student body. These awards recognize fine spiritual qualities practically applied to daily living, and have usually gone to persons who have given unselfish service without due recognition.

## Athletic Awards

Given annually, athletic awards are in the form of plaques.

#### TOMMY PETERS MEMORIAL

The student who best exemplifies the Davidson spirit in intercollegiate athletic competition.

#### "D" CLUB

"D" Club award to the outstanding freshman athlete of the year.

#### BASEBALL

*Fielding Clark*—Most valuable player.

*Rick Smyre*—The player who demonstrates the most "hustle."

#### BASKETBALL

*John Belk*—Most valuable player.

*Dr. Robert M. McLeod*—Best defensive player.

#### FOOTBALL

*George M. King*—The varsity football player who best combines outstanding play on the football field and academic excellence.

*Ed Armfield*—Best varsity blocker.

*D. R. LaFar*—Best defensive player.

GOLF

*Elgin White*—Most valuable player.

SWIMMING

*Bill Ray*—Student making the highest number of points in intercollegiate competition.

*Dick Redding*—Most valuable team man.

TRACK

*R. A. Fetzer*—Excellence.

*Wm. A. Merchant III*—The student making the highest number of points in intercollegiate track competition. Honors William A. Merchant, III.

STROUD INTERFRATERNITY TRACK

The fraternity making the highest number of points in the interfraternity track meet.

INTERFRATERNITY SCHOLARSHIP

Awarded each year to the Greek letter fraternity whose membership makes the highest scholastic average for the year. Furnished by the late Mr. and Mrs. Wm. H. Belk, it becomes the permanent possession of any fraternity which wins it for three consecutive years.

INTERFRATERNITY ATHLETIC

Awarded to the fraternity or club winning the greatest number of points in prescribed intramural sports.

# The Faculty, 1971-72

Reference  
The Faculty

## Officers of Administration

- SAMUEL REID SPENCER, JR., A.B., M.A., Ph.D., LL.D., *President*  
JOHN M. BEVAN, A.B., B.D., M.A., Ph.D., Sc.D., *Vice President for Academic Affairs*  
C. DAVID CORNELL, B.A., M.A., *Vice President—Finance and Development*

## Professors

- ANTHONY S. ABBOTT, A.B., M.A., Ph.D. (1964, 1967)  
*Associate Professor of English*  
A.B. (Princeton), M.A., Ph.D. (Harvard)
- GEORGE LAWRENCE ABERNETHY, A.B., M.A., Ph.D. (1946, 1946)  
*Richardson Professor of Philosophy*  
A.B. (Bucknell), M.A. (Oberlin), Ph.D. (Michigan)
- ROBERT LIVINGSTON AVINGER, A.B., Ph.D. (1967, 1967)  
*Assistant Professor of Economics*  
A.B. (Davidson), Ph.D. (Duke)
- RUPERT T. BARBER, JR., B.S., M.A., Ph.D. (1963, 1963)  
*Assistant Professor of Speech and Drama*  
B.S., Ph.D. (Louisiana State), M.A. (Columbia)
- \*RICHARD RYERSON BERNARD, B.S., M.A., Ph.D. (1955, 1959)  
*Richardson Professor of Mathematics*  
B.S., M.A., Ph.D. (Virginia)
- JOHN M. BEVAN, A.B., B.D., M.A., Ph.D. (1947, 1970)  
*Vice President for Academic Affairs and Professor of Psychology*  
A.B. (Franklin & Marshall), B.D., M.A., Ph.D. (Duke)
- FRANK WILLIAM BIGLOW, A.B., M.A. (1971, 1971)  
*Assistant Professor of Political Science*  
A.B. (Florida), M.A. (Berkeley)
- \*\*FRANK WALKER BLISS, JR., A.B., M.A., Ph.D. (1963, 1966)  
*Professor of English*  
A.B. (Emory), M.A., Ph.D. (Minnesota)
- ALAN BURRUSS BRINKLEY, A.B., M.A., Ph.D. (1964, 1966)  
*Associate Professor of Philosophy*  
A.B. (Lynchburg), M.A. (Virginia), Ph.D. (Tulane)
- ELMER EVANS BROWN, A.B., Ph.D. (1939, 1949)  
*Professor of Biology*  
A.B. (Davidson), Ph.D. (Cornell)
- HORACE ALDEN BRYAN, A.B., Ph.D. (1955, 1967)  
*Professor of Chemistry*  
A.B. (King), Ph.D. (Tennessee)

\*On leave Spring Term 1972

\*\*On leave 1971-72

The first date above is that of original appointment to the faculty and the second date is that of appointment to current faculty rank.

Reference  
The Faculty

- JOHN NICHOLAS BURNETT, B.A., M.S., Ph.D. (1968, 1968)  
*Assistant Professor of Chemistry*  
B.A., M.S., Ph.D. (Emory)
- RICHARD CLYDE BURTS, JR., A.B., M.A., Ed.D. (1961, 1971)  
*Registrar and Professor of Psychology*  
A.B. (Furman), M.A., Ed.D. (Columbia)
- RICHARD P. CARMODY, B.A. (1970, 1970)  
*Assistant Professor of Military Science*  
B.A. (Illinois)
- JAMES YOUNG CAUSEY, A.B., M.A., Ph.D. (1948, 1948)  
*Professor of Spanish*  
A.B. (Virginia), M.A. (North Carolina), Ph.D. (Wisconsin)
- THOMAS FETZER CLARK, A.B., B.D., Ph.D. (1958, 1964)  
*Associate Professor of Religion*  
A.B. (Davidson), B.D. (Union Seminary), Ph.D. (Aberdeen)
- RICHARD CARGILL COLE, A.B., M.A., Ph.D. (1961, 1961)  
*Professor of English*  
A.B. (Hamilton), M.A., Ph.D. (Yale)
- JEAN S. CORNELL, B.A., M.S.J., M.A. (1971, 1971)  
*Instructor in Speech*  
B.A. (Ohio Wesleyan), M.S.J. (Northwestern), M.A. (Arizona)
- CHARLES L. CORNWELL, A.B., M.A. (1964, 1968)  
*Assistant Professor of English*  
A.B. (Davidson), M.A. (Virginia)
- WILLIAM R. CUNNINGHAM, B.A. (1971, 1971)  
*Assistant Professor of Military Science*  
B.A. (Wofford)
- TOM DAGGY, A.B., M.S., Ph.D. (1947, 1957)  
*Professor of Biology*  
A.B. (Earlham), M.S., Ph.D. (Northwestern)
- CHALMERS GASTON DAVIDSON, A.B., M.A. In L.S., M.A., Ph.D. (1936, 1946)  
*Professor of History and Director of the Library*  
A.B. (Davidson), M.A. in L.S. (Chicago),  
M.A., Ph.D. (Harvard)
- MARK I. DAVIES, B.A., M.A., Ph.D. (1971, 1971)  
*Assistant Professor of Classics*  
B.A., M.A., Ph.D. (Princeton)
- THOMAS DIXON, B.S. (1969, 1969)  
*Assistant Professor of Military Science*  
B.S. (Tuskegee)
- JOSEPH TURPIN DRAKE, B.S., M.A., Ph.D. (1957, 1957)  
*Professor of Sociology*  
B.S. (Davidson), M.A., Ph.D. (North Carolina)
- C. EARL EDMONDSON, B.A., M.A., Ph.D. (1970, 1970)  
*Assistant Professor of History*  
B.A. (Mississippi College), M.A., Ph.D. (Duke)
- JOE OTIS EMBRY, A.B., M.A., Ph.D. (1961, 1963)  
*Richardson Professor of French*  
A.B. (Drury), M.A. (Iowa), Ph.D. (Minnesota)
- HANSFORD M. EPES, JR., A.B., Ph.D. (1964, 1967)  
*Assistant Professor of German*  
A.B. (Davidson), Ph.D. (North Carolina)
- PAUL COLIN FISHER, A.B., M.A. (1966, 1971)  
*Assistant Professor of German and Director of Overseas Studies*  
A.B. (Arizona), M.A. (Rutgers)

VIRGIL PARKER FOSTER, JR., A.B., M.A. <i>Professor of Military Science</i>	(1969, 1969)	Reference The Faculty
A.B. (Wofford), M.A. (Columbia)		
JAMES MONROE FREDERICKSEN, B.S., Ph.D. <i>Professor of Chemistry</i>	(1957, 1962)	
B.S. (Richmond), Ph.D. (Virginia)		
DIRK FRENCH, A.B., M.A., Ph.D. <i>Assistant Professor of Classics</i>	(1967, 1970)	
A.B. (Lawrence), M.A., Ph.D. (Princeton)		
WILLIAM FRANCIS FREY, A.B., M.S., Ph.D. <i>Associate Professor of Physics</i>	(1960, 1964)	
A.B. (King), M.S., Ph.D. (Vanderbilt)		
RALPH WILLIAM GABLE, B.S., M.A., Ph.D. <i>Associate Professor of Chemistry</i>	(1960, 1964)	
B.S. (Texas), M.A., Ph.D. (Duke)		
FREDERICK HUGHES GAIGE, B.A., M.A.T., Ph.D. <i>Assistant Professor of South Asian Studies</i>	(1969, 1971)	
B.A. (Oberlin), M.A.T. (Brown), Ph.D. (Pennsylvania)		
JOHN BRYANT GALLEN, B.S., M.S., Ph.D. <i>Professor of Chemistry</i>	(1942, 1946)	
B.S. (Davidson), M.S., Ph.D. (North Carolina)		
FRANCIS GHIGO, B.S., M.A., Ph.D. <i>Professor of French</i>	(1959, 1959)	
B.S. (Davidson), M.A., Ph.D. (North Carolina)		
CYNTHIA THOMAS GRANT, B.A., Ph.D. <i>Assistant Professor of Biology</i>	(1972, 1972)	
B.A. (Wellesley), Ph.D. (Yale)		
*DAVID CARROLL GRANT, B.A., Ph.D. <i>Assistant Professor of Biology</i>	(1968, 1968)	
B.A. (Wooster) Ph.D. (Yale)		
WILLIAM BLANNIE HIGHT, JR., A.B., M.Ed., Ph.D. <i>Associate Professor of Education</i>	(1962, 1962)	
A.B., M.Ed., Ph.D. (North Carolina)		
JOHN GILL HOLLAND, A.B. <i>Assistant Professor of English</i>	(1967, 1967)	
A.B. (Washington and Lee), Ph.D. (North Carolina)		
JOHN ISAAC HOPKINS, B.S., M.A., Ph.D. <i>James Buchanan Duke Professor of Physics</i>	(1958, 1960)	
B.S., M.A., Ph.D. (Duke)		
DOUGLAS CLAY HOUCHEMS, B.F.A., M.F.A. <i>Associate Professor of Art</i>	(1953, 1962)	
B.F.A., M.F.A. (Richmond Professional Institute)		
ROBERT BRUCE JACKSON, JR., B.S. Ph.D. <i>Professor of Mathematics</i>	(1956, 1966)	
B.S. (Davidson), Ph.D. (Duke)		
ROBERT ERIC JACKSON, B.Mus. <i>Instructor in Music</i>	(1968, 1968)	
B.Mus. (Oberlin)		
WILLIAM HERBERT JACKSON, A.B., M.F.A. <i>Instructor in Art</i>	(1969, 1969)	
A.B. (Davidson), M.F.A. (North Carolina)		
WILLIAM ELIAS JACKSON, JR., B.A., M.A. <i>Assistant Professor of Political Science</i>	(1966, 1971)	
B.A. (Davidson), M.A. (North Carolina)		
*On leave Spring Term 1972		

Reference The Faculty	EVERETT F. JACOBUS, JR., A.B. <i>Instructor in French</i> A.B. (Duke), Ph.D. (Cornell)	(1971, 1971)
	BERTRAM JESSUP, B.A., M.A., Ph.D. <i>Visiting Dana Professor of English</i> B.A., M.A. (Oregon), Ph.D. (California)	(1971, 1971)
	FRONTIS WITHERS JOHNSTON, A.B., Ph.D. <i>Wm. R. Kenan, Jr., Professor of History and Dean of the Honors College</i> A.B. (Davidson), Ph.D. (Yale)	(1935, 1970)
	ROBERT DAVID KAYLOR, A.B., B.D., Ph.D. <i>Associate Professor of Religion</i> A.B. (Southwestern), B.D. (Louisville Seminary), Ph.D. (Duke)	(1964, 1968)
	JOHN DOBBINS KELTON, B.S., Ph.D. <i>Professor of Psychology</i> B.S. (Davidson), Ph.D. (North Carolina)	(1959, 1966)
	JOHN THOMAS KIMBROUGH, B.S., M.S. <i>Professor of Mathematics</i> B.S. (Davidson), M.S. (Chicago)	(1928, 1946)
	DONALD L. KIMMEL, JR., B.A., M.D., M.Sc., Ph.D. <i>Associate Professor of Biology</i> B.A. (Swarthmore), M.D., M.Sc. (Temple), Ph.D. (Johns Hopkins)	(1971, 1971)
	RANDALL RICH KINCAID, JR., A.B., M.A., Ph.D. <i>Assistant Professor of Economics</i> A.B. (Wofford), M.A., Ph.D. (Duke)	(1967, 1967)
	LUNSFORD RICHARDSON KING, B.S., Ph.D. <i>Associate Professor of Mathematics</i> B.S. (Davidson), Ph.D. (Duke)	(1964, 1968)
	BENJAMIN G. KLEIN, B.A., M.A., Ph.D. <i>Assistant Professor of Mathematics</i> B.A. (Rochester), M.A., Ph.D. (Yale)	(1971, 1971)
	*GEORGE LABBAN, JR., A.B., M.A., Ph.D. <i>W. R. Grey Professor of Classics</i> A.B., M.A., Ph.D. (Texas)	(1952, 1960)
	WILLIAM TUTHILL LAMMERS, A.B., M.S., Ph.D. <i>Associate Professor of Biology</i> A.B. (Emory), M.S. (Ohio State), Ph.D. (Emory)	(1959, 1964)
	MALCOLM LESTER, A.B., M.A., Ph.D. <i>Professor of History</i> A.B. (Mercer), M.A., Ph.D. (Virginia)	(1959, 1959)
	LARRY L. LIGO, B.A., B.D. <i>Instructor in Art</i> B.A. (Muskingum), B.D. (Princeton Seminary)	(1970, 1970)
	GLENN CARLOS LINDSEY, B.B.A., M.B.A. <i>Assistant Professor of Economics</i> B.B.A., M.B.A. (Georgia)	(1958, 1961)
	CHARLES EDWARD LLOYD, A.B., M.A. <i>Associate Professor of English</i> A.B., M.A. (North Carolina)	(1956, 1970)
	EARL RONALD MACCORMAC, B.E., M.A., B.D., Ph.D. <i>Associate Professor of Philosophy</i> B.E., M.A., B.D., Ph.D. (Yale)	(1961, 1964)

\*On leave, 1971-72

†	WILLIAM GILLESPIE MCGAVOCK, A.B., M.A., Ph.D. <i>Charles A. Dana Professor of Mathematics</i> A.B. (Davidson), M.A., Ph.D. (Duke)	(1934, 1941)	Reference The Faculty
	JOHN ALEXANDER MCGEACHY, JR., A.B., M.A., Ph.D. <i>Mary Reynolds Babcock Professor of History</i> A.B. (Davidson), M.A. (North Carolina), Ph.D. (Chicago)	(1938, 1950)	
	ALEXANDER JEFFREY MCKELWAY, A.B., B.D., Ph.D. <i>Associate Professor of Religion</i> A.B. (Davidson), B.D. (Princeton Seminary), Ph.D. (Basel)	(1965, 1968)	
	SAMUEL DOW MALONEY, A.B., B.D., Th.M., Th.D. <i>Professor of Religion</i> A.B. (Davidson), B.D., Th.M., Th.D. (Union Seminary)	(1954, 1967)	
	ROBERT JOHN MANNING, B.A., M.S., Ph.D. <i>Assistant Professor of Physics</i> B.A. (Gettysburg), M.S., Ph.D. (Virginia)	(1968, 1968)	
	JAMES GRUBBS MARTIN, B.S., M.A., Ph.D. <i>Richardson Associate Professor of Chemistry</i> B.S. (Davidson), M.A., Ph.D. (Princeton)	(1960, 1964)	
***	WALTER ELMORE MEEKS, JR., A.B., M.A. <i>Assistant Professor of French</i> A.B., M.A. (Alabama)	(1962, 1962)	
	WINFRED PLEASANTS MINTER, B.S., M.S., Ph.D. <i>Professor of Political Science</i> B.S., M.S. (Virginia Polytechnic), Ph.D. (Chicago)	(1957, 1968)	
	CORA LOUISE NELSON, B.S., Ph.D. <i>Associate Professor of Economics</i> B.S., Ph.D. (North Carolina)	(1964, 1967)	
	JAY HAROLD OSTWALT, A.B., M.A., Ph.D. <i>Professor of Psychology and Education and Director of Instructional Development</i> A.B. (Davidson), M.A., Ph.D. (Duke)	(1948, 1971)	
	EDWARD L. PALMER, B.A., B.D., M.S., Ph.D. <i>Assistant Professor of Psychology</i> B.A. (Gettysburg), B.D. (Gettysburg Seminary) M.S., Ph.D. (Ohio)	(1970, 1970)	
	MALCOLM OVERSTREET PARTIN, A.B., M.A., Ph.D. <i>Assistant Professor of History</i> A.B. (North Carolina), M.A., Ph.D. (Duke)	(1968, 1968)	
	ERNEST FINNEY PATTERSON, B.S., M.A., Ph.D. <i>Professor of Economics</i> B.S. (Southwest Texas Teachers), M.A., Ph.D. (Texas)	(1957, 1966)	
	WILLIAM BROWN PATTERSON, JR., A.B., A.B., B.D., M.A., M.A., Ph.D. <i>Associate Professor of History</i> A.B. (University of the South), A.B., M.A. (Oxford), B.D. (Episcopal Theological School), M.A., Ph.D., (Harvard)	(1963, 1967)	
	THOMAS OWEN PINKERTON, B.S., LL.B., Ph.D. <i>Professor of German</i> B.S. (Davidson), LL.B. (Vanderbilt), Ph.D. (North Carolina)	(1960, 1968)	
	DONALD BRYCE PLOTT, B.Mus., M.Mus. <i>Richardson Professor of Music</i> B.Mus., M.Mus. (Michigan)	(1961, 1962)	
	HUGH S. PLUNKETT, A.B., AM. <i>Instructor in Anthropology</i> A.B., A.M. (Chicago)	(1971, 1971)	

†Not teaching 1971-72

\*\*\*Foreign Study Abroad, France, 1971-72

Reference The Faculty	**MAX EUGENE POLLEY, A.B., B.D., Ph.D. <i>Professor of Religion</i> A.B. (Albion), B.D., Ph.D. (Duke)	(1956, 1966)
	J. HARRIS PROCTOR, A.B., M.A., Ph.D. <i>Charles A. Dana Professor of Political Science</i> A.B. (Duke), M.A. (Fletcher School of Law and Diplomacy), Ph.D. (Harvard)	(1970, 1970)
	JAMES SLICER PURCELL, JR., A.B., M.A., Ph.D. <i>Professor of English</i> A.B. (Stetson), M.A., Ph.D. (Duke)	(1948, 1957)
	CHARLES EDWARD RATLIFF, JR., B.S., M.A., Ph.D. <i>Charles A. Dana Professor of Economics</i> B.S. (Davidson), M.A., Ph.D. (Duke)	(1947, 1960)
	JAMES WALKER REID, JR., B.S., M.A., Ph.D. <i>Professor of Geography</i> B.S. (Davidson), M.A. (Columbia), Ph.D. (Peabody)	(1942, 1945)
	DANIEL DURHAM RHODES, A.B., B.D., Ph.D. <i>J. W. Cannon Professor of Religion</i> A.B. (Davidson), B.D. (Louisville Seminary), Ph.D. (Duke)	(1960, 1960)
	**DAVID FRANK RICHEY, B.Mus., B.Mus., M.Mus., M.Mus. <i>Associate Professor of Music</i> B.Mus., M.Mus. (Oberlin), B.Mus., M.Mus. (Yale)	(1960, 1968)
	JERRY ALLEN ROBERTS, B.E.Py., M.S., Ph.D. <i>Associate Professor of Mathematics</i> B.E.Py., M.S., Ph.D. (North Carolina State)	(1965, 1969)
	THOMAS A. ROGERSON, A.B., M.A. <i>Assistant Professor of Spanish</i> A.B. (Queens, N. Y.), M.A. (Wisconsin)	(1964, 1964)
	ROBERT D. RUTH, B.A., M.A. <i>Instructor in Sociology</i> B.A. (State University of New York), M.A. (Duke)	(1971, 1971)
	TOM SCOTT, B.S., M.A., Ed. D. <i>Professor and Director of Physical Education</i> B.S. (Kansas State Teachers), M.A. (Iowa), Ed.D. (Columbia)	(1955, 1955)
	THEODORE R. SEVERN, B.S. <i>Assistant Professor of Military Science</i> B.S. (Massachusetts)	(1970, 1970)
	SAMUEL REID SPENCER, JR., A.B., M.A., Ph.D. <i>President of the College and Professor of History</i> A.B. (Davidson), M.A., Ph.D. (Harvard)	(1951, 1968)
	JUNIUS BRUTUS STROUD, B.S., M.A., Ph.D. <i>Associate Professor of Mathematics</i> B.S. (Davidson), M.A., Ph.D. (Virginia)	(1960, 1967)
	HALLAM WALKER, A.B., M.A., Ph.D. <i>Associate Professor of French</i> A.B., M.A., Ph.D. (Princeton)	(1965, 1965)
	RUSSELL EMMETT WALLS, B.S., M.A., Ph.D. <i>Assistant Professor of Psychology</i> B.S. (Davidson), M.A., Ph.D. (North Carolina)	(1968, 1970)
	WILMER HAYDEN WELSH, B.S., B.Mus., M. Mus. <i>Associate Professor of Music</i> B.S. (Johns Hopkins), B.Mus., M.Mus. (Peabody Conservatory)	(1963, 1963)
	LOCKE WHITE, JR., B.S., Ph.D. <i>Professor of Physics</i> B.S. (Davidson), Ph.D. (North Carolina)	(1961, 1961)
	**On leave 1971-72	

- JULIUS SHERMAN WINKLER, A.B., M.A., Ph.D. (1961, 1967)  
*Associate Professor of German*  
 A.B. (Ohio Wesleyan), M.A., Ph.D. (Princeton)
- \*\*ALBERT ALLEN WOLF, A.B., M.A., Ph.D. (1965, 1969)  
*Associate Professor of Physics*  
 A.B., M.A. (Vanderbilt),  
 Ph.D. (Georgia Institute of Technology)
- WILLIAM GATEWOOD WORKMAN, B.Ph., M.A., B.D., Ph.D. 1951, 1951)  
*Richardson Professor of Psychology*  
 B.Ph., M.A., B.D. (Emory), Ph.D. (Chicago)
- \*\*\*ERICH-OSKAR JOACHIM SIEGFRIED WRUCK, A.B., M.A., Ph.D. (1962, 1969)  
*Associate Professor of German*  
 A.B., M.A., Ph.D. (Rutgers)
- JOHN J. YOUNG, A.B., M.A., Ph.D. (1970, 1970)  
*Instructor in Philosophy*  
 A.B. (John Carroll), M.A., Ph.D. (Virginia)

Reference  
 The Faculty  
 New Faculty  
 Professors Emeriti

## New Faculty, 1972-73

- FELIX ALVIN CARROLL, JR. B.S., Ph.D. (1972, 1972)  
*Assistant Professor of Chemistry*  
 B.S. (North Carolina), Ph.D. (California Institute of Technology)
- LOIS ANNE KEMP, B.A., M.A., M.A. (1972, 1972)  
*Assistant Professor of Spanish*  
 B.A. (Middlebury), M.A. (Denver), M.A., Ph.D. (Wisconsin)
- PAUL E. LISTON, B.A., M.A. (1972, 1972)  
*Instructor in Political Science*  
 B.A., M.A. (Utah)
- WILLIAM RODGER NUTT, B.A., M.A., Ph.D. (1971, 1972)  
*Assistant Professor of Chemistry*  
 B.A. (Ohio Wesleyan), M.A., Ph.D. (Duke)
- I. JOB THOMAS, B.A., M.A.,  
*Visiting Professor of Art*  
 B.A. (Madras Christian College), M.A. (University of Madras)

## Presidents and Professors Emeriti

- JOHN ROOD CUNNINGHAM, A.B., B.D., D.D., LL.D. (1941, 1957)  
*President Emeritus of the College*  
 A.B. (Westminster), B.D. (Louisville Seminary),  
 D.D. (Westminster), LL.D. (King, Duke, Wake Forest,  
 North Carolina, Davidson)
- DAVID GRIER MARTIN, B.S., LL.D. (1951, 1968)  
*President Emeritus of the College*  
 B.S. (Davidson), LL.D. (King, Wake Forest, Duke,  
 North Carolina, Erskine, Davidson)
- JOHN CROOKS BAILEY, JR., A.B., M.A. (1925, 1971)  
*Professor Emeritus of Classics*  
 A.B. (Davidson), M.A. (Johns Hopkins)
- WILLIAM PATTERSON CUMMING, A.B., M.A., Ph.D. (1927, 1968)  
*Virginia Lasater Irvin Professor Emeritus of English*  
 A.B. (Davidson), M.A., Ph.D. (Princeton)

\*\*On leave 1971-72

\*\*\*In Germany, 1971-72

Reference  
Professors Emeriti  
Administrative Staff

- ARTHUR GWYNN GRIFFIN, A.B., M.A. (1946, 1967)  
*Professor Emeritus of Economics and Business Administration*  
A.B., M.A. (North Carolina)
- HENRY TRACY LILLY, A.B., M.A., Litt. D. (1926, 1965)  
*Professor Emeritus of English*  
A.B. (Davidson), M.A. (Princeton), Litt.D (Presbyterian)
- THOMAS SWINDALL LOGAN, B.S., M.S., Ph.D. (1937, 1971)  
*Professor Emeritus of Chemistry*  
B.S., M.S. (Emory), Ph.D. (Johns Hopkins)
- WILLIAM NELSON MEBANE, JR., B.S., M.A. (1923, 1966)  
*Professor Emeritus of Applied Mathematics*  
B.S. (Davidson), M.A. (Cornell)
- CLARENCE JOHN PIETENPOL, B.S., M.S., Ph.D. (1946, 1963)  
*Professor Emeritus of Physics*  
B.S. (Pittsburgh), M.S. (Colorado), Ph.D. (New York)
- WILLIAM OLIN PUCKETT, A.B., M.A., Ph.D. (1946, 1971)  
*R. J. Reynolds Professor Emeritus of Biology*  
A.B. (Davidson), M.A. (North Carolina), Ph.D. (Princeton)
- LEWIS BEVINS SCHENCK, A.B., B.D., S.T.M., Ph. D. (1927, 1966)  
*J. W. Cannon Professor Emeritus of Bible*  
A.B. (Davidson), B.D. (Union Seminary),  
S.T.M. (Princeton Seminary), Ph.D. (Yale)
- GEORGE BYRON WATTS, A.B., M.A., Ph.D. (1926, 1961)  
*Professor Emeritus of French*  
A.B. (Dartmouth), M.A. (Harvard), Ph.D. (Minnesota)
- JAMES BAKER WOODS, JR., A.B., M.D. (1942, 1969)  
*College Physician Emeritus*  
A.B. (Davidson), M.D. (Medical College of Virginia)

## Administrative Staff, 1971-72

### OFFICE OF THE PRESIDENT

- Samuel Reid Spencer, Jr., A.B., M.A., Ph.D., LL.D., *President*.  
Gregory Allen Scott, B.A. (Davidson), *Assistant to the President*.  
Janie French, *Administrative Assistant*.  
Frances White, *Staff Secretary*.

### ACADEMIC AFFAIRS

- John M. Bevan, A.B., B.D., M.A., Ph.D., Sc.D., *Vice President for Academic Affairs*.  
Patricia Knox, A.B. (Queens), *Administrative Secretary*.

### HONORS COLLEGE

- Frontis Withers Johnston, A.B., Ph.D., *Dean, Honors College*.  
Jean Daughtry, *Staff Secretary*.

### ACADEMIC SERVICES

- Annamarie Burts, A.B. (Northwestern), M.A. (Pennsylvania), Ed.D. (Columbia),  
*Director of Visual Aids*.  
Frances Reid, *Instructional Assistant, Language Laboratory*.  
Louise Thompson, B.S. (Bridgewater), M.Ed. (Boston University), *Staff Secretary, International Education*.

## ADMISSIONS

- H. Edmunds White, B.S. (Davidson), M.Ed. (South Carolina), *Director of Admissions and Financial Aid.*  
 William S. Miller, B.A. (Albion), M.A. (Michigan State), *Assistant Director of Admissions and Financial Aid.*  
 Norman Richard Broadbent, A.B., M.Ed. (Drury), *Assistant Director of Admissions.*  
 Dianne Brantley, *Stenographer.*  
 Martha Giles, *Staff Secretary.*  
 Pilar Ramsey, *Staff Secretary.*  
 Linda Karriker, *Stenographer.*

## ATHLETICS AND PHYSICAL EDUCATION

- Tom Scott, B.S., M.A., Ed.D., *Director of Athletics and Physical Education; Head Coach, Golf.*  
 Frederick B. Outlaw, A.B. (Birmingham-Southern), *Associate Director of Athletics and Business Manager.*  
 Robert J. Brickels, B.S. (Miami, Ohio), *Assistant Coach, Basketball*  
 Thomas William Bond Couch, B.S. (Western Carolina), M.S. (Indiana), *Physical Education Instructor; Head Trainer.*  
 David Jerry Fagg, A.B. (Davidson), Ed.M. (Boston University), *Head Coach, Football.*  
 Harry Fogleman, A.B. (Duke), M.A. (Florida), *Physical Education Instructor; Head Coach, Tennis and Soccer.*  
 Ronald M. Graham, B.S. (Ashland College), *Assistant Coach, Football.*  
 Michael Terry Holland, B.S. (Davidson), *Head Coach, Basketball.*  
 James J. Larranaga, B.A. (Providence), *Assistant Coach, Basketball.*  
 Sterling T. Martin, A.B. (Davidson), *Cross Country and Assistant Track Coach; Director of Intramural; Coordinator of Physical Education.*  
 Robert A. Moschetti, B.S. (Cincinnati), *Assistant Coach, Football.*  
 Charles W. Parker, B.S. (Davidson), *Physical Education Instructor; Head Coach, Wrestling.*  
 David Thomas Roberts, B.S., M.A. (Western Carolina), *Assistant Coach, Football.*  
 Thomas Brock Stevens, B.S., M.A. (North Carolina), *Physical Education Instructor; Head Coach, Baseball, Swimming.*  
 A. Heath Whittle, B.S. (Davidson), *Assistant Director of Athletics and Physical Education; Head Coach, Cross Country and Track.*  
 Lynda Daniels, *General Clerk, Ticket Office.*  
 Patsy Miller, *Stenographer, Athletic Office.*  
 Joyce McGinnis, *Stenographer, Football Office.*  
 Betty Walley, *Staff Secretary, Athletic Dept.*  
 Brenda King, *Stenographer, Basketball Office.*

## COLLEGE UNION

- Colin Shaw Smith, A.B. (Davidson), M.A. (North Carolina), *Director of the College Union and Coordinator of Student Activities; Director of Placement.*  
 Peter V. Sterling, A.B. (Davidson), M.A. (Georgetown), *Assistant Director, College Union.*  
 Harold Smoak, B.S. (Davidson), *Operations Manager.*  
 Myrtle Knox, *Stenographer.*  
 Brenda Sue Summers, *Staff Secretary.*

## COUNSELING

- William Blannie Hight, Jr., A.B., M.Ed., Ph.D., *Director of Student Counseling Service and Director of Student Teaching.*  
 Catherine Wilson, *Instructional Assistant.*

## DEAN OF STUDENTS

- William Holt Terry, A.B. (Davidson), B.D. (Union Seminary), *Dean of Students*.  
William A. Davis, Jr., B.S. (Davidson), M.D. (Duke), *College Physician*.  
Gertrude Nicholls, A.B. (Park), *Director of Student Housing*.  
Dorothy Sherrill, R.N., *Superintendent of Infirmary*.  
Edith Christian, R.N., *General Duty Nurse, Infirmary*.  
Letitia Kimbrough, A.B. (Salem), *Staff Secretary, Dean of Students*.  
Edna Douglas Mott, L.P.N., *Assistant, Infirmary*.

## INSTRUCTIONAL DEVELOPMENT

- Jay Harold Ostwalt, A.B., M.A., Ph.D., *Director of Instructional Development*.  
Joretta Archie, *Staff Secretary*.

## LIBRARY

- Chalmers Gaston Davidson, A.B., M.A. in L.S., M.A., Ph.D., *Director of the Library*.  
Leland M. Park, A.B. (Davidson), M.In. (Emory), *Head of Reference and Student Personnel, Assistant Director of the Library*.  
Sewell Helvey, A.B. (Concord), B.S. in L.S. (North Carolina), *Assistant Cataloguer*.  
Elizabeth Mayhew, A.M. (Lenoir Rhyne), M.A. in L.S. (Appalachian), *Reserve and Acquisitions Librarian*.  
Della Shore, B.S. (Guilford), B.S. in L.S. (North Carolina), *Cataloguer*.  
Jane Williams, A.B. (Pfeiffer), M.L.S. (North Carolina), *Head of Serials Development*.  
Nadine Caldwell, *Clerical Assistant*.  
Shirley Childers, *Clerical Assistant*.  
Ursula Fogleman, A.A. (Virginia Intermont), *Staff Secretary, Acquisitions*.  
Barbara Irwin, *Clerical Assistant*.  
Joyce McEver, *Clerical Assistant*.  
Bridgette Sloan, *Clerical Assistant*.  
Mary Wilson, *General Clerk*.

## MILITARY SCIENCE

- Virgil P. Foster, Jr., A.B. (Wofford), M.A. (Columbia), Colonel, MPC, U. S. Army, *Professor of Military Science*.  
Richard P. Carmody, B.A. (Illinois), Captain, Artillery, *Assistant Professor of Military Science*.  
Thomas Dixon, B.S. (Tuskegee), Major, Infantry, U. S. Army, *Assistant Professor of Military Science*.  
Bob W. Garner, B.S. (Murray State), Major, FA, U.S. Army, *Assistant Professor of Military Science*.  
Theodore R. Severn, B.S. (Massachusetts), Captain, Infantry, *Assistant Professor of Military Science*.  
Jerome D. Pearce, *Sergeant Major, U.S. Army*.  
Robert E. Baggett, *Master Sergeant, U. S. Army*.  
Charles O. Jaap, *Sergeant First Class, U. S. Army*.  
Frank E. Kopter, *Staff Sergeant, U. S. Army*.  
Benjamin F. Turpin, *Staff Sergeant, U. S. Army*.  
Garland L. Keever, *Department of Army Civilian*.

## MUSIC

- Donald Bryce Plott, B.M., M.M., *Director of Music*.  
Herbert A. Russell, Jr., B.S. (Davidson), *Administrative Assistant*.

## REGISTRAR

- Richard Clyde Burts, Jr., A.B., M.A., Ed.D., *Registrar*.  
Eleanor Northcott, A.B. (North Carolina), *Administrative Assistant*.  
Diane Lindabury, *Staff Secretary*.

## FINANCE AND DEVELOPMENT

Reference  
Administrative Staff

C. David Cornell, B.A., M.A. (Iowa), *Vice President-Finance and Development*.  
Nancy Rhyne, *Administrative Secretary*.

### BUSINESS MANAGER

Robert Arrowood Currie, B.S. (Davidson), M.B.A. (Pennsylvania), C.P.A.,  
*Business Manager*.

Carolyn Bourdeaux, *Assistant to the Business Manager*.

Grover C. Meetze, Jr., B.S. (Davidson), *Director of Physical Plant*.

P. Irvin Brawley, B.S. (North Carolina State), *Supervisor of Grounds*.

J. Oscar Gant, *Supervisor of Custodians*.

Phillip Cashion, *Supervisor of Engineering*.

Luther D. Honeycutt, *Supervisor of Buildings*.

Peter Nicholls, A.B. (Princeton), Manager, Book Store.

Weston Plymale, A.B. (Mercer), M.B.A. (Emory), *Administrative Assistant*.

Clyde W. Stacks, *Manager, College Laundry*.

Mary Parks Knox, *Staff Secretary, Physical Plant*.

Margaret McGehee, *Hostess, College Guest House*.

Rachel Washam, *General Clerk, Book Store*.

### COMPTROLLER

Robert W. Davidson, B.S., M.B.A. (North Carolina), C.P.A., *Comptroller*.

Joyce Fleagle, *Assistant to the Comptroller*.

Sarah Burris, *General Clerk*.

Peggy Cashion, *General Accountant*.

Betty Washam, *General Clerk*.

### DEVELOPMENT

Donald L. Winston, B.S. (California State Polytechnic), *Director of Development*.

Ronald David Nordeen, B.A. (Pomona), *Director of Deferred Giving*.

Russell A. Strong, A.B. (Kalamazoo), M.A. (Western Michigan), *Director, Public Information*.

Earl W. Lawrimore, A.B. (Davidson), *Director, News Bureau*.

Emil Parker, A.B. (Lenoir Rhyne), *Director, Sports Information*

Howard B. Arbuckle III, A.B. (Davidson), *Director, Alumni Relations and the Annual Fund*.

Zachary F. Long, Jr., A.B. (Davidson) M.B.A. (North Carolina), *Associate Director, Alumni Relations*.

P. S. Carnegie, B.S. (Davidson), *Executive Director, Wildcat Club*.

Mary Mack Benson, *Staff Secretary, Development*.

Nancy Blackwell, *Staff Secretary, Alumni Relations*.

Patricia Burgess, *Staff Secretary, Public Information*.

Ellawayne Graham, *Stenographer, Alumni Office*.

Frances McCorkle, *Stenographer, News Bureau*.

Patricia Wilson, *Stenographer, Wildcat Club Office*.

### PERSONNEL AND ADMINISTRATIVE SERVICES

Robert J. Stephenson, B.S. (North Carolina State), *Director of Personnel and Administrative Services*.

Betty Barker, *Key Punch Operator, Data Processing Service*.

Kenneth Carmack, *Systems Analyst/Programmer, Data Processing Service*.

Louis Conner, *Mimeograph and Mail Services*.

Mary Earnhardt, *Stenographer, Faculty Secretarial Services*.

Helen Gillespie, *Switchboard Operator*.

Roger Greene, *Assistant, Data Processing Service*.

Jane Phillips, *Stenographer, Faculty Secretarial Services*.

Sara Penland, *Staff Secretary, Faculty Secretarial Services*.

Elizabeth Shinn, *Staff Secretary, Personnel and Administrative Services*.

# Trustees of Davidson College

The ownership, management and control of Davidson College are vested in the Trustees of the College, who shall be elected for a term of four years and in such a manner that, as nearly as practicable, the Trustees will be composed of members elected as follows:

(a) Twenty-two by, and from among persons resident within, the respective Presbyteries (as constituted from time to time) in the State of North Carolina, on the basis of numbers of members allocated among such Presbyteries by the Executive Committee of the Trustees at convenient intervals but at least every four years, such allocations to be, as nearly as practicable, in proportion to the number of communicant members of the respective Presbyteries; provided, however, that each of such Presbyteries shall be allocated at least one of the twenty-two memberships;

(b) Two by, and from among persons resident within, each of the Presbyteries of Everglades and Suwannee;

(c) Eight by the Trustees, at least four of whom shall be Alumni; and

(d) Eight from the Alumni, on nominations by the Alumni Association, chosen by an electorate composed of the Alumni Association and the then current Senior Class. (Article 2, Paragraph 1, *Revised By-Laws of Davidson College*, 1971)

Dr. Henry T. Bahnson—Pittsburgh, Pennsylvania  
Mr. John M. Belk—Charlotte, North Carolina  
Mr. John C. Bernhardt—Lenoir, North Carolina  
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Mr. Sam L. Black—Concord, North Carolina  
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Mr. Wm. Harllee Branch, Jr.—Atlanta, Georgia  
Mr. Hubert N. Cannon, Jr.—Raleigh, North Carolina  
The Reverend Charles R. Carter—High Point, North Carolina  
Mr. G. Don Davidson, Jr.—Charlotte, North Carolina  
Mr. Jack P. Etheridge—Atlanta, Georgia  
Dr. J. Wayte Fulton, Jr.—West Palm Beach, Florida  
Mr. W. Blair Gwyn—North Wilkesboro, North Carolina  
Dr. Warner L. Hall—Charlotte, North Carolina  
Mr. H. H. Harris, Jr.—Jacksonville, Florida  
Mr. Samuel M. Hemphill—Hickory, North Carolina

Mr. Joseph L. Hunter—Asheville, North Carolina  
 The Reverend E. Eugene Kirkman—Winston-Salem, North Carolina  
 Mr. Walter L. Lingle, Jr.—Cincinnati, Ohio  
 The Reverend W. F. Long—Hamlet, North Carolina  
 Mr. Julien L. McCall—Cleveland, Ohio  
 Dr. Charles G. McClure—Pompano Beach, Florida  
 The Reverend Donald O. McInnis—Jacksonville, Florida  
 Mr. Frank Matthews—Gastonia, North Carolina  
 The Reverend John N. Miller—Greenville, North Carolina  
 The Reverend Joseph G. Morrison—Wallace, North Carolina  
 Mr. William F. Mulliss—Charlotte, North Carolina  
 Mr. Charles F. Myers, Jr.—Greensboro, North Carolina  
 Dr. William Cecil Neill—Aherdeen, North Carolina  
 Mr. John G. Ormsby—Wilmington, North Carolina  
 Dr. Edward W. Phifer, Jr.—Morganton, North Carolina  
 Dean J. Dickson Phillips, Jr.—Chapel Hill, North Carolina  
 The Reverend H. Middleton Raynal—Sanford, North Carolina  
 Mr. Lunsford Richardson—New York, New York  
 Mr. W. W. Seymour—Sanford, North Carolina  
 Dr. William T. Thompson—Richmond, Virginia  
 Dr. Thomas G. Thurston—Salisbury, North Carolina  
 Mr. John M. Trask, Jr.—Beaufort, South Carolina  
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 Dr. Hugh D. Verner—Charlotte, North Carolina  
 Mr. William A. White, Jr.—Charlotte, North Carolina  
 The Reverend Charles Williams—Durham, North Carolina  
 The Reverend Robert A. Wilson—Grover, North Carolina

Reference  
 Student Body

*Ex-Officio Members:*

Mr. Larry Dagenhart—Charlotte, North Carolina  
 The Honorable Sam Ervin, III—Morganton, North Carolina

# Student Body

*Enrollment by Classes 1971-72*

Freshmen	300
Sophomores	268
Juniors	229
Seniors	260
Special Students	30

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## GEOGRAPHICAL DISTRIBUTION OF STUDENTS

1971-72

STATE	FRESH	SOPH	JR	SR	SP	STDN'TS
Alabama	8	7	5	5	0	25
Arkansas	0	2	2	4	0	8
Arizona	0	0	0	1	0	1
California	3	4	1	0	0	7
Colorado	0	0	1	0	0	1
Connecticut	2	2	0	1	0	5
Canal Zone	0	0	0	1	0	1
District of Columbia	1	2	0	1	0	4
Delaware	1	1	0	1	0	3
Florida	29	13	17	16	0	75
Georgia	28	29	22	28	0	107
Hawaii	1	0	0	0	0	1
Illinois	5	1	2	0	0	8
Indiana	2	0	1	1	0	4
Kentucky	2	5	3	2	0	12
Louisiana	1	1	1	2	1	6
Massachusetts	1	1	0	2	0	4
Maryland	8	4	5	5	1	23
Michigan	1	1	1	0	0	3
Mississippi	1	0	0	0	0	1
Missouri	1	3	2	1	0	7
Minnesota	0	5	2	2	0	9
Nevada	0	0	0	0	0	0
New Hampshire	1	1	0	0	0	2
New Jersey	6	6	10	8	1	31
New Mexico	1	0	0	0	0	1
New York	13	12	8	7	0	40
North Carolina	81	81	80	91	11	344
Ohio	16	11	2	4	0	33
Oklahoma	0	1	0	0	0	1
Pennsylvania	11	8	8	6	0	33
Rhode Island	0	0	0	1	0	1
South Carolina	28	26	16	30	2	102
South Dakota	0	0	0	1	0	1
Tennessee	9	7	10	4	2	32
Texas	3	4	2	4	0	13
Virginia	29	27	23	26	0	105
Washington	0	1	0	0	0	1
Wisconsin	1	0	0	0	0	1
West Virginia	5	2	4	5	1	17
Foreign	2	0	1	0	11	14
Totals	300	268	229	260	30	1087

# Students, 1971-72

## Reference Student Body

### Alabama

Phillips, James A., Alexander City  
Dabbs, Richard S., Anniston  
Boyd, Frank E. III, Birmingham  
Doggett, David, Birmingham  
Kittrell, David M., Birmingham  
Spencer, William A., Birmingham  
Soil, Stephen W., Birmingham  
Upchurch, Samuel E. Jr., Birmingham  
Parks, Thomas R., Decatur  
McMichael, Scott R., Enterprise  
Thompson, Leonard R., Florence  
Ryan, William H. III, Greenville  
Claunch, James E., Haynesville  
Bailey, Harold E., Huntsville  
Richardson, James H., Huntsville  
Richardson, Schuyler, Huntsville  
Greer, Jack V. Jr., Mobile  
Smith, Donald K., Mobile  
Tipler, Bradley M., Mobile  
Williams, Rahun M., Monroeville  
Downing, L. Tyler III, Phenix City  
Brandon, John E., Tuscaloosa  
Scarritt, Thomas V., Tuscaloosa

### Arkansas

Mobley, Zachary F., Batesville  
Eliott, Robert T., Blytheville  
Smith, Frank G. III, Blytheville  
Gunn, G. Wilson, Fayetteville  
Buck, Charles, Forrest City  
Hobbie, Todd M., Little Rock  
Shipp, John S., Little Rock  
Crampler, David P., Magnolia

### Arizona

Carlson, John B., Phenix

### California

Cunningham, Melville Jr., Alameda  
Brown, Fred D. Jr., APO San Francisco  
Yoder, R. Craig, Livermore  
Horowitz, Lawrence A., N. Hollywood  
Becker, Bruce A., Orange  
Scholer, John M., Palo Alto  
Anders, Robert J., San Francisco  
Long, Z. Bradford, San Francisco

### Colorado

Howard, William W., Denver

### Connecticut

Schreiber, Scott G., Glastonbury  
McIlwain, William C., Greenwich  
Ferris, Daron, Rudgely  
Shelburne, Brian J., Stamford  
Phillips, Leslie E., W. Hartford

### Canal Zone

Wainio, Richard A., Cristobal

### District of Columbia

Hallman, Jeffrey R., Washington  
Mez, Mark, Washington  
Vincent, Harry L., Washington  
Wagner, Paul H., Washington

### Delaware

Dean, Lynn L., Milford  
James, John Edward, Shelbyside  
Mahls, Michael E., Wilmington

### Florida

Campbell, James C. Jr., Atlantic Beach  
Lambeth, John A., Bradenton  
Vandergrind, Robert A., Bradenton  
Cassels, John W., Clearwater  
Dennard, Robert L. Jr., Clearwater  
Fleischer, Thomas G., Clearwater  
Dietrich, Ed H., Deerfield Bch  
Clay, Ralph T., E. Palatka  
Coulter, Garry W., Ft. Lauderdale  
Knights, James K., Ft. Lauderdale  
Mee, Glenn R., Ft. Lauderdale  
Quinby, Richard A., Ft. Lauderdale  
Black, John L., Ft. Walton Bch.  
Barber, William H., Gainesville  
Clayton, Robert E. II, Gainesville  
Powers, Leonard S. Jr., Gainesville  
Fletcher, Jack M., Greensboro  
Magee, John T., Homestead  
Baker, J. Duncan, Jacksonville  
Bowles, John C. Jr., Jacksonville  
Fowster, David W. Jr., Jacksonville  
Graham, Peter W., Jacksonville  
Graham, Carl D., Jacksonville  
Hassel, Carl D., Jacksonville  
Howell, William R., Jacksonville  
Mann, Charles H. III, Jacksonville  
Mims, David W., Jacksonville  
Moore, Jack Jr., Jacksonville  
Morton, Calvin H. Jr., Jacksonville  
Tanner, Michael G., Jacksonville  
Tisdale, Warren L., Jacksonville  
Whales, Michael D., Jacksonville  
Elder, Richard V. Jr., Jacksonville Bch  
Asbury, Clyde E., Lakeland  
Cloud, William G., Lakeland  
Moore, Bruce G., Lakeland  
Russell, Stephen F., Lakeland  
Tarver, Edward J., Lakeland  
Yarbrough, Paul R., Largo  
Zimmerman, Alan D., Largo  
Allender, Jeffrey S., Leesburg  
Stevenson, Samuel T., Melbourne  
Duncan, Larry C., Merritt Island  
Krieg, Frederick J., Merritt Island  
Hyme, Michael E., Miami  
Ramagli, Howard J., Jr., Miami  
Solberg, Robert M., Miami  
Wood, John B., Naples  
Hankinson, James C., Ocala  
Abberger, B. Lester III, Orlando  
Devine, John H. IV, Orlando  
Trumbo, Robert B. Jr., Orlando  
Welch, Stanford B., Orlando  
Walker, Walter L., Palatka  
McCloy, Dixon R., Panama City  
Arnold, Barry R., Pensacola  
Woodward, Joseph A., Quincy  
Bracken, William W., Sanford  
Graham, Jeffrey S., St. Petersburg  
Ludwig, Robert P., St. Petersburg  
Horton, Robert M., Tampa  
Johnson, Paul E., Tampa  
Peck, Stephen M. Jr., West Palm Bch.

Daniel, Charles R. Jr., Winter Haven  
Jernigan, James E., Winter Park  
McConnell, Bright III, Winter Park

### Georgia

Johnson, Steven D., Albany  
McCall, W. Earl, Americus  
Barksdale, Hiram C. Jr., Athens  
Simpson, Michael D., Athens  
Arapian, Ansel G., Atlanta  
Bain, Donnell Jr., Atlanta  
Balkcom, W. Stephen, Atlanta  
Burkholder, John, Atlanta  
Cross, Robert S., Atlanta  
Cunningham, Robert M., Atlanta  
Deininger, Mark A., Atlanta  
Dimon, Joseph H. IV, Atlanta  
Eyles, John G., Atlanta  
Gray, Robin B. Jr., Atlanta  
Hall, Robert G., Atlanta  
Hutchison, Guy W., Atlanta  
Kent, Thomas I. Jr., Atlanta  
Lewan, John R., Atlanta  
Lundy, Allen F., Atlanta  
Lyle, William F. III, Atlanta  
McShane, Frank V., Atlanta  
Perect, Paul H., Atlanta  
Foutac, Joe C., Atlanta  
Ralston, William H., Atlanta  
Shankweiler, Steven R., Atlanta  
Shugler, George P., Atlanta  
Sims, H. William, Atlanta  
Wright, Robert A., Atlanta  
Yochem, Joseph S., Atlanta  
Kemmerlin, Richard W., Augusta  
Reed, W. Thomas, Augusta  
Davidson, Charles L., Avondale Est.  
Williams, John A., Avondale Est.  
Nail, Rafael C., Brunswick  
Caldwell, Paul B., Chamblee  
Vismer, Timothy D., Chamblee  
Lynn, Billy P., Claxton  
Bragg, Douglas N., Columbus  
Henson, Kenneth M. Jr., Columbus  
Moye, James R., Columbus  
Patton, Timothy L., Columbus  
Thomas, John W., Columbus  
Varner, W. David Jr., Columbus  
Woolbright, David E., Columbus  
Chandler, Jeffrey, Dalton  
Lumpkin, Murray M., Dalton  
Scoggins, Bernard P., Dalton  
Beckmann, William H. Jr., Decatur  
Candler, G. Scott III, Decatur  
Dodd, Steven L., Decatur  
Douglas, James L., Decatur  
Gay, John C., Decatur  
Hargrove, Denson D., Decatur  
Holcombe, Hugh W. Jr., Decatur  
Omalley, Michael S., Decatur  
Scott, Michael A., Decatur  
Gleim, David, Doraville  
Porter, Lester L. III, Dublin  
Porter, Stephen D., Dublin  
Nearing, P. Kent, Dunwoody  
Hasty, Jeffrey H., East Point  
Davis, Russell G., Elberton  
Anderson, Thomas G., Gainesville  
Cochran, Richard P., Gainesville  
Jennings, Henry S. III, Gainesville

## Reference Student Body

Reed, Michael D., Gainesville  
Swetenburg, Raymond L., Gainesville  
Vandiver, Thomas J., Gainesville  
Barbee, John P., Hillsville  
Duke, Roy A. Jr., Lafayette  
Hutchinson, Charles L., LaGrange  
Jones, David W., Macon  
Stout, Robert M., Macon  
Watson, William A. IV, Macon  
Bosham, Ildon L., Marietta  
Jones, Kahn, Marietta  
Kitchens, David P., Marietta  
Lange, Roy H., Marietta  
Rhodes, Donald F., Marietta  
Roy, James A., Pembroke  
Hunzer, James H. Jr., Milledgeville  
Cramer, Michael R., Moultrie  
Gardner, Samuel J. III, Moultrie  
McCall, W. Gregory, Moultrie  
Miles, Glynn A., Pembroke  
Simpson, Edward V., Rome  
Gunn, John W. Jr., Savannah  
Stokes, Henry P., Savannah  
Kelly, Michael D., Statesboro  
Sikes, James G., Statesboro  
Sikes, Michael R., Statesboro  
Harper, John D. Jr., Stone Mountain  
Tillman, R. Allen, Jr., Stone Mountain  
Womack, Edward L., Stone Mountain  
Womack, James T. II, Stone Mountain  
Kuo, John C., Thomson  
Hay, Samuel H., Toccoa  
Chance, Andy M., Villa Rica  
Giasteco, Thomas F., Robins AFB  
Callaway, I. Turner, Washington  
Gull, Gene D., Washington  
Clark, Spurgeon W., Waynes  
Avery, Robert P. Jr., West Point

### Hawaii

James, Kevin F., Ft. Kamehameha

### Illinois

Ainworth, Thomas H. III, Chicago  
Devane, Gregory P., Chicago  
Pisano, David F., Crystal Lake  
Hardy, Ronald G., Decatur  
Fabert, Kenneth R., Homewood  
Thompson, James R., Libertyville  
White, Rollie H. III, Scott AFB  
Smith, Henry D. Jr., Springfield

### Indiana

Nelson, Paul M., Fort Wayne  
Linard, Jack E., Indianapolis  
Sutter, Joseph S., Marion  
Bennett, Patrick W., Warsaw

### Kentucky

Winn, Philip J., Ashland  
Donaldson, Brent M., Bowling Green  
McFarland, Michael D., Catlettsburg  
Lowry, James I. IV, Henderson  
Clay, Richard H., Hopkinsville  
Hanna, W. James, Lexington  
Husain, Richard A., Lexington  
Leaz, William M., Lexington  
Blickley, Alan F., Louisville  
Stopher, Robert F., Louisville  
Taylor, John E., Louisville  
Vanmeter, Woodford S., Parns

### Louisiana

Reeks, George H., Baton Rouge  
Duggins, David C., Covington  
Green, William O., Metairie

Breard, L. Kent Jr., Monroe  
Buck, David F. Jr., New Orleans  
Sherwood, William A., New Orleans

### Maine

Renf, Robert G., Ashland  
Sikes, Christopher L., Lexington  
Gadare, Steven D., Northboro  
Vanderham, Russell H., Whitesville

### Maryland

Webster, William R., Andrews AFB  
Nickles, William R. Jr., Baltimore  
Tarr, Brian, Baltimore  
Wecker, George F. Jr., Baltimore  
Canter, Harry Y., Bethesda  
Crosswhite, Craig S., Bethesda  
Reichelderfer, Bruce Jr., Bethesda  
Howlett, Francis C., Clinton  
Johnson, Richard R., College Park  
Coghill, Cornelius III, Crofton  
Willits, John, Cumberland  
Redding, Thomas N., Fliott City  
Seligmann, Bruce F., Frederick  
Vannewkirk, Richard H., Ironburg  
Denyes, Larry W., Gaithersburg  
Laumer, John A. III, Hagerstown  
Townsend, Francis J. III, Ocean City  
Bailey, Andrew D., Ocean Hill  
Blackwood, Barbara A., Potomac  
Culbertson, Stephen B., Silver Spring  
Lynn, Jeffrey G., Silver Spring  
Brown, David C., Wheaton

### Michigan

Romeyn, Richard L., Bloomfield Hls.  
Leonard, Mark C., Saginaw

### Missouri

Abele, J. Bruce, Boonville  
McNair, James N., Brentwood  
Rogers, Timothy L., Carthage  
Brown, James C., Springfield  
Lersche, Stephen D., St. Louis  
Davidson, John A., Webster Groves

### Mississippi

Fleming, Victor A., Boloxi  
Coblenz, J. Alexander, Brazri  
Williams, Edwin S., Clinton  
Robinson, Newell B., Columbus  
Campbell, Roy D., Greenville  
Prosper, Peyton D., Greenville  
Alford, Peter, Greenwood  
Douglas, Daryl L., Jackson  
Hudson, J. Manning, Jackson  
Purvis, Mitchell M., Jackson

### New Hampshire

Harkinson, Daniel J., Rochester

### New Jersey

Martin, Anthony C., Absecon  
Galloway, Ed W. Jr., Basking Ridge  
Brainin, John S., Cranford  
Turner, Joseph W., Fair Lawn  
Watson, Peter D., Glen Ridge  
Mapes, Harold E. Jr., Glen Rock  
Suffas, Steven W., Haddonfield  
Butts, Donald C., Haworth  
Maloney, John P., Hazlet  
Price, Somers S., Linwood  
Schal, Gary J., Linwood  
Geredy, Gregory P., Little Falls  
Mishop, James C., Maplewood

Batten, Bruce E., Medford Lakes  
Birens, Kay L., Metuchen  
Lautensack, Robert G. Jr., Min. Lakes  
Strand, Robert W., Min. Lakes  
Neer, William R., Meertown  
Barnhill, William O., Newton  
Thornion, Robert, Paton  
Carter, Russell, Princeton  
Jones, Charles M., Princeton  
Margolis, Robert D., Princeton  
Morris, R. Steve, Princeton  
McLwain, T. Buckner, Rumsen  
Catsapano, Michael L., Short Hills  
Levi, Richard P., Succunna  
Griffiths, David J., Trenton  
Scharling, Eric S., Verona

### New Mexico

Brewton, Barnabas L., Clovis

### Nevada

Smith, William H., Las Vegas

### New York

Brown, R. Hutchins, APO New York  
Hamrick, Samuel J. II, APO New York  
Young, Dale C., APO New York  
Dwyer, Robert F., Armonk  
Slagle, Charles D., Binghamton  
Lankenau, Harry R., Chappaqua  
Lebergh, James W., Chappaqua  
Smith, Richard L., Gloversville  
Stanzel, Keith R. II, Gloversville  
Gomez, Christian H., Hartsville  
Celentano, Peter S., Hempstead  
Guertler, Lee S., Huntington Sta.  
Pembroke, Joseph S., Jamestown  
Ruzo, Carl M., Jamestown  
Eichler, Peter P. Jr., Lewiston  
Wallace, Robert W. Jr., Lockport  
Clark, William G., Locust Valley  
Torner, Thomas L., N. Bellmore  
Inzer, Robert S., N. Tarrytown  
Maland, Tim, New Hyde Park  
Falconi, John J., New York  
Roche, David P., New York  
McCartney, John F., Pelham Manor  
Todd, William S., Poughkeepsie  
Trostler, F. Queens Village  
Stone, Mitchell W., Rochester  
Daley, Clayton C., Jr., Rye  
Baker, Bruce A. S., Glen Falls  
Wackman, John K., Scarsdale  
Case, Thomas L., Schuyltskoke  
Jones, Dennis W., Sherman  
Connors, Mark B., Suffern  
Sorrentino, Michael J., Woodhaven

### North Carolina

Vaughan, Sammy L., Asheville  
Cannon, Mills A., Asheville  
Redding, Spencer W., Asheville  
Montgomery, Woodard P., Asheville  
Moon, John T. H., Asheville  
Plemmons, Dwight B., Asheville  
Souther, Joseph M. Jr., Asheville  
Stansbury, Richard D., Asheville  
Webb, Steven G., Asheville  
Hawkinson, Murray G., Boone  
Smith, Phillip G., Boone  
Wilson, Grover G., Boone  
Spicer, Stephen A., Brevard  
Gregory, A. Neal, Buies Creek  
Foskies, Harry Lee Jr., Burlington  
Huffman, William H. Jr., Burlington  
Lassiter, Raymond L., Burlington  
Mast, David B., Burlington  
Prichard, Ward A., Burlington

Harding, J. Michael, Burner  
Sax, Jason L. H. Cary  
Thorne, J. Daniel Jr., Cary  
Giduz, William R., Chapel Hill  
Moore, John R., Chapel Hill  
Phillips, James D., Chapel Hill  
Phillips, Robert D. Jr., Chapel Hill  
Aiken, Douglas C., Charlotte  
Alexander, James P. Jr., Charlotte  
Allen, Robert C., Charlotte  
Barnes, William C., Charlotte  
Black, Stephen B., Charlotte  
Boggs, David, Charlotte  
Braxton, John V., Charlotte  
Burswell, William H., Charlotte  
Chapman, Todd M., Charlotte  
Clanch, Nicholas, Charlotte  
Doss, James L., Charlotte  
Douglas, John M. Jr., Charlotte  
Erlanson, Stephen E., Charlotte  
Fason, Brian P., Charlotte  
Fawn, David R., Charlotte  
Foushee, John G. Jr., Charlotte  
Foworubi, Ben F. Jr., Charlotte  
Frend, Robert M., Charlotte  
Glogos, Gordon F., Charlotte  
Gupton, William M., Charlotte  
Hitkey, M. Thomas III, Charlotte  
Huhls, Jack E., Charlotte  
Johnson, Michael S., Charlotte  
Johnson, Jeffrey, Charlotte  
Jorgenson, Peter J., Charlotte  
Kennedy, Reginald E., Charlotte  
Kirk, Clifford D., Charlotte  
Kutcher, George M., Charlotte  
Lambert, J. Craig, Charlotte  
McEwen, John T. Jr., Charlotte  
Matthews, John L., Charlotte  
Miller, Robert E. Jr., Charlotte  
Naylor, William H., Charlotte  
Norris, Mm. Alton Jr., Charlotte  
Potts, Farrell F. Jr., Charlotte  
Readon, Patrick A., Charlotte  
Reynolds, William B., Charlotte  
Richardson, James J., Charlotte  
Richardson, Thomas A., Charlotte  
Ruddell, Lawrence S., Charlotte  
Sovall, Michael E., Charlotte  
Strout, John J., Charlotte  
Tadlock, Mark, Charlotte  
Thomson, Michael H. / Charlotte  
Wagner, Lynn L., Charlotte  
Walters, John B., Charlotte  
Corriher, C. Franklin Jr., China Grove  
Craven, David L., Clemmons  
Rahbi, Vincent, Clemmons  
Adams, Rayford K. III, Concord  
Reisner, Kenneth R., Concord  
Dkoi, Iheanyi X., Concord  
Mawhney, Frances P., Cornelius  
Woodley, Terry W., Creedmoor  
Byers, W. Lee Jr., Davidson  
Carnegie, Prosser D., Davidson  
Davis, John S., Davidson  
Gruder, R. Lewis Jr., Davidson  
Gruder, Yvonne R., Davidson  
Smith, Curtis H., Davidson  
Stacks, Clyde W. Jr., Davidson  
Woodward, Ketter E., Davidson  
Woodward, Marianne, Davidson  
McCurdy, Steven C., Denver  
Bresler, Garrett S., Durham  
Burton, Claude S., Durham  
Ely, Christopher, Durham  
Ely, Ralph L. III, Durham  
Jones, Seaborn B., Durham  
Kaney, Burrell E., Durham  
Langford, Thomas A. III, Durham  
Livingood, C. H. III, Durham

McCracken, J. Stuart, Durham  
Munson, Mark D., Durham  
Patterson, Carl N. Jr., Durham  
Ribet, John A. III, Durham  
Rodriguez, Joseph R., Durham  
Travis, Richard E., Durham  
Ward, David M., Durham  
Cauppeer, Clifford P., Elizabeth City  
Vernon, Eric A., Elizabeth City  
Wicker, Calvin M. Jr., Elizabethtown  
Smith, Richard G. III, Elon  
Smith, David F., Elon College  
Terrell, Charles B., Elon College  
Barton, Reginald M. Jr., Fayetteville  
Lattimore, William E., Fayetteville  
McKrothen, Leighton B., Fayetteville  
Mattos, Daniel L., Fayetteville  
Monaghan, John M., Fayetteville  
Rox, William F., Fayetteville  
Stanfield, James A., Fayetteville  
Williams, Ronald L., Fayetteville  
Jones, Ersklen B. III, Forest City  
Wathers, John W., Forest City  
Thomas, Stanley J., Four Daks  
Drake, Philip C., Franklin  
Ford, Alan R., Garner  
Bisnar, Robert M., Gastonia  
Hamg, David D., Gastonia  
Jordan, Denny J., Gastonia  
Scarborough, David M., Gastonia  
Wheeler, Parks J., Gastonia  
Harrill, Henry N., Gatsville  
Harrill, James M., Gatsville  
Melton, David S., Glen Alpine  
Hberington, John, Goldsboro  
Gates, Robert H. Jr., Goldsboro  
Munley, Roger B., Goldsboro  
Applwhite, Gary, Greensboro  
Atkinson, Robert W., Greensboro  
Bolick, Robert E. Jr., Greensboro  
Cooke, Bardele W., Greensboro  
Covington, George C., Greensboro  
Easterling, Tom R. III, Greensboro  
Garvin, R. Gary, Greensboro  
McCann, J. Clinton, Greensboro  
McKennon, William L. Jr., Greensboro  
Mack, Eric G., Greensboro  
Mack, John E., Greensboro  
Mendenhall, Raymond W., Greensboro  
Michaels, Richard V., Greensboro  
Moore, Gilbert H. Jr., Greensboro  
Neal, Richard G., Greensboro  
Newlin, Lawrence W., Greensboro  
Papan, Richard C., Greensboro  
Preyer, Brent A., Greensboro  
Robinson, Charles P., Greensboro  
Ross, Thomas W., Greensboro  
Sparks, Charles A. IV, Greensboro  
Turner, Joseph E., Greensboro  
Wilkinson, Lawrence H., Greensboro  
Higgins, William H., Greenville  
Folger, R. Frank, Hamlet  
Jenkins, Timothy D., Harrisburg  
Perle, Robert M. Jr., Harrisburg  
Clark, Ronald S., Hendersonville  
Holly, Christopher P., Hendersonville  
Maloy, William B., Hendersonville  
Pater, John A., Hendersonville  
Vazary, Alexander III, Hendersonville  
Kepchar, John H. Jr., Herford  
Abee, Russell B., Hickory  
Bolick, W. Gary, Hickory  
Camp, W. Robert, Hickory  
Gabriel, John S., Hickory  
Amos, Robert T., High Point  
Beaton, G. Davis V., High Point  
Bencini, William S. Jr., High Point  
Hutchens, John G., High Point  
Ingold, David E., High Point

Rumble, Timothy L., High Point  
McKenzie, Thomas B., High Point  
Thompson, Lewis W. Jr., High Point  
Bell, Lloyd A. III, Jamestown  
Hastings, Randall F., Kannapolis  
Nash, David M., Kannapolis  
Stevens, G. Sutton, Kannapolis  
Thomason, Sam D. Jr., Kannapolis  
Wilson, Frederick M., Kannapolis  
Smith, Richard D., Kernersville  
Neisler, C. Andrew, Kings Mountain  
White, Jack H., Kings Mountain  
Cobb, William H. III, Kinston  
Fisher, Paul D., Lenoir  
Baucum, Mitchell, Laurinburg  
Calloway, John C. Jr., Laurinburg  
Erwin, Frank W., Laurinburg  
McKenzie, Charles E., Laurinburg  
Mitchener, J. Samuel, Laurinburg  
Frey, Herbert D., Laurinburg  
Rolland, William W. II, Laurinburg  
Bernhardt, Thomas M., Lenoir  
Bell, Franklin A., Lexington  
Crowell, George A., Lexington  
Frank, Gary W., Lexington  
Greathouse, William Jr., Lexington  
Leonard, Philip A., Lexington  
Berber, James L. Jr., Lenoir  
Frazier, Frank A., Lumberton  
Strawcutte, Andrew J., Lumberton  
Peterson, Robert G., Matthews  
Hinnant, Charles A., Micro  
Simpson, Bruce M., Monroe  
Brown, James M., Mooresboro  
Culp, John R., Mooresville  
Gale, John, Mooresville  
Kendall, Sandra K., Mooresville  
Lindsay, Diane S., Mooresville  
Lowrance, Jeffrey L., Mooresville  
Shinn, Franklin D., Mooresville  
Morys, Robert E., Morehead City  
Blakley, Barry, Morganton  
Browning, G. Mardian, Morganton  
Carter, John W. Jr., Morganton  
Chapman, Robert L., Morganton  
Grabb, Raymond E., Morganton  
Incoe, John C., Morganton  
Randolph, John L. Jr., Morganton  
Robertson, William E. Jr., Morganton  
Young, James M., Mt. Holly  
McLean, A. Alexander III, Murfreesboro  
Anderson, Richard, Newland  
Corne, Ray G., Newton  
Gathier, Hugh R., Newton  
Mabry, Mack H., Norwood  
MacDowell, N. Martin Jr., Oxford  
Locklear, David G., Pembroke  
McCallum, Alton R., Pembroke  
Long, Adnan E., Pfafftown  
Turner, Aubrey W. Jr., Pink Hill  
Barefoot, Aides C., Raleigh  
Bello, K. Gerard, Raleigh  
Dixon, David L. III, Raleigh  
Dorsett, James K., Raleigh  
Edwards, George S., Raleigh  
Gordon, Alexander M., Raleigh  
Hassinger, Stanley H., Raleigh  
Lemmon, John P., Raleigh  
Phipps, John R., Raleigh  
Powers, Robert A., Raleigh  
Salisbury, Paul L. III, Raleigh  
Summs, John M. Jr., Raleigh  
Stagg, William R. Jr., Raleigh  
Ware, E. Allan, Raleigh  
Newlin, Grier G. H.,andleman  
Love, Alfred R. Jr., Red Springs  
Gillie, G. Kemp, Reidsville  
Vint, Albert Edwin III, Richfield  
Walker, Eric C., Roanoke Rapids

## Reference Student Body

## Reference Student Body

Frye, John L. Robbins  
Smith, Robert D. Rockingham  
Allen, Calvin H. Rocky Mount  
Bantle, Stephen S. Rocky Mount  
Draper, Stephen B. Rocky Mount  
Keeter, Charles S. Rubberfordton  
Cronwell, Dwight L. III, Salisbury  
Grissett, Finley D. Salisbury  
Kanehides, George A. Salisbury  
Cugin, James M. Sanford  
Johnson, H. Reynolds Jr., Sanford  
Seymour, W. Wynold Jr., Sanford  
Grady, R. Dwight, Seven Springs  
Dover, C. Thomas, Shelby  
Catching, John W., Sherrills Ford  
Enchey, Carroll D., Skyland  
Richardson, Thomas C., Southern Pines  
Deal, Richard B., Statesville  
Nabors, L. Howard, Statesville  
Norra, Robert B., Statesville  
Tombar, Michael G., Statesville  
Lewis, Robert D., Stoneville  
Herman, John R., Taylorville  
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Cloffelter, Daniel C., Thomasville  
Mitchell, Paul R., Thomasville  
Ward, J. Daniel, Thomasville  
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Johnson, James C., Tobaccoville  
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Ray, James E., Waynesville  
Conoley, Ronald P., Wendell  
Parish, James R., Wendell  
Camerton, Gregory S., Whiteville  
Farnell, Leland E., Williamston  
Hardison, James A., Williamston  
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Hufline, David E., Wilmington  
Kelly, Robert T., Wilmington  
Lertle, Robert A. Jr., Wilmington  
Long, Robert H., Wilmington  
McChesney, Graham C., Wilmington  
Turner, Thomas F., Wilmington  
Wilson, Richard K., Wilmington  
Finch, Joseph E., Wilson  
McGoogan, Duncan L. Jr., Wilson  
Wilkinson, Harold J., Wilson  
Baragona, S. Alan, Winston-Salem  
Butner, Blain, Winston-Salem  
Cox, John M., Winston-Salem  
Daniel, David T., Winston-Salem  
Davis, Charles E., Winston-Salem  
Ebert, Timothy C., Winston-Salem  
Imus, Neil W., Winston-Salem  
Lawing, William D., Winston-Salem  
Long, Lawrence D., Winston-Salem  
Mebien, David H., Winston-Salem  
Morton, B. Douglas III, Winston-Salem  
Farham, William M., Winston-Salem  
Robinson, James G., Winston-Salem  
Rodgman, Mark A., Winston-Salem  
Smith, E. Gray, Winston-Salem  
Snyder, Bruce A., Winston-Salem  
Tompon, Randolph C., Winston-Salem  
W'balong, Robert P., Winston-Salem  
Rages, Gary H., Winterville

**Ohio**

Conklin, Charles S., Ada  
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Bowman, Robert B., Cincinnati  
Eiler, Kenneth S., Cincinnati  
Neefus, John D., Cincinnati

Salyer, Stephen L., Cincinnati  
Wagner, Randolph G., Cincinnati  
White, John R., Cincinnati  
Whitworth, Hall B., Cincinnati  
Curtiss, David W., Cleveland  
Keller, Stephen L., Columbus  
Pomeroy, Gary M., Columbus  
Dackens, Owen P., Dayton  
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Kienleifer, James S., Hamilton  
Ioanes, Thomas A., Ilwaco  
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Webel, John, Mansfield  
Eades, Charles J. Jr., Millford  
Love, Gregory L., Millford  
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Hesterberg, Earl J., Montgomery  
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Akers, Stephen L., N. Olmsted  
Funk, Gregory P., Olmsted Falls  
Cornette, Gary L., Portsmouth  
Buell, Scott, Sunbury  
Bales, William T., Toledo  
Kerue, Alan S., Waller, City  
White, Andrew M., Warren  
Dunn, Gregory J., Youngstown

## Oklahoma

Henwood, J. Randolph, Collinsville

## Pennsylvania

Nicholson, James S., Bethel Park  
Buchingham, Boyd F., Bloomberg  
Strong, Lester F., Braddock  
Davis, Andrew L., Bryn Athyn  
Weir, Edgar V., Butler  
Cancelli, David, Canonsburg  
Cross, Catherine H., Devon  
Schoonover, James E., E. Stroudsburg  
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Lehman, James A., Lancaster  
Sharenko, David J., M.Kees Rocks  
Cholak, Dennis R., Meadville  
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Endy, William L., Norristown  
Dotz, Philip C., North Wales  
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Hodge, Charles, Philadelphia  
Minkin, Eric A., Philadelphia  
Eklund, Robert H., Pittsburgh  
Hoon, Alexander H. Jr., Pittsburgh  
Lowry, T. Britt, Pittsburgh  
Powers, Graham P., Pittsburgh  
Sacco, Augustus E. III, Pittsburgh  
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Spinner, Richard L., Stroudsburg

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Goodwin, James A., Aiken  
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Campbell, Thomas A. III, Blacksburg  
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Newton, William J. Jr., Charleston  
Prepels, Ralph A., Charleston  
Robinson, Jonnet C., Charleston  
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Dawson, Robert L., Chester  
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Dawson, William T. Jr., Columbia  
Dunn, William A., Columbia  
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Jackson, James R., Columbia  
King, Thomas S., Columbia  
McCormick, Robert B., Columbia  
Mitchell, Mack C. Jr., Columbia  
Patterson, Grady L. III, Columbia  
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Pindar, George L., Columbia  
Reynolds, James D. Jr., Columbia  
Strasburger, Alvin Jr., Columbia  
Touchton, Robert T., Columbia  
Vandewater, Richard H., Columbia  
Collins, James P., Crescent Beach  
Bertha, James F., Dillon  
Stultz, Jack C. Jr., Dillon  
Draughon, George F. Jr., Florence  
Draughon, Graham C., Florence  
McAlhany, Walter W., Fort Mill  
Chandler, James S. Jr., Georgetown  
Rashed, Allen, Georgetown  
Arant, Morgan D. Jr., Greenville  
Bruce, James H., Greenville  
Bruce, Thomas L., Greenville  
Earle, Joseph H., Greenville  
Ellett, William R., Greenville  
Farrow, Leo J. Jr., Greenville  
Kilgore, Charles J., Greenville  
McLean, John L. III, Greenville  
Morris, William B., Greenville  
Nicoll, Thomas E., Greenville  
Poe, George W., Greenville  
Spunk, Peeter, Greenville  
Traxler, Thomas W., Greenville  
Park, George B. Jr., Greenville  
Colvin, William J. III, Hilly Hill  
Curry, Richard R., Inman  
Fagan, James F., Landrum  
Williams, Kenneth D., Liberty  
Boyd, James A., Mt. Pleasant  
Boyd, William H. Jr., Mt. Pleasant  
Curry, C. Richard, Mt. Pleasant  
Jacobs, Jon R., Mt. Pleasant  
Clark, Frank A., Myrtle Beach  
Crews, Rowan D. Jr., Myrtle Beach  
Frye, James M., Myrtle Beach  
Collins, Michael S., N. Augusta  
McMillan, Joseph J., N. Myrtle Beach  
Reeves, William M., Pendleton  
Williamson, C. Edwin Jr., Pendleton  
Williamson, James M., Pendleton  
Baldwin, Phillip E., Rock Hill  
Barren, Ernie C., Rock Hill  
Randall, Robert D. Jr., Rock Hill  
Sturgis, J. Graham Jr., Rock Hill  
Sumwalt, V. Rollins, Rock Hill  
Hall, Robert J., Spartanburg  
Halligan, William C., Spartanburg  
Hendrix, Richard W., Spartanburg  
Horton, E. McKeever, Spartanburg  
Lindsey, Gray D., Spartanburg  
Prince, James B., Spartanburg

Cuttino, Judson P., Sumter  
Parker, Ned W., Sumter  
Hagins, Bruce L., Woodruff  
McAuley, W. Samuel, York

#### *South Dakota*

Holcomb, Thomas C., Sioux Falls

#### *Tennessee*

Trahern, T. Anderson, Clarksville  
Berry, Douglas, Franklin  
Goodloe, James C. IV, Gallatin  
Winchester, Rush B. Jr., Greenville  
Goldberger, Jerry C., Johnson City  
Merrill, Ray W. Jr., Johnson City  
Doy, David B., Kingsport  
Scott, Paul E., Kingsport  
Acuff, Tea E., Knoxville  
Davis, John P., Knoxville  
Hemming, Stephen F., Knoxville  
McWilliams, David R., Knoxville  
Shupe, Ernest A., Knoxville  
Latimore, Thomas W., Lookout Mtn.  
Watson, Rufus W., Loudon  
Farrar, Jane, Memphis  
Tierney, David M., Memphis  
Corlew, Robert E. III, Murfreesboro  
Robinson, John S., Murfreesboro  
Beazley, Luther III, Nashville  
Berry, Daniel M. III, Nashville  
Davenport, William D., Nashville  
Fort, Richard B. Jr., Nashville  
Hibbert, Thomas W., Nashville  
Vanstone, Keith C., Nashville  
Williams, Daryl L., Nashville  
Wimer, David C., Dak Ridge  
Bradley, Joel F., Pleasant View  
Baird, C. Bruce, Sewanee

#### *Texas*

Burney, Cecil E. Jr., Corpus Christi  
DuPont, William III, El Paso  
Cooper, Richard C., Fort Worth  
Bender, David G., Houston  
Erierson, James A., Houston  
Schleider, Ben H. III, Houston  
Wilson, J. Cooke III, Houston  
Smith, James W. Jr., Lockhart  
Kyle, Albert S., Lubbock  
Sanchez, Juan C., San Antonio  
Mayfield, William Jr., Waco

#### *Virginia*

Spencer, Timothy D., Abingdon  
Taylor, Mattha F., Abingdon  
Alexander, William G., Alexandria  
Allen, William W., Alexandria  
Allison, Christopher E. Jr., Alexandria  
Blakey, H. Allen, Alexandria  
Eliason, Arnold, Alexandria  
Fugate, Richard C., Alexandria  
Hines, John C., Alexandria  
Mantre, Ross W., Alexandria  
Parkhurst, David L., Alexandria  
Potts, Raymond D., Alexandria  
Russell, Michael T., Alexandria  
Saylor, Roger W., Alexandria  
Scandling, John D. Jr., Alexandria  
Sengel, David E., Alexandria  
Valante, Leo F. Jr., Alexandria  
Case, James M., Annandale  
Garett, William B., Arlington  
Glendon, James B. III, Arlington  
Scott, Jack C., Arlington  
Vaughan, William W., Ashland  
Cooper, William E., Bristol  
Towe, Benjamin F., Cana

Edmunds, Robert K., Charlottesville  
Ward, Miles A., Chatham  
Phillips, Stephen L., Chester  
Humbert, William H., Covington  
Jenkins, Thomas H. III, Crozet  
Goldman, Dwight L., Culter  
Hudson, J. Benton III, Culpeper  
Anderson, Robert H., Danville  
Twedy, Dennis A., Esvington  
Henderson, Daniel B., Fairfax  
Pecorak, John B., Fairfax  
Pecorak, T. Jay, Fairfax  
Williams, David J. III, Falls Church  
Hicks, Ben Y., Fredericksburg  
Lacy, Benjamin R. IV, Front Royal  
Kridau, W. Leslie, Heathsville  
Griazard, Michael, Jarrett  
Hall, George C., King George  
Thomas, George N., Lexington  
Shackelford, George C., Lilan  
Ramey, Michael L., Lynchburg  
Reid, David H., Lynchburg  
Daley, William K., McLean  
Dimmock, T. Herbert, McLean  
Bell, Richard R., Meredithville  
Jewett, Jeremiah J. III, Middleham  
Timmons, J. Kenneth Jr., Middleham  
Ackiss, David L., Newport News  
Huller, Charles J., Newport News  
Burd, John, Norfolk  
Harding, Reginald M., Norfolk  
Roberts, Peyton C. Jr., Orange  
Somerville, Frank W., Orange  
Soos, Frank M., Pocahontas  
Soos, Thomas, Pocahontas  
Bell, Joseph S. III, Portsmouth  
Miller, William J., Portsmouth  
Bishop, Philip E., Radford  
Ingles, Andrew L. Jr., Radford  
Eliett, Edmund T., Richmond  
Galloppe, Leonard B., Richmond  
Harris, Craig R., Richmond  
Heiner, Charles L., Richmond  
Johnston, John C., Richmond  
Kenyon, John E. Jr., Richmond  
Lueders, Linda J., Richmond  
May, Sandra L., Richmond  
Miles, Robert I. Jr., Richmond  
Mohr, William C., Richmond  
Montgomery, James N., Richmond  
Rogers, Lewis T., Richmond  
Summers, Charles A., Richmond  
Williams, Julie F., Richmond  
Fitzgerald, David K., Roanoke  
Glady, Charles H., Roanoke  
Hurst, Julian T., Roanoke  
Jones, Kenneth H., Roanoke  
Merritt, W. Russell Jr., Roanoke  
Mullen, Richard J., Roanoke  
Weaver, David D., Roanoke  
Kington, Charles T., Salem  
Wilson, John K. Jr., Scottsville  
Earp, Stephen W., South Boston  
Gardner, Mark S., Spotsylvania  
Benton, Robert S., Springfield  
Parcell, James R., Springfield  
Ayles, Quincy W., Staunton  
Deaver, John A., Staunton  
Roller, Elizabeth G., Staunton  
Sanley, C. Vaughn, Staunton  
Mullins, Foney G., Swords Creek  
Walker, Timothy S., Vienna  
Krebs, Robert G. Jr., Virginia Beach  
Morgan, Peter W., Virginia Beach  
Winter, Timothy M., Warrenton  
Lud, Wade M., Waynesboro  
Guerrant, William B., Williamsburg  
Parker, Randall T., Williamsburg  
Parker, Sheldon K., Williamsburg

#### *Washington*

Smith, Peter G., Dak Harbor

#### *Wisconsin*

Duncan, Joseph M. Jr., Hartland

#### *West Virginia*

Canterbury, Steven D., Beckley  
Jarrell, Gary F., Charleston  
Mitchell, Gregory W., Charleston  
Gander, Gregory M., Clendenen  
Hess, Ralph C. III, Elkins  
Spears, Lawrence M., Elkins  
Norman, Robert E., Follansbee  
Whersell, Paul W., Grafton  
Taylor, J. Sotom, Huntington  
Tippett, John T., Huntington  
Petou, W. Edward, Keyser  
Wetzel, Robert J., Mannington  
Howard, Thomas W., Mt Hope  
Bush, Richard A., Parkersburg  
Dancwood, Richard B., Princeton  
Ekridge, William N., Princeton  
Newman, Ford F., Wayne

## STUDENTS ABROAD

#### *Marburg, Germany*

Altman, Ronald W., Chatham, N. J.  
Desse, C. Michael, Pittsburgh, Pa.  
Ernst, Michael D. E., Grand Rapids, Mich.  
Giescke, Thomas F., Montgomery, Ala.  
Lewist, Robert E., Culpeper, Va.  
Moretz, Richard E., Augusta, Ga.  
Morgan, Peter W., Williamsburg, Va.  
Moss, Lloyd W., Mobile, Ala.  
Seiber, J. Edward, Knoxville, Tenn.  
Watson, G. Dennis, Memphis, Tenn.  
Wheeler, Michael S., Blacksburg, Va.

#### *Montpellier, France*

Auld, Hampton M., Columbia, S. C.  
Batta, Robert E., Augustine, Fla.  
Beard, W. Scott, Brevard, N. C.  
Boggs, L. Kennedy, Spartanburg, S. C.  
Brown, George S., Charlotte, N. C.  
Campen, Thomas J., Charlotte, N. C.  
Drinkard, James P., Glade Spring, Va.  
Edwards, James B., Forest City, N. C.  
Galloway, Lewis F., Columbia, S. C.  
Gatewood, Clay H., Charlotte, N. C.  
Gorrell, Ralph W., Winston-Salem, N. C.  
Henry, William R., Jr., Morven, N. C.  
Kruiger, Walter J. III, Charleston, S. C.  
Long, Gary S., Gastonia, N. C.  
Pandick, Mark D., New Providence, N. J.  
Parks, Kenneth, Lancaster, S. C.  
Phillips, Frederick A., Charlotte, N. C.  
Sittler, Douglas E., Moberly, Missouri  
Stavrides, Peter G., Lone Island, N. Y.  
Thompson, John, Montgomery, Ala.  
Tinsley, H. Wallace, Chester, S. C.  
Wolbert, Timothy N., Kings Mountain, N. C.  
Williams, Charles J., IV, Jacksonville, Fla.

#### *Britain*

Dull, Keith R., Winston-Salem, N. C.  
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Steelman, Sanford L., Watchung, N. J.

#### *Spain*

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Watson, James F., Glen Ridge, N. J.

## Reference Student Body

# The Class of 1971

## Bachelor of Arts

George Capps Allen  
James Calvin Beamguard  
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Jay Scott Bowen  
John Wesley Bowen, IV  
David Eugene Bradley  
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Malcolm Patterson Calhoun  
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Holbrook Buckmaster Coyne, Jr.  
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Nicholas Gregory Dumich  
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James McClung DuRant  
James Voorhees Edwards  
Stephen Carl Engstrom  
Stephen Paulk Epperson  
Sterling Dwight Ethridge  
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Richard Edward Hinson  
Oliver Wendell Holmes, III  
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Robert Victor Hoy  
Michael William Jacob  
Charles Miller Katz  
James Stuart Kennedy  
Duane Henry Kirkman  
Alan Buchanan Kirkpatrick  
Frank Chappel Kirtley  
Robert Charles Krehbiel, III  
Ralph Clayton Lester, Jr.  
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Richard Reaves Louthan  
James Allen Luton, Jr.  
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William Earl March  
Hugh King Marr, Jr.  
Henry Gregory Marrow  
Christopher Glenn Mauney  
King Mawhinney  
Thomas Moore Maxwell  
Robert Turner Meadows, III  
Michael John Mikolayunas  
†Brion Garth Miller  
Roger Mills  
David Watkins Mockbee  
Christopher Robin Murray  
William Gerald New  
Stephen Lawrence Newsome  
Robert Charles Niebauer  
Carl Robert Nordstrom  
Keith Alan Onsdorff  
Charles Turner Page  
Allen Jay Peterson  
Bryan Sams Peterson  
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Theodore DuBose Ravenel  
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Jackson Ninian Steele  
Ronald Wayne Stelzer  
Charles Clinton Stretch  
Homer Bates Sutton, Jr.  
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Gilson Long Terriberry

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James Vail Trevathan  
James Taylor Upchurch  
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Ted Alan Woods  
William Vannoy Woodson, III  
William Vincent Youkey  
Julius Osborne Young, III  
John Arthur Yurkutat

Reference  
Class of 1971

†Honors College Graduate

## Bachelor of Science

James Richard Allison, III  
Fred Jackson Ballenger  
Leonard Andrew Baugham  
James Joseph Blair, III  
John Clifton Brawner  
John Thomas Bryan  
James Kermit Buchanan  
John Gerrit Caldwell  
James Fletcher Cantrell, Jr.  
Marcus Eugene Carr, Jr.  
Morton Perrin Chiles, III  
Douglas Hendon Clark, Jr.  
Bennett Young Cowan, Jr.  
Philip Edwin Croy  
Hugh Milner Dennis  
Pierce Kendal Dixon, III  
Henry Clayton Dorminey, Jr.  
George Thomas Ealy  
†Cecil Michael Elliott—Special  
Attainments in Chemistry  
Russell Gordon Eppley  
Jackson McRea Ewart  
Benjamin Caywood Garrett  
Paul Christopher Garrigus  
James Christopher Giles  
Frederick Walter Gourdin  
Carter Tate Holbrook, III  
Michael Freeman Hood  
James Hula Hudson, III  
John William Jacobs

Thomas Randolph Jeter  
Frederick Charles Kastner  
Stephen Walter Kirley  
John Allen Lamar, Jr.  
Van Roy Lane  
Jim Thomas Long, Jr.  
William Roberts McKenzie, Jr.  
William Major Mills  
John North Moore, Jr.  
Thomas Roy Morrill  
William Shelburn Moye, III  
James William Newton  
Kenneth Neal Prestwich  
Charles William Ralston, III  
Narayanan Ramachandran  
Adam Benjamin Robinson, Jr.  
Bruce Nethercut Rogers  
John Hill Saunders  
Timothy Patrick Shelton  
Wade Kever Shepherd  
Harold Audrey Smoak, Jr.  
David Fleming Stimpson  
Floyd Loren Strand  
Warner Lewis Tabb, III  
Andrew Mark Thompson  
Charles Franklin Timmons, Jr.  
John Franklin Trotter, Jr.  
Robert Flournoy Truitt, Jr.  
George Bryan Wagoner, Jr.  
Richard Lewis Weddle

## CUM LAUDE

- \*Mark Steven Affeldt, A. B.  
Richard Davis Anderson, Jr., A. B.  
Paul Mark Baker, B. S.  
David Edgar Buck, Jr., A. B.  
Herbert William Clegg, II, B. S.  
Harlan Robert Day, A. B.  
Robert Gordon Folger, A. B.  
Walter Kimball Griffith, A. B.  
Stephen Keith Hall, A. B.  
Douglas Owen Hickman, B. S.  
Allen Reif Kessler, II, B. S.  
Peter Koch Lutken, A. B.  
Richard Eliot Lyon, A. B.  
John Bowers McCammon, A. B.  
Edward Graham McGoogan, Jr., A. B.
- William Gray Mason, Jr., B. S.  
Richard Gatewood Morrison, B. S.  
Roger Dixon Peterson, A. B.  
Charles Andrew Pickens, B. S.  
Norwood Carter Poland, A. B.  
Duncan Sybren Postma, B. S.  
Jefferson Irvine Ritchie, A. B.  
Stephen Elston Roady, A. B.  
William Paul Sawyer, B. S.  
Timothy Keith Shuba, A. B.  
\*\*Brian Donnelly Smith, A. B.  
James Stephenson Wilson, Jr., B. S.
- \*Honors in History  
\*\*High Honors in German

## SUMMA CUM LAUDE

- Robert Shields Harris, A. B., *First Honor*  
Edwin Huss Shoaf, Jr., B. S., *Second Honor*  
†Thomas Ranson Opie, B. S., *Special Attainments in Chemistry*  
John Headley Shott, A. B.  
†Thomas James Trussell, Jr., B. F.  
†Honors College Graduate

## 1971 SUMMER GRADUATES

- Donald Bennett Bailey, Jr., A. B.  
Lewie Chriswell Bickley, Jr., A. B.  
Jeffrey Garland Brantley, A. B.  
Charles Henry Brown, Jr., A. B.  
Gary Stephen Cash, A. B.  
Roger Edwin Clark, A. B.  
Richard Harding Cowart, A. B.  
Pleasant Hunter Dalton, A. B.  
Edward Craig Hay, Jr., A. B.  
William Kenneth Hayes, A. B.  
William Harrison Higgins, A. B.
- Michael Freeman Hood, B. S.  
John Timothy McCauley, A. B.,  
Honors in English  
Stephen Royce McNabb, A. B.  
Charles Erskine Parks, III, A. B.  
*Cum Laude*  
Lyman Joe Parrigin, III, A. B.  
Hunter Wagener Rice, A. B.  
William Welsh Telford, Jr., B. S.  
William Thomas Vernon, A. B.  
William Morris Warren, A. B.

## HONORARY DEGREES - 1971

- Wallace Hamilton Kuralt — *Doctor of Laws, Honoris Causa*  
Herbert Meza — *Doctor of Divinity, Honoris Causa*  
Harold Rawling Pratt-Thomas — *Doctor of Science, Honoris Causa*  
Morris Berthold Abram — *Doctor of Laws*  
Clanton Ware Williams — *Doctor of Laws*

# Scholarship Holders, 1971-72

Reference  
Scholarships

## *McConnell Scholars*

William H. Beckmann, Jr., 1972	Mark Monson, 1974
Philip E. Bishop, 1974	Thomas Nicoll, 1975
Daniel Gray Clodfelter, 1972	Ned W. Parker, 1975
Richard B. Damewood, 1975	David L. Parkhurst, 1974
Charles Michael Deese, 1973	Carl N. Patterson, Jr., 1973
William E. Early, 1972	Joseph Pembridge, 1975
J. Alan Frierson, 1972	David H. Reid, 1974
Charles Cooper Geraty, 1972	Bernard Perry Scoggins, 1972
William W. Howland, 1973	William Smith, 1975
Albert Kyle, 1974	Michael S. Wheeler, 1973

## *Dana Scholars*

James P. Alexander, Jr., 1974	James C. Hankinson, 1974
Robert Clyde Allen, 1972	Henry S. Jennings, 1973
Jeffrey S. Allender, 1973	Jeffrey M. Johnston, 1974
Andrew D. Bailey, 1974	Michael David Kelly, 1973
Robert E. Banta, 1973	William E. Lattimore, 1972
W. Scott Beard, 1973	William Marvin Lear, 1972
William H. Beckmann, Jr., 1972	Mack H. Mabry, 1974
Robert S. Benton, 1973	John Todd Magee, 1974
Philip E. Bishop, 1974	William J. R. Mayfield, 1972
Alan F. Blakley, 1974	William R. Meier, 1973
Joel F. Bradley, 1973	L. Howard Nabors, 1973
Fred Douglas Brown, 1974	Rafael C. Nail, 1973
Peter S. Celentano, 1974	Donald F. Parman, 1972
Ronald S. Clark, 1973	Ralph A. Peebles, 1973
Michael R. Creasman, 1973	James Albert Philips, 1972
Charles Davidson, 1974	Somers Steelman Price, 1972
Joseph Clay Delk, 1972	David H. Reid, 1974
John Lewis Douglas, 1972	Stephen Lee Salyer, 1972
John M. Douglas, 1974	John D. Scandling, Jr., 1974
George F. Draughon, Jr., 1972	Douglas Ealey Sittler, 1973
Brian Preston Evans, 1972	Bruce A. Snyder, 1973
Charles Cooper Geraty, 1972	Robert W. Strand, 1974
Thomas F. Giesecke, 1973	Lewis W. Thompson, Jr., 1972
Peter William Graham, 1973	Neil W. Trask, III, 1973
Robin Bryant, Jr., 1972	Thomas J. Vandiver, 1972
A. Neal Gregory, 1974	Edwin Stephen Williams, 1972
Lee S. Guertler, 1972	Kenneth D. Williams, 1974
Gene David Guill, 1972	Ronald Lynn Williams, 1972
G. Wilson Gunn, 1974	Rush B. Winchester, Jr., 1973

## *Anderson Scholars*

David P. Kitchens, 1974	Stephen Peck, 1975
Jack Linard, 1975	Richard Smith, 1975

### *General Motors Scholars*

Michael D. Reed, 1974

Gary John Scibal, 1972

### *Guttman Scholars*

John C. Bowles, 1972

Thomas Sinks, 1972

Todd Maxwell Hobbie, 1972

Robert W. Wallace, 1972

Mark Meza, 1972

Kesler E. Woodward, 1973

### *Merchant Scholars*

Stephen Peck, 1975

Richard Smith, 1975

### *Music Scholars*

Lynn L. Dean, 1974

William Reynolds, 1975

John Todd Magee, 1974

### *Proctor and Gamble Scholars*

William Owens Green, 1972

William Marvin Lear, 1972

William F. Halligan, 1973

### *Richardson Scholars*

Richard B. Deal, 1975

Donald Smith, 1975

Daniel J. Harkinson, 1974

### *Sloan Scholars*

Donald C. Butts, 1974

Mack C. Mitchell, Jr., 1974

Ralph L. Ely, III, 1973

Robert Duvall Smith, 1972

Gary S. Long, 1973

Lawrence H. Wilkinson, 1972

### *Staley Scholars*

Barry R. Arnold, 1973

John Richard Levan, 1972

Bruce A. Becker, 1973

Steven Robb, 1975

W. Steve Bennett, 1974

Peter Spink, 1973

James Goodloe, 1975

H. Wallace Tinsley, 1973

Robert G. Hall, 1975

E. Allan Ware, 1974

James C. Johnson, 1972

James Womack, 1975

Kesler E. Woodward, 1973

### *Thompson Scholars*

William Howard Boyd, Jr., 1972

Todd Maxwell Hobbie, 1972

Barnabas L. Brewton, 1975

Leighton B. McKeithen, 1975

Thomas L. Case, 1974

David Fuller Smith, 1973

Lynn L. Dean, 1974

Charles Allen Summers, 1972

Finley David Grissett, 1972

Eric Walker, 1975

### *Williams Scholars*

Morgan D. Arant, 1975

W. Russell Merritt, Jr., 1972

Larry Duncan, 1973

Timothy N. Webster, 1973

### *Woodson Scholars*

Jerry C. Godbehere, 1974

William F. Lyle, III, 1972

### *Honor Scholars*

Spurgeon W. Clark, 1975—Dr. J. R. and Mrs. A. J. Brown Scholarship  
Arn Eliasson, 1975—Cornelius Pharr and Marjorie Jane Alexander Scholarship  
Lewis F. Galloway, 1973—North Carolina National Bank Scholarship  
Thomas W. Hibbett, 1975—W. A. Leland McKeithan Scholarship  
Kevin James, 1975—Dr. Fraser Hood Scholarship  
Michael S. Johnson, 1972—A. K. Phifer Scholarship  
Kalin Jones, 1975—Edward C. Stuart Scholarship  
Frederic Krieg, 1975—Mary and John McGavock Scholarship  
Steven Krieg, 1975—Mary and John McGavock Scholarship  
Wade H. Lail, 1975—R. M. Miller, Jr. Scholarship  
Jeffrey L. Lowrance, 1973—Robert H. Gambrell Scholarship  
J. Clinton McCann, 1973—Craig-Huske Scholarship  
Robert Bryan Norris, 1972—C.T. Stowe Scholarship  
Phillip G. Smith, 1973—Edward C. Stuart Scholarship  
Timothy Spencer, 1975—W. A. Leland McKeithan Scholarship  
Lester Franklin Strong, 1972—Agnes Sentelle Brown Scholarship  
Keith Vanstone, 1975—Robert F. Phifer Scholarship  
James Womack, 1975—Coslett Scholarship  
Alan Zimmerman, 1975—W. A. Wood Scholarship

### *Special Scholarships and Awards*

Michael R. Creasman, 1973—Burlington Scholarship  
John C. Gudger, 1972—Howard Scholarship  
David P. Kitchens, 1974—Schoenith Scholarship  
William D. Lawing, 1973—Presser Scholarship  
John Richard Levan, 1972—Dan McKeithan Scholarship  
Richard P. Levi, 1973—McElroy Scholarship  
Mack H. Mabry, 1974—Oeland Scholarship  
John Lacy McLean, III, 1972—Huguenor Scholarship  
Donald F. Parman, 1972—Burlington Scholarship  
Stephen Lee Salyer, 1972—Gladstone Memorial Scholarship  
Thomas Scarritt, 1975—Harding Scholarship  
Ray Swetenburg, 1972—Sandy Black Scholarship

### *National Merit Scholars*

Daniel Gray Clodfelter, 1972                      Lawrence H. Wilkinson, 1972  
Warren D. Gentry, 1972

### *Special Merit Scholars*

James L. Berger, 1972                      Michael S. O'Malley, 1972  
Richard A. Bush, 1972                      John D. Scandling, Jr., 1974  
Richard B. Damewood, 1975                David Sharenko, 1975  
Gregory P. Devane, 1974                    George P. Shingler, 1972  
David C. Duggins, 1974                    E. Gray Smith, 1973  
William N. Eskridge, 1973                Steven A. Spicer, 1974  
H. Nelson Harrell, 1972                    Stanley J. Thomas, 1974  
Adrian E. Long, 1972                        Randolph Tompson, 1975  
William H. Naylor, 1972                    Woodford Van Meter, 1975  
Thomas Nicholl, 1975                        William R. Webster, 1973

**Reference  
Campus Map**

- |                                       |                                |                                  |
|---------------------------------------|--------------------------------|----------------------------------|
| 1 Chambers Building                   | 17 President's Home            | 33 Random House                  |
| 2 Grey Memorial Library               | 18 Cunningham Fine Arts Center | 34 Fanny & Mable (Beta)          |
| 3 Martin Science Building             | 19 Elm Row                     | 35 Phi Delta Theta               |
| 4 F. L. Jackson Court                 | 20 Oak Row                     | 36 Sigma Apha Epsilon            |
| 5 Hobart Park                         | 21 Philanthropic Hall          | 37 Apple Turnover                |
| 6 E. H. Little Library (under const.) | 22 Eumenean Hall               | 38 Emanon                        |
| 7 Richardson Field                    | 23 College Presbyterian Church | 39 Rho Alpha Chi (Pax)           |
| 8 Johnston Gymnasium                  | 24 Dana Science Laboratories   | 40 Rusk House                    |
| 9 Duke Residence Hall                 | 25 Preyer Infirmary            | 41 Kappa Alpha                   |
| 10 Senelle Residence Hall             | 26 Baseball Diamond            | 42 Richards House                |
| 11 Cannon Residence Hall              | 27 Shop (mechanical)           | 43 Bailey House                  |
| 12 Belk Residence Hall                | 28 Shop (carpentry)            | 44 Martin Manor                  |
| 13 Richardson Residence Hall          | 29 Steam Plant                 | 45 Davidson Post Office          |
| 14 Watts Residence Hall               | 30 Laundry                     | 46 Carolina Inn                  |
| 15 E. H. Little Residence Hall        | 31 Security Office             | 47 Robert Lee Stowe Tennis House |
| 16 College Union                      | 32 Pi Kappa Alpha              | 48 Tennis Courts                 |
|                                       |                                | 49 Grey House                    |



**DAVIDSON**  
CAMPUS MAP

# Academic Calendar

Reference  
Academic Calendar

1972-73

September 21	<i>Thursday, 8:00 a.m.</i>	<i>Fall Term Begins</i>
October 26-27	<i>Thursday, 8:00 a.m.</i>	<i>Freshman Conference Recess</i>
October 30	<i>Monday, 8:00 a.m.</i>	<i>Fall Term Resumes</i>
November 23-24	<i>Thursday and Friday</i>	<i>Thanksgiving Holidays</i>
December 5	<i>Tuesday, 5:00 p.m.</i>	<i>Fall Term Classes End</i>
December 6	<i>Wednesday, 8:00 a.m.</i>	<i>Fall Examinations Begin</i>
December 9	<i>Saturday, 5:00 p.m.</i>	<i>Fall Examinations End and Christmas Recess Begins</i>

## WINTER TERM

January 3	<i>Wednesday, 8:00 a.m.</i>	<i>Winter Term Begins</i>
February 10	<i>Saturday (class day)</i>	
March 9	<i>Friday, 5:00 p.m.</i>	<i>Winter Term Classes End</i>
March 10	<i>Saturday, 8:00 a.m.</i>	<i>Winter Examinations Begin</i>
March 14	<i>Wednesday, 5:00 p.m.</i>	<i>Winter Examinations End and Winter Recess Begins</i>

## SPRING TERM

March 21	<i>Wednesday, 8:00 a.m.</i>	<i>Spring Term Begins</i>
April 14	<i>Saturday (class day)</i>	
May 25	<i>Friday, 5:00 p.m.</i>	<i>Spring Term Classes End</i>
May 28	<i>Monday, 8:00 a.m.</i>	<i>Spring Examinations Begin</i>
May 31	<i>Thursday, 5:00 p.m.</i>	<i>Spring Examinations End</i>
June 3	<i>Sunday</i>	<i>Commencement</i>

# 1972

# 1973

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

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

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

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

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

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

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## Correspondence Directory

For prompt handling, please address inquiries as indicated below:

GENERAL ADMINISTRATIVE	<i>Office of the President</i>
ADMISSIONS	<i>Office of Admissions and Financial Aid</i>
EDUCATIONAL PROGRAM	<i>Vice President for Academic Affairs</i>
EMPLOYMENT OF SENIORS AND ALUMNI	<i>Director of Placement</i>
FINANCE, DEVELOPMENT, PUBLIC INFORMATION, ALUMNI RELATIONS	<i>Vice President—Finance and Development</i>
SCHOLARSHIPS	<i>Office of Admissions and Financial Aid</i>
STUDENT HOUSING	<i>Director of Student Housing</i>
STUDENT INTERESTS AND COUNSELING	<i>Dean of Students</i>
SUMMER SCHOOL	<i>Registrar</i>
TRANSCRIPTS AND ACADEMIC REPORTS	<i>Registrar</i>

VISITORS ARE WELCOME at Davidson. The administrative offices in the south wing of Chambers Building are open Monday through Friday from 8:30 to 5:00. Visitors desiring interviews with members of the staff are urged to make appointments in advance. The College telephone is (704) 892-8021.

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The legal and corporate name of the institution is:

THE TRUSTEES OF DAVIDSON COLLEGE

Davidson College reserves the right to make changes in policies, regulations and fees as printed herein.

Davidson College is an equal opportunity employer.

